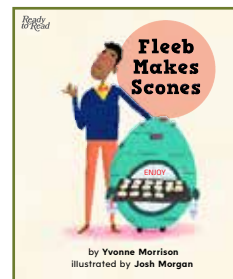


Fleeb Makes Scones

by Yvonne Morrison
illustrated by Josh Morgan

This text is levelled at Green 2.



Overview

When Dad buys a robot to help with the housework, Nate and Rose are very pleased, but Mum thinks a robot is unnecessary. After getting the new robot to make scones, the children and Mum both change their minds!

This story supports the development of a self-extending reading process. It requires students to “use a range of sources of information in text, along with their prior knowledge, to make sense of the texts they read”, to monitor their reading, and to “use strategies such as asking questions and making inferences to help them think more deeply about the ideas in the text” (*The Literacy Learning Progressions*, page 12).

There is an audio version of the text as an MP3 file at www.readytoread.tki.org.nz

Related texts

Stories about baking: *Bread* (shared); *Waiting for Rēwana Bread* (Blue 3); *The Little Red Hen* (Green 1)

Stories about humorous misunderstandings: *The Hole in the King's Sock* (Ready to Read, shared); picture books such as the Amelia Bedelia stories by Peggy Parish and Herman Parish, and *Don't Forget the Bacon* by Pat Hutchins

Text characteristics

Fleeb Makes Scones has the following text characteristics that help develop the reading behaviours expected of students reading at Green.

A familiar setting (at home) and a familiar context (baking)

The humorous contrast between what Fleeb is supposed to be doing and what he actually is doing

Most content explicitly stated but also some implicit content (in text and illustrations) that provides opportunities for students to make predictions and inferences (for example, that the children are doing all the work)

Illustrations that support and extend the meaning but may not exactly match the words

Sentences that run over more than one line but do not split phrases, and several lines of text on every page



"Now I must beat an egg," said Fleeb. He put an egg on the floor. "I will race you to the fridge," he said to the egg. "Ready, set, go!" Off he rolled.



"Stop! That's not how you beat an egg!" said Nate. "You beat it in a bowl, like this."

Dialogue between easily identified speakers

Mostly familiar vocabulary, including many high-frequency words and common verbs but also some new interest vocabulary (for example, “added”, “bought”, “count”, “delicious”, “blanket”, “Fleeb”, “Nate”, “pieces”, “plus”, “robot”, “Rose”, “sighed”, “started”, “thought”, “tidy”, “what a mess!”) including vocabulary associated with baking (“add the milk”, “beat an egg”, “bowl”, “dough”, “flour”, “fridge”, “kitchen”, “mixed”, “roll”, “rub in the butter”, “scones”, “tray”, “turn on”, “warm the oven”) that are strongly supported by the context, the sentence structure, and/or the illustrations

A range of punctuation, including speech marks, commas, exclamation marks, an ellipsis, and dashes to support phrasing and meaning

Reading standard: After one year at school

The Literacy Learning Progressions

Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

To find out what happens when Fleeb makes scones

Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

The behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them according to your students’ strengths, needs, and experiences – their culture, language, and identity (*Reading and Writing Standards for years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students, over several readings, to:

- **make connections** between their own experiences and information in the story to **make predictions and inferences**
- identify the main events in the story (**summarise**)
- **make meaning** by searching for and using multiple sources of information rather than one source
- **monitor** their reading and self-correct where necessary, for example, by rerunning text or checking further sources of information.

Introducing the story

- A short video on the importance of introducing the text is available at <https://vimeo.com/142446572>
- Use your knowledge of your students to ensure that the introduction to the story activates their prior knowledge and supports them for a successful first reading.
- Ideally, try to build an opportunity for the group (or the whole class) to make scones. The language generated by this activity would be especially supportive for English language learners.

For English language learners, you could also talk through the cover illustration and the first few pages before the whole-group session to build confidence with vocabulary. You can find useful guidance about supporting English language learners at <http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/Supporting-English-Language-Learning-in-Primary-School-SELLIPS>

- Add *Bread*, *Waiting for Rewana Bread*, and *The Little Red Hen* to the students’ browsing boxes to reread and remind them of some of the vocabulary and steps involved in baking.
- Read the title and encourage the students to speculate about which character is Fleeb and why he is making scones. (If necessary, confirm that the illustration shows a robot.) Support the students to read the message on the robot’s screen and to make connections to any experiences they have had of “enjoying” scones. Model your thinking: *I wonder why this family has a robot.*
- The illustration on the title page helps to answer this question, and also suggests that Fleeb is a new purchase. Encourage the students to share ideas about what it would be like if they had a robot.
- Discuss the page 2 illustration. The “HELLO” on the robot’s tummy and the boy’s close examination of the robot support the idea of Fleeb being new to the family. Tell the students the children’s names. *Do you think they like the idea of having a robot?* Have the students read the message on Fleeb’s tummy in the smaller illustration. *What are they going to get the robot to do?*
- Prompt the students to notice the move into the kitchen on page 3. *What does Fleeb’s screen say now?* Draw out the idea that the screen is showing the steps in the recipe. Discuss what it means to warm the oven and compare it with what Fleeb seems to be doing. The students may predict that there are going to be further mix-ups. You could model your thinking: *I wonder if Fleeb understands how to make scones.*
- Share the purpose for the reading.
- The students could begin reading the story for themselves from this point, particularly if they have had experience in making scones. If you think they need more support, you could discuss the illustrations on pages 4–5, focusing on the instructions on Fleeb’s screen and whether this matches what is happening in the illustrations.

Monitoring the reading

- Observe closely as the students read the story quietly to themselves. Note their confidence and perseverance and any instances of self-monitoring, cross-checking, and self-correction. Enjoy their responses to the robot’s mistakes as they read. Provide support to individual students as necessary.
- If a student makes an error without noticing a problem, wait till the end of the sentence or page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it themselves. Use appropriate prompts to draw their attention to the error, such as in the following table:

| Text in book | Student reads | Teacher prompt |
|---|---|--|
| "I bought us a robot." | "I got us a robot." | Prompt the student to check the visual information. <i>That makes sense, but if the word was "got", what letters would you see? Have another look and try it again.</i> |
| He started to count. | He stirred to count. | <i>Did that make sense? Check the word (if necessary, cover the "ed" ending with your finger). Look for a part of the word that you know. Now read it again and check that it makes sense and looks right.</i> |
| Rose got the dough. She rolled it out and cut it into pieces. | Rose got the dough. She rolled it out and cut it into p- The student stops reading. | Prompt the student to attend to meaning. <i>Look at the illustration. What has Rose done to the dough? If necessary, support the student with rerunning the sentence, pausing at "p-" for them to come in with "pieces". If necessary, tell them the word.</i> |

- Other prompts that you could use include: *Does that look right and sound right?; You said ... Can we say it that way?; Look at the beginning of the word; Were you right?; Look for something you know in that word; What else could you check?; You said "...", can you find your mistake and fix it?; What can you see that will help you?; Say the first part, then the next part ...; Read the sentence again.*
- Remember to base these prompts on what you know about the students' prior knowledge. For example, asking an English language learner if a word sounds right may not be useful if they are not familiar enough with English phonemes and vocabulary to know the answer. In this case, an explanation would be more effective, or simply telling them the word.
- Reinforce the students' attempts to problem-solve, whether they are successful or not, for example: *First you read "floor" and then you changed it to "flour". What did you notice?*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1–4*, page 130.

Discussing and rereading the story

- You can revisit this story several times, focusing on different aspects and providing opportunities for the students to build comprehension and fluency. Many of the discussion points listed here also lead naturally into "After reading" activities.
- Encourage the students to share their responses to the story. You could have them think, pair, and share their favourite part.

- Remind the students of the purpose for reading. Support them to identify the main idea (and what makes the story funny). *Who really made the scones?*
- Ask them to summarise what Fleeb did. Enjoy going back through the book together to clarify what Fleeb was supposed to do and what he actually did and to notice the humorous details in the illustrations. (This also provides an opportunity to clarify the precise meanings of the cooking terms.) You could create a comparison chart, as shown in the partially completed example below. The students could complete it as an after-reading activity.

| What Fleeb was supposed to do | What Fleeb did | What the children did |
|-------------------------------|-----------------------|--------------------------|
| Warm the oven | Got the dog's blanket | Rose turned on the oven. |
| Rub in the butter | | |
| Beat the egg | | |
| Add the milk | | |
| Roll the dough | | |

- Support the students to think critically:
 - Why did Fleeb follow the instructions in the wrong way?*
 - Why did Mum's feelings change?*
 - Do you think the children still want a robot?*
- Have the students reread the story, stopping to discuss points of interest. You can revisit the story over several sessions, exploring such features as:
 - the characters' thoughts and feelings as suggested in the dialogue and illustrations. The students could look for clues to how Mum's feelings change or to the growing frustration of the children. Have them read their dialogue in a way that reflects the unfolding storyline, attending to the alternatives to "said" ("laughed", "cried", "sighed") and using intonation for "into" in italics on page 4.
 - the humorous details in the illustrations.
 - the irregular past-tense verb forms (for example, "bought", "took", "cut", "were"). Reread the sentences where the words occur and support the students in identifying the present-tense forms. Explain that some verbs can't have "ed" added (for example, "cut" not "cuted", "took" not "taked", "bought" not "buyed").
 - how the students worked out (or tried to work out) unfamiliar words or phrases, for example, by thinking about what made sense, looking for the biggest known part of a word, noticing inflected endings, reading on to the next word, or rereading.
 - interesting word features, such as:
 - the "sh" sound for the "ci" in delicious;
 - the homophones ("for" and "four").

After reading: practice and reinforcement

After-reading tasks should arise from your monitoring of the students' needs during the lesson and provide purposeful practice and reinforcement. Where possible, make links to other texts, including texts generated from language experience and shared writing, and to the wider literacy programme (oral language, writing, handwriting, alphabet and word games and activities) and other curriculum areas.

Select from and adapt these suggestions, according to the needs of your students.

- Ask the students to reread the story to a partner. Listen in, noting their ability to use punctuation to support phrasing and expression. You may also use this time to do a quick Running Record with a student to provide more information about their self-monitoring.
- The students can build their comprehension and fluency by rereading the story while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide opportunities for students to reread this story and read other books with similar themes or topics (see Related texts). You could also read picture books to the whole class.
- You could use the text for Readers' Theatre with you taking the part of the narrator and the students taking on the roles of the characters. Experiment with how Fleeb might talk.
- Arrange for the group or class to bake scones together (if they haven't already). Take photos and use the activity as a basis for language experience writing.
- The students could choose two illustrations from the story and create thought bubbles for the characters.
- Provide simple instructions for students to follow, for example, how to draw a picture of an object or play a card game. Alternatively, the students could work in pairs to write instructions for a familiar task (for example, washing your hands). They could swap their instructions with other group members and try them out to see how clear they are.

- Have the students discuss with a buddy what they would use a robot for if they had one at home (for example, play games together or tidy their room) and then draw and write about their ideas.
- Have the students complete the summary chart begun earlier. They could choose one event from the story and design a cartoon strip or a concertina book showing three pictures: what the recipe said, what Fleeb thought it meant, and how Rose or Nate fixed the problem.
- Give the students cards with present-tense and past-tense verbs from the story and ask them to match them up. Provide further support with the irregular verb forms, particularly for English language learners, by making up oral sentences together. You could provide a further scaffold by giving them speaking frames or by designing a cloze task where the irregular verbs are omitted. They could practise asking and answering each other. For example:

What did Dad buy for the family?

He _____ a robot.

Soon the scones ____ ready.

"These scones are delicious," said Dad.