# Robot Rescue

by Lena Castletini

Fountas-Pinnell Level R
Science Fiction

**Selection Summary**

Milo hopes to win the robot contest so that he can spend weeks at Robot Camp. Despite the scoffing disbelief of his classmates, Milo enters his firefighting robot in the contest. When other robots go awry, Squirt II saves the day.

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## Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>• Science fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>• Third-person narrative</td>
</tr>
<tr>
<td></td>
<td>• Comparison/contrast of characters and robots</td>
</tr>
<tr>
<td>Content</td>
<td>• Building robots</td>
</tr>
<tr>
<td></td>
<td>• Detailed descriptions of the features of various robots</td>
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<tr>
<td></td>
<td>• Contests</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>• Hard work and determination can lead to success.</td>
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<tr>
<td></td>
<td>• Competing can be difficult.</td>
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<tr>
<td>Language and Literary Features</td>
<td>• Robot names reflect their characteristics: Not-Bot, Woofatron, XTerminator, Squirt, ButlerBot</td>
</tr>
<tr>
<td></td>
<td>• Foreshadowing</td>
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<tr>
<td></td>
<td>• Character development through realistic, age-appropriate dialogue</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>• Simple sentences with some complex sentences</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>• Context reveals the meaning of most single-word exclamations, such as gross, Not-Bot, ZAP, and EWWWW</td>
</tr>
<tr>
<td></td>
<td>• Some electronic terms, such as sensor and transformer</td>
</tr>
<tr>
<td>Words</td>
<td>• Multiple verbs for movement: striding, skipped, strutted</td>
</tr>
<tr>
<td></td>
<td>• Inflected ending verbs such as scanned, finished, scoffed</td>
</tr>
<tr>
<td>Illustrations</td>
<td>• Labeled illustrations of robots</td>
</tr>
<tr>
<td></td>
<td>• Chart and timeline</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>• Thirteen pages of text, illustrations on twelve pages</td>
</tr>
<tr>
<td></td>
<td>• Captions summarize textual content</td>
</tr>
</tbody>
</table>

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Build Background
Help students use their experience with contests to visualize the story. Build interest by asking the following questions such as: Have you ever entered a contest? Why did you enter? Read the title and author and talk about the cover illustration. Tell students that this is a science fiction story, so the story setting is far into the future. Explain that, in the story, students compete with each other as they enter the robots they build in a school contest.

Introduce the Text
Guide students through the text, noting important ideas and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Page 2: Explain that Milo, the main character in this story, is building a robot named Squirt II. He plans to enter it in a school contest.

Page 5: Call attention to the illustration on page 5. Ask: How can you tell that Milo is trying to concentrate, or focus, on his task? What do you imagine Milo is going to do with the nozzle?

Page 13: Draw students’ attention to the highlighted word impressed. How would you feel if you worked hard to win a contest, but the judges were not impressed? Now turn back to the beginning of the story and read to find out what happens to Milo and Squirt, and about who will win the contest.

Target Vocabulary
admitted – said something is true
collected – calm and sensible
compliment – a positive, admiring, or respectful comment about someone, p. 11
concentrate – to focus one’s attention on something
destination – a place where someone is going
impressed – had a strong, favorable effect on you, p. 13
original – the first of its kind, p. 3
produced – made, p. 13
rumor – a statement that is believed to be true even though there are no facts to prove it, p. 3
suspense – anxious uncertainty about what will happen
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Infer/Predict Strategy and to use clues from the text to figure out what might happen at the end of the story.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the story.
Suggested language: Why do you think Milo was so determined to win the contest? How did he achieve his goal?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The first prize in a school robot contest is a two-week stay at Robot Camp.</td>
<td>• Being fair in a competition is important.</td>
<td>• Events take place in chronological order.</td>
</tr>
<tr>
<td>• Milo wants to win the prize and enters a firefighter robot named Squirt II.</td>
<td>• Set a goal and work hard to achieve it.</td>
<td>• Accurate, technical terms for robotic parts lend realism to the story.</td>
</tr>
<tr>
<td>• Squirt II puts out a fire and wins the contest.</td>
<td>• Use your skills to help others.</td>
<td>• The realistic comments of contestants help to develop the story’s characters.</td>
</tr>
</tbody>
</table>

Choices for Further Support

• **Fluency** Model reading aloud the first paragraphs on pages 3 and 10 as students read along. Read the italicized and capitalized words emphatically. Ask students to comment on your reading. Then, have students join in rereading the paragraphs aloud.

• **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind students that a syllable is a single vowel sound. For example, the word *compliment* on page 11 has three vowel sounds and, therefore, three syllables: *com-pli-ment*. Point out that while the vocabulary words *admitted* and *impressed* each end in the affix *–ed*, *admitted* consists of three syllables (*ad-mit-ted*) while *impressed* has two syllables (*im-pressed*). Explain that the vowel sound in the *–ed* affix is not always sounded.
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 17.7.

Responding
Have students complete the activities at the back of the book, using their Reader’s Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill
Story Structure
Remind students that the structure of a story is formed from the details the author includes about characters, setting, and plot. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

Think Aloud
The conflict in the story is between Milo and the other students entered in the robot-building contest. Several events occur that lead to the resolution in the story. List the outcome of the contest and the resulting prize that Milo wins, in the “Resolution” box.

Practice the Skill
Encourage students to share other details from the text that help show story structure.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the writing prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts
• What rumor did Camilla start about Milo?
• Which sentences from page 5 show that Milo is determined?
• What can the reader conclude about Milo’s robot? Why do you think that?
English Language Development

Reading Support Check regularly on students’ oral reading to determine accuracy, fluency, and comprehension.

Idioms The story contains some idioms that might be unfamiliar. The words in an idiom take on a new meaning when they’re used together. Discuss the meanings of pay and crazy in the idioms crime doesn’t pay (p. 6) and went crazy (p. 7).

Oral Language Development

Check student comprehension, using a dialogue that best matches your students’ English proficiency level. Speaker 1 is the teacher, Speaker 2 is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1: Who is the main character?</td>
<td>Speaker 1: What can Squirt II do?</td>
<td>Speaker 1: How are all of the contest robots alike?</td>
</tr>
<tr>
<td>Speaker 2: Milo</td>
<td>Speaker 2: Squirt II can put out fires.</td>
<td>Speaker 2: All four robots have a function that helps people.</td>
</tr>
<tr>
<td>Speaker 1: What is Milo building?</td>
<td>Speaker 2: Squirt II can move his third arm in seven ways.</td>
<td>Speaker 1: Why does Milo work to forget about the other students’ teasing?</td>
</tr>
<tr>
<td>Speaker 2: a robot named Squirt II</td>
<td>Speaker 2: Squirt II can move his third arm in seven ways.</td>
<td>Speaker 2: Milo wants to win the contest. He won’t do a good job on his robot if he lets the others upset him.</td>
</tr>
<tr>
<td>Speaker 1: What is the contest prize?</td>
<td>Speaker 2: two weeks at Robot Camp</td>
<td>Speaker 2: Milo wants to win the contest. He won’t do a good job on his robot if he lets the others upset him.</td>
</tr>
</tbody>
</table>

Critical Thinking Read and answer the questions. Possible responses shown.

1. Think within the text What is Milo’s robot’s name?
   Answer: Squirt II

2. Think within the text What does Milo’s robot do?
   Answer: Squirt II puts out fires.

3. Think beyond the text The story gives examples of how robots could make the world a better, safer place. What are some other things that robots could do to make the world a better place?
   Possible responses shown.

4. Think about the text Why does the author have the other participants in the contest making fun of Milo at the beginning of the story? What is the purpose of this part of the plot?
   Answer: Milo wants to win the contest. He won’t do a good job on his robot if he lets the others upset him.

Responding

Story Structure What is the main conflict in Robot Rescue? How is the problem solved? What events lead to that resolution? Copy and complete the chart below.

<table>
<thead>
<tr>
<th>Conflict</th>
<th>Milo wants to win the robot contest so that he can go to robot camp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milo’s classmates make fun of his robot.</td>
<td>Milo’s robot, Squirt II, rescues the “baby” from the fire. When不允许catches on fire, Squirt II puts it out.</td>
</tr>
</tbody>
</table>

Resolution |

Write About It Think of a camp that you would like to attend. Write a paragraph describing the camp and what people do or learn there.

Text to World

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On page 3, the narrator explains, “An unlucky accident had done away with the original Squirt. That had seemed unlucky at the time, but it really wasn’t.” How can an accident be both unlucky and lucky? Support your answer with examples from the text.

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Critical Thinking

Read and answer the questions.

1. Think within the text What is Milo’s robot’s name?

2. Think within the text What does Milo’s robot do?

3. Think beyond the text The story gives examples of how robots could make the world a better, safer place. What are some other things that robots could do to make the world a better place?

4. Think about the text Why does the author have the other participants in the contest making fun of Milo at the beginning of the story? What is the purpose of this part of the plot?

Making Connections If you could build a robot, what would you have your robot do? Explain why.

Write your answer in your Reader’s Notebook.
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Milo worked day and night to finish Squirt II. Squirt was a firefighting robot. He had two kinds of sensors in his head. Light sensors helped him find his way through a maze of rooms. Heat sensors helped him locate a fire. He carried a water tank backpack that had a special robotic arm. It could move like a human arm. Plus, it had a nozzle on the end. Water shot out of the nozzle.

As Milo worked, he kept thinking about the first prize. He pulled a slip of paper out of his pocket and unfolded it.

### Behavior Codes

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓ cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>® cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>çat</td>
<td>1</td>
</tr>
</tbody>
</table>

### Accuracy Rate

\[
\text{Accuracy Rate} = \left( \frac{\text{# words read correctly}}{98} \right) \times 100 \%
\]

### Comments:

Grade 5
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