

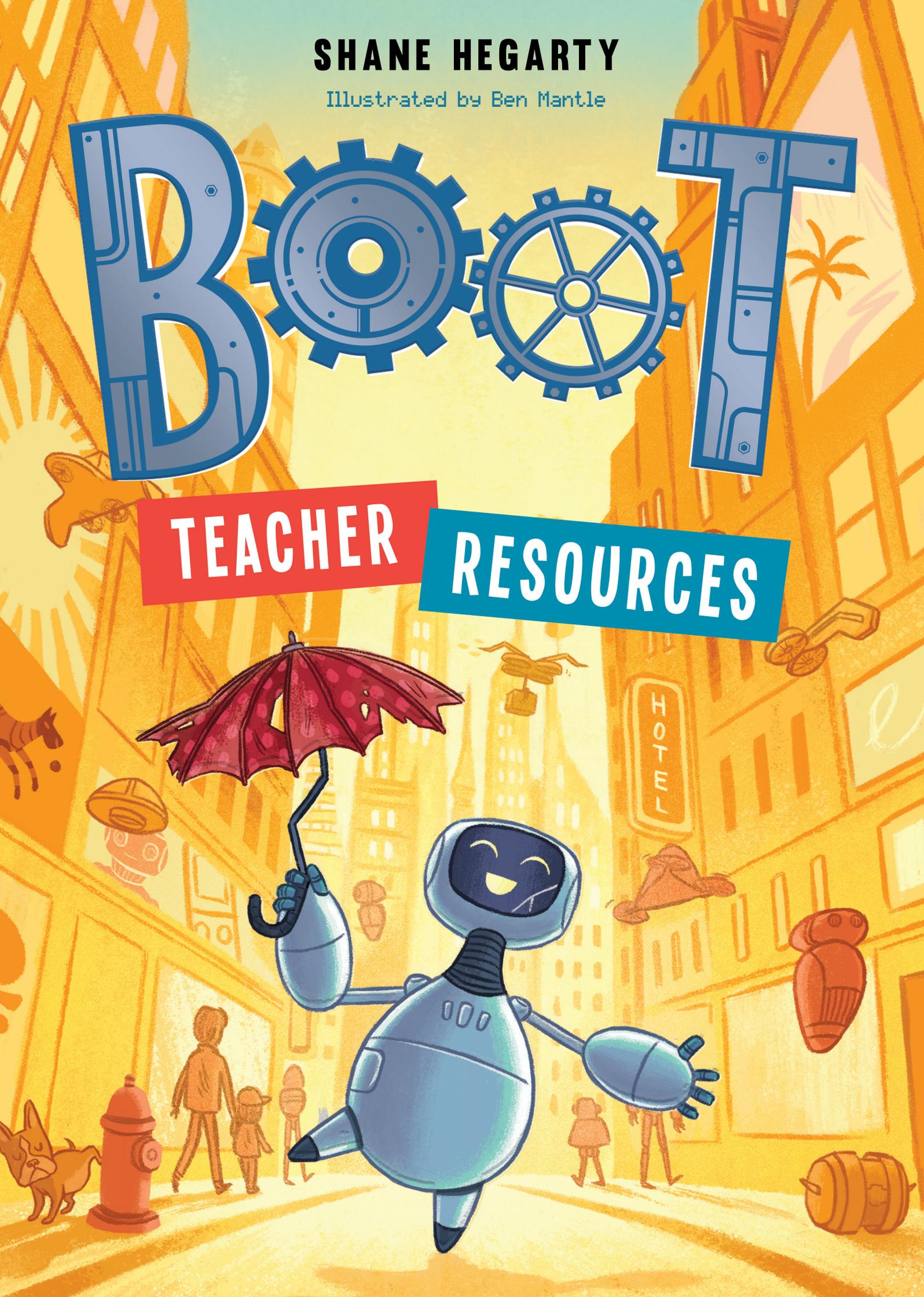
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Illustrated by Ben Mantle

BOOT

TEACHER

RESOURCES



READING ACTIVITIES

IDEAS FOR READING THE BOOK ALOUD WITH YOUR WHOLE CLASS, AND FOCUSED COMPREHENSION ACTIVITIES BASED ON EARLY CHAPTERS.

READING ALOUD:

This is a great book to read aloud to a Year 3 or 4 class. As you share this book together, try to collect evidence for each of the main themes in the book.

- Stick up some big sheets of paper on a working wall, as the place to collect the ideas and evidence. You could use Post-it notes to scribe on and add to each theme

BEING DIFFERENT	FRIENDSHIP	BRAVERY	MEMORIES
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- Encourage the class to use more than one piece of evidence from the book to support an idea

A great point to stop and consider your evidence is when Boot finds other Funtime Pals (pages 114-115) exactly like it is, it questions all it thinks about itself: *'But I was wrong. I was just another robot,'* and on page 118: *'I'm just another toy.'*

IS BOOT JUST AN ORDINARY ROBOT?

- Ask the children to convince you of their opinion, one way or the other, using evidence from the working collection sheets.



COMPREHENSION

- Read **page 1** below without showing the class the front cover or telling them the book title:

'I woke up with only two and a half memories.

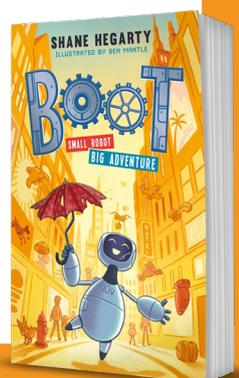
Something was very wrong. I should have remembered so much more. My head is built to hold millions of memories, and I also have extra space in my left butt-cheek, in case of emergencies.

The first memory is 15 seconds long. A young girl pulls wrapping paper away from my face. She shrieks happily and her eyes twinkle brightly. The girl has dark hair hanging to her shoulders and a smile so wide it almost reaches her ears.

Dangling from the girl's neck is a butterfly pendant with 16 tiny green, red, yellow and blue jewels dazzling in its wings.

This girl is the very first person I remember seeing.'

- Ask them to hunt for key words/clues about the character. Who or what do they think the narrator is? Highlight the text together, e.g.
 - two-and-a-half memories
 - built
 - millions of memories
 - space in my left butt-cheek
 - first memory is fifteen seconds long
 - wrapping paper
- Encourage the children to make predictions. Prompt with key questions:
 - Is a human built?
 - What might hold many memories?



- Read **page 2** to reveal: *'A toy robot! Thank you, Grandma!'* Compare this with the class's predictions
- Pause at **page 7**. What do the class think will happen in the story? Prompt with questions:
 - What motive does the character have?
 - What might the robot really want?
 - Where do you think the robot is?
- Share **page 10** but cover the word 'panic'. Focus on the action of the robot and the situation it is in and get the children to fill in the missing emotion word.

Develop this into a reader response, for example: 'I think the robot is feeling panicked because ...'

- Pause at **page 16**. How does the word 'boot' link to robots or computers? Discuss the way *Boot* is shown in italics. What does this show to the reader?



WRITING ACTIVITIES

IDEAS THAT FOLLOW THE WRITING PROCESS FOR A PIECE OF TENSION WRITING

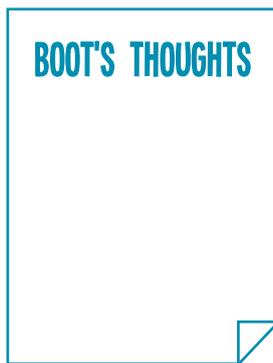
READING AS A WRITER:

- Read **pages 8-12** together. Ask the class how they felt as it was read. How did the author create that feeling of tension as Boot was sliding into the grinder?
- Note the use of '*fifteen metres..., ten metres..., only five metres...*' What effect does this create?
- Note the use of '**DANGER, DANGER.**' What effect does this create?
- How does the author weave Boot's thoughts in between the action in the grinder?

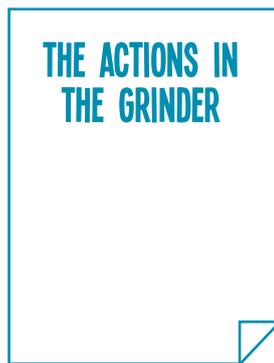
PLANNING:

- Create two lists of words describing what Boot's thoughts might be at this moment and verbs to support the actions in the grinder

BOOT'S THOUGHTS



THE ACTIONS IN THE GRINDER



- Encourage the use of questions and commands in the thoughts section, and statements and exclamations in the actions section.

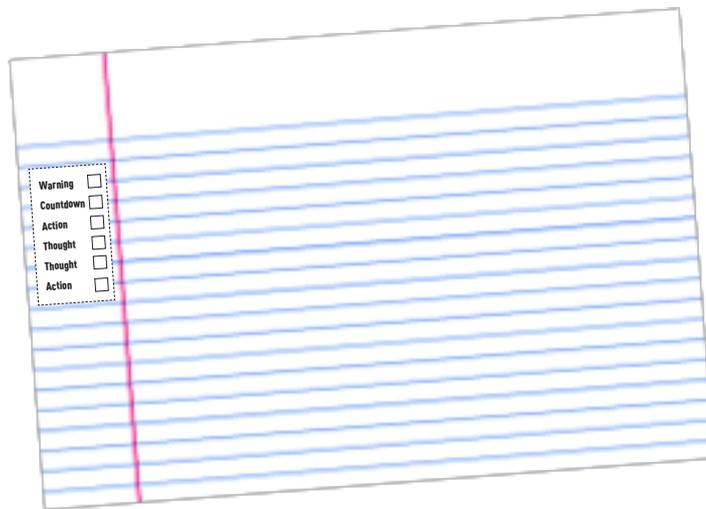
This can be done as a class, in pairs or individually



DRAFTING:

- Get the class to write alternative sentences, one from each section, i.e. Boot's thoughts, then the grinder's actions. This could be done in two different colours to make this explicit to the class
- Break up each sentence with '*fifteen metres from the grinder...*' and '**DANGER!**'
- Support their writing with a margin checker. They can write a sentence, then tick off in the margin. This supports the composition and consistent punctuation

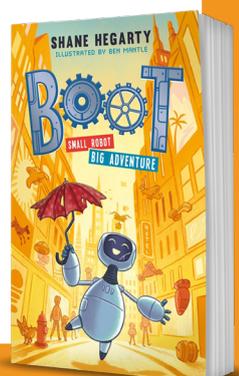
Warning	<input type="checkbox"/>
Countdown	<input type="checkbox"/>
Action	<input type="checkbox"/>
Thought	<input type="checkbox"/>
Thought	<input type="checkbox"/>
Action	<input type="checkbox"/>



- Add further challenge by encouraging the use of pronouns to avoid repetition and to build cohesion. Ensure they read their work aloud to check it flows

EVALUATING AND EDITING:

- Pair the children up to read and review their writing. Get them to rate their partner's writing on a tension scale
- Encourage them to offer suggestions to each other on how they might improve their writing
- Give them time to edit, improve and best draft their writing, returning to their partner to show their improvements. Have they got better on the tension scale?



SPaG IN CONTEXT PRACTICE:

- Sort sentences into statements, questions, commands and exclamations. Write sentences that could be used in this writing. This is a great way to showcase good vocabulary and grammar. This is good revision from Year 2 curriculum
- Focus on the use of 'if' and 'when'. Give the class sentence starters to complete:
When the long, metal spike thrust down, ...
- Practise the use of apostrophes for possession. Give examples for them to add the apostrophe to.
- Discuss the difference the position of the apostrophe makes:
the grinders spikes
the grippers hands

FURTHER WRITING OPPORTUNITIES:

- On pages 89-90 we meet Red, who chants cool words to stop from bursting into flames. Why not write a COLD poem for Red? Create expanded noun phrases for all the cold things the class can think of. This can focus their use of adjectives and prepositional phrases. Group these phrases together in four lines, with a repeating final line for each of these stanzas e.g. my cool, calm chant
- One of the book's key themes is memories. Ask the class to retell a memory of their own.



ORACY ACTIVITIES

A DEBATE ON THE IMPACT OF TECHNOLOGY IN OUR LIVES

Pause at **page 80**. Focus on what Noke says, from: *'They stopped doing it years ago...'* to *'... And they call us robots.'*

Pose the question for debate:

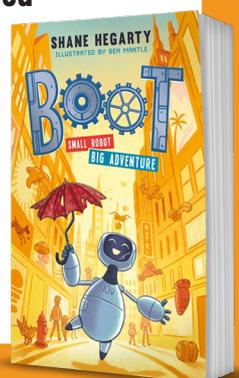
IS TECHNOLOGY TURNING US INTO ROBOTS?

PREPARING IDEAS:

- Encourage the class to work in groups to gather all their thoughts on technology, including phones, tablets, TVs etc ... This could be done on Post-its, or small pieces of paper
- Then, ask them to sort these ideas into advantages, disadvantages and indifferent ideas
- Model how to develop these ideas into an argument based on the original question with an 'I think... because... for example...'

DEBATING:

- Set out rules for the discussion. Make clear how the class can join in the discussion. This could be by raising a hand, putting a thumb up or down to signal agreeing or disagreeing, or a signal of your choice
- Discuss what a good debater does. Be clear on what good listening looks like: giving eye contact, using facial expressions and body language to show engagement, not talking over others and taking turns
- Consider the layout of the room. For a whole class discussion, maybe sit in a circle, so everyone has an equal view. In smaller groups, ensure you appoint a chair for each group, to keep order
- Before the discussion starts, take a vote on the posed question. Note the number of children who said yes and no. After the debate, take the vote again to see if anyone has changed their mind
- Try to come to a shared conclusion to the discussion, summarising some of the points that the class have made



PSHE ACTIVITIES

A LOOK AT FEELINGS

'Why was I having these 'feelings' at all? I was a robot. Robots aren't supposed to feel.' (page 23)

- Boot is discovering what feelings are throughout the story. Use this opportunity to discuss different feelings, what they look like, how they make us act and the best ways to deal with those emotions
- Ask the class to be guides for Boot, helping it identify feelings and giving ways to process them
- Discuss various emotional words with the class and put them into sentences based on different symptoms or situations
- This scaffold will help them to share their ideas:

When you feel ... (symptoms)..., you are ... (emotion)...

This is likely to happen when ...

Things to do when you feel ... : ...



COMPUTING ACTIVITIES

IDEAS TO LINK TO YOUR COMPUTING LEARNING

CODING:

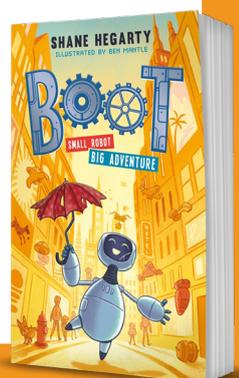
In the chapter 'Basket Case' on [page 108](#), Boot uses the programming of fridges and other devices to help him escape. Why not link this part of the story to your computing curriculum?

- Download the background and sprite image for use on Scratch
- Try writing 'unplugged' algorithms for the appliances in the shop. Think of all the things you may want a fridge or dishwasher to do on voice command

ONLINE REPUTATION:

Read [pages 40-41](#) together.

- Look at the first example: *'Why has Dave not liked my rabbit picture yet?'* Discuss all the reasons why someone may not respond to a picture/text straight away. Draw out that because a friend hasn't replied yet, it doesn't always mean they're ignoring you, or don't like you anymore
- *'I liked his stupid picture of a squirrel yesterday'*. Pose the question: should you like things online even if you don't really like them?
- Look at the second example: *'That's so stupid. Tell her I loved it.'* Discuss why people may be false online
- Develop a guide on 'how to behave online' as a class



DESIGN TECHNOLOGY ACTIVITIES

IDEAS TO CREATE YOUR OWN ROBOTS

On **page 27**, we see Boot struggle to run. If only it was designed to run.

Task your class to design a robot of their own.

DESIGN:

- Look at the issues the characters in the book struggle with. Boot and running, Noke and running out of battery, Red and overheating. As a class, share ideas for overcoming these problems. Scribe ideas on large sheet of paper or flipchart
- Discuss the children's ideal robot. What would they like a robot to do? Again, scribe the shared ideas
- Split the class into teams and ask them to pick a design brief from the below, keeping it secret from the other teams. Encourage each team to use the blank space on the next page to draw their robot design. They should try their best to meet each aspect of the brief and annotate the features on their plan

EVALUATE:

- Each team should present their robot design idea, explaining all the features clearly
- Let the rest of the class try and guess which design brief they were using for their team robot design

DESIGN BRIEF 1:

Design a robot between 50 – 100cm high that can carry books and a packed lunch.
Make sure the robot can walk to and from school with its owner.

DESIGN BRIEF 2:

Design a robot over 75cm high that can play football and basketball.
Make sure the robot doesn't get too hot, when it plays sports.

DESIGN BRIEF 3:

Design a robot less than 120cm high that can record videos and play movies.
Make sure the robot doesn't run out of battery in the middle of recording a video.

DESIGN BRIEF 4:

Design a robot between 60 – 110cm high that can bake cakes and print homework.
Make sure the robot can remember previous recipes and help with homework.



DRAW YOUR ROBOT DESIGN IN THE SPACE BELOW

