



## Sorry!

The class has a new robot!  
Rav loves it so much, he doesn't  
want to share. But when it goes  
missing, what will Rav do?

More adventures  
in the series



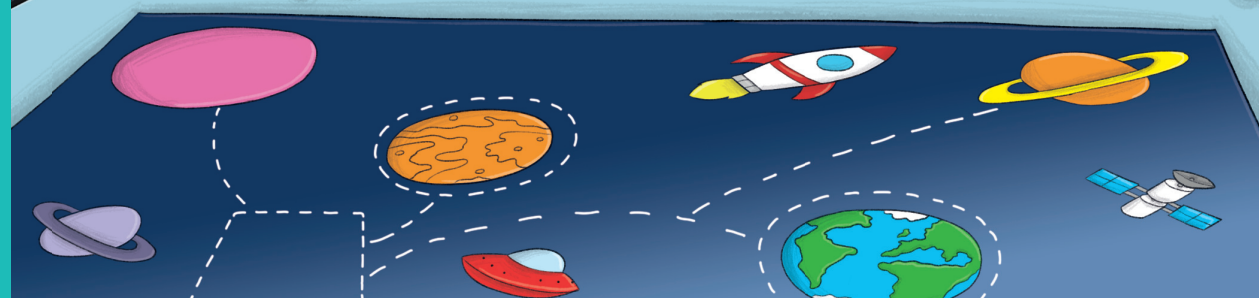
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# Sorry!

Adam and Charlotte Guillain





# Reading Planet Notes

## In this book

Your child may need help with these words:

wrong	brought
minute	unwrap
listen	whizzed
answered	circle
drawer	cupboard
realised	

Say them out loud and talk about the meanings together before you start reading.

## Reading tip

When talking about a story, ask your child questions that begin *Why ... How ... Which ... Where ...* to make your child think and talk more about the meaning of the text.

## Before reading

Look at the front and back cover together. Ask your child:

*Who do you think will need to say sorry in the story?*  
*Why will they say sorry?*

## While reading

- ★ After reading page 8, ask your child if they know what the word *explored* means. Can they think of another word that means the same thing?
- ★ Ask your child to talk about what Rav is doing throughout the story, and how he changes.
- ★ If your child has had trouble reading a sentence, re-read the sentence to them with expression. This will help them understand the meaning.

After reading, encourage your child to talk about the story. You'll find ideas for questions and activities at the back of this book. →

## AFTER READING

Try these activities with your child:

- ★ Design a robot you would like to play with. What can your robot do?
- ★ Act out your favourite scene from the story. Why is it your favourite?
- ★ Pretend to be a robot! Think about how robots move and speak.

## Find out more

Use the Internet or reference books to find pictures and more information about robots. When were the first robots invented? What were they like? What could modern robots do? What will robots be able to do in the future?

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# SORRY!

Turquoise

## GUIDED GROUP READING

### BEFORE READING

#### Book introduction:

- Look at the front cover with the children. Ask: *What do the children have? Where do you think they are? What do you think they will do with the robot?*
- Read the blurb. Ask: *Why do you think the class has a robot? What do you think happens to it? How does the title give us a clue as to what might happen?*
- Encourage the children to talk about their own experiences of having something special and finding it hard to share it with others.
- Show and practise reading the tricky words in the book.
- Remind the children that exception words are words in which the English spelling code works in an unusual or uncommon way (e.g. **said, school, friend, go, we, where, class, would, shall, find, told**).

#### Strategy check:

Recap with the children how to use a range of comprehension strategies to understand the characters, setting and events.

- Remind them to be 'story detectives' by using clues in the text (inference skills) and by finding evidence to support their ideas (deduction skills).
- Ask them to predict what might happen next.
- Tell them that the punctuation in the text, especially in the dialogue, will help them know how to read with expression and will help them understand what the characters are thinking and feeling.
- Encourage the children to use phonics skills to decode any new words. If they struggle, remind them to use other strategies, e.g. recognising spelling patterns in words, reading root words before endings, breaking words into syllables, checking that a text makes sense, picture cues, etc.

### DURING READING

#### Independent reading:

- Ask the children to read independently while you listen to each child in the group.
- Encourage the children to read the dialogue with intonation and expression using punctuation marks, text style cues and speech verbs as indicators of how to speak. Point out how Rav and the class talk when they are annoyed or upset.
- Praise successful problem solving. Say: *That was a challenging word but you worked it out, well done!*
- Use questions to enable the children to build up a fuller understanding of the story. Ask: *What two ways does Rav keep the robot safe (page 11)? Do you think he will tell Miss Knight what has happened (page 15)?*

### AFTER READING

#### Return to the text:

- Discuss any words or meanings that the children struggled with during reading.
- Encourage the children to find phrases that physically described how Rav felt at different points of the story (e.g. 'heart thumped fast', 'lump in his throat'). Discuss how these descriptions help readers understand how Rav is really feeling.
- Ask the children to retell the story in sequence order from Monday to Thursday. Discuss what the class did with the robot on the Friday.
- Use the comprehension questions at the end of the book to talk about the story.
- Ask questions to explore the story further. Give two examples of why Rav didn't want others to play with the robot. *Why does Rav keep the robot in his drawer? Why did Mrs Knight think had borrowed the robot? How did the class feel about the robot being lost? Where did the class look for the robot? Why was it wrong for Rav to hide the robot? Do you think Rav has learned his lesson?*

#### Follow-up activities:

1. Ask the children to write a sorry card from Rav for Mrs Knight or to the class. Discuss what he would say, (e.g., why he hid the robot), and why he was sorry. Children could then draw a picture on the front of the card.
2. Put the children in pairs. Give each pair a set of instruction verb cards from the PCM. Discuss how instructions often start with verbs. Give the instruction verb cards to one child and ask them to call out a movement instruction from a verb card. The other child responds (possibly in the style of a robot!) to the instructions. Once all the instructions are called, let the children swap over.

### BOOK OVERVIEW

Rav's teacher, Mrs Knight, has brought a small robot into class. She lets Rav and his group play and work with it first. But Rav wants it all to himself and worries that the others will break it. He decides to secretly hide it in his drawer to keep it safe and stop others playing with it. Over the next two days, the class look for the missing robot but Rav is too nervous to say anything until he starts to feel ill from guilt. He shows the robot to Mrs Knight and says sorry.

**Sorry!**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

This is a game for two players.

Cut out the instruction words. Pick one and say it to your partner. They should do what the instruction says. Once all the instructions are called, swap over.

