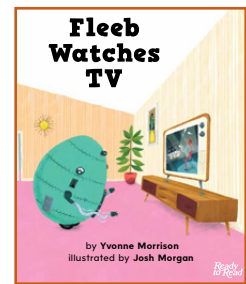


# Fleeb Watches TV

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This text is levelled at Orange 2.



## Overview

When Nate and Rose first met Fleeb (in *Fleeb Makes Scones*), they discovered he was full of surprises. In this second story, the children have got used to having him around, but now Fleeb is acting strangely and household items are going missing ... What is Fleeb up to? Students will enjoy looking for clues in this humorous mystery story.

*Fleeb Watches TV* provides opportunities for students to “flexibly use the sources of information in text, in combination with their prior knowledge, to make meaning and consider new ideas” and to “draw on a wider range of comprehension strategies to help them think more deeply about what they read” (*The Literacy Learning Progressions*, page 13).

There is an audio version of the text as an MP3 file at [www.readytoread.tki.org.nz](http://www.readytoread.tki.org.nz)

## Related texts

The previous story about Fleeb: *Fleeb Makes Scones* (Green 2)

Stories about solving mysteries or finding lost things: *Lost* (shared); *The Missing Socks* (Blue 2); *The Hissing Bush* (Blue 3); *The Great Car Clean-out* (Green 1); *Treasure Island* (Green 3); *The King's Birthday* (Turquoise 1); *Timo's Shorts* (Turquoise 2)

## Cross-curriculum links

English (level 1): Selects and reads texts for enjoyment and personal fulfilment

## Text characteristics

*Fleeb Watches TV* has the following text features that help develop the reading behaviours expected of students reading at Orange.

A mix of a realistic, familiar setting and a fantasy context (the family having a robot)

A mix of explicit and implicit content that provides opportunities for students to ask questions and make predictions and inferences

Some visual language features such as thought bubbles and text within illustrations

Illustrations that support the meaning and may suggest new ideas or viewpoints

Frequent use of dialogue and more than one character speaking on a page

"Where's Fleeb?" asked Nate. "I need him to help me with my homework."  
"I think he's watching TV," said Rose.  
"Not again," said Nate. "He seems to be doing that a lot."



A variety of sentence structures so that students are required to attend to linking words (including indicators of time), punctuation, and the use of italics as a guide to phrasing and meaning

The children had got used to having a robot in the house. Fleeb was very helpful – most of the time. Nate and Rose remembered the first time Fleeb tried to make scones for them ... Fleeb had learnt a lot since then.



But now, Fleeb seemed to spend a lot of time watching TV. And the children had noticed that things were going missing ...

Mostly familiar vocabulary, but also some new words and phrases (for example, “used to”, “helpful”, “remembered”, “noticed”, “anywhere”, “laundry basket”, “dirty”, “clean”, “in surprise”, “skipping rope”, “favourite scarf”, “spaghetti”, “nowhere to be found”, “sausages”, “instead”, “strange noises”, “stood”, “Welcome”, “Show Time”, “drummed”, “spoons”, “juggle”, “microphone”) that are supported by the context, the sentence structure, and/or the illustrations

Vocabulary features that provide opportunities for students to build and apply their knowledge of letters, sounds, and words:

- contractions (“Where’s”, “he’s”, “I’ve”, “can’t”, “That’s”, “they’re”)
- irregular past-tense verb forms (“thought”, “found”, “stood”, “learnt”)
- compound words (“homework”, “anywhere”, “nowhere”)
- the suffix “ful” in “helpful”
- words with letters or letter combinations that can have more than one sound (“used”, “since”, “noticed”, “favourite”, “sausages”, “strange”, “stood”, “great”)

Reading standard: After two years 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 why Fleeb is watching TV

(Note that this purpose may change as students discover the problem of the missing items.)

## 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**
- **ask questions** and think about or look for possible answers
- identify the main elements 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

- 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. This TSM assumes that the students are familiar with Fleeb from the previous story, *Fleeb Makes Scones*.
- A short video on the importance of introducing the text is available at <https://vimeo.com/142446572>

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. Use this discussion to feed in and clarify key vocabulary (in English or in their first language).

You can find useful summaries of English language learning here: [ESOL online](#)

- Tell the students you have another story about Fleeb and, together, recall the silly things he did in the first story. Ask the students to predict how things might be working out with Fleeb and the family. (You may need to remind them of the children’s names.)
- Have the students read the title and use the cover illustration to speculate what Fleeb is watching on TV and why. Then have them use the title page illustration to review their predictions. If necessary, prompt them to notice some connections between the illustration of Fleeb here and the image on the TV screen on the cover. Model your thinking: *I wonder what Fleeb is doing...*
- On page 2, support the students to notice the shift in focus to the children: *What are the children doing? How do you think Nate is feeling?*
- Draw attention to the thought bubble on page 3. Support them to infer that the children are remembering the “dough rolling” episode from the previous book. Model your thinking: *I wonder if Fleeb is still causing problems for the family.*
- Prompt the students to look for more clues on pages 4 and 5 about the problems that seem to be developing. As you discuss these pages, feed in vocabulary that you think may need support (for example, “laundry basket”, “surprise”, “odd”, “scarf”).
- Help them to summarise what they have noticed so far (for example, Fleeb is watching TV, wearing a headband, and saying “THANK YOU”; Nate seems a bit fed up; Fleeb caused some problems in the last story; the characters seem to be searching for things). Draw out the idea this is a mystery story, meaning that the students will need to look for clues to try and work out what is going on. Ask them to think, pair, and share one question they have about the story so far.
- Together, decide on the purpose for the reading. Remind the students that they may think of other questions as they find out more about what is going on.

## Monitoring the reading

- Observe the students as they read the story quietly to themselves. Note their confidence and perseverance, their attempts to solve unknown words, and any instances of self-monitoring, cross-checking, and self-correction. Increasingly, the processing that students do at this level is “inside their heads” and may not be obvious until after they have read the story and you are rereading and discussing it as a group. Only intervene on the first reading only if it’s clear that a student needs help. There will be opportunities to provide further support with word solving and comprehension on subsequent readings.

- If students are making errors without noticing, wait until 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.
- 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 and further examples would be more effective, or simply telling them the word.
- These are some examples of possible student errors and teacher responses:

Text in book	Student reads	Teacher prompt
The children had got <b>used</b> to having a robot.	The children had got <b>us</b> to having a robot.	<i>Did that make sense to you? Try that again. If necessary, remind the student that "u" can have a long sound.</i>
Fleeb looked in the <b>laundry</b> basket.	Fleeb looked in the <b>lundy</b> ... (stops reading)	Prompt the student to read the next word and check the picture. Remind them of the introductory discussion: <i>Where is Fleeb looking for the socks?</i>
Nate <b>looked after</b> him in surprise.	The student reads the words but looks puzzled and asks "Why did Nate need to look after him?"	Clarify the meaning and note this as a discussion point for after the reading.
There <b>stood</b> Fleeb.	There <b>s-too</b> ... (stops reading)	Remind the student that they can try more than one way of working out words. For example, write the words "stood" and "good". <i>This word (point to "stood") ends like "good". Now try that again.</i>
"I will finish with a song," ... said Fleeb, <b>picking up a microphone.</b> "	Student stops reading after "said Fleeb" and looks puzzled.	<i>Why have you stopped? The sentence isn't finished. Read on to the full stop. If necessary, reread the sentence with the student to support them with phrasing.</i>

- Other prompts that you could use include: *Are you sure?; Think about what would make sense; You said ... Can you find your mistake and fix it?; Look at the beginning of the word; What else could you check?; What can you see that will help you?; Say the first part, then the next part.*
- 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 reread 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.
- Remind the students of the reading purpose. *What did you find out? What clues helped you?* Discuss answers the students found to the questions they had before reading. Encourage them to share any new questions they thought of as they read (for example, when they found out on pages 4 and 5 about items going missing). Explain that asking themselves questions and thinking about answers helps readers to understand a story.
- Discuss the impact on the family. *What problems did Fleeb cause? How did the family feel about it?*
- Encourage the students to think critically, making connections to their own experiences of performing and of learning and practising new skills:
  - *Why did Fleeb want to keep his show a secret?*
  - *Why do you think this show was important to Fleeb?*
  - *Was it OK for Fleeb to "borrow" the things he needed for the concert?*
  - *What might Fleeb do next?*
- Have the students reread the story, stopping to discuss points of interest. You could explore aspects such as:
  - what Fleeb did to prepare for his concert. Encourage the students to imagine what they might use if they wanted to practise drumming, juggling, or singing.
  - clues to the feelings of the characters in the text (including the dialogue and the alternatives to "said") and the illustrations.
  - the dialogue. Encourage the students to read the dialogue aloud. Remind them to attend to punctuation and print features including dashes, ellipses, and italics to clarify meaning.
  - sentences with phrases that provide extra information, for example:
    - sentences with indicators of time ("the first time", "since then", "That night, after dinner", "Suddenly", "First")
    - sentences with other descriptive information, for example:  
Fleeb was very helpful – most of the time "I've got lots of socks – blue ones, yellow ones, and green ones – but I can't find them anywhere!"  
Nate looked after him in surprise.  
"I will finish with a song," said Fleeb, picking up a microphone.  
(Clarify that in the last example, Fleeb is picking up the microphone at the same as

he is talking.) Remind the students of the importance of reading on until the full stop (even if it sounds like the sentence has already finished) to get the full meaning. (See also “After reading”.)

- how the students worked out (or tried to work out) unfamiliar words or phrases, for example, by thinking about what looks right, makes sense, and sounds right; looking for the biggest known part of a word; reading on to the next word (particularly when working out noun phrases, such as “laundry basket” or “strange noises”); or rereading. Explain that some words and phrases (for example, “looked after him”) can have more than one meaning and that students need to think about what makes most sense.
- interesting word features, such as:
  - letters or letter combinations that can have more than one sound or that can be “chunked” in more than one way (for example, “no-ticed” or “not-iced”; “no-where” or “now-here”; using the similarity of “stood” to “good” and “hood” rather than to “too”). Again, remind the students of the importance of rereading and thinking about what makes sense.
  - the component words within the compound words
  - the irregular past-tense verb forms “thought”, “heard”, “stood”, and “learnt” as an alternative to “learned”
  - the use of contractions (mostly within dialogue) to make the story sound more natural. Reread some of the sentences that include contractions and discuss what letters are replaced by the apostrophe.
  - the suffix “ful” in “helpful”. Discuss the meaning and, together, generate some other examples (careful, beautiful, cheerful) or use “less” or “un” to generate opposites.

## 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, and word games and activities) and other curriculum areas.

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

- Provide opportunities for students to reread this story and other related texts.
- The students can build their comprehension and fluency by rereading the story while listening to the audio version. Audio versions are particularly supportive for English language learners because, as well as clarifying pronunciation, they provide good models of the prosodic features of English, such as intonation and phrasing.
- Have the students draw and write about three things that Fleeb did that caused problems for the family.
- The students could add words to the thought bubbles shown on pages 3, 5, and 6.
- Use an adaptation of a [Say It](#) activity (described below) for students to explore ideas and use new vocabulary that they have met in the story. (While this activity is particularly supportive for English language learners, it is useful for all students.) Write Say It prompts on cards for the students to respond to. Possible prompts include:
  - You are Nate. Tell us how you felt when Fleeb wasn’t around to help you with your homework (or when he stopped trying to find your missing socks or you saw him juggling with your socks).
  - You are Rose. Tell us how you felt when you couldn’t find your skipping rope (or when you heard strange noises coming from the living room).
  - You are Dad. Tell us how you felt when you couldn’t find the cooking pot (or how you feel about having a robot like Fleeb).
  - You are (any member of the family). Tell me one thing you liked about Fleeb putting on a concert and one thing you didn’t like.
- The students could write about what Fleeb might do next – will he carry on performing or will he develop a new interest? Encourage them to include ideas about the impact on the family.
- Provide cards with the contractions from the text and their component words written out for the students to match up.
- Help the students build confidence with different sentence structures by innovating on sentences from the story, as in the examples shown on the following page. Model how to create a new sentence by changing a few words or phrases, then have the students work in pairs to write further examples, including sentences that are not about Fleeb.

Who	Did what?	How?
Nate	looked after him	in surprise.
Dad	searched and searched	feeling very annoyed.
Nibbles	swam	as fast as she could.

What they said	How they said it	Who said it	What they are doing at the same time
"I will finish with a song,"	said	Fleeb,	picking up a microphone.
"That's my scarf,"	laughed	Mum,	sitting on the sofa.
"Here she is!"	yelled	Josh,	carrying Nibbles into the classroom.