Name: _____ Date: _____

The Crossing Robot Who Learned to Say Maybe

Circle group

Every school morning, a tall robot named Pim stood at the corner of Birch Street. Pim had two lamps on its hat. A green lamp meant "go," and a red lamp meant "stop." For years, that was enough.

Then came a foggy Monday. Tamsin reached the corner and saw nothing but gray. Pim's red lamp was lit, but its eyes were whirring.

"I cannot decide," Pim buzzed. "I see a shape far down the road. It could be a bus. It could be a bush. Green is not right, and red is not right either."

Cars hummed somewhere in the mist. A line of children waited behind Tamsin, shifting their feet.

Tamsin dug in her backpack and found a yellow bottle cap and some tape. She stood on tiptoe and stuck the cap to Pim's hat between the two lamps. Then she took a marker and drew a tiny eye on it.

"This lamp means look," she said. "Look carefully, and then choose."

Pim's sensors flickered. A soft yellow glow spread across the hat. "Maybe," said Pim happily. "Maybe means look first."

Everyone looked. The shape was only a bush. Pim switched the light to green, and the children crossed together, hearing every car before they stepped.

Questions

1. What did Pim's green lamp and red lamp mean?

_____

_____

2. Why could Pim not decide on the foggy Monday?

_____

_____

3. What did Tamsin use to make a new lamp?

_____

_____

4. What did the yellow light mean?

_____

_____

5. Why did the children listen as they crossed?

_____

_____

6. What lesson does the story show about hard choices?

_____

_____

Words to know

sensors: parts of a machine that notice light, sound or movement
whirring: making a soft, steady spinning sound
mist: a cloud of very small drops of water near the ground
tiptoe: the tips of your toes
carefully: with close attention so you do not make a mistake

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

The Crossing Robot Who Learned to Say Maybe

Triangle group

Every school morning, a tall, gleaming robot named Pim stood guard at the corner of Birch Street. Pim wore two lamps on its hat. A green lamp meant "go," and a red lamp meant "stop." For years, those two simple signals had been entirely sufficient.

Then came a foggy Monday. When Tamsin reached the corner, she could see nothing but gray. Pim's red lamp was glowing, yet its eyes were whirring in confusion.

"I cannot decide," Pim buzzed anxiously. "I see a shape far down the road. It could be a bus, or it could be a bush. Green is not correct, and red is not correct either."

Cars hummed somewhere in the mist, and a long line of children waited behind Tamsin, shifting their feet restlessly.

Tamsin dug through her backpack and found a yellow bottle cap and a roll of tape. She stood on tiptoe and fastened the cap to Pim's hat between the two lamps. Then she took a marker and drew a tiny eye on it.

"This lamp means look," she explained. "Look carefully, and only then make a choice."

Pim's sensors flickered, and a soft yellow glow spread across the hat. "Maybe," said Pim delightedly. "Maybe means look first."

Everyone looked closely. The shape was only a bush. Pim switched the light to green, and the children crossed together, listening for every car before they stepped.

Questions

1. What did Pim's green lamp and red lamp signal?

_____

_____

2. Why was Pim unable to decide on the foggy Monday?

_____

_____

3. What did Tamsin use to build a new lamp?

_____

_____

4. What did the yellow light mean?

_____

_____

5. Why did the children listen for cars as they crossed?

_____

_____

6. What lesson does the story teach about difficult choices?

_____

_____

Words to know

sensors: parts of a machine that notice light, sound or movement
whirring: making a soft, steady spinning sound
mist: a cloud of very small drops of water near the ground
tiptoe: the tips of your toes
carefully: with close attention so you do not make a mistake

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

The Crossing Robot Who Learned to Say Maybe

Square group

Every school morning, a tall and gleaming robot named Pim stood guard at the corner of Birch Street. It wore two lamps on its hat, a green lamp that meant "go" and a red lamp that meant "stop," and for years those two simple signals had been entirely sufficient.

Then came a foggy Monday. When Tamsin arrived at the corner, she could see nothing except gray. Pim's red lamp was glowing, yet its eyes whirred in obvious confusion.

"I cannot decide," Pim buzzed anxiously. "I detect a shape far down the road, but it might be a bus or it might be a bush. Green is not correct, and red is not correct either."

Somewhere in the mist, engines hummed, and a long line of children waited restlessly behind Tamsin, shifting their feet.

Tamsin searched her backpack and discovered a yellow bottle cap and a roll of tape. She stood on tiptoe and fastened the cap to Pim's hat between the two lamps, and then she drew a tiny eye on it with a marker.

"This lamp means look," she explained. "Look carefully first, and only then make your choice."

Pim's sensors flickered, and a soft yellow glow spread across the hat. "Maybe," said Pim delightedly. "Maybe means look first."

Everyone looked closely, and the mysterious shape turned out to be a bush. Pim switched the light to green, and the children crossed together, listening for every approaching car before they took a single step.

Questions

1. What did Pim's green lamp and red lamp signal?

_____

_____

2. Why was Pim unable to decide on the foggy Monday?

_____

_____

3. What did Tamsin use to build a new lamp?

_____

_____

4. What did the yellow light mean?

_____

_____

5. Why did the children listen for cars as they crossed?

_____

_____

6. What lesson does the story teach about difficult choices?

_____

_____

Words to know

sensors: parts of a machine that notice light, sound or movement
mist: a cloud of very small drops of water near the ground
tiptoe: the tips of your toes
carefully: with close attention so you do not make a mistake

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

For the teacher: The Crossing Robot Who Learned to Say Maybe

Each student sheet carries a shape, not a level. The same topic and facts, written three ways.

Circle: The Crossing Robot Who Learned to Say Maybe

Easier · 207 words · Flesch-Kincaid grade 2.1

1. Green meant go and red meant stop.
2. It could not tell if the shape far down the road was a bus or a bush.
3. A yellow bottle cap and some tape.
4. Look carefully first, then choose.
5. The fog hid the road, so hearing cars helped them stay safe.
6. Sometimes the best answer is to stop and look before you decide.

Triangle: The Crossing Robot Who Learned to Say Maybe

This passage · 231 words · Flesch-Kincaid grade 3.9

1. Green signaled go and red signaled stop.
2. It could not tell whether the shape far down the road was a bus or a bush.
3. A yellow bottle cap and a roll of tape.
4. Look carefully first, and only then make a choice.
5. The fog hid the road, so hearing the cars helped keep them safe.
6. Sometimes the wisest answer is to stop and look before deciding.

Square: The Crossing Robot Who Learned to Say Maybe

Harder · 245 words · Flesch-Kincaid grade 5.5

1. Green signaled go and red signaled stop.
2. It could not tell whether the shape far down the road was a bus or a bush.
3. A yellow bottle cap and a roll of tape.
4. Look carefully first, and only then make a choice.
5. The fog hid the road, so hearing the cars helped keep them safe.
6. Sometimes the wisest answer is to stop and look before deciding.