Robots Can Help Us

GOALS

Comprehension

Reading strategies: Ask students "What are some of the things good readers do?"
Model how to use picture, print and contextual cues. Ask yourself does it sound right,
look right and make sense? Discuss and summarise the uses of robots.

Robots are all around
us as they help us in
our everyday lives.

Vocabulary

High-frequency Words: again, been, can, help, play, stop, too, where
Content Words: cold, computers, hot, moon, robots, send, space, use, win, work

Phonemic Awareness

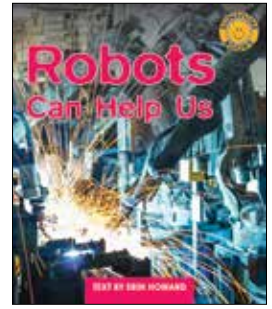Recognise and produce words that have the same vowel sound: /ar/

Phonics

Letters and Sounds: ar
Words to Blend and Segment: car, dark, farm, hard, park

Fluency

Practise rereading the story with a partner (orally) – sharing information.

Before Reading

- Ask students what they know about robots and how they help us.
- Read the title to students and then read it together. Discuss what is in the pictures on the cover and title page. Together look at the robot on the back cover and discuss what it is doing. Ask: Is this book fiction or nonfiction? How do you know? What is the difference?
- Make predictions about the text from the cover and title page photographs.
- Read the title and the table of contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss the robots on each page and what their use might be. Bring words like *cold, computers, hot, moon, robots, send, space, use, win* into the conversation. Before turning to page 16, ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. Model how to use picture, print and contextual cues. Ask: Does it sound right, look right and make sense?
- On pages 2–3, ask: What are the different types of robot in the pictures? Look for tricky words like *machines, computers, dangerous*. Break the words into chunks or syllables, e.g. *mach/ines, com/pu/ters, dan/ger/ous*. Model reading the first sentence, checking the picture and that the word *machine* looks right and makes sense. Then read the text together, with students pointing to the words as they are read.
- On pages 4–5, discuss the picture. Ask: Where could this robot be? What might it be doing? Find the word *space*. Read the words together.
- Follow this pattern for each page, discussing the pictures and what the different robot is for before reading each page.
- Students predict the ending before turning to page 16. They look at the Index and find the page with information about farms. Students ask a partner questions about the index, e.g. what page has information about space?

After Reading

Invite students to discuss the information. Prompt if needed.
- Discuss and summarise the uses of robots.
- Retell the text using the pictures on each page as a guide. Discuss what each robot is used for and how it helps us. Summarise this information in a two-column chart with the headings: Place, Use, e.g. *Factory/Don't stop.*
- Ask students what they think the author's purpose was for writing the book. What have you learnt from this book? What use of robots do you think is the most important?
- Look at the design on the page numbers. What is it? What does this feature add to the book?
- Make a flow diagram with arrows to show how a robot works for us using pages 2–3, e.g. person ⟶ computer ⟶ robot (machine) ⟶ dangerous work. Illustrate the flow chart.

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: /ar/ Students listen to words read aloud and indicate when they hear the /ar/ sound, e.g. *car, dark, farm, hard, park.* They repeat, emphasising the /ar/ sound. They think of more words with /ar/. (*far, card, bark*)

Phonics

- Recognise words that have the same vowel sound: /ar/ Write the words *car, dark, farm, hard, park* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *c/ /ar/, d/ /ark/.* Brainstorm more words with /ar/ to add to the list. (*far, card*)

Word Study

- Talk about the words *again, been, can, help, play, stop, too, where.* Photocopy the flash cards. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context. Students play a spelling game in pairs with the cards.
- On a piece of paper, students draw a picture of one of the robots in the book. They write the matching sentence from the text.
- On page 14, find the word *don't.* Discuss the contraction, what the apostrophe is for, what letter is missing and the expanded form (*do not*). Students think of more examples of contractions and expand them. (*can't, isn't*)
- Have students make a robot web with examples of different robots branching out from the web. They label and illustrate their robot web and share with the class.
- Students identify syllables in words and clap as they are spoken, e.g. *ro/bot.* Together identify one-syllable words in the book to clap (*farm*) and two-syllable words (*wat/er*).

Fluency

- Students practise rereading the story with a partner (orally) and sharing information.

Writing

- Have students write a new text using the pattern of the text, e.g. We use robots to do our homework. They illustrate their robot and share this with a partner.

Home/School Link

Take the book home and any related activity done in class to share with family.