

# Farmer Rob's Robot

## GOALS

### Comprehension

**Reading strategies:** Ask students, "What are some of the things that good readers do?" Model how to use picture, print and contextual cues.

### Vocabulary

**Focus High-frequency Words:** away, not, over, stop, went, were, what, will

**Focus Content Words:** button, farmer, golf, kitchen, paint, quilt, robot, rooster, seeds, shed

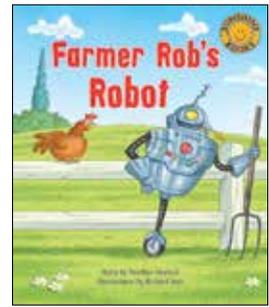
### Phonics

**Letters and Sounds:** Recognise and produce words that begin with the same sound: qu /kw/

**Words to Blend and Segment:** quack, queen, quick, quiet, quilt

### Fluency

Model reading of text with expression, noting the punctuation, change of characters and repetitive parts. Students repeat.



Farmer Rob buys a robot to help him with the chores around the farm. But the robot doesn't do what it is supposed to do.

## Before Reading

- Read the title and the names of the author and illustrator. Emphasise the alliteration in the title. Read the title together. Ask: How does the sound of the title set the scene for the story? What could the title mean? What is the apostrophe for? Have students read any other stories by Heather Haylock? (*Nutty Knitting*, *Katie's Cabbage Chaos*) Did you like reading them?
- Together look at the front cover. Ask: What is the robot doing in the picture? Is this a fiction or a non-fiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What could the box be for? What do you think might happen in the story?
- Talk/walk through the pictures and discuss what is happening on each page. Bring words like *button*, *farmer*, *golf*, *kitchen*, *paint*, *quilt*, *robot*, *rooster*, *seeds*, *shed* into the conversation.
- On page 15, have students predict the ending.

## Reading the Text

- Ask: What are some of the things that good readers do? Model how to use picture, print and contextual cues.
- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is Farmer Rob doing? A box had just arrived containing the robot called Robo-3000. Farmer Rob wants the robot to work for him. Find the tricky words *brought*, *wonderful*, *pushed*, *buttons*, *animals*, *morning* and *afternoon* in the text to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. Read the rest of the spread together in the same way, looking at the picture first.
- On pages 4–5, ask: What is the robot doing? Is Farmer Rob happy? Look for the tricky words *cock-a-doodle-doo*, *rooster*, *kitchen*, *breakfast*, *sow* in the text to confirm. Read the words.
- Follow this pattern for each page. Review predictions made earlier, then turn the page to reveal the ending. Have students discuss the illustration. Read the text together.

## **After Reading**

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Do you think Farmer Rob found the robot useful? What would you have done in a similar situation? Why do you think the robot did the wrong things to start with? Did Farmer Rob give clear enough instructions?
- Have students notice that the robot's words usually have hyphens in between them. Why do you think the author did this? Read the sentences on page 11 to show the effect.
- Discuss and model how to identify the main idea of the text. Review the events and talk about the main idea.
- Reread the story together, using the punctuation marks. Change your voice for the characters and emphasise the sound words and the robot's repetitive parts, e.g. WHIRR! BEEP!
- Students look at the back cover and put the pictures in the order of the story.
- Reread page 9, focusing on the punctuation. Discuss the purpose of the capital letters, full stops, commas, speech marks and exclamation marks. Demonstrate the difference between reading without punctuation marks and then with them. Notice how the meaning becomes clearer when punctuation marks are observed.
- What do you think the author's purpose was for writing the story?

## **Phonics**

- Write the words *quack, queen, quick, quiet, quilt* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *qu-ack, quack*. Read the words together and talk about the meaning of each. Students think of more qu words to add to the list. (quiz, quickly, quietly) Remind students that q is followed by u to make the sound /kw/.

## **Word Study**

- Talk about the words *away, not, over, stop, went, were, what, will*. Read them together. Ask students to find the words in the story. Discuss the meaning or use of each word in the book, e.g. *rolled away* on page 11 means moved on.
- On page 10, students read the words *paint a picture*. Explain that this is alliteration of the letter p. The author is creating emphasis.
- On page 7, read the words *sew* and *sow*. These words sound the same but have different meanings. These are homonyms. Students think of more. (to, too, two; there, their)
- Hyphens are used to show the words have a combined or joined meaning. Students list the robot's words with hyphens on a poster shaped like a robot. They say them as a robot might.

## **Fluency**

- Model reading of text with expression, noting the punctuation, change of characters and repetitive parts. Students repeat.

## **Writing**

- Students make a setting, characters, problem, solution summary of the story. Under the four headings label and illustrate the main points. Students use this to re-tell the story to the class.
- Have students write about what they would do if they had a robot. What instructions would you give it? How would you make them clear so the robot understood?
- Using recycled cartons etc, students make a robot. They paint it and name it and write the instructions for what they want it to do.