Flying Start to Literacy®

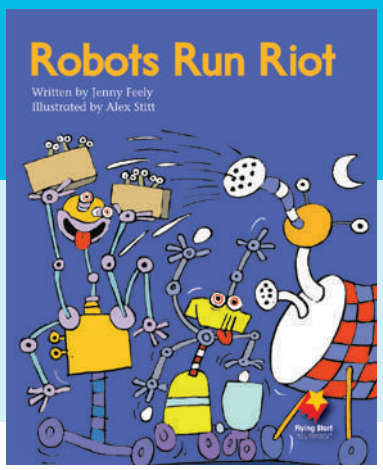
Lesson Plans

Early Fluent reading stage

Level 18

Robots Today, Robots Tomorrow is a report on robots and how they do jobs that are difficult or dangerous for humans to do.

Running words: 612
Text type: Report



Robots Run Riot is a narrative about a farmer who invents robots to help her do jobs. One night a storm strikes when the robots are being recharged, causing them to do some strange things!

Running words: 507
Text type: Narrative

Content vocabulary

batteries BigDog camera charger computers control Dogbot Eggbot electricity farmers fuel future information invented machines measurements medical microphone operate operation poison recharged robotic arm robots SlugBot Snakebot Spraybot tank tested wheels

Phonics

- Identifying the sound of "tion" as in *information, operation*
- Identifying the "r" controlled vowel /or/ sound as in *storm*

Text features

Robots Today, Robots Tomorrow

Robots Run Riot

- Contents page, headings, index
- Labelled diagrams
- Labelled illustrations
- Chapters

Reading strategies

- Searching for information
- Self-correcting at point of error

ELL support	Key concepts	Curriculum link
• Headings, photographs and diagrams support readers. • Extra information is included in the illustrations.	• Robots are machines that can do jobs that are too difficult or dangerous for humans to do. • New robots are being invented to do even more things.	• Technologies: Design technologies

Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask students to draw a picture of a robot. Invite students to talk about their pictures. Ask: *What do you know about robots? What would you like to find out about robots?* Discuss students' responses.

★ Support students by talking about robots. Say: *Robots are machines that help humans to do jobs that are too difficult or dangerous for them to do.* Students could talk with a partner about what some of these jobs might be.

Vocabulary building

★ Ask: *What do you know about robots?* Record the students' ideas (e.g. *Robots are machines, people invent robots, some robots have arms and legs*). Introduce the word *robotic* as an adjective used to describe robots.

Introducing the book

Give each student a copy of *Robots Today, Robots Tomorrow* and have them read the title. Say: *This book reports on how robots help humans do jobs that are too hard or too dangerous for them to do.* Refer students to the contents page and read it aloud. Say: *What do these headings tell us about the jobs robots do?* Talk through the rest of the book, discussing the photographs, headings and diagrams. For example, on pages 4 and 5 you could say: *This section is about a robot called SlugBot. What job does SlugBot do? Look at the farmer in the photograph. How do you think SlugBot could help him? What does the diagram tell you about SlugBot?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, are students able to understand the purpose of a labelled diagram? Are they able to gain extra information from viewing the diagram? Ask: *What do you know about this robot? Where did you get that information? What extra information did the diagram give you that was not in the text? Why would a book like this have labelled diagrams?*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book.

What does SlugBot do? What might BigDog be able to do in the future? How does Snakebot help people? How do robots help doctors? (Literal)

Why have robots been invented? Will there be more new robots invented in the future? Why? (Inferential)

What types of jobs might robots be invented for in the future? (Synthesising)

Do you think the invention of more and more robots is a good thing? Why? Would all people agree with you? Can you think of a reason why they may not agree? (Critical)

Reviewing reading strategies

Students could complete the Blackline master (BLM). Encourage students to identify what they did to help themselves as readers. Ask: *What are some of the things you did that helped you make sense of this book? What strategies did you use?* If appropriate, comment on how well the students searched for information. Say: *I noticed that you read the labelled diagrams to get more information.*

★ These activities are also suitable for English Language Learners (ELL).

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could sit knee-to-knee with a partner and take turns to read a page from the text. Encourage students to concentrate on their phrasing. Say: *Think about when you take a break in your reading.* When students have finished reading, they could give their partner one positive comment about their reading and suggest one area that they could work on.

Word work

Phonics

Write and say the words *information* and *operation*. Ask: *What sound do you hear at the end of these words?* Discuss the letters that make the /shun/ sound.

Exploring words

Students could work with a partner and brainstorm a list of robot words. Students could be given a set time limit, such as three minutes, to work on their list. Students could share their list of words and then a group list could be compiled.

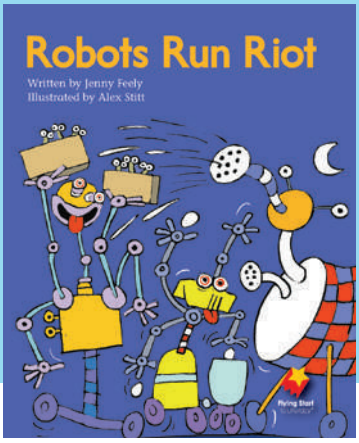
Writing

★ Use the labelled diagrams on pages 6 and 9. Ask: *Why do these drawings have labels?* Discuss how the labels help us understand the diagram.

Have students invent their own robot and write about what it does to help people. Encourage students to include a labelled diagram of their robot and give it a clever name.

Sharing and presenting

Students could sit in a circle and take turns to read about their robot.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What jobs need to be done on a farm? If you worked on a farm, what sort of jobs would you like a robot to be able to do?* Write a list of these jobs, including the ones from the book (picking slugs off plants, moving cows, watering plants and collecting eggs).

★ Ask students to move like a robot doing work on a farm. You could say: *Imagine you are a robot working on a farm and your job is to … pick slugs off plants / move cows into a new paddock / water the plants / collect eggs. Try to move like a robot.*

Vocabulary building

★ Introduce the names of the robots in the book (*SlugBot, BigDog, Snakebot*). Ask students to predict what each robot does. After students have predicted, explain what each of the robots actually does. For example, say: *SlugBot is a robot that picks slugs off plants on farms.*

Introducing the book

Give each student a copy of *Robots Run Riot* and have them read the title. Say: *This book is a story about a farmer called Jodie. Jodie has invented robots to do different jobs on her farm. One night when she is recharging the robots, a storm hits the farm. The robots get all mixed up and do some crazy things.* Talk through the book, discussing the illustrations and asking students to make predictions. For example, on pages 2 and 3 you could say: *This is Jodie on her farm. Here are the robots. What are they doing?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, are students self-correcting their errors as they make them? Do they recognise they have made an error and fix it on the run? Can they self correct without needing to read a sentence or a line? Say: *Think about what you are reading. Try to correct errors as you read.*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text in the book.

What happened to the robots when the storm hit the farm? How did Jodie solve this problem? How did she make sure that this problem would never happen again? (Literal)

Were the jobs the robots did too difficult for Jodie to do? Why were the robots so important to Jodie? (Inferential)

Do you think there could be robots like the ones in the story on farms in the future? (Synthesising)

Would the story be different if the farmer was a man? Why might the author choose to have a female farmer? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers.

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could work in a small group to do a musical reading of the book. Students could decide upon sounds to accompany parts of the text (e.g. clap sticks for Slugbot picking slugs, soft tambourine shaking for Spraybot, loud drum beats and tambourine shaking for the storm, etc).

Word work

Phonics

Write the word *storm* on the board. Say: *What letters represent the /or/ sound in this word? What other words do you know with these letters and this sound?* Students could look through other familiar texts to find more words with "or" representing the /or/ sound (*storm, born, corn, horn, stork, torn*).

Exploring words

Students could draw a map of Jodie's farm, including all of the robots doing their jobs, the farm house, the shed, etc. Students could add labels to their map that explain what each robot does.

Writing

★ Discuss what might happen next time the robots run riot (e.g. *Dogbot chases a cat, the cat knocks Spraybot over and his tank gets a hole in it, water sprays on Eggbot who dropped his eggs*). List these ideas on a chart.

Have students write and illustrate their own story using one of the ideas listed.

Sharing and presenting

Students could take turns to read their stories to the group about the robots running riot.

Talk about the pair

Ask: *Why have robots been invented? What types of jobs do robots do? If you were to invent a robot, what job would you want it to be able to do?*

In small groups students could use construction materials to make a model of a robot. Each group could then present their robot to the group and explain what job their robot does and how it does that job.

Students could work further with these books by completing the Activity card.

Blackline master

The right robot for the right job

Fill in information about each robot in the chart below.
Use *Robots Today, Robots Tomorrow* as a reference.

Name or draw each of the robots and write about the job that this robot does.

Name of robot: .....

Name of robot: .....

Name of robot: **Robotic arm**

Name of robot: **BigDog**

Assessment

Can the student find information in a text?
Can the student write about information they have learnt in their own words?

Activity card

Robot designs

1. **Talk.** What job would you like a robot to do?
2. **Draw.** Design a robot that does the job you need it to do. Draw a labelled diagram in the box below. Think of an interesting name for your robot.
3. **Share.** Sit with a friend and take turns to talk about your robot.

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