

Lesson Plan

**Fluent
reading stage
Levels 21–22**



Robots explains how and why robots are used around the home, in the workplace and in dangerous places. It looks at the types of work that robots can do and why these machines are important in everyday life.

Informative text types:
Report/Description

Science Curriculum links

Australia

- **DTKU (ACTDEK001)** Identify how people design and produce familiar products to meet personal and local community needs
- **DTKU (ACTDEK004)** Explore the characteristics and properties of materials and components that are used to produce designed solutions

New Zealand

- **NT:** Understand how society and environments impact on and are influenced by technology in historical and contemporary contexts and that technological knowledge is validated by successful function

Key concepts

- Robots can do repetitive, difficult or dangerous work that people either do not want to do or are unable to do, or that is too unsafe to do.
- People's lives are made better, easier and safer because of the things that robots can do.

Content vocabulary

avalanches, bushfires, camera, computers, dishwasher, factories, hospitals, machines, medical, programmed, operations, remote control, rescues, robotic arm, robots, space, underwater, video, volcano, work, workplaces

Text features

- Chapters with headings and sub-headings
- Labelled illustration, photographs with captions, text boxes
- Glossary and index

Reading strategy

- Making connections

First reading session

Getting started

Introducing the book

Activate students' prior knowledge. Ask: *Have you ever seen a robot? What was it like? What could it do? Do you have any robots at your house? What can they do?* Invite students to turn and talk with a partner about what they know about robots. Invite a range of students to share their ideas.

Ask: *What do you know about any other places where robots are used? What do these robots do? Are they a good idea?* Have students turn and talk about this with a partner. Discuss as a whole group.

Provide each student with a copy of *Robots*. Say: *This book has information about different kinds of robots that are used in the home, in the workplace and in dangerous places.* Have students browse through the book.

Exploring vocabulary

Ask: *What words or phrases might be in this book?* Have students work with a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers think about what they already know about a topic as they read. They compare what they know with what the book says. This helps them to learn new things. Sometimes it helps them to change their thinking. This is why making connections with what you know and the books you read is such an important part of reading.* Have students turn and talk to a partner about times they have used this reading strategy.

Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *What information does the introduction tell you about robots? Does this match what you already know? Does it add to what you know? Does it change what you understand about robots?* Have students read chapter 1 independently. Say: *As you read, remember to make connections between the book and what you know about the world. This can help you to understand the text better.*

Second reading session

Building understanding

Ask: *What kinds of robots do people have in their homes? Why do they have these robots? Are there things about these robots that you didn't know?* Discuss as a whole group.

Have students read chapter 2 independently.

Ask: *What things do robots do in the workplace? Have these robots replaced people and taken away their work? Was there any information about workplace robots that was new or unexpected?*

Have students turn and talk to a partner about their ideas.

Final reading session

Have students read chapter 3 and the conclusion independently. Say: *As you read, remember to practise making connections between the book and what you already know.*

Bringing it all together

Ask: *What have you learnt about robots? Why do we have so many of them? What are the advantages of using robots? What are the disadvantages of having so many robots in our lives?* Have students turn and talk with a partner. Invite students to share their knowledge and create a group chart by recording their responses.

Ask: *Should people keep on inventing more and more robots that are becoming smarter and smarter? What might this mean for us at school and at home?* Discuss as a whole group.

Students could complete the Blackline Master on the positives and negatives about robots, and the interesting possibilities for robots in the future.

Reflecting on the reading strategy

With a partner, have students reflect on the connections they made while reading the book. Ask: *What did you notice about your ideas about robots as you read the book? Did they change in any way? How did focusing on making connections between your previous knowledge and the book help you to understand the book better?*

Invite pairs to share their ideas.

Ask: *What can you do to make sure that you make connections when you read? What can you think about before you read? What can you think about while you are reading?* Discuss as a whole group.

Going beyond the book

Speaking and listening

Have students work in small groups to discuss the questions they have listed on the BLM. Encourage students to listen and respond to each other's ideas. Say: *When you discuss ideas, it is important to listen to what others say and to add to their point of view. Discussions should enable everyone to grow their ideas, rather than simply say what they think.* Have several students model discussing one of their questions.

Vocabulary

Have students use their knowledge of individual words to work out the meaning or usage of different words in the book, such as *camera*, *computers*, *programmed*, *robotic arm*, *remote control* and *workplace*. Write a word on the whiteboard (e.g. *camera*) and direct the students to the page where it appears in the book. Say: *What do you already know about cameras that helps you to know what kind of camera these robots have?* Repeat with other words.

Visual literacy

Have students turn to page 6 in the book. Say: *What does this diagram tell us?* Ensure that the students know how to read the diagram. Say: *Why has the author chosen to use simple shapes for the household robots? How did this affect you as you read it? Were there any household robots that surprised you?* Have students use this diagram as a model for identifying any robots in your classroom.

Writing

Have students write a report about robots you have at school. Provide the students with a template detailing the structure and elements of a report.

Planning to write a report

Name: _____

Getting started

What is my topic? _____

What do I want to describe? _____

Who am I writing for? _____

Where will I find information? _____

Planning my report

1. General statement

What am I describing? _____

2. Description

What do I describe first? _____

What do I describe next? _____

3. Conclusion

Can I summarise what I have written? _____

 **Hint:** The verbs *is*, *are*, *has* and *have* will help your description.

Additional features I could use

- ☐ Maps to show location
- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support text
- ☐ Captions and labels to explain photographs and diagrams
- ☐ Time line to show history of key events

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Download the template at

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Say: *Reread information in the book about the kinds of robots you are going to write about.* Students can also use research skills to find out extra information.

Encourage students to share their ideas with a partner. Say: *Talk about the robots at school that you are writing about and what information you will include.*

Use the template to remind the students about the structure of a report. Say: *Follow the template when you write. Think about what the robot can do and why it is used. Explain why people might like this robot.*

Blackline Master: Robots: the good, the bad and the interesting

Name/s: _____

Fill in the chart to show what is positive (+) and what is negative (–) about robots, and any interesting possibilities (!) that robots might bring to our lives in the future.

Then list three questions about robots that you would like to discuss with others.

+	–	!

Question 1:

Question 2:

Question 3:

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