

NAME _____

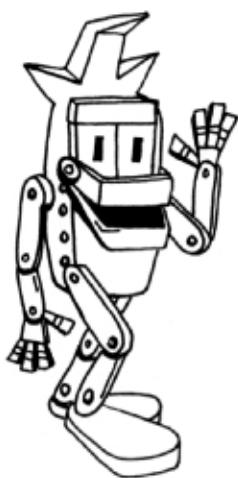
Robots

Directions: Write the main idea of the section on the first lines. Then write key words or phrases that provide details about the main idea in the second section. At the bottom of the page, write whether you think it is a good or bad thing that robots can replace humans on the job.



Main Idea

Details



What do you think? Should robots replace humans in boring or dangerous jobs?



Permission is given to instructors to reproduce this page for classroom use with X-Zone.

JDE 7614312

Robots

LEXILE™ 900

→ FOCUS STRATEGIES

→ **Metacognitive Skill**
Making Connections to Prior Knowledge

As they read, good readers make connections between what they already know about a topic and new information in the text. Students need to be shown the cognitively active processes, such as connecting to prior knowledge, that good readers utilise as they interact with the text. Help students make connections to what they already know about robots from books they have read, and movies and TV shows they have seen. As you preview the book with students, use a think-aloud to model how you relate information in the book to your own knowledge and experience.

→ **Comprehension Skill**
Identify Main Ideas and Details

Understanding the main ideas in a text is central to comprehension. Because readers can't remember everything, they must also know how to differentiate the unimportant from the important details that support the main ideas of the text. Students can look for clues that help them determine the most important points: headings often provide an overall clue to key ideas, many paragraphs contain topic sentences, which are often the first or last sentences, and sometimes helpful words can signal relevant information—for example, *in fact*, *most important*, *such as*, etc. Model for students how to use these main idea clues and then guide them as they search for clues themselves.

→ **Vocabulary Skill**
Adjectives

Students need to understand how adjectives clarify information. In a report with a descriptive structure, these words provide details about size, shape, number, colour, etc. Students can learn to use adjectives in their own writing to provide relevant details about their topics.

Focus Vocabulary Skill: Adjectives

science fiction	p 2	repetitive	p 10
household	3	ninety	11
humanoid	4	environment-friendly	13
bubble-shaped	4	active	14
artificial	6	robotic	22
wooden	8	collapsed	25



X-zone

ROBOTS

→ SUMMARY

The idea that robots could replace humans on the job or be injected inside a person's bloodstream used to be an idea out of science fiction. But robots that can make our lives easier, safer, and healthier are being developed. This book explores some of the more interesting robots now sharing our world.

→ OUTCOMES

Students will:

- Understand that reading is an active process requiring the reader to make connections between prior knowledge and new information.
- Locate main ideas and details in the text.
- Identify adjectives.

→ ASSESSMENT

- Monitor students' responses and review their completed graphic organisers to determine whether they can locate the main ideas in the text. Note whether they can differentiate between important and unimportant details that support the key ideas. Note whether they can independently identify the main idea as they read the rest of the book.
- Note whether students can make connections between what they already know about robots and the new information in the text.
- Note whether students can locate adjectives in the text.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

Before Reading

➔ Preview the Book

Build Background

- Write the following statements on the board: Robots are being used to replace people in the workforce. Robots are being developed that can be injected inside your bloodstream. Not all robots have a human-looking appearance.
- Ask students to decide whether they think these statements are true or false.
- Pair students and have them discuss why they think the statements are true or false.

Apply Metacognitive Strategies

- Have students preview the cover of the book to make connections between the text and their build background discussion. As they preview the table of contents, have them make connections to the topics listed in the contents and what they know about robots.
- Preview the book with students, encouraging them to ask questions, make predictions, and make personal connections as they look at the headings and graphic information.
- Model making connections to prior knowledge.
Think-Aloud: This chapter about robots and factories reminds me of a movie I saw about a car factory in Japan that used robots. I wonder if these robots in the book will be like the ones I saw in the movie. Thinking about what I already know helps me make sense of new information that I encounter as I read.

Preview Text Features

- Point out the column headed *Robot Facts*, and tell students that this feature is called a sidebar. It provides additional facts about the topic.
- Preview the index and glossary and discuss their purpose.

➔ Introduce the Focus Vocabulary Skill: Adjectives

- Point out the words *favourite* and *science fiction* on page 2. Explain that both words are used to describe movies in this section, but that the words *science fiction* give more specific, relevant information about the word movies. Explain that adjectives are important in a report with a descriptive structure because they provide specific details that help the reader understand and visualise what they are reading about. Tell students to be aware as they read of adjectives and the information the words provide.

➔ Set the Purpose

Teacher Tip: This lesson pertains to pages 10–17 of *Robots*.

Identify Main Ideas and Details

- Tell students that they will be reading the section on hardworking robots silently. Explain that you want them to put a sticky note next to ideas in the text that they think are the most important.

Making Connections to Prior Knowledge

- Remind students to be active readers by making connections to what they already know about robots and to challenge themselves when something doesn't make sense by asking clarifying questions.

Word Skills

- Remind students to be aware of words that provide details about the topic.
- Remind them to use context clues and what they know about words and their structures in order to make sense of unfamiliar vocabulary.

During Reading

➔ Focus the Reading

- Provide prompts every few pages and have students read silently to find the answers to your/their questions. Briefly discuss feedback before providing another prompt and having them continue reading.

Pages 10–11: Have students tell what clues the heading *When the Going Gets Tough* gives them about the main idea in this section. Have them read the pages to find what this section is about. Briefly discuss their ideas when they have finished reading.

Pages 12–15: Have students read this section to find out what jobs these robots do. Have them share what they found out.

Pages 16–17: Ask students to read the heading and then ask what they think these robots do. Have them read to find out.

- Have students reread pages 10–17, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students place sticky notes next to parts of the text that remind them of something they have read or seen about robots.

After Reading

➔ Reflect on Reading Strategies

- Have students note the number of sticky notes in their texts and affirm how much prior knowledge on the topic they actually had. Share connections they made between the text and prior knowledge as they were reading. Return to the true/false statements from the build background section of the lesson and ask students if they have changed their mind about the statements. Discuss how talking about these statements prior to reading made them think about what they already knew about robots. Remind them that good readers make connections to what they already know as they read.
- Ask students to share strategies they used when their reading didn't make sense.

➔ Introduce the Focus Comprehension Skill: Identifying Main Ideas and Details

Model

- Explain that the main idea is the most important piece of information in a section or chapter and that finding the main idea is necessary in order to understand and remember the information. Model how to determine the main idea.

Think-Aloud: The heading gave me a clue to the main idea of this section. I knew that it would be about robots that work for people. The third sentence is a topic sentence that sums up the main idea. The main idea for this section is: Robots can do jobs that are dangerous and boring for humans to do.

Guided Practice

- Give students a copy of the graphic organiser. Have them write the main idea in the first box. Then guide them to find important details on pages 10 and 11 to support this main idea and record them on the graphic organiser.

➔ Independent Practice

- Have students complete the graphic organiser independently and list details from pages 12–17 that support the main idea. Have students share and discuss their completed worksheets.

➔ Vocabulary Skill: Adjectives

- Point out the word *industrial* on page 11. Help students understand that this word is important because it tells the reader which type of robot is being discussed.
- Point out the word *hot* on page 11, and ask why the reader needs to know that the metal pieces are hot. Ask how this helps them visualise the work the robot does and why a robot is needed to do it.
- Pair students and have them find examples of describing words that are important to the meaning of the text and that help the reader understand more about the purpose of the robots.

➔ Apply the Lesson

- Have students read the rest of the book independently and look for other main ideas in the book.
- Remind students to make connections to what they already know about robots as they read.
- Encourage students to be aware of describing words that provide critical text information.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.