

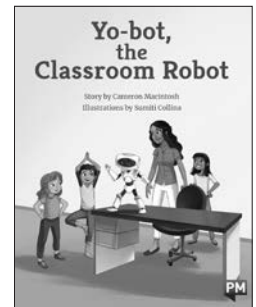
# Yo-bot, the Classroom Robot

PM Level 20

Purple

**Text Type** Narrative

**Running Words** 590



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand that a robot is a machine that looks like a person, and be aware of some of the tasks robots can perform.
- Students should also be familiar with what to expect in a narrative in terms of the orientation, complication and resolution.

### Orientation to the Text

- When Yo-bot the robot comes to Ms Devi's class, the students are excited, especially by Yo-bot's yoga classes. After Yo-bot breaks down, the students discover how much they have learned from him already.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*afraid, already, answered, balance, crackle, desk, disappointed, during, flopped, gasped, golden, grinning, joined, knock, nice, we've*

#### Content Words

*classroom, helper, metal, phone, plastic, pose, poses, robot, sheet, smoke, strange, wonderful, yoga*

### Decoding

- When students come to an unknown word, prompt them to think about what would make sense and to look for familiar parts of the word.
- Break down compound words, such as *classroom* and *something*, into their two smaller words with students. Discuss how the meaning of the smaller words combine in the compound word.
- Look at the word *metal* on page 4 together. Ask, *What are the sounds in this word? What other letter combinations can make the 'l' sound?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *Do you think this book is fiction or non-fiction? What makes you say that?*
- Point out the word *It* on page 2 and explain that it is a pronoun. Ask, *What words in the previous sentence does this word replace?* Re-read the page for students, using 'The thing was about as high as a small boy or girl' instead of *It* and discuss why the author chose to use a pronoun.

- Read to page 5 together and talk with students about which parts of the text are most important and which are less important. Say, *Tell me the important things that have happened so far in your own words.*
- Continue to the end of Chapter 1 and ask students to summarise what they have read. Ask, *What did you think were the most important parts of the chapter? Which parts did you leave out?*
- Find the pronouns on page 12 together. For each one, ask, *Who is this word replacing?*
- Read Chapter 3 together and discuss what happened. Ask, *What is the most important event in this chapter? What else happened?*
- Continue to page 20. Ask, *Who is the I on this page? How do you know?*
- Read to the end of the book. Ask, *How would you summarise this book? What are the most important events?*

### Comprehension

- How did the class know that there was something wrong with Yo-bot? (*Literal*)
- Why was the class so good at yoga? (*Inferential*)
- What might you use a robot for in your own life? (*Applied Knowledge*)

### Follow-up Activities

- Follow a book or online guide to learn some yoga together. Set aside time each day to practise and talk with students about how they feel during and after the sessions. Discuss what each pose is called and ask students why they were named that.
- Ask students what materials Yo-bot was made from and invite them to suggest why these were chosen. Brainstorm other materials that can be used to make things and bring in a range for students to examine in small groups. Guide the groups to think of words that can be used to describe the materials and what the best use of each one is.
- Read some book reviews together and discuss how the reviews summarise the story before providing an opinion. Ask students to choose a short text they have enjoyed and to write their own book review. Allow students to share their recommendations with each other.

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## Learning Intentions

- We are learning to summarise what we read.
- We are learning to identify how authors use pronouns.

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## Success Criteria

- I can use my own words to retell the important events from the story.
- I can identify the noun that a pronoun is referring to.
- I can explain why the author used a pronoun.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up