

Illinois Reads Final Curriculum CIEP 329  
Illinois Reads Books

<b>Title of Book</b>	<i>My Teacher is a Robot</i>		
<b>Title of Unit</b>	Comprehension of My Teacher is a Robot		
<b>Grade level (interest)</b>	<b>K-3</b>	<b>Reading Grade level</b>	3
<b>A. Purpose for Instruction/ Essential Questions/ Theme</b>	<p>The purpose of this unit is to engage third graders with the text, <i>My Teacher is a Robot</i>. Through interactive activities such as, visualizing, inferring, predicting and making connections, students will use their comprehension skills to participate in the planned activities. This unit utilizes technology, including iPads, SMART board and has a formative assessment and a summative assessment.</p> <p>The theme of the unit is comprehension strategies with an incorporation of technology.</p> <p><b>Essential questions:</b>  How do illustrations inform our understanding of the text?  What strategies can I use to infer thinking?  How does this book effect my own thinking of the subject?</p>		

**B. Alignment to the depth of the Common Core – Standards addressed and assessed**

<b>CCSS ELA Standards [Reading, Writing]</b>	<p>1. <a href="#">CCSS.ELA-LITERACY.RL.3.1</a> Ask and answer questions to demonstrate an understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. <a href="#">CCSS.ELA-LITERACY.RL.3.6</a> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>3. <a href="#">CCSS.ELA-LITERACY.RL.3.7</a> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p>
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**C. Student Learning Outcomes – Targeted unit goals**

<p>1. Students will actively engage with the text by typing their questions, answering their confusions, and addressing thoughts, or comments about the text.</p>
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2. Students will question and make predictions about the text through the online memo app.
3. Students will collaborate with their peers to complete a Venn diagram sheet.
4. Students will write three connections (text to self, text to others, text to world) they have to the book in a chart
5. Students will have a small group discussion with their peers talking about how the various illustrations of the book impact the plot, storyline, and characters.
6. Students will, given several emoticons, determine the mood of characters throughout the story.

**D. Text Sections to be read closely with plans to support reading and discussion – identify pages**

Lesson 1: 1-9  
 Lesson 2:9-18  
 Lesson 3: ALL  
 Lesson 4: ALL  
 \*Lesson 5: ALL  
 \*Lesson 6: ALL

**Academic Language to be supported at word, syntax and discourse levels**

<b>Vocabulary</b>	Tier 1 words- Robot, Ask, Re-Read
<b>Tier 2 Words</b>	Tier 2 words- Questioning, Connect, Venn Diagram, Compare, Contrast Tier 3 words- Futuristic, Referring, Protagonist
<b>Tier 3 Words</b>	Academic language- infer, predict, summarize comprehend, point of view, analyze

**Bloom’s Levels Addressed: ( + all that apply)**

Remembering +	Analyzing +
Understanding +	Evaluating +
Applying +	Creating

**E. Instructional Lessons**

<b>Research Based Strategies</b> <b>[Tied to STW &amp; standards]</b>	<p>All strategies are from Harvey, S., &amp; Goudvis, A. (2007). Strategies that work: Teaching Comprehension for Understanding and Engagement. Portland, Me: Stenhouse Publishers.</p> <ul style="list-style-type: none"> <li>• Monitoring Comprehension- Lesson 1</li> <li>• Predicting and Answering Questions- Lesson 2</li> <li>• Monitoring Comprehension while reading- Lesson 3</li> <li>• Making Connections- Lesson 4</li> <li>• Visualizing and Inferring- Lesson 5</li> <li>• Inferring- Lesson 6</li> </ul>
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<b>Interactive activities for each lesson</b>	<p><b>Interactive Activities</b></p> <p>Lesson 1: Students will track their thinking with digital Post it Notes</p> <p>Lesson 2: Students will make predications or ask questions on digital Post it Notes</p> <p>Lesson 3: SMART board to create and show anchor chart</p> <p>Lesson 4: Type text to self, text to others, text to world. Modeling done on SMART board</p> <p>Lesson 5: SMART board to display pages on board.</p> <p>Lesson 6: Students will participate in emoticon activity done on SMART board.</p>
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## Lesson 1:

**Objective:** Students will actively engage with the text by typing their questions, answering their confusions, and addressing thoughts, or comments about the text.

**Introduction:** *Hello all! Have any of you ever wondered if someone is secretly an alien or even a robot? I most definitely have. Everyone close your eyes and when you open look very carefully at your classmates to see if they have any clues they're an alien or a robot! Did anybody see any clues?? Hmm maybe another day keep your eyes ready! So along with that, were going to read a book called "My teacher is a robot"*

### **Procedure:**

#### **I do**

Teacher will introduce book and give directions to students about what they will be doing during the read aloud. The teacher will explain to students that during read aloud, on their I pads, they will write down on the memo app answers to questions posed, questions they may have, or any comments they may have when listening. Teacher will begin to read pages 1-9 aloud.

#### **We do**

Teacher will read pages 1-9 aloud, students will listen and use memo app to engage with the text. After students have time to write down their questions, thoughts, or comments on both pages, the teacher will either have students turn and talk to their elbow partner about what they wrote or have them discuss their ideas as a whole class.

#### **You do**

Teacher will stop at page 5 and 9 to prompt students to write out their thoughts on memos. He/she/or they will say on page 5: *What questions do you have so far? What do you think this image is telling us? What is happening in this picture?* To prompt the students to write down a question, thought or idea. The teacher will remind students that they can use numerous post it notes to write their ideas and it does not just have to be typed out when prompted as well. On page 9: the teacher will ask: *What is going on in this picture? Where do you think the teacher is? What questions do you have? What do you wonder? What stands out to you in this image?*

**Formative assessment:** The teacher will have access to students' memos to view students' trail of thinking and to see students' opinions. This will help the teacher see what they need to focus on the next day when making predictions and answering questions.

**Technology:** Throughout the lesson, students will use their I pads. Specifically, they will use the app Memo. This app is a digital way of using post-it notes. It is an app that teachers have access to so they can see their student's sticky notes. When using this app, it is important that teachers tell their students a specific document name for their post-it notes so it is easier for teachers to navigate and see students work. In addition, students can switch I pads at any time and look at another's work if ever needed.

**Pages:** 1-9

## Lesson 2:

**Objective:** Students will question and make predictions about the text through the online memo app during read aloud.

**Introduction:** *Yesterday, we read the first half of the book, My Teacher is A Robot. I want you to turn and talk to the person next to you, remind them what we learned from the first half of the book, tell them anything that intrigued you, ask them any questions you may have.* After about 3 to 5 minutes, the teacher will call the class back together and review what they read about yesterday by calling on student to share what they discussed with their partner.

### **Procedure:**

#### **I do**

The teacher will begin the lesson by starting on page 9 and continuing the read aloud. Before starting to read aloud, he/she/they will say: *yesterday, we used our app, Memo, to record your thoughts about the first 9 pages on sticky notes. Today, we will be using the same app for a different purpose. Today, we are going to use the post-it app to make predictions. So, as we go throughout the text, I will stop reading and ask you at certain points to predict and type out on your sticky note what you think is going to happen next. Make sure you are prepared to share your thoughts with the class and your thoughts behind your predictions.*

#### **We do**

*Before you make all the predictions on your own, we are going to do one as a class.* The teacher here is going to model how to make a prediction. On page 11, is where he/she/they will start, after reading the page aloud the teacher would say: Based upon this page, I just read, do you think their teacher is a robot?

The teacher would then say, *here is how I would go about making my prediction: on the page, he is saying that the kids have too much energy but is that because he is a robot or because he is just tired. Also, there is a spider on the page, would robots be afraid of spiders? There is an interesting blue lighting around his glasses, could that be a sign he may be one? But also, he is showing a lot of emotion, do robots show emotion? From here, this is where I would make my prediction. So, on your first sticky note write your answer to the question: Do you think their teacher is a robot? And why.* As students answer these questions, make sure you allow time for students to share out their answers and hear different predictions so they know that there is just not one right answer.

#### **You do**

*As I continue to read, I will stop and ask questions. When I ask a question take time to look at the page and then you will individually answer it on your sticky note app. Make sure you say why you chose that answer.*

Page 13: *Do you think they think their teacher is a robot because they have imaginative minds or just because they are kids?*

Page 14: *Do you think Mr. Bailey was actually scared of rain or he just did not want to get wet? Why? When answering this*

*question think about the other pages previously read in the book.*

Page 19: *Do you think that students are convincing each other that Mr. Bailey is a robot? Why?*

Page 21: *Could there be other reasons that Mr. Bailey was not eating lunch in the cafeteria? What reasons? Do you think his students thought about them?*

Page 23: *Is the student thinking that Mr. Bailey is less of a robot because he is allowing students to use their imagination? What do you think will happen next?*

Page 25: *What do you think Fred will say to his dad when he answers the question and why?*

**Formative Assessment:** The teacher will have access to all the student's sticky notes to see how they predict and question within the text. From this, he/she/they will be able to see what students need help with and further work on. In addition, they will see the ideas that students have and their answers to specific questions posed.

**Technology:** Throughout the lesson, students will use their Ipads. Specifically, they will use the app Memo. This app is a digital way of using post-it notes. It is an app that teachers have access to so they can see their student's sticky notes. When using this app, it is important that teachers tell their students a specific document name for their post-it notes so it is easier for teachers to navigate and see students work. In addition, students can switch Ipads at any time and look at another's work if ever needed.

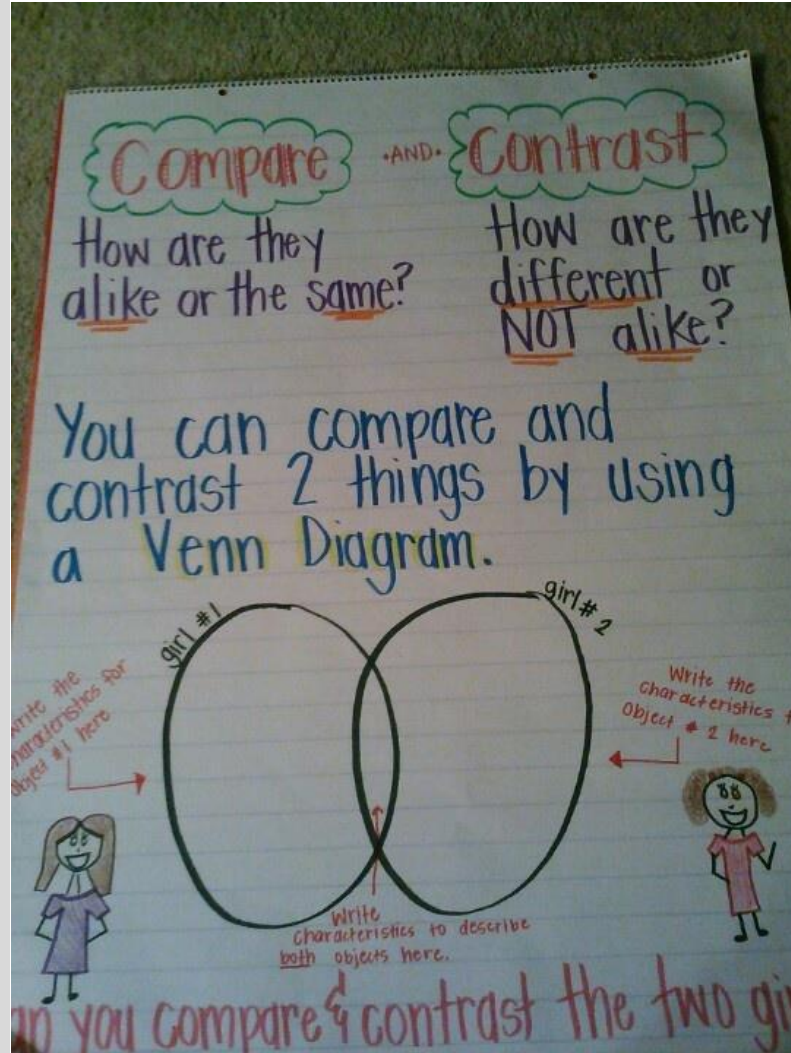


- The app that students can use on their Ipads

**Pages:** 9- to the end.

### Lesson 3:

**Objective:** Students will collaborate with their peers to complete a Venn diagram sheet.



- An example of anchor chart we will display on the board in the lesson plan

**Introduction:** *Hi class! Today we are still working with the text, My Teacher is a Robot, but we are leaving our memo app behind and we are going to focus on comparing and contrasting. Who can tell me what compare means? What is an example? Now, what about contrast? What is an example?*

**Procedure:**

**I do**

*Today we're going to be doing some work with Venn Diagrams. On this large post-it note, we're going to all work together to show what goes in Venn Diagrams and see how they work. We just talked about what comparing and contrasting is, how do you think that could fit on a Venn Diagram.*

**We do**

*The teacher will then ask questions such as: What do you put on either side of the circles? What does the area in the middle mean? How can I differentiate my thinking? What are important things to include?" Facilitate dialogue whole class. The teacher will display the anchor chart guiding students on how to compare and contrast the rest of the time they work on their Venn diagram.*

**You do**

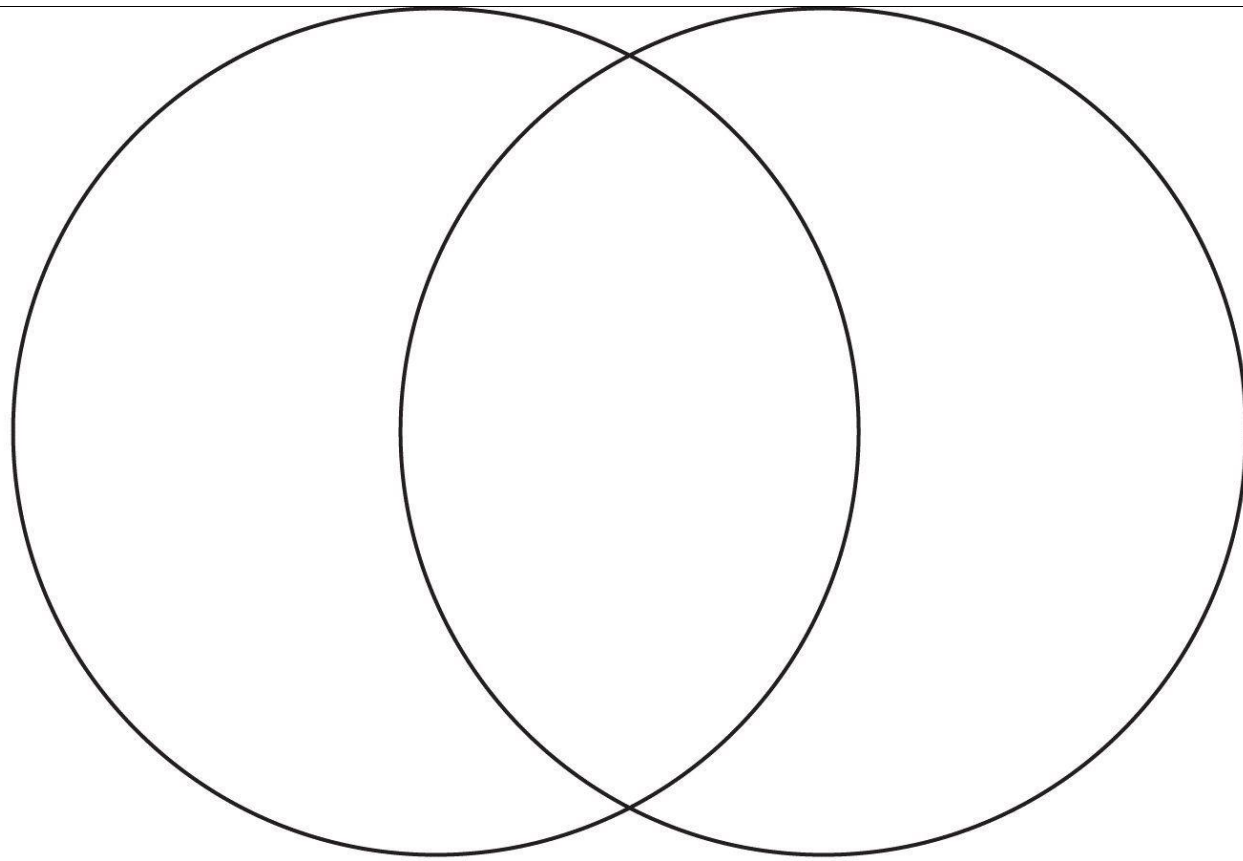
*Okay now that we have all worked together to better understand a Venn diagram and what information should be included you are going to create your own Venn diagram about the book we've been reading "My teacher is a Robot" Students then, will complete a Venn diagram worksheet answering the question: "How does your thinking of school differ and relate to the protagonist's thinking of school?" The teacher will ask students to help explain the question in case there is confusion over the term "protagonist." Students may work with partners at their tables or individually. Venn diagrams will be collected at end for the formative assessment.*

**Formative Assessment:** The teacher will collect the Venn diagrams to better understand student thinking and understanding of perspectives.

**Technology:** The anchor chart will be done on the SMARTboard and will be displayed the duration of the time students have to work on their Venn diagram.

**Pages:** All





- An example of the Venn diagram students will be given, they will write in the question prompted at the top.

**Lesson 4:**

**Objective:** Students will write three connections (text to self, text to text, text to world) they have in a chart.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

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\* the chart students will be given in the lesson plan and what will be displayed on the board

## **Procedure**

### **I do**

*We're going to remind ourselves more about the book we read a couple days ago, My Teacher is a Robot. Teacher will hand out worksheet (featured above) that has three boxes in it. The first box is a text to self-connection, the second box is a text to text connection and the third box is a text to world connection. As I read the book, write down those connections you see, there can be more than one in each box. Before we begin, what does text to self mean? How about text to text? And text to world? To show example, on the board the teacher will project the worksheet and fill in one box so students understand how it works. The example for text to self is "sometimes I feel like a robot when I'm teaching so I can relate to this teacher being a potential robot." Ask if students have questions.*

### **We do**

As the teacher reads, the students will be actively listening and filling out the text connections worksheet. In addition, the teacher will have moments where students can share out their connections during the read aloud. The teacher can choose what pages but about every 4 or so they should pause to allow students to make connections. After giving a couple minutes, the teacher can keep reading or have students share out to the whole class or to a group or partner.

### **You do**

Students will, when prompted or when they feel, write connections on their sheet. These connections will be text to self, text to text, and text to world. In addition, students can also draw pictures of connections they have if they would like to switch up between reading and writing.

**Technology:** SMARTboard activity. The teacher will project a blank worksheet that students received with three boxes (text to self, text to others, text to world). Teacher will use the SMARTboard to fill out the worksheet with personal examples. They can also add examples that students say aloud or in pairs to their chart throughout the read-aloud.

**Pages:** ALL

**Formative Assessment:** The students will turn in their chart to the teacher, so they can see the connections they made. The teacher will see which connection is easiest for students to make and what they furthermore need help with.

## **Lesson 5:**

**Objective:** Students will have a small group discussion with their peers talking about how the various illustrations of the book impact the plot, storyline, and characters.

## **Procedure**

### **I do**

*The teacher will start by saying, we are still working with the text, My Teacher is a Robot, but today we are going to look at the visuals. I loved the visuals because they are so fun and creative! What do you think about the visuals? After this the*

teacher will explain that she is going to project pages of the text (specifically 3 and 18) on the SMARTboard for students to analyze in their small groups. When assigning groups, the teacher can randomly generate them. After assigning small groups, she will write on the white board some questions to think about when looking at the images that will further help discussion in their small groups.

### **We do**

Students will be asked: *How do the illustrations effect the story? What does this image tell us that we do not read about? How does this image effect the plot? What can we predict from this image? What would you change or add? How is the image helpful?* These questions will be written on the white board next to the images so students can use them as a guide for their discussions. After listing these questions, the teacher will ask students to remind them of some sentence starters they could use when responding to other student's thoughts and ideas.

After giving time for students to discuss these questions, the teacher will ask each group to share out what they discussed, so students have exposure to other ideas and see different perspectives.

### **You do**

Students will have a discussion with their assigned group based upon the images displayed. Specifically, they will discuss how the illustrations affect the story line, plot, characters as well their understanding or interpretation of the book. Teacher will walk around and help and take informal notes and observations of the discussions. Specifically, to make sure every student speaks they will be given two cards and before the time has ended every student needs to have their two cards in the middle of the table demonstrating that they spoke.

**Technology:** The teacher will use the SMARTboard to project the images, so students will have a bigger visual to see and can notice more of the illustrator's details that often go unnoticed when a teacher holds the book during a read aloud.



- one of the pictures that will be displayed on the board

**Pages:** ALL

**Formative assessment:** informal observation, the teacher will take anecdotal notes of small group discussions. These notes will specifically be geared towards how students take what they see in a visual and apply to the text.

**Lesson 6:**

**Objective:** Students will, given several emoticons, determine the mood of characters throughout the story.

**Procedure**

**I do**

The teacher today will start by saying, *how can we often figure out someone's mood?* Responses will vary but overall the teacher will focus on the answer of through their facial expressions. They will then say that today we are going to focus on determining the moods of the characters from *My Teacher is a Robot*. On the SMARTboard teacher will display a SMARTboard activity where when shown a character from a page in the book, identify the students will identify the mood of the individual based on the illustrations.

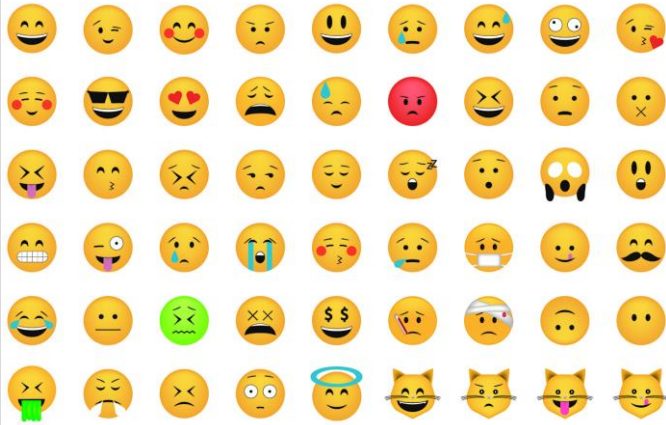
**We do**

The teacher will explain the directions and expectations and model an example. They will have an image of the text displayed, and have various emoticons to choose from. The teacher will choose an emoticon and explain why they chose that emoticon. Students will then come up to the board and do the same thing for a different illustration. They will identify which emoticon they would pair with the character. They will also be told to be ready to share why they identify a certain emoticon for the character we are focusing on. This will be done individually and silently. The students will form a line and will be told to have their answer ready for when they get to the board if they are hesitant they will be sent to the back of the line. After every student has chosen an emoticon, the percentage of each emoticon will be shown. Students will be asked to share why they chose that emoticon either to the whole class, groups, or in pairs.

**You do**

Once the emoticon activity is completed, the students will complete their summative assessment. Students will respond to the question in their independent journal: "Do you think Fred's teacher is a robot and why? Give at least three reasons why." In addition to writing their answer, students will also be asked to draw a picture that helps explain their thoughts at the top of the page. This will be done individually and turned into the teacher.

**Technology:** On the SMARTboard, the teacher will create and display a page with various emoticons. Students will pick the emoticon to identify the emotion of a certain character shown in the book to illustrate how illustrations effect the story and characters.



- These are the emoticons that students would choose from on the board.

**Pages:** ALL (looking at various characters, this is up to the teacher’s discretion)

**Formative assessment:** Informal observation, the teacher will take anecdotal notes when students explain their reasoning behind the emoticon that they chose.

**Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)**

Students will respond to the question in their independent journal:

“Do you think Fred’s teacher is a robot and why? Give at least three reasons why.”

In addition to writing their answer, students will also be asked to draw a picture that helps explain their thoughts. It targets the highest level of Bloom’s Taxonomy of create. Additionally, it aligns with the Standard, [CCSS.ELA-LITERACY.RL.3.6](#) distinguish their own point of view from that of the narrator or those of the characters.

Journal

Date: \_\_\_\_\_

Topic:

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Draw a picture:

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- This is an example of a journal template that teachers could use for summative assessment