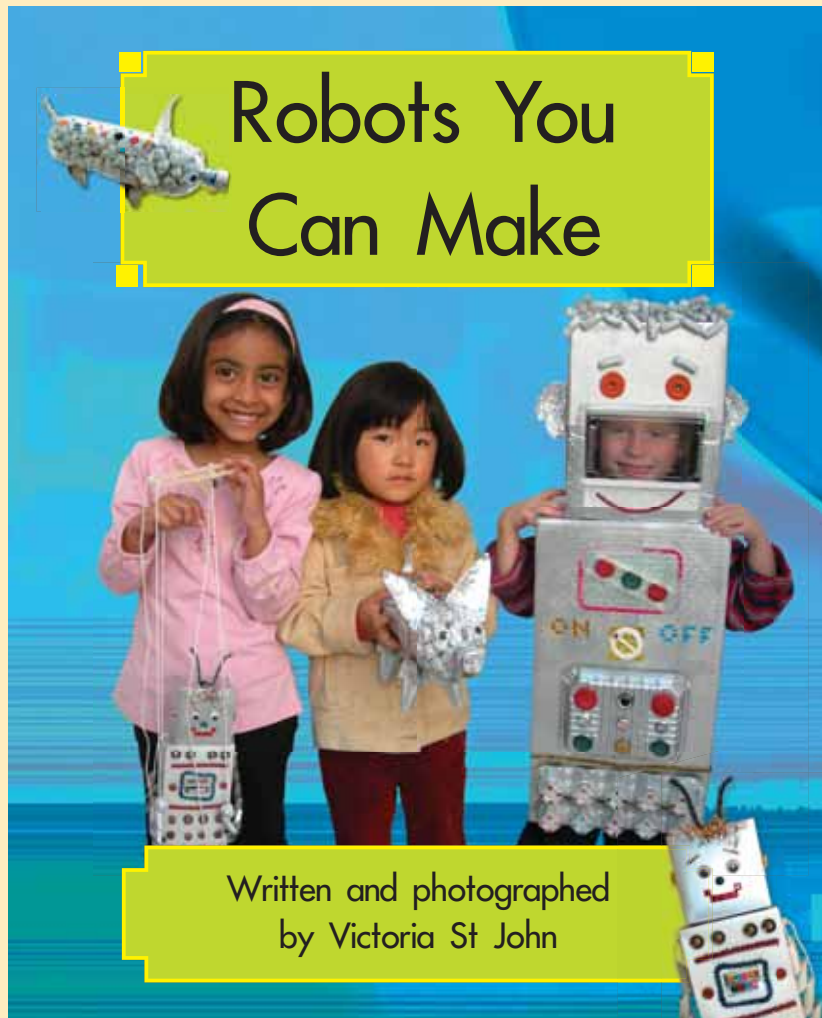




Level 12

Book h



Written and photographed
by Victoria St John

Level	12
Word Count	270
Text Type	Procedural recount
High Frequency Word/s Introduced	



MACMILLAN

Pigs Can't Fly

The Speedy Sparrow

Andy Gets Left Behind

Compost

Big Ted's Barbecue

People Who Work Underground

The Greedy Goats

Robots You Can Make

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to look at the front cover and contents page. Is this a fiction or nonfiction book? How do we know?



Talk about the contents page. Tell the children it shows the smaller parts of the main topic. It tells where to find the smaller parts. How is this helpful?



AFTER READING



What is this book about? What will we learn about on page 6? Have any of the children made robots before?



Encourage the children to think about their reading. Discuss the strategies they use to decode unfamiliar words.

BEFORE READING

2/3

Discuss how headings help us use the book. Have the children read books with headings? What were they about? What did the children learn? Invite them to read the headings.



AFTER READING

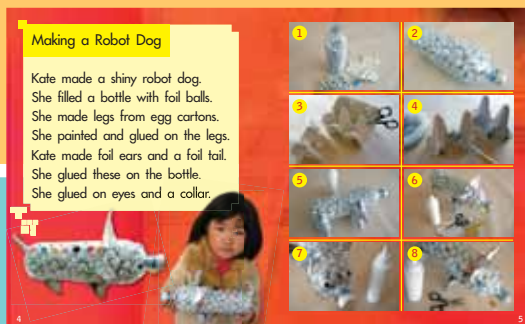
What information is on these pages. What can we make? What things do we need to make the robots?

Ask the children to find *new*. Have them place it in sentences. Identify the word *cartons*. Show how the letter *r* changes the sound of the vowel. Write *Making* on the board. What do we remove when we add *ing*? Make other examples.

BEFORE READING

4/5

Ask the children what the heading is on this page. What we are going to learn about? Ask the children why the six photos have been numbered. How does this help the person making the robot dog? How does it help us?

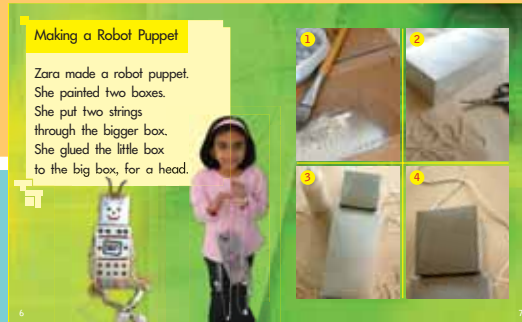


AFTER READING

Write *She made legs from egg cartons* on the board. Which photo matches? Ask the children to tell how Kate made the dog. Praise them for referring to both the text and the photos.

Ask the children to find the word *from*. Have them place *from* in sentences to clarify meaning and use. Review plurals. What words here show two or more of a thing?

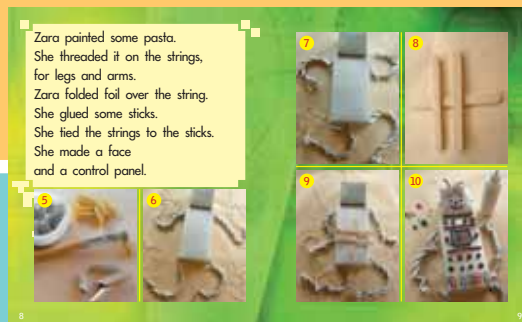
Ask the children to tell you how many photos have been numbered on this page. Talk about how Zara made the robot puppet.



Ask the children how many boxes and strings Zara used for the first stages. Have the children recall the stages they went through when they made a puppet at home or at school.

Does the word *made* show something that has already happened? How is *made* different from *Making*? Write *made*, *pulled*, and *cut* on the board. Tell the children these are doing words. What other doing words are on the page?

Ask the children how many more steps are left to finish the robot puppet. Talk about what Zara did in each of these steps. Was this a big job? Is this a bigger job than making the robot dog? Why or why not?

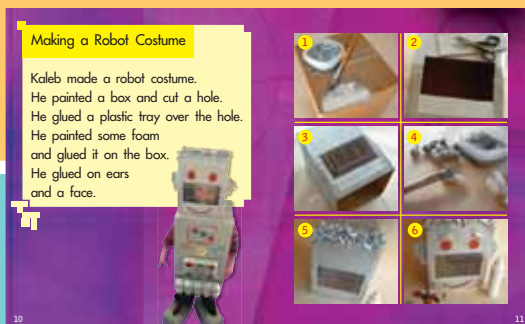


What are the strings and pasta used for? Write *She glued some sticks* on the board. Which photo matches? What sentence goes with photo 10?

Have the children find two words with two syllables. Clap the syllables in the words. What words show two or more of a thing?

BEFORE READING 10/11

Ask the children what the heading is on this page. What are we going to learn about? Have any of the children made a costume like this before? What steps did they go through to make it?



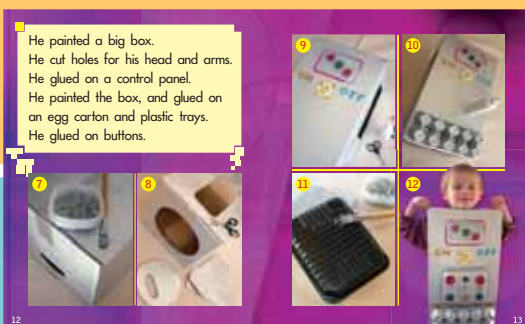
AFTER READING

Ask the children what Kaleb needed to make his robot costume. Talk about both the text and the numbered photos. What sentence goes with photo 3?

Have the children find the word with the *ai* spelling. What other words have the *ai* sound? Explain how adding the *ed* ending changes verbs to the past tense. Make a list of *ed* words on the board.

BEFORE READING 12/13

Ask the children how many more steps in the sequence Kaleb has to go. Talk about all the things he did. Where might we get all the materials?



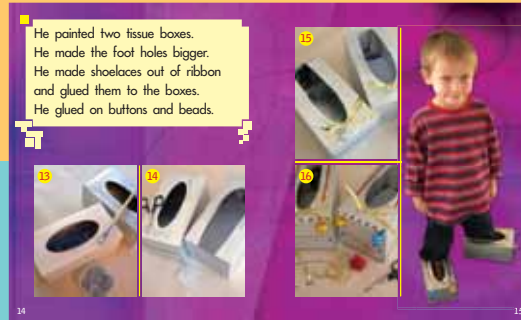
AFTER READING

What did Kaleb do to the box? Can the children match the steps in the text to the steps in the photos?

Identify the word *glued*. How has this word been changed to show something that happened in the past? Explain that we do not add an extra *e* to words that already end with the letter *e*. Demonstrate with *cuddle*, *muddle*, *tickle*, and *bake*. What do you think the words are on this page?

Ask the children what Kaleb made next. Talk about the materials needed.

Have the children tell you what they think of the book and why. Has the author come up with a good idea for a book? Does it give the children ideas for other things they can make?



How did Kaleb make the foot holes bigger? Remind the children that an adult should supervise them when they use scissors.

Ask the children to find the word *out*. Have them place it in sentences. What word has the *ea* sound? List other words with the same spelling.

Ask the children what this page is called. Talk about what indexes are used for. How might an index be useful?

Index	
box(es)	3, 6, 10, 12, 14
buttons	3, 12, 14
control panel	8, 12
egg carton(s)	3, 12
face	8, 10
string(s)	3, 6, 8

What information is on page 8? What pages have information about buttons? Have the children read the entries again. Have them go back to the relevant pages and reread the sentences in which the words occur.

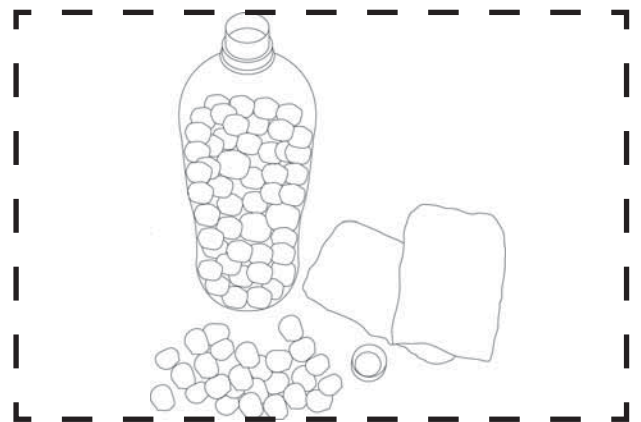
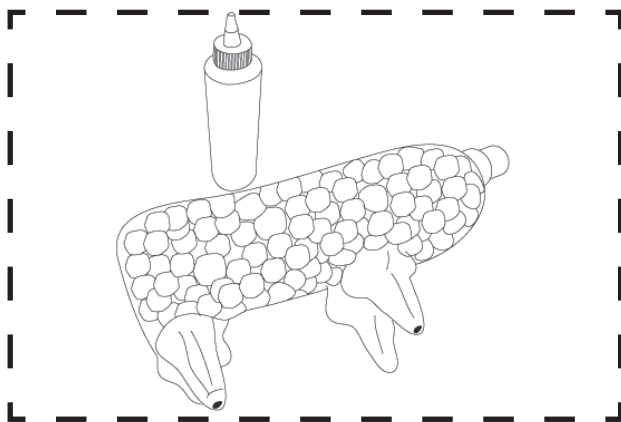
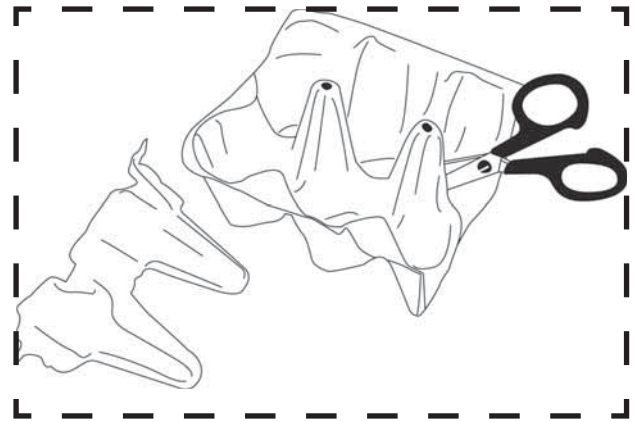
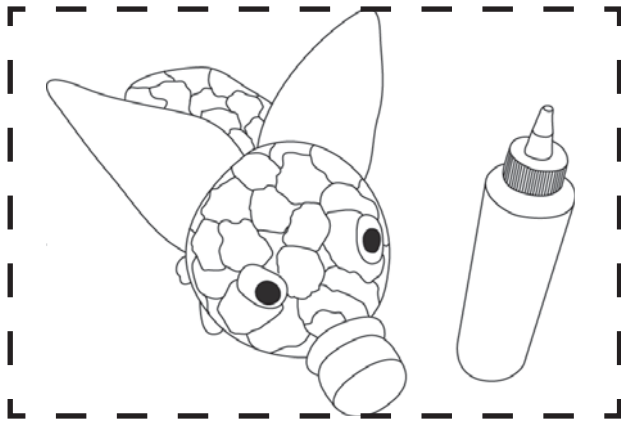
What did the children like most about this book? Which robot was their favourite? Can they think of another robot to make?

12 h Robots You Can Make

Name _____

Cut out the pictures.

Put them order.



Use the words to complete the sentences.

Word Bank

made

Kaleb

shiny

Kate made a _____ robot dog.

Zara _____ a robot puppet.

_____ made a robot costume.

Write the number of syllables in each word.

The first one has been done for you.

control con-trol 2

painted _____ _____

plastic _____ _____

foot _____ _____

little _____ _____