

Focus Question:

Why was Sarah's gift special?

Book Summary

Text Type: Fiction/Science Fiction

We Build a Robot is a story about a girl named Sarah who receives a very special surprise for her birthday: an unassembled robot. The surprise is Sarah and her father spend some quality time building the robot together. Students will enjoy reading about how Sarah's robot is assembled and the surprise ending. This book can be used to teach students about sequencing events, as well as quotation marks.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Sequence events
- ☐ Describe details found in illustrations in the text
- ☐ Discriminate initial consonant /b/ sound
- ☐ Identify initial consonant b
- ☐ Recognize and use quotation marks
- ☐ Understand and use time and order words

Materials

- ☐ Book: *We Build a Robot* (copy for each student)
- ☐ Sequence events, initial consonant b, and quotation marks worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *again, goes, says*
- **Words to Know**
Story critical: *batteries (n.), birthday (n.), broken (adj.), robot (n.), surprise (n.), tools (n.)*

Guiding the Reading

Before Reading

Build Background

- Have students discuss what they know about robots. List student ideas on the board.
- Ask students whether they have ever had a birthday surprise. Have students share their experience with a partner. Invite volunteers to share their experience with the class.

Introduce the Book

- Give students their copy of *We Build a Robot*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: Retell

Explain to students that effective readers stop now and then during reading to retell a story's key points in their mind to remember and understand what they are reading. Explain that retelling includes important details from the story, including characters, setting, problems, and solution or the main ideas. It involves telling what is important in the story without telling the whole story. Read aloud pages 3-6 to model finding main ideas versus supporting details. Read several more pages and have students retell the next portions of the story to a partner.

Introduce the Comprehension Skill:

Sequence events

- Explain to students that stories are told in a certain order from beginning to end and when readers describe that order they are telling a *sequence of events*. Explain that a sequence of events is a series of events or details arranged in a certain order, often using time-order words, including *first, next, then, and finally*.
- Review page 6 and identify the time-order word first.

Guiding the Reading (cont.)

- Review the remaining pages in the story and have students identify other time-order words.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to the students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about building robots. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What did Sarah and her dad need to build the robot?* (level 2) page 5
- *In what order did they build the robot?* (level 2) pages 6 through 8
- *Why didn't the robot work?* (level 3) pages 9-10
- *What makes the robot special to Sarah?* (level 3) pages multiple pages
- *What song does the robot sing?* (level 1) page 11

Text Features: Illustrations

Explain that illustrations, or pictures, help to support the information in the text. Have students work with a partner to review the illustrations on page 5 and 6. Ask students: *How do the illustrations help to explain the story? What other information can you learn from the illustration that isn't written in the story?* Have students review other pictures in the book and practice retelling the story by using the illustrations.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Sequence events

Review the [sequence events worksheet](#) that students completed. Have students share their work with the group to check for understanding. Invite volunteers to share with their work with the group. Encourage students to include time-order words.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include that Sarah received a special surprise birthday gift (a robot). Samples: *Sarah's robot was a special gift because it was her birthday. She put the robot together with her dad and at the end, the robot sang "Happy Birthday" to her.*)

Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant b

- Say the word *build* aloud to students, emphasizing the initial /b/ sound. Have students say the word aloud and then say the /b/ sound.
- Have students practice saying the /b/ sound with a partner. Then, with their partner, have them brainstorm to generate a list of words that begin with the /b/ sounds. Invite partners to share a word with the rest of the class, and have other students give a thumbs-up signal if they agree that the word begins with the /b/ sound.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that begins with the initial consonant /b/: *big, broken, road, rabbit, box, time, robot, body, house, and button.*

Phonics: Initial consonant b

- Write the word *button* on the board and read it aloud with students.
- Have students say the /b/ sound aloud. Then, run your finger under the letters in the word *button* as students say the whole word aloud. Ask students to identify which letters represent the /b/ sound in the word *button*.

Book Extension Activities (cont.)

- Have students write a list of words that begin with *b*. Then with a partner, have them share their list of words. Invite partners to share words from their list with the whole class.
- **Check for understanding:** Write the following words on the board: *birthday, summer, big, father, table, bird, book, above*. Have students write down only the words that begin with *b* on a piece of paper. Invite students to share their lists.
- **Independent practice:** Introduce, explain, and have students complete the [initial-consonant-b worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Quotation marks

- Have students find and point to the quotation marks on page 3. Discuss with students that *quotation marks* are used to show a character's spoken words and are found at the beginning and end of the spoken words.
- Have students locate another set of quotation marks in the story. Say the words within the quotation marks together. Remind students that these are the character's spoken words.
- With a partner, have students find additional places in the story where quotation marks are used. Have them pretend to be the character and say only the words within the quotation marks.
- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their answers.

Word Work: Time and order words

- Remind students that stories are told in a certain order from beginning to end and when readers describe that order they are telling a sequence of events. Explain that readers can look for time-order words like *first, next, then, and finally*. Time-order words also help when retelling a story.
- Have students locate time order words from the story and list them on the board. Have students include the page number on which each time-order word can be found.
- Have students retell the story to a partner using the time-order words they listed. Invite a few students to share their retelling with time-order words to the whole class.
- **Check for understanding:** Have students check their lists of time-order words as other students are sharing their retelling with the whole class. Have students give a thumbs-up signal if their list of time-order words and retelling matched the examples that were shared.

Connections

- See the back of the book for cross-curricular extension ideas.