



## About the Book

Text Type: Fiction/Science Page Count: 12 Word Count: 208

### Book Summary

In this fanciful story, Rob receives a robot for his birthday. His excitement is dampened, though, when he realizes that Bott the robot is rude to his friends and family. Can Rob teach his rude robot good manners? Emergent readers will be eager to learn how the story unfolds. Bright and beautiful illustrations enhance the story.

## About the Lesson

### Targeted Reading Strategy

- Connect to prior knowledge

### Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Determine author's point of view
- Discriminate *r*-controlled /ur/ vowel sound
- Associate *r*-controlled vowel /ur/ sound with the letters *ur*
- Recognize and use proper nouns
- Recognize the high-frequency word *said*

### Materials

Green text indicates resources available on the website

- Book—*Rude Robot* (copy for each student)
- Chalkboard or dry erase board
- [Author's point of view, r-controlled /ur/, proper nouns worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *his*, *said*, *thank*, *you*
- Content words:
  - Story critical: ***burped*** (v.), ***learned*** (v.), ***manners*** (n.), ***robot*** (n.), ***rude*** (adj.), ***turn*** (n.)
  - Enrichment: *battery* (n.), *nodded* (v.), *talking* (v.)

## Before Reading

### Build Background

- Write the word *robot* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students to share with a partner what they know about robots, including other books or movies that have robots as characters. Invite volunteers to draw a picture on the board of a robot they see in their mind.
- Write on the board a list of characteristics that describe robots as presented in the media.

## Preview the Book

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Rude Robot*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the cover.  
*Think-aloud: The picture on the cover makes me excited because it has a robot, and I love reading about robots. I know from other stories that robots are machines that look like people but don't always act like them. The title of this story is Rude Robot. I know that being rude means having bad manners. I think that this story will be about a robot that doesn't know how to act like a human and is rude instead of being polite.*
- Invite students to share how they connected to prior knowledge, on the basis of the cover and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Author's point of view**

- Explain to students that authors sometimes want to teach a lesson or make readers feel a certain way about their subject. When the story is fictional, authors use the characters to express the author's attitude. Explain that we describe the way an author feels about the subject of their story as the *author's point of view*.
- Ask the class to think about how they would feel if they adopted a snake as the class pet. Have students give the thumbs-up signal if they like the idea and the thumbs-down signal if they are against the idea. Divide the class into two groups—those in favor of and those against the idea. If one group is much smaller than the other group, join in and be a member of the smaller group. Have each side discuss why they feel the way they do.
- Explain to students that the way they feel about the question is their *point of view* on the topic of a class pet. In a similar way, authors can have a point of view about the topic of their book.
- Model how to consider the author's point of view in a book.  
*Think-aloud: I wonder what topic the author might have a strong feeling about in this story. The name of this story is Rude Robot. I know that many people are upset when others are rude to them. Maybe the author is going to have a point of view about being rude to others. As I read, I will think carefully about whether the author is trying to teach me a lesson about rudeness.*
- Encourage students to pay attention to how the author feels about rudeness as they read the story.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *Rob's present is a robot. Point to the robot in the picture.*
- Remind students to look at the beginning and ending sounds of a word and to use their word-attack strategies to figure out a difficult word. For example, point to the word *burped* on page 8 and say: *I am going to chunk this big word and check the beginning and ending sounds to decode it. The first part of the word looks like one I recognize, the word burp. The word burp starts with the /b/ sound. The second part of the word is an ending that I have seen before; it is the ending ed, which we add to words to make them past tense. If I add the ending ed, I have*

*the word burped. The word burped ends with the /d/ sound. The sentence makes sense with this word. The word must be burped.*

### Set the Purpose

- Have students use what they know about robots and manners to help them read the book. Remind them to think about the author's point of view as they read.

## During Reading

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Rob*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
  - Ask students to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
  - Model connecting to prior knowledge.  
*Think-aloud: On page 5, I learned that Bott never says hello or please or thank you. I know that it upsets me when people use bad manners like that around me. I don't want to spend time with people who are not nice to me. I am not surprised that Rob's friends stop playing with Bott if he treats them that way. I know from other stories that robots don't always know how to act like humans because they are machines. Sometimes in those other stories, the robots learn how to behave like people. I hope that Bott can change his behavior.*
  - Invite students to share how they connected with what they already knew as they read.
  - Remind students that they are trying to learn the author's point of view on being rude and that, in a fiction story, the author often uses characters to express how the author feels. Explain that students need to look at the clues in the story that are being revealed by the characters.
  - **Think-aloud:** *So far we know that Bott is rude to people, and therefore Rob's friends don't want to spend time with Bott. The way Rob's friends are feeling could be a clue about how the author feels. They don't like it when the robot is rude to them, and the author might not like people (or robots) who are rude, either. The author may be trying to teach us about manners.*
  - Introduce and explain the [author's-point-of-view worksheet](#). Guide students to write the first clue they have read about the author's point of view (Rob's friends don't want to spend time with Bott).
  - **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
  - Discuss with students any new clues revealed by characters that would help them determine the author's point of view (Rob says that being rude isn't cool, Rob says that a robot can learn good manners, Rob teaches Bott good manners). Record these clues on the board. Have students fill out their author's-point-of-view worksheet with more clues from the story.
  - Have students read the remainder of the book. Remind them to use what they already knew about manners to help them understand new information as they read.
-  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 the discussion that follows.

## 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.

### Reflect on the Reading Strategy

- **Think-aloud:** *After finishing the story, I saw how much Bott had changed and how other people wanted to spend more time with him. I know that when people treat me well, I'm happy to spend time with them. This makes me think that I would have liked being around Bott, too! From what I know about manners, I was able to understand how the characters in the story felt. I also remembered, from other stories that I have read, that robots can learn. That prior knowledge helped me understand how Bott was able to learn good manners.*
- Have students share with a partner how they connected to prior knowledge as they read the story.
- Ask students to explain how thinking about what they already knew helped them to understand and remember the story.

### Reflect on the Comprehension Skill

- **Discussion:** Review the clues that the class had already learned about the author's point of view on rudeness. Invite students to share the remaining clues that the book offered through the characters' feelings and dialogue, and record these clues on the board. Discuss what the author's point of view on manners appears to be, on the basis of clues in the book. (If you want people to spend time with you, you need to have good manners and not be rude.)
- **Independent practice:** Have students complete the author's-point-of-view worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you saw a rude robot learn how to treat others. Now that you have read this story, why do you think it is important for you to use good manners?

## Build Skills

### Phonological Awareness: Discriminate *r*-controlled /ur/ vowel sound

- Say the word *turn* aloud to students, emphasizing the *r*-controlled /ur/ sound. Have students say the word aloud and then say the *r*-controlled /ur/ sound.
- Explain to students that vowels usually make a long or short sound, but that a vowel sound can change when it is followed by the letter *r*. Even though the letter *u* often makes the /u/ sound, it makes the /ur/ sound when followed by an *r*.
- Have students practice saying the *r*-controlled /ur/ sound to a partner.
- Read pages 8 and 9 aloud to students. Have them raise their hand when they hear a word that contains the *r*-controlled /ur/ sound.
- **Check for understanding:** Say the following words, one at a time, and have students clap their desk every time they hear a word that has the *r*-controlled /ur/ sound: *purse, bus, hut, burp, turn, and duck*. Write the words with the *r*-controlled /ur/ sound on the board.

### Phonics: Associate *r*-controlled /ur/ vowel sound with the letters *ur*

- Write the word *burp* on the board and say it aloud with students.
- Ask students to identify the sound they hear in the middle of the word (/ur/). Underline the letters *ur* in the word.
- Write the following words on the board: *turn, hurt, and burn*. Have students read the words to you.
- Have students practice repeating the *r*-controlled /ur/ sound while tracing the letters *ur* on their desk with a finger.
- **Check for understanding:** Write the following words on the board, leaving out the letters *ur*, and have volunteers come to the board and fill in the letters *ur*: *burp, turn, curl*. Read the words together.
- **Independent practice:** Introduce, explain, and have students complete the *r*-controlled /ur/ worksheet. If time allows, discuss their answers.

### Grammar and Mechanics: Proper nouns

- Have students write their name on a piece of paper. At the count of three, have everyone whisper their name out loud.
- Explain to students that their name is a special word that identifies them. Remind students that since nouns are words that name a person, place, or thing, their name is a noun, too. Explain that some nouns tell the actual name of a person, place, or thing; these special naming nouns are called *proper nouns*. Proper nouns always begin with a capital letter.
- Have students read along as you read page 3. Have students point to the two proper nouns on the page (*Rob* and *Bott*). Point out that Rob and Bott each start with a capital letter and tell the name of a person or thing; therefore, they must be proper nouns.
- Write the words *Person* and *Place* on the board. Lead students in a brainstorming session of proper nouns that name either a person or a place. Record the names under the appropriate word on the board.



**Check for understanding:** Have students locate and underline all the proper nouns in the book.

- **Independent practice:** Introduce, explain, and have students complete the [proper nouns worksheet](#). If time allows, discuss their responses.

### Word Work: High-frequency word *said*

- Assign a student to the role of Rob and another student to the role of Bott. Have them read pages 7 and 8, only reading the parts that their character speaks out loud (the dialogue) to create a mini-play. Repeat with new volunteers as time permits.
- Explain to students that when we read stories in which the characters are speaking, we need a special word to tell us that they are speaking out loud. Write the word *said* on the board and read the word aloud. Have students read the word with you.
- Ask students to write the word *said* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Read page 6 to students. Have students point to the word *said*. Ask students to share with a partner the words Rob said. Emphasize the fact that the word *said* always shows that a character has spoken aloud.



**Check for understanding:** Have students locate and circle every occurrence of the word *said* in the book. Then have each student use the word *said* in an oral sentence.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them describe the author's point of view to someone at home.

## Extend the Reading

### Science Fiction Writing and Art Connection

Write a list of the following body parts on the board: *eyes*, *arms*, *legs*, and *antennae*. Pass out dice to students. Have them roll the dice four times and record the number each time. Every number correlates to one of the body parts on the board; for example, if they roll a five first, that means five eyes. Have students draw a robot with the specified number of eyes, arms, legs, and antennae. Then have them write a paragraph describing what would happen if they received this robot as a gift.

### Social Studies Connection

Discuss with the class some of the technology they use such as computers, cell phones, iPads, the Internet, and so on. Ask them to think about what it would be like to live without all of these inventions. Invite a person who works with technology to come speak to the class. Before the speaker arrives, work with the class to compile a list of questions related to that field. Have each student write at least one question on a separate sheet of paper. Conduct a question-and-answer session after the speaker's presentation.

### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

**Monitor students to determine if they can:**

- consistently connect to prior knowledge to understand text
- accurately determine the author's point of view during discussion and on a worksheet
- consistently discriminate *r*-controlled /ur/ vowel sound during discussion
- accurately associate the *r*-controlled /ur/ vowel sound with the letters *ur* during discussion and on a worksheet
- correctly use proper nouns during discussion and on a worksheet
- accurately use and write the high-frequency word *said* during discussion

### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**