Interest Level: 3-6

Reading Level: 3-5

Age Range: 8-11

Genre: Nonfiction

GRL: R

Lexile: 930L

Subjects: Social Studies, Science

Pages: 32

Standards:
CCSS.RI.4
CCSS.SL.1
CCSS.W.8
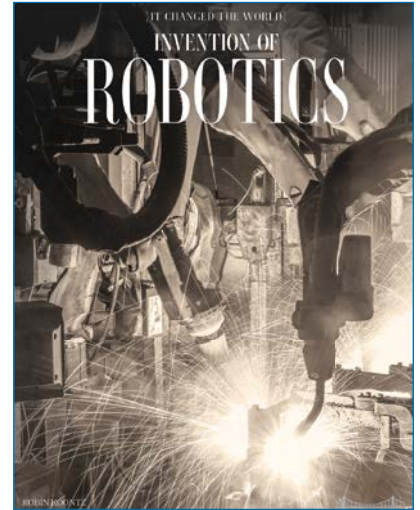
LESSON OBJECTIVE

Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

LESSON FOCUS: Determining Word Meanings

Ask students to think about the lyrics to their favorite songs. Ask what pictures or images come to mind and how the words make them feel. Explain to students that writers use words in different ways, depending on their purpose. They might use words with a figurative meaning that is different from their literal meaning. They might use words with a technical meaning when writing about a specific subject area. Sometimes writers choose words with a positive or negative connotative meaning. You can figure out an author's intended meaning by thinking about the word's context, or the text that comes before and after it. Context will help you figure out if the author is using a word for its technical, connotative, or figurative meaning.

BEFORE READING
ACTIVATING PRIOR KNOWLEDGE

Have all students stand up and put one hand in the air. As students walk around the classroom, call out "pair" and have students pair up with the student he or she is standing closest to. Students that have found partners will put their hands down. Partners should discuss what they know about robots. Each student will have one minute to share what they know. The student who is older will go first. After pairs have discussed what they know about robots, ask a few students to share what their partners said.

PREVIEW AND PREDICT

Show students the cover of the book. Ask them to describe what they see and share what they think they will learn in the book. Engage students in a book walk. Show them the table of contents, glossary, a sample of pages, and photographs.

AS YOU READ

Read the book aloud. During reading, stop and model a think aloud showing students how to use context clues to determine the meaning of a word (do this a few times). Show students how to look for clues in the sentence that comes before and after it.

AFTER YOU READ

Refer back to the words or phrases that you modeled your think aloud with. Reiterate that analyzing context to determine figurative, connotative, and technical meanings of words will help them better understand authors' intended meanings.

SUGGESTED AFTER READING ASSESSMENT QUESTIONS
(Encourage students to look back in the text to support their answers):

1. Summarize the section, "Manufacturing and Farming Robots."

2. What is an *automaton*?

3. Why are robots important in manufacturing?

4. What are some different things that robots are used for?

5. How are robots helpful to our world today?

STUDENT EXTENSION ACTIVITY - *INVENTION OF ROBOTICS*

NAME: _____ DATE:_____

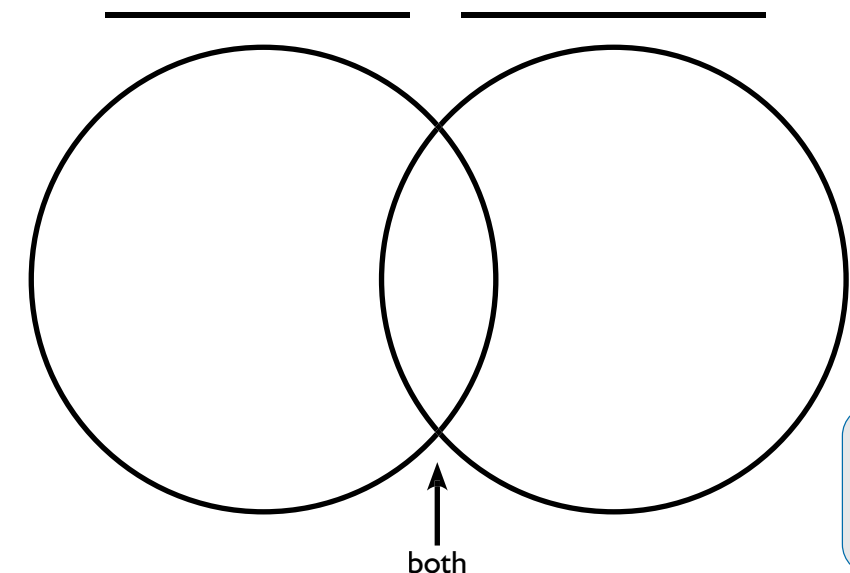1. **Complete the Vocabulary Application Graphic Organizer.**

Key Word	What does it mean?	Use it in a sentence

2. **Compare and contrast two types of robots from the book using the Comparing and Contrasting Graphic Organizer.**

Directions:
Use the Venn diagram to compare and contrast two concepts, people, places, objects, or ideas.
1. Label each circle with the name of the concept.
2. Place the different characteristics on the outside area of the circles.
3. Place the similarities in the overlapping areas.

both

Need More Space? Grab a piece of scrap paper!

3. Use the RACE strategy (restate the question, answer the question, cite with text evidence, elaborate) to answer the following question.

How have robots changed over time?

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Don't Forget to Edit Your Work!
Check the spelling, punctuation, and grammar.

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