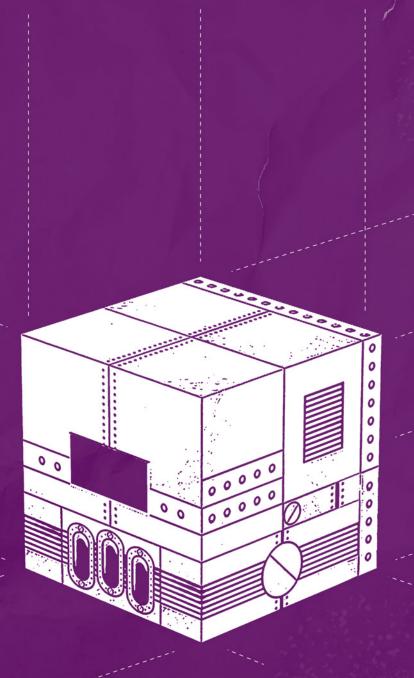


# ROBOT G5-3000

Technical Manual \_



Grade 5

Quest

### **The Robot**

**Teacher Guide** 



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# Grade 5 | The Robot Contents

#### THE ROBOT

Common Core Alignment Chart	v
Introduction	1
Materials	3
<ul> <li>Teacher Guide</li> <li>Robot Notepads</li> <li>Robot Folders</li> <li>Posters (2)</li> <li>Controller Box</li> <li>Unit 3 Handouts</li> <li>Sentence Frame Poster (teacher-made)</li> </ul>	3 3 3 4 4 4
How To Use the Robot App	5
Tips For Running the Quest	10
Unit 1	13
<ul> <li>Lesson 1: The Strange Device</li> <li>Lesson 2: Showing</li> <li>Lesson 3: How To Rasie a Robot</li> <li>Lesson 4: The Robot Learns to Feel</li> <li>Lesson 5: A Range of Emotions</li> <li>Lesson 6: Turn the Frown</li> </ul>	14 30 38 46 56 62
<ul> <li>Lesson 7: The Robot's New Legs</li> <li>Lesson 8: Focusing on an Event</li> <li>Lesson 9: The Growth Spurt</li> </ul>	70 78 84

Unit 2	91
<ul> <li>Lesson 1: The Mysterious Noise</li> <li>Lesson 2: Celebrate</li> <li>Lesson 3: Overheard</li> <li>Lesson 4: You Make Me So Mad!</li> <li>Lesson 5: Turn That Frown Upside-Down</li> <li>Lesson 6: Robot Walks</li> <li>Lesson 7: Robot Talks?</li> <li>Lesson 8: The Robot Comes of Age</li> <li>Lesson 9: Robo-A-Go-Go</li> </ul>	92 100 106 112 118 124 130 136
Unit 3	147
<ul> <li>Lesson 1: The Robot Takes Manhattan</li> <li>Lesson 2: Maria and Dave</li> <li>Lesson 3: A Helpful Comment</li> <li>Lesson 4: Letter From An Old Friend</li> <li>Lesson 5: Globetrotting Robot</li> <li>Lesson 6: Bon Voyage!</li> <li>Lesson 7: Sibling Rivalry</li> <li>Lesson 8: Conflict Resolution</li> <li>Lesson 9: Cab Fare for the Robot</li> </ul>	148 162 170 176 182 192 198 208 214
Unit 4	221
<ul> <li>Lesson 1: The Robot's Prized Possession</li> <li>Lesson 2: The Robot's Dream</li> <li>Lesson 3: Why Do We Show?</li> <li>Lesson 4: Talking Personality</li> <li>Lesson 5: The Job Application, Part 1</li> <li>Lesson 6: The Job Application, Part 2</li> <li>Lesson 7: The Job Application, Part 3</li> <li>Lesson 8: The Big Day</li> <li>Lesson 9: After the Robot</li> </ul>	222 230 238 246 254 262 268 274 280

## Common Core Alignment Chart

#### READING STANDARDS FOR LITERATURE

#### **Key Ideas & Details**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1]

Unit 3 Lesson	1	2	3	4	5	6	7		9	
---------------	---	---	---	---	---	---	---	--	---	--

#### **READING STANDARDS FOR FOUNDATIONAL SKILLS**

Fluency										
Read with su	fficie	ent ac	cura	cy ar	ıd flu	ency	to su	ıppor	t con	mprehension. [RF.5.4]
Unit 1 Lesson	1	2	3	4	5	6	7	8	9	
Unit 2 Lesson	1	2	3	4	5	6	7	8	9	
Unit 3 Lesson	1	2	3	4	5	6	7	8	9	
Unit 4 Lesson	1	2	3	4	5	6	7	8	9	

#### WRITING STANDARDS

#### **Production and Distribution of Writing**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **[w.5.4]** 

Unit 1 Lesson	1	2	3	4	5	6	7	8	9	
Unit 2 Lesson	1	2	3	4	5	6	7	8	9	
Unit 3 Lesson	1	2	3	4	5	6	7	8	9	
Unit 4 Lesson	1	2	3	4	5	6	7	8	9	

#### **Research to Build and Present Knowledge**

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. [w.5.8]

Unit 1 Lesson	1	2	3	4	5	6	7	8	9	
Unit 2 Lesson	1	2	3	4	5	6	7	8	9	
Unit 3 Lesson	1	2	3	4	5	6	7	8	9	
Unit 4 Lesson	1	2	3	4	5	6	7	8	9	

#### **Range of Writing**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **[W.5.10]** 

Unit 1 Lesson	1	2	3	4	5	6	7	8	9	
Unit 2 Lesson	1	2	3	4	5	6	7	8	9	
Unit 3 Lesson	1	2	3	4	5	6	7	8	9	
Unit 4 Lesson	1	2	3	4	5	6	7	8	9	

#### **SPEAKING & LISTENING STANDARDS**

#### **Comprehension and Collaboration**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. **[SL.5.1]** 

Unit 1 Lesson	1	2	3	4	5	6	7	8	9
Unit 2 Lesson	1	2	3	4	5	6	7	8	9
Unit 3 Lesson	1	2	3	4	5	6	7	8	9
Unit 4 Lesson	1	2	3	4	5	6	7	8	9

Follow agreed-upon rules for discussions and carry out assigned roles. [SL.5.1b]

Unit 1 Lesson	1	2	3	4	5	6	7	8	9	
Unit 2 Lesson	1	2	3	4	5	6	7	8	9	
Unit 3 Lesson	1	2	3	4	5	6	7	8	9	
Unit 4 Lesson	1	2	3	4	5	6	7	8	9	

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [SL.5.1d]

Unit 1 Lesson	1	2	3	4	5	6	7	8	9	
Unit 2 Lesson	1	2	3	4	5	6	7	8	9	
Unit 3 Lesson	1	2	3	4	5	6	7	8	9	
Unit 4 Lesson	1	2	3	4	5	6	7	8	9	

#### LANGUAGE STANDARDS

#### **Conventions of Standard English**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.5.1]

Unit 1 Lesson	1	2	3	4	5	6	7	8	9
Unit 2 Lesson	1	2	3	4	5	6	7	8	9
Unit 3 Lesson	1	2	3	4	5	6	7	8	9
Unit 4 Lesson	1	2	3	4	5	6	7	8	9

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **[L.5.2]** 

Unit 1 Lesson	1	2	3	4	5	6	7	8	9	
Unit 2 Lesson	1	2	3	4	5	6	7	8	9	
Unit 3 Lesson	1	2	3	4	5	6	7	8	9	
Unit 4 Lesson	1	2	3	4	5	6	7	8	9	

#### **Knowledge of Language**

Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.5.3]

Unit 1 Lesson	1	2	3	4	5	6	7	8	9	
Unit 2 Lesson	1	2	3	4	5	6	7	8	9	
Unit 3 Lesson	1	2	3	4	5	6	7	8	9	
Unit 4 Lesson	1	2	3	4	5	6	7	8	9	

## Introduction

#### THE ROBOT

The Robot Quest is a fun and immersive learning experience that uses mystery and narrative to create frequent opportunities to develop and practice writing skills. During the Quest your students will observe, interact with, and follow the exploits of the Robot, a mechanical being that appears one day in the classroom (projected on a screen.) In each lesson, students create pieces of writing that they can use to interact with the Robot and help it grow and develop. Students will eventually teach it how to express itself, how to walk, and even how to speak!

The Quest narrative organically supports many of the topics your students will write about. It also creates a sense of mystery and excitement that helps get students motivated for their regular writing practice, and creates an alternate writing environment for students. When the Robot is on the screen, students know that what's expected of them as writers has changed. In this way, the Quest introduces a new writing routine in your classroom. Students will also share their work every day, creating a writing community.

Students will learn and practice writing skills through verbal exercises, skill drills, and responding to writing prompts. These prompts are meant to be done in one sitting without revision, in contrast to much of the writing in the CKLA curriculum. In addition, they are designed to help the student practice and integrate skills rather than being an opportunity to give the students a grade.

The main writing skills that students will practice during this Quest are focus and showing. In order to support students practicing these skills, students will often write about moments from their lives that are fairly mundane and familiar. This will give the students the chance to focus on developing topics that matter to them and where they will have plenty of details to describe the moments that they choose to write about.

The frequent opportunities to write, share their writing and get feedback on the writing are key routines in this Quest and motivate students to push themselves socially and academically as they "build their writing muscles" and immerse themselves in the world of the Robot.

The Quest has 4 units, with nine lessons each. It is designed to be implemented three times per week in sessions that total roughly 2 hours per week. This quest is meant to supplement the writing that your class is already doing as part of your implementation of the CKLA curriculum. A brief overview of the Units is below:

#### Unit 1

#### Narrative Overview

• Students teach the Robot how to express emotions, and help it to grow its four limbs.

#### Skill Overview

• Students will learn and practice the skills of showing and focus.

#### Unit 2

#### Narrative Overview

• Students teach the Robot how to walk and talk, and help it grow into an adolescent.

#### **Skill Overview**

• Students practice using dialogue and describing character interactions.

#### Unit 3

#### Narrative Overview

• The Robot goes off on its own to have adventures, through the internet and some good old-fashioned postcards, students hear back from the Robot and give it advice as it tries to make friends. (Read the Custom Info section of the How to Use the App Guide for more info on how to personalize Unit 3!)

#### Skill Overview

• Students practice using evidence to describe characters and character traits in a story.

#### Unit 4

#### Narrative Overview

• The Robot decides it wants to become a writer.

#### Skill Overview

• Students demonstrate their mastery of showing and focus by teaching them to The Robot.

### **Materials**

The following are materials that you will need to implement the quest. With the exception of the sentence frames poster, the rest of these items have been provided to you in the quest box.

#### 1. Teacher Guide

- This teacher guide contains everything you need to successfully implement this quest in your classroom apart from the actual materials, which were also included in the Quest box.
- In this guide you will find all of the daily lesson plans, Common Core State Standard alignment information, as well as other teacher resources to support you in your implementation.

#### 2. Robot Notepads

- In your materials you will find a classroom set of student notepads to be used for all writing that your students will do during the quest.
- The Notepad pages are designed with space for students to title and date each entry. There is a checkbox on each page to indicate whether the writing on the page is a response to a prompt or skill drill (brief skill practice exercises that students will respond to at different points in the Quest).
- The pages of the Robot Notepad are designed to be easily ripped out either for you to collect the writing on a particular day or for those moments during the quest when students are submitting writing to the Robot.

#### 3. Robot Folders

• Students can use these folders to store their Robot Notepads and any completed work.

#### 4. Posters (2)

- In your quest kit you will find two posters to hang in your classroom that accompany the Quest.
- The first poster is called Kinds of Showing Details and will help remind your students of the different kinds of details that they can add to their writing to make it more interesting and more clearly communicate the experiences they are writing about.
- The other poster is called Guidelines for Sharing. It outlines the structure of the sharing sessions. This will be used initially to introduce sharing sessions and will also serve as an ongoing reference to maintain a consistent sharing structure.

#### 5. Controller Box

- In your quest box you will find a prop called the Controller Box. In the context of the Quest story, the controller is meant to be a device that the students use to interact with and control the Robot in different ways. It has a button which students are asked to press at different times and a slot for inserting student writing for moments during the quest when students share their writing with the Robot. The Controller Box can be easily opened to remove the writing afterwards.
- Incorporating the use of the controller into the implementation of the quest in your classroom will add an element of fun and playfulness to the interactions that your class will have as they try to control the Robot.

#### 6. Unit 3 Handouts

- In Unit 3, students will be doing some readings as they practice using evidence. We've provided copies of these texts for students to use when reading closely and highlighting evidence.
- There are also real glossy postcards from the robot that you can pass around your class as artifacts.

#### 7. Sentence Frame Poster (teacher-made)

- The use of sentence frames helps establish a clear structure for giving feedback. This supports ongoing skill growth and clear expectations for feedback. Students will quickly learn how to give feedback that goes beyond whether they liked or disliked a particular piece of writing. Instead, the frames will help students to focus on the use of writing skills and to learn to identify particular strategies or skills that a writer is using AND be able to notice and explain the impact on them as a listener or reader. This supports building a solid context in your class where students feel comfortable sharing their writing and giving constructive feedback.
- We recommend the following 2 sentence frames be posted on a chart in your classroom during this Quest. Be sure to write the text large enough so it is easily visible to all your students. Introduce the sentence frames chart on day one and refer to it as needed.

1.	I liked when you used the word(s)_	because	. (You should explain the impact of
	a particular word choice)		

- 2. You created a clear picture of the moment when you wrote\_\_\_\_\_.
- Though we recommend starting with the sentence frames that we provide, we definitely encourage you to guide your students beyond those frames to notice the application of any skills or strategies in a particular piece of writing and how the use of those skills or strategies strengthen a piece of writing and have an impact on them as a listener or reader.

## How to Use the App

In this section you will find information on general setup and use of the Robot App in your classroom as well as an explanation of how to use the Robot App to personalize the learning experience by displaying examples of your students' writing and customize the app by adding some basic information particular to your school and your class that will appear in the app in Unit 3.

#### **Before Class: How to get the Robot Ready**

Before class, you will use the Teacher Dashboard to get set up for the day's lesson. To get to the Teacher Dashboard, log in to the Robot App. This will bring you to the title screen, where you will see the Robot logo.

Click on the logo to go to the Teacher Dashboard. To get ready for class, choose the Unit you are currently in from the top row. Then choose the lesson you are in from the bottom row. (In the



lessons panel, not all 9 of the lessons may be visible on the screen at once. The rest of the lessons can be found by scrolling the lessons panel to the right or left.)

Once you've selected the day's Unit and Lesson, click the **Start** button at the bottom of the screen. Each lesson begins with a screen reminding you of the app's controls. Click **I'm ready** to proceed into presentation mode.

### DURING CLASS: How to Use the App's Presentation Mode

Once in presentation mode, there are only a few controls to keep in mind. The controls are different depending on whether you're using a keyboard or a touch screen.



#### **Keyboard**



**Pressing space bar** will advance the storyline one step. The teacher guide will always make it clear exactly when to do this.



**Pressing backspace or delete** will return the storyline to the previous step. Use this if you advance too far accidentally.



**Pressing shift** will repeat special actions. Often, students will need to see part of the story repeated in order to write about it or solve a puzzle. This control will make the action repeat on the screen without advancing you in the storyline. The teacher guide will always make it clear when there is a repeatable action.



**Pressing tab** will open up the Student Work screen. Use this to display student work that you want the class to read together as an example. From the Teacher Dashboard, you can enter in any information that you want the Contraption to display.



**Pressing esc** will take you out of presentation mode and back to the Teacher Dashboard.

#### **Touch Screen**

**Swiping left** will advance the storyline one step. The teacher guide will always make it clear exactly when to do this.



**Swiping right** will return the storyline to the previous step. Use this if you advance too far accidentally.



**Tapping the center of the screen** will repeat special actions. Often, students will need to see part of the story repeated in order to write about it or solve a puzzle. This control will make the action repeat on the screen without advancing you in the storyline. The teacher guide will always make it clear when there is a repeatable action.



**The Control Panel:** Whether you are using a computer or tablet, there is also a control panel available which includes the full set of controls. To access, click or tap on the downward facing triangle at the bottom of the screen.



#### From left to right, the control panel buttons do the following:

- Press **ESC button** to take you out of presentation mode and back to the Teacher Dashboard.
- Press **speaker button** to turn the audio on or off.
- Press vertical line/left facing triangle (rewind) button to return to the start of the storyline.
- Press **left facing triangle button** to go to the previous step in the storyline.
- Center Panel: Displays the unit # and lesson #.
- Press **right facing triangle button** to go to the next step in the storyline.
- Press **SHIFT button** to repeat special actions.
- Press **SW button** to open and close the Student Work Display screen.\*

Note: If you are using a keyboard, the **SHIFT** and **ESC** keys on the keyboard may be used to initiate the same actions as they do in the control panel.

\*Use the Student Work Display screen to project student work that you want the class to read together as an example. (See the section below on Projecting Student Writing for a detailed explanation of how to add student work to the App for display.)

### **Using the Robot App to Project Student Writing**

Projecting student work is a powerful way to showcase strong examples of student writing that demonstrate the use of the different skills your students are learning and practicing. In addition to the pedagogical benefits of posting and sharing your students' writing and integrating it into your instruction, doing so is highly motivating to your students and helps to support creating a safe and dynamic writing community in your classroom.



### To add Student Writing to the App for In-Class Projection

- From the Teacher Dashboard, click on the button Student Work Editor above the unit selector panel. This brings you to the Student Work Editor.
- 2. Once you have opened the Student Work Editor, select the + at the top of the left-hand column. This will create a new file that will appear as "untitled" both in the left-hand column and at the top of the right hand panel.



- 3. Give the file a name at the top of the right-hand panel. Once you've done this, the name will also appear in the file list in the left-hand column.
- 4. Type or copy and paste text into the right-hand panel to add text to this file. The file will save automatically. You may add as many files as you would like by repeating this process.
- 5. When you are done, exit the Student Work Editor by pressing the **Dashboard** button at the upper left of your screen.

#### To Display Student Work

- 1. From presentation mode, once you are in a lesson, select **TAB** on your keyboard or tap the **SW** button on the control panel to display the list of files you've entered. Choose the file name of the file you would like to display, then press **GO**.
- 2. When you have finished displaying the file, press the **X** to return to the file selector window. If you wish to display another file, select it and press **GO**.
- 3. To return to the presentation mode, press the **TAB** button again to exit the student work display mode.

#### **Customizing Information in the App**

In Unit 3, when The Robot goes on adventures in the world, students will learn about its progress through two fictional websites that you will project for the class to see. The information displayed on those websites can be customized to include some details of your class and your students.

From the Teacher Dashboard, tap the side bar icon in the top left corner (3 horizontal white bars in a black box). A panel will open and you will see five fields you



can type in. Enter the following information into those fields (and then tap the icon again to close the panel):

- 1. The name your class chooses for the Robot
- 2. The name of your school
- 3. The city your school is in
- 4. The date on which you taught the first Robot lesson
- 5. The destination your class chooses in Unit 3, Lesson 6.

Fill in the information for fields #1-4 after the first class, and field #5 after Unit 3, Lesson 6, and the app will adapt itself!

## Tips For Running the Quest

#### Timing is Important

The main challenge of conducting this Quest is pressing the space bar or swiping left on your touch screen at the right time. At each moment where you need to advance the app to the next position, there will be a hard-to-miss info box in the teacher guide. That box will contain a description of when to advance, and also a screen shot showing what the Robot should look like after you advance (so you know what to expect). Usually, you will be timing your button press to match up with a student's press of the Controller button. Tell the student to press the button slowly to make your job easier.

#### Let Students Enjoy Sharing Their Work

We find that once a routine of writing and sharing is established, the sharing session becomes an even greater motivator than the mystery of the Robot. Make sure students follow the rules on the Guidelines for Sharing poster, and be sure the atmosphere remains a positive one.

#### You Don't Have to be a Great Actor

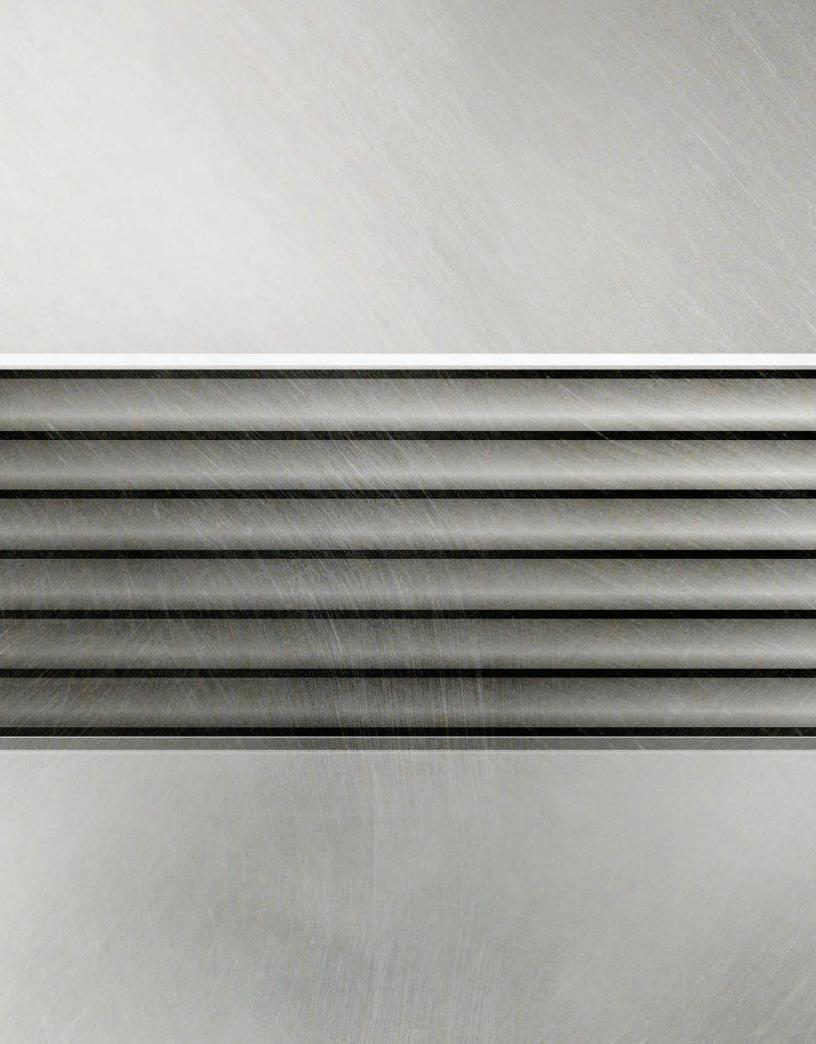
During this Quest, you'll be leading students through a narrative experience, but don't feel like you have to sell it. Students will become interested in the mystery on their own. And anyway, within the logic of the narrative, you're learning about the Robot alongside the students. You don't need to know what's coming, or to pretend to. Follow the script, and allow their imaginations to take over.

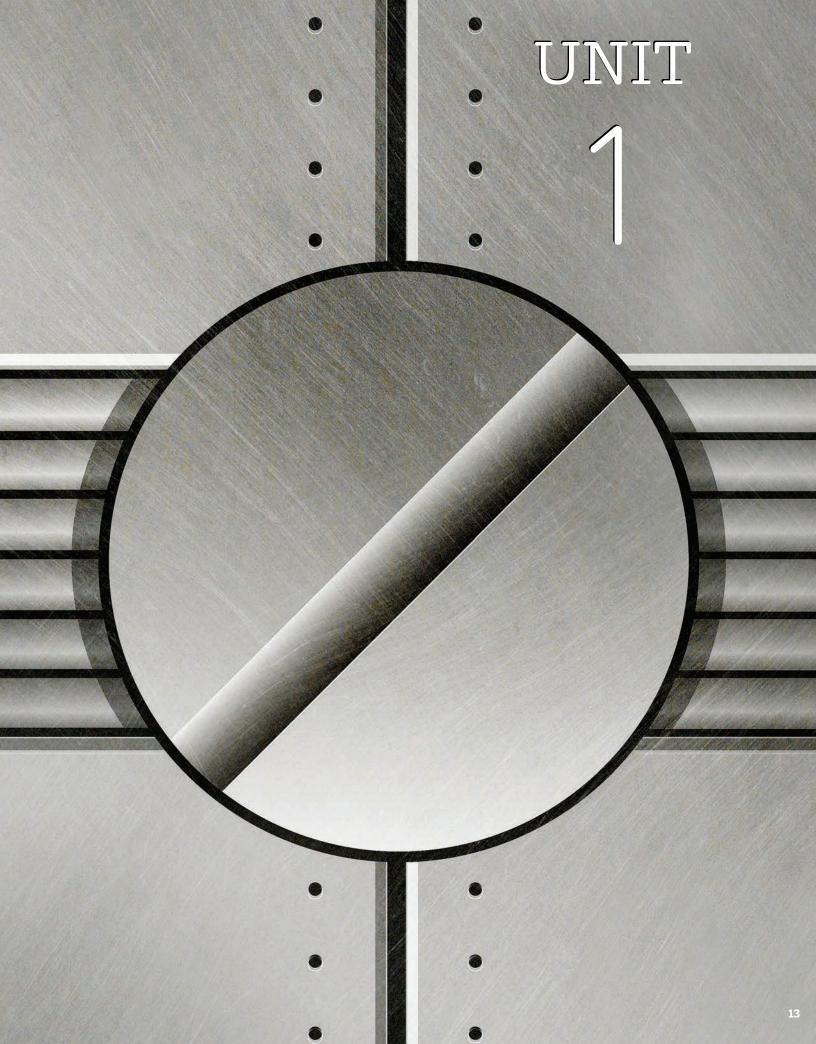
#### Setting up the Classroom

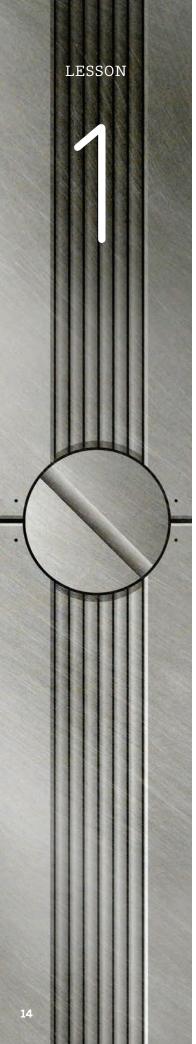
When setting up the classroom, we recommend standing with your device on one side of the projection, and placing the Controller on the other side. This will help ensure that when you're trying to press space bar or swipe at the right time, students are looking elsewhere.

#### Be Honest with Students

On the first day, some students might believe that the Robot is more real than it actually is. If you're crafty, you can make your button presses subtle enough that students will believe they can really control the Robot on their own. Inevitably, they will start to question the reality of it. If you simply admit that it's a game being projected on the board, students will quit their skepticism and enjoy the Quest for what it is. Trying to convince them that the Robot is real will likely result in some stubborn students refusing to play along.







# The Strange Device

#### PRIMARY FOCUS OF LESSON

#### **Speaking and Listening**

Students identify effective details from narratives read aloud and practice sharing original details with a peer. [SL.5.1, ELD.PI.5.1]

#### Writing

Students compose original narratives about their trips to school, using specific and varied detail to enhance their work. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### **FORMATIVE ASSESSMENT**

Teacher Resources Speaking and Listening Observational Checklist

Students craft effective details to share with a peer.

[SL.5.1, ELD.PI.5.1]

Robot Notepad Coming to School

Students write a narrative description that incorporates

effective details. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.1]

#### LESSON AT A GLANCE

	Grouping	Materials							
Speaking and Listening (35 min.)									
Introducing the Strange Device and the Manual	Whole Class	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Speaking							
Sharing a Personal Narrative	Whole Class	and Listening Observational Checklist; Projector; Speakers (optional)							
Students' Original Details	Partner	opeaners (optional)							
Writing (15 min.)									
Verbal Warm-Up	Whole Class								
Writing Prompt—Coming to School	Independent								
Speaking and Listening (10 min.)									
Sharing	Whole Class								
Wrap-Up	Whole Class								
		DOMESTICAL PROPERTY.							

#### **ADVANCE PREPARATION**

- Before class, open The Robot app, select Unit 1, Lesson 1, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.
- Prepare the Speaking and Listening Observational Checklist.
- Prepare to write out and display the sentence frame for students to use when providing feedback. I liked when you used the word(s)
   \_\_\_ because \_\_\_ . You should explain the impact of a particular word choice.
- Prepare notepads and folders to hand out.
- Be sure that the Controller is set up in a different part of the room than where you're standing with your device.
- For more information about setting up your classroom, check out the "Tips for Running the Quest" section at the start of this book (post the Kinds of Showing Details Poster).
- Prepare to arrange students into partners.
- Prepare a personal narrative to share during the first Speaking and Listening component.
- During the first lesson, you'll tell the students a true personal narrative about your trip to school this morning. Use the prompt that students will be writing to later in this lesson to focus your narrative.
- Sharing your own narrative is important because it indicates to students that your class is a safe place to tell stories about your own life and that it is okay to be proud of those stories. It's important that you prepare this narrative before class, as you should ensure that it includes each kind of good detail mentioned on the Kinds of Showing Details poster. Put a heavy emphasis on sensory details like colors, smells, and noises.

#### UNIVERSAL ACCESS

- Prepare an image bank of scenes students might witness on their way to school.
- Prepare a list of sequence words (first, next, after that, then, eventually, finally, at last) for support in the first Speaking and Listening activity.
- Prepare an image bank for the Writing activity.
- Prepare a speaking guide with the following information for the second Speaking and Listening activity. You will refer to this speaking guide throughout this sub-unit.

#### **Speaking Guide**

When speaking aloud, follow these steps.

- 1. Speak in a voice that is loud enough for everyone to hear, but don't shout.
- 2. Don't rush your words. Read at a good pace so that listeners can understand what you are saying.
- 3. Look at your audience every few sentences.

Start Lesson

# Lesson 1: Introducing the Strange Device Speaking and Listening



**Primary Focus:** Students identify effective details from narratives read aloud and practice sharing original details with a peer. [SL.5.1, ELD.PI.5.1]

#### INTRODUCING THE STRANGE DEVICE AND THE MANUAL

• Tell students that you had an unusual experience when you arrived at school this morning. You found three strange things on the ground outside the door. The students won't know that the Strange Device is going to become a robot, so don't call it that yet. Right now it's just a mysterious box.



First, I found a Strange Device. I don't know what it's for. Do you guys want to see it?

• Press the space bar or swipe left on your touch screen to reveal the Strange Device.





What do you think it does?

 Answers will vary, but encourage students to give a reason for their guesses. At this stage, students should not know what the Strange Device does, so the goal is to get them thinking about making predictions based on available evidence.



Second, I found a mysterious Controller, which I put over there. It has a button on top and a slot on the side. I'm not sure what we should put in the slot.



I also found this Manual. It's very hard to read, and there are notes written inside of it in pencil. I opened it up, and the first thing I saw was a note. This is what it says:



Dear 5th graders who are in the unfortunate position of inheriting this strange device:

We're so sorry!

You may think this strange device looks fun or interesting. Our 4th grade class was really excited when it first appeared in our classroom too. But now we are pretty sure you're going to be just as disappointed as we were because it doesn't do anything. It just sits there. Even the cool Controller that seems to go with it doesn't do anything. It has a button on it, but not much happens when you press it. We tried to be patient. We waited and waited and waited. At one point, while we were in the middle of a math lesson, the box might've burped or something?

We tried so many things to get it to turn on. We thought it might be asleep, so we put two speakers near it and played songs from the radio at full volume. Nothing happened. We got the class lizard, Eddie, to crawl all over it and tickle its side. Nothing happened. We pushed it from one side of the classroom to the other, and it made awful squeaking and grinding noises as it slid across the floor. When we bumped it into things, they toppled and crashed against the floor and broke into little pieces. The box, though? The box did nothing. Sometimes it would light up or make a little beeping noise, but nothing else really. It would not turn on. We even called the "How to Get Your Strange Device to Turn On" hotline, but none of their tips—massaging the box, hugging it, holding delicious-smelling food near its left flank—got even a tiny response.



So, regretfully, we have given up. Our class is passing this awful box along to your class and wishing you luck. No offense, but we doubt you will be able to turn it on either, since we consider ourselves very capable in the area of waking up Strange Devices, so we hope you can find some other good use for it, maybe as a table or a stepstool.

With good riddance—

Mrs. Landry's 4th grade class



Do you know what good riddance means?

• If students are unfamiliar with this phrase, meaning that the speaker is glad to no longer have something, define it for them.



What do you remember from the note?

- Let students briefly share the details they remember.
- If students need prompting, ask what the 4th-grade class did to try to get the device to turn on.
- Answers will vary but may include
  - » sending Eddie to tickle the device
  - » pushing the device around,
  - » playing music to try to wake the device up.
- Share your own favorite detail, then explain that when we hear or read stories, it's usually the very specific details that we remember.
   Remind students that when they tell or write stories, they should include lots of clear, specific details.



I think that we can figure out how to turn this thing on. What should we try first? Should we press the button on the Controller?

 Choose a volunteer to try pressing the Controller button. Have the student stand next to the Controller, but tell him or her not to press it yet.



It says there's a very specific way to press the Controller's button. First, raise your hand high above your head, keeping it flat and open. Then lower your hand very slowly down onto the button and press it very gently. Ready to try it?

 As the student presses the Controller button, press the space bar or swipe left on your touch screen to make the Strange Device respond.



• Some light and noise will come from the Robot, but it will then return to how it was before.



Did you see that? What happened? Does anyone else want to try to press the button?

- Ask students to describe what they saw, then ask if another student wants to try pressing the button.
- As the student presses the Controller button, press the space bar or swipe left on your touch screen to make the Strange Device try to turn on.



- Ask for one more volunteer. Tell him or her to try pressing it a little differently. Suggest that he or she press the button very delicately with one finger.
- As the student presses the Controller button, press the space bar or swipe left on your touch screen to make the Strange Device try to turn on.



• In certain moments, **pressing shift** or **tapping the center** of your touch screen will make the Strange Device repeat an action. We'll let you know when that will be useful.

 If you ever advance too far accidentally, remember that pressing delete/backspace or swiping right on your touch screen will go back a step.

#### SHARING A PERSONAL NARRATIVE

• Tell students that you have a personal narrative to share with them and that just as before, they should listen for good details.



It was so exciting to find these things when I arrived here. Sometimes it's nice when your normal routine is shaken up by a surprise.



But before I got to school my day was completely normal...

#### Challenge

Ask students to define the phrase personal narrative.

A personal narrative is a true story told in the first person by someone who was involved in the events being described.

Share the personal narrative you prepared about a moment on your
way to school this morning. Be sure to use the sorts of details outlined
in the Advance Preparation section. You'll be asking students to use
the Kinds of Showing Details poster to tell narratives like yours in the
coming weeks.



When you're telling a story, even about something common, like a typical morning is like, the most memorable parts will be the parts that show specific details.

- Post the Kinds of Showing Details poster.
- Ask students to identify which kinds of showing detail you used in your narrative. Remind them to use this list as they write to help add a variety of detail to their own stories.

#### STUDENTS' ORIGINAL DETAILS



Do any of you want to tell me what your typical morning is like? Remember to use these kinds of details to show me what your morning is like.

- Arrange students into pairs and ask them to share details about their morning routines. Each student should take turns sharing a detail that fits each category on the Kinds of Showing Details poster.
- As students work, circulate around the room, offering support as needed and using the Speaking and Observational Checklist to assess student work.
- Ask for a volunteer to describe his or her morning to the class. Remind the volunteer to use a variety of details.
- While the first student is telling his or her story, press the space bar or swipe left on your touch screen.





Speaking and Listening Exchanging Information/Ideas [ELD.PI.5.1]

Emerging—Provide 1:1 support and prompt students with sequence words (first, next, after that) to help them consider their morning routine.

**Expanding—**Provide students sequence words and moderate support.

**Bridging**—Provide students sequence words and light support.

- One eye will appear on the device's screen, and look around, demonstrating that the machine is interested in the student's story.
- Let the student finish his or her story.



Did you guys notice something? What's happening? Did the machine do something?



What were we doing before it started activating like that?



We were telling stories, that's right. Detailed stories.



What do you suppose the machine likes to hear?

- Students will say the machine likes to hear use of showing details.
- Ask a second volunteer to share a personal narrative.
- While the second student is telling his or her story, press the space bar or swipe left on your touch screen.



- A second eye will appear, showing that the Device is becoming even more interested in the students' stories.
- Now direct your attention back to the manual.



Oh look, I found another note here from the 4th-grade class. This is what they said:

One time we tried to tell the Strange Device about our lives. We wrote down a sentence on a scannable piece of paper, folded it up, and put it into the slot on the side of the device. Then we pressed the button on top. The paper said, "Every morning I wake up, and then I come to school." It had some effect, but the device seemed unimpressed.



What do you think was wrong with what they put into the Controller? Why do you think the Strange Device was unimpressed?

• Answers may vary, but guide students to identifying that the 4th-graders' sentence didn't have many details.



I think that if we write down stories with more detail, we might be able to get the Strange Device to respond.

 Pass out the Robot notepads and folders. Every student should have one of each.



I happen to have this scannable paper, just like the paper the 4th graders mentioned.

## Writing



**Primary Focus:** Students compose original narratives about their trips to school, using specific and varied detail to enhance their work.

[W.5.4, ELD.PI.5.10a]

• Introduce students to the writing routine. They will be writing in this way every time they meet for a Robot lesson.



Before we write, I want to introduce you to a few new habits. Usually, when we plan to write, we do a little brainstorming first. You might have written things down when you brainstormed in the past. But this kind of brainstorming is a little different. It's called a verbal warm-up, and we are going to do a verbal warm-up right now. I'm going to ask you a few questions, and all I need you to do is listen carefully and raise your hand to answer the questions. This will not be an opportunity for us to tell any stories—you will have that chance in a minute, once you start writing. This is just a quick way to get your ideas flowing and to get you started thinking about the specific moment you want to write about today.

#### Support

If students struggle to write for the entire time, check to see if they have chosen a clear moment to write about. If they have, help them find a part of their entry where they could add three to four more sentences to describe what was happening.

#### Challenge

If students successfully incorporate a variety of detail into their arrival scenes, encourage them to continue the narrative by describing later portions of the visit.

#### **VERBAL WARM-UP**

 A verbal warm-up gives students a way to consider what they might want to write about. Do the verbal warm-up before showing students the prompt to activate pictures in their minds of remembered events. If you find it helpful, you can ask your students to close their eyes to help them picture these moments more clearly.



Raise your hand if you

- · walked to school today.
- were dropped off at school today.
- overheard a conversation on the way to school today.
- noticed another person on your way to school today.
- noticed something unusual on the way to school today.

# WRITING PROMPT—COMING TO SCHOOL

• **Press the space bar** or **swipe left** on your touch screen to display the following writing prompt, then read it aloud.



Think about a moment when you were coming to school today. Write about that moment and show what was happening.

- Direct students to the Robot Notepad, Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop, about 12 minutes.
- As students write, circulate to give them feedback on their writing.
   Your comments should be concise and encouraging, and they should reinforce a writing skill.
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



Writing Writing [ELD.PI.5.10a]

Emerging—Provide a bank of scenes students might see on the way to school (stop sign, cars, crossing guard, etc.) and allow students to work in groups to name components of their morning trips.

**Expanding**—Provide an image bank of scenes students might see on the way to school and allow students to work in pairs to describe their trips.

**Bridging**—Provide an image bank of scenes students might see on the way to school.



# Check for Understanding

As you complete check-ins with students, make sure students are writing on topic and incorporating showing details. If students need support, have them review the Kinds of Showing Details poster again.

# Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### SHARING

- Explain that students will continue to practice this kind of writing whenever they work with the Strange Device and that they will always share examples of their writing after each session.
- Explain that the way they share may develop over time, but there are some important sharing practices that will always be true:
- Two or three students will share each day
- Every student will get the opportunity to share work a few times while working with the Strange Device
- The class will give positive feedback about the works that are shared.
- **Press the space bar** or **swipe left** on your touch screen to close the writing prompt.
- Introduce and read the Sharing Guidelines Poster.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- After the first student shares, model how to use the sentence frame
  to give positive feedback on the student's work. Then, have the reader
  call on one or two listeners to give additional positive feedback using
  the sentence frame. In future sharing sessions only model as needed,
  as students will learn quickly how to use the sentence frame to give
  feedback.

• Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.



Do you think there's enough detail in those examples to get the machine to react? Let's try it!

- Have the two or three volunteers who read their work feed their writing into the Controller. Then have one of them press the button on the Controller. Remind the student to keep his or her hand flat and to bring it down gently and slowly onto the button.
- When the student presses the button, press
  the space bar or swipe left on your touch
  screen, and the machine will grow a face and
  seem to be awake.





Look at that! What does that look like to you? Do you think this thing's alive?



Maybe we should give it a name!

• Have your students name the Strange Device. After class, you can go into "Settings" and give the machine a custom name. This will come up in later lessons.

# WRAP-UP

 Tell students that the class will return to the Strange Device in another lesson, so they will have another opportunity to figure out if it's alive, and how it works. In the meantime, they should practice using good details since they seem to be the only thing you know the device responds to.

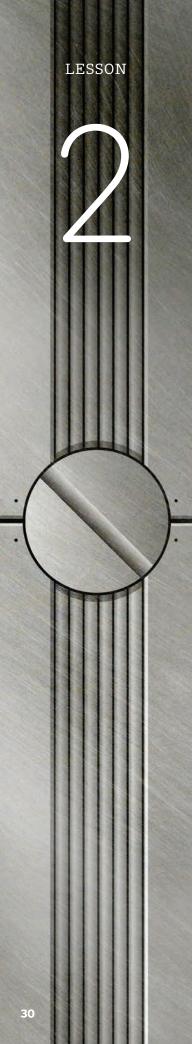


Speaking and Listening Exchanging Information/Ideas [ELD.PI.5.1]

Emerging—Provide students with a speaking guide. Review the guide with students before they share; model how to successfully implement each component while speaking aloud.

**Expanding**—Provide a speaking guide for students to review in groups before they share; model how to successfully implement each component while speaking aloud.

Bridging—Provide a speaking guide; model how to successfully implement each component while speaking aloud.



# Showing

# PRIMARY FOCUS OF LESSON

# Writing

Students write a short description of how they felt recently, with emphasis on showing details. [W.5.4, ELD.PI.5.10a]

# **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

# **FORMATIVE ASSESSMENT**

Robot Notepad How I Felt

Students compose paragraphs focusing on a time they

experienced a particular physical feeling.

[W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

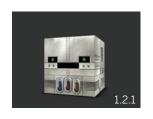
[SL.5.1, ELD.PI.5.1]

# LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
Introduce "showing"	Whole Class	Robot Notepad; Kinds of Showing Details Poster; Speaking And Listening Observational Checklist; Projector; Speakers (optional)
Skill Drill—He is Tired	Independent	
Verbal Warm-Up	Independent	
Writing Prompt—How I Felt	Independent	
Speaking and Listening (15 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	

# **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 1, Lesson 2, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.
- Prepare to write out and display the sentence frame for students to use when providing feedback. I liked when you used the word(s) \_\_\_\_ because \_\_\_\_. (Use the second blank to explain the way a word choice made you feel).
- Prepare to write out and display the definition of showing.

Showing is using descriptive details and precise verbs to create a vivid picture in the reader's mind.

# UNIVERSAL ACCESS

• Prepare to display the speaking guide introduced in Lesson 1.

Start Lesson

# Writing



**Primary Focus:** Students write a short description of how they felt recently, with emphasis on showing detail. [W.5.4, ELD.PI.5.10a]

# **INTRODUCE "SHOWING"**

- Ask students to review what happened in the previous lesson.
- Students were introduced to [the Robot's name], and discovered that it responds to interesting details.

- » Tell students they will spend the next few days sharpening their writing skills and creating new content the Robot might love. Then they will feed it into the Controller. Ask students what effect they think this will have.
- Let students share their theories, and compliment their creativity.
- Ask students to review the kinds of details they practiced in the last lesson.
- Take a couple responses and refer to the Kinds of Showing Details poster.
- Tell them that they will continue practicing details in this lesson.



When we use descriptive details in our writing, they help us to show the reader what we are trying to communicate.

 Refer to the definition of showing on the board (or write it if you haven't already) and read it aloud.



Showing is using descriptive details and precise verbs to create a vivid picture in the reader's mind.



So, really, that's what we were practicing last class—using different kinds of details that help to show the reader what we are describing.

• Write out and display the following sentence for the class to see, then read it aloud.



She is shy.

• Ask students to close their eyes and focus on the sentence as you read it aloud once more.

 Ask students if the sentence has any details to help them picture the scene.



Right, there's not really any detail at all. The sentence is simply telling us that someone (she) is shy. That doesn't really help us picture anything.

• If students offer details from their imagination, remind students to stick to the details they actually see in the text.



Now I want you guys to close your eyes again and picture someone who's really shy. Then give me an example of how you could show me that she was shy. What are the things she might

· Answers will vary but might include:

do that help you know that?

- » She speaks in a whisper.
- » She looks at the ground.
- » She looks at a crowded room and turns around and leave.
- Ask two or three volunteers to put their details into a showing sentence that can describe this moment. Write those sentences on the board.
- Have students compare the original sentences with the new sentences and determine which group does a better job of showing how the character feels.

# SKILL DRILL—HE IS TIRED

- Arrange students in pairs.
- Have each student tell his or her partner the definition of showing in his or her own words.
- Press the space bar or swipe left on your touch screen to display the Skill Drill, then read it aloud.

# Challenge

Ask students to name one example of each kind of detail on the Kinds of Showing Details poster.



- 1. Write 2 additional sentences that show what is happening in this moment.
- 2. Do not use the word "tired" to describe what is happening.
  - As students discuss, use the Speaking and Listening Observational Checklist to assess their performance.
- Press the space bar or swipe left on your touch screen to display the Skill Drill, then read it aloud.

# **VERBAL WARM-UP**



Raise your hand if you recently felt

- cold.
- sleepy.
- energetic.
- warm.
- wide awake.
- relaxed.

# WRITING PROMPT—HOW I FELT

• **Press the space bar** or **swipe left** on your touch screen to display the following writing prompt, then read it aloud.



Emerging—Have students think of a specific moment, such as gym class. Provide 1:1 support, naming body parts (eyes, head, feet) and asking how each part felt then.

Expanding—Have students think of a moment, such as walking to school, then work with a partner to name how different body parts felt.

**Bridging**—Have students think of a moment, such as waking up, then consider how different body parts felt.

# Support

If students struggle to write for the entire time, direct them to the prompt, which asks for specific details concerning how students physically, ask how their body felt or moved.

# Challenge

If students successfully focus on their physicality, challenge them to build on the narrative by describing the circumstances that led them to that feeling.



Think about a moment today or yesterday when you noticed how you were feeling physically. Use showing details to describe that moment and show how you were feeling and what was happening.

- Direct students to the Robot Notepad and have them set up the page by filling in the date, title, and the type of writing that they are doing. Tell students that they may use an idea from the warm-up or a new idea.
- Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback.
   Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



# Check for Understanding

As you complete check-ins, make sure students are demonstrating focus and using effective details. If students need support, ask them how the elements of their writing connect to the main point of focus or encourage them to add one kind of each detail from the Kinds of Showing Details poster.

# Speaking and Listening

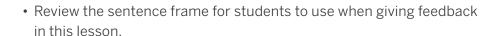


**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### SHARING

• Review the guidelines for sharing positive feedback.

• **Press the space bar** or **swipe left** on your touch screen to close the writing prompt.



- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners
  to give additional positive feedback using the sentence frame. In
  future sharing sessions only model as needed, as students will learn
  quickly how to use the sentence frame to give feedback.

# WRAP-UP

- Give students positive feedback about something specific that
  occurred in class. For example, point out something related to writing
  skill development or detail all the ways that students have been doing
  a great job: volunteering to read their work aloud, reading their work
  loudly and clearly, pointing out the strong parts in their classmates'
  writing, and listening attentively and quietly.
- Tell them that you expect them to continue doing all of these great things.



We've collected a lot of great work. Maybe soon we can check back in with the Robot and see if it likes our writing!



Speaking and Listening Exchanging Information/Ideas [ELD.Pl.5.1]

Emerging—Provide students with a speaking guide. Review the guide with students before they share; model how to successfully implement each component while speaking aloud.

Expanding—Provide a speaking guide for students to review in groups before they share; model how to successfully implement each component while speaking aloud.

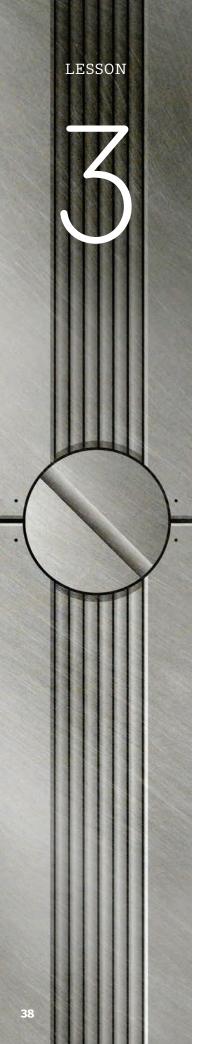
**Bridging**—Provide a speaking guide; model how to successfully implement each component while speaking aloud.

# Support

Remind students of the sentence frame and encourage them to use it.

# Challenge

Ask students to identify another strong detail in the writing.



# How to Raise a Robot

# PRIMARY FOCUS OF LESSON

# Writing

Students compose original paragraphs that offer vivid descriptions of a memorable food. [W.5.4, ELD.PI.5.10a]

# **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

# **FORMATIVE ASSESSMENT**

Robot Notepad Delicious or Disgusting

Students compose paragraphs focusing on a single

moment. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.1]

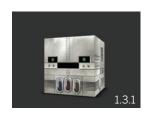
# LESSON AT A GLANCE

	Grouping	Materials
Writing (15 min.)		
Verbal Warm-Up	Whole Class	☐ Robot Notepad; Kinds of Showing Details Poster; Speaking And Listening Observational Checklist; Projector; Speakers (optional)
Writing Prompt—Delicious or Disgusting	Independent	
Speaking and Listening (15 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



# **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 1, Lesson 3, and click "Start". Then project the app in front of the classroom. A window will remind you how to use the app. Click "I'm Ready."



- Prepare the Speaking and Listening Observational Checklist.
- Prepare to write out and display the sentence frame for students to use when providing feedback. I liked when you used the word(s) \_\_\_\_ because \_\_\_\_. (Use the second blank to explain the way a word choice made you feel).

# **UNIVERSAL ACCESS**

• Prepare to display the speaking guide introduced in Lesson 1.

Start Lesson

Lesson 3: How to Raise a Robot

# Writing



**Primary Focus:** Students compose original paragraphs that offer vivid descriptions of a memorable food. [W.5.4, ELD.PI.5.10a]



I think we almost have enough writing to try to interact with [Robot's name] again. Maybe we'll be able to check back in with it today. Let's do one more piece of writing first.

# **VERBAL WARM-UP**



Raise your hand if you

- · like eating.
- remember eating something incredibly delicious.
- remember that, while eating that incredibly delicious thing, you reacted in some way—talking or making a noise, moving or gesturing in some way, looking to see how others reacted, etc.



I'm sorry to do this to you, but now raise your hand if you

- can remember eating something totally disgusting.
- remember that, while eating that awful thing, you reacted in some way—talking or making a noise, moving or gesturing in some way, looking to see how others reacted, etc.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?

# WRITING PROMPT—DELICIOUS OR DISGUSTING

• **Press the space bar** or **swipe left** on your touch screen to display the following writing prompt, then read it aloud.



Describe a moment when you ate or tasted something that was either delicious or disgusting. Include details about where you were and how the food looked, felt, and tasted.



Writing Writing [ELD.PI.5.10a]

Emerging—Help students generate ideas by asking yes/no questions. (Was your food disgusting or delicious?)

**Expanding**—Help students generate ideas by asking wh- questions. (What made your food disgusting or delicious?)

**Bridging**—Help students generate ideas by asking open-ended questions. (How would you describe the taste or texture of your food?)

# Support

If students struggle to write for the entire time, direct them to the prompt, which asks for specific details concerning the food's appearance, texture, and taste.

# Challenge

If students successfully focus on a food, challenge them to build on the narrative by describing the circumstances that led them to trying that food.

- Direct students to the Robot Notepad and have them set up the page by filling in the date, title, and the type of writing that they are doing. Tell students that they may use an idea from the warm-up or a new idea.
- Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop, about 12 minutes.
- As students write, walk around the room and check in with them to offer supportive feedback.
- · When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



# Check for Understanding

As you complete check-ins, make sure students are demonstrating focus and using effective details. If students need support, ask them how the elements of their writing connect to the main point of focus or encourage them to add one kind of each detail from the Kinds of Showing Details poster.

# Speaking and Listening (

**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

# SHARING

- Ask students to review the guidelines for sharing work and offering positive feedback.
- **Press the space bar** or **swipe left** on your touch screen to close the writing prompt.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners
  to give additional positive feedback using the sentence frame. In
  future sharing sessions only model as needed, as students will learn
  quickly how to use the sentence frame to give feedback.



Do you guys want to enter some work into the Controller and see what happens with the Robot?



Speaking and Listening Exchanging Information/Ideas [ELD.PI.5.1]

Emerging—Provide students with a speaking guide.
Review the guide with students before they share; model how to successfully implement each component while speaking aloud.

Expanding—Provide a speaking guide for students to review in groups before they share; model how to successfully implement each component while speaking aloud.

**Bridging**—Provide a speaking guide; model how to successfully implement each component while speaking aloud.

 Have a few volunteers come up to the front of the class with an example of their best work. Have each student read the sentence that he or she thinks is a good example of showing. Then have each student feed his or her work into the Controller.



One of you stand behind the button. Now, when you're ready, bring your hand slowly down and press that button!

As the student presses the button, press
the space bar or swipe left on your
touch screen.



- The Robot will grow a head and have a mouth, but the mouth will display a big, stationary frown.
- Ask students to describe the changes in the Robot and speculate on what it might be trying to express. Ask them to give reasons for their answers.
- Since the Robot is frowning, students will likely infer that it is unhappy.

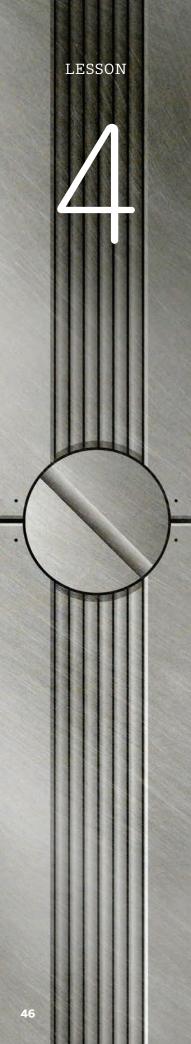
# **WRAP-UP**



I wonder why it seems sad, or if there's anything we can do to make it happy. Or even, at least, to make it seem a little more alive? As we keep writing new things, I bet we can use what we know about showing and focus to discover more about [Robot's name].



For now, though, we need to let the Robot rest.



# The Robot Learns to Feel

# PRIMARY FOCUS OF LESSON

# Writing

Students craft descriptive sentences that use detail to reveal a character's unhappiness. [W.5.4, ELD.PI.5.10a]

# **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

# Writing

Students compose original paragraphs that depict a strong emotion without naming that emotion. [W.5.4, ELD.PI.5.10a]

# **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

# **FORMATIVE ASSESSMENT**

Robot Notepad Worried Sick

Students compose sentences that use detail to show a character's disappointment. [W.5.4, ELD.PI.5.10a]

**Teacher Resources** Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.1]

Robot Notepad Strong Emotion

Students compose paragraphs that use detailed description to depict a time they felt a strong emotion.

[W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.1]

# LESSON AT A GLANCE

	Grouping	Materials
Writing (5 min.)		
Verbal Warm-Up	Whole Class	☐ Robot Notepad; Speaking and Listening Observational Checklist; Projector; Speakers (optional)
Skill Drill—Worried Sick	Independent	
Speaking and Listening (5 min.)		
Sharing	Whole Class	
Writing (15 min.)		
Verbal Warm-Up	Whole Class	
Writing Prompt—Strong Emotion	Independent	
Speaking and Listening (5 min.)		
Sharing	Whole Class	
Wrap-Up		

# **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 1, Lesson 4, and click "Start". A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.
- Prepare to write out and display the sentence frame for students to use when providing feedback. I liked when you used the word(s) \_\_\_\_ because \_\_\_\_. (Use the second blank to explain the way a word choice made you feel).

# **UNIVERSAL ACCESS**

• Prepare to display the speaking guide introduced in Lesson 1.

Start Lesson

# Writing



**Primary Focus:** Students craft descriptive sentences that use detail to reveal a character's unhappiness. [W.5.4, ELD.PI.5.10a]

# **VERBAL WARM-UP**

- The robot will still have a big, stationary frown.
- Ask students to guess why the robot might be frowning. Ask them why anyone might frown or look unhappy.
- Tell students that emotions are complicated. We can feel unhappy in all sorts of ways for all sorts of reasons. Have students briefly suggest reasons and ways one might feel unhappy.

- You may want to give them examples to get them started. A
  person might be unhappy because they miss someone they care
  about, because they are worried or nervous, because they've been
  physically hurt, or because they are hungry.
- Tell students that a person will look or act differently depending on what sort of unhappiness they are feeling. Sometimes the differences are small, but a good writer can use details to observe and describe the differences.
- Tell students that according to the manual, we're going to have to teach the robot how to feel and express emotions.



# Check for Understanding

Ask a student to review the definition of *showing*. *Showing* means using descriptive details and precise verbs to create a vivid picture in the reader's mind.



Think of a specific time that you can remember seeing somebody who was unhappy. What did you or the person do? How could you tell that he or she was unhappy?

• Have students give a few examples.

# SKILL DRILL—WORRIED SICK

• Press the space bar or swipe left on your touch screen to display the Skill Drill, then read it aloud.

# Support

Depending on your class, you may wish to ask students to name appropriate ways to express unhappiness, including some that have been discussed in class or at your school.



**Emerging**—Have students think of a specific moment when they felt worried. Provide 1:1 support to help them orally describe the moment prior to writing.

**Expanding**—Have students think of a specific moment when they felt worried. Have them orally describe the moment in pairs prior to writing.

**Bridging**—Have students think of a specific moment when they felt worried. Listen to them orally describe the moment prior to writing.



"He is worried."

- 1. Write at least three more sentences adding details that show what is stated in the sentence.
- 2. Do not use the word worried in your sentences.
  - Give students several minutes to compose their sentences.
  - Direct students to the Robot Notepad and have them set up the page by filling in the date, title, and the type of writing that they are doing. Tell students that they may use an idea from the warm-up or a new idea.
  - Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
  - As students write, walk around the room and check in with them to offer supportive feedback.
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.

# Speaking and Listening



Primary Focus: Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

# SHARING

Review the guidelines for sharing positive feedback.

- Press the space bar or swipe left on your touch screen to close the Skill Drill.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their sentences aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners
  to give additional positive feedback using the sentence frame. In
  future sharing sessions only model as needed, as students will learn
  quickly how to use the sentence frame to give feedback.
- Ask if the class wants to try feeding some of these examples into the Controller.
- Have the students who shared feed their examples into the Controller.
   The students should not press the button, and the Robot will not respond just yet.



Do you want to try interacting with [Robot's name]?



Can I have a volunteer come up here and, using the examples we've talked about, try to show the Robot how to act worried?

 Have the volunteer stand next to where the Robot is being projected so students can see both the volunteer and the Robot.



Speaking and Listening Exchanging Information/Ideas [ELD.Pl.5.1]

Emerging—Provide students with a speaking guide. Review the guide with students before they share; model how to successfully implement each component while speaking aloud.

Expanding—Provide a speaking guide for students to review in groups before they share; model how to successfully implement each component while speaking aloud.

**Bridging**—Provide a speaking guide; model how to successfully implement each component while speaking aloud.

After the student acts out worry, press
the space bar or swipe left on your touch
screen.



- The Robot will also act worried, as though it learned how from the student, and a crystal on its chest will light up.
- Point out that the Robot learned a lot from the students' actions. Tell students that now they will write paragraphs describing a time they felt a strong emotion.

# Writing



**Primary Focus:** Students compose original paragraphs that depict a strong emotion without naming that emotion. [W.5.4, ELD.PI.5.10a]

# **VERBAL WARM-UP**



Raise your hand if, in the last few days, you

- did something you had never done before.
- had to do a chore you dislike.
- had a day that was just like every other day.
- got a special treat.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?

• Tell students that all those events could lead to a strong emotion. Next they'll pick one such emotion and write about it.



Emerging—Have students think of a specific moment when they felt emotional. Provide 1:1 support as they sketch their face at that moment to focus on how each part looked.

**Expanding**—Have students think of a specific moment when they felt emotional. Provide moderate support as they sketch.

**Bridging**—Have students think of a specific moment when they felt emotional. Provide 1:1 support as they sketch.

# WRITING PROMPT—STRONG EMOTION

• **Press the space bar** or **swipe left** on your touch screen to display the following writing prompt, then read it aloud.



Write about a moment when you recently felt a strong emotion. Describe what made you feel that way and how you acted that showed that emotion. Show how every part of your face looked when you felt that emotion.

- Direct students to the Robot Notepad. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop, about 12 minutes.
- As students write, circulate to give them feedback on their writing.
   Your comments should be concise and encouraging, and they should reinforce a writing skill.
- When time elapses, ask students to stop writing. Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



# Check for Understanding

Ask a student to review the definition of *showing*. Showing means using descriptive details and precise verbs to create a vivid picture in the reader's mind.

# Support

If students struggle to identify a strong emotion, have them return to the verbal warm-up and identify the emotion (annoyance, pride, boredom, excitement) associated with each experience.

# Challenge

Name parts of the body other than the face (such as voice, feet, hands) and ask students to describe how they responded to the emotion.

- **Press the space bar** or **swipe left** on your touch screen to close the writing prompt.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.



Speaking and Listening Exchanging Information/Ideas [ELD.PI.5.1]

Emerging—Provide students with a speaking guide. Review the guide with students before they share; model how to successfully implement each component while speaking aloud.

Expanding—Provide a speaking guide for students to review in groups before they share; model how to successfully implement each component while speaking aloud.

Bridging—Provide a speaking guide; model how to successfully implement each component while speaking aloud.

# Speaking and Listening



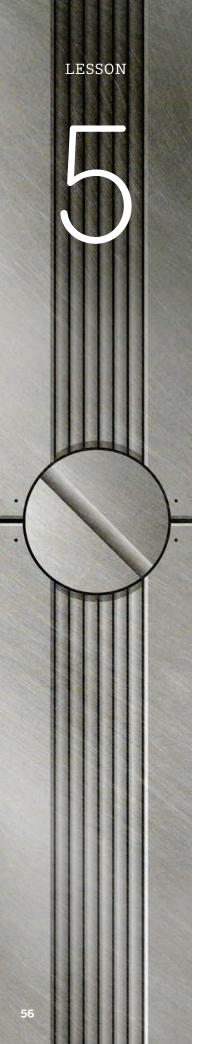
**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. **[SL.5.1, ELD.PI.5.1]** 

# SHARING

- Review the guidelines for sharing positive feedback.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give additional positive feedback using the sentence frame.

# **WRAP-UP**

- If time permits, allow one or two volunteers to demonstrate acting out their emotion.
- Tell students that in the next Robot lesson, they'll get to spend more time learning how to interact with the Robot even more effectively.



# A Range of Emotions

# PRIMARY FOCUS OF LESSON

# Writing

Students compose original paragraphs showing a moment of frustration. [W.5.4, ELD.PI.5.10a]

# **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

# **FORMATIVE ASSESSMENT**

Robot Notepad Showing Frustration

Students compose paragraphs focusing on a single

moment. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.1]

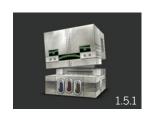
# LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
Verbal Warm-Up	Whole Class	☐ Robot Notepad; Speaking and Listening Observational Checklist; Projector; Speakers (optional)
Writing Prompt—Showing Frustration	Independent	
Speaking and Listening (10 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



# **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 1, Lesson 5, and click Start. A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.
- Prepare to write out and display the sentence frame for students to use when providing feedback. I liked when you used the word(s) \_\_\_\_ because \_\_\_\_. (Use the second blank to explain the way a word choice made you feel).

# **UNIVERSAL ACCESS**

• Prepare to display the speaking guide introduced in Lesson 1.

Start Lesson

# Writing Wesson 5: A Range of Emotions



**Primary Focus:** Students compose original paragraphs showing a moment of frustration. [W.5.4, ELD.PI.5.10a]

- Ask students to recap where the Robot lessons left off.
- Press the shift key on your keyboard or tap the center of your touch screen to make the Robot act sad again.

Unit 4



I was reading through the Manual last night, and it says that in order for the Robot to fully develop, it has to learn a wide range of emotions. Right now, it seems to know only how to be unhappy.



Let's see if we can help the Robot feel some other emotions.

- Arrange students into small groups.
- Have students in one half of the groups write down an example of how a frustrated person might act.
- Have students in one half of the groups write down an example of how an excited person might act.
- Have groups discuss their examples, then share them with the class.
   Tell students that in this lesson, they will all write paragraphs about frustration. They will all write paragraphs about excitement in the next Robot lesson.

# **VERBAL WARM-UP**



Raise your hand if

- you have ever been told you can't do something you really wanted to do.
- someone didn't listen to you, even though what you were saying was really important.
- · someone wouldn't share with you.
- you worked really hard at something but still did not do as good a job as you wanted.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?



Emerging—Help students generate ideas by asking yes/no questions. (Did you act differently because you felt frustrated?)

**Expanding**—Help students generate ideas by asking whquestions. (What did you do because you felt frustrated?)

Bridging—Help students generate ideas by asking open-ended questions. (How are you different when you're frustrated than you are when you're happy?)

# Support

Remind students of the work they did in their warm-ups. Was there an example they brought up before in conversation that could help them start this writing exercise?

# Challenge

Ask students to write a few sentences from the perspective of the frustrated person. What are they feeling physically and emotionally? Why?

# WRITING PROMPT—SHOWING FRUSTRATION

• **Press the space bar** or **swipe left** on your touch screen to display the following writing prompt, then read it aloud.



Think about a time when you or someone you know was frustrated. Describe this moment and show what happened. How did you or this person act? What did you or this person sound like or look like?

- Direct students to the Robot Notepad and have them set up the page by filling in the date, title, and the type of writing that they are doing. Tell students that they may use an idea from the warm-up or a new idea.
- Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- As students write, walk around the room and check in with them to offer supportive feedback.
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



# Check for Understanding

As you complete check-ins, make sure students are demonstrating focus and using effective details. If students need support, ask them how the elements of their writing connect to the main point of focus or encourage them to add one kind of each detail from the Kinds of Showing Details poster.

# Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

# SHARING

- **Press the space bar** or **swipe left** on your touch screen to close the writing prompt.
- Review the Guidelines for Sharing poster.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give additional positive feedback using the sentence frame.

#### **WRAP-UP**



Good work today, everyone! It's important to know how to express frustration appropriately, so this will really help the Robot. In the next lesson, we'll do something even more fun: prepare some writing that might teach the Robot how to be excited!



Speaking and Listening Exchanging Information/Ideas [ELD.PI.5.1]

Emerging—Provide students with a speaking guide. Review the guide with students before they share; model how to successfully implement each component while speaking aloud.

Expanding—Provide a speaking guide for students to review in groups before they share; model how to successfully implement each component while speaking aloud.

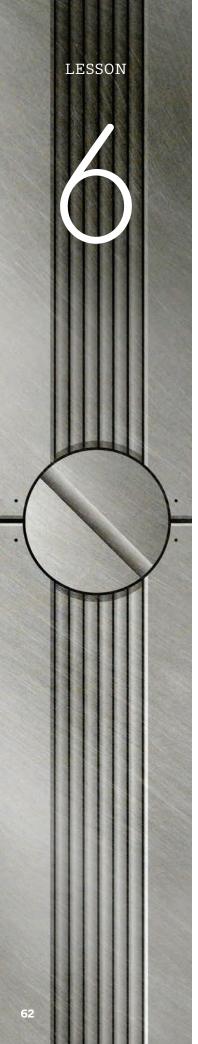
**Bridging**—Provide a speaking guide; model how to successfully implement each component while speaking aloud.

# Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.



# Turn that Frown...

# PRIMARY FOCUS OF LESSON

# Writing

Students compose original paragraphs showing a moment of excitement. **[W.5.4, ELD.PI.5.10a]** 

# **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

# **FORMATIVE ASSESSMENT**

Robot Notepad I'm So Excited

Students compose paragraphs focusing on a single

moment. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.1]

### LESSON AT A GLANCE

	Grouping	Materials
Writing (15 min.)		
Verbal Warm-Up	Whole Class	☐ Robot Notepad; Speaking and Listening Observational Checklist; Projector; Speakers (optional)
Writing Prompt—I'm So Excited	Independent	
Speaking and Listening (15 min.)		
Sharing	Whole Class	
Teaching the Robot New Emotions	Partner	
Wrap-Up	Whole Class	



#### **ADVANCE PREPARATION**

Before class, open The Robot app, select
 Unit 1, Lesson 6, and click "Start." A window
 will remind you how to use the app. Click
 "I'm Ready" and project the app in front of
 the classroom.



- Prepare the Speaking and Listening Observational Checklist.
- Prepare to write out and display the sentence frame for students
  to use when providing feedback. I liked when you used the word(s)
   \_\_\_ because \_\_\_ . You should explain the impact of a particular word
  choice.
- Prepare to arrange students into partners.

#### **UNIVERSAL ACCESS**

• Prepare to display the speaking guide introduced in Lesson 1.

Start Lesson

Lesson 6: Turn that Frown...

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**Primary Focus:** Students compose original paragraphs showing a moment of excitement. [W.5.4, ELD.PI.5.10a]

- Ask students to review what they covered in the last Robot lesson.
- Students wrote about frustration and briefly addressed excitement.
   They are writing about new emotions to help teach the Robot different things.

Unit 1



All right, today I want to teach [Robot's name] two new emotions! Let's get started!

#### **VERBAL WARM-UP**



Raise your hand if you remember a time when

- you counted the days to your birthday, a holiday, or a school vacation.
- a friend or family member you really like was coming for a visit.
- you were waiting on something you had wanted for a really long time.
- someone told you really good news.
- you got to stay up late to do something fun.



If you have raised your hand to any of these can you picture in your head what you might see or hear?

#### WRITING PROMPT— I'M SO EXCITED

• Press the space bar or swipe left on your touch screen to display the following writing prompt. Then read it aloud.



Think about a time when you were really excited. Describe this moment and show what happened. How did you act? How did you feel? What did you do to express your excitement?



Writing
Writing
[ELD.PI.5.10a]

Emerging—Have students think of a specific moment when they felt excited; allow them to describe and act out their reactions with 1:1 support.

**Expanding**—Have students think of a specific moment when they felt excited; allow them to describe and act out their reactions with a small group.

Bridging—Have students think of a specific moment when they felt excited; allow them to describe and act out their reactions with a peer.

#### Support

Refer students to Kinds of Showing Details poster.

#### Challenge

If students have extra time, ask them to write a bit about the next moment. Did the feeling of excitement last, or did it go away?



Speaking and Listening Exchanging Information/Ideas [ELD.PI.5.1]

Emerging—Provide students with a speaking guide. Review the guide with students before they share; model how to successfully implement each component while speaking aloud.

Expanding—Provide a speaking guide for students to review in groups before they share; model how to successfully implement each component while speaking aloud.

Bridging—Provide a speaking guide; model how to successfully implement each component while speaking aloud.

- Direct students to the Robot Notepad have them set up the page by filling in the date, title, and the type of writing that they are doing. Tell students that they may use an idea from the warm-up or a new idea.
- Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop. As students write, walk around the room and check in with them to offer supportive feedback.
- · When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



#### Check for Understanding

As you complete check-ins, make sure students are demonstrating focus and using effective details. If students need support, ask them how the elements of their writing connect to the main point of focus or encourage them to add one kind of each detail from the Kinds of Showing Details poster.

### Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### SHARING

- Review the guidelines for sharing positive feedback.
- Press the space bar or swipe left on your touch screen to close the writing prompt.
- Have two or three students share their work aloud.

- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give additional positive feedback using the sentence frame.

#### TEACHING THE ROBOT NEW EMOTIONS

- Arrange the students into pairs. In each pair, have one student share writing about frustration from the previous lesson and the other student share writing about excitement from this lesson. Have students work together to determine a good way to act out both frustration and excitement.
- Pick one pair of students to come feed their work into the Controller.
   If you can't find partners with two strong examples of the two different emotions, consider choosing students from two different pairs.
- Have the volunteer who wrote about frustration feed his or her work into the Controller. Then have the other partner act out frustration.
- Have the volunteer stand next to where the Robot is being projected so students can see both the volunteer and the Robot.
- After the student acts out frustration,
   press the space bar or swipe left on your touch screen.



• The Robot will also act frustrated, as though it learned how from the student, and a crystal on its chest will light up.



Wow, it worked! But we don't want to leave our Robot frustrated. Let's cheer it up!

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.

- Have the volunteer who wrote about excitement feed his or her work into the Controller. Then have the other partner act out excitement.
- Have the volunteer stand next to where the Robot is being projected so students can see both the volunteer and the Robot.
- After the student acts out excitement,
   press the space bar or swipe left on your touch screen.



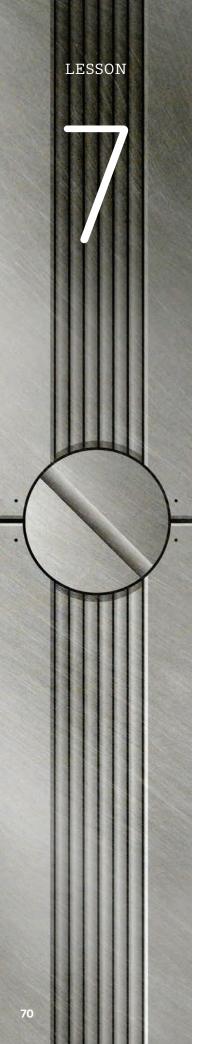
• The Robot will also act happy, as though it learned how from the student, and a crystal on its chest will light up.

#### **WRAP-UP**



What else do you think we can teach the Robot to do?

• Let students guess. If time permits, ask them to brainstorm how they might teach these things.



# The Robot's New Legs

#### PRIMARY FOCUS OF LESSON

#### Writing

Students craft sentences that describe a memorable event. **[W.5.4, ELD.PI.5.10a]** 

#### **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### FORMATIVE ASSESSMENT

Robot Notepad Practicing Focus

Students compose sentences that focus on a single

event. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.1]

### LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
Introducing Focus	Partner	☐ Definition of focus; Robot Notepad; Speaking and Listening Observational Checklist; Projector; Speakers (optional)
Verbal Warm-Up	Whole Class	
Skill Drill—Practicing Focus	Independent	
Speaking and Listening (10 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



#### **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 1, Lesson 7, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.
- Prepare to write out and display the sentence frame for students to use when providing feedback. I liked when you used the word(s)
   \_\_\_\_ because \_\_\_\_. You should explain the impact of a particular word choice.
- Prepare to arrange students into partners.
- Write the definition of Focus on the board.

Focus is to write exclusively about one moment or idea.

#### **UNIVERSAL ACCESS**

• Prepare to display the speaking guide introduced in Lesson 1.

Start Lesson

# Lesson 7: The Robot's New Legs Writing



**Primary Focus:** Students craft sentences that describe a memorable event. [W.5.4, ELD.PI.5.10a]

#### **INTRODUCING FOCUS**

• The robot will be happy and wiggling.



I was thinking this weekend about your writing and the great work you guys have been doing. And I was thinking about how we choose topics when we write—how we know what to write about.



Do you think that a piece of writing can be exciting only if its topic is something really unusual?

Who thinks we can write interesting stories about the regular stuff that happens to us?

- Tell students that one way to write well about everyday things is to focus on them well.
- Ask students to describe what they think of when they hear the word *focus*.
- Students might mention that they can *focus* a camera or that it means paying attention.
- Refer to the definition of *focus* on the board (or write it if you haven't already) and read it aloud.



"To focus is to write exclusively about one moment or idea."



When you focus on a single experience, image, or subject, you can show your readers how a place really looked, what you were really thinking, or how you really felt. You can focus in different ways: on an event, a moment in time, a place, or an idea.



When you don't focus, writing can be confusing and less interesting to read. Let's look at this example.

• Read the following paragraph aloud.



Ty worked on the project after dinner. It was the night his favorite television show was on. The project was about space. Ty wanted to be a singer when he grew up. He liked listening to music and playing soccer. He didn't get to watch television as much as he wanted.

• Ask students to determine the focus of the paragraph.



It's hard to tell. Ty's project? Television? What Ty wanted to be when he grew up?



This writer describes many different moments in time. The first two sentences are about what happened after dinner. That's one moment. How many other moments can you find? Count them right now and raise your hand to tell me how many moments you think this person is writing about.

- Answers will vary but might include:
  - » listening to music
  - » playing soccer
  - » being grown up
- Tell students that this paragraph needs better focus. They'll get a chance now to write a paragraph that's more focused than this one.



Now we're going to practice the skill of focus. Think about what you did last night after dinner, and pick one event or moment to focus on. For example, instead of saying that you got ready for bed, let's break it down into tiny parts. You put away whatever you had been doing—turned off your computer or put away your games. You went to your room and put on pajamas. You brushed your teeth and climbed into bed. Maybe you read for a little before bed, or maybe you waited for an adult to come tell you goodnight. Maybe, like the Robot, you have a special routine that helps you fall asleep. Let's make a list right now of really small moments like these.

Ask students for their suggestions of small moments and write them
on the board. After a few minutes, or when you have at least a dozen
items on the list, explain that each of these small moments could be
the topic of a single journal entry. Let students know that they're now
going to have the opportunity to practice using the skill of focus.

#### SKILL DRILL—PRACTICING FOCUS

• **Press the space bar** or **swipe left** on your touch screen to bring up the Skill Drill instructions.



- 1. Think of a single moment from last night, maybe when you were getting ready for bed.
- 2. Write at least five sentences about what happened during that one small moment. Your goal is to focus on only that moment.
- Direct students to the Robot Notepad and have them set up the page by filling in the date, title, and the type of writing that they are doing.
   Tell students that they may use an idea from the warm-up or a new idea.
- Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- As students write, walk around the room and check in with them to offer supportive feedback.
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



Emerging—If students struggle to describe the depth of the moment, offer 1:1 support and have

them focus by linking
their descriptions to the
five sentences. (I felt \_\_\_. I
heard\_\_\_. I saw \_\_\_. I tasted
\_\_. I smelled \_\_.)

**Expanding**—Offer moderate support and have students link their descriptions to the five sentences.

**Bridging**—Offer light support and have students link their descriptions to the five sentences.



Speaking and Listening Exchanging Information/Ideas [ELD.PI.5.1]

Emerging—Provide students
with a speaking guide.
Review the guide with
students before they share;
model how to successfully
implement each component
while speaking aloud.

Expanding—Provide a speaking guide for students to review in groups before they share; model how to successfully implement each component while speaking aloud.

Bridging—Provide a speaking guide; model how to successfully implement each component while speaking aloud.

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.

### Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### SHARING

Review the Guidelines for Sharing poster.

- Press the space bar or swipe left on your touch screen to close the writing prompt.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give additional positive feedback using the sentence frame.

#### **WRAP-UP**



We were able to discover so much about a single moment in time by working on focus today. Do you think we can use this writing to discover more about the Robot?

- Ask a volunteer to feed his or her writing into the Controller. As that happens, ask students to focus on the Robot and notice things about it.
- Have students shout out things they notice about the Robot using focus and detail.
- As students shout out answers, press the space bar or swipe left on your touch screen to make the robot's legs pop out.

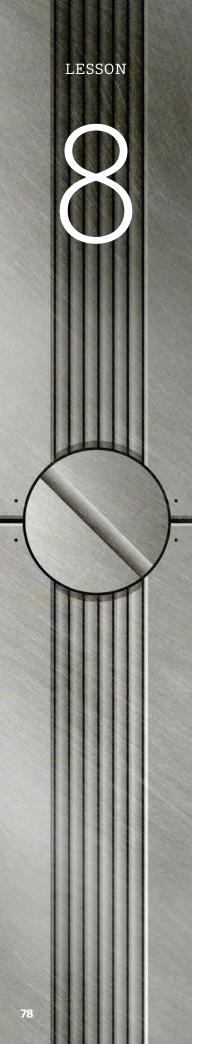




Whoa. What do you think made the Robot grow?



It seems like using focus helped it to grow up. Let's build up a whole lot of focused writing and see how big we can make it grow!



# Focusing on an Event

#### PRIMARY FOCUS OF LESSON

#### Writing

Students craft descriptive paragraphs that focus on a memorable event from their past. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### **FORMATIVE ASSESSMENT**

Robot Notepad I Remember

Students compose paragraphs that focus on a memo-

rable event. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.1

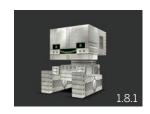
### LESSON AT A GLANCE

	Grouping	Materials
Writing (15 min.)		
Verbal Warm-Up	Whole Class	<ul> <li>□ Robot Notepad; Speaking and Listening Observational Checklist; Projector; Speakers (optional)</li> </ul>
Writing Prompt—I Remember	Independent	
Speaking and Listening (15 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



#### **ADVANCE PREPARATION**

Before class, open The Robot app, select
 Unit 1, Lesson 8, and click "Start." A window
 will remind you how to use the app. Click
 "I'm Ready" and project the app in front of
 the classroom.



- Prepare the Speaking and Listening Observational Checklist.
- Prepare to write out and display the sentence frame for students to use when providing feedback. I liked when you used the word(s)
   \_\_\_ because \_\_\_ . You should explain the impact of a particular word choice.

#### **UNIVERSAL ACCESS**

• Prepare to display the speaking guide introduced in Lesson 1.

Start Lesson

# Lesson 8: Focusing on an Event Writing



**Primary Focus:** Students craft paragraphs that focus on a memorable event. [W.5.4, ELD.PI.5.10a]

#### **VERBAL WARM-UP**



Raise your hand if you remember

- an important event from when you were younger.
- the first time you did something important, like learn to ride a bike or get to walk to a friend's house all by yourself.
- when your little brother or sister was born.
- getting a pet.
- the first day you ever walked into this school.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?

#### WRITING PROMPT—I REMEMBER

• Press the space bar or swipe left on your touch screen to display the following writing prompt. Then read it aloud.



Think about an important event from your past. Describe this event and show what happened. Make sure to focus on the event and your reaction to it.

- Direct students to the Robot Notepad and have them set up the page by filling in the date, title, and the type of writing that they are doing. Tell students that they may use an idea from the warm-up or a new idea.
- Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- As students write, walk around the room and check in with them to offer supportive feedback.
- When time elapses, about 12 minutes, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



Writing
Writing
[ELD.PI.5.10a]

Emerging—Help students generate ideas by asking yes/no questions. (Did your body/mind/emotions react?)

**Expanding**—Help students generate ideas by asking whquestions. (What did you do/think/feel?)

Bridging—Help students generate ideas by asking open-ended questions. (How were you different at the end of the moment than you were at the start of it?)

#### Support

Tell students to begin including one detail from each of the Kinds of Showing Details categories.

#### Challenge

Ask students to add a few sentences explaining why this event was important. Why did it stick with them? How has it affected their life since it happened? What did they learn or how did they change?



#### Check for Understanding

As you complete check-ins, make sure students are demonstrating focus and using effective details. If students need support, ask them how the elements of their writing connect to the main point of focus or encourage them to add one kind of each detail from the Kinds of Showing Details poster.

### Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### SHARING

Review the guidelines for sharing positive feedback.

• **Press the space bar** or **swipe left** on your touch screen to close the writing prompt.

- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give additional positive feedback using the sentence frame.

#### **WRAP-UP**

 Encourage students to think about what these focused paragraphs will help the Robot learn. Students will get to work with the Robot more in a subsequent lesson.

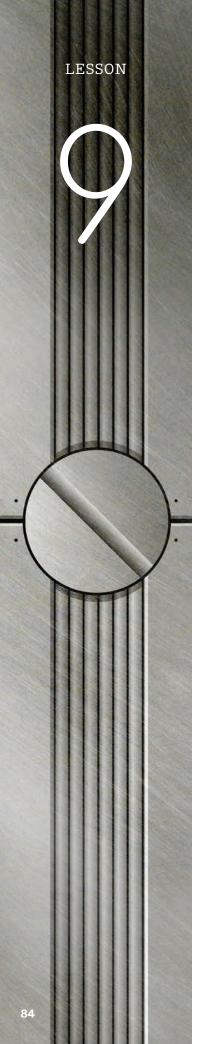


Speaking and Listening Exchanging Information/Ideas [ELD.PI.5.1]

Emerging—Provide students
with a speaking guide.
Review the guide with
students before they share;
model how to successfully
implement each component
while speaking aloud.

Expanding—Provide a speaking guide for students to review in groups before they share; model how to successfully implement each component while speaking aloud.

Bridging—Provide a speaking guide; model how to successfully implement each component while speaking aloud.



# The Growth Spurt

#### PRIMARY FOCUS OF LESSON

#### Writing

Students compose paragraphs that describe a time they learned something new. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### **FORMATIVE ASSESSMENT**

Robot Notepad Learning Something New

Students compose paragraphs that focus on a time they learned something new. [W.5.4, ELD.PI.5.10a]

**Teacher Resources** Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.1]

### LESSON AT A GLANCE

	Grouping	Materials
Writing (15 min,)		
Verbal Warm-Up	Whole Class	☐ Robot Notepad; Speaking and Listening Observational Checklist; Projector; Speakers (optional)
Writing Prompt—Learning Something New	Independent	
Speaking and Listening (15 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



#### **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 1, Lesson 9, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.
- Prepare to write out and display the sentence frame for students to use when providing feedback. I liked when you used the word(s) \_\_\_\_ because \_\_\_\_. (Use the second blank to explain the way a word choice made you feel).

#### **UNIVERSAL ACCESS**

• Prepare to display the speaking guide introduced in Lesson 1.

- Start Lesson

# Writing Wesson 9: The Growth Spurt



**Primary Focus:** Students craft sentences that describe a memorable event. [W.5.4, ELD.PI.5.10a]

#### **VERBAL WARM-UP**



All right, I want to do one more day of work on focus, and then maybe at the end of this session we can check out the Robot again.



Raise your hand if you remember

- learning to ride a bike.
- learning to use a camera for the first time.
- when you memorized your ABCs.
- the first time you played a new game or sport.
- learning to tie your shoes.
- · learning a new dance.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?

#### WRITING PROMPT—LEARNING SOMETHING NEW

• **Press the space bar** or **swipe left** on your touch screen to display the following writing prompt, then read it aloud.



Think about a time when you learned something new.

Describe this moment and show what happened. Show the reader what happened and how you felt.

- Direct students to the Robot Notepad have them set up the page by filling in the date, title, and the type of writing that they are doing. Tell students that they may use an idea from the warm-up or a new idea.
- Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- As students write, walk around the room and check in with them to offer supportive feedback.
- When time elapses, about 12 minutes, ask students to stop writing.



Writing
Writing
[ELD.PI.5.10a]

Emerging—Allow students to work in groups to explain what they learned, why it matters, and how they reacted to the lesson.

**Expanding**—Allow students to work in pairs to explain what they learned, why it matters, and how they reacted to the lesson.

**Bridging**—Ask students to think about what they learned, why it matters, and how they reacted to the lesson.

#### Support

If students have difficulty finding a topic, remind them of the verbal warm-up, or ask them the most interesting thing they learned last school year.

#### Challenge

Ask students to add a few sentences about the most challenging parts of learning something new and how they overcame them.



Speaking and Listening Exchanging Information/Ideas [ELD.PI.5.1]

Emerging—Provide students with a speaking guide. Review the guide with students before they share; model how to successfully implement each component while speaking aloud.

Expanding—Provide a speaking guide for students to review in groups before they share; model how to successfully implement each component while speaking aloud.

Bridging—Provide a speaking guide; model how to successfully implement each component while speaking aloud.

 Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



#### Check for Understanding

As students write, walk around the room and use OTSCs to talk to them about the progress they're making. Use this time to give students feedback on their work. Make sure that students are focusing on one moment and using showing details.

### Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### SHARING

- Review the Guidelines for Sharing poster.
- Press the space bar or swipe left on your touch screen to close the writing prompt.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

• After each student shares, have the reader call on one or two listeners to give additional positive feedback using the sentence frame.



We've been getting so good at focus. I'm wondering if our new work might make [Robot's name] grow even more. It seems pretty complete, doesn't it? What else do you think it might be able to do or become?



Can I have two volunteers come up and put their work into the Controller to power up the Robot?

• Have two students feed their work into the Controller.



Now I want you two to put the Controller on the floor. Can each of you sit down on the ground on either side of the Controller? Now stretch your legs out really long—really stretch them far away from you. Then, on the count of three, I want you both to press the button on the Controller at the same time. Do you think you can do that?

- Count to three and have the two students press the button while stretching out their legs as far as they can.
- As the students hit the button, press the space bar or swipe left on your touch screen, and the Robot's legs will grow.



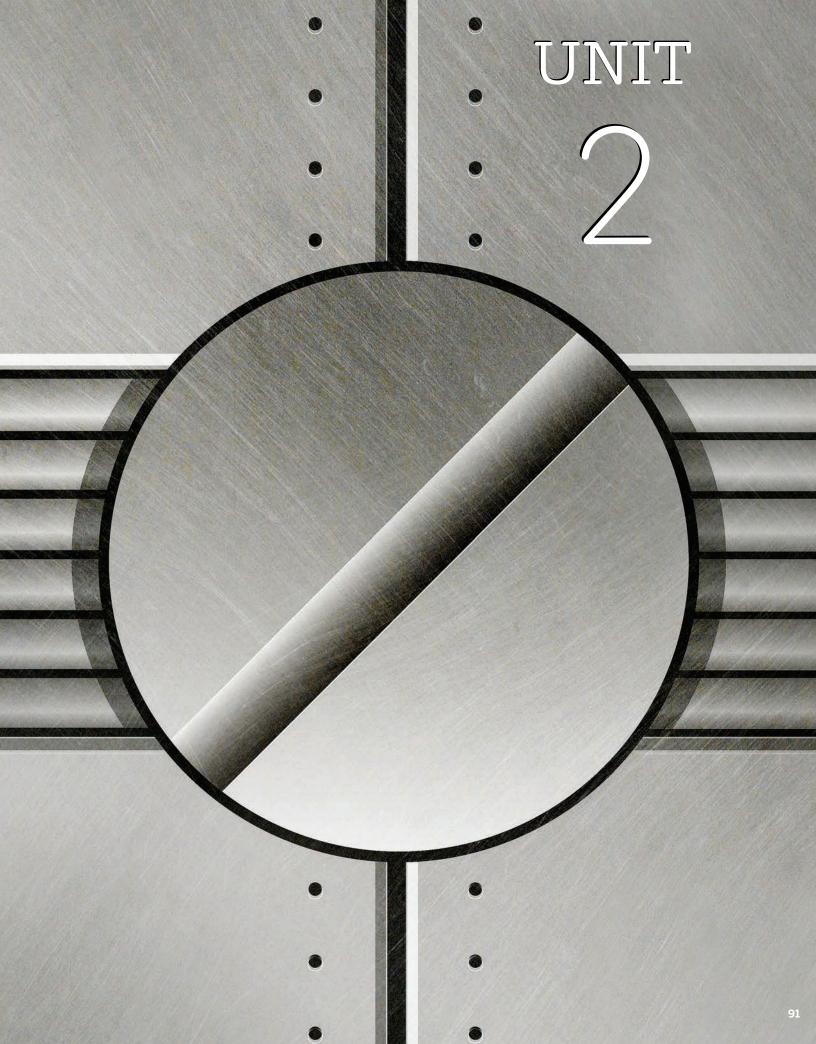
• When the Robot's legs grow, it will also strain to try to get up as though it's trying to stand.

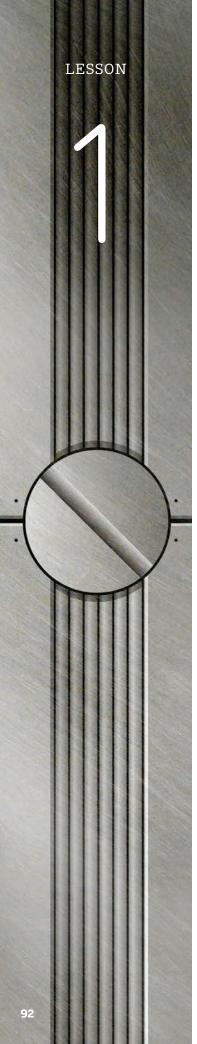


Those are brand new legs, and already they're growing!

### WRAP-UP

• Ask students what they think the Robot will do with its legs and how the class can help it. Students will return to working with the Robot in a subsequent lesson.





## The Mysterious Noise

#### PRIMARY FOCUS OF LESSON

#### Writing

Students will review the conventions of writing speech and write a paragraph incorporating conversation. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students will read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### **FORMATIVE ASSESSMENT**

Robot Notepad A Little More Conversation

Students compose paragraphs that focus on a memorable event. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.1]

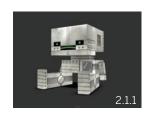
### LESSON AT A GLANCE

	Grouping	Materials	
Writing (50 min.)			
Translating the Robot	Whole Class	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist	
Verbal Warm-Up	Whole Class		
Writing Prompt—A Little More Conversation	Independent		
Speaking and Listening (10 min.)			
Sharing	Whole Class		
Wrap-Up	Whole Class		



#### **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 2, Lesson 1, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.
- Prepare sentence frames with sequence words that students may build on in their writing.

Start Lessor

## Lesson 1: The Mysterious Noise Writing



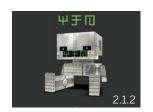
**Primary Focus:** Students will review the conventions of writing speech and write a paragraph incorporating conversation. [W.5.4, ELD.PI.5.10a]

#### TRANSLATING THE ROBOT



Hey guys, I came in this morning and [Robot's name] was acting strangely.

 Press the space bar on your keyboard or swipe left on your touch screen. The Robot will try to stand, and then display some symbols across its mouth.



Unit 2



What's new with the way it's acting? What is it trying to do?

• Students might say that it's trying to speak.



I think it is too. Maybe we should try to teach it how. What do you think?

• Let students get excited about this idea.



Okay, look here at its mouth. What do you think these symbols represent?

• Students should say the symbols represent the words the Robot's trying to say.



Let's see if we can try to understand them. Can I have three volunteers come up and try to write the symbols on the board?

• Have three students approach the board or other writing surface and try to copy down the Robot's symbols.



Great job, guys. But how can we show that these symbols represent speech?

• Let students give ways they can show the symbols represent speech.



I see you have had some great ideas about how to make text look like somebody spoke it. In a piece of writing, we always use quotation marks, commas, and tags.

 Ask the students at the board to punctuate their symbol sentences correctly with end marks, quotation marks, and speech tags. Give students reminders as to how to punctuate dialogue as needed. Thank the volunteers.



Can I have three new volunteers come up to the board?

 Assign each volunteer to one of the groups of symbols still on the board.



Now let's see if we can translate the Robot's symbols.

- Tell students to use the clues available to try to translate what the
  Robot is trying to say. They might want to look at the shape of the
  symbols, think about how the Robot's been behaving lately, or listen
  to the tone of the noises it's making. They should be encouraged to be
  creative and imaginative.
- Tell them to make sure they punctuate their translations the way they would in a piece of writing.
- Let students finish punctuating their sentences. Address any mistakes that students make.
- All right, I want everyone to sit back down at their desks. Why do you think the Robot is trying to talk to us?
- Answers may vary but should include the idea that the Robot is trying to communicate in a specific way. Remind students that "what someone says" is one of the the Kinds of Showing Details and can help show readers the moment you are writing about.



What do you think [Robot's name] is trying to say?

• Tell students to take out their Robot Notepads.



Everybody write at least one sentence of what you think the Robot is trying to say. Make sure you quote it directly and you punctuate accurately.

- Let students write a quote from the Robot, and then have two or three students share their work.
- Tell students that you think we might be able to teach this Robot how to speak in a way we understand. Once we do, we'll know what it needs. The first thing you think we'll need to do is teach it how to punctuate sentences.

#### **VERBAL WARM-UP**

• Remind students that, before they write, you will do a quick warm-up to help them brainstorm ideas for things to write about.



Raise your hand if, in the past day or two, you have had a conversation

- with a friend.
- · with someone in your family.
- with a teacher.
- · about a sports event.
- about your plans for the weekend.
- · about music.
- about something you saw on TV.
- about something you thought was unfair.

#### WRITING PROMPT—A LITTLE MORE CONVERSATION

• Press the space bar on your keyboard or swipe left on your touch screen to bring up the writing prompt, then read it aloud.



Writing
Writing
[ELD.PI.5.10a]

Emerging—Allow students to have a conversation with a partner prior to generating writing ideas; provide sentence frames with sequence words that students may build on in their writing.

**Expanding**—Provide sentence frames with sequence words.

**Bridging**—Provide sequence words.

#### Support

Tell students that good dialogue should show us things about a character or events we wouldn't already know. It is not an excuse to include lots of "telling" sentences just because someone is speaking them!

#### Support

Tell students that, when they are writing about true events, they should try very hard to be accurate in quoting people, although they may not remember everything word for word.

#### Support

Refer students to the punctuated speech sentences on the board if they need assistance.

#### Challenge

Tell students to use the most specific showing verbs they can think of, and particularly avoid using "said" in their tags.



Think about a recent conversation that you have had. Write about that conversation and include dialogue to show what was happening.

- Direct students to the Robot Notepad and ask them to record the title, date and type of prompt. Tell students that they may use an idea from the warm-up or a new idea.
- Give students 12 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- When time elapses, ask students to stop writing.



#### Check for Understanding

As you circulate, check to see that students are using dialogue, that the dialogue is punctuated correctly, and that it shows the reader something new.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.

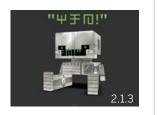
## Speaking and Listening



**Primary Focus:** Students will read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### SHARING

- Review the guidelines for sharing positive feedback.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Have two students who have used correct punctuation in their work feed their writing into the Controller. Then have a volunteer push the Controller Button.
- As the student hits the Controller button, press the space bar on your keyboard or swipe left on your touch screen, and the Robot will learn how to punctuate its own dialogue.



#### **WRAP-UP**

- Tell students that dialogue is an interesting detail to include in writing
  when it's appropriate because it is a way to let characters in your
  writing show your readers what is happening and what they are like as
  people themselves.
- Ask students what the Robot dialogue they translated earlier might tell them about the Robot. Based on that, what do they think the Robot will do next?



Speaking and Listening Exchanging Information/Ideas [ELD.PI.5.1]

**Emerging**—Allow students to practice feedback with 1:1 support from the teacher.

**Expanding**—Allow students to practice feedback with 1:1 support from a peer.

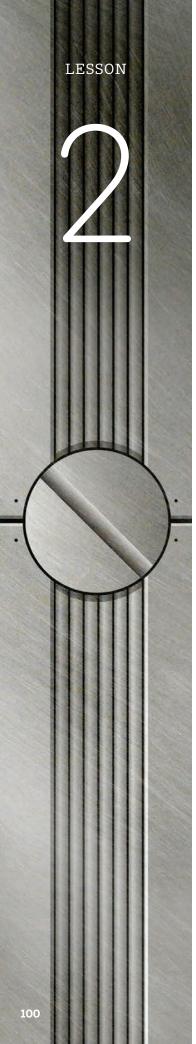
**Bridging**—Allow students to practice feedback before sharing.

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.



### Celebrate

#### PRIMARY FOCUS OF LESSON

#### Writing

Students will write a paragraph describing a celebration. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students will read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### **FORMATIVE ASSESSMENT**

Robot Notepad Good Times

Students will write a paragraph describing a celebration.

[W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students will share original work and offer peer

feedback. [SL.5.1, ELD.PI.5.1]

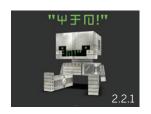
#### LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
Skill Drill—Sun Scenes	Whole Class	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist; sentence frames
Verbal Warm-Up	Whole Class	
Writing Prompt—Good Times	Independent	
Speaking and Listening (10 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



#### **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 2, Lesson 2, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



- Review the Verbal Warm-Up to add prompts depending on your class's composition.
- Prepare the Speaking and Listening Observational Checklist.

Start Lesson

# Writing



**Primary Focus:** Students will write a paragraph describing a celebration. [W.5.4, ELD.PI.5.10a]

- Tell students that in order to teach the Robot how to speak, we're going to have to feed the Controller examples of people speaking.
- Remind them that they've already taught it how to punctuate its sentences.

#### SKILL DRILL—SUN SCENES

• **Press the space bar** on your keyboard or **swipe left** on your touch screen to display the Skill Drill. Then read it aloud.



- Choose one of the following sentences and write it in your Robot Notepad.
  - The boy jogged on the beach.
  - · The child played in the sand.
  - The dog waded in the water.
- 2. Then write two more sentences about that moment, incorporating details to show the moment.
- 3. Explain that the writer could tell an entire story about each one of these moments.
- Students will write a paragraph describing a celebration.
- Direct students to the Robot Notepad and ask them to record the title, date and type of prompt.
- Allow five minutes to complete the drill as you circulate to give feedback.
- Press the space bar on your keyboard or swipe left on your touch screen to close the Skill Drill.
- Ask for volunteers to share their work.
- Ask students how the sentences they added were different from the given sentences.
- Answers will vary but might include that they were more unique, detailed, descriptive, or specific.

#### **VERBAL WARM-UP**

- Remind students that, before they write, you will do a verbal warm-up to help generate ideas.
- Depending on the cultural composition of your class, you may want to revise these prompts to include particular holidays or milestones that are prominent in your community.

#### Support

Remind students of the work they did on focus in the first unit.



Writing
Writing
[ELD.PI.5.10a]

Emerging—Encourage students to think about holidays or celebrations common to their native countries. Ask yes/no questions to generate ideas and details for writing.

Expanding—Encourage students to think about holidays or celebrations common to their native countries. Ask wh- questions to generate ideas and details for writing.

Bridging—Encourage students to think about holidays or celebrations common to their native countries. Ask open-ended questions to generate ideas and details for writing.

#### Support

Remind students of the Kinds of Showing Details and encourage them to use a variety of types, including things people said.

#### Challenge

Ask students to include any information about the family or cultural roots of the celebration, if they know them.



Raise your hand if you have ever

- sung "Happy Birthday" to a friend or family member.
- given someone a Valentine.
- eaten a big meal with your family to celebrate something.
- decorated for a holiday.
- been to a party with dancing.
- · been to a wedding.
- been to a birthday party.
- been to a bar mitzvah or bat mitzvah.
   If you have raised your hand to any of these, can you picture in your head what you might see or hear?

#### WRITING PROMPT—GOOD TIMES

• **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.



Think about a memorable moment during a celebration that you have been to. Describe that moment and use details to show the reader what you saw and heard.

- Direct students to the Robot Notepad and ask them to record the title, date and type of prompt. Tell students that they may use an idea from the warm-up or a new idea.
- Give students 12 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



#### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. For today, you should mainly remind them to include specific details of what they saw and heard that will help the reader see how the celebration was unique.

• **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.

# Speaking and Listening



**Primary Focus:** Students will read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### SHARING

- Review the guidelines for sharing positive feedback.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.

#### WRAP-UP

 Remind students that focusing on specific moments, events, or ideas will make it easier to select which details to use to create really rich, specific writing.



Speaking and Listening Exchanging Information/Ideas [ELD.Pl.5.1]

**Emerging**—Allow students to practice feedback with 1:1 support from the teacher.

**Expanding**—Allow students to practice feedback with 1:1 support from a peer.

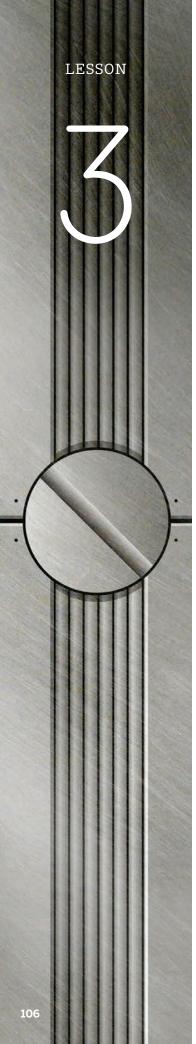
**Bridging**—Allow students to practice feedback before sharing.

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.



### Overheard

#### PRIMARY FOCUS OF LESSON

#### Writing

Students will write about a conversation they overheard. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students will read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### **FORMATIVE ASSESSMENT**

Robot Notepad Overheard

Students will write about a conversation they overheard.

[W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students will share original work and offer peer

feedback. [SL.5.1, ELD.PI.5.1]

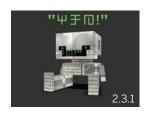
#### LESSON AT A GLANCE

	Grouping	Materials
Writing (25 min.)		
Skill Drill—They Could Laugh and Play	Whole Class	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Verbal Warm-Up	Whole Class	
Writing Prompt—Overheard	Independent	
Speaking and Listening (5 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



#### **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 2, Lesson 3, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



• Prepare the Speaking and Listening Observational Checklist.

Start Lesson

# Writing



**Primary Focus:** Students will write about a conversation they overheard. [W.5.4, ELD.PI.5.10a]

 Tell students that today they're going to try to show the Robot some examples of everyday conversation. Tell them that maybe the Robot can use those examples to try to do its own speaking.

#### SKILL DRILL—THEY COULD LAUGH AND PLAY

• **Press the space bar** on your keyboard or **swipe left** on your touch screen to display the Skill Drill. Then read it aloud.



- 1. Copy this sentence into your notepad:

  The two boys were laughing and playing.
- 2. Write three more sentences using showing details that describe the boys laughing and playing. Include dialogue.

Unit 2

- Allow five minutes to complete the drill as you circulate to give feedback.
- Direct students to their Robot Notepads.
- Press the space bar on your keyboard or swipe left on your touch screen to close the Skill Drill.
- Ask for volunteers to share their work.

#### **VERBAL WARM-UP**



Raise your hand if, in the past day or two, you have heard

- other kids having a conversation at lunch.
- other kids having a conversation at recess.
- a teacher having a conversation with a student.
- someone having a conversation on your way to school.
- someone having a conversation in a store.
- someone having a conversation on a bus.

#### WRITING PROMPT—OVERHEARD

• Press the space bar on your keyboard or swipe left on your touch screen to bring up the writing prompt, then read it aloud.



Think about a recent conversation that you have overheard. Write about that conversation and use dialogue to help show what was happening.



[ELD.PI.5.10a]

**Emerging**—Play an audio conversation for students to write about; offer heavy support.

**Expanding**—Play an audio conversation for students to write about; offer moderate support.

**Bridging**—Play an audio conversation for students to write about; offer light support.

#### Support

Remind students that they have included dialogue in previous writing assignments, and they can check their punctuation there to help them remember.

#### Challenge

Tell students to be sure they are not just describing what was happening and what was said, but also how it was said and what the reactions were.

- Direct students to the Robot Notepad and ask them to record the title, date and type of prompt. Tell students that they may use an idea from the warm-up or a new idea.
- Give students 12 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



#### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and reinforce a writing skill. For today, you should mainly remind them to include vivid dialogue and ensure they are punctuating correctly.

- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.

## Speaking and Listening



**Primary Focus:** Students will read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### SHARING

- Review the guidelines for sharing positive feedback.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Now have the students who shared feed their work into the Controller box.
- Then have one student press the button.
- When the student presses the Controller Button, press the space bar on your keyboard or swipe left on your touch screen. The Robot should now know how to speak one word: "me." It should be saying "\_\_\_\_\_ me \_\_\_\_"



#### WRAP-UP

 Remind students that, when they remember events they write about, some of the things that they heard, as in the showing details list, will be things other people said. Those may be details to include in the writing.



Speaking and Listening Exchanging Information/Ideas [ELD.PI.5.1]

**Emerging**—Allow students to practice feedback with 1:1 support from the teacher.

**Expanding**—Allow students to practice feedback with 1:1 support from a peer.

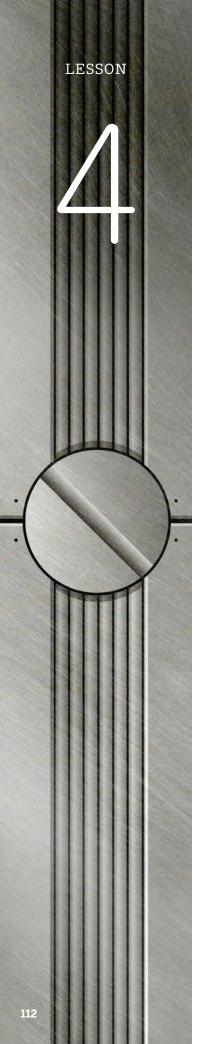
**Bridging**—Allow students to practice feedback before sharing.

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.



# You Make Me So Mad!

#### PRIMARY FOCUS OF LESSON

#### Writing

Students will discuss what dialogue adds to writing, and write about a moment speech or dialogue made someone angry or upset. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students will read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### **FORMATIVE ASSESSMENT**

Robot Notepad

**Fighting Words** 

Students will write a paragraph describing a time someone used words to make someone feel angry or frustrated. [W.5.4, ELD.PI.5.10a]

**Teacher Resources** 

**Speaking and Listening Observational Checklist** 

Students will share original work and offer peer feedback. [SL.5.1, ELD.PI.5.1]

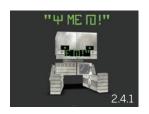
#### LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
Verbal Warm-Up	Whole Class	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Writing Prompt—Fighting Words	Independent	
Speaking and Listening (10 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



#### **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 2, Lesson 4, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



• Prepare the Speaking and Listening Observational Checklist.

Start Lesson

# Writing We So Mad!



**Primary Focus:** Students will discuss what dialogue adds to writing, and write about a moment speech or dialogue made someone angry or upset. **[W.5.4, ELD.PI.5.10a]** 

• Tell students that you're proud of the work they've been doing. Teaching the Robot its first word, "me," was very exciting.



I've been thinking about dialogue, and all the ways we can use it in a story.

- Ask students to list reasons why one might use dialogue in a story.
   Collect their answers on the board.
- Tell them that those are all good reasons to include dialogue. Tell them that in a story, as in life, characters often use dialogue to try to make each other feel something.
- Ask them if anyone has ever used words to try to make them feel bad.

#### **VERBAL WARM-UP**



Raise your hand if you have ever

- · heard someone use words to make someone else feel bad
- been told something that made you feel frustrated
- · used words to try to make someone feel upset
- teased someone while competing with them in a game
- If you have raised your hand to any of these, can you picture in your head what you might see or hear?



• Press the space bar on your keyboard or swipe left on your touch screen to bring up the writing prompt, then read it aloud.



Describe one moment you've observed or experienced where one person used words to make another feel angry. Use quotes to describe what was said, and then use details to describe how both people felt afterward.

- Direct students to the Robot Notepad and ask them to record the title, date and type of prompt. Tell students that they may use an idea from the warm-up or a new idea.
- Give students 12 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- · When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



Writing Writing [ELD.Pl.5.10a]

**Emerging**—Ask yes/no questions to generate details from the conversation about which students are writing.

**Expanding**—Ask whquestions to generate details from the conversation about which students are writing.

**Bridging**—Ask open-ended questions to generate details from the conversation about which students are writing.

#### Support

If students aren't sure if they are choosing details that convey how both people in the story felt, tell them to think of just how one person felt after the interaction, and focus on him or her.

Lesson 4 You Make Me So Mad!

#### Support

Remind students to use showing verbs and include other details to support the spoken words.

#### Challenge

Ask students to write from the perspective of one person in the story, and if they have extra time, write it again from the perspective of another person.



#### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. For today, you should mainly focus on using dialogue to demonstrate whether or not the speakers are having a good time.

• **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.

## Speaking and Listening



**Primary Focus:** Students will read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### SHARING

- Review the guidelines for sharing positive feedback.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Tell students that you want to share some of these stories with the Robot. Have the volunteers feed their writing into the Controller. Then have a volunteer press the Controller button.



Speaking and Listening Exchanging Information/Ideas [ELD.PI.5.1]

**Emerging**—Allow students to practice feedback with 1:1 support from the teacher.

**Expanding**—Allow students to practice feedback with 1:1 support from a peer.

**Bridging**—Allow students to practice feedback before sharing.

 When a student presses the Controller Button, press the space bar on your keyboard or swipe left on your touch screen and the Robot will feel angry.



#### WRAP-UP



Oh no! I didn't mean for us to make the Robot upset. Maybe next time we can use dialogue to cheer it back up. Do you think that will work?

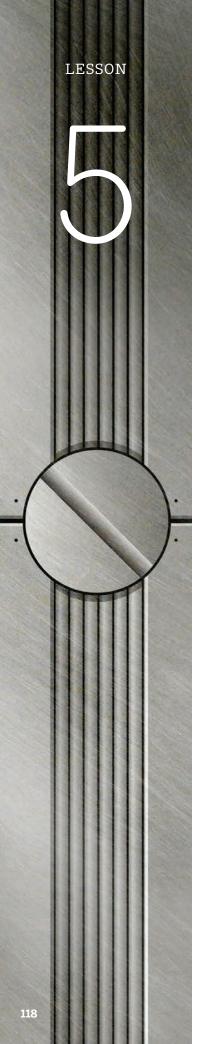
• Tell students that dialogue is a great way of showing how one character has an effect on another. Tell them that next time they can try to use that power to make the Robot feel better.

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.



# Turn That Frown Upside-Down

#### PRIMARY FOCUS OF LESSON

#### Writing

Students will write about a time they saw someone use words to make someone feel happy. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students will read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### **FORMATIVE ASSESSMENT**

Robot Notepad Don't Worry, Be Happy

Students will write a paragraph describing a time they

spent with a friend. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students will share original work and offer peer

feedback. [SL.5.1, ELD.PI.5.1]

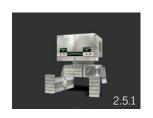
#### LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
Verbal Warm-Up	Whole Class	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Writing Prompt—Don't Worry, Be Happy	Independent	
Speaking and Listening (10 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



#### **ADVANCE PREPARATION**

Before class, open The Robot app, select
 Unit 2, Lesson 5, and click "Start." A window
 will remind you how to use the app. Click
 "I'm Ready" and project the app in front of
 the classroom.



• Prepare the Speaking and Listening Observational Checklist.

Start Lesson

# Lesson 5: Turn That Frown Upside-Down Writing



**Primary Focus:** Students will write about a time they saw someone use words to make someone feel happy. [W.5.4, ELD.PI.5.10a]



The Robot is still so angry. How do we use words to make someone feel happy or more comfortable?

#### **VERBAL WARM-UP**



Raise your hand if you have ever

- used words to calm someone down when they were upset.
- been told something that made you feel excited about the future.
- comforted somebody who had just gone through something hard.
- given a compliment to somebody and seen them get happy.
- heard somebody in your family use words to make another feel loved.

If you have raised your hand to any of these, can you picture in your head what you might see or hear?

#### WRITING PROMPT—DON'T WORRY, BE HAPPY

• **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.



Describe one moment you've observed or experienced where one person used words to make another feel happy. Use quotes to describe what was said, and then use details to describe how both people felt afterward.

- Direct students to the Robot Notepad and ask them to record the title, date and type of prompt. Tell students that they may use an idea from the warm-up or a new idea.
- Give students 12 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- When time elapses, ask students to stop writing.



Writing Writing [ELD.PI.5.10a]

Emerging—Review guidelines for writing dialogue and provide 1:1 support as students write.

**Expanding**—Review guidelines for writing dialogue and provide moderate support as students write.

**Bridging**—Review guidelines for writing dialogue and provide light support as students write.

#### Support

If students aren't sure if they are choosing details that convey how both people in the story felt, tell them to think of just how one person felt after the interaction, and focus on him or her.

#### Support

Remind students to use showing verbs and include other details to support the spoken words.

#### Challenge

Ask students to write from the perspective of one person in the story and if they have extra time, write it again from the perspective of another person.



Speaking and Listening Exchanging Information/Ideas [ELD.PI.5.1]

**Emerging**—Allow students to practice feedback with 1:1 support from the teacher.

**Expanding**—Allow students to practice feedback with 1:1 support from a peer.

**Bridging**—Allow students to practice feedback before sharing.

 Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



#### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. For today, you should mainly focus on using dialogue to demonstrate whether or not the speakers are having a good time.

• **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.

# Speaking and Listening



**Primary Focus:** Students will read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### SHARING

- · Review the guidelines for sharing positive feedback.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.

- Tell students that you want to share some of these stories with the Robot. Have the volunteers feed their writing into the Controller. Then have a volunteer press the Controller button.
- When a student presses the Controller Button, press the space bar on your keyboard or swipe left on your touch screen and the Robot will feel happy.



#### **WRAP-UP**



How else do people use words when interacting with other people?

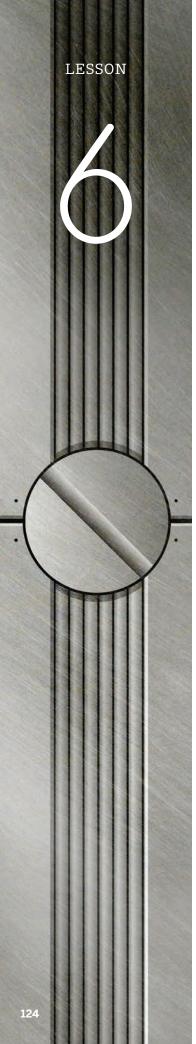
• Tell students that dialogue is a great way of showing how one character has an effect on another. Tell students you have an idea of what they can do next time.

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.



### Robot Walks

#### PRIMARY FOCUS OF LESSON

#### Writing

Students will think about using dialogue to get someone to do something, and write a paragraph describing how the class got the Robot to walk.

[W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students will read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### **FORMATIVE ASSESSMENT**

Robot Notepad One Small Step for A Robot

Students will write a paragraph describing how the class

got the Robot to walk. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students will share original work and offer peer

feedback. [SL.5.1, ELD.PI.5.1]

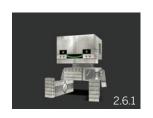
#### LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
Robot, Walk!	Whole Class	Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Skill Drill—One Small Step for A Robot	Independent	
Speaking and Listening (10 min.)		Oricentist
Sharing	Whole Class	
Wrap-Up	Whole Class	



#### **ADVANCE PREPARATION**

Before class, open The Robot app, select
 Unit 2, Lesson 6, and click "Start." A window
 will remind you how to use the app. Click
 "I'm Ready" and project the app in front of
 the classroom.



• Prepare the Speaking and Listening Observational Checklist.

#### **UNIVERSAL ACCESS**

• Prepare a word bank for the Writing activity.

Start Lesson

# Writing



**Primary Focus:** Students will think about using dialogue to get someone to do something, and write a paragraph describing how the class got the Robot to walk. **[W.5.4, ELD.PI.5.10a]** 

#### ROBOT, WALK!



We've been thinking all week about how dialogue can be used to show one character trying to get another character to feel something.



But people also use words to try to get a person to do something. Do you think we could use words to help the Robot to walk?

- Ask students to list ways people use words to try to get someone to do something.
- Answers will vary but may include that we encourage, command, threaten, or give advice to someone.

#### SKILL DRILL—ONE SMALL STEP FOR A ROBOT

• Press the space bar on your keyboard or swipe left on your touch screen to display the Skill Drill. Then read it aloud.



- 1. Think of all the ways we use words to get people to do things.
- 2. Write three possible lines of speech someone could say to the Robot to make it walk.
- 3. Make sure to punctuate the speech properly.
  - Allow 10 minutes to complete the drill as you circulate to give feedback.



#### Check for Understanding

As you circulate make sure students are writing sentences for someone to say, that they are punctuating the sentences as speech, and that they are using showing words.

 Press the space bar on your keyboard or swipe left on your touch screen to close the Skill Drill.



Writing
Writing
[ELD.Pl.5.10a]

Emerging—Provide and review a bank of persuasive words for students to incorporate in their writing; allow students to discuss ideas in groups prior to writing.

**Expanding—**Provide a bank of persuasive words for students to incorporate in their writing; allow students to discuss ideas in pairs prior to writing.

**Bridging**—Provide a bank of persuasive words for students to incorporate in their writing.

#### Support

Remind students to use showing verbs in their sentences.

#### Challenge

Ask students to think carefully not only about the lines of speech, but who might say them. For each line of speech, ask them to write one sentence describing the speaker.

# Speaking and Listening

10M



Speaking and Listening Exchanging Information/Ideas [ELD.PI.5.1]

**Emerging**—Allow students to practice feedback with 1:1 support from the teacher.

**Expanding**—Allow students to practice feedback with 1:1 support from a peer.

**Bridging**—Allow students to practice feedback before sharing.

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.

**Primary Focus:** Students will read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### SHARING



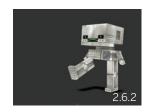
I need two volunteers to come to the front of the room and stand in front of the Robot.

• Have students tear their skill drills out of their notepads. Have a few other volunteers hand their skill drills to the volunteers.



Volunteers, use your voices and your bodies to see if you can act out these suggestions and make them more powerful.

- Have the volunteers take turns trying out suggestions from the rest of the class. Have them use gestures as well as body language to try to get the Robot to stand and move toward them.
- After the students have given this a few tries, press the space bar on your keyboard or swipe left on your touch screen, and the Robot will stand up on two legs and learn to walk.



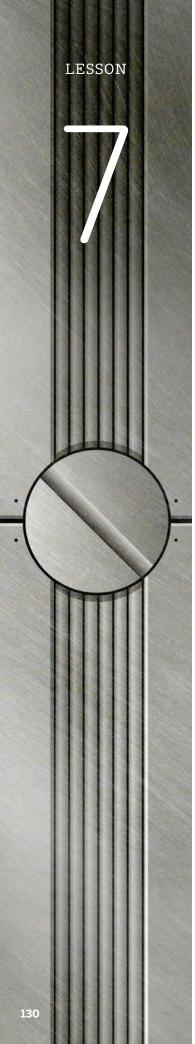


Look what we've done! [Robot's name] can walk! I'm so proud of us.

What do you think did the most to help the Robot get moving?

#### WRAP-UP

• Congratulate students on teaching and encouraging the Robot to walk. Ask them what surprises they think the Robot might have in store for them next.



### Robot Talks?

#### PRIMARY FOCUS OF LESSON

#### Writing

Students will imagine and write about responding to the sad Robot, using strong verbs for speech tags. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students will read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### **FORMATIVE ASSESSMENT**

Robot Notepad Take It Easy.

Students will imagine and write about responding to the

sad Robot. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students will share original work and offer peer

feedback. [SL.5.1, ELD.PI.5.1]

#### LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
Robot Observation	Whole Class	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Verbal Warm-Up	Partner	
Skill Drill—Take It Easy	Independent	
Speaking and Listening (10 min.)		
Sharing	Whole Class	
Robot's First Sentence		
Wrap-Up	Whole Class	

#### **ADVANCE PREPARATION**

Before class, open The Robot app, select
Unit 2, Lesson 7, and click "Start." A window
will remind you how to use the app. Click
"I'm Ready" and project the app in front
of the classroom. Press the space bar on
your keyboard or swipe left on your touch
screen to start the Robot pacing angrily.



- Prepare to divide students into partners.
- Prepare the Speaking and Listening Observational Checklist.
- If possible, upset the room to dramatize the Robot's acting up.

Start Lesson

# Lesson 7: Robot Talks? Writing



**Primary Focus:** Students will imagine and write about responding to the sad Robot, using strong verbs for speech tags. **[W.5.4, ELD.PI.5.10a]** 

#### **ROBOT OBSERVATION**

- When students come into class on this day, they will find that the Robot has been acting up overnight. For dramatic effect, it will work great to upset the room a little: leave some drawers open or some things knocked over, as if the Robot upturned everything and you haven't had a chance to fix things. If this is impractical, you can just tell students that the room was a mess when you came in and that you cleaned up before they arrived.
- Tell students that once you teach a baby how to walk, it can get into all sorts of trouble. Overnight, the Robot made a mess in the room.
- Project the Robot onto the wall. It should be impatiently marching around. It should still be saying "\_\_\_\_ me \_\_\_\_.



What do you think it's trying to say?

 Have students come up with some theories for what the Robot is trying to say. Ask them to support their theories with details about how the Robot is behaving.



Good. Now what do you think we should say in response to the Robot? I mean, should we try to calm it down? Should we be mad at it?

• Discuss the options with the class as to how to respond and record them on the board.



Let's decide exactly what we want to say to the Robot and feed it into the Controller. Eventually everyone will write three sentences, which should include a tag with a showing verb, instead of said, to demonstrate how you'd want to say that sentence to the Robot. Let's brainstorm some Showing verbs you might use instead of said.

#### **VERBAL WARM-UP**

- Divide students into partners. Ask them to brainstorm specific Showing verbs that can tag dialogue but are more specific than said.
- Some words in the bank might include: exclaim, yell, cry, whisper, bark, sing, question, inquire, remark, observe, and comment.
- After five minutes, go around the room and ask each student to share one word on his or her list. Record the words on the board.

#### SKILL DRILL—TAKE IT EASY

• Tell students that now it is time to write three sentence possibilities for the Robot. Direct them to take out their Robot Notepads.

 Press the space bar on your keyboard or swipe left on your touch screen to display the Skill Drill. Then read it aloud.



Writing Writing [ELD.PI.5.10a]

Emerging—Define the words in the word bank, noting such nuanced differences as tone and volume. Allow students to review the words with teacher.

**Expanding**—Define the words in the word bank, noting such nuanced differences as tone and volume. Allow students to review the words in pairs.

Bridging—Define the words in the word bank, noting such nuanced differences as tone and volume.



Writing Writing [ELD.PI.5.10a]

Emerging—Help students focus by asking yes/no questions. (Could you say something to make the Robot feel better?)

Expanding—Help students generate ideas by asking whquestions. (What would you say to change the Robot's feelings?)

Bridging—Help students generate ideas by asking open-ended questions. (How would your words make the Robot feel better?)

#### Support

Remind students to refer to the word bank of strong verbs they assembled during the verbal warm-up.

#### Challenge

Ask students to think of famous personalities. These could be celebrities, historical figures your class has studied, or well known people in your school. How would Coach respond to the Robot? How would George Washington?



- 1. Copy this sentence into your notepad: The Robot was "restless".
- 2. Respond to the Robot. Write three possible lines of speech you could say to the Robot to make it less restless.
- Make sure to punctuate the speech properly and use a speech tag that uses good Showing language. Do not use said.
- Allow five minutes to complete the drill as you circulate to give feedback.



#### Check for Understanding

While circulating, make sure students are using Showing verbs to tag their sentences, and punctuating speech correctly.

 Press the space bar on your keyboard or swipe left on your touch screen to close the Skill Drill.

### Speaking and Listening

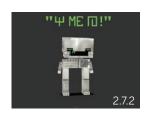


**Primary Focus:** Students will read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### SHARING

- · Ask for volunteers to share their work.
- Let the class choose which response to use with the Robot, and then have a student feed it into the Controller and press the button.

When the student presses the button, press
the space bar on your keyboard or swipe
left on your touch screen, and the Robot will
respond to the class by calming down.





The Robot is calm now, but still seems sad and is saying the same thing over and over: "\_\_\_\_\_ me \_\_\_\_."

#### ROBOT'S FIRST SENTENCE

- Tell students that we need to try to figure out what the Robot is trying to say. Tell them to think about all the sentences it might be trying to say. We know the middle word is "me", what might the other two words be?
- Have students reach toward the Controller and suggest things the Robot might be trying to say. Count to three and let them get to work. Let them know if they can shout and be loud or if they need to whisper to the Robot.
- After the students have suggested a wide range of words and sentences, press the space bar on your keyboard or swipe left on your touch screen. The Robot will say its first sentence: "Feed me metal."



#### **WRAP-UP**

• Tell students how excited you are that the Robot spoke its first full sentence. Tell them that next time they'll find out what happens when they feed the Robot some metal.



Speaking and Listening Exchanging Information/Ideas [ELD.Pl.5.1]

**Emerging**—Allow students to practice feedback with 1:1 support from the teacher.

**Expanding**—Allow students to practice feedback with 1:1 support from a peer.

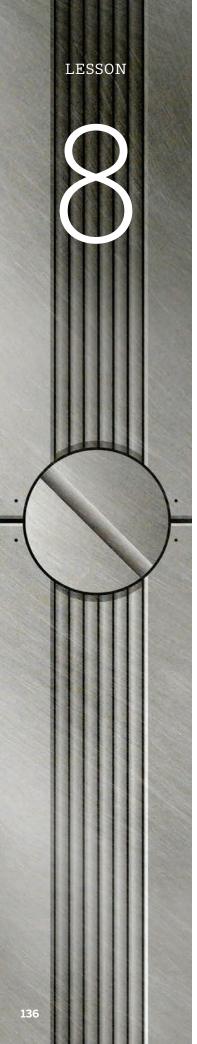
**Bridging**—Allow students to practice feedback before sharing.

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.



# The Robot Comes of Age

#### PRIMARY FOCUS OF LESSON

#### Writing

Students will write a paragraph describing a time when they were inspired to think about their future. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students will read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### **FORMATIVE ASSESSMENT**

Robot Notepad Dreaming about the Future

Students will write a paragraph describing a time when they were inspired to think about their future. [W.5.4,

ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students will share original work and offer peer

feedback. [SL.5.1, ELD.PI.5.1]

### LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
Feeding the Robot	Whole Class	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Verbal Warm-Up	Whole Class	
Writing Prompt—Dreaming About the Future	Independent	
Speaking and Listening (10 min.)		
Sharing	Whole Class	
Inspiring the Robot	Whole Class	
Wrap-Up	Whole Class	

#### **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 2, Lesson 8, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



• Prepare the Speaking and Listening Observational Checklist.

Start Lesson

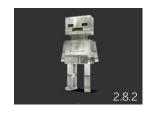
## Lesson 8: The Robot Comes Of Age Writing



**Primary Focus:** Students will write a paragraph describing a time when they were inspired to think about their future. [W.5.4, ELD.PI.5.10a]

#### FEEDING THE ROBOT

- Ask students what they think they should do to make the Robot happy. Tell students that you think you should put some metal into the Controller and see what happens. Have a volunteer feed some metal into the Controller and hit the Controller button.
- When the student presses the Controller button, press the space bar on your keyboard or swipe left on your touch screen. The Robot will grow from a toddler into an adolescent.



- Tell students that you didn't expect the Robot to grow up so fast. It's going to be an adult soon! Ask students what they think the Robot will be when it grows up. Let them give suggestions.
- Ask students if they ever think about what job they might want to do when they grow older.

Unit 2

#### **VERBAL WARM-UP**



Raise your hand if you have ever

- known an adult you wanted to be like.
- read or heard about a job you think you would be good at.
- gone with a parent or relative to see where they work.
- thought about what sort of adult you want to be.
- fantasized about having a job that made you rich or famous.

  If you have raised your hand to any of these, can you picture in your head what you might see or hear?

#### WRITING PROMPT—DREAMING ABOUT THE FUTURE

• **Press the space bar** on your keyboard or **swipe left** on your touch screen to bring up the writing prompt, then read it aloud.



Write about a time when you thought about what sort of job you'd want to have an as adult. Think about what you saw or who you talked to that made you think that job would be right for you.

- Direct students to the Robot Notepad and ask them to record the title, date and type of prompt. Tell students that they may use an idea from the warm-up or a new idea.
- Give students 12 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



Writing
Writing
[ELD.PI.5.10a]

Emerging—Ask yes/no questions to help students generate details about their ideal job.

**Expanding**—Ask whquestions to help students generate details about their ideal job.

**Bridging**—Ask open-ended questions to help students generate details about their ideal job.

#### Support

If students struggle to think of a moment, remind them of the verbal warm-up. Ask them what experiences they have had that made them want to do a job. Point out that they may not have realized it in that moment, but if an experience led to realizing it later, they can write about the experience.

#### Challenge

For today you should make sure they are using showing details and connecting their experience to their interest in a particular career.



Speaking and Listening Exchanging Information/Ideas [ELD.PI.5.1]

**Emerging**—Allow students to practice feedback with 1:1 support from the teacher.

**Expanding**—Allow students to practice feedback with 1:1 support from a peer.

**Bridging**—Allow students to practice feedback before sharing.



#### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill.

• **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.

## Speaking and Listening



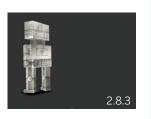
**Primary Focus:** Students will read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### SHARING

- Review the guidelines for sharing positive feedback.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, call on one or two listeners to give positive feedback using the sentence frame.

#### **INSPIRING THE ROBOT**

- Have a few volunteers feed their work into the Controller, then have one press the Controller button.
- When the student presses the button, press
  the space bar on your keyboard or swipe
  left on your touch screen and the Robot will
  wander away.



• Asks students where they think the Robot went.

#### WRAP-UP

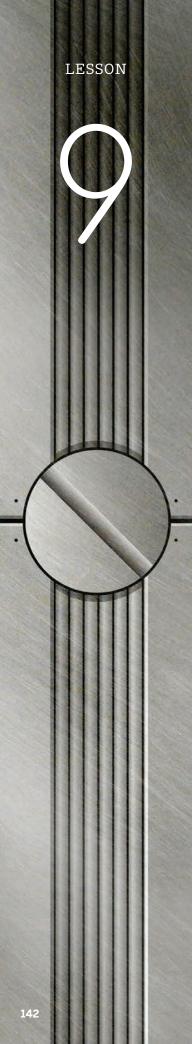
• Point out to students that they've solved the mystery of what the Robot wanted, and unlocked a whole new chapter in its life. Ask them what else they think is possible for the Robot.

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.



### Robo-A-Go-Go

#### PRIMARY FOCUS OF LESSON

#### Writing

Students will write a paragraph describing a time when they missed something. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students will read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### **FORMATIVE ASSESSMENT**

Robot Notepad Something's Missing

Students will write a paragraph describing a time when

they missed something. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students will share original work and offer peer

feedback. [SL.5.1, ELD.PI.5.1]

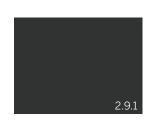
### LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
Missing Robot	Whole Class	□ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Verbal Warm-Up	Whole Class	
Writing Prompt—Something's Missing	Independent	
Speaking and Listening (10 min.)		
Sharing	Whole Class	
Wrap-Up with Robot	Whole Class	



#### **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 2, Lesson 9, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



• Prepare the Speaking and Listening Observational Checklist.

#### **UNIVERSAL ACCESS**

• Prepare a word bank for the Writing activity.

Start Lessor

## Writing



**Primary Focus:** Students will write a paragraph describing a time when they missed something. **[W.5.4, ELD.PI.5.10a]** 

#### **MISSING ROBOT**

- When you project the Robot for the students on this day, there will be nothing there.
- Tell students the Robot has gone missing. Ask students if they've seen the Robot anywhere.
- Ask students to think of ways they could find the Robot or get the Robot to come back.
- Have students try using the Controller to bring the Robot back. They
  can try feeding things into it, pressing the button, whatever they can
  think of. But nothing will have an effect.

#### **VERBAL WARM-UP**



Raise your hand if you've ever

- had a pet run away
- known of someone who ran away from home
- lost an object that you couldn't find for a very long time
- had a friend move away

#### WRITING PROMPT—SOMETHING'S MISSING

• Press the space bar on your keyboard or swipe left on your touch screen to bring up the writing prompt, then read it aloud.



Think about a time that you really missed either a person or a pet. Describe that time and use details to show how you felt.

- Direct students to the Robot Notepad and ask them to record the title, date and type of prompt. Tell students that they may use an idea from the warm-up or a new idea.
- Give students 12 minutes to write. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- When time elapses, ask students to stop writing.



#### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. For today, you should mainly remind them to use Showing details to describe a focused moment related to when something was discovered missing.



Writing Writing [ELD.PI.5.10a]

**Emerging**—Provide a bank of words that describe different emotions to help students describe their feelings at this loss; offer 1:1 support.

**Expanding**—Provide a bank of words that describe different emotions to help students describe their feelings at this loss; offer moderate support.

**Bridging**—Provide a bank of words that describe different emotions to help students describe their feelings at this loss; offer light support.

#### Support

Remind students of the kinds of showing details, and tell them to be sure to include one of each kind in their writing.

#### Challenge

Ask students to keep the thing that was missing a secret until the end of their writing. Using descriptive language, tell them to help the reader see what is missing without naming it.

• **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.

 Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.

### g

Speaking and Listening Exchanging Information/Ideas [ELD.PI.5.1]

**Emerging**—Allow students to practice feedback with 1:1 support from the teacher.

**Expanding**—Allow students to practice feedback with 1:1 support from a peer.

**Bridging**—Allow students to practice feedback before sharing.

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.

### Speaking and Listening



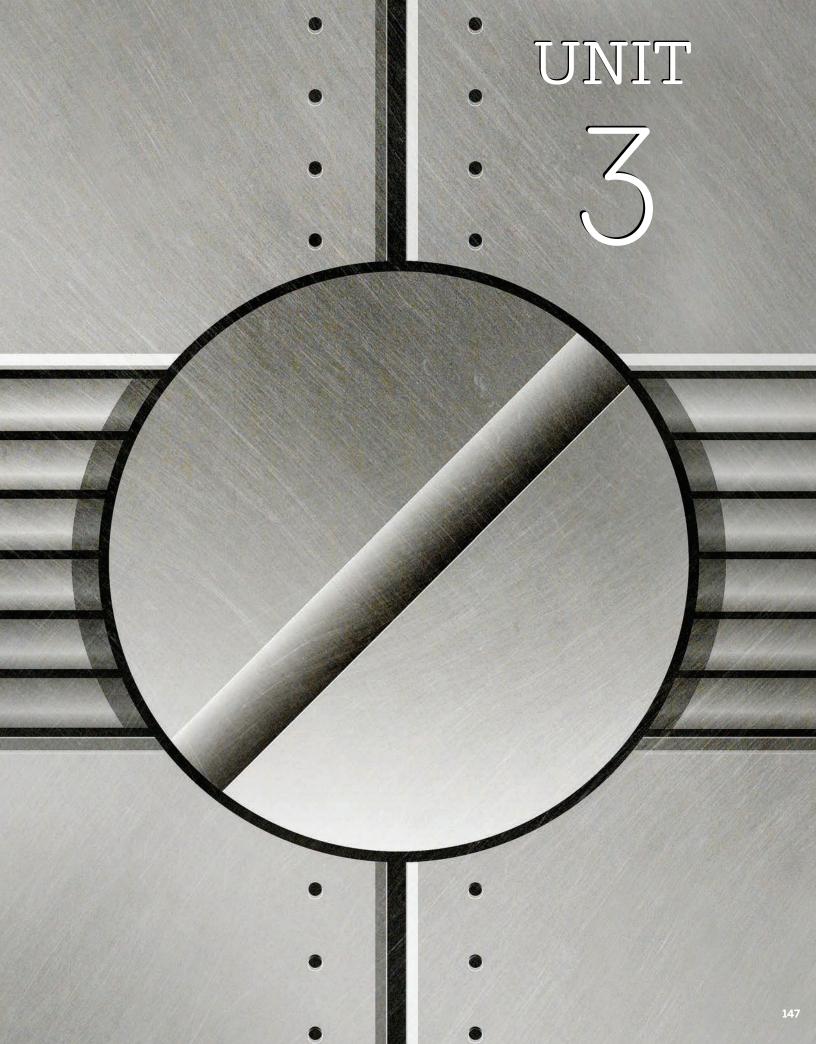
**Primary Focus:** Students will read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

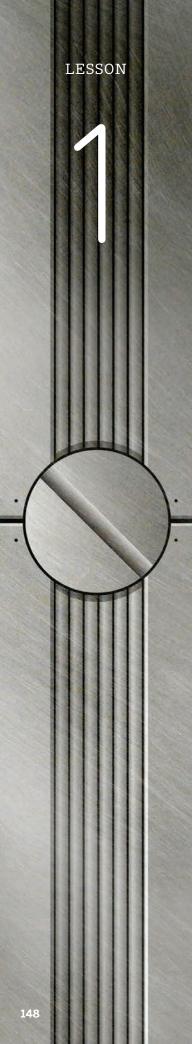
#### SHARING

- Review the guidelines for sharing positive feedback.
- Have two or three students share their work aloud.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- After each student shares, call on one or two listeners to give positive feedback using the sentence frame.

#### **WRAP-UP**

 Take some time to talk with students about how they feel now that the Robot's left. Ask them if they think that it will come back. Tell them that you promise you'll try to find it.





## The Robot Takes Manhattan

#### PRIMARY FOCUS OF LESSON

#### Writing

Students compose original narratives about making friends. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### **FORMATIVE ASSESSMENT**

Robot Notepad Getting Closer

Students compose original narratives about making

friends. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.1]

### LESSON AT A GLANCE

	Grouping	Materials
Writing (45 min.)		
The News Story	Whole Class	□ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist; "Robot Sighting Attracts Widespread Interest" handout
Character Traits	Whole Class	
Verbal Warm-Up	Whole Class	
Writing Prompt—Getting Closer	Independent	
Speaking and Listening (15 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	

#### **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 3, Lesson 1, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.
- Prepare to hand out copies of the NNN.com news story.
- Prepare to break students into pairs.

Start Lesson

# Writing Lesson 1: The Robot Takes Manhattan



**Primary Focus:** Students compose original narratives about making friends. [W.5.4, ELD.PI.5.10a]

#### THE NEWS STORY

 Remind students that the last time we played with the Robot it disappeared. Then reveal that you've found evidence of him on the Internet.



I've been so worried about the Robot, and about how he's doing out in the world. It seems like just yesterday he was a little baby, and now he's out on his own. I didn't know if we'd ever see him again.

But yesterday I found something really exciting. Do you want to see it?

Unit 3

 Press the space bar on your keyboard or swipe left on your touch screen. This will reveal the NNN.com website, with a news story about the Robot.



3.1.2



It looks like our friend is famous! Do you want to read about what it's been up to?

 Read the news story to the class, stopping as you go to ask check for understanding questions.

[Note: You can personalize underlined words for your class by filling in the questionaire settings. Click on the three lines while in the upper right corner.]



Robot Sighting Attracts Widespread Interest

NEW YORK (AP) – Authorities have reported a strange sighting in the heart of New York City. According to witnesses, a robot was spotted "chatting" with friends on the corner of 42<sup>nd</sup> Street and 10<sup>th</sup> Avenue, around 5pm today. When asked its name, the robot simply responded, "just a robot looking to explore the big city." It claimed to have come to New York from far away, and said it was less than one year old, though it appeared to be a teenager.



#### Check for Understanding

Where is the Robot?

New York City



Witnesses say the robot was very interested in the small details of the world around it. Using a speech screen on the front of its face, the robot said, while touching a brick wall, that the wall was "bumpy and scrapes against my fingers." It said that a person's coat was "orange like an electric carrot," and that taxis on the street "roared by like stampeding lions." The robot was holding up and admiring a large map of Manhattan. When asked why, as a robot, it needed a physical map, the robot said, "it's true that I have a computer in my brain where I can look anything up but I still like the feel of real paper, you know? The Internet can't replace pure, traditional pleasures."



#### Check for Understanding

What is the Robot doing at the start of the story?

It's feeling interested in the world around him and holding a map.



As the robot was asking members of the crowd to write it short descriptions of their apartments, two young people nearby were heard getting into an argument. They later identified themselves as Dave Vargas-Smith, age 11, and Maria Vargas-Smith, age 12. "I can't believe how late you slept today," Maria reportedly shouted at Dave. "You missed the whole morning. The morning is the best part of the day!"

"I don't like mornings," said Dave. "Everyone's cranky. I like the nighttime, when school's over and you can relax and think. It's better to enjoy the night and then sleep late."

"You only hate mornings because you're such a lazybones," sneered Maria. "The morning is when everyone has energy. There's so much to do. And it's the only time of day when they let you eat french toast." Then Dave got distracted and wandered away.



"I think Dave spotted a butterfly and wanted to follow it," said one witness.

At this point, Maria started to get angry. "Yeah, you could see her getting a little red in the face," an onlooker noted.



#### Check for Understanding

Who are these two new characters? What are they arguing about?

Maria and Dave, and they seem to be brother and sister. They're arguing about whether daytime is better than nighttime.



As the crowd's attention shifted to the fighting siblings, the robot walked over to introduce itself. "I think daytime and nighttime are both great," it said. "You can learn new things and rush around during the day, but after all that it's good to slow down and be alone, and the night is perfect for that!"

This seemed to calm Dave and Maria down. "It was just a real peacemaker," one witness said. "A really diplomatic Robot. Really nice."

"I don't require any sleep," the robot said later. "So I get to enjoy both day and night."

Maria approached the robot, snatched up its metal hand, and shook it hard. "Pleased to meet you. I'm Maria and this is Dave. You seem swell. You should look me up on SocialSoup.com! But we need to run now!" She swatted him heartily on the back, and ran off.



Dave smiled shyly at the robot. "Thanks," he said quietly. "For what?" the robot inquired. But Dave only shrugged and walked slowly after his sister.

"Are they my friends now?" asked the robot after they left. "I don't think I know how to make new friends. What do I say to them if I write to them on the Internet?"

Do you have any advice for the Robot? What would you say in a message to a new friend? Let us know in the comments!



#### Check for Understanding

At the end of the story, what does the Robot want?

He wants to be friends with Maria and Dave.

• Tell students that you printed out copies of the story. Hand out the copies of the news story to the class. Tell students they'll need to hang on to them in their folders.



So the Robot is out having adventures in the world. How does that make you feel?

 Ask students to provide examples in the text for why they feel that way.



I'm really interested in learning what sort of a person... or what sort of a Robot our friend is. What things do we observe it doing in the story?

• Lead students through the process of finding evidence. Go through the text and find sentences where the Robot is shown performing an action.

- Answers may vary, but should include:
  - » Commenting on the world around him.
  - » Enjoying the feel of a map.
  - » Asking strangers for pieces of writing to read.
  - » Trying to make friends.
  - » Trying to stop a fight.



What does the Robot say in the story?

- Have students find the quotes and write them on the board. Answers will vary but may include:
  - "It's true that I have a computer in my brain where I can look anything up but I still like the feel of real paper, you know? The Internet can't replace pure, traditional pleasures."
  - "I think daytime and nighttime are both great," it said. "You can learn new things and rush around during the day, but after all that it's good to slow down and be alone, and the night is perfect for that!"
  - » "I don't require any sleep." the Robot said later. "So I get to enjoy both day and night."
  - "Are they my friends now?" asked the Robot after they left. "I don't think I know how to make new friends. What do I say to them if I write to them on the Internet?"



Now finally, what did people say about the Robot?

"A really diplomatic Robot. Really nice. Yeah, he was always trying to make the people around him feel good."

#### **CHARACTER TRAITS**

 Tell students that these answers are pieces of evidence we can use to describe the Robot's personality. We collect these pieces of evidence by finding the showing sentences in a piece of writing, and then thinking about what they mean.



When you're reading a story, and you want to learn about what a character is like, the first thing you do is make a list like the one we just made about the Robot. Then, by looking at the list of things that character says and does, you can try to make guesses about what that character's personality is like. We call these guesses "character traits."



So for example, if a person were always yelling at people, and lashing out, what sort of character trait might we say he or she has?

- Answers might include:
  - » angry
  - » mean
  - » tense



Let's use another example: say a person watches a lot of sports, and is often seen wearing a jersey with a favorite team on it. What sort of character trait might this person have?

- Possible answers might include:
  - » sports lover
  - » loyal
  - » enthusiastic



Now let's look at it from the opposite angle. Let's say I told you someone was an animal lover: that was one of their character traits. What sort of actions do you think a person like that might take. What might you see him or her doing?

- · Answers may vary.
  - » maybe would be playing with dogs
  - » or being a vegetarian
  - » or reading a book about animals



Based on what we read, what does the Robot seem to be like?

- Divide students into pairs and ask them to decide on two character traits they can identify in the Robot, and to identify evidence to support those traits.
- As students work, circulate and complete the Speaking and Listening Observational Checklist.
- Bring the class back together and ask groups to share one character trait.
- Answers may vary.
  - » He's interested in meeting new people.
  - » He likes attention.
  - » He wants to make new friends but might be shy.
  - » He likes the feel of things in the world.
- As students give answers, have them point to what pieces of evidence they used to come to that conclusion.
- Tell students that that today in their writing they will use their experience to help teach the Robot to make friends. To get started, you'll do a verbal warm-up.

#### **VERBAL WARM-UP**



Now at the end of the story, the Robot seems to have a problem. What does it sound like the Robot's problem is?

 Answers may vary. Students should say that the Robot doesn't seem to know how to make friends.



Raise your hand if you

- ever invited somebody to do something with you.
- ever tried to have a conversation with someone for the first time.
- were ever left alone with a new friend to try to find something to talk about.
- were ever partnered with someone in class you didn't know well.

If you have raised your hand to any of these, can you picture in your head what you might see or hear?

#### WRITING PROMPT—GETTING CLOSER

• **Press the space bar** on your keyboard or **swipe left** on your touch screen to display the writing prompt, then read it aloud.



Think of a time when you tried to make a friend, or become closer with a friend. Think of a specific action you took to make that person like you more. As you write, think about how describing what you and the friend did and said with details helps the reader learn about your character traits.

- Direct students to the Robot Notepad and ask them to record the title, date, and type of prompt. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop (12 minutes).
   Tell students that they may use an idea from the warm-up or a new idea.
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.
- Press the space bar on your keyboard or swipe left on your touch screen to close the writing prompt.



#### Check for Understanding

As students write, circulate to give feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. Make sure that students are using showing details and describing what the characters do and say to make better friends.



Writing
Writing
[ELD.PI.5.10a]

**Emerging**—Allow students to work with you to act out their scene of making a friend.

**Expanding**—Allow students to work in groups to act out their scene of making a friend.

**Bridging**—Allow students to work in pairs to act out their scene of making a friend.

#### Support

Tell students to begin by describing how they felt, and then include three things they did.

#### Challenge

Ask students to speculate on what the friend might have thought or felt in the moment based on their actions, and write a few sentences from his or her perspective.

Ask students to set the scene by describing the place the event occurred with good details.



Speaking and Listening Exchanging Information and Ideas [ELD.PI.5.1]

Emerging—Allow students to work in groups and act out the text they heard.

**Expanding**—Have students ask each other questions about additional details they would like to know about the text they heard.

**Bridging**—As they listen, have students write down a word or phrase they liked from the text.

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.

### Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### SHARING

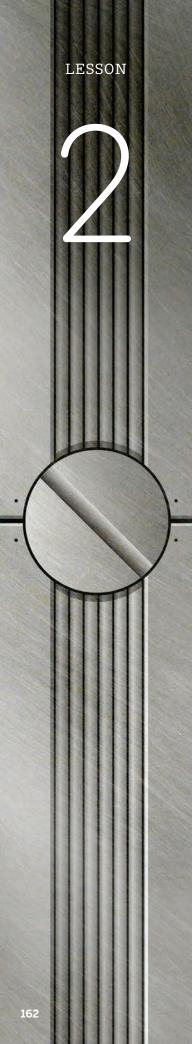
- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

#### **WRAP-UP**

- Give students positive feedback about something specific that
  occurred in class. For example, point out something related to writing
  skill development, or detail all of the ways that students have been
  doing a great job: volunteering to read their work aloud, reading
  their work loudly and clearly, pointing out the strong parts in their
  classmates' writing, and listening attentively and quietly.
- Tell them that you expect them to continue doing all of these great things.



Tomorrow we're going to use what we've learned to try to give some advice to the Robot, and help take care of it as it tries to succeed in the world.



### Maria and Dave

#### PRIMARY FOCUS OF LESSON

#### Writing

Students compose a piece of writing using evidence to describe a character. **[W.5.4, ELD.PI.5.10a]** 

#### **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### **FORMATIVE ASSESSMENT**

Robot Notepad Maria and Dave

Students compose a piece of writing using evidence to

describe a character. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.1]

### LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
NNN Story Review	Partner	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Verbal Warm-Up	Whole Class	
Skill Drill—Maria and Dave	Independent	
Speaking and Listening (10 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



#### **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 3, Lesson 2, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.
- Prepare to arrange students into pairs.

#### **UNIVERSAL ACCESS**

• Prepare graphic organizers for the Writing activity.

Start Lessor

# Lesson 2: Maria and Dave Writing



**Primary Focus:** Students compose original narratives about making friends. [W.5.4, ELD.PI.5.10a]

#### **NNN STORY REVIEW**

• Ask students to review what happened in the previous lesson.



Last time, we found out that the Robot is in New York City, and he's trying to make friends.

Today we're going to try to learn about the two people he wants to become friends with, so we can help him achieve his goal.



When we wanted to learn about what the Robot was like, what did we do first?

We looked through the NNN news story for things that the characters did, and said, and for things others reported about them.

- Arrange students in pairs.
- Have each pair go through the same text together, and highlight or underline all the sentences that mention Dave or Maria.

#### **VERBAL WARM-UP**

- Tell students that they'll be writing about Dave and Maria's character traits. Before they write, you'll do a verbal warm-up in which you talk briefly about some traits and evidence.
- First ask students what they marked for Dave, and what character traits they think that evidence suggests.



"I don't like mornings," said Dave. "Everyone's cranky. I like the nighttime, when you can relax and think. It's better to enjoy the night and then sleep late."

Then Dave got distracted.

"I think Dave spotted a butterfly and wanted to follow it," said one witness.

Dave smiled shyly at the Robot.

"Thanks," he said quietly, and walked slowly after his sister.

- Traits might include:
  - » night owl
  - » distractable
  - » shy

• Then ask students what they marked for Maria, and what character traits they think that evidence suggests.



"I can't believe how late you slept today," Maria reportedly shouted at Dave. "You missed the whole morning. The morning is the best part of the day!"

"You only hate mornings because you're such a lazybones," sneered Maria. "The morning is when everyone has energy. There's so much to do. And it's the only time of day when they let you eat french toast."



At this point, Maria started to get angry. "Yeah, you could see her getting a little red in the face," one onlooker noted.

Maria approached the Robot, snatched up his metal hand, and shook it hard.

"Pleased to meet you. I'm Maria and this is Dave. You seem swell. You should look me up on SocialSoup.com! But we need to run!"

She swatted him heartily on the back, and ran off.

- · Traits might include
  - » early bird
  - » judgmental
  - » energetic
  - » short tempered
  - » friendly
  - » physical

#### SKILL DRILL—MARIA AND DAVE

• Press the space bar on your keyboard or swipe left on your touch screen to display the Skill Drill, then read it aloud.



- 1. Decide if you want to write about Maria or Dave.
- 2. Think about the evidence you discussed with the class.
- 3. Explain what character traits you think the person you chose—Maria or Dave—shows in the story and support your thinking with evidence.
- Direct students to take out their Robot Notepad and give them 5–7
  minutes to complete the drill. Remind them that you expect them to
  keep writing until you tell them it's time to stop. Circulate to
  give feedback.
- Press the space bar on your keyboard or swipe left on your touch screen to close the Skill Drill.



#### Check for Understanding

In check-ins make sure students are using evidence from the text, including things characters say and do, to describe character traits for one person.



Writing
Writing
[ELD.PI.5.10a]

Emerging—Provide 1:1 support and a graphic organizer for students to arrange their character's actions and what they suggest about the character.

**Expanding**—Provide moderate support and a graphic organizer.

**Bridging**—Provide light support and a graphic organizer.

#### Support

Remind your students that evidence should be taken only from the text.

#### Challenge

Ask students to compare the character traits exhibited by Maria and Dave. How are they different?



Speaking and Listening Exchanging Information and Ideas [ELD.PI.5.1]

Emerging—Allow students to work in groups and act out the text they heard.

**Expanding**—Have students ask each other questions about additional details they would like to know about the text they heard.

**Bridging**—As they listen, have students write down a word or phrase they liked from the text.

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.

## Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### SHARING

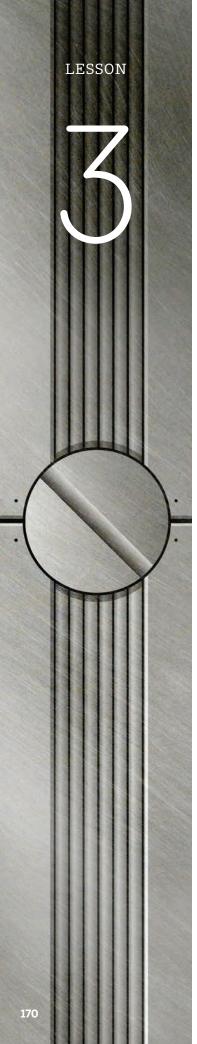
- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- After each student shares, the reader calls on one or two listeners to give positive feedback using the sentence frame.

#### **WRAP-UP**

Give students positive feedback about something specific that
occurred in class. For example, point out something related to writing
skill development, or detail all of the ways that students have been
doing a great job: volunteering to read their work aloud, reading their
work loudly and clearly, pointing.



Tomorrow we're going to use what we've learned to help the Robot make some new friends.



# A Helpful Comment

#### PRIMARY FOCUS OF LESSON

#### Writing

Students compose original paragraphs telling the Robot how to convince Maria and Dave to be his friend. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### **FORMATIVE ASSESSMENT**

Robot Notepad Hi, it's the Robot!

Students compose original paragraphs telling the Robot how to convince Maria and Dave to be his friend. Students use evidence to write an opinion piece.

[W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.1]

# LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min)		
Warm-Up	Whole Class	Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Writing Prompt—Hi, it's the Robot!	Independent	
Speaking and Listening (10 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



# **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 3, Lesson 3, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



• Prepare the Speaking and Listening Observational Checklist.

Start Lesson

# Lesson 3: A Helpful Comment Writing



**Primary Focus:** Students compose original paragraphs telling the Robot how to convince Maria and Dave to be his friend. [W.5.4, ELD.PI.5.10a]

### **WARM-UP**

- Tell students that now that they have thought about who the Robot, Maria, and Dave, are, today they will use that knowledge to help the Robot make Maria and Dave his friends.
- Before they write, tell students they'll do a verbal warm-up to review some of these characters' traits.



Who remembers some of the character traits we said that Maria and Dave might have? What were they?

• As traits are listed, ask students to raise their hands when they hear a trait that seems important to the character.

Unit 3



Who remembers some of the character traits we said that the Robot might have?

 As traits are listed, ask students to raise their hands when they hear a trait that seems important to the character.

# WRITING PROMPT—HI, IT'S THE ROBOT!

• Press the space bar on your keyboard or swipe left on your touch screen to display the following writing prompt, and read it aloud.



Write a letter of advice to the Robot. Using what you know about it and about Maria and Dave, give it advice on how it might make friends with Maria or Dave by messaging them online. What should it say and why?

- Direct students to the Robot Notepad and ask them to record the title, date, and type of prompt. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop (12 minutes). Tell students that they may use an idea from the warm-up or a new idea.
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



[ELD.PI.5.10a]

Emerging—Working orally, have students complete cloze sentences with 1:1 support. (The Robot should say \_\_\_ because it will make \_\_ happen. I know this because \_\_.)

**Expanding**—Working orally, have students complete cloze sentences with moderate support.

**Bridging**—Working orally, have students complete cloze sentences with light support.

# Support

Tell students to start with a character trait and think about how someone with that trait might like to be approached by someone who wants to be friends. What common ground can the robot find with this person, or how might the robot behave to make this person feel comfortable?

## Challenge

Ask students if the Robot should use different techniques for Maria and for Dave. Link the different approaches to their character traits.



Speaking and Listening Exchanging Information and Ideas [ELD.PI.5.1]

Emerging—Allow students to work in groups and act out the text they heard.

**Expanding**—Have students ask each other questions about additional details they would like to know about the text they heard.

**Bridging**—As they listen, have students write down a word or phrase they liked from the text.

Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.

• **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.



# Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. Make sure that students are offering advice on what the Robot should say based on Maria and/or Dave's character traits.

# Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

## SHARING

- Ask students to review the poster and offer positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- After each student shares, model using the sentence frame to give positive feedback on the student's work. Then ask one or two volunteers to give additional positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

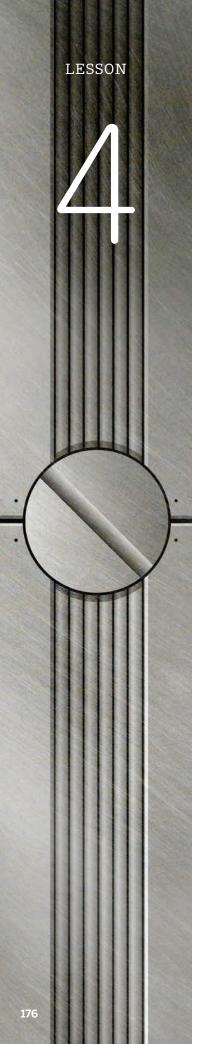
# WRAP-UP

Give students positive feedback about something specific that
occurred in class. For example, point out something related to writing
skill development or detail all of the ways that students have been
doing a great job: volunteering to read their work aloud, reading
their work loudly and clearly, pointing out the strong parts in their
classmates' writing, and listening attentively and quietly.



Now here in the article it says that if we have any advice for the Robot, we should leave a comment at the bottom of the web page. I don't know if it'll work, but it's worth a shot.

- Scroll to the bottom of the NNN.com page and click inside the comment box. Here you can enter actual text and submit it to the website (This information won't leave your device, it's just an illusion for the class).
- Tell them that you expect them to continue doing all of these great things.
- Ask students what they think the Robot might do with their advice.



# Letter From An Old Friend

### PRIMARY FOCUS OF LESSON

## Writing

Students write about a time they made a decision for others. [W.5.4, ELD.PI.5.10a]

# **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

### **FORMATIVE ASSESSMENT**

Robot Notepad Calling the Shots

Students write about a time they made a decision for

others. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.1]

# LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min)		
Note from the Robot		☐ Contraption Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Verbal Warm-Up	Whole Class	
Skill Drill—Calling the Shots	Independent	
Speaking and Listening (10 min.)		
Sharing	Whole Class	
Wrap-Up		



### **ADVANCE PREPARATION**

- Before class, open The Robot app, select Unit 3, Lesson 4, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.
- Prepare the Speaking and Listening Observational Checklist.

Start Lesson

# Lesson 4: Letter From An Old Friend Writing



**Primary Focus:** Students write about a time they made a decision for others. [W.5.4, ELD.PI.5.10a]

## NOTE FROM THE ROBOT

• Tell students you've received a note from the Robot, and read it aloud.



Thank you so much for your advice. I did just as you said [here, you might want to include some pieces of advice the class came up with last time], and it worked! Maria and Dave invited me on these whirlwind one-day trips they're taking all around the world! So I think that must mean we're friends, right? It all happened so fast. In fact, by the time you get this letter, I'll already be on my way. I'll send postcards, don't worry.

I miss you all so much. It's hard being out here alone without you, but I'm learning so much. Did you know that every day people get inside of big Robots with wheels and use them to get where they're going? Isn't that crazy?



Anyway, I need some help. Maria and Dave haven't planned their last trip, and they asked me if I would choose our final destination. There's just one little problem: I have no idea what I want to do. They said we could go anywhere. What kind of trip do you think I'd like? I'm not sure I know enough about the world to decide on my own.

Wish me luck!

Your Stainless Steel Schoolmate

- · Ask students what the Robot's problem is.
  - » He can't decide where he and his friends should go for their next trip.
- Tell students that in today's writing they will help the Robot learn how to make decisions for himself and his friends. To get them thinking, you'll do a verbal warm-up about making decisions for a group.

# **VERBAL WARM-UP**



Raise your hand if you have ever

- picked which game your friends should play at recess.
- chosen a restaurant for your family, or what your family should prepare for dinner.
- decided what approach your group should take in a school project.
- picked what book you should read to a bunch of younger kids.
- · selected a team name.
- picked the song you will peform with a group.



Emerging—Allow students to work with you to discuss their decision and details that explain it.

**Expanding**—Allow students to work in groups to discuss their decision and details that explain it.

**Bridging**—Allow students to work in pairs to discuss their decision and details that explain it.

## Support

Remind students to use showing details in their writing, particularly how they felt and what they did.

### Challenge

If students finish before the time is up, ask them to write about a second time they had to make a decision for a group, when they used a different approach, or it felt different. Why did they change their approach or did it feel different?

### SKILL DRILL—CALLING THE SHOTS

• Press the space bar on your keyboard or swipe left on your touch screen to display the Skill Drill, then read it aloud.



- 1. Think of a time you had to make a decision for a group.
- 2. Explain what it was like, and how you made the decision.

  Use the Kinds of Showing Details poster to think of ways to show how you felt and how you handled the situation.
- Direct students to take out their Robot Notepad and give them several
  minutes to complete the drill. Remind them that you expect them to
  keep writing until you tell them it's time to stop. Circulate to
  give feedback.
- Press the space bar on your keyboard or swipe left on your touch screen to close the Skill Drill.



# Check for Understanding

As you circulate, make sure students are including specific showing details describing how they made a decision and how they felt about it.

# Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

### SHARING

- Review the guidelines for Sharing Positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their sentences aloud.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

### WRAP-UP

- Give students positive feedback about something specific that occurred in class. For example, point out something related to writing skill development, or detail all of the ways that students have been doing a great job: volunteering to read their work aloud, reading their work loudly and clearly, pointing out the strong parts in their classmates' writing, and listening attentively and quietly.
- Ask students where they think the Robot and his friends might end up going on their trip.



We will have to wait till we receive the postcards to find out!



Speaking and Listening Exchanging Information and Ideas [ELD.Pl.5.1]

**Emerging**—Allow students to work in groups and act out the text they heard.

**Expanding**—Have students ask each other questions about additional details they would like to know about the text they heard.

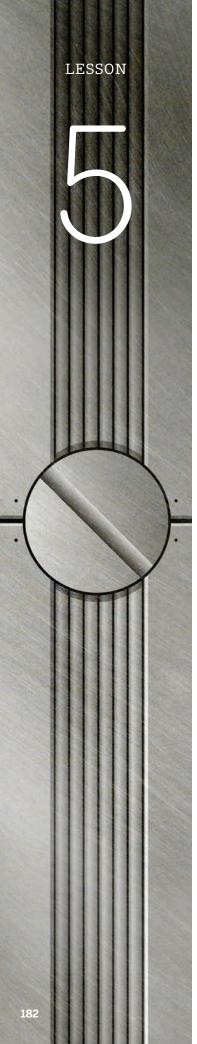
**Bridging**—As they listen, have students write down a word or phrase they liked from the text.

# Support

Remind students of the sentence frame and encourage them to use it.

# Challenge

Ask students to identify another strong detail in the writing.



# Globetrotting Robot

### PRIMARY FOCUS OF LESSON

### Writing

Students write sentences using evidence from the text to support what the Robot did and did not enjoy on trips. [W.5.4, ELD.PI.5.10a]

Students identify and highlight evidence from postcard text. [RL.5.1]

# **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

### **FORMATIVE ASSESSMENT**

Postcard Notations

Students identify and highlight evidence. [RL.5.1]

Robot Notepad Likes and Dislikes

Students write sentences using evidence from the text to support what the Robot did and did not enjoy on

trips. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.1]

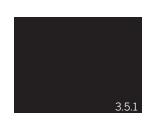
# LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min)		
The Proof is in the Postcard	Small Group	☐ Contraption Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist; Postcard Artifacts; Copies of the Postcards
Warm-Up	Whole Class	
Skill Drill—Likes and Dislikes	Independent	
Speaking and Listening (10 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



### **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 3, Lesson 5, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.
- Prepare the postcard artifacts to hand around the classroom.
- Prepare the copies of the postcards to hand out to students.
- Prepare to arrange students into small groups of three or four.

### UNIVERSAL ACCESS

• Prepare graphic organizers for the Writing activity.

Start Lesson

**LESSON 5: Globetrotting Robot** 

# Writing



Primary Focus: Students identify and highlight evidence from postcard texts. [RL.5.1]

### THE PROOF IS IN THE POSTCARD



Today in the mail I got four postcards from the Robot! They arrived all at once! Do you guys want to see them?

Hand out the postcard artifacts and have students pass them around.
 Also, you might want students to gather around in a circle and look at them together. As students pass around the postcards, ask students where the postcards are from.

Unit 3

- Students should observe that they are from
  - » Los Angeles
  - » Maine
  - » England
  - » India



We said we were going to help the Robot decide on his next trip, didn't we? Maybe if we read these postcards, we can help him understand what sorts of trips he likes and doesn't like.

- Arrange students into small groups of 3 or 4.
- Assign each group one of the Robot's four destinations: California, Maine, England and India.
- Tell students you made copies of the postcards so everyone could have one. Pass out these copies of the postcards. Tell each group to read the postcard for their assigned destination, and highlight any sentence they think could be used as evidence of an activity the Robot liked or did not like.
- Press the space bar on your keyboard or swipe left on your touch screen to show the front of the first postcard, from Los Angeles.







# Hey dudes!

Here we are in sunny Los Angeles, but I only have a quick second to write to you. You see, Maria is very go go go! She programs me to wake her up at 6 a.m., so we can "get an early start," and then she doesn't want to take a break all day. We even keep walking while we eat lunch! Yesterday we rollerbladed on Venice Beach, hiked in Griffith Park, and zoomed through the Getty Museum. And we went to two movie premieres, red carpet and all. Maria has an endless amount of energy, though I have to recharge all the time. Also, she keeps talking about some man named "Ryan," who acts in movies. I have seen his photograph, and he is "hot" according to my databases. I must admit that I am getting a little tired of Maria's constant "Do you think Ryan might be here?" or, "I think I saw Ryan!" I have downloaded information about the human heart and I think she might be "in love." But she hasn't seen him. Despite all this moving, I'm getting a little bored. I wish Maria and I could spend more time actually talking to each other.

Love.

Your Favorite Mechanical Pal

 Press the space bar on your keyboard or swipe left on your touch screen to show the front of the second postcard, from Maine.







Hey Everyone,

I'm here with Dave in Sweden, Maine. That's right, folks—not Sweden, the Scandinavian country known for its meatballs, but Sweden, Maine. It's a tiny town just north of New Hampshire and the White Mountains. We are staying in a cabin and really "roughing it." Apparently, "roughing it" means not having enough blankets and being pretty cold at night. But Dave never complains so you won't hear me complaining either. I have actually deprogrammed my ability to complain so I don't do it by accident (because, to be honest, I really want to). Dave sleeps late before we head out to the only restaurant in Sweden, Maine for a late breakfast. Once, the waiter had to leave because of a "family emergency" and he asked if Dave would take his place. Without hesitation, Dave reached his hand out for the waiter's apron and put it on. That's just the kind of guy Dave is. After breakfast, we sit by the lake and talk about our lives. I love that part. Yesterday, Dave wanted to water-ski. I'm a bit scared of getting wet, so I told him to go on without me and I watched from the shore, happy as could be.

Love.

Your Robotic Friend

 Press the space bar on your keyboard or swipe left on your touch screen to show the front of the third postcard, from London.







Top of the morning to you all,

I'm writing to you from London, England, where Maria and I are taking in the sights—Big Ben, Parliament. Maria drags me around like a dog on a leash, except, because I don't have a leash, she just programs me to move faster. But there's no doubt that Maria is fun. She practically dances when she walks, and she has a great excitement about the world. It's like she wants to see the whole planet as fast as she can. But yesterday, she surprised me—she sat down. She pulled her long, brown hair back into a ponytail and took a deep breath. She said, "Whew. We've really been going at full steam, haven't we?" I was stunned. All I could utter was, "Yeah. I think we have." She looked right in my electronic eyes and asked, "You want to take a rest, Robot?" And so we rested. And Maria's generosity continued to blossom. She said I should choose our next destination. But what sort of trip would make me happy? I thought and thought about it, which is a good thing to do while relaxing!

Love,

Your Computer-Brained Buddy

 Press the space bar on your keyboard or swipe left on your touch screen to show the front of the last postcard, from India.







Ahoy from halfway around the world!

I'm writing to you from a tiny village in India. Dave and I are exploring what it's like to live without some of the things we take for granted back home. Like running water. And heat. And food. And to think it seemed like we were roughing it in Maine! It's all really eye-opening (which doesn't actually apply to me because my eyes are always open, but you know what I mean), especially because this little village is filled with identical twins! They make up 10 percent of its population, which is a much higher percentage than almost anywhere else in the world! There are so many interesting things to learn when you visit other countries. Dave says we came here in part because he so wishes he had a twin himself. When he says it he hunches his shoulders and knits his eyebrows together. "But you don't need a twin, Dave—you have a great sister," I say. Maybe if I took them on a trip they both liked, Maria and Dave would get along better. But what kind of trip would that be?

Love,

Your Closest Device

### **WARM-UP**

- Ask a representative of each group to read aloud the sections they highlighted.
- For each section, ask students to raise their hands if they think they
  hear evidence the Robot liked the activity, or did not like the activity.



Emerging—Provide 1:1 support and a graphic organizer for students to arrange their evidence and what it suggests.

Expanding—Provide moderate support and a graphic organizer for students to arrange their evidence and what it suggests.

**Bridging**—Provide light support and a graphic organizer for students to arrange their evidence and what it suggests.

### Support

Remind students to look at the text they have highlighted.

### Challenge

Ask students to return to the text and see if they can find evidence describing what Dave and Maria enjoy in a trip. Tell them to add a few sentences describing those activities backed up with evidence.

### SKILL DRILL-LIKES AND DISLIKES

• **Press the space bar** on your keyboard or **swipe left** on your touch screen to display the Skill Drill, then read it aloud.



- 1. Think about the evidence you found in your postcard.
- 2. Describe what activities the Robot seemed to like and not like and support your ideas with evidence.
- Direct students to take out their Robot Notepads and give them a few minutes to complete the drill. Remind them that you expect them to keep writing until you tell them it's time to stop. Circulate to give feedback.
- Press the space bar on your keyboard or swipe left on your touch screen to close the Skill Drill.



### Check for Understanding

In Check-ins, make sure students are describing activities the Robot liked and did not like, and using evidence.

# Speaking and Listening



**Primary Focus:** Students share original work and offer peer feedback. [SL.5.1, ELD.PI.5.1]

# SHARING

- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

### WRAP-UP

- Give students positive feedback about something specific that occurred in class. For example, point out something related to writing skill development, or detail all of the ways that students have been doing a great job: volunteering to read their work aloud, reading their work loudly and clearly, pointing out the strong parts in their classmates' writing, and listening attentively and quietly.
- Tell students that now that they've figured out what kinds of things
  the Robot enjoys and doesn't enjoy, they should think about what kind
  of trip might include mostly things it would enjoy. In the next lesson
  they will be writing to the Robot again, and can advise it further.



Speaking and Listening Exchanging Information and Ideas [ELD.PI.5.1]

**Emerging**—Allow students to work in groups and act out the text they heard.

**Expanding**—Have students ask each other questions about additional details they would like to know about the text they heard.

**Bridging**—As they listen, have students write down a word or phrase they liked from the text.

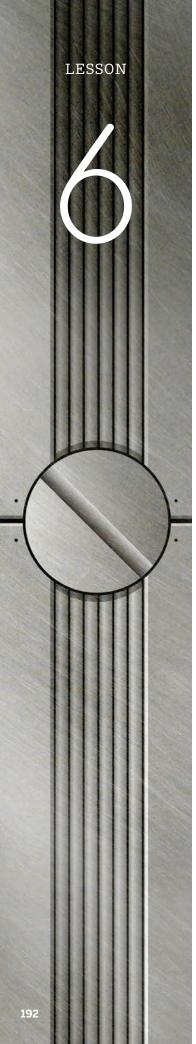
# Support

Remind students of the sentence frame and encourage them to use it.

# Challenge

Ask students to identify another strong detail in the writing.

Lesson 5 Globetrotting Robot



# Bon Voyage!

# PRIMARY FOCUS OF LESSON

# Writing

Students write a letter advising the Robot on a place and activities for a trip. **[W.5.4, ELD.PI.5.10a]** 

# **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

# FORMATIVE ASSESSMENT

Robot Notepad Trip Planner

Students write a letter advising the Robot on a place and activities for a trip. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.1]

# LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
Verbal Warm-Up	Whole Class	Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector; Speakers (optional); Speaking and Listening Observational Checklist
Writing Prompt—Trip Planner	Independent	
Speaking and Listening (10 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



### **ADVANCE PREPARATION**

- Before class, open The Robot app, select Unit 3, Lesson 6, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.
- Prepare the Speaking and Listening Observational Checklist.
- Bring a postcard from your area, or a piece of paper and envelope, to class.

# **UNIVERSAL ACCESS**

• Prepare graphic organizers for the writing activity.

Start Lesson

# Writing



**Primary Focus**: Students write a letter advising the Robot on a place and activities for a trip. [W.5.4, ELD.PI.5.10a]

### **VERBAL WARM-UP**



Today we're going to write the Robot some more advice, this time on what sort of trip he should take with his new friends.

First, let's think about what we said yesterday. What parts of the trips he's taken so far did he like? Which parts did he not like? Remind me of some evidence from the postcards you read.



Before you write your advice letters, we'll do a vocal warmup to think about the kinds of trips that the Robot might take. Remember, you may not agree with your classmates and that is OK as long as you have evidence that you think will support your argument.

Raise your hand if you think the Robot would a enjoy a trip

- to the beach.
- to a crowded amusement park.
- · to an art museum.
- on a cruise ship.
- · on a remote island with lots of animals.

### WRITING PROMPT—TRIP PLANNER

• Press the space bar on your keyboard or swipe left on your touch screen to display the following writing prompt, then read it aloud.



Write the Robot a letter explaining what sort of trip you think it would like best. Use evidence to describe the kind of place and the kind of activities it would enjoy. Use details and describe both the place or activities and why you think the Robot will enjoy them.



Writing
Writing
[ELD.PI.5.10a]

**Emerging**—Provide 1:1 support and a graphic organizer for students to arrange their place details and the evidence that supports them.

Expanding—Provide moderate support and a graphic organizer for students to arrange their place details and the evidence that supports them.

**Bridging**—Provide light support and a graphic organizer for students to arrange their place details and the evidence that supports them.

# Support

Remind students of the Kinds of Showing Details. If they are stuck, suggest they begin by describing what the place looks like and one activity the robot would enjoy there.

## Challenge

Ask students to include an activity the robot might not expect to enjoy, but that you think it will. Tell them to use part of the letter to convince the robot how enjoyable the activity will be.

- Direct students to their Robot Notepads and ask them to record the title, date, and type of prompt. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop (12 minutes). Tell students that they may use an idea from the warmup or a new idea.
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.
- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.



# Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. Make sure students are addressing their writing to the Robot, as in a letter, including specific details about that place and activities, and explaining to the Robot why it will enjoy that place and activities.

# Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

### SHARING

- Review the poster.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

#### WRAP- UP



Now that we've done all this good thinking, let's compose some advice for the Robot. What suggestions do we have for trips it should take?

- Ask students what advice they think they should give the Robot. Take as many answers as you want, and type each one into the box. You might even want to sign each with the proposing student's first name or initial.
- Then, put the postcard or letter away.



I'll mail this out after school today. I hope it finds this helpful.



Speaking and Listening Exchanging Information and Ideas [ELD.PI.5.1]

**Emerging**—Allow students to work in groups and act out the text they heard.

**Expanding**—Have students ask each other questions about additional details they would like to know about the text they heard.

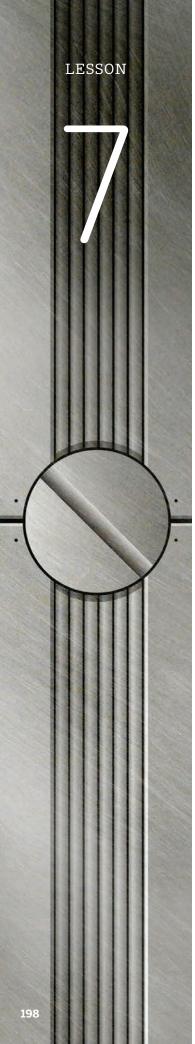
**Bridging**—As they listen, have students write down a word or phrase they liked from the text.

# Support

Remind students of the sentence frame and encourage them to use it.

# Challenge

Ask students to identify another strong detail in the writing.



# Sibling Rivalry

# PRIMARY FOCUS OF LESSON

# Writing

Students write about an experience reconciling two friends. [W.5.4, ELD.PI.5.10a]

# **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

### **FORMATIVE ASSESSMENT**

Robot Notepad On the Outs

Students write about an experience reconciling two

friends. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.1]

# LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
Checking in with the Robot	Whole Class	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector; Speakers (optional); Social Soup Pages
Verbal Warm-Up	Independent	
Writing Prompt—On the Outs	Independent	
Speaking and Listening (10 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



### **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 3, Lesson 7, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.
- Prepare to hand out copies of the SocialSoup.com webpage. (25 copies can be found in your box set.)
- Be sure to fill in where class chose for the Robot to go in the settings panel, which can be found by clicking the icon in the upper left-hand corner of the dashboard.

Start Lesson

Lesson 7: Sibling Rivalry
Writing



**Primary Focus:** Students write about an experience reconciling two friends. **[W.5.4, ELD.PI.5.10a]** 

# **CHECKING IN WITH THE ROBOT**

- When the lesson starts, a fake search engine will display on your screen.
- Tell students that, after not hearing back from the Robot, you decided to look for it on social media. Tell them you found its SocialSoup profile page.

 Press the space bar on your keyboard or swipe left on your touch screen to bring up the SocialSoup website.



- Distribute the SocialSoup handouts to the class.
- Read the first post aloud to the class.



Robot: Ugh. I need advice. What do you do if two friends of yours don't get along? I can't take it anymore!
[a toaster likes this]

- Ask students what the Robot's problem is right now. What evidence do they see in the text?
  - » His friends are in a fight.
- Ask students to read aloud the additional SocialSoup pages and posts.



Dave Vargas-Smith: Hey pal, can't wait to see you tonight! I've got the movies downloaded and ready to go!

Maria: You're staying in again? Come on, Robot, let's go to the movie theater. I know how much you love movies, and there's nothing like GETTING OUT OF THE HOUSE and seeing them on the big screen!

Robot: I have plans with Dave tonight, sorry.

Dave: Stop trying to hog the robot! I never get to spend time with it and it says you're mean and it doesn't like you.

Robot: I never said that.



Maria: You're a liar, Dave! I'm never talking to you again! [Dave Vargas-Smith likes this]

Dave: Good!



The Robot is attending Maria Vargas-Smith's event, 1st Annual Animal Shelter Fundraiser.

Maria: Thanks for coming, Robot. The doggies will appreciate it!

Dave: But I had plans with the robot that night...

Robot: Oh sorry Dave, I forgot! Why don't you come to the fundraiser with me?

Dave: Um. No thank you.

Maria Vargas-Smith: Have you ever seen the movie The Songs of Melody? It's my favorite.

Robot: Just downloaded it. It took me 3 seconds to download. I enjoyed the song with the nun singing on the mountainside. But wondered if her shoes were really comfortable enough to scamper around in?

Dave: I kind of love that movie. I always cry at the end.

Maria: You cry during every movie. You cried at the end of Mall Patrol.

Dave: I did not. I had something in my eye.



Dave Vargas-Smith tagged you in a photo

[meme of a dog]

[Maria Vargas-Smith likes this]

Robot: I love dogs so much.

Dave Vargas-Smith: Maybe we should get you a robotic dog!



Maria Vargas-Smith: Hey, such fun hanging with you on that trip we all took to [destination class chose]!!!

Robot: Totes.

Maria: You know, I realize there was one thing we forgot to see when we were in Los Angeles. Do you want to go back next weekend? Just for a night?

Robot: I do not.

Maria: Okay.

Maria: But do you maybe want to get lunch next weekend?

Robot: Sure. I could use some exercise, I guess.

Maria: Is lunch exercise?

Robot: With you it will be.



Dave Vargas-Smith: I'm in a bad mood today.

Robot: Can you program yourself to be in a better mood?

Dave: I don't think human beings can do that.

Robot: Oh...Maybe not. What's wrong?

Dave: Nothing...It's just hard when you're so different from

everyone in your family...



Dave Vargas-Smith: Wasn't it cool that time we went to India?

Robot: "Cool" doesn't even begin to describe it.

- Ask students, based on what they have read, which friends of the Robot are in a fight. Ask them to provide one piece of evidence.
- Ask students, based on the text, what Dave and Maria are fighting about?
- Tell students that today they will be writing about an experience they
  had when friends were in a fight. To prepare, ask them to think of a
  time that two friends have been in a fight. How did it feel? Did you try
  to fix it?

### **VERBAL WARM-UP**



Raise your hand if you have ever

- · been mad at a friend.
- had two friends who were mad at each other or weren't speaking to each other.
- tried to solve a fight between two friends.
- tried to make up with a friend.
- asked a friend to forgive you for something you'd done to hurt him or her.

### WRITING PROMPT - ON THE OUTS

• **Press the space bar** on your keyboard or **swipe left** on your touch screen to display the writing prompt, then read it aloud.



Think about a time you or someone you know was unhappy with a friend. Think of one moment when the fight was resolved, or the two friends became happy again. What did you or the person you know do to try to solve the conflict?



Emerging—Provide 1:1 support and ask students to tell the story of the conflict they remember.

**Expanding**—Provide moderate support and ask students to tell the story of the conflict they remember.

**Bridging**—Provide light support and ask students to tell the story of the conflict they remember.

- Direct students to their Robot Notepads and ask them to record the title, date, and type of prompt. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop (12 minutes). Tell students that they may use an idea from the warmup or a new idea.
- When time elapses, ask students to stop writing.
- Praise students for any good practices you observed in the Check-ins. Explain that the kind of writing students just practiced staying focused and writing for a certain amount of time—includes really important skills for becoming a better writer.
- Press the space bar on your keyboard or swipe left on your touch screen to close the writing prompt.



# Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and they should reinforce a writing skill. Make sure that students are using showing details and describing the moment the fight was resolved.

# Support

Remind students to use showing details, in particular things they or the other friends said or did, to explain how they resolved the fight.

## Challenge

Ask students to include a simile or metaphor describing how they felt both during and after the fight in their writing.



Speaking and Listening Exchanging Information and Ideas [ELD.PI.5.1]

Emerging—Allow students to work in groups and act out the text they heard.

**Expanding**—Have students ask each other questions about additional details they would like to know about the text they heard.

**Bridging**—As they listen, have students write down a word or phrase they liked from the text.

# Support

Remind students of the sentence frame and encourage them to use it.

### Challenge

Ask students to identify another strong detail in the writing.

# Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

### SHARING

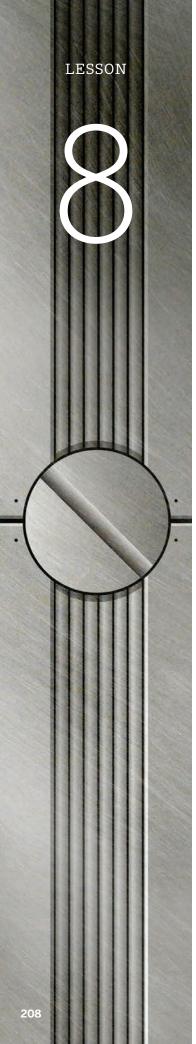
- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- · Have two or three students share their work aloud.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

### **WRAP-UP**

Give students positive feedback about something specific that
occurred in class. For example, point out something related to writing
skill development, or detail all of the ways that students have been
doing a great job: volunteering to read their work aloud, reading
their work loudly and clearly, pointing out the strong parts in their
classmates' writing, and listening attentively and quietly.



It sounds like the Robot is kind of in a tight spot. Tomorrow we'll give him some advice on what to do based on our experiences and the work we did today.



### Conflict Resolution

#### PRIMARY FOCUS OF LESSON

#### Writing

Students write advice to the Robot about bringing friends back together, using evidence from their experiences and the text. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### **FORMATIVE ASSESSMENT**

Robot Notepad Conflict Resolution

Students write advice to the Robot about bringing friends back together, using evidence from their experiences and the text. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.1]

#### LESSON AT A GLANCE

	Grouping	Materials
Writing (25min.)		
The Evidence Is in the (Social)Soup	Partner	☐ Contraption Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster;
Verbal Warm-Up	Whole Class	Projector; Speakers (optional); Social Soup Pages
Skill Drill—Conflict Resolution	Independent	
Speaking and Listening (5 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



#### **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 3, Lesson 8, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



- Prepare the Speaking and Listening Observational Checklist.
- Prepare to organize students into pairs.

Start Lesson

# Writing



**Primary Focus**: Students write advice to the Robot about bringing friends back together, using evidence from their experiences and the text. [W.5.4, ELD.PI.5.10a]

#### THE EVIDENCE IS IN THE (SOCIAL)SOUP

- Tell students to take out their copies of the Robot's SocialSoup page in pairs.
- Tell students that they want to do two things.
- One, highlight or underline text that shows what Maria and Dave are upset with each other about. What evidence do we have about why the fight started? Tell students to put a minus sign beside these sentences.
- Second, highlight or underline text that show things that Maria and Dave agree upon. What do they have in common? Tell students to put a plus sign beside this text.
- Let students do this work in pairs. Give them 5–10 minutes.



#### Check for Understanding

As they work, circulate and ask each group for one thing Dave and Maria agree or disagree about, and evidence to support that claim.

• Bring the class back together.

#### **VERBAL WARM-UP**

 Ask students to share the evidence they found. They should raise their hands if they think the evidence shows something Maria and Dave are upset with each other about. Then ask them to raise their hands if they think the evidence shows something Maria and Dave disagree about.

#### SKILL DRILL—CONFLICT RESOLUTION

• Press the space bar on your keyboard or swipe left on your touch screen to display the Skill Drill, then read it aloud.



- 1. Think about the evidence you discussed with the class.
- 2. Think about your own experiences with conflict, including what you wrote about last time.
- 3. Give the Robot advice on how to bring his two friends back together. Support your advice with evidence.
- Direct students to take out their Robot Notepads and give them 5–7
  minutes to complete the drill. Remind them that you expect them
  to keep writing until you tell them it's time to stop. Circulate to give
  feedback.

#### Support

If students are struggling, remind them that they can draw on their own experience. If it worked for them, it might work for the robot.

#### Challenge

Ask students to incorporate Maria and Dave's character traits in the evidence they provide for their advice. Are there approaches the robot should try with one but not the other?



Writing Writing [ELD.PI.5.10a]

Emerging—Working orally, have students complete cloze sentences with 1:1 support. (The Robot should \_\_\_ because it will make \_\_\_ happen. I know this because \_\_\_.)

**Expanding**—Working orally, have students complete cloze sentences with moderate support.

**Bridging**—Working orally, have students complete cloze sentences with light support.

• Press the space bar on your keyboard or swipe left on your touch screen to close the Skill Drill.



#### Check for Understanding

As you circulate, make sure students are including specific evidence from both the reading and their own experiences.

### Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### SHARING

- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.



Speaking and Listening Exchanging Information and Ideas [ELD.PI.5.1]

**Emerging**—Allow students to work in groups and act out the text they heard.

**Expanding**—Have students ask each other questions about additional details they would like to know about the text they heard.

Bridging—As they listen, have students write down a word or phrase they liked from the text.

#### WRAP-UP

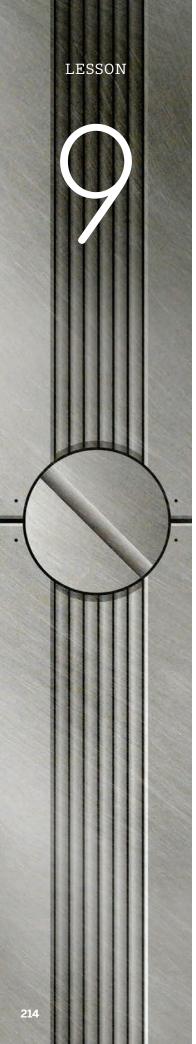
- Tell students that you're going to send an e-mail back to the Robot with the advice you've given it.
- Ask students what they think the Robot might do with this advice. Do they think it will work?

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.



# Cab Fare for the Robot

#### PRIMARY FOCUS OF LESSON

#### Writing

Students compose paragraphs that describe a time they purchased something. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### **FORMATIVE ASSESSMENT**

Robot Notepad Cash or Credit

Students compose paragraphs that describe a time they purchased something. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.1]

#### LESSON AT A GLANCE

	Grouping	Materials		
Writing (20 min.)				
Email from the Robot	Whole Class	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector;		
Verbal Warm-Up	Whole Class	Speakers (optional); Speaking and Listening Observational Checklist; Projector and		
Writing Prompt—Cash or Credit	Independent	Speakers		
Speaking and Listening (10 min.)				
Sharing	Whole Class			
Feed the Robot				
Wrap-Up	Whole Class			

#### **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 3, Lesson 9, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



• Prepare the Speaking and Listening Observational Checklist.

Start Lesson

#### **Lesson 9: Cab Fare for the Robot**

### Writing



**Primary Focus:** Students compose paragraphs that describe a time they purchased something. **[W.5.4, ELD.PI.5.10a]** 

#### **EMAIL FROM THE ROBOT**

• Tell students that you received an e-mail from the Robot and read it aloud.

 Press the space bar or swipe left on your touch screen to bring up an e-mail from the Robot.



Unit 3



Dear friends.

These past few weeks have been a very exciting time for me. I've learned a lot! Like a lot of you said I should, I sat down with Dave and Maria and helped them sort out their differences. I'll be their friend forever, but for now I think they need to spend time together and learn to be close again.

So I'm coming back home!

I'm so looking forward to seeing you guys. And I have some interesting things to share with you!

There's just one problem: I don't know how to get back to you guys. I called a taxi service, and they said I needed to give them something called "money." I've seen Maria and Dave handing people green pieces of paper and little plastic cards whenever we travelled, but I never asked them about it.

Can you explain to me how a person makes money? Do you guys know anybody that makes money?

Your friend.

[Robot's name]

The Robot's coming back to us, guys! How does that make you feel?

Let's give him one last piece of advice. This time about how to make some money to get back home.

#### VERBAL WARM-UP



Raise your hand if you've ever

- paid for something using paper money.
- used a credit card to buy something on the Internet.
- used a credit card in a store.
- learned how to write a check.
- spent your allowance buying something you want.

#### WRITING PROMPT—CASH OR CREDIT

• **Press the space bar** on your keyboard or **swipe left** on your touch screen to display the writing prompt, then read it aloud.



Think of a time when you paid for something, or a time when you watched closely as somebody else paid for something. Use details and dialogue to show what happens in the moment. Describe things like how you know how much to pay, what the person receiving the money or card does with it, and what things are usually said between a person paying money and a person receiving it.

- Direct students to their Robot Notepads and ask them to record the title, date, and type of prompt. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop (12 minutes). Tell students that they may use an idea from the warmup or a new idea.
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.

#### Support

Remind students to use the "Kinds of Showing Details" to describe their transaction.

#### Challenge

Encourage students to include four lines of dialogue in their writing, and remind them to use proper punctuation.



Writing Writing [ELD.PI.5.10a]

Emerging—Provide 1:1 support and ask students to outline typical steps in a retail transaction, then describe dialogue for them.

Expanding—Provide moderate support and ask students to outline typical steps in a retail transaction, then describe dialogue for them.

Bridging—Provide light support and ask students to outline typical steps in a retail transaction, then describe dialogue for them. • **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.



#### Check for Understanding

As students write, walk around the room and use Check-ins to talk to them about the progress they're making. Use this time to give students feedback on their work. Make sure that students are describing the process clearly and using good details

### Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.1]

#### SHARING

- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

#### WRAP-UP

 Tell students you'll write an e-mail response to the Robot tonight, telling it some of your answers. Hopefully it'll come home soon...

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.



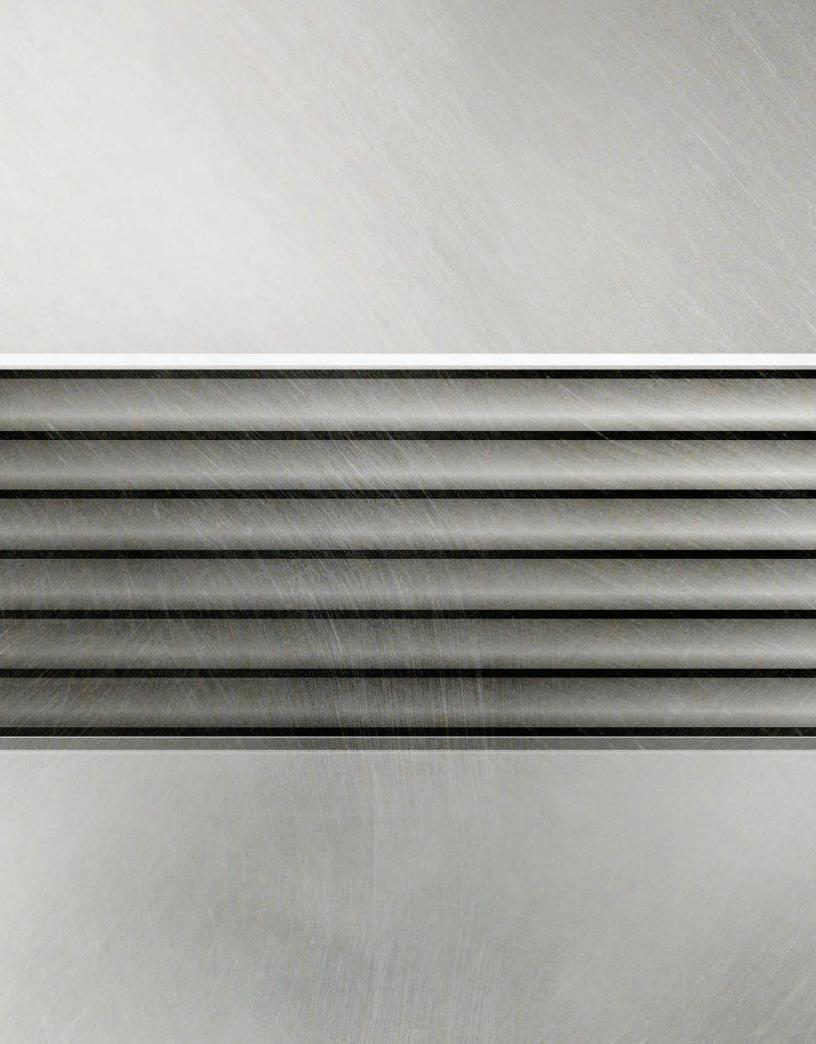
Speaking and Listening Exchanging Information and Ideas [ELD.PI.5.1]

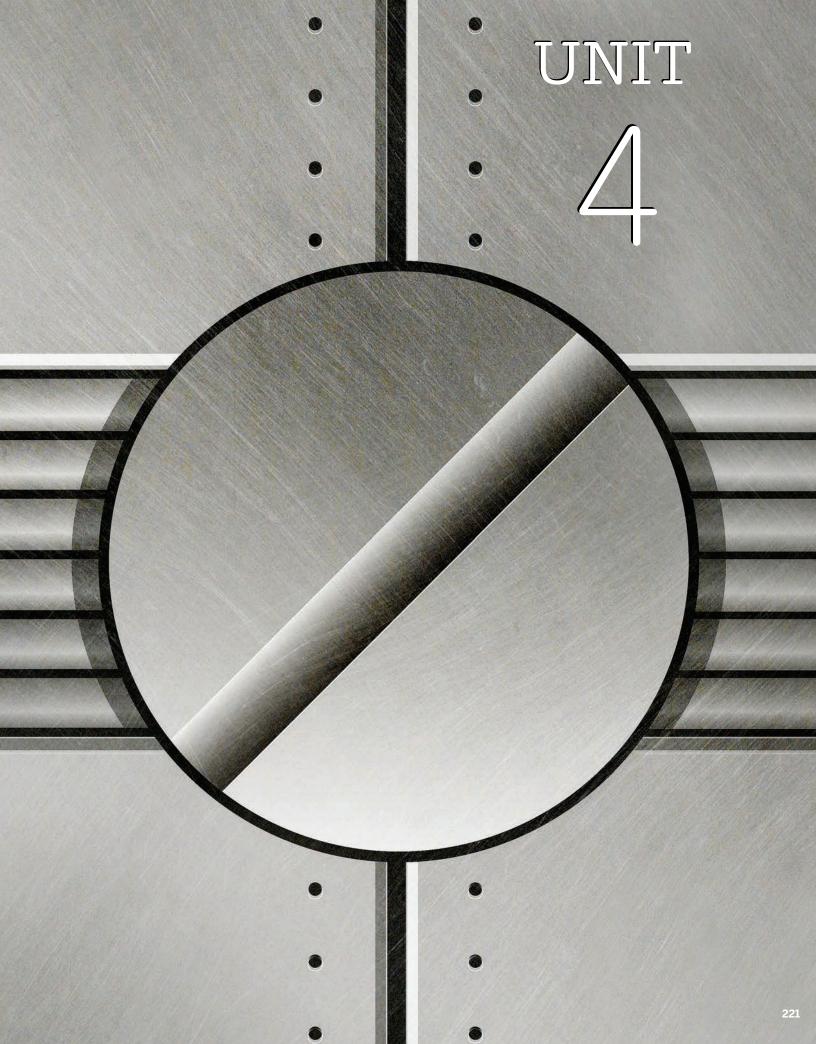
**Emerging**—Allow students to work in groups and act out the text they heard.

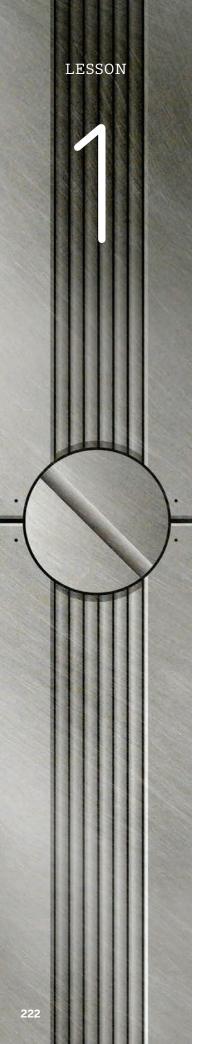
**Expanding**—Have students ask each other questions about additional details they would like to know about the text they heard.

**Bridging**—As they listen, have students write down a word or phrase they liked from the text

Lesson 9 Cab Fare for the Robot







# The Robot's Prized Possession

#### PRIMARY FOCUS OF LESSON

#### Writing

Students write a paragraph about holding an object that is important to them. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.5]

#### **FORMATIVE ASSESSMENT**

Robot Notepad Important Object

Students write a paragraph about holding an object that is important to them. [W.5.4, ELD.PI.5.10a]

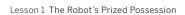
Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.5]

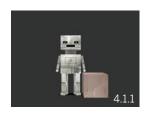
#### LESSON AT A GLANCE

	Grouping	Materials
Writing (45 min.)		
Robot's Mystery Package	Whole Class	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Speaking
Verbal Warm-Up	Whole Class	and Listening Observational Checklist; Projector; Speakers (optional)
Writing Prompt—Important Object	Independent	(aparama)
Speaking and Listening (15 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



#### **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 4, Lesson 1, and click "Start". A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



• Prepare the Speaking and Listening Observational Checklist.

Start Lesson

## Lesson 1: The Robot's Prized Posession Writing



**Primary Focus:** Students write a paragraph about holding an object that is important to them. [W.5.4, ELD.PI.5.10a]

#### **ROBOT'S MYSTERY PACKAGE**

• Tell students that when you got in this morning, the Robot had returned. Tell them he has a big brown box with him, and he won't tell you what's inside.



I think I speak for us all when I say we're very happy to have our Robot friend back. Let's all say hi!

• Get the students to say hi.

 After the class says hi, press the space bar or swipe left on your touch screen to make the Robot wave and greet the class.



Unit 4



"Hey everyone. I have something special to show you."

 Press the space bar or swipe left on your touch screen again and the Robot will reveal a package.



- The Robot demonstrates how he feels about the object in the box. He dances excitedly, and then gently strokes his hand over the box. He says "Guess what it is."
- Ask students what sort of object might be in the package. Tell them to pay attention to how the Robot acted and gestured when talking about it.
- **Press shift** at any time or **swipe left** on your touch screen to have the Robot repeat the last action.
- Ask students what active verbs they would use to describe how the Robot handled the object.
- Ask students what descriptive details students could use to describe the size and shape of the object or what it looks like.



We should probably ask the Robot for another clue about this mysterious object it's excited about.

 Press the space bar or swipe left on your touch screen and the Robot will open the box and manipulate the object inside. We hear the clicking sound of typewriter keys.



• It asks: "Can you guess what it is now?"



Let's think about what clues we got from that. What types of sounds did we hear? What did the Robot hold up?

- Let students guess, and then have the class ask the Robot to reveal its prized possession.
- Press the space bar or swipe left on your touch screen. The Robot's eyes reveal a little self-consciousness; he looks down.



- The Robot's eyes reveal a little self-consciousness; he looks down.
- "What if you all don't think it's as great as I do? That would be really embarrassing."



It seems like the Robot is feeling a little self-conscious. Maybe in order to make it feel more comfortable we could write about something we really like.

 Tell students that before they write you'll do a verbal warm-up to get them thinking about objects that are important to them. Tell students to imagine a moment when they were holding an object that is or was important to them.

#### Support

Direct students to the Kinds of Showing Details and suggest that they begin by describing the object using at least two details, and then move on to describing themselves in that moment, using at least two details.

#### Challenge

If students have described the object and themselves using details, suggest that they also describe the setting in which this moment takes place. Does the object blend in or stand out in the setting?

#### **VERBAL WARM-UP**



Raise your hand if you once had a special object that

- belonged to one of your parents when they were young.
- is a special gift that someone gave to you.
- is something you waited for for a long time.
- is something you were going to give to someone else.
- is something you made yourself.



If you have raised your hand to any of these, can you picture in your head what you might see or hear?

#### WRITING PROMPT—IMPORTANT OBJECT

• **Press the space** bar or **swipe left** on your touch screen to display the writing prompt, then read it aloud.



Write about holding an object that is important to you.

Think about the details of how it felt, and looked. Use active verbs to describe how you held it, and how it made you feel.

- Direct students to the Robot Notepad and ask them to record the title. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop (12 minutes). Tell students that they may use an idea from the warm-up or a new idea.
- When time elapses, direct students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



Writing
[ELD.Pl.5.10a]

**Emerging**—Provide 1:1 support and ask students to describe the object using the five senses.

**Expanding**—Provide moderate support and ask students to describe the object using the five senses.

**Bridging**—Provide light support and ask students to describe the object using the five senses.

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.



Speaking and Listening Listening Actively [ELD.PI.5.5]

Emerging—Help students demonstrate their understanding by asking yes/no or wh- questions about the writing their peers read aloud.

Expanding—Help students demonstrate their understanding by asking questions about details or asking them to make inferences about their peers' work.

Bridging—Help students demonstrate their understanding by asking direct questions about the content or theme of their peers' work.  Press the space bar or swipe left on your touch screen to close the writing prompt.



#### Check for Understanding

As students write, circulate to give feedback on their writing. Your comments should be concise and encouraging, and reinforce a writing skill. Make sure that students are using details to describe the object, and are using specific verbs to describe how they held it.

### Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.5]

#### SHARING

- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- After each student shares, have the reader call on one or two listeners to give additional positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.
- Once you have collected student's writing and fed it into the Controller, have a volunteer press the Controller button.

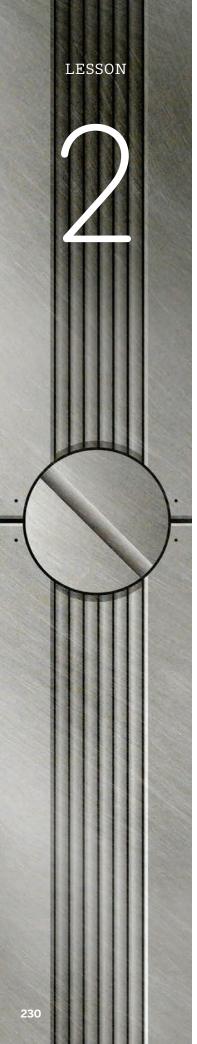
 When the student presses the button, Press the space bar or swipe left on your touch screen.



- The Robot will light up and be happy. It will then turn around to show students its brand new typewriter!
- "It's a typewriter! I can use this to practice writing with you! Let's write together next time."

#### **WRAP-UP**

• Spend a few minutes making a list as a class of important skills to teach the Robot so it can learn to be a great writer. Ask students what they have learned so far in their work with the Robot, and other ELA units.



### The Robot's Dream

#### PRIMARY FOCUS OF LESSON

#### Writing

Students will learn the definition of focus and apply it by writing three focused sentences about a time they felt excited. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.5]

#### **FORMATIVE ASSESSMENT**

Robot Notepad Focus on an Exciting Moment

Students write three focused sentences about a time

they felt excited. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.5]

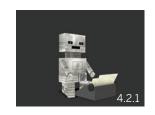
#### LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
Focus Robot!	Whole Class	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Speaking
Verbal Warm-Up	Whole Class	and Listening Observational Checklist; Projector; Speakers (optional)
Writing Prompt—Focus on an Exciting Moment	Independent	(Sp. 15.12.)
Speaking and Listening (10 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



#### **ADVANCE PREPARATION**

Before class, open The Robot app, select
 Unit 4, Lesson 2, and click "Start." A window
 will remind you how to use the app. Click
 "I'm Ready" and project the app in front of
 the classroom.



• Prepare the Speaking and Listening Observational Checklist.

Start Lesson

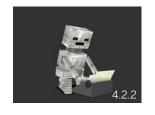
# Writing



**Primary Focus:** Students will learn the definition of focus and apply it by writing three focused sentences about a time they felt excited. [W.5.4, ELD.PI.5.10a]

#### **FOCUS ROBOT!**

- Begin by asking students to recap what happened in the last lesson. Students should remember that the Robot showed them its typewriter and revealed its ambition to become a writer.
- At the start of class, press the space bar or swipe left on your touch screen, so that the Robot will be typing away at its typewriter.



• Tell students that you found a piece of writing from the Robot. It said: "I have decided to become the greatest Robot writer of all time. I will begin today by writing a short piece about eating a taco, brushing my teeth, visiting the zoo, and my friend Maria."



It seems like the Robot would like to write about a lot of different things. But its subjects are all over the place. What's some advice we could give the Robot? What skill would be a good one to introduce to it?



Raise your hand if you think focus would be an important skill for the Robot to learn.



Can someone define focus for the Robot?

 After students spend a few minutes giving their answers, share this definition with them.

Focus is to write exclusively about one moment or idea.

- Tell students that we're going to show the Robot the power of using focus.
- Ask students what a piece of writing would look like if it didn't have focus. It would jump around to a lot of different events, and not describe them with detail.



We're going to write a description for the Robot about our day yesterday, but we're going to show what that description looks like if we use *focus*.

#### **VERBAL WARM-UP**



I'd like you to think of a very specific moment when you were excited about something .

#### Support

Tell students to write one sentence describing what happened, and one each about what they did and felt physically.

#### Challenge

Ask students to write two more focused sentences.

Remind them that focus means they should continue to describe the same moment, just with more detail.



Think about yesterday. Raise your hand if you can remember what you did

- when you first woke up.
- · during the morning.
- for lunch.
- in the afternoon.
- for dinner.
- just before you went to bed.

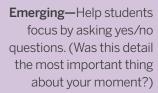


If you have raised your hand to any of these, can you picture in your head what you might see or hear?

#### WRITING PROMPT—FOCUS ON AN EXCITING MOMENT



• **Press the space bar** or **swipe left** on your touch screen to display the writing prompt, then read it aloud.



Expanding—Help students generate ideas by asking wh- questions. (What other details do you remember about how you felt or what you saw, heard, or did?)

Bridging—Help students generate ideas by asking open-ended questions. (How can you make listeners feel exactly like you did in that moment?)



Think of all of the things you did yesterday, but then choose just one moment to write about. Show the Robot just how much focus you can use in one piece of writing. Make this your most focused piece so far!

- Direct students to the Robot Notepad and ask them to record the title.
   Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- Give students 12 minutes to write while you circulate about the room giving feedback. Alert students when 2 minutes are left.
- When time elapses, ask students to stop writing.

- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.
- **Press the space bar** or **swipe left** on your touch screen to close the writing prompt.

#### Challenge

Support

Ask students to identify another strong detail in the writing.

Remind students of the

sentence frame and encourage them to use it.



#### Check for Understanding

As students write, circulate to give feedback on their writing. Your comments should be concise and encouraging, and reinforce a writing skill.

# 10<sub>M</sub>

## Speaking and Listening

**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.5]

#### SHARING

- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson
- Have two or three students share their work aloud.
- After each student shares, call on one or two listeners to give additional positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.



Speaking and Listening Listening Actively [ELD.PI.5.5]

Emerging—Help students demonstrate their understanding by asking yes/no or wh- questions about the writing their peers read aloud.

Expanding—Help students demonstrate their understanding by asking questions about details or asking them to make inferences about their peers' work.

Bridging—Help students demonstrate their understanding by asking direct questions about the content or theme of their peers' work.

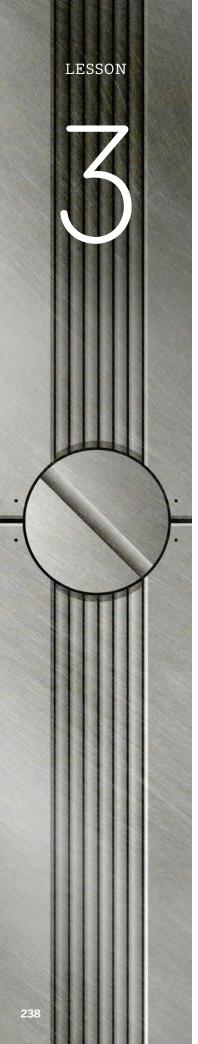
Lesson 2 The Robot's Dream

#### WRAP-UP

- Ask the volunteers to feed their writing into the Controller.
- When students press the Controller button, press the space bar or swipe left on your touch screen.



- The Robot will stop typing like it's realizing something or seeing something clearly.
- It displays the text: "Focused stories are definitely more clear and interesting."
- Ask students, based on what the Robot just said, what they think its focus will be in writing.
- Ask students what kind of writing they think they could do as examples to help the Robot learn to write about human emotions and Robot processes.



# Why Do We Show?

#### PRIMARY FOCUS OF LESSON

#### Writing

Students write sentences using Showing Details to depict emotions. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students read their original work and offer feedback on the work of others. **[SL.5.1, ELD.PI.5.5]** 

#### **FORMATIVE ASSESSMENT**

Robot Notepad Showing Emotion

Students write sentences using Showing Details to

depict emotions. [W.5.4, ELD.PI.5.10a]

**Teacher Resources** Speaking and Listening Observational Checklist.

Students read their original work and offer feedback on

the work of others. [SL.5.1, ELD.PI.5.5]

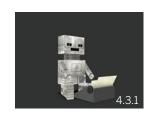
#### LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
The Robot Shows Emotion	Whole Class	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Speaking
Verbal Warm-Up	Whole Class	and Listening Observational Checklist; Projector; Speakers (optional)
Skill Drill—Showing Emotion	Independent	(aparamy)
Speaking and Listening (10 min.)	ing and Listening (10 min.)	
Sharing	Whole Class	
Wrap-Up	Whole Class	



#### **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 4, Lesson 3, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



• Prepare the Speaking and Listening Observational Checklist.

Start Lesson

# Writing We Show?



**Primary Focus:** Students write sentences using showing details to depict emotions. [W.5.4, ELD.PI.5.10a]

#### THE ROBOT SHOWS EMOTION

 Press the space bar or swipe left on your touch screen and the Robot will address the students with the text:



• "Let me try writing about emotions. Tell me what emotion you think this character is feeling . . ."

 Press the space bar or swipe left on your touch screen so that the Robot displays the text:



- "The girl sat looking at her cereal."
- Tell students that, first of all, the Robot has definitely learned how to use focus. That sentence is about just one thing.
- Ask them if they know what emotion the Robot is trying to write about.
- Students should have difficulty identifying an emotion from the sentence. If students offer an emotion, ask them what evidence they have for the emotion from the text. If there is no evidence, point out that it's a guess.



It seems like the Robot isn't being too descriptive, which makes it hard for us to tell what the person staring at the cereal is feeling. When we show an emotion our bodies do lots of things: they move, they make noise, our faces contort in different ways. It seems like the Robot is missing Showing Details. Can anyone define Showing Details for me?

- Once students have offered their ideas, display the definition of *showing* and review it with students.
- The definition of *showing* is using descriptive details and precise verbs to create a vivid picture in the reader's mind.

#### **VERBAL WARM-UP**

Tell students that they will be writing sentences using Showing
Details to help the Robot learn how to describe emotions in writing.
Before they write, you'll do a warm-up together to get them thinking
about how people show emotions in real life.

- Ask for a volunteer to come to the front of the room, and perform bored. Ask the volunteer to move his or her body and face and show that they are bored, like you do in charades. Tell the volunteer he or she can make sounds, but not speak words at this time.
- Once the student does that ask the class:

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- What facial expression did \_\_\_\_\_ make when he or she was bored?
- Are there any sounds \_\_\_\_\_ made when he or she was bored?
- Ask for another volunteer to come to the front of the room, and perform scared. Ask the volunteer to move his or her body and face to show the emotion.
- Once the student does that ask the class:
- How did \_\_\_\_\_ move when he or she was scared?
- What facial expression did \_\_\_\_\_ make when he or she was scared?
- Are there any sounds \_\_\_\_\_ made when he or she was scared?



Emerging—Help students generate ideas by asking yes/no questions. (Was your moment a good one?)

**Expanding**—Help students generate ideas by asking whquestions. (What happened in your moment?)

Bridging—Help students generate ideas by asking open-ended questions. (How can you add three more things that happened in your moment?)

#### SKILL DRILL—SHOWING EMOTION

• **Press the space bar** or **swipe left** on your touch screen to display the Skill Drill, then read it aloud.



- Think of a moment when you felt a very strong emotion.
   Maybe it was anger, happiness, sadness, or some other emotion.
- 2. Write about that moment and use details to show what was happening. Help the Robot understand how important showing is. Make this your most showing piece so far!

- Remind students that Robot needs their help, and their writing is meant to be a model for Robot so it can learn how to use the skill of showing in its writing.
- Direct students to take out their Robot Notepad and give them 10 minutes to complete the drill. Remind them that you expect them to keep writing until you tell them it's time to stop. Circulate to give feedback.
- Press the space bar or swipe left on your touch screen to close the Skill Drill.



#### Check for Understanding

As you circulate, make sure students are using Showing Details to describe actions that show emotions.

#### Support

Ask students to remember a time when they felt fear, boredom, sadness, hunger, or bravery and visualize it. What did they look, feel, and sound like?

Offer the sentence frame When [name] felt \_\_\_\_\_ he

#### Challenge

Remind students of the importance of using specific and interesting verbs. Ask them to go back over their writing and replace general verbs with more specific ones.



Speaking and Listening Listening Actively [ELD.PI.5.5]

Emerging—Help students demonstrate their understanding by asking yes/no or wh- questions about the writing their peers read aloud.

Expanding—Help students
demonstrate their
understanding by asking
questions about details
or asking them to make
inferences about their peers'
work.

Bridging—Help students demonstrate their understanding by asking direct questions about the content or theme of their peers' work.

## Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.5]

#### SHARING

- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- · Have two or three students share their work aloud.
- After each student shares, have the reader call on one or two listeners to give additional positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

#### **WRAP-UP**

- Before they feed their writing to the Controller as examples to help the Robot learn more about describing emotions, ask students to summarize in one or two sentences their top tips for the Robot when writing about emotions.
- Answers will vary but might include:
  - » using showing details
  - » describing actions
  - » being specific

 Have the students that volunteered to read put their sentences into the Controller then press the button. As they do, press the space bar or swipe left on your touch screen.



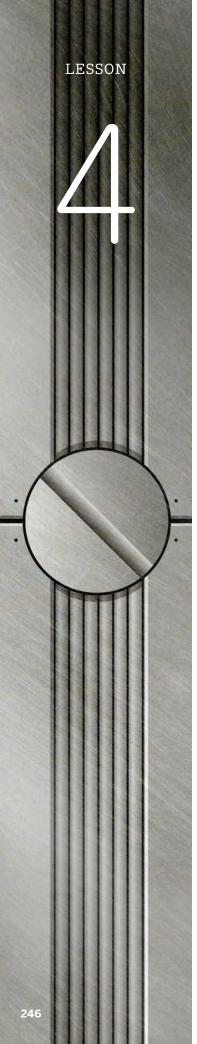
• The Robot will smile first, then display the text, "Those descriptions...they're so powerful!" The Robot will get a little woozy or light headed, then faint. After a minute it'll peek its eye out, pop back up again, and display the text: "That was me acting out overwhelmed. How was it?"

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.



# Talking Personality

#### PRIMARY FOCUS OF LESSON

#### Writing

Students will write five sentences of dialogue that reveal five different character traits. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.5]

#### **FORMATIVE ASSESSMENT**

Robot Notepad Talking Personality

Students will write five sentences of dialogue that reveal five different character traits. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.5]

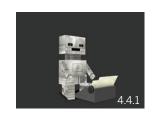
#### LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
The Robot Wants to Be a Reporter	Whole Class	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Speaking
Verbal Warm-Up	Whole Class	and Listening Observational Checklist; Projector; Speakers (optional)
Writing Prompt—Talking Personality	Independent	(op nonal)
Speaking and Listening (10 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



#### **ADVANCE PREPARATION**

Before class, open The Robot app, select
 Unit 4, Lesson 4, and click "Start." A window
 will remind you how to use the app. Click
 "I'm Ready" and project the app in front of
 the classroom.



• Prepare the Speaking and Listening Observational Checklist.

Start Lesson

#### **Lesson 4: Talking Personality**

## Writing



**Primary Focus:** Students will write five sentences of dialogue, that reveal five different character traits. [W.5.4, ELD.PI.5.10a]

#### THE ROBOT WANTS TO BE A REPORTER

- Tell the class that you found another piece of the Robot's writing when you came to class this morning. The paper said "I've been thinking about what sort of writer I should be. I've always admired journalists. They focus on clear stories and show readers what's happening. A journalist can show a different side of her personality depending on what she's writing about. Sometimes journalists are tough, sometimes they're tricky, sometimes they're funny or sensitive. It all depends on what they want to make their readers feel.
- Press the space bar on your keyboard or swipe left on your touch screen and the Robot will say:



 "I want to make sure my questions show my personality. Can I run a few by you?"  Press the space bar on your keyboard or swipe left on your touch screen and the Robot will prepare itself and display the following text:



• "Give me truthful answers to all of my questions now!"



What would you say about the Robot's personality based on this question? What did it say that would make you feel that way?

 After students respond, press the space bar on your keyboard or swipe left on your touch screen and the Robot will prepare itself and display the following text:



- The Robot will look sad and display the text: "Hm. I was trying to sound welcoming...let me try another one."
- Press the space bar on your keyboard or swipe left on your touch screen and the Robot will prepare itself and display the following text:



• "You are so funny and charming! You say you're going to close down all of the city's hospitals?"

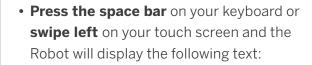


What would you say about the Robot's personality here? What makes you feel that way?

 After students respond, press the space bar on your keyboard or swipe left on your touch screen. The Robot will look sad and say:



• "Whoops. I was trying to be hard-hitting. One more!"





 The Robot readies itself and types "DANGER! WHAT POISON COULD BE IN OUR FOOD?! READ HERE TO FIND OUT!"



What would you say about the Robot's personality here? And what did it say that would make you feel that way?

 After students respond press the space bar on your keyboard or swipe left on your touch screen and the Robot will say:



• "Really? I was trying to be informative."



It seems like the Robot may need our help coming up with questions that demonstrate its personality. Let's help it out. We can model how dialogue can express someone's personality or character traits.

#### **VERBAL WARM-UP**

- Tell students that before they write questions and statements for the Robot, they'll practice writing statements that show the speaker's personality.
- Tell students to pretend that someone has come into the classroom looking lost. What would someone who is friendly or welcoming say to this lost person?
- · Answers will vary but might include:
  - » Hi, can I help you?
  - » Are you okay?
  - » Welcome to our class!
- Ask the class to identify what words or phrases in the sentence made the speaker seem friendly or welcoming.
- Ask students to try again. This time, what would someone who is tough or demanding say to the lost stranger?
- Answers will vary but might include:
  - » Freeze! What are you doing here?
  - » What do you want?
  - » Don't you know where you are? Quick! Where do you belong?
- Ask several students for examples, and then ask the class to identify
  what words or phrases in the sentence made the speaker seem tough
  or demanding.

#### WRITING PROMPT—TALKING PERSONALITY

• **Press the space bar** on your keyboard or **swipe left** on your touch screen to display the writing prompt, then read it aloud.

#### Support

Remind students of the work they did using character traits in the previous unit, and how they used what characters said to help understand those traits. Point out that this is the same skill, but instead of finding traits from the dialogue, they are writing speech knowing the traits.

#### Challenge

Ask students to add dialogue tags to their sentences using specific verbs and adverbs, and properly punctuate the sentence as dialogue.



Emerging—Working orally, have students complete cloze sentences with 1:1 support. (When \_\_\_ said \_\_\_, it showed \_\_\_ about their personality because \_\_\_.)

**Expanding**—Working orally, have students complete cloze sentences with moderate support.

**Bridging**—Working orally, have students complete cloze sentences with light support.



Think about a time when you heard someone talking in a way that showed something about their personality. Describe this moment, and use dialogue and details to make it clear what aspect of this person's personality you saw and heard in this moment.

- Direct students to the Robot Notepad and ask them to record the title.
   Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- Give students 12 minutes to write while you circulate about the room giving feedback. Alert students when only 2 minutes are left.
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.
- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.



#### Check for Understanding

As students write, circulate to give feedback on their writing. Your comments should be concise and encouraging, and reinforce a writing skill.

## Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.5]

#### SHARING

- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- After each student shares, have the reader call on one or two listeners
  to give additional positive feedback using the sentence frame. In
  future sharing sessions, only model as needed, as students will learn
  quickly how to use the sentence frame to give feedback.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

#### WRAP-UP

- Ask students what tips they would give the Robot about writing sentences that show personality.
- Once students have shared, have students who volunteered feed their writing into the Controller, then press the space bar on your keyboard or swipe left on your touch screen.



- The Robot will take in the information; its face will get very serious and it will strike an intellectual pose. It displays the text: "My personality processor has now been updated. Thank You."
- Ask students if they can think of ways to use what they learned in today's lesson in writing things that are not spoken. What are other ways to show personality in writing?



Speaking and Listening Listening Actively [ELD.PI.5.5]

Emerging—Help students demonstrate their understanding by asking yes/no or wh- questions about the writing their peers read aloud.

**Expanding**—Help students demonstrate their understanding by asking questions about details or asking them to make inferences about their peers' work.

Bridging—Help students demonstrate their understanding by asking direct questions about the content or theme of their peers' work.

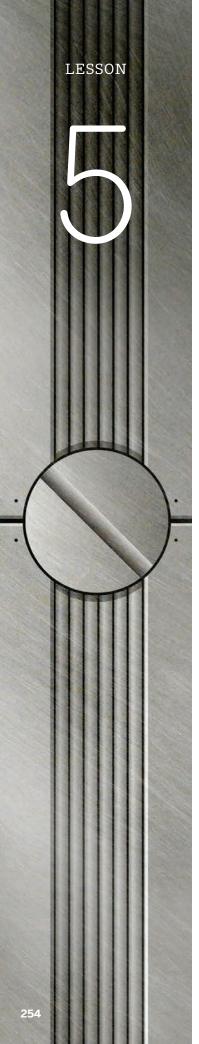
#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.

Lesson 4 Talking Personality 253



# The Job Application, Part 1

#### PRIMARY FOCUS OF LESSON

#### Writing

Students write the first paragraph of their recommendation for the Robot, describing an obstacle it has overcome. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.5]

#### **FORMATIVE ASSESSMENT**

Robot Notepad Overcoming a Problem

Students write the first paragraph in their recommendation for the Robot, describing an obstacle it has

overcome. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist.

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.5]

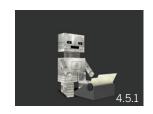
#### LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
The Robot Asks for Help	Whole Class	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector;
Verbal Warm-Up	Whole Class	Speakers (optional); Speaking and Listening Observational Checklist
Writing Prompt—Overcoming a Problem	Independent	
Speaking and Listening (10 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



#### **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 4, Lesson 5, and click "Start." A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



• Prepare the Speaking and Listening Observational Checklist.

Start Lesson

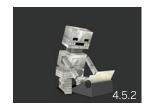
## Writing



**Primary Focus:** Students write the first paragraph of their recommendation for the Robot, describing an obstacle it has overcome. [W.5.4, ELD.PI.5.10a]

#### THE ROBOT ASKS FOR HELP

 At the start of class, press the space bar on your keyboard or swipe left on your touch screen and the Robot will start typing on its computer.





Let's check back in with the Robot and see how it's progressing with its dream of becoming a journalist.

Unit 4

 Press the space bar on your keyboard or swipe left on your touch screen and the Robot will stop typing and address the class.



- It will finish typing then display the following text to the students:
- "I found a newspaper that's hiring a new writer. They need a recommendation from someone who knows me well. Can you help?"



Well I think anytime the Robot needs help, we would be happy to help the Robot. Class, do you know what a *recommendation* is? A *recommendation* is when we describe the good qualities of someone so people know what their personality is and how talented they are.

 Press the space bar on your keyboard or swipe left on your touch screen and the Robot will hold up a newspaper job application.



4.5.4

- The Robot will hold up a newspaper job application with the recommendation requirements. It says:
- "The recommendation requires:
  - » A description of the applicant overcoming a problem.
  - » A description of how the applicant has taught others to write.
  - » The applicant's goals for the future."

#### **VERBAL WARM-UP**



It sounds like this recommendation is going to require a fair bit of effort, and we need to get it right. So let's first make notes to prepare to write about our friend, the Robot.

#### Support

Remind the students of some of the things the Robot has done over the past few units: learned how to describe an emotion, learned how to make new friends. Ask what did the Robot do or act like in those moments? How was it reflective of the Robot's personality?

#### Challenge

Ask students to think of how overcoming obstacles will be important for a journalist. Tell them to include a sentence or two about how the Robot will overcome obstacles in his future job.



Emerging—Help students generate ideas by asking yes/no questions. (Did your problem need teamwork to solve it?)

Expanding—Help students generate ideas by asking whquestions. (What did you do to solve the problem?)

Bridging—Help students generate ideas by asking open-ended questions. (How did the problem help you and the Robot work together?)

- Tell students that they will make notes for each paragraph they will write for the recommendation.
- Divide students into pairs.



Raise your hand if you can remember a time when the Robot

- · learned a new skill.
- grew a new feature.
- · learned something about the world.
- solved a problem between Maria and Dave.
- did something brave.
- · needed something and found out how to get it.

If you have raised your hand to any of these, can you picture in your head what you might see or hear?

#### WRITING PROMPT—OVERCOMING A PROBLEM

• **Press the space bar** on your keyboard or **swipe left** on your touch screen to display the writing prompt, then read it aloud.



Think of a moment when you and the Robot overcame a problem together. Describe the problem, describe what the Robot did to overcome the problem, and describe how you think the Robot felt afterward.

- Direct students to the Robot Notepad and ask them to record the title. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- Give students 12 minutes to write while you circulate about the room giving feedback. Alert students when only 2 minutes are left.
- When time elapses, ask students to stop writing.

- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.
- Press the space bar on your keyboard or swipe left on your touch screen to close the writing prompt.



#### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and reinforce a writing skill.

## Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.5]

#### SHARING

- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- After each student shares, call on one or two listeners to give additional positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

#### Support:

Remind students of the sentence frame and encourage them to use it.

#### Challenge:

Ask students to identify another strong detail in the writing.



Speaking and Listening Listening Actively [ELD.PI.5.5]

Emerging—Help students demonstrate their understanding by asking yes/no or wh-questions about the writing their peers read aloud.

Expanding—Help students demonstrate their understanding by asking questions about details or asking them to make inferences about their peers' work.

Bridging—Help students demonstrate their understanding by asking direct questions about the content or theme of their peers' work.

Lesson 5 The Job Application, Part 1

#### WRAP-UP



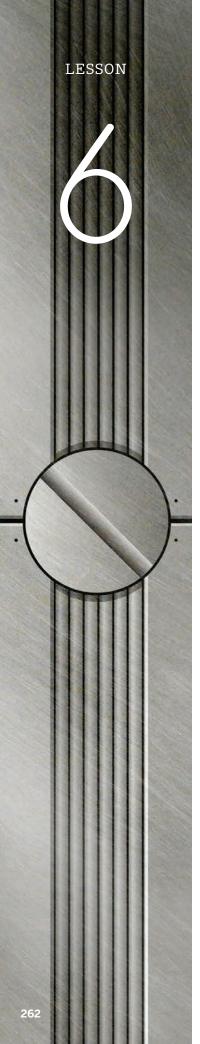
Great, these are excellent starts to the Robot's recommendation! I'm sure the Robot will be very touched when he reads all of these.

 Press the space bar on your keyboard or swipe left on your touch screen to cross off the first item on the recommendation requirements list.



4.5.5

• Ask students why they think these traits might help the Robot get the job. What about the Robot's personality matches the personality needed by a good journalist? Does the Robot have any personality traits that are unusual for a journalist, but might be advantageous?



# The Job Application, Part 2

#### PRIMARY FOCUS OF LESSON

#### Writing

Students write the second paragraph of their recommendation for the Robot, focusing on the writing skills it has learned. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.5]

#### **FORMATIVE ASSESSMENT**

Robot Notepad This Robot Has Skills

Students write the second paragraph in their recommendation for the Robot, focusing on the writing

skills it has learned. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.5]

#### LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
Warm-Up	Whole Class	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Speaking
Writing Prompt—This Robot Has Skills	Independent	and Listening Observational Checklist; Projector; Speakers (optional)
Speaking and Listening (10 min.)		(optional)
Sharing	Whole Class	
Wrap-Up	Whole Class	



#### **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 4, Lesson 6, and click "Start". A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



4.6.1

• Prepare the Speaking and Listening Observational Checklist.

#### **UNIVERSAL ACCESS**

• Prepare sentence frames for the Writing activity.

Start Lesson

#### Lesson 6: The Job Application, Part 2

## Writing



**Primary Focus:** Students write the second paragraph of their recommendation for the Robot, focusing on the writing skills it has learned. [W.5.4, ELD.PI.5.10a]

#### **WARM-UP**

- Ask students to review what happened in the last lesson. Ask them if they can predict what they will be doing today.
- If they have trouble, remind them that they are working on writing a letter of recommendation for the Robot, and today they will work on the second paragraph: the Robot's skills as a writer, and how it has taught others.
- Ask students to list some of the writers' skills that they have practiced over the course of the unit.
- Students should list Focus, Showing Details, Use of Dialogue and Searching for Evidence from Text.

- Divide students into four groups, and assign one skill to each group. Tell the group to make a list of examples of things that the Robot learned using their assigned skill.
- Ask each group to share their examples with the class.

#### WRITING PROMPT—THIS ROBOT HAS SKILLS

• Press the space bar on your keyboard or swipe left on your touch screen to display the writing prompt, then read it aloud.



Think of a moment when, while writing for the Robot, you learned something new about writing. What did you learn? How did you learn it? What did your teacher say to help you learn it?

- Direct students to the Robot Notepad and ask them to record the title.
   Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- Give students 12 minutes to write while you circulate about the room giving feedback. Alert students when only 2 minutes are left.
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.
- Press the space bar on your keyboard or swipe left on your touch screen to close the writing prompt.



Writing
Writing
[ELD.PI.5.10a]

Emerging—Working orally, have students complete sentence frames with 1:1 support. (I learned \_\_\_. I learned it by\_\_\_. My teacher did \_\_\_, which helped me learn it.)

**Expanding**—Working orally, have students complete sentence frames with moderate support.

**Bridging**—Working orally, have students complete sentence frames with moderate support.

#### Support

Remind students of the examples from the warm-up.

#### Challenge

Tell students to include a few sentences explaining why the Robot's writing skills would be useful to a journalist. Provide examples of journalistic assignments that would require the Robot to use its skills.



#### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and reinforce a writing skill.



Speaking and Listening Listening Actively [ELD.PI.5.5]

Emerging—Help students demonstrate their understanding by asking yes/no or wh- questions about the writing their peers read aloud.

Expanding—Help students demonstrate their understanding by asking questions about details or asking them to make inferences about their peers' work.

Bridging—Help students demonstrate their understanding by asking direct questions about the content or theme of their peers' work.

## Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.5]

#### SHARING

- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- After each student shares, have the reader call on one or two listeners to give additional positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

#### **WRAP-UP**

- Point out all the things the Robot has learned over the course of the unit. Tell students that even if the Robot doesn't get this job, there must be other things it can do with its new skills.
- Ask students what other jobs they think the Robot might be able to get using the skills they wrote about.

 Press the space bar on your keyboard or swipe left on your touch screen to cross off the second item on the recommendation requirements list.



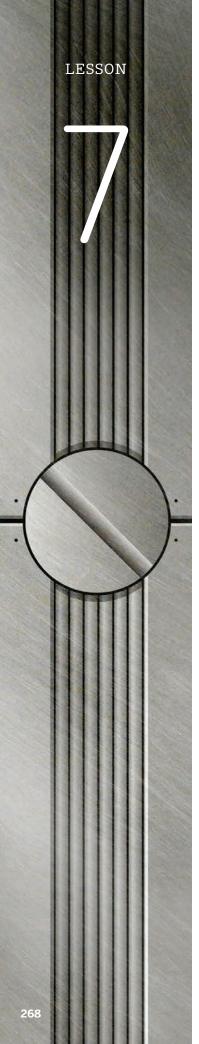
4.6.2

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.



# The Job Application, Part 3

#### PRIMARY FOCUS OF LESSON

#### Writing

Students write a paragraph describing the Robot's goals using details. **[W.5.4, ELD.PI.5.10a]** 

#### **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.5]

#### **FORMATIVE ASSESSMENT**

Robot Notepad Robot's

Robot's Going Places

Students write a paragraph describing the Robot's goals using details. [W.5.4, ELD.PI.5.10a]

**Teacher Resources** 

Speaking and Listening Observational Checklist Students share original work and offer peer feedback. [SL.5.1, ELD.PI.5.5]

#### LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
Verbal Warm-Up	Whole Class	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Speaking
Writing Prompt—Robot's Going Places	Independent	and Listening Observational Checklist; Projector; Speakers (optional)
Speaking and Listening (10 min.)		(op donal)
Sharing	Whole Class	
Wrap-Up	Whole Class	



#### **ADVANCE PREPARATION**

Before class, open The Robot app, select
 Unit 4, Lesson 7, and click "Start." A window
 will remind you how to use the app. Click
 "I'm Ready" and project the app in front of
 the classroom.



4.7.1

• Prepare the Speaking and Listening Observational Checklist.

Start Lesson

### Lesson 7: The Job Application, Part 3

## Writing



**Primary Focus:** Students write a paragraph describing the Robot's goals using details. [W.5.4, ELD.PI.5.10a]

#### **VERBAL WARM-UP**



Right! Now we have to write about the Robot's goals as a writer. What do we think is possible for the Robot in the future as he progresses as a writer?

 Call on students to describe where they see the Robot going with his life. This can be based on what the Robot says it likes, but also tell students that they can speculate about the Robot's future, as long as they can make an argument based on some evidence, such as other things the Robot has enjoyed that are somehow similar.



Awesome, the Robot seems to have limitless potential. Now let's finish the last paragraph of our recommendation for the Robot and tell its prospective employer all about its goals and potential. Let's start thinking creatively with a verbal warm-up.



Raise your hand if you think the Robot

- · will be happy.
- will be successful.
- will be a reporter.
- will find a new job.
- will have new friends.
- will move to a new place.
- · will continue to grow and develop.

#### WRITING PROMPT—ROBOT'S GOING PLACES

• **Press the space bar** on your keyboard or **swipe left** on your touch screen to display the writing prompt, then read it aloud.



Imagine a moment from the Robot's future. Describe what you think it will be doing when it's on its own. Where do you see the Robot going with this writing job? What will happen with the Robot after the job? How does this job fit into the Robot's long-term dreams and ambitions?



Writing
Writing
[ELD.PI.5.10a]

Emerging—Provide 1:1 support and sequence words (first, next, last) to help students consider what they think will happen to the Robot.

**Expanding**—Provide moderate support and sequence words (first, next, last) to help students consider what they think will happen to the Robot.

**Bridging**—Provide light support and sequence words (first, next, last) to help students consider what they think will happen to the Robot.

#### Support

Tell students to think about the Robot's personality and skills, as well as the experiences the Robot has enjoyed. What do these things suggest about the Robot's future?

#### Challenge

Ask students to write a few concluding sentences that tie the three paragraphs together. How do the Robot's experiences with obstacles, writing skills, and goals align?

- Direct students to the Robot Notepad and ask them to record the title. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- Give students 12 minutes to write while you circulate about the room giving feedback. Alert students when only 2 minutes are left.
- · When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.
- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.



#### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and reinforce a writing skill.

 Press the space bar on your keyboard or swipe left on your touch screen to cross off the third item on the recommendation requirements list.



4.7.2

## Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.5]

#### SHARING

- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their work aloud.
- After each student shares, have the reader call on one or two listeners to give additional positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

#### **WRAP-UP**



Awesome! Now let's feed our writing into the Robot's Controller!

- Have a volunteer press the Controller button.
- When the student presses the button, press the space bar on your keyboard or swipe left on your touch screen.



• The robot will download the information and then look very touched.

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.

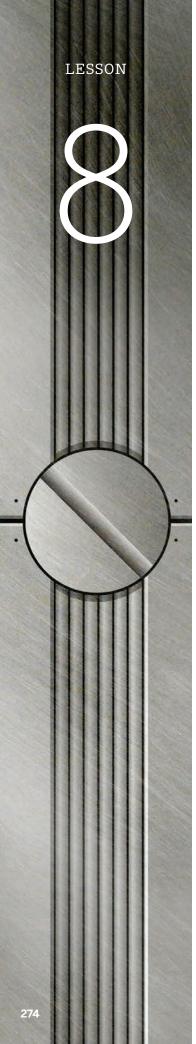


Speaking and Listening Listening Actively [ELD.PI.5.5]

Emerging—Help students demonstrate their understanding by asking yes/no or wh- questions about the writing their peers read aloud.

Expanding—Help students demonstrate their understanding by asking questions about details or asking them to make inferences about their peers' work.

Bridging—Help students demonstrate their understanding by asking direct questions about the content or theme of their peers' work.



# The Big Day

#### PRIMARY FOCUS OF LESSON

#### Writing

Students write a paragraph about a time they felt confident, using details. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.5]

#### **FORMATIVE ASSESSMENT**

Robot Notepad Building the Robot's Confidence

Students write a paragraph describing a time they felt

confident. [W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.5]

#### LESSON AT A GLANCE

	Grouping	Materials
Writing (20 min.)		
The Robot is Nervous	Whole Class	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector;
Verbal Warm-Up	Whole Class	Speakers (optional); Speaking and Listening Observational Checklist
Writing Prompt—Building the Robot's Confidence	Independent	
Speaking and Listening (10 min.)		
Sharing	Whole Class	
Wrap-Up	Whole Class	



#### **ADVANCE PREPARATION**

Before class, open The Robot app, select
 Unit 4, Lesson 8, and click "Start". A window
 will remind you how to use the app. Click
 "I'm Ready" and project the app in front of
 the classroom.



• Prepare the Speaking and Listening Observational Checklist.

Start Lesson

# Writing



**Primary Focus:** Students write a paragraph about a time they felt confident, using details. **[W.5.4, ELD.PI.5.10a]** 

#### Support

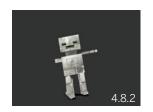
Ask students, when they were confident, how did they feel? How did they move their bodies? Did they talk to people any differently?

#### Challenge

Describe the lead up to being confident. Did you learn something? Practice something? What things first made you nervous? What was the moment you gained confidence?

#### THE ROBOT IS NERVOUS

 Press the space bar on your keyboard or swipe left on your touch screen to see what the Robot has to say:



- "I got the job! I start today. Thank you so much."
- Press the space bar on your keyboard or swipe left on your touch screen to see what the Robot has to say:



• "But...I'm so nervous..."

Unit 4

#### VERBAL WARM-UP



Raise your hand if you can think of a time when

- you felt really prepared for a test or challenge.
- someone gave you a compliment that made you feel very good.
- you felt really lucky.
- it seemed like you were stronger or faster or smarter than usual.
- you did better in a competition than you expected.

#### WRITING PROMPT—BUILDING THE ROBOT'S CONFIDENCE

• Press the space bar on your keyboard or swipe left on your touch screen to display the writing prompt, then read it aloud.



Think about a moment when you were very confident. Write about what made you feel confident, and how you behaved differently when you were confident.

- Direct students to the Robot Notepad and ask them to record the title. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- Give students 12 minutes to write while you circulate about the room giving feedback. Alert students when 2 minutes are left.
- When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.



[ELD.PI.5.10a]

**Emerging**—Allow students to work in groups to act out how confident people move around.

**Expanding**—Allow students to work in pairs to act out how confident people move around.

**Bridging**—Allow students to move around and act out how confident people move around.

• **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.



#### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and reinforce a writing skill.



Speaking and Listening Listening Actively [ELD.PI.5.5]

Emerging—Help students demonstrate their understanding by asking yes/no or wh- questions about the writing their peers read aloud.

Expanding—Help students
demonstrate their
understanding by asking
questions about details
or asking them to make
inferences about their peers'
work.

Bridging—Help students demonstrate their understanding by asking direct questions about the content or theme of their peers' work.

## Speaking and Listening



**Primary Focus:** Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.5]

#### SHARING

- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.
- Have two or three students share their sentences aloud.
- After each student shares, have the reader call on one or two listeners to give positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

#### WRAP-UP

 Press the space bar on your keyboard or swipe left on your touch screen and the Robot will look happy.



- "Thanks! I think I'm ready."
- Press the space bar on your keyboard or swipe left on your touch screen and the Robot will say goodbye.



- "Well, this is it. I'm heading off to start a life of my own."
- "Emotions are difficult for Robots, but you all have made me very happy. Write me!"
- Press the space bar on your keyboard or swipe left on your touch screen. The Robot will then pick up the box, look up into the air, and fly away.



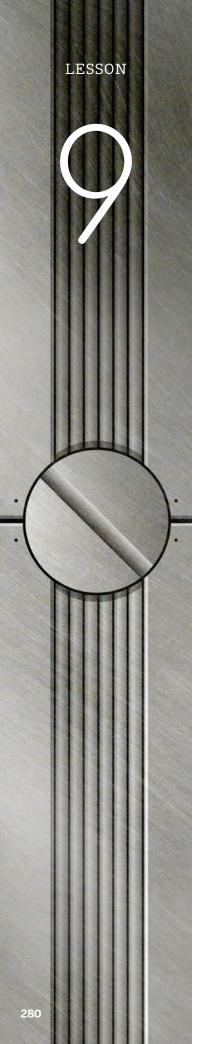
• Ask students where they think the Robot has gone. What did they learn from their experiences with the Robot?

#### Support

Remind students of the sentence frame and encourage them to use it.

#### Challenge

Ask students to identify another strong detail in the writing.



## After the Robot

#### PRIMARY FOCUS OF LESSON

#### Writing

Students write a paragraph in the format of a letter to the Robot. [W.5.4, ELD.PI.5.10a]

#### **Speaking and Listening**

Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.5]

#### **FORMATIVE ASSESSMENT**

Robot Notepad A Card to an Old Friend

Students write a letter to the Robot.

[W.5.4, ELD.PI.5.10a]

Teacher Resources Speaking and Listening Observational Checklist

Students share original work and offer peer feedback.

[SL.5.1, ELD.PI.5.5]

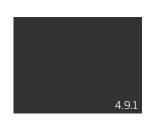
#### LESSON AT A GLANCE

	Grouping	Materials	
Writing (20 min.)			
Verbal Warm-Up	Whole Class	☐ Robot Notepads; Guidelines for Sharing Poster; Kinds of Showing Details poster; Projector;	
Writing Prompt—A Card to an Old Friend	Independent	Speakers (optional); Speaking and Listening Observational Checklist	
Speaking and Listening (10 min.)		0.10001	
Sharing	Whole Class		
Wrap-Up	Whole Class		



#### **ADVANCE PREPARATION**

 Before class, open The Robot app, select Unit 4, Lesson 9, and click "Start". A window will remind you how to use the app. Click "I'm Ready" and project the app in front of the classroom.



• Prepare the Speaking and Listening Observational Checklist.

Start Lesson

### Writing



**Primary Focus:** Students write a paragraph in the form of a letter to the Robot. [W.5.4, ELD.PI.5.10a]

#### **VERBAL WARM-UP**

- Remind students that when the Robot departed, it asked the students to keep in touch—in other words, to write it letters, emails, or postcards.
- Tell students they will be choosing one of these forms and writing the Robot to tell it about something that's happened lately.



So we know the Robot went off to be a writer, but we're all writers here, too, and I think we should showcase our stuff in a letter, email or postcard to our friend.

 Ask students what kinds of information they might convey to a far away friend to make their daily lives seem vivid and real. (Responses might include: What I do after school; What I like to eat; My favorite thing in school; My favorite subject; Stories about friends or relatives...)



Why don't we do a Verbal Warm-Up to get some ideas on the table. So. . .



Raise your hand if you could see writing a letter about

- a memorable meal.
- a recently viewed television show or movie or recently read book.
- a funny moment.
- · an adventure with a friend.
- a recent dream.
- · an interesting conversation.

If you have raised your hand to any of these, can you picture in your head what you might see or hear?

#### WRITING PROMPT—A CARD TO AN OLD FRIEND

• Press the space bar on your keyboard or swipe left on your touch screen to display the writing prompt, then read it aloud.



Think about one of the ideas laid out in the Verbal Warm-Up, then write a letter or email or postcard describing that moment. You should write as though you're telling the Robot a story—be very specific and detailed. You are writing with the aim of making some aspect of your life right now come alive for the Robot. Make it sound interesting and exciting, and maybe even try to tickle the Robot's funny bone (if it has one).



Writing
Writing
[ELD.PI.5.10a]

Emerging—Allow students to work in groups to describe their moment and important details they want to share about it.

**Expanding**—Allow students to work in pairs to describe their moment and important details they want to share about it.

**Bridging**—Encourage students to describe their moment and important details they want to share about it.

- Direct students to the Robot Notepad and ask them to record the title. Ask students to begin writing in response to the prompt and to keep writing until you tell them to stop.
- Give students 12 minutes to write while you circulate about the room giving feedback. Alert students when 2 minutes are left.
- · When time elapses, ask students to stop writing.
- Praise students for something specific you observed while giving feedback. Explain that staying focused and writing for a certain amount of time are really important skills for becoming a better writer.
- **Press the space bar** on your keyboard or **swipe left** on your touch screen to close the writing prompt.



#### Check for Understanding

As students write, circulate to give them feedback on their writing. Your comments should be concise and encouraging, and reinforce a writing skill.

## Speaking and Listening



Students read their original work aloud and offer feedback on the work of others. [SL.5.1, ELD.PI.5.5]

#### SHARING

- Review the guidelines for sharing positive feedback.
- Review the sentence frame for students to use when giving feedback in this lesson.

- Have two or three students share their work aloud.
- After each student shares, have the reader call on one or two listeners to give additional positive feedback using the sentence frame.
- Use the Speaking and Listening Observational Checklist to assess students who share their work and those who offer feedback.

#### WRAP-UP



That was so great, you guys. I really think the Robot won't feel so far away after it reads all these notes. And I think you accomplished a lot by writing them, too—you found a way to take some of the everyday things in your lives and make them into stories—and good ones, at that.

Ask students if they think the Robot will write back. If so, what might
it be up to now? What's the funniest scenario they can imagine the
Robot having gotten itself into? What's something it might be too
embarrassed to share?



Speaking and Listening Listening Actively [ELD.PI.5.5]

Emerging—Help students demonstrate their understanding by asking yes/no or wh- questions about the writing their peers read aloud.

Expanding—Help students demonstrate their understanding by asking questions about details or asking them to make inferences about their peers' work.

Bridging—Help students demonstrate their understanding by asking direct questions about the content or theme of their peers' work.

Lesson 9 After the Robot

Quests for the Core

Amplify Core Knowledge Language Arts