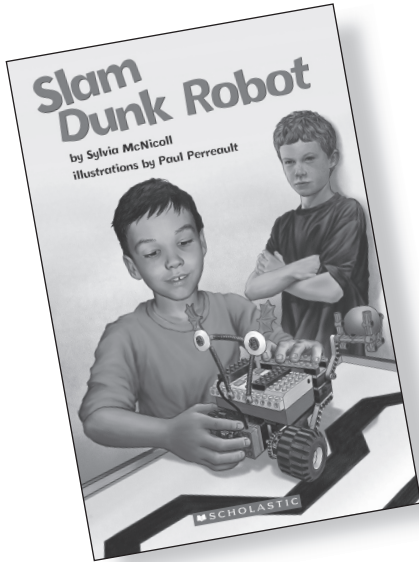


# Slam Dunk Robot



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Illustrated by Paul Perreault

**Text Type:** Fiction: Narrative — Realistic Story

**Guided Reading Level:** O

**Summary:** Jordan is frustrated by his unsuccessful attempts at playing basketball, as well by the taunts of a bully named Alex. Later, at Science North, Jordan stands up to Alex, and eventually they learn to work together and become friends.

## Text Features

### Visual Literacy

- ▶ inset chart

## Text Supports

- ▶ illustrations support the text

## Possible Text Challenges

- ▶ comma
- ▶ dash
- ▶ subject-specific vocabulary, e.g., *phazer*, *3D*, *Balaenoptera physalus*, *cocoons*, *aquarium*, *porcupine's*, *robotic computer*, *connectors*, *programmable*

## First Session (pages 3-14)

### Reading Strategies

#### Comprehension

- ▶ predicting
- ▶ inferring

#### Working with Words

- ▶ demonstrate awareness of word structures
- ▶ using beginning sounds and clusters to recognize unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ make predictions
- ▶ make inferences and support them using picture and text clues
- ▶ identify “-ed” endings
- ▶ solve unfamiliar words, using various strategies

### Oral Language Opportunities

- ▶ discussing with a group and with a partner
- ▶ choral reading



## BEFORE READING

### Predicting/infering

#### **Activating and Building Prior Knowledge**

Show students the front cover of the book. Read the title, and the names of the author and the illustrator. Ask, *What do you think this book will be about?* Record their predictions.

Ask, *Who do you think the characters are in this book? What do you think they will be doing? How do you think they are feeling?* If necessary, draw students' attention to the looks on the boys' faces. Remind students to look at the illustrations for meaning as they read.

### Making connections: text to self

Hand out copies of the book and ask students to turn to the back cover. Chorally read the text. Have students share with a partner what they know about basketball and robots.

### Print concepts

#### **Overcoming Text Challenges**

Print the following sentence on the board or write it on sentence strips or chart paper: *The next day, Jordan's class visited Science North, one of Jordan's favourite places in the whole world.* Model-read the sentence, pausing at each comma. Ask, *Why did I pause when I came to a comma?* Chorally read the sentence with appropriate pauses. Remind students to pause when they come to a comma during their reading.

### Visual literacy

Ask students if they know what Science North is. Discuss with the class that Science North is a science centre found in Sudbury. Locate Sudbury on a map. Explain that because it is a science centre, there are a few references in the book to scientific words. Direct students to page 7 and look at the inset section. Discuss the scientific word for *fin whale*.

### Word solving and building

Print the following words from the book on the board: *needed, lifted, missed, and started*. Have students look at these words and identify their common “-ed” endings. Explain that words ending in “-ed” tell the reader that an action has taken place. Direct students to look at the root word by covering up the “-ed” ending. Tell students they will find many past-tense action words in the story. Encourage students to use this strategy for other words ending in “-ed.”

### Inferring

#### **Setting a Purpose**

Provide each student with four sticky notes. Tell them to read to the end of page 14. Tell students that as they read this book they are to think about how Jordan and Alex feel. Explain that they are to place a sticky note when they reach a part in the book that describes Jordan's or Alex's feelings and write a word to describe how they are feeling.

**ESL Note:** Provide each ESL student with four sticky notes, but with different adjectives written on them. Have students place the sticky notes on the parts of the book that illustrate those adjectives. (It may be necessary to go over the meanings of the adjectives before students begin.)



## DURING READING

Ask students to read the text independently, thinking about the purpose for their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *How do you know that Jordan was disappointed when his father and brother were coming in from playing basketball? Did the text give you any clues? Were the illustrations helpful?*

Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to reread pages 3–14 independently or with a partner.



## AFTER READING

### Predicting

When students have finished reading, compare students' predictions to the events in the text. Confirm the correct predictions.

### Inferring

Discuss what happened in the story and the feelings of both Jordan and Alex. Ask students to refer to their sticky notes, identify the character and be prepared to describe his feelings. Create two T-charts—one for Jordan and one for Alex. On one side, write the character's name and on the other, the heading "Feelings." As students describe the emotions, revisit the specific pages of the text to locate and confirm the facts. Write these feelings under the correct heading of the chart.

### Evaluating/predicting

Discuss the issue of bullying. Ask, *Should Alex be treating Jordan this way? Why do you think Jordan was happy when he noticed the sign for the robot challenge? What do you think will happen in the next few chapters?*

### Word solving and building

Ask students about any words they found difficult and have them explain the strategy they used to solve them. Point out positive reading strategies you observed during the lesson. For example, *I noticed Carla studying phazer to see if she recognized any part of the word. Then she sounded out "ph" and when she blended them together, she could read the word, phazer.*

## Optional Approach

You may wish to have students read the rest of the text independently. Set a purpose for reading and choose a date to come back together to discuss and work with the text, using the Optional After Reading session (see page 7). You may choose to do some diagnostic work with students or hold a book discussion halfway through to check their comprehension of the text.

### Setting a Purpose

#### Evaluating

Tell students to read to find out if Jordan and Alex ever get along.

# Second Session (pages 15-27)

## Reading Strategies

### Comprehension

- ▶ synthesizing
- ▶ evaluating

### Working with Words

- ▶ using phrasing to assist with reading
- ▶ using word parts to solve unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ synthesize: summarize the main parts of the story
- ▶ evaluate: provide opinions about the characters
- ▶ use word parts to solve unfamiliar words and phrasing to assist with reading

## Oral Language Opportunities

- ▶ discussing with a group and with a partner



## BEFORE READING

### Synthesizing

#### **Activating and Building Prior Knowledge**

Review the T-charts made in the previous session. Ask students to retell the main events of the first three chapters, providing evidence of how both Jordan and Alex feel.

### Word solving and building

#### **Overcoming Text Challenges**

Have students look at the list of “-ed” verbs from the last session and suggest how to chunk these words to decode them. Print the last sentence on page 15 on the board and ask students to demonstrate how to chunk these words.

### Tracking print/ print concepts

Point out the last sentence on page 18. Encourage students to pause briefly at commas, pause a bit longer at the dashes, and raise their voices when they reach the exclamation mark.

### Evaluating

#### **Setting a Purpose**

Tell students that as they read pages 15–27, they should think about Jordan's feelings. You could put the following question on chart paper or the board for students to refer to as they read: *What type of experiences does Jordan have at Science North?*



## DURING READING

Ask students to read the text independently from pages 15–27, thinking about the purpose for their reading. Encourage students to stop after every couple of pages to reflect on their reading and think about Jordan's emotions.

**Teaching Tip:** Good readers stop and think as they read to be sure the text is making sense.

Observe and listen to students as they read the text, assisting them with chunking words and phrasing. Offer prompts to assist students with problem solving as they read. For example, ask, *How does Jordan feel when Slugbot makes its first basket? How do you know? How does he feel when Alex joins him?*

Encourage students who finish early to reread pages 15–27 independently or with a partner.



## AFTER READING

### Synthesizing

Discuss with students about Jordan’s experiences at Science North, what he chose to build, and how life has been with Alex during these chapters. Ask, *What did Jordan make at the robot challenge? Why do you think he chose that robot and name? Did Jordan and Alex work together? Why do you say that?*

### Evaluating/infering

Discuss with students whether or not they think Jordan had a good time or not at Science North. Ask, *Do you think Jordan and Alex will ever learn to get along? How did Jordan feel when his father agreed to drive Alex the following weekend? How do you know?* Encourage students to provide reasons for their opinions.

**ESL Note:** Draw happy and sad faces on the board and number them 1 and 2. Choose several examples from the passage that describe Jordan’s experience at Science North. After each example, ask students to hold up one finger to indicate it was a good experience and two fingers to indicate it was a bad experience. Record students’ responses on the board.

### Word solving and building

Ask students to explain how they solved any of the unknown or challenging words they encountered during the reading. Point out positive reading strategies you observed during the session. For example, say, *I noticed when Samuel came to the words with “-ed” endings, he looked for the part of the word he knew and then added on the sound for the “-ed” ending.*

## Third Session (pages 28-40)

### Reading Strategies

#### Comprehension

- ▶ inferring
- ▶ evaluating

#### Working with Words

- ▶ using phrasing to assist with reading
- ▶ using known words and/or chunks to solve compound words

### Assessment Opportunities

Note each student’s ability to:

- ▶ make inferences about characters’ emotions by examining the text and illustrations
- ▶ evaluate characters’ emotions and explain changes in emotions
- ▶ use known words or word parts to solve unfamiliar or compound words

### Oral Language Opportunities

- ▶ discussing with a group and with a partner



## BEFORE READING

**Sequencing:  
retelling/evaluating**

### **Activating and Building Prior Knowledge**

Ask students to retell the main events of the first six chapters, providing evidence of how Jordan and Alex feel and act toward each other. Ask, *Why was Jordan so angry at the end of Chapter 6?*

### **ESL Note:**

To help students remember the details of the story, write six sentences onto sentence strips that tell events from the story and then put them randomly in a pocket wall chart. Ask students to read them aloud and then put the events in order.

**Word solving and building**

### **Overcoming Text Challenges**

Direct students' attention to page 28 and have them place their fingers on the word *homework*. Ask, *What two words make up this word? What do we call a word that is made up of two words?* Have students scan the first paragraph for more compound words (*birthday, grownups*). Say, *Look for more compound words as you read the story.*

**Analyzing**

### **Setting a Purpose**

Say, *Read the remainder of the book to find out if Jordan and Alex ever get along. Be prepared to defend your answer.*



## DURING READING

Ask students to read pages 28–40 independently, thinking about the purpose for their reading. Encourage them to stop every couple of pages to reflect on their reading and think about how both Alex and Jordan feel.

Observe and listen to students as they read the text, noting their ability to use context cues to make sense of what they are reading. If necessary, prompt students to think about how Jordan's feelings have changed from the first part of the story and what evidence they have to support their inferences.

Encourage students who finish early to reread the story independently or with a partner.



## AFTER READING

**Analyzing/infering**

Ask students to describe how Jordan's feelings have changed throughout the story and what caused these changes. Ask, *Do Jordan and Alex get along now? What do you think has changed?*

Refer to the T-chart made in the first session and ask, *How did Jordan feel at the beginning of the story? How does he feel at the end? How did Alex feel at the beginning of the story? How does Alex feel at the end?*

**Evaluating/infering**

Ask students to discuss with a partner who changed the most—Jordan or Alex. Encourage students to find proof from the text to verify their opinions. Invite



students to share their opinions. Then ask, *Do you think Alex will continue to be a bully? Will Jordan and Alex continue to be friends? Why or why not?*

## Optional After Reading

**Synthesizing**

If students have completed the text independently, use the following After Reading discussion and activity suggestions to support comprehension, word solving, and good reader strategies.

**Synthesizing**

What was the most important thing you learned in this book?

What events or facts from the text indicate changes in Jordan and Alex?

**Evaluating**

In your opinion, will Alex continue to be a bully? Why or why not?

**Evaluating**

In your opinion, will Jordan feel better about himself?

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

## Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

### ***Favourite Chapter***

**Evaluating**

Provide opportunities for each student to reread their favourite chapter independently or with a partner. Ask, *What made this your favourite chapter?*

### ***Designing a Robot***

**Making connections:  
text to self**

Have students work in teams of two or three to design a robot. Provide materials such as Lego, 2-D figures, 3-D objects (teacher-created or a commercial set), or a variety of cardboard boxes, containers, and cans. Students may choose to draw a picture of their completed design.

### ***How We Act On a School Trip***

**Synthesizing**

Discuss with students the most important things they learned about Alex's behaviour at Science North. Make a list of their suggestions. Ask students to design a poster reflecting appropriate student behaviour on a school trip.

### ***Jordan's Character Chart***

**Evaluating**

Distribute copies of the BLMs. Have students refer to the text and describe Jordan's feelings, and his actions at the beginning, middle, and end of the story. Students may refer to the T-chart made in the first session.

### ***Compound Words***

**Word solving and building**

Have students look through the story for five to ten compound words. Ask students to print each word on a long strip of paper and highlight one word part. Students then cut the words apart. Students can use the cut-up words to play a matching game with a partner, using one student's cards and then the other's.

# Jordan's Character Chart

Name: \_\_\_\_\_

## Beginning of the story

How does Jordan feel?

What does Jordan do?

What does Jordan say?

## Middle of the story

How does Jordan feel?

What does Jordan do?

What does Jordan say?

## End of the story

How does Jordan feel?

What does Jordan do?

What does Jordan say?