*Maya and the Robot*
**Discussion Guide**
Grades 3-7

**Before Reading: to activate schema, build background knowledge, and set a purpose.**

- Before reading, have a class discussion to activate prior knowledge about robotics
- Before using this book with your class or recommending the book to students we suggest reading the book closely to determine if it is a good fit. Consider saying to your students:
    - "This book contains topics and language that may be sensitive. Not all books fit all readers. If you are uncomfortable with this book, you have the right to stop reading it, but please pick another."
- Frontload vocabulary (see vocabulary list)

**During Reading: to engage students, check for understanding, and make connections.**

- What happened during the science fair? Whose fault was it? (Ch. 1)
- Describe Maya's first day of school. (Ch. 2)
- Did Maya's first week go as planned? What do you think Maya will do? (Ch. 3)
- Who does Maya help and why? (Ch. 4)
- Describe Ralph and how Maya found him. (Ch. 5)
- How does Maya feel when she sees her friends at the assembly? (Ch. 6)
- How did Mr. Mac start his business? (Ch. 7)
- What was Maya learning how to do? Where was she finding the information? (Ch. 7)
- How did Maya get the battery she needed? What did she use it for? Did it work? (Ch. 8)
- What can Ralph do? (Ch. 9)
- Why couldn't Maya bring Ralph to school? Do you agree or disagree? (Ch. 10)
- How did Ralph help around the house? (Ch. 11)
- How did Maya help Mr. Mac? (Ch. 12)
- What did Maya learn about Christopher? (Ch. 13)
- Explain the significance of Ralph's hug and why it means so much to Mr. Mac? (Ch. 14)
- Describe Maya's science fair project. (Ch. 15)
- Why did Zoe touch Ralph? (Ch. 16)
- What happened to Maya's science fair project? (Ch. 17)

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**After Reading: to summarize, question, and reflect.**

- What impact does Christopher's invention have? What did Maya do to honor his legacy?
- Micro-/Meso-/Macro Environment Systems: Levels of Setting*: Notice the name and the aspects of a character's environment. This may be based on the author's information or on what you can infer based on text details. Then, think about which of these is important based on the conflicts that the character is experiencing.
- The Influences on Character*: Consider all the influences on the character - the problem(s) the character is facing, the other characters with who he or she comes in contact, and the setting of the story. Notice how the character interacts and reacts to these different forces. What effect(s) do characters, setting, and problems have on how the character acts earlier and later in the story?

**If your students enjoyed this book…**

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.

*Strategies are adapted from Seravello, J. (2015). *The Reading Strategies Book*. Heinemann