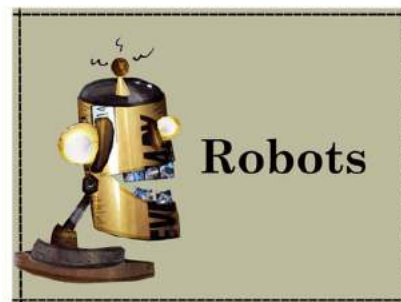


Literacy Skills

Sight Words: me can am I
Letter focus: m
Punctuation
Reading for meaning
Reading for pleasure

Picture clues
Letter name: m
Visual text cues
Left to right tracking
One to one matching
Sound letter relationships



Day 1

1. You Tell the Story

Talk about each robot as you view these screens to engage children in the learning.

What does each robot look like?

Legs: How would this robot move, walk, run, roll, climb etc...?

Head: How would this robot see, eat, talk, think...etc

Body: What would this robot do, make, produce...etc?

Where would you find this robot?

Where would it sleep?

Does this robot have a family?

Do you think this robot would be useful? Why? How?

2. Read

Begin by discussing the illustration on the front page and follow this with questions about the title.

What is the title of this book? What letter does the title start with?

What is the name of this letter? What sound does this letter make?

Does anyone have this letter in their name?

Read and talk about each page as you did with the above 'You Tell the Story' discussion. Keep the discussion light and playful. Enjoyment is key here as this will bring them back to repeat the experience. After two or three pages and if they seem to be grasping the repetition of the text, ask if anyone can read it. Ask the children to locate the word 'me'. If they display confidence ask them to locate the other sight words; 'I, can, am'.

3. Create

View the 'Get ready to make.' screen. Be prepared with a variety of boxes, tubes and tape, all set out on a table for children to construct their own robot.

Open the 'Create' screen and discuss the making process. Look at the robots made here and talk about how they are constructed, then discuss how they might make their robot.

The aim is always for the child to make their unique artwork. Let them enjoy this process.

After the robots are complete write a caption for each child's robot on a card. Use the child's words.

Display the robots and their caption

Day 2

Begin the following lesson looking at and appreciating each child's robot and read their captions.

Re-read 'Robots'. Before reading consider the literacy skills that this group of children need to work on and which few you will focus on. During this reading involve the children as much as you can without losing the enthusiasm for the book.

Follow-up with the **Word Activities**. Begin by finding the words they know then work through each screen taking turns with the activities provided. Work independently with the printable Word Activity Worksheet.

Day 3

Re-read 'Robots' together and find the Sight Words. Who can find **me, I, can, am** ?

Use the **Write** section. Choose a robot to write about together. Use the Day One questions to prompt the writing. Ask the children to provide letter sounds and names to the sight words as you write this story. Focus on left to right tracking, space between words punctuation and story sequence.

Print off a writing page for each children to write their own story.

Make these stories into a group book.