

**Theme: Body Parts**  
**BGCAHK Cheerland Nursery Cum Kindergarten (Wanchai)**

|                      |  |
|----------------------|--|
| Level:               | K2   |
| Session:             | 1 of 3   |
| Text:                | <i>Who is the Robot?</i> (Big book story)  |
| Learning Activities: | Shared reading activity, game  |
| Learning Objectives: | <ul style="list-style-type: none"><li>➤ To help children understand and enjoy the story</li><li>➤ To develop children's preliminary reading strategies</li><li>➤ To understand the meaning of 'robot', 'arms' and 'fingers'</li><li>➤ To say 'robot', 'arms' and 'fingers' when expressing their meaning</li><li>➤ To recognise the print of 'robot', 'arms' and 'fingers'</li></ul> |
| Resources:           | White board, picture cards, a remote control, poster of a remote control   |

What to do:

## **1 (Presenting the Text)**

- Ask children to identify the title and the author of the book on the front cover. Talk about the illustrations on the cover.
- Ask children to predict: *Who is the robot?*
- Write or draw children's predictions on the board.

## **2 (1<sup>st</sup> Reading)**

- Read aloud the text with good intonation and expression to help children enjoy the story. Invite children to make predictions about the story.
- After reading P.3, ask children to predict: *Which part do they look alike?*
- Refer children to the board and check the predictions with children.

### **3** (2<sup>nd</sup> Reading)

- Read aloud P.2 and P.3. Talk about the illustrations on these two pages.
- Ask children: *How many people are there?*  
*What is it?* (Pointing to the robot)  
*How many arms and fingers does the robot have?*  
*What colour is the robot?*
- Read and write the words 'robot', 'arms' and 'fingers' on the board.
- Help children understand the meaning of 'robot', 'arms' and 'fingers' with picture cards and children's body parts.
- Guide children to underline the words in the book using paper strips.
- Read aloud the text on P.2 and P.3 with children.

### **4** (3<sup>rd</sup> Reading)

- Read aloud the book to children. Invite children to read from the title to P.3 after the teacher.

### **5** (Extended Activity)

#### **Game: Robot walk**

- Show a poster of a remote control to children on the white board with the help of a real remote control.
- Introduce the buttons 'fingers', 'arms' and 'stop' on the remote control to children.
- When the teacher says, 'robots like red' and presses the 'fingers' button on the poster, children will walk like a *robot* and touch on a red object with their *fingers* in the classroom.
- Likewise, when the teacher says, 'robots like blue' and presses the 'arms' button, children will walk like a *robot* and touch on a blue object with their *arms*.

Book Title: *Who is the Robot?*

Author: Pauline Cartwright

ISBN: 0-47821-451-0

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|                      |   |
|----------------------|---|
| Level:               | K2  |
| Session:             | 2 of 3  |
| Text:                | <i>Who is the Robot?</i> (Big book story)   |
| Learning Activities: | Shared reading activity, art & craft activity, show-and-tell activity   |
| Learning Objectives: | <ul style="list-style-type: none"><li>➤ To understand and enjoy the story</li><li>➤ To understand the meaning of 'legs' and 'toes'</li><li>➤ To say 'legs' and 'toes' when expressing their meaning</li><li>➤ To recognise the print of 'legs' and 'toes'</li><li>➤ To develop children's interest in reading</li></ul> |
| Resources:           | White board, picture cards, Playdoh   |

What to do:

### **1 (Presenting the Text)**

- Ask children to identify the title and the author of the book on the front cover.
- Guide children to read aloud the title together.
- Talk about the illustrations on the cover.
- Ask children: *How many toes does the robot have?*
- Write or draw children's answers on the board.

### **2 (1<sup>st</sup> Reading)**

- Read aloud the text with good intonation and expression to help children enjoy the story. Talk about the illustrations while reading the story.
- Use a piece of paper to cover the head of the robot on P.6.
- After reading P.6, ask children: *Who is he?*
- Refer children to the board and check the answers with children.

### **3** (2<sup>nd</sup> Reading)

- Read aloud P.4 and P.5. Talk about the illustrations on these two pages.
- Ask children: *How many legs do they have?*  
*How many toes do they have?*
- Read and write the words 'legs' and 'toes' on the board.
- Help children understand the meaning of 'legs' and 'toes' with picture cards and children's body parts.
- Guide children to underline the words in the book using paper strips.
- Read aloud the text on P.4 and P.5 with children.

### **4** (3<sup>rd</sup> Reading)

- Read aloud the book to children. Invite children to read from the title to P.5 after the teacher.

### **5** (Extended Activity)

#### **Art & craft activity: Robot**

- Use Playdoh to make a robot.
- Remind children the arms, fingers, *legs* and *toes* of a robot.
- Invite children to make their robots with Playdoh.
- Ask children the names of the body parts of the robot when they are making it.

#### **Show-and-tell activity: Robot**

- Invite children to do show-and-tell about their robots.  
e.g., the number of arms/fingers/*legs/toes* of the robot and the colour of the robot.

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|                      |  |
|----------------------|--|
| Level:               | K2   |
| Session:             | 3 of 3   |
| Text:                | <i>Who is the Robot?</i> (Big book story)  |
| Learning Activities: | Shared reading activity, singing   |
| Learning Objectives: | <ul style="list-style-type: none"><li>➤ To understand and enjoy the story</li><li>➤ To understand the meaning of 'eyes', 'nose', 'head' and 'ears'</li><li>➤ To say 'eyes', 'nose', 'head' and 'ears' when expressing their meaning</li><li>➤ To recognise the print of 'eyes', 'nose', 'head' and 'ears'</li><li>➤ To develop interest in English</li></ul> |
| Resources:           | White board, picture cards, song sheet   |

What to do:

### **1 (Presenting the Text)**

- Ask children to identify and read aloud the title of the book
- Read aloud the author's name for children.
- Cover the robot's face on the book cover. Talk with children about the facial features of the robot.
- Ask children: *What are on the robot's face?*
- Write or draw children's answers on the board.

### **2(1<sup>st</sup> Reading)**

- Read aloud the text with good intonation and expression to help children enjoy the story.
- Draw children's attention to the facial features and body parts of the robot.
- Refer children to the board and check the answers with children.

### **3**(2<sup>nd</sup> Reading)

- Read aloud P.6 to P.8. Talk about the illustrations on these two pages.
- Ask children: *What do they both have on the face?*  
*Who is the robot?*
- Read and write the words 'eyes', 'nose', 'head' and 'ears' on the board.
- Help children understand the meaning of 'eyes', 'nose', 'head' and 'ears' with picture cards.
- Guide children to find the words in the book.
- Read aloud the text from P.6 to P.8 with children.

### **4**(3<sup>rd</sup> Reading)

- Invite children to read the whole book with the teacher.

### **5**(Extended Activity)

#### **Singing: *One Little Finger***

- Show the song sheet.
- Sing the song to children once while tracking the lyrics.
- Sing the song with children while tracking the lyrics again.
- Replace the word 'head' with 'eyes', 'nose' or 'ears' in the last line after children are familiar with the song.

#### **Lyrics of *One Little Finger***

*One little finger, one little finger, one little finger*

*Tap, tap, tap.*

*Point your finger up.*

*Point your finger down.*

*And put it on your \*head, head, head!*

\*The word 'head' can be replaced by 'eyes', 'nose', 'ears', 'legs' or 'toes' with picture cards.

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