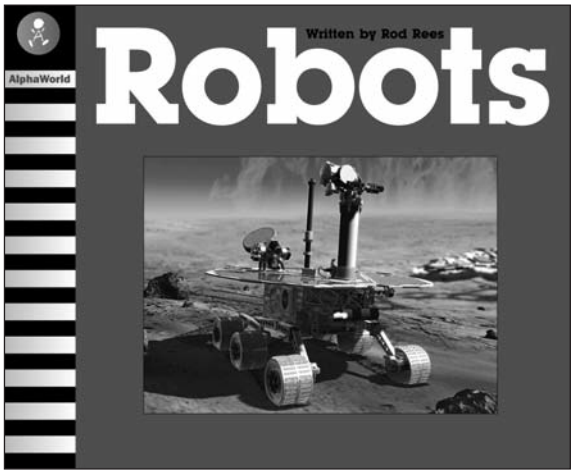
Robots



Topic: Technology/Inventions
Curriculum link: Study of Society
Text type: Report
Reading level: 22
Word count: 884
Vocabulary: assemble, computers, dangerous, dishwasher, explorers, flexible, humans, information, instructions, machines, metal, operations, patient, photographs, plastic, programmed, respond, robots, robotic, scientists, sensor, suction
Possible literacy focus:
- Understanding how to read diagrams.
- Interpreting the information provided in the pictures.

Follow-up activities

Question boxes

Ask the children to locate all of the question boxes in the book, e.g. page 14: *Do you think robots will ever drive cars?* Provide time for the children to work in small groups and to discuss one or two of these questions in depth. At the end of this period, allow time for an open forum for all children to add any further ideas. Remind the children to justify their responses and ideas.

Diagrams

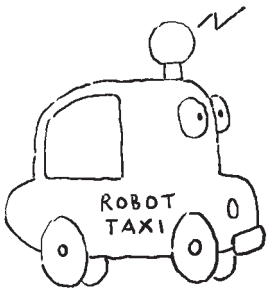
Ask the children to look at the following diagrams in the book:
- Inside a dishwasher – page 9
- A pool-cleaning robot – page 11

What do these diagrams tell us? How do they help us to understand the text?
Ask the children to work with a partner and discuss each of the diagrams.
Why do you think that the author decided to use diagrams for these two concepts?
Do you think it works? Why or why not?
Do you think that any other diagrams should have been in the book? Why or why not?

Robots in your house

Ask the children to turn to page 7. Discuss the different robots in this house. Now ask the children to work in pairs to discuss the robots that are in their own homes. Provide the children with paper and pencils to draw birds-eye views of their own homes. Ask them to draw in the locations and label all of the different robots in their own homes. Share these plans in small groups.

Future robot



You will need:
paper, felt pens, pencils, ruler

1. Design a robot for the future.
2. You could select one of the robots suggested in the question boxes in *Robots*.
3. Draw your design on paper and label all of the features.
4. Write a blurb about your fantastic new design.
5. Share your robot design with the class.

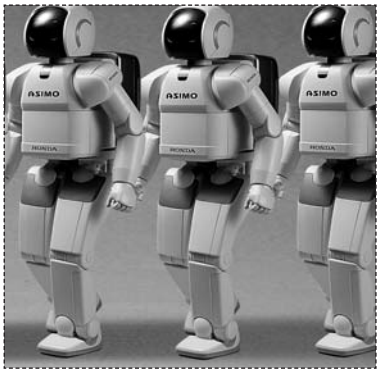
Robot programs

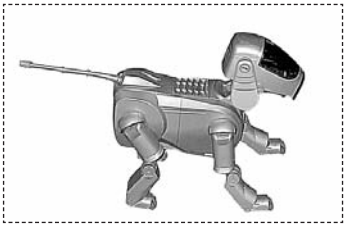
You will need:
paper, pencils

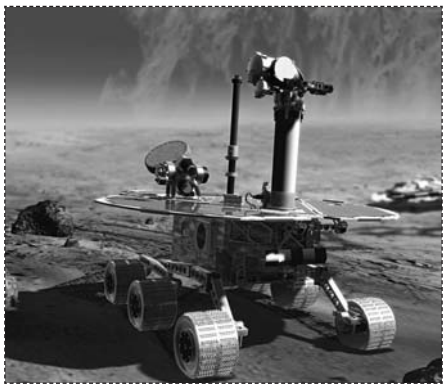
1. Look at page 9 in *Robots*. This shows the program followed by a dishwasher.
2. Think about another robot in your house.
3. Describe the different stages in the program of the robot.
4. Draw the robot and label the important parts.
5. Display your robot program in the classroom.

Robots

Cut out these pictures. Sort them into groups. Label your groups.







Instructions Remind the children to use *Robots* as a resource for sorting the pictures. In this open-ended task, the children can group the pictures in a variety of ways.

Abbreviations

Shortened forms of longer words are called abbreviations.
These abbreviations were used in *Robots*:
CD – compact disc
DVD – digital video disc
Now write the longer versions of these abbreviations.

Abbreviation		Longer version
ASAP	*[Please use as many of the following pictures as possible to fill the BLM page. Please draw dotted lines around each picture or box them so it makes it easy for the children to cut them out.* *Pic of garden watering timer* *Pic of DVD recorder*	
Dr		
TV		
PTO		
Rd		
tsp		
IOU		
Ave		
Anon		

Now hunt for any other abbreviations and write them down.