Unit 1 I want to be a robot

Objectives
- Consolidate the routines language from Hello! and establish the opening and closing routines for the lessons
- Via Daisy’s new words, introduce the children to actions words in English
- Introduce the Who do you want to be? routine, establishing the costume for the unit (robot) and sharing in Daisy and Robin’s adventures
- Explore the value of joining in and having a go

Key language
- Daisy’s new words: dance, clap, point, sit down, stand up, wave
- Daisy’s story structure: Let’s …
- Revised: Look! dressing up box, routine language; greetings; weather; colours; numbers; birthdays; Hello! language

About Unit 1

Costume
Daisy and Robin’s costume of choice for this unit is a robot. In the story, Daisy and Robin join a robot exercise club, which represents a fitting context for the new actions vocabulary. Enhance your class’ experience of the story by preparing the robot wristbands and ankle bands props for Mouse from the Teacher’s Resource CD-ROM (PM6). There are also robot wristband props for each child to make (PM24) and the opportunity for the class to make their very own full-sized robot in Lesson 7! Don’t forget the robot costume sticker, provided with the Class Book sticker sheets, which will also serve to enhance the topic.

Value
The main value for this unit, as presented in the story, is the importance of joining in. This is a very relevant value so early on in the year when children are often shy and reluctant to get involved. Link Daisy’s experience in the story to the children’s own development by introducing the concept of the Mouse merits (see p.30), which can be awarded whenever an individual overcomes shyness and has a go.

Making the most of this unit
As this is the first time your class will encounter the Lesson 1 sticker worksheet, you may need to spend some extra time on this activity and provide the children with additional support.

Unit song actions
Lesson 1 Actions song
- robot – do robot actions;
- Dance with me – dance like a robot;
- Clap your hands – clap your hands three times, to the beat;
- And point to me – gesture to yourself with both hands;
- Sit down, stand up – sit down and then stand up again;
- Stretch up high – stretch your hands high above your head;
- And wave goodbye – wave
Unit 1 Lesson 1

Daisy’s new words

New language
Daisy’s new words: dance, clap, point, sit down, stand up, wave

Materials
Audio CD1
Class Book worksheet 2
DVD / Interactive Whiteboard resource
Hello routine materials
Unit 1 Actions flashcards: dance, clap, point, sit down, stand up, wave
Unit 1 stickers

Let’s begin
1 Hello
• Follow the Hello routine you have chosen to do with your class. (See Routines p.19)

Let’s learn
2 Song: Actions song
• Say We’re going to learn a new song. Play the Actions song. The children simply watch at this stage.

TEACHING TIP If you don’t have access to a DVD player for this stage of the lesson, skip straight to the presentation of the song on the audio CD, below. You should play the song once, encouraging the children to just listen, before repeating and demonstrating the actions.

• Play the Actions song again, this time on the audio CD (CD1 track 20). Do the actions from the DVD (also listed on p.46) and encourage the children to join in.

Actions song [Unit 1 Song DVD]
Robot, robot,
Dance with me.
Clap your hands
And point to me.
Sit down, stand up,
Stretch up high.

Clap your hands
And wave goodbye. (Repeat song)
• Play the song two or three times, encouraging more participation in the actions.

3 Daisy’s new words routine
• Collect together the Unit 1 Actions flashcards and complete Daisy’s new words routine (see p.20).

Daisy’s new words: Actions
Dance, dance. Clap, clap. Point, point. Sit down, sit down. Stand up, stand up. Wave, wave.

Let’s play
4 Daisy’s game
• Ask your Daisy helper and five other children to come to the front. Give each of them a Unit 1 actions flashcard, but ask them to keep it secret.
• Ask Daisy to look at her flashcard (without showing it to the class). She can either whisper the instruction to you and you give it to the class e.g. dance, or (if she feels sufficiently confident) she can give the instruction to the class herself. The class do the action whilst Daisy holds up the flashcard to confirm that everyone is doing the correct action.
• Continue the game with the five other flashcards so that all the actions are practised.

5 Class Books
• Play the Sit down song (CD1 track 10).
• Give out the worksheet from the Class Book and the Unit 1 stickers. Say Find and stick the actions stickers. Find and stick ‘dance’. Call out each action in turn, the children put the stickers in place.
• Now point to the robot and say Look! Is it ‘dance’? (No), Is it ‘wave’? (No), Is it ‘clap’? (Yes). Say Find and match ‘clap’. Demonstrate that children must draw a line to join the robot to the picture of the child doing the same action (clapping).
• Say Count the girls. Encourage the class to count with you, pointing to the girls on their worksheet. Repeat for boys.
• Play the Actions song (CD1 track 20), encouraging the children to point to the appropriate actions on their worksheet.

6 Goodbye
• Encourage the children to tidy up by playing the Tidy up song (CD1 track 11).
• Say It’s time to say goodbye. Follow your chosen Goodbye routine (see Routines p.19).

Extra activities
Indoor option: Circle game
• The children stand in a circle, passing the actions flashcards around face down. When you say Look! each child with a flashcard secretly looks at the picture. They do the relevant action and the class calls out the word.

Outdoor option: Robots
• Standing in a circle, say the actions in turn. The children respond by doing the actions as if they were robots. Establish that whenever you say Stop! they must stand quite still, stay quiet and look at you.
### Unit 1 Lesson 2

**Who do you want to be?**

#### New language

**Daisy’s story structure:** Let’s ... (dance / clap / point / sit down / stand up / wave)

#### Materials

- Audio CD1
- Big Story Book Unit 1
- DVD / Interactive Whiteboard resource
- Hello routine materials
- Mouse merit (PM1)
- Mouse prop: robot wristbands and ankle bands (PM6) (optional)
- Story prop: robot wristbands (PM24) (optional)
- Unit 1 Actions flashcards
- Who do you want to be? poster

**TEACHING TIP:** If you wish to enrich the story-telling experience by using the Mouse prop (PM6), you will need to prepare this before the lesson.

#### Let’s begin

1. **Hello**
   - Follow the Hello routine you have chosen to do with your class. (See Routines p.19.)

2. **Daisy’s new words and song**
   - Display the six actions flashcards at the front of the class. Using the Mouse puppet, point to the pictures in turn. Play the audio CD (CD1 track 21) and encourage the class to do the actions.

   **TEACHING TIP:** Since the new words are all actions, it makes sense for the children to confirm their understanding by doing the appropriate action. They can repeat the words if they wish, but there is no pressure to do so.

**Daisy’s story structure: Actions**

Let’s wave. Wave.
Let’s clap. Clap.
Let’s point. Point.
Let’s sit down. Sit down.
Let’s stand up. Stand up.
Let’s dance. Dance.

**TEACHING TIP:** This audio sets the new words from Lesson 1 into a simple structure so that the children are given a meaningful context in relation to the new vocabulary. The children will hear this structure repeated in the story.

- Say **Let’s sing the Actions song.** Play the song (CD1 track 20) and encourage everyone to join in with the actions (and any words they are able to).

3. **Who do you want to be? routine**
   - Display the Who do you want to be? poster and complete the Who do you want to be? routine. (See Routines p.19.) Play the Who do you want to be? chant (CD1 track 23).

**Who do you want to be? (Unit 1)** 1, 2, 3

Come with me.
Who do you want to be?

Daisy  
I want to be a robot!

**TEACHING TIP:** This is the first time the children encounter the Who do you want to be? routine, but this routine will become a familiar part of their lessons. Use your Mouse puppet and encourage the class to get actively involved in the guessing game.

- If you are using the robot wristbands and ankle bands Mouse prop (PM6), make Mouse say **I want to be a robot, too!** Secretly put on his costume and repeat the chant, with Mouse answering. Then bring Mouse out dressed up and say **Look! Mouse is a robot!**

4. **Story: I want to be a robot**
   - Gather the children around you so that everyone can see and hear. Say **Let’s listen to the story: I want to be a robot.**
   - Play the story on the audio CD (CD1 track 24) and hold up the Big Story Book for the class to see, turning the pages as you follow the story.

**TEACHING TIP:** The words highlighted in bold (below) and in colour (in the Big Story Book) are key words that you can encourage the children to join in with from Lesson 4 onwards, once they become more familiar with the story. (See Stories p.21 for more information.)

**I want to be a robot**

1. One rainy day, Daisy and Robin are playing with the dressing up box.
   - ‘I want to be a robot,’ says Daisy.
   - ‘I want to be a robot, too,’ says Robin.
   - Daisy puts on her robot costume. Robin puts on his robot costume.
   - And off they go …

2. Daisy and Robin see lots of robots.
   - ‘Hello,’ says the leader robot. ‘What’s your name?’
   - ‘I’m Daisy,’ says Daisy. ‘And this is Robin.’
   - ‘Well, Daisy and Robin,’ says the robot. ‘We’re doing exercises. Join in!’

3. ‘Let’s wave!’ says the robot. The robots wave.
   - ‘Let’s clap!’ says the robot. The robots clap.
   - ‘Join in, Daisy,’ says Robin, but Daisy is shy. She doesn’t know what to do.

4. ‘Let’s point!’ says the robot. The robots point.
   - ‘Let’s sit down!’ says the robot. The robots sit down.
   - ‘Join in, Daisy,’ says Robin, but Daisy is shy. She doesn’t know what to do.

5. ‘Let’s stand up!’ says the robot. The robots stand up.
   - ‘Let’s dance!’ says the robot. The robots dance.
   - ‘Join in, Daisy,’ says Robin, but Daisy is shy. She doesn’t know what to do.
6 ‘Don’t worry, Daisy. Copy me,’ says the robot.
‘1, 2, 3 … wave and clap and point to me!
4, 5, 6 … sit down, stand up, dance like this!’

7 Daisy isn’t shy anymore!
‘1, 2, 3 … wave and clap and point to me!
4, 5, 6 … sit down, stand up, dance like this!’ says the robot. ‘That’s great, Daisy! Well done!’
‘It’s fun to join in,’ says Daisy.

8 Daisy and Robin have lots of fun with the robots, but now it’s time to go home.
They wave goodbye to the robots.
‘Goodbye,’ say Daisy and Robin.
‘Goodbye,’ say the robots.

5 Discuss the value: Joining in
• Say Now help me tell the story. Ask your helper, Daisy, to give the six Actions flashcards to six groups of children.
• Tell the story again, using the Big Story Book or the Interactive Whiteboard. The children in each group hold up their flashcards and do their action whenever their word is mentioned.
• When you’ve finished, discuss the value of joining in. Using the story to demonstrate, talk about how Daisy was shy and had not wanted to join in with the robots, but that when she did, she had lots of fun! Use the language of the story to help make your point, e.g. Daisy is shy. She doesn’t know what to do. and ‘It’s fun to join in,’ says Daisy
• Explain that it’s OK to feel shy, but often you feel better if you have a go. Award a mouse merit to children who have overcome shyness to join in enthusiastically with an activity in English lessons.

6 Goodbye
• Say It’s time to say goodbye. Follow your chosen Goodbye routine (see Routines p.19).

Extra activities

Indoor option: Story prop (robot wristband)
PM24, colouring pencils, punzon or scissors, glue, shiny paper
• Give each child the story prop PM24 (the robot wristband).
• Ask the children to colour and cut out the wristband. They can use bright colours and stick on shiny paper to decorate the controls.
• Help the children to fix the bands around their wrists.
• Once the robot wristbands are complete, the children pretend to be the leader robot from the story and press the control buttons on their wristbands as they give instructions to each other, e.g. (Let’s) wave.

TEACHING TIP: This story prop can be used in subsequent lessons to enhance the children’s experience of the story.

Outdoor option: Let’s …
Unit 1 Actions flashcards
• Divide the class into six groups and give each group one of the actions flashcards.

• Say Let’s + one of the action words. The group with the relevant flashcard holds up the flashcard and does the action.
• Repeat several times, using all six action words, varying the pace and the order.
Unit 1 Lesson 3

Story DVD and comprehension

Materials
- Audio CD1
- Big Story Book Unit 1
- Class Book worksheet 3
- DVD / Interactive Whiteboard resource
- Hello routine materials
- Story prop: robot wristbands (optional)
- Unit 1 Actions flashcards
- Who do you want to be? poster

Let’s begin

1 Hello
- Follow the Hello routine you have chosen to do with your class. (See Routines p.19.)

Let’s play

2 Game with song
- Do a quick review of the action words and story structure. Display the six flashcards. Say, e.g. Let’s dance and point to the flashcard. The class do the action and repeat the word. Continue for the other flashcards.
- Say We’re going to play a game with the Actions song. Divide the class into six groups and have them stand in lines next to each other. Give each group a flashcard, ensuring they know which action they have been given.
- Play the Actions song (CD1 track 20) and encourage the person at the front of each group to perform their given action when they hear it in the song. (You can help by gesturing to the relevant child each time.) Once they have performed their action, they must go to the back of their group’s line.
- Repeat the song until everyone has had a go at performing their own action.

3 Story: Who do you want to be? (A robot)
- Display the Who do you want to be? poster and complete the Who do you want to be? routine. (See Routines p.19.) Play the Who do you want to be? chant (CD1 track 23).

TEACHING TIPS
If the children made the robot wristband story props in the previous lesson, they can put them on for this activity.

• Say I want to be a … Encourage the class to complete the sentence with robot, supporting them as necessary.
• Help the children to remember the story, using actions and the Big Story Book to prompt their answers. Say, e.g. The robots do exercises. What do they do? Wave or show the appropriate page in the Big Story Book to elicit wave from the children. Repeat for clap, point, sit down, stand up and dance.

4 Story DVD
- Gather the children where everyone can see the DVD. Say Let’s watch the story: I want to be a robot.
- Play the story on the DVD. Encourage children to join in with the story where they can, e.g. with words, actions and sound effects.
- Play the DVD again, but press ‘pause’ just before the leader robot gives an instruction in the story. Encourage the children to do and say the action word. Prompt them by doing the action yourself before pressing ‘play’.

5 Class Books
- Play the Sit down song (CD1 track 10).
- Give out the worksheet from the Class Book. Hold up the worksheet and point to the main scene. Say Count the robots and circle the number. Demonstrate circling the correct number underneath the first robot cue picture.
- Say Circle the leader robot from the story. Point to different robots in turn, asking Is it the leader robot? If the children need more support, show a relevant story scene (e.g. scene 2) from the Big Story Book and give some descriptions in English, e.g. She’s yellow. Once the leader robot has been located, repeat the instruction Circle the leader robot.
- Ask Where’s Mouse? Say Find and point.

6 Goodbye
- Encourage the children to tidy up by playing the Tidy up song (CD1 track 11) while they put away their worksheets.
- Say It’s time to say goodbye. Follow your chosen Goodbye routine (see Routines p.19).

Extra activities

Indoor option: Story prop or Yes/No Mouse
- If you have not yet created the robot wristband story props with your class, take the opportunity to do so here. (See Lesson 2 Indoor option p.43.)
- Alternatively, play Yes/No Mouse (see p.32) using the Actions flashcards.

Outdoor option: Remote-control robots
- Tell the children that they are robots and give them the six actions as commands, putting on a robot voice like the leader robot from the story. If the children have made a robot wristband, they can wear this while playing the game.
Unit 1 Lesson 4

Review

Materials
Audio CD1
Big Story Book Unit 1 (optional)
DVD / Interactive Whiteboard resource
Hello routine materials
Mini flashcards (PM15)
Numbers flashcards, 1, 2, 3, 4, 5, 6 (optional)
Story prop: robot wristbands (optional)
Unit 1 Actions flashcards

Let’s begin

1 Hello
• Follow the Hello routine you have chosen to do with your class. (See Routines p.23.)

Let’s play

2 Class game
• Explain to the class that you are going to play a memory game.
• Show an Actions flashcard and then take it away. Prompt the class by saying Let’s … The class must remember the action on the flashcard by saying the word and doing the action.
• Continue with the remaining Actions flashcards.

Let’s review

3 Daisy’s game
Pairs
• Play Pairs using two copies of PM15 (see Ideas Bank p.32).

4 Story performance
• Play the story I want to be a robot on the DVD or tell the story with the Big Story Book so that it is fresh in the children’s minds before they do their own performance.
• Choose four children to take the roles of Daisy, Robin, Mouse and the leader robot. Everyone else can be the robots doing their exercises. Everyone can wear their robot wristbands, if they have made them.
• Play the story on the audio CD (CD1 track 24), encouraging the main characters to act out their parts with actions and any words they can manage. Pause the audio CD, as needed, to allow them the time to do this.
• Encourage the rest of the class to participate with the join-in words and any actions they know.

• Repeat the procedure, giving other children the chance to take the lead roles.

5 Goodbye
• Say It’s time to say goodbye. Follow your chosen Goodbye routine (see Routines p.19).

Extra activities

Indoor option: Review worksheet

Extra activities

Indoor option: Review worksheet
(Unit 1 Review worksheet (PM32), pencils, crayons)
• Compare the Review worksheet for this unit. The children find and circle the items from the key in the big picture, then point to and say the words they know.
• If there is time, the children can colour the picture.

Outdoor option: Outdoor story performance

Extra activities

Outdoor option: Outdoor story performance
(story prop: robot wristbands (optional), Big Story Book)
• Give four children the lead roles: Daisy, Robin, Mouse and the leader robot. Everyone else can be the robots doing their exercises. All can wear their robot wristbands.
• Read the Big Story Book and help the children to act out the story. Walk with the main characters so they know where to go. As you are outdoors, this can be a lively enactment. Encourage the other children to participate with the join-in words and robot actions.
• Act out the story as many times as you like, changing the lead characters each time.