

Who Is the Robot?

by Pauline Cartwright
illustrated by Emma Priest



Book Summary

Who Is the Robot? is like a guessing game. Each new spread gives clues as to who the robot might be.

Features of the Book

- Repetition in pattern and position of text – “It has” and “Just like me!”
- Illustrations closely aligned to text.
- Clear, bold text.
- The twist at the end of the story.
- The high-frequency words – “It,” “like,” and “me.”

Purpose

Who is the Robot? can be used in a guided reading setting to introduce the following skills and strategies:

- S** predicting the meanings of new or familiar words from the context of the story;
- S** sharing own experiences related to the content of the story;
- S** pointing one-to-one at each word to ensure an appropriate match;
- S** writing labels for a specific purpose.

Introducing the text

- How do we know that this book is asking us a question? What might it be asking?

Read the title and discuss this with the group.

- How could we find out who the robot is?
- Who do you think it might be?

Read the names of the author and illustrator to the group.

Reading the text

- S** Predicting the meanings of new or unfamiliar words from the context of the story.
- S** Sharing own experiences related to the content of the story.
- S** Pointing one-to-one at each word to ensure an appropriate match.

Title page – Discuss the illustration and read the title to the group.

Page 2 – Tell the children that the child they can see is the storyteller. He is trying to discover who the robot is. Ask the children to identify what he has discovered.

Pages 3 to 7 – Each new clue given on each of these spreads identifies a different feature of the person playing the robot. The storyteller recognizes his similarity with the robot and makes the same statement each time – “Just like me!” Identify the exclamation point each time it occurs and encourage the children to read with expression.

Page 8 – The robot is unmasked! Ask the readers to confirm who the robot is. Ask them what features they recognize. Note that there are more features in the list than are mentioned in the preceding text.

Children now read the book independently.


Revisiting the text

Discuss the names of parts of the body that are mentioned in the story. Make a list of these. Can the children identify the features that appear in the list on page 8 but are not named before then?

Look at the singular and plural forms of the nouns in the story. How has each word changed to form plurals?

Following Up

- S** Writing labels for a specific purpose.

 The children could make or draw a robot with the features listed on the last page. Help them to label each part of the robot.

- The children could appreciate the elements of rhythm and rhyme in the story by rereading the text on page 8. They could stand and point to their own features as they identify them and say “It is me. I have ____ _____. It is me.”

- B** Complete the blackline master opposite.