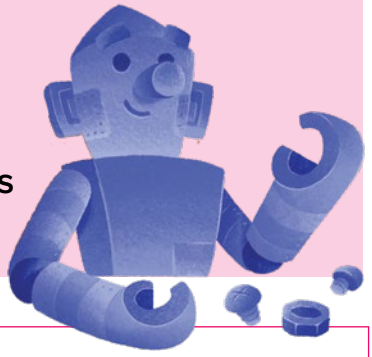
IN BRIEF

If My Robot Could Talk... is a tale about a girl who loves reading about robots and builds one of her own. Believe it or not, it's inspired by a real-life story! This pack is all about robots and has activities where pupils can design their own mechanical creations...



1. LITERACY LESSON IDEAS

- Stories introduce children to a lot of new words – for example, the tale of Toni and George includes many technological terms. The **Storytime Glossary** is a handy reference that students can use to look up what unfamiliar words might mean. Encourage them to keep notes about new words and their definitions. You could even ask the class to use new words in sentences!

- Bit by bit, robots are becoming part of our everyday lives – but what *are* robots? That's the starting point for the **Class Discussion Sheet**, which asks pupils to talk about robots in fact and fiction. What are robots useful for, and can your students think of any drawbacks to having these marvels perform tasks for us?

- The **Reading Comprehension Sheet** includes an extract from this month's story and asks students to find *onomatopoeias* and *adjectives*. Are they up for the challenge? Ask them if they can think of any more onomatopoeias!

- Stories are made up of a sequence of events that unfold in a given order, but what happens if they get mixed up? That's exactly what has happened on the **Story Sequencing Sheet**! The eleven sections each tell a part of George's tale, but your students have to number them to show the order in which they should be read. It's like putting together a puzzle! Pupils can check the original story to make sure they get things right.

- The **Storyboard** sheet gives pupils a chance to retell Toni's tale in their own words. They should write about what happened to the girl in the spaces provided and use the illustrations to remind them about key events in the story.

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1. LITERACY LESSON IDEAS CONTINUED

- After reading 'If My Robot Could Talk...', your pupils are probably wondering about what it would be like to make their *own* version of George. The **Create a Robot!** page gives them a chance to imagine an amazing machine – they just have to answer the questions on the flow chart!

- After creating a robot, it's time to tell a story about one of their adventures on the **Write a Robot Story** page. What challenges will they face, and how will they overcome using their special tools and abilities? It's up to your students!

- The **Fill In the Blanks** page has sentences that need an extra word – and your pupils have to pick the right one from the list underneath the questions. There is also an exercise where pupils must pick out the actions that a robot can do!

2. MATHS LESSON IDEA

- Robots can do many things quickly and efficiently – and new and better models are coming out all the time! On the **Robo-Maths!** page are questions about how much better a newer robot can do a job – can your students use their maths skills to work out the answers?

3. DESIGN & TECHNOLOGY LESSON

- Robots have been popular in books, movies and TV programmes for decades, but are real robots anything like the creations we see on our screens or read about in stories? The **Robots: Fact Vs. Fiction!** page has statements about fictional robots and how they compare to real-life ones.

Continued on page 3...

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- Robots run on code, and the **Code to Play!** game encourages pupils to think like a coder! The two sheets have a map and set of command counters – these should be printed and cut out. Here's how it's played...

  The game is played in pairs. Each player should pick a robot counter. Then, the player whose birthday is next (Player 1) sets the first challenge! They choose a square on the board that Player 2's robot needs to get to. They should write down the square's location using the relevant letter and number from the map. They must choose an open or bridge space. Squares with trees on or squares that are mostly water cannot be picked.

  Player 2 puts their robot counter on the **START** space. The arrow on their counter should be pointing upwards – this shows the direction the robot is facing. Then, Player 2 has to pick the coding cards that will tell their robot how to get to the destination square and stack them in the order in which they should be carried out.

  When Player 2 has chosen their cards and put them in order, they should give the card stack to their opponent. Player 1 has to move the other player's counter by following the instructions on the cards. Does Player 2's robot get to the destination square? If so, Player 2 succeeds! If they don't get to their destination, bump into a tree or the edge of the map or fall into water, they fail.

  Then, Player 2 chooses a target square for Player 1, who has to code the instructions for their own robot...

  NOTE: The trees and water on the map are *obstacles* – a robot cannot move through these squares unless they use the **HOP** ability to jump over them. You can't choose an obstacle square as the place your opponent's robot has to get to!

4. ART LESSON IDEA

- The **Complete a Robot** page has a picture with parts of a robot... but your pupils have to draw the body and limbs to connect them all! They can also add details to the face and give the robot a cool colour scheme...!

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STORYTIME GLOSSARY

1 OF 3

A handy guide to challenging words and phrases in this month's magazine!

The Water Dance (Page 6)

- **Drought:** a long time without rain
- **Withered:** dried and shrivelled up
- **Wilted:** drooped from lack of water
- **Wandered:** walked around with no clear direction
- **Ritual:** a ceremony where certain actions are performed
- **Scoffed:** said in a mean way
- **Snarled:** said in a threatening way
- **Gurgling:** sound of water moving
- **Lake bed:** bottom of a lake
- **Predators:** animals that hunt
- **Prey:** animals that are hunted
- **Sneered:** said in a mocking way
- **Horizon:** where land or sea meets sky
- **Grumbled:** complained in a low voice

Deep Sea Fashion (Page 10)

- **Wonders:** amazing things
- **Flit:** move quickly and lightly
- **Magnificent:** beautiful and grand
- **Kelp:** kind of large seaweed
- **Porthole:** round window in ship
- **Currents:** moving flows of water
- **Diagrams:** pictures that show how something works or is made
- **Outfits:** sets of clothes that go together
- **Fabric:** material used to make clothes
- **Chorused:** said together at the same time
- **Customers:** people who buy things from a shop

The Great Trainer Robbery (Page 12)

- **Carriage:** part of train where passengers sit
- **Lurches:** moves suddenly and roughly
- **Conductor:** person who checks tickets
- **Locomotive:** engine that pulls train
- **Celebrity:** a famous person
- **Panicked:** very worried or scared
- **Suspects:** people who might have committed a crime
- **Illusions:** tricks that fool your eyes
- **Dingy:** dark and dull
- **Firebox:** part of locomotive where fire burns
- **Mischievously:** naughtily or cheekily
- **Autograph:** a famous person's signature
- **Glamorous:** attractive and exciting
- **Mastermind:** person who plans things

Hanuman's Leap (Page 21)

- **Appetite:** hunger to eat things
- **Heavens:** sky
- **Blessed:** gave him special gifts
- **Immune:** unable to be hurt by something
- **Invincible:** not able to be defeated
- **Meditating:** sitting still and thinking deeply
- **Scuttled:** moved quickly
- **Kidnapped:** taken and locked up
- **Abilities:** things he is able to do
- **Grove:** small group of trees
- **Fearsome:** very scary
- **Furious:** very angry
- **Mythology:** collection of myths

Continued on page 2...

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STORYTIME GLOSSARY

Why Chameleons Change Their Colours (Page 26)

- **Chameleons:** colour-changing lizards
- **Goddess:** female god
- **Worshipped:** prayed to
- **Shimmered:** shone with changing light
- **Reptiles:** cold-blooded animals, including lizards, snakes and turtles
- **Go extinct:** die out completely
- **Foes:** enemies
- **Knobbly:** lumpy or bumpy
- **Slithering:** sliding along on his belly
- **Camouflage:** blend in by looking like part of their environment

The Land of Lollipops (Page 32)

- **Pellets:** small, round bits of pet food
- **Healthy:** good for you
- **Scoff:** eat greedily
- **Tempting:** making him want to do something
- **Liquorice:** kind of candy
- **Goo:** sticky, runny stuff
- **Frolicked:** ran around and played
- **Massive:** very big and heavy
- **Avalanches:** events when large amounts of snow or other stuff quickly slide down a mountain
- **Quivered:** shook slightly
- **Swallowed:** made food go down his throat

Charlie in the Limelight (Page 39)

- **Corridor:** a hallway in a building
- **Sequins:** small, shiny discs sewn onto clothes as decoration
- **Squeak:** small, high-pitched noise
- **Jeered:** shouted rude or mean things
- **Nipper:** old-fashioned slang for a young child
- **Flat:** living space in a building
- **Draughty:** with a lot of air blowing in
- **Altered:** changed
- **Harmonium:** small musical instrument
- **Recited:** repeated from memory
- **Troupe:** group of performers
- **Encore:** another performance
- **Pratfalls:** silly falls to make people laugh

The Pigeon Princess (Page 44)

- **Spiral:** curving around on itself
- **Airy:** big and light with good air flow
- **Embroidery:** sewing fancy patterns or pictures with thread
- **Fluttered:** flew by flapping his wings
- **Beak:** hard mouth of a bird
- **Form:** shape
- **Curse:** evil spell
- **Enchanted:** affected by a magic spell
- **Blacksmith:** person who makes things from iron
- **Rusted:** turned into rust
- **Truthfulness:** telling the truth

Continued on page 2...

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STORYTIME GLOSSARY

3 OF 3

The Frightening Frog (Page 50)

- **Prowled:** moved sneakily like a hunting animal
- **Famished:** very hungry
- **Reeds:** tall, grass-like plants that grow near water
- **Gulped:** swallowed nervously
- **Croaked:** made a deep, harsh noise
- **Puffed:** filled up with air
- **Boasted:** talked proudly about what he could do
- **Contest:** competition to see who can win
- **Whipped:** moved quickly through the air
- **Amphibian:** kind of animal that can live in water or on land
- **Knotted:** tied
- **Horrified:** frightened and upset
- **Unfortunately:** unluckily

If My Robot Could Talk... (Page 53)

- **Torch:** hand-held light
- **Illogical:** not making sense
- **Mysterious:** unknown
- **Cogs:** round wheels with teeth on them, used in machines
- **Squinted:** looked closely by narrowing her eyes
- **Reassembled them:** put them together again
- **Mechanical:** made of interlocking parts that work together
- **Gleamed:** reflected light brightly
- **Upgrade:** make something better
- **Technology:** tools or mechanisms created using science
- **Scribbled:** wrote quickly and messily
- **Radio control:** device using radio waves to control a machine
- **Programmable:** able to be told what to do, using computer code
- **Sensors:** devices that help a robot see, hear or feel
- **Actuators:** parts of a robot that make it move

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CLASS DISCUSSION SHEET

LET'S TALK ABOUT...

robots! These amazing machines have been popular in science fiction for decades and are becoming common in everyday life – but how much do your students know about them?

1. What is a robot? What makes it different from other machines like cars, mobile phones or can openers?

2. Which fictional robots do you know about from TV, movies or books? What are they like?

3. Can you think of any robots that you have encountered in real life? What did they do? How were they different from robots in stories?

4. Robots are becoming more advanced, and they are able to do lots of jobs that people once did. What are some good things about this, and what are some not-so-good things?

MY FAVOURITE ROBOT IS...

Tell us about your favourite robot – from a story, movie or comic!

Its name is: _____

It appears in: _____

What job does it do? _____

What abilities does it have? _____

What three words would you use to describe it?

_____

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READING COMPREHENSION SHEET

Can you spot the *adjectives* and *onomatopoeias* in this extract?

"Toni reached into the box and picked up the most complicated and expensive part – the electric motor.

"This will help you move," she whispered to George, even though he couldn't hear.

Toni attached the motor, checked the wires, took a deep breath... and flicked a switch.

Whirr. Click. Step."

1. Which two *adjectives* (describing words) are used to talk about the motor?

2. In the second paragraph, Toni talks to George. Which *punctuation marks* enclose the words she says?

3. An *onomatopoeia* is a word that sounds like the thing it is describing... in fact, they are often used to represent sounds! Which two words in the extract are onomatopoeias?

WHAT'S THAT SOUND?

Can you complete these sentences with a matching onomatopoeia?

The cat _____.

The duck _____.

The wave _____.

The clock _____.

ANSWERS: 1. *Complicated* and *expensive*. 2. Quotation marks (" and "). 3. *Whirr* and *click*. **What's That Sound?** Possible onomatopoeias include *meowed* or *purred*, *quacked*, *crashed* or *splashed* and *ticked*.

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STORY SEQUENCING SHEET

Uh-oh! Someone has scrambled up the events of Toni and George's story. Number these sections to show the order they *should* be read in!

A few months later, Toni found a package on her bed. She opened it and discovered a robot kit! She started building it right away. ☐

George II moved his arms, and George III walked by remote control. People were amazed when they saw a robot walk down the street! ☐

Toni knew what she wanted to be when she grew up. She wanted to be an inventor and make the best robots in the world! ☐

She put all the bits together for hours until she had built her robot. Toni thought it was cool and decided to call it 'George'. ☐

Toni read books and magazines to come up with new ideas. The girl built new versions of George with new abilities... ☐

Finally, she put a motor into George's body and turned it on. It began to walk across the floor! Her mum was amazed. ☐

They thought that George was like a character from a movie and asked what else he could do. ☐

Toni was supposed to be asleep, but she was reading an exciting science fiction story about a robot instead. Then, the door opened... ☐

The next version was George Mark IV, who could talk using a speaker. George had grown and changed over the years, just like Toni! ☐

That night, Toni slept with George on her bedside table. She dreamed that he told her to upgrade him! She promised that she would. ☐

It was her dad! He told her to finish her story and then turn off the light. That night, the girl dreamed of robots. ☐

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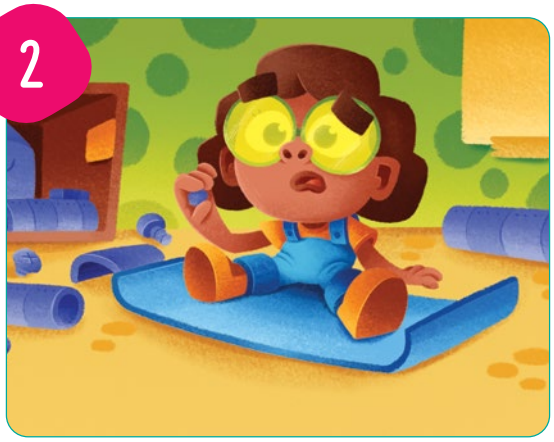
STORYBOARD

Why don't you tell Toni's tale in your own words? Write about what happened in the story under the pictures below.

1



2



3



4



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CREATE A ROBOT!

Follow this flowchart to 'build' your very own robot to star in a story!



1 What job does your robot do?

Check the list of different types of robots on page 58 of the magazine for inspiration.

2 What is its body like?

Does it look like a human's or an animal's? Is it round, cylinder-shaped or boxy?

3 How does it move around?

Does it have legs, wheels, tracks, propellers or something else?

4 How does it sense the world?

Does it have microphones, cameras or something else?

5 What tools does it have to do its job?

How does it interact with the world?

6 What is its personality like?

Choose three adjectives to describe it!

8 How does it communicate?

It might use speakers or screens to let people know what it's saying!

What is your robot's name?

You'll get to write a story about it on the next page!

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WRITE A ROBOT STORY

Now that you've created a robot, it's time for it to star in a story! Write a tale about one of its adventures.

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FILL IN THE BLANKS

Which verbs (doing words) can be used to complete the sentences below? Pick them from this list:

ROBOT CODE SCAN BEEP BUILD

A. I use special _____ to program my robot.

B. Robots can _____ objects to understand them.

C. My _____ makes a funny sound when it's happy.

D. Engineers help _____ amazing machines.

E. Sometimes, robots go _____! when they start up.

ROBOT ACTIONS

Circle all the action words (verbs) a robot might do!

1. RUN
2. BEEP
3. FLY
4. DREAM
5. CODE
6. BUILD
7. SCAN
8. YAWN
9. HELP
10. GOSSIP
11. TELEPORT
12. CRY

ANSWERS: A. *code*, B. *scan*, C. *robot*, D. *build*, E. *beep*.
Robot Actions: 1, 2, 3, 5, 6, 7, 9.

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ROBO-MATHS!

Robots are getting faster and faster – can you work out how long it will take them to do all of these jobs?



1

In a car factory, a machine makes **7 race cars a day**. If the super-speed model can work **5 times faster**, how many cars will it make in a day?

_____

2

One toy machine can build **100 toys a day**. An older machine works at only **a fifth of that speed**. How many toys will it make?

_____

3

A speedy delivery robot is **one-third faster** than a regular bike courier. If the bike delivers **18 packages a day**, how many will the robot deliver?

_____

4

In a hospital, a scanning machine can scan **2 patients an hour**. A new model works **3 times faster**. How many patients can it scan each hour?

_____

5

A squirrel can collect **2,000 berries an hour**. But the berry-picking farming robot works **4 times faster**. How many berries will it collect in **1 hour?**

_____

6

Forest rangers took **6 hours to find lost hikers.** A search drone can do the same job in **half the time**. How long would it take?

_____

7

A box-packing robot packs **9 boxes every minute**. A smaller helper robot works **3 times slower.** How many boxes will it pack in the same time?

_____

ANSWERS: 1. 35, 2. 20, 3. 24, 4. 6, 5. 8000, 6. 3 hours, 7. 3.

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ROBOTS: FACT VS FICTION!

Robots appear in comics, books, films and TV programmes... but are they anything like real-life robots? Find out below!

IN FICTION:
Many robots are shaped like people!
IN FACT:
Apart from a few robots built for entertainment purposes, real robots don't look anything like humans! Instead, they are designed so that they can do their jobs better. For example, a robot vacuum cleaner is round and flat to help it clean under things, and a factory robot looks like a mechanical arm with tools and grippers on the end.

IN FICTION:
Robots can think for themselves!
IN FACT:
Modern robots can only do what they are told! Some robots are remote-controlled by people. Others are controlled by software that gives them instructions about what they should do. If they can't work out what to do, they might stop or ask for further instructions. In the near future, robots with artificial intelligence (AI) might be more independent.

IN FICTION:
Robots can talk to us!
IN FACT:
Most robots can't! If they have problems or want to tell their operator something, they might beep or ping a message via a screen or mobile app. The only robots that can speak are ones designed to interact with humans as entertainers or service bots.

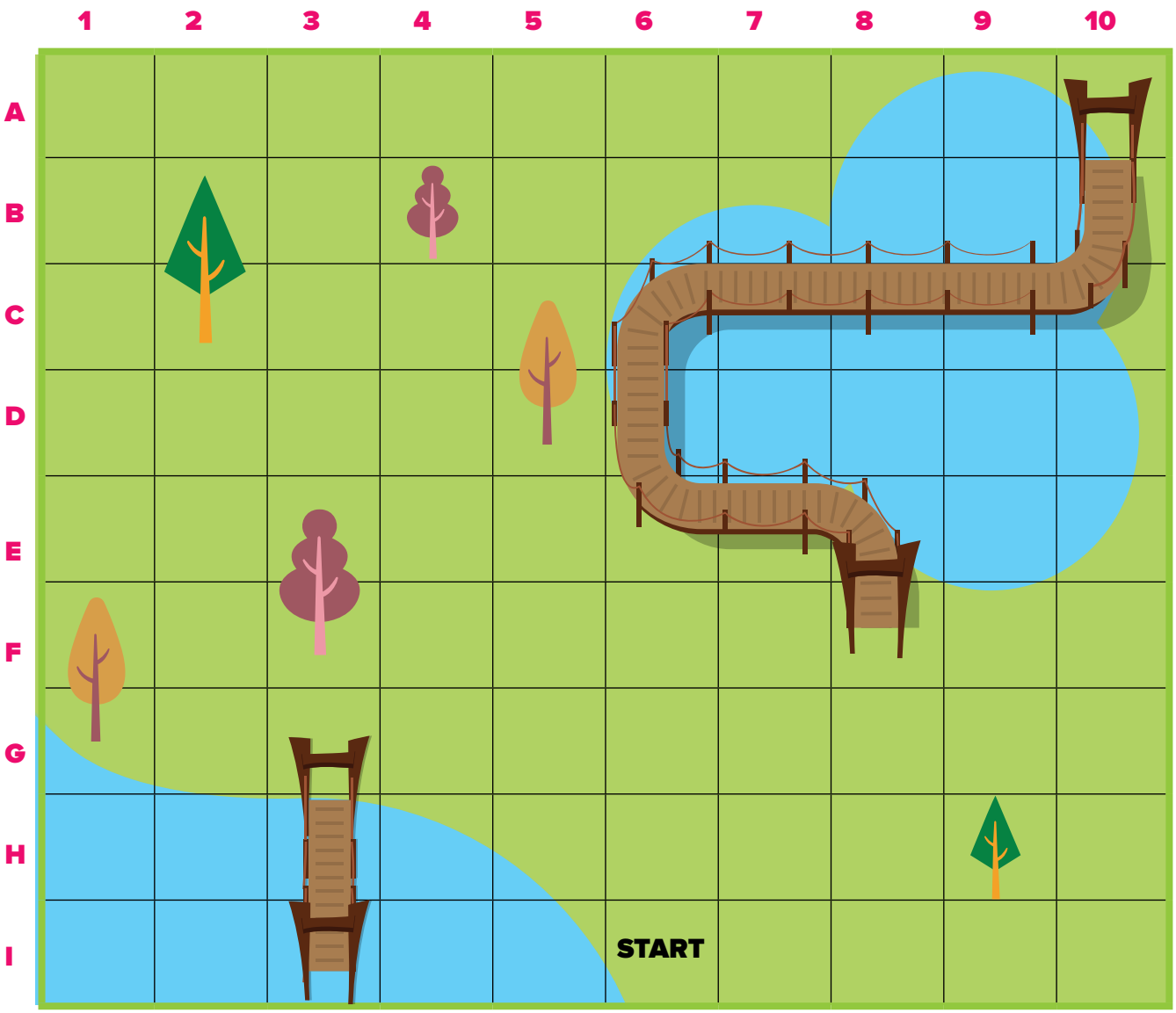
IN FICTION:
Robots don't make mistakes.
IN FACT:
Real robots *can* and *do* make mistakes, especially if their programming has bugs in it, their sensors give them bad information or they are put in a situation that they're not programmed to deal with. Robots may be precise when performing actions, but they still need humans to program and supervise them!

IN FICTION:
Robots can develop feelings, just like humans do.
IN FACT:
Modern robots don't have this ability. Some might behave in a way that makes it seem that they have feelings... but they're just following their programming.

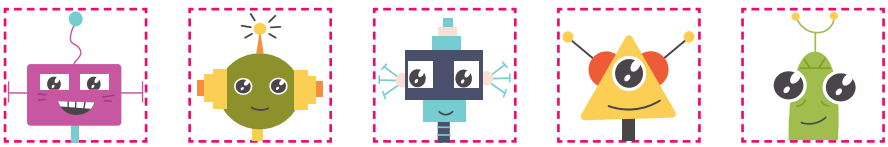
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CODE TO PLAY!

To make robots do things, you need to give them instructions! In the game below, you and a friend get your robots to perform missions and give them instructions. Pick your robots and get ready to code!



Robot counters



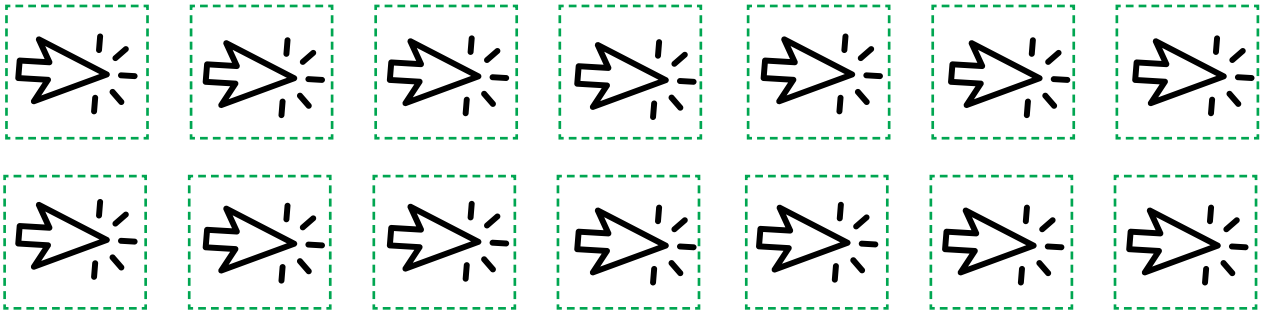
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CODE TO PLAY!

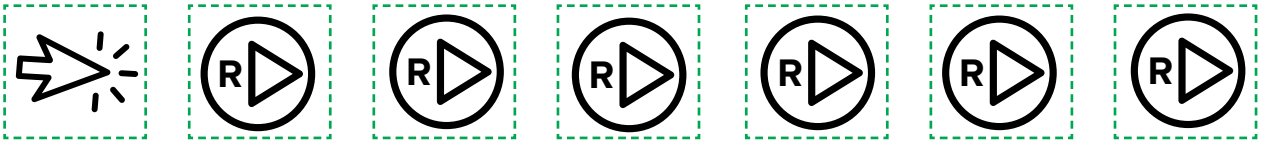
2 OF 2

Print and cut out these coding counters.

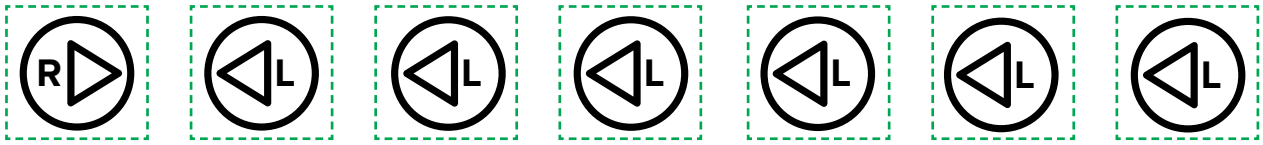
MOVE FORWARD ONE SQUARE



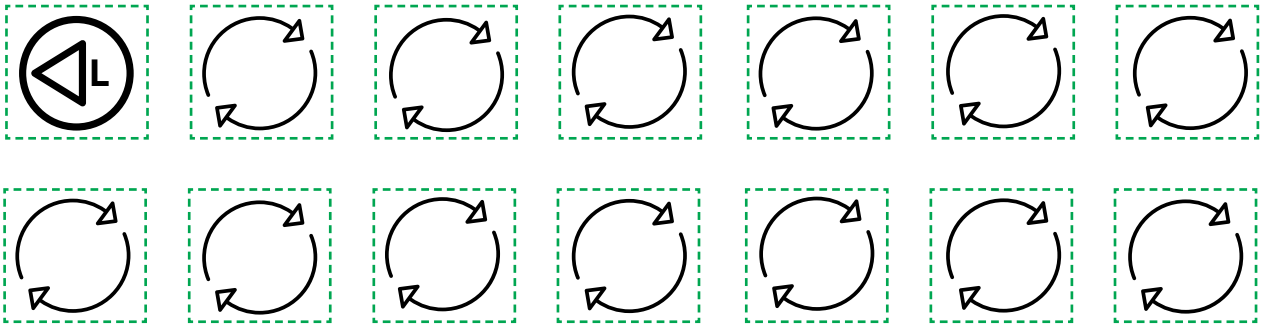
TURN RIGHT



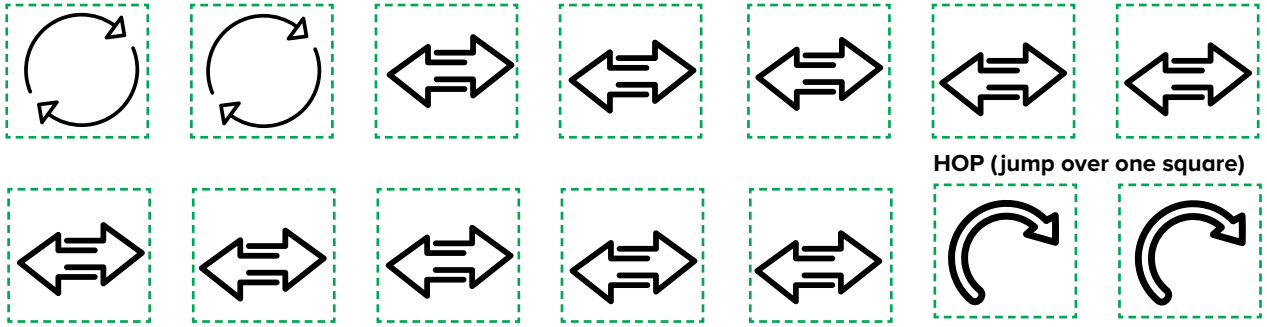
TURN LEFT



REPEAT THE LAST ACTION

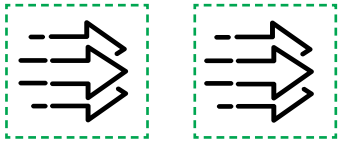


GO BACKWARD ONE SQUARE



HOP (jump over one square)

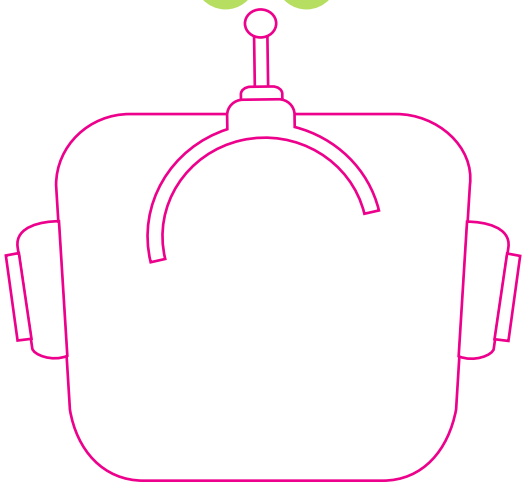
ZOOM (move forward three squares)

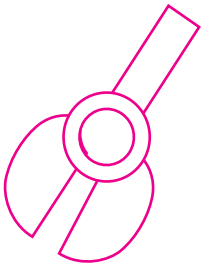


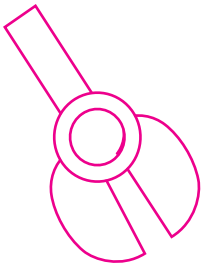
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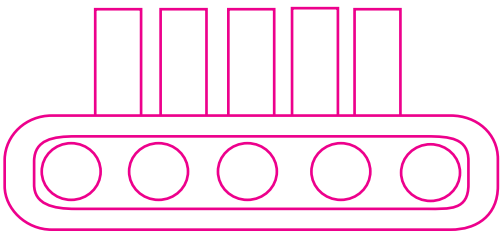
COMPLETE A ROBOT

Add a body to this mechanical marvel and add eyes and other details to the face! Then, you can give it a cool custom colour scheme!









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