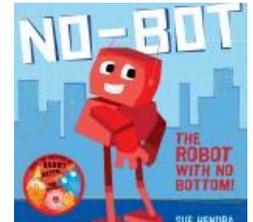


No-Bot; The Robot With No Bottom! by Sue Hendra

Theme: Humour April 2013



Meet Bernard

He's a robot with a very unusual problem.

Bernard the Robot loses his bottom on the park swing, and sets off to find it. Every time he gets close, it disappears again! Bird was using it as a nest, but it was too heavy; Bear used it in his drum kit, but it was too tinny; the Squirrels built sandcastles with it...and now it looks as if they're sailing away in it. Will Bernard EVER get his bottom back?

Key Message for Parents

Children Learn Through Being Engaged And Doing.

- Children are active, not passive learners and the most powerful way young children learn is through play.
- Play allows and encourages children to be engaged.
- Play is critical to young children's social, emotional, motor and cognitive development.
- Play allows children to make sense of their world.
- Play is the source of laughter, joy, wonder, delight and fabulous memories.

Learning Outcomes

Outcome 4: Children Are Confident And Involved Learners.

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

Educators promote this learning when they:

- Recognise and value children's involvement in learning.
- Listen carefully to children's ideas and discuss with them how these ideas might be developed.
- Provide opportunities for children to revisit their ideas and extend their thinking.
- Reflect with children on what and how they have learned.
- Encourage children to engage in both individual and collaborative explorative learning processes.

Welcome

Ask carers to write name tags for themselves and their children. (optional). Welcome everyone, introduce yourself, remind adults to turn their mobile phones off and remind them that there will be time for adults to chat after the story and songs.

Sing

Welcome Song (or your preferred song)

Have the words available as a handout or written on a board or butcher's paper for the adults to read and join in.

Good Morning/afternoon

Good morning to you

Good morning to you

Good morning everybody

And welcome to you!



Song

Tell the children that you have brought a friend along today. Show them a robot that you have made from box construction. Can they guess what you have made? Talk about the lights on your robot, (they could be anything that you have glued on; tin lids, buttons, pom poms), move the arms up and down, pretend to show how the robot walks and make the sound 'clickity clack', and wiggle some pipe cleaners for antennae. Speak with a robot voice to engage the children. Tell the children that you have a song about your robot and that they can help you by singing

The Lights On The Robot Go

(Sung to: *The Wheels On The Bus*)

The lights on the robot go on and off
On and off
On and Off
The lights on the robot go on and off
All day long.

Point to the lights on your robot.
Open and close the fingers on both hands.

The arms on the robot go up and down
Up and down
Up and down
The arms on the robot go up and down
All day long.

Point to the arms on your robot.
Move your arms like a robot.

The feet on the robot go clickity clack
Clickity clack
Clickity clack
The feet on the robot go clickity clack
All day long

Point to the feet of your robot.
Move your legs like a robot.

Point to the feet of your robot.
Clap hands together with the beat.

The antennae on the robot go wiggle,
Wiggle, wiggle
Wiggle, wiggle, wiggle
Wiggle, wiggle, wiggle
The antennae on the robot go wiggle,
Wiggle, wiggle
All day long
(Make up other verses if desired).

Point to the antennae on your robot.
Place hands on head and wriggle fingers.

Point to the antennae on your robot.
Place hands on head and wriggle fingers.
Clap hands together with the beat.

Share the *key message* with parents and thank them for coming to share this special Story Time at your library/centre/playgroup. Talk to the parents about the ways that picture books can provide opportunities to stimulate meaningful and necessary play experiences for children. Activities that let children talk about and represent their ideas through music, movement, art and craft activities and imaginative play all help to develop important neural connections.



Book Introduction

You can begin the story by saying that today's story is about a robot, but something very strange has happened to him – he has lost his bottom!! Let's read to find out what happened and whether he'll find his bottom again.

During reading

When reading, leave ample time for the children to view the bright and colourful illustrations. Wait for the children's reaction – can they see that Bernard has lost his bottom or do they need prompting to take a closer look? As you read through the pages; ask the children "Does that look like Bernard's bottom?"

Do you think that Bernard will ever get his bottom back?" Continue reading, pausing at the end of the story – have the children noticed something unusual on the swing – what's happened this time?

After reading

"How do you think that Bernard was feeling without a bottom? What if you had no bottom – how would you be able to sit down?"

Share with parents: As adults there are usually two main reasons why we read – for pleasure or for information. Try and make time for your child to see you doing both, because as parents probably the most important thing you can teach your child is to develop a love of books.

Children love a good story and No-Bot the Robot is such a delightful and engaging book! Be prepared to hear; "READ IT AGAIN!"

Activity Time –LBBC - Shiny happy robots!

You will need:

- Template
- Toilet rolls or cardboard
- Alfoil
- Pipecleaners
- Textas (permanent markers are best)
- Other decorations, such as stickers, if wanted.

Instructions:

1. Colour and cut out template
2. Cover the toilet roll with alfoil, or cut a square of cardboard and cover with alfoil
3. Draw a face, and buttons, dials and lights
4. Stick on pipe cleaner arms and legs
5. Add more decorations if wanted.

Ideas

Make different colour robots using wrapping paper or scrap paper from around the house.

Explain how robots are machines and talk about other machines around your home.

Try walking, talking and dancing like robots encouraging imaginative play.

Make a robot costume by using a cardboard box with arm holes cut out. Decorate it or paint it red like Nobot.





Goodbye

Conclude the session with some suggestions of books that parents might want to share with their children about robots, dragons and amazing machines.

Press Here by Herve Tullet

Rocket Countdown by Nick Sharatt

Where's the Dragon? by Jason Hook & Richard Hook

Hunting For Dragons by Bruce Whatley

Plane, Train, Truck and Trolley by Peter Sheehan (pictures only)

Amazing Machines: Super Submarines by Tony Mitton & Ant Parker

Goodbye Song

This is the way we say goodbye (use a waving action)

Say goodbye, say goodbye

This is the way we say goodbye

To all our library friends (or :) to our friend.....)

Depending on the size of your group, you may wish to insert each child's name in the last line rather than 'library friends' as it develops a more personal relationship between yourself, the child and the family.

Sung to the tune of (*Here We Go Round the Mulberry Bush*) **or** your preferred choice.