The Wild Robot Preview

Try out this unit. Scroll down to see sample pages.
### Which version of this unit do I need?

<table>
<thead>
<tr>
<th>Version</th>
<th>Links to Digital Resources</th>
<th>Vocabulary Practice</th>
<th>Comprehension Questions</th>
<th>Constructed Writing Prompts</th>
<th>Skill Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Wild Robot Digital + Printable</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>The Wild Robot Printable</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>The Wild Robot Abridged</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

On the following pages, you will see snapshot examples for **The Wild Robot Digital + Printable Novel Study**.

Be sure to look closely to see which version works best for your needs.
Students practice with two focus words for each reading selection. A wordlist with definitions, synonyms, and sample sentences from the story is included.
Digital vocabulary practice is provided through Boom Learning Decks.

Read the definitions of **boot**: Type a, b, c, or d to show which definition is used in each sentence.

- a) to kick (something) forcefully
- b) to force (someone) to leave a place or situation
- c) to start a computer
- d) to lock a special device onto one of the wheels of (a car) so that the car cannot be moved

The car was **booted** by the police for parking illegally.

My computer takes a long time to **boot** up.

He **booted** the football all the way down the field.
How does the reader know Chapters 1-5 are told primarily in 3rd person point of view?

- Only the thoughts of the robot are told.
- The narrator uses pronouns like he, she, it, and they.
- The story is written like a diary, a personal narrative.
- The narrator uses pronouns like I, me, and my.
<table>
<thead>
<tr>
<th>★★★★★</th>
<th>This is a great resource to go along with anyone interested in doing a novel study on The Wild Robot. There were so many options and activities that can be completed whole class as guided notes and for independent work. The Boom Cards were also a great addition to this resource. The questions were challenging for some of my students, but using Boom Cards allowed students to go back and work towards mastery. I would highly recommend this novel study and resource.</th>
</tr>
</thead>
<tbody>
<tr>
<td>My students are enjoying all of the activities associated with this resource! I love that everything is provided and the daily lesson plans are so well mapped out! This is a &quot;grab and go&quot; resource that will be used in my program again and again.</td>
<td></td>
</tr>
<tr>
<td>-Kim</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>★★★★★</th>
<th>This was a great resource to use along with the novel. The types of questions were appropriate and hit many different skills. Thank you!</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUY THIS! This resource is comprehensive, engaging, and differentiated. A wonderful resource for what my students are calling, &quot;a masterpiece.&quot;</td>
<td></td>
</tr>
<tr>
<td>-Helen</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>★★★★★</th>
<th>This is such a great resource to go along with anyone interested in doing a novel student on The Wild Robot. There were so many options and activities that can be completed whole class as guided notes and for independent work. The Boom Cards were also a great addition to this resource. The questions were challenging for some of my students, but using Boom Cards allowed students to go back and work towards mastery. I would highly recommend this novel study and resource.</th>
</tr>
</thead>
<tbody>
<tr>
<td>My students are enjoying all of the activities associated with this resource! I love that everything is provided and the daily lesson plans are so well mapped out! This is a &quot;grab and go&quot; resource that will be used in my program again and again.</td>
<td></td>
</tr>
<tr>
<td>-Kim</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>★★★★★</th>
<th>This was a great resource to use along with the novel. The types of questions were appropriate and hit many different skills. Thank you!</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUY THIS! This resource is comprehensive, engaging, and differentiated. A wonderful resource for what my students are calling, &quot;a masterpiece.&quot;</td>
<td></td>
</tr>
<tr>
<td>-Helen</td>
<td></td>
</tr>
</tbody>
</table>
### Constructed Writing Prompts

#### Constructed Response – Point of View

- **Who is telling the story?**
- **From which point of view is the story told?**
- **What is the narrator's perspective?**
- **How would the story change if it were written in a different point of view?**
- **How does the narrator's point of view influence the way the events are described?**
- **Why do you think the narrator described the events the way he did?**
- **How would the story change if a different character was the narrator?**

---

![Image of constructed writing prompts](image_url)

**Full Page Answer Keys**

- with and without CCSS

---

© Gay Miller
7 Lessons for Writing a Mini Research Paper on Animals
What are Boom Cards?

Boom Cards are digital task cards that students play on the Boom Learning Website.

They...
✓ are fully digital – require no printing, paper, ink, etc.
✓ may be used on all modern browsers
✓ are played on devices connected to the Internet
✓ can be used for student practice at no cost to you

When you purchase this novel study from TPT, you will receive special links to these Boom Cards. When you click on one of these links, you will be asked to sign into your account or create a free account at the Boom Learning Website. The special links in the paid resource let the Boom Learning site know you have purchased the deck. When you click the link, Boom Learning sends the Boom Deck to your Boom Library, so your students can access them. Students can play for free or data will be tracked for you with the Boom Learning Paid Subscription.

Click here for a playable preview on Boom Learning.
Boom Learning Card Examples

Which word best describes the otters?
- self-centered
- creative
- optimistic
- playful

From Roz's warm-up speech, what can the reader predict about how she will survive?
- Roz will need to be sent back to the factory and reprogrammed with information about living on an island.
- Roz will need to be oiled before she can work properly. The salty sea water rusted some of her parts.
- Roz will be completely useless. She will not be able to function properly on the island.
- Roz gets smarter with time. She will easily learn how to adapt to life on the island.

The best title for Chapters 1-5 would be ---.
- Playing with the Otters
- A Jungle to Explore
- The Robot Graveyard
- Roz Comes to Life on an Island

How does the picture at the end of Chapter 4 help the reader better understand the story?
Select 3 answers.
- The reader can better visualize what is taking place in the story.
- The reader knows what Roz looks like.
- The reader can tell which country Roz is living in.

Drag the synonyms of restrain to the synonym box and the antonyms of restrain to the antonym box.

The word engulfed most likely means ---.
- surrounded
- isolated
- faded
- communicated

And then a gigantic wave crashed over the rocks and engulfed the entire gravestones.
Thank you for downloading this novel study sample.

On the next pages, you will find the following pages from the unit including:

• Table of Contents for the Digital + Printable Version
• Lesson Plans at a Glance for the Full Unit

FREE SAMPLE PAGES

The First Reading Selection plus Answer Keys (These pages are found in all versions of this unit.)
• Vocabulary Practice
• Comprehension Questions
• Constructed Response Writing Prompt (with and without the Common Core Standards)

Are you wondering what other novel studies I have available? You can see the complete list here.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans at a Glance</td>
<td>6</td>
</tr>
<tr>
<td><strong>SECTION #1 - Links to Digital Resources</strong></td>
<td></td>
</tr>
<tr>
<td>Materials Needed</td>
<td>6</td>
</tr>
<tr>
<td><strong>SECTION #2 - Vocabulary</strong></td>
<td>14</td>
</tr>
<tr>
<td>Teacher Information</td>
<td>15</td>
</tr>
<tr>
<td>Vocabulary List</td>
<td>18</td>
</tr>
<tr>
<td>Vocabulary Bookmarks</td>
<td>25</td>
</tr>
<tr>
<td>Vocabulary Word Cards</td>
<td>27</td>
</tr>
<tr>
<td>Vocabulary Practice Booklet</td>
<td>33</td>
</tr>
<tr>
<td>Vocabulary Test</td>
<td>56</td>
</tr>
<tr>
<td>Teacher Information</td>
<td>60</td>
</tr>
<tr>
<td><strong>SECTION #3 - Student Packet for Comprehension and Writing</strong></td>
<td>66</td>
</tr>
<tr>
<td>Comprehension Chapters 1-5</td>
<td>67</td>
</tr>
<tr>
<td>Point of View</td>
<td>68</td>
</tr>
<tr>
<td>Comprehension Chapters 6-10</td>
<td>70</td>
</tr>
<tr>
<td>Setting</td>
<td>71</td>
</tr>
<tr>
<td>Comprehension Chapters 11-15</td>
<td>72</td>
</tr>
<tr>
<td>Chapters 11-15 – Problem and Solution Chain</td>
<td>73</td>
</tr>
<tr>
<td>Comprehension Chapters 16-20</td>
<td>74</td>
</tr>
<tr>
<td>Chapters 1-20 – Figurative Language</td>
<td>75</td>
</tr>
<tr>
<td>Comprehension Chapters 21-25</td>
<td>76</td>
</tr>
<tr>
<td>Chapters 21-25 - Summarizing</td>
<td>77</td>
</tr>
<tr>
<td>Comprehension Chapters 26-30</td>
<td>78</td>
</tr>
<tr>
<td>Chapters 26-30 – Cause and Effect</td>
<td>79</td>
</tr>
<tr>
<td>Chapters 29-30 – Character Map ~ Mr. Beaver</td>
<td>80</td>
</tr>
<tr>
<td>Comprehension Chapters 31-35</td>
<td>81</td>
</tr>
<tr>
<td>Chapter 30 - Course of Action</td>
<td>82</td>
</tr>
<tr>
<td>Comprehension Chapters 36-40</td>
<td>83</td>
</tr>
<tr>
<td>Chapters 37-38 – Comparing Characters ~ Chitchat and Brightbill</td>
<td>84</td>
</tr>
<tr>
<td>Comprehension Chapters 41-45</td>
<td>85</td>
</tr>
<tr>
<td>Character Traits ~ Brightbill</td>
<td>86</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Research Paper ~ Lesson 5 – Writing the Introduction</td>
<td>213</td>
</tr>
<tr>
<td>Practice</td>
<td>214</td>
</tr>
<tr>
<td>Foldable Organizer</td>
<td>216</td>
</tr>
<tr>
<td>Sample Introductory Paragraph</td>
<td>217</td>
</tr>
<tr>
<td>Research Paper ~ Lesson 6 – Writing the Conclusion</td>
<td>218</td>
</tr>
<tr>
<td>Foldable Organizer</td>
<td>219</td>
</tr>
<tr>
<td>Research Paper ~ Lesson 7 – Editing and Proofreading</td>
<td>223</td>
</tr>
<tr>
<td>Proofreading Checklist</td>
<td>224</td>
</tr>
<tr>
<td>Three Rubrics</td>
<td>225</td>
</tr>
<tr>
<td>The Final Project</td>
<td>228</td>
</tr>
<tr>
<td>Report Cover</td>
<td>229</td>
</tr>
<tr>
<td>Report Booklet</td>
<td>244</td>
</tr>
<tr>
<td>Figurative Language/Common Core Alignment</td>
<td>253</td>
</tr>
<tr>
<td>Figurative Language Response Cards</td>
<td>254</td>
</tr>
<tr>
<td>Figurative Language Three Door Flip Organizer</td>
<td>260</td>
</tr>
<tr>
<td>Context Clues/Common Core Alignment</td>
<td>271</td>
</tr>
<tr>
<td>Context Clues Organizers</td>
<td>272</td>
</tr>
<tr>
<td>Context Clues Task Cards</td>
<td>281</td>
</tr>
<tr>
<td>Credits</td>
<td>289</td>
</tr>
</tbody>
</table>
## Lesson Plans at a Glance

<table>
<thead>
<tr>
<th>Read</th>
<th>Vocabulary List and Booklet</th>
<th>Comprehension</th>
<th>Constructed Response Question</th>
<th>Skill Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapters 1-5</td>
<td>boot, restrain</td>
<td>Chapters 1-5</td>
<td>Point of View</td>
<td>Creating a Bibliography Organizer</td>
</tr>
<tr>
<td>Chapters 6-10</td>
<td>methodical survey</td>
<td>Chapters 6-10</td>
<td>Setting</td>
<td>Note Taking – Physical Description</td>
</tr>
<tr>
<td>Chapters 11-15</td>
<td>nonessential, devastate</td>
<td>Chapters 11-15</td>
<td>Problem and Solution Chain</td>
<td>Note Taking – Home</td>
</tr>
<tr>
<td>Chapters 16-20</td>
<td>rigorous, nestle</td>
<td>Chapters 16-20</td>
<td>Figurative Language</td>
<td>Note Taking – Life Cycle</td>
</tr>
<tr>
<td>Chapters 21-25</td>
<td>truce, plummet</td>
<td>Chapters 21-25</td>
<td>Summarizing</td>
<td>Note Taking – Food</td>
</tr>
<tr>
<td>Chapters 26-30</td>
<td>pamper, bizarre</td>
<td>Chapters 26-30</td>
<td>Cause and Effect Character Map – Mr. Beaver</td>
<td>Note Taking – Special Characteristics</td>
</tr>
<tr>
<td>Chapters 31-35</td>
<td>meander, tranquil</td>
<td>Chapters 31-35</td>
<td>Course of Action</td>
<td>Introduction</td>
</tr>
<tr>
<td>Chapters 36-40</td>
<td>veer, spiral</td>
<td>Chapters 36-40</td>
<td>Comparing Characters (Chitchat and Brightbill)</td>
<td>Body Paragraphs</td>
</tr>
<tr>
<td>Chapters 41-45</td>
<td>inoperative, loom</td>
<td>Chapters 41-45</td>
<td>Character Traits (Brightbill)</td>
<td>Conclusion</td>
</tr>
<tr>
<td>Chapters 46-50</td>
<td>intimidate, indestructible</td>
<td>Chapters 46-50</td>
<td>Mood</td>
<td>Editing and Proofreading</td>
</tr>
<tr>
<td>Chapters 51-55</td>
<td>devastating, keen</td>
<td>Chapters 51-55</td>
<td>Character Traits Sequencing</td>
<td>Write Final Drafts on Organizer</td>
</tr>
<tr>
<td>Chapters 56-60</td>
<td>expertise, debt</td>
<td>Chapters 56-60</td>
<td>Comparing Books</td>
<td>Figurative Language Organizers</td>
</tr>
<tr>
<td>Chapters 61-65</td>
<td>overtaken, forge</td>
<td>Chapters 61-65</td>
<td>Figurative Language</td>
<td>Figurative Language Response Cards</td>
</tr>
<tr>
<td>Chapters 66-70</td>
<td>refurbish, commence</td>
<td>Chapters 66-70</td>
<td>Character Traits of Roz</td>
<td>Context Clues Organizers</td>
</tr>
<tr>
<td>Chapters 71-75</td>
<td>seethe, bombard</td>
<td>Chapters 71-75</td>
<td>Theme</td>
<td>Context Clues Task Cards</td>
</tr>
<tr>
<td>Chapters 76-80</td>
<td>bustle, eternal</td>
<td>Chapters 76-80</td>
<td>Plot Development</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary Test
Chapters 76-80 [bustle & eternal]
Fill in the blanks with one of your vocabulary words.

1. The wilderness is ____________________ with soldiers.
2. TechLab Industries wants to take all the broken down robots and ____________________ them for resale.
3. I love the hustle and ____________________ of city life.
4. The ____________________ began at dawn and by noon the entire city was destroyed.
5. The athletes are all here. Let the games ____________________.

6. Create a word web for bustle.

7. Circle six words in the box that are synonyms or closely related to the word eternal.

Chapters 1-5 [boot & restrain]
Read these definitions of boot.

a. to kick (something) forcefully
b. to force (someone) to leave a place or situation
c. to start a computer
d. to lock a special device onto one of the wheels of (a car) so that the car cannot be moved

Determine which definition is used in each of the sentences below. Write a, b, c, or d in the blank to show your answer.

1. _____ The car was booted by the police for parking illegally.
2. _____ My computer takes a long time to boot up.
3. _____ He booted the football all the way down the field.
4. _____ The voters booted the mayor out of office.
5. _____ This computer booted more quickly than the old one did.

6. Circle five words in the box that are synonyms or closely related to the word restrain.

control                                           prevent movement
open                                               restrict
confine                                            free
allow                                              boundless
release                                            limit

unending everlasting infinite
temporary never-ending fleeting
passing short-term timeless
brief momentary endless
Chapters 76-80 [bustle & eternal]

Fill in the blanks with one of your vocabulary words.
1. The wilderness is **seething** with soldiers.
2. TechLab Industries wants to take all the broken down robots and **refurnish** them for resale.
3. I love the hustle and **bustle** of city life.
4. The **bombardment** began at dawn and by noon the entire city was destroyed.
5. The athletes are all here. Let the games **commence**.
6. Create a word web for **bustle**.

```
<table>
<thead>
<tr>
<th>commotion</th>
<th>go in a busy way</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>bustle</strong></td>
<td></td>
</tr>
<tr>
<td>to move hurriedly</td>
<td>hubbub</td>
</tr>
</tbody>
</table>
```

Chapters 1-5 [boot & restrain]

Read these definitions of **boot**.

a. to kick (something) forcefully  
b. to force (someone) to leave a place or situation  
c. to start a computer  
d. to lock a special device onto one of the wheels of (a car) so that the car cannot be moved

Determine which definition is used in each of the sentences below. Write a, b, c, or d in the blank to show your answer.

1.  _d____ The car was **booted** by the police for parking illegally.
2.  _c____ My computer takes a long time to **boot** up.
3.  _a____ He **booted** the football all the way down the field.
4.  _b____ The voters **booted** the mayor out of office.
5.  _c____ This computer **booted** more quickly than the old one did.

6. Circle five words in the box that are synonyms or closely related to the word **restrain**.

```
<table>
<thead>
<tr>
<th>control</th>
<th>prevent movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>open</td>
<td>restrict</td>
</tr>
<tr>
<td>confine</td>
<td>free</td>
</tr>
<tr>
<td>allow</td>
<td>boundless</td>
</tr>
<tr>
<td>release</td>
<td>limit</td>
</tr>
</tbody>
</table>
```

7. Circle six words in the box that are synonyms or closely related to the word **eternal**.

```
| unending     | everlasting | infinite |
| temporary    | never-ending| fleeting  |
| passing      | short-term  | timeless  |
| brief        | momentary   | endless  |
```
1. Read this quote from Chapter 5.
And then a gigantic wave crashed over the rocks and engulfed the entire gravesite.

The word engulfed most likely means ----.
   a. surrounded
   b. isolated
   c. communicated

2. The best title for Chapters 1-5 would be ----.
   a. Playing with the Otters
   b. Roz Comes to Life on an Island
   c. The Robot Graveyard
   d. A Jungle to Explore

3. Which word best describes the otters?
   a. self-centered
   b. playful
   c. creative
   d. optimistic

4. How does the reader know Chapters 1-5 are told primarily in 3rd person point of view?
   a. The narrator uses pronouns like I, me, and my.
   b. Only the thoughts of the robot are told.
   c. The narrator uses pronouns like he, she, it, and they.
   d. The story is written like a diary, a personal narrative.

5. Draw a picture of what took place on the ocean.

6. Read this passage from Chapter 4.
Like a hatchling breaking from a shell, Roz climbed out into the world.
Which type of figurative language is used?
   a. onomatopoeia
   b. personification
   c. alliteration
   d. simile

Why is this a good figurative phrase for the author to use?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

7. From Roz’s warm-up speech, what can the reader predict about how she will survive?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

8. How does the picture at the end of Chapter 4 help the reader better understand the story?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
### Constructed Response – Point of View

After answering the following questions about point of view, write a response in paragraph form.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is telling the story?</td>
<td></td>
</tr>
<tr>
<td>From which point of view is the story told? What is the narrator's perspective?</td>
<td></td>
</tr>
<tr>
<td>How does the narrator’s point of view change how the events are being described?</td>
<td></td>
</tr>
<tr>
<td>How does the narrator's point of view influence how the events are described?</td>
<td></td>
</tr>
<tr>
<td>Why do you think the narrator described the events the way he did?</td>
<td></td>
</tr>
<tr>
<td>How would the story change if a different character was the narrator?</td>
<td></td>
</tr>
</tbody>
</table>

**CCSS.ELA-Literacy.RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.  
**CCSS.ELA-Literacy.RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
1. Read this quote from Chapter 5.
And then a gigantic wave crashed over the rocks and *engulfed* the entire gravesite.

The word *engulfed* most likely means ---.
   a. surrounded  
   b. isolated  
   c. communicated  
   a. faded  

2. The best title for Chapters 1-5 would be ---.
   a. Playing with the Otters  
   b. *Roz* Comes to Life on an Island  
   c. The Robot Graveyard  
   d. A Jungle to Explore  

3. Which word best describes the otters?
   a. self-centered  
   b. playful  
   c. creative  
   d. optimistic  

4. How does the reader know Chapters 1-5 are told primarily in 3rd person point of view?
   a. The narrator uses pronouns like *I*, *me*, and *my*.  
   b. Only the thoughts of the robot are told.  
   c. The narrator uses pronouns like *he*, *she*, *it*, and *they*.  
   d. The story is written like a diary, a personal narrative.  

5. Draw a picture of what took place on the ocean.  

6. Read this passage from Chapter 4.
Like a hatchling breaking from a shell, Roz climbed out into the world.

Which type of figurative language is used?
   a. onomatopoeia  
   b. personification  
   c. alliteration  
   d. simile  

Why is this a good figurative phrase for the author to use?
Roz was inside a crate. The otters hit her on button waking her up. She then had to break out of the crate. This is similar to a young animal coming out of an egg.  

7. From Roz’s warm-up speech, what can the reader predict about how she will survive?
   Answers will vary.
   Roz gets smarter with time. She will easily learn how to adapt to life on the island.  

8. How does the picture at the end of Chapter 4 help the reader better understand the story?
   Answers will vary.
   - The reader can see the setting.  
   - The reader knows what Roz looks like.  
   - The reader can better visualize what is taking place in the story.
## Constructed Response – Point of View Answer Key

After answering the following questions about point of view, write a response in paragraph form.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is telling the story?</td>
<td>a narrator</td>
</tr>
</tbody>
</table>
| From which point of view is the story told? What is the narrator's perspective? | • Primarily - 3rd Person Omniscient
• One interesting thing the narrator does is talk directly to the reader using 2nd person point of view. Example: As you might know, robots don’t really feel emotions. Not the way animals do. |
| How does the narrator’s point of view change how the events are being described? | The reader knows not only what the robot Roz is thinking and feeling, but also the other characters.
• Example from the otter's perspective: The robot's voice was simply too much for the skittish creatures. |
| How does the narrator's point of view influence how the events are described? | The reader will know what all the characters are thinking. |
| Why do you think the narrator described the events the way he did?       | This early in the story, it is difficult to predict how many characters Roz will interact with. With Roz being shipwrecked on an island, it is unlikely that she will be able to have conversations with people. The author most likely wanted the reader to better understand the story by knowing all the animals’ thoughts. |
| How would the story change if a different character was the narrator?    | The reader does not form a close bond to just one character. If the story is told from just one character, the connection would lead to a better understanding of this character. |

---

**CCSS.ELA-Literacy.RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.

**CCSS.ELA-Literacy.RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Important Update

Originally 46 states adopted the Common Core State Standards. Many teachers have commented that they love having the standards on pages with constructed response writing prompts for accountability reasons. Now educational trends are changing. Many states have repealed Common Core and adopted their own state standards. To meet the needs of teachers both using and not using Common Core Standards, I have opted to provide the writing questions both with and without standards. To make creating a printable student packet easier, the comprehension and constructed response questions are both included in this section.
1. Read this quote from Chapter 5.
And then a gigantic wave crashed over the rocks and **engulfed** the entire gravesite.

The word **engulfed** most likely means ---.

   a. surrounded
   b. isolated
   c. communicated
   d. faded

2. The best title for Chapters 1-5 would be ---.
   a. Playing with the Otters
   b. Roz Comes to Life on an Island
   c. The Robot Graveyard
   d. A Jungle to Explore

3. Which word best describes the otters?
   a. self-centered
   b. playful
   c. creative
   d. optimistic

4. How does the reader know Chapters 1-5 are told primarily in 3rd person point of view?
   a. The narrator uses pronouns like I, me, and my.
   b. Only the thoughts of the robot are told.
   c. The narrator uses pronouns like he, she, it, and they.
   d. The story is written like a diary, a personal narrative.

5. Draw a picture of what took place on the ocean.

6. Read this passage from Chapter 4.
   Like a hatchling breaking from a shell, Roz climbed out into the world.

   Which type of figurative language is used?
   a. onomatopoeia
   b. personification
   c. alliteration
   d. simile

   Why is this a good figurative phrase for the author to use?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

7. From Roz’s warm-up speech, what can the reader predict about how she will survive?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

8. How does the picture at the end of Chapter 4 help the reader better understand the story?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   ________________________
   ________________________
   ________________________
   ________________________
   ________________________
   ________________________
   ________________________
After answering the following questions about point of view, write a response in paragraph form.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is telling the story?</td>
<td></td>
</tr>
<tr>
<td>From which point of view is the story told? What is the narrator's perspective?</td>
<td></td>
</tr>
<tr>
<td>How does the narrator’s point of view change how the events are being described?</td>
<td></td>
</tr>
<tr>
<td>How does the narrator's point of view influence how the events are described?</td>
<td></td>
</tr>
<tr>
<td>Why do you think the narrator described the events the way he did?</td>
<td></td>
</tr>
<tr>
<td>How would the story change if a different character was the narrator?</td>
<td></td>
</tr>
</tbody>
</table>
Click here to get the digital + printable unit.

The Wild Robot
Digital + Printable Book Unit

Created by Gay Miller

Terms of Use

• All rights reserved by Gay Miller.
• This purchase includes a limited license for single classroom use only. You may utilize it for each student you serve.

Product Don’ts

• You may not upload this product to the Internet or store it in any public retrieval service of any kind outside of using it with your own students.
• No part of the product may be altered for resell or distribution.
• If you have any questions feel free to contact me at teachwithgaymiller@gmail.com.
Check out my new YouTube channel.