The Wild Robot
Book Unit

Created by Gay Miller
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**Gay Miller**

This packet contains graphic organizers for an interactive notebook and game activities covering vocabulary, comprehension, constructed response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.

**The Wild Robot**

Genre ~ science fiction and animal fantasy

Interest Level ~ Grades 3 – 5

Grade level Equivalent: 4.5

Lexile Measure®: 740L
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Vocabulary List

Chapter 3
**boot** (verb) – to start a computer
synonyms: start, start up, open
The robot’s computer brain **booted** up. Her programs began coming online.

Chapter 4
**restrain** (verb) – to prevent (a person or animal) from moving by using physical force
synonyms: confine, control, restrict, limit, hold back
She tried to move her arms, but they were **restrained** by cords.

Chapter 6
**methodical** (adjective) – working in a very careful and organized way
**methodically** (adverb) – Adding –ly turns adjectives into adverbs.
synonyms: systematic, painstaking, orderly, precise, logical
Up and up and up she went, **methodically** climbing past nests and ledges and tiny trees rooted in the cracks, and before long our robot felt the soft soil of the island beneath her feet.

Chapter 9
**survey** (verb) – to look at and examine all parts of (something)
synonyms: study, examine, study, inspect, investigate, assess, analyze, check
Roz looked down and **surveyed** the island.

Chapter 11
**nonessential** (adjective) – not completely necessary : not essential
synonyms: extra, additional, unnecessary, unneeded, dispensable, luxury
After a while, our robot’s computer brain decided it was a good time to conserve energy. So she sat and anchored her hands to the rocks, her **nonessential** programs switched off, and then, in her own way, the robot slept.
This 16 page booklet contains practice with 32 focus vocabulary words.

Chapters 1-5 [ anecdotes]

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
open
confine
allow
release

prevent movement
restrict
free
boundless
limit

Page 1
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 ___________________ and bustle 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.

   ![Word Web for Bustle]

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    |

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            |
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**.

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<td>to move hurriedly</td>
<td><strong>hubbub</strong></td>
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```

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
```

---

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**.

```
control               prevent movement
open                  restrict
confine               free
allow                 boundless
release               limit
```

Comprehension

This section contains a one page printable comprehension practice for each reading selection. The chart below is the key to the types of questions for the comprehension questions. The section also contains Constructed Response exercises. The Constructed Response pages that are chapter specific list the chapters they should be used with. If chapter numbers are not listed, the questions are flexible and may be used at different points in the story.

If you would like to spend more time on this book, you can read one chapter in place of the two each day. On even number days, students can write about the story using the Constructed Response questions. On odd number days, students can take the short answer quizzes.

Types of Questions Key

- detail / inference
- main idea / summarizing / theme
- character/ setting / plot / events
- word meaning / figurative language
- text structure
- point of view
- different forms of the same story
- compare and contrast
# Common Core State Standards Reading: Literature

## 3rd Grade

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## Common Core State Standards Reading: Literature

### 5th Grade

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</tbody>
</table>
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?
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8. How does the picture at the end of Chapter 4 help the reader better understand the story?
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~ Page 14 © Gay Miller ~
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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.
Point of View

1st Person (One character tells the story. This character reveals only personal thoughts and feelings of what s/he sees. The writer uses pronouns such as "I", "me", "mine", or "my").

2nd Person (The narrator tells the story using the pronoun "you". The character is someone similar to you.)

3rd Person (The story is told using pronouns such as "he", "she", "they", or "it").

Limited ~ The narrator tells the story through just one character. The reader will learn the thoughts, feelings, and reasons for actions of this character.

Objective ~ The narrator tells the story without relaying any character’s thoughts, opinions, or feelings.

Omniscient ~ The narrator knows the thoughts and feelings of all the characters in the story.
Constructed Response – Point of View

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

Who is telling the story?

From which point of view is the story told? What is the narrator's perspective?

How does the narrator’s point of view change how the events are being described?

How does the narrator’s point of view influence how 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?

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.
CCSS.ELA-Literacy.RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.
Constructed Response – Point of View

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

Who is telling the story?
- a narrator

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.
### Common Core Standard for the Unit

<table>
<thead>
<tr>
<th>Lesson</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
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Research Paper ~ Lesson 1 - Creating a Bibliography

Activity #1 (Locating Information and Writing a Citation)

Bibliography Organizer

Three versions of the organizer are offered:

Version #1 - one with blanks for students to write the definitions and sample citations

Version #2 - one with key words missing from the definitions ~ Students write sample citations.

Version #3 - one with the answers provided ~ The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have the organizer already completed.
Activity #2 (Creating Individual Bibliographies)

Bibliography Form

Following the citation printable is a bibliography form. After completing a citation form, students glue them onto the bibliography form. Each citation has a number. Students use this number on their outline to show where the information was found.
Research Paper ~ Lesson 2 - Taking Notes on an Outline

- Physical Description
- Habitat
- Life Cycle
- Food
- Special Characteristics

**Step 1** ~ Assign each student an animal to research. Report covers are provided for the following animals:

<table>
<thead>
<tr>
<th>Animal 1</th>
<th>Animal 2</th>
<th>Animal 3</th>
<th>Animal 4</th>
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<tr>
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<td>beaver</td>
<td>bear</td>
<td>otter</td>
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<td>geese</td>
<td>squirrel</td>
<td>raccoon</td>
<td>owl</td>
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<td>woodpecker</td>
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<td>opossum</td>
<td>fox</td>
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<td>frog</td>
<td>stick insect</td>
<td>bee</td>
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<td>turtle</td>
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<td>mouse</td>
<td>hare</td>
<td>crab</td>
</tr>
<tr>
<td>deer</td>
<td>pike</td>
<td>bat</td>
<td>wolf</td>
</tr>
</tbody>
</table>

A blank cover is also provided.

**Step 2** ~ Print each student the outline pages on the next pages. The pages are designed to make student research easy. The outlines contain specific questions for the students to answer. The questions are worded so they may be used with any animal.

**Step 3** ~ Students locate a resource that contains the answers to the questions. Using the materials provided in Lesson 1, students complete a “Citation Form” and glue it onto the “Bibliography Form.” On the outline form the students answer the questions AND write the number that corresponds to the source where the information was found in the box provided.

Stress the importance of writing the numbers that show where the answer was found. When writing the body paragraphs, students may need to return to the original source to clarify a note.

First citation is for “Bats” Zoobook. Fact written on the outline comes from “Bats” Zoobook, so #1 is written in the box.
Research Paper ~ Lesson 3 - Writing the Body Paragraphs

Three versions of the organizer are offered:

Version #1 - one with blanks for students to write the definitions

Version #2 - one with key words missing from the definitions

Version #3 - one with the answers provided ~ The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have the organizer already completed.
Research Paper ~ Lesson 4 - Transition Words

Practice

A printable practice page is provided.

List of Transition Words

Two different word lists are provided to use as reference. Select the one that best fits the needs of your students. This page may be added to an interactive notebook.
Research Paper ~ Lesson 5 - Writing the Introduction

Hook Organizer

Only one version of this organizer is provided.

Instructions for Making the Organizer

1) Print the organizer on colored paper.
2) Have students trim around the sides of the organizer on the lines.
3) Fold the right and left sides toward the center on the dotted lines.
4) Cut on the solid lines up to the dotted fold lines to form eight flaps.
5) Have students write sample hooks for each hook type.
6) Label the flaps.

Sample Introductory Paragraph

Use this sample paragraph for discussion.
Conclusion Organizer

Three versions of the organizer are offered:

Version #1 - one with blanks for students to write details

Version #2 - one with key words missing from the details

Version #3 - one with the answers provided ~ The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have the organizer already completed.
The Final Project

My Report on Bats

By

Habitat

Bats live in most parts of the world. They are found on every continent except Antarctica. Even though bats live in many places, most prefer warm, moist environments. Bats can be found in rainforests, swamps, deserts, prairies, and in cities. In cold climates, bats migrate to warmer areas or hibernate. Bats live in colonies of up to 1 million individuals. The Brazilian Bat Cave in Colombia is home to the world's largest colony of bats, numbering over 10 million.

Introduction

Have you ever wondered how useful our planet would be without bats? Learn the answer to this question and other fascinating facts about bats. Did you know, for example, where they live, what bats eat, how long bats live, and how bats use echolocation to fly in this report. You'll be amazed at just how fascinating these animals are.
Figurative Language Organizers

Three Door Flip

- Print the organizer onto colored paper.
- Students will fill in the missing information in the blank spaces.
- To make the organizer, trim around the four edges on the lines indicated. Fold the page in half vertically on the dotted lines. Cut on the lines indicated on the inside of the organizer, up to the fold so that the organizer opens with three flaps.
## Context Clues Common Core Alignment

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<th>CCSS.ELA-LITERACY.L.4.4.A</th>
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<tbody>
<tr>
<td>3rd</td>
<td>Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
<td>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</td>
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<tr>
<td>4th</td>
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<tr>
<td>5th</td>
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<td>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</td>
</tr>
</tbody>
</table>

## Context Clues Organizers

Three organizers are offered. The first contains 4 context clue types, the second contains 6 context clue types, and the third contains 8 context clues types.

The organizers come in three versions:

- The first has lines where students write definitions and sample sentences.
- The second copy of the organizer includes the definitions with key words missing for students to fill in. Students must also write definitions and sample sentences.
- The third copy is completed. It may be used as an answer key, as a sample for students to follow, for differentiated instructions, or for students who were absent.

### Instructions for Making the Organizer

1. Print the organizer on colored paper.
2. Have students trim around the four sides of the organizer on the bold lines.
3. Fold on the dotted lines and cut on the solid lines to form six flaps.
4. After discussing the types of context clues, have students write a definition and a sample sentence for each type on the lines provided.
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