

The Wild Robot Escapes



By
Peter Brown

A Novel Study
by Nat and Joel Reed

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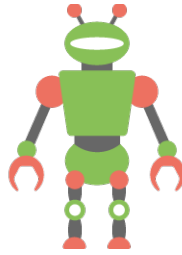


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About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org.

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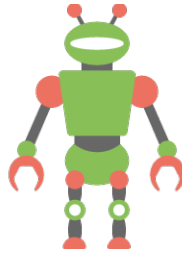
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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on 2 chapters of *The Wild Robot Escapes* and is comprised of the following activities:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A portfolio cover (page 7) as well as a Checklist (page 6) are included so that students may keep track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to:

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

Themes which may be taught in conjunction with the novel include robots, the importance of community, courage and compassion, when nature and technology collide, friendship, personal growth, acceptance of others.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *personification*.
7. Identify *anagrams*
8. Listing compound words
9. Identifying parts of speech
10. Identify/create *similes*
11. Identification of root words

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a Sequence Chart
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel.
6. Complete a Story Pyramid

Character Activities

1. Determine character traits
2. Identify the antagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

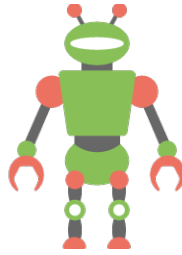
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write about personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Identify foreshadowing

Art Activities

1. A Storyboard
2. Create a comic strip
3. Design a cover for the novel
4. Create illustrations

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Synopsis

After learning to thrive on a remote, wild island, robot Roz now finds herself trapped on a farm owned by the Shareef family. Roz's new life thrusts her into another set of risks, forcing her to survive tornadoes and attacks by wolves. Desperate to escape, Roz begins a journey for freedom through the wilderness and into a bustling city, where she must face the most dangerous creatures yet: human beings. Can she survive the challenges of the civilized world and find her way home to her son, Brightbill, and the island?

From award-winning author and illustrator, Peter Brown, comes a heartwarming and action-packed sequel to the New York Times bestselling The Wild Robot, about what happens when nature and technology collide. (Courtesy of the publisher)

Author Biography

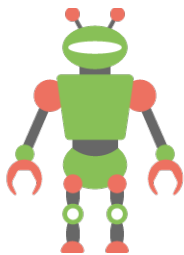
Peter Brown

Peter has always loved telling stories. Growing up in New Jersey, he told stories by drawing whimsical characters and scenes from his imagination. As a teenager, he fell in love with writing and began telling his tales with words. After graduating from Art Center, Peter moved to New York City where he worked on animated TV shows. There he signed a book deal to write and illustrate his first picture book, *Flight of the Dodo*. Peter quickly signed up his second and third books, and his career as an author and illustrator of children's books was under way. Peter has written and illustrated many books for children and earned numerous honors. He lives in Philadelphia, Pennsylvania. [Adapted from the author's official website]



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Student Checklist

Student Name _____

Assignment	Grade/Level	Comments

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Name:

The Wild Robot Escapes


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Chapters 1-9



Before you read the chapters:

The **protagonist** in most novels features the main character or “good guy”. The main character of *The Wild Robot Escapes* is not your typical protagonist, but a robot who finds herself working on a farm for Mr. Shareef. Having a robot as the main character might pose a challenge for many authors. Think of one advantage of having a robot as a main character, and one disadvantage.



Vocabulary:

Choose a word from the list to complete each sentence.

methodically	restrain	fertilized	roundabout
cavernous	instinctively	camouflaged	harvest

1. Roz knew _____ what to do.
2. Her footsteps echoed through the _____ auditorium.
3. Before planting his crops, Mr. Shareef _____ the fields.
4. The hockey player grew so agitated, the linesmen had to _____ him.
5. “It is best if you approach the task _____ and take your time,” the teacher suggested.
6. As they approached the _____, the driver began to slow down.
7. They were unable to see the hunter in the woods because she was _____.
8. Most farmers in this area of the country _____ their crops in early fall.

Questions



1. Describe the **setting** of the story at the end of Chapter One.

2. What impression of Hilltop Farm does the author leave the reader with in Chapter One? Do you think the farm being on a hill be a good or a bad thing? Why?

3. In Chapter 2, paragraph 2, how does the author make Roz seem like a living thing?

4. Answer True or False:

- | | |
|--|---------------|
| a) Roz stated that over time she would find better ways of completing her tasks. | True or False |
| b) Oscar spent most of his time chasing squirrels in the woods. | True or False |
| c) Roz's first task was cleaning out the horse's stall. | True or False |
| d) The boy thought Roz should be called Farmbot. | True or False |

5. What does *refurbished* mean?

6. What was Rambler and what was unusual about Rambler?

7. What factor(s) had prevented Mr. Shareef from keeping up with the farm? Do you think this was a legitimate reason? Why or why not?

8. What astonishing thing did Roz do that astounded the farm animals?

9. Describe how Roz managed to survive in the robot factory.

10. Describe what tasks Roz performed on her first day at work on the farm.

Language Activities



A. Dairy Cows

Mr. Shareef owns and runs a dairy farm. Did you know that in the United States there are over 9 million milk cows, and sales from milk cows is worth more than 52 billion dollars. Did you know that the most popular breed of dairy cow is the Holstein? How much do you know about these fascinating creatures? Using resources in your school library or on the Internet, research three additional facts about this mammal and record them below.



1	
2	
3	

B. Assemble the word parts below into ten compound words found in these chapters.

way	drive	in	auto	no
house	work	back	on	any
thing	side	high	more	home
line	farm	machines	way	yard

1		6	
2		7	
3		8	
4		9	
5		10	

Check out the author's website

<http://www.peterbrownstudio.com>

C. Many English words can have more than one meaning. This is especially true of words that can be used as both a **noun** and a **verb**. For the following create sentences to illustrate the meaning of each word as both a noun and as a verb.

Word: ground

Noun	
Verb	

Word: bark

Noun	
Verb	

Word: steps

Noun	
Verb	

Word: building

Noun	
Verb	

D. Limerick Poems

Many people recognize the limerick as one of the funniest kinds of poems in the English language. No one knows for sure when or where this type of poem originated, although some believe it hails from Limerick, Ireland. It first made its appearance in published form in 1791 as *Mother Goose's Melodies*. It was made popular by the poet, Edward Lear in the 19th Century.



INSTRUCTIONS

- ~ For a limerick:
- ~ Lines 1, 2 and 5 must rhyme
- ~ Lines 3 and 4 must rhyme.

Here is an example by Edward Lear:

*There was an old man with a beard,
Who said, "It's just as I feared! -
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!"*

Now is your chance to create a limerick. Try your best to use an idea from the novel to get you started.

Line 1. _____

Line 2. _____

Line 3. _____

Line 4. _____

Line 5. _____

E. Cliffhanger

Chapter 7 contains an important literary device called a **cliffhanger**. A cliffhanger usually occurs at the end of a chapter when the author leaves the reader in suspense. How is this true in Chapter 7? Why do you think the author ended the chapter this way?



F. Personification is giving human qualities to something that is not human.

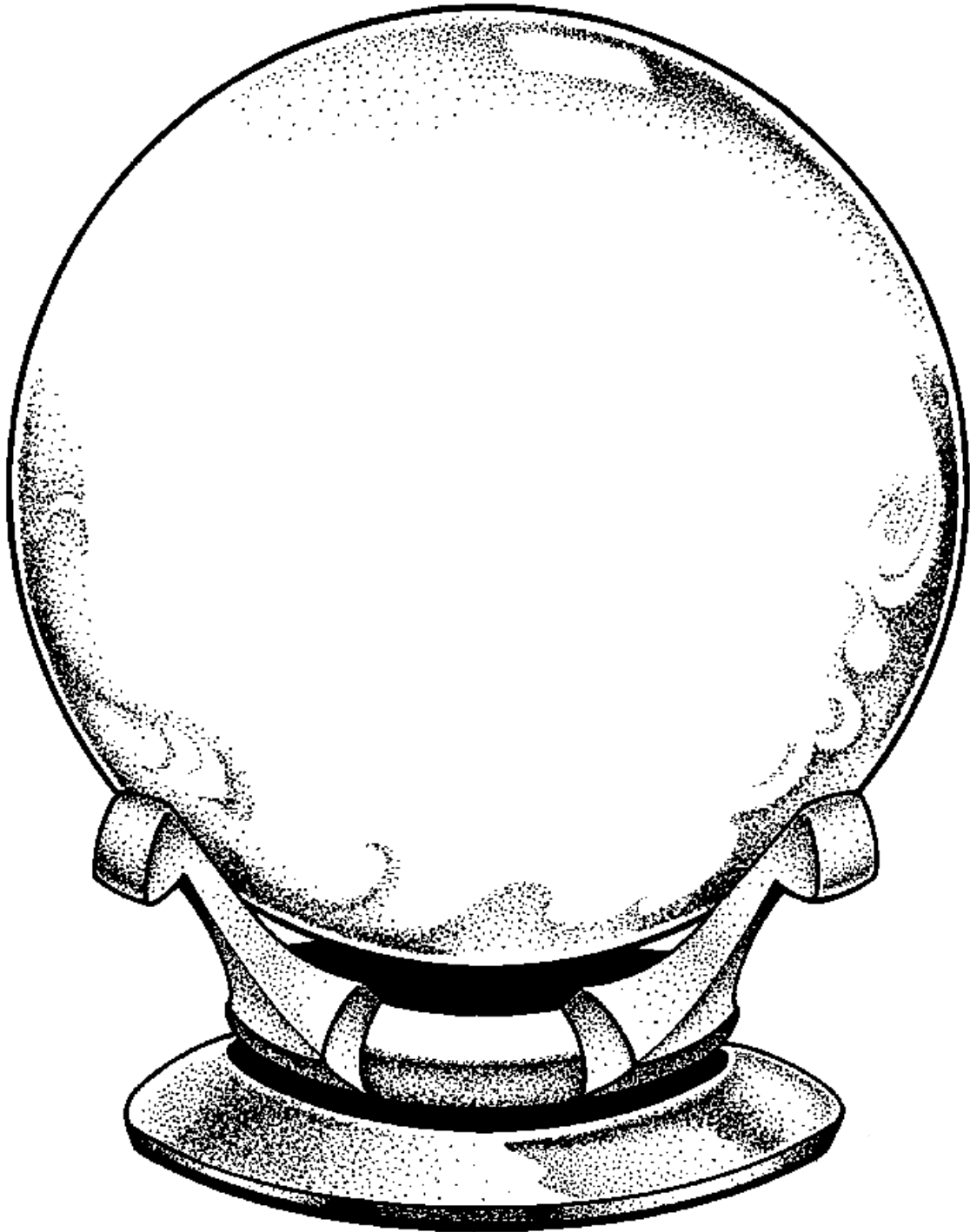
Describe how Roz is personified in these chapters.

What other characters are also personified in these first 9 chapters.

As you continue to read through the novel be on the lookout for other examples of this literary device. If you should find one, come back to this question and enter it below.

G. Get Out Your Crystal Ball

Use your crystal ball to predict what you think will happen next in the novel.



Extension Activity



Tell (and Draw) it Like it Is

Use the three boxes to tell and show the beginning, middle and the conclusion of this section.



Beginning Picture	Beginning:
Middle Picture	Middle:
Ending Picture	Conclusion: