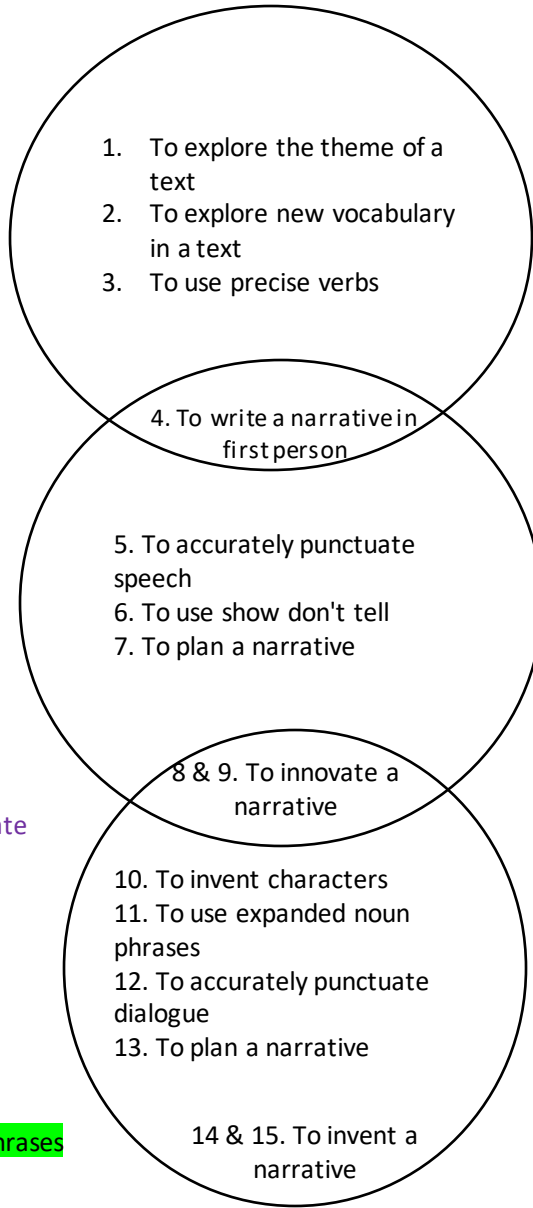


The Wild Robot by Peter Brown

Theme: Nature vs. Technology

Tier 2 words: surveyed, activated, admired, observed,
strained, tilted, surged

The Wild Robot



SC:

Precise verbs

SC:

Precise verbs

Accurately punctuate speech

SC:

Precise verbs

Expanded noun phrases

Accurately punctuate speech

1) Theme: Nature vs technology. Give example copies of the pictures from the book and in groups use talking frames to explore them. Do the same activity with examples of the text from the story. In groups, children have a Consensus Circle and they write down one word or phrase that sums up the key theme. Introduce and focus on the theme 'Technology vs Nature'. Show two different definitions of Technology. Who do you agree with and why? Show two definitions Nature. Who do you agree with and why? Learners find the dictionary definition of Technology and Nature. Are our definitions similar? Concept conversations – use talking frames to discuss how Technology and Nature has benefited you, others and society.

2) Tier 2 words: surveyed, activated, admired, observed, strained, tilted, surged

3) Re-read p13 & 14. Hot seating as Roz – show pictures related key parts of story. 1) Seeing crab 2) Trying to move herself. Ask hot seated person questions about feelings. Highlight verbs. Model sentences using precise verbs to show how crab and Roz moved. Watch short clips of crab movement and robots movement to generate ideas and verbs as a class. Use first person when writing as Roz.

4) Explain that they are going to be writing a narrative as if they are Roz. Tell the children that they are going to be writing two paragraphs. First paragraph – seeing a crab for the first time and describing the movement, Second paragraph – trying to walk, 'feelings' of Roz (I) using show don't tell. Model first two paragraphs.

5) Tell the children that they are going to retell the chapter 'The Fight' (Chapter 46). Read the chapter. We are going to innovate this chapter (instead of bears, it will be lions) Focus on the first part of the chapter (the actual fight) What happens and what could they say? Model speech punctuation and new speaker new line. Recap use of the comma and lowercase letter for said.

Eg Roz – "Hello lions, my name is Roz," said Roz

"Oh, we know who you are," replied the lion, licking her paw and sneering. What synonyms for said can we use for

Recap verb choices: sarcastic: scoffed, sneered, scared: whimpered, squealed, annoyed: roared, growled. Children write examples of speech from the different characters using show not tell. E.g. "Hello, my name is Roz," said Roz, *putting her hand out to introduce herself*. Learners highlight speech marks, lowercase letter after speech and punctuation once finished.

6) Recap the chapter that we are retelling – The Fight. How have we innovated it? (lions) How are the characters feeling through this chapter? (the actual fight). Lions – hungry, angry, violent, sarcastic, Lion's mum – annoyed (not focusing on mum but just mention), Roz – confused, protective, fearful, Gosling – frightened, protective. Discuss how we can use show don't tell for these emotions through verb choices and expanded noun phrases. Freeze frame different characters and as a class describe their movement and make class bank of show don't tell phrases.

7) Reread the chapter The Fight and the first two pages of The Parade. Share planning format with pictures and speech bubbles. 1. Lions coming towards Roz and they meet (Lions bare their claws)- speech; 2. Lions close in; 3. Brightbill tries protecting Roz and lions attack Roz; 4. Lions' mum gets angry but lions continue to attack; 5. Roz's foot fall off in the commotion GD – box 5 during Roz's leg falling off 'Reader the following events...' Model planning process and retelling. Children add detail including precise verbs and speech and orally retell.

8) Live modelling of writing

9) Live modelling of writing. Model last paragraph addressing reader to HAPs.

10) Explain that this week we are going to invent two new robots who are the opposite of Roz who is kind and helpful and instead they are going to be mischievous. What things could the robots do when they are being mischievous and how will they act? Highlight that they are going to use show don't tell to describe the robots acting mischievously and what will they do to the creatures. Illicit language. Use descriptosaurus. Recap precise verb choices.

11) Show pictures of three different paragraphs of the invented story. Recap two structures of expanded noun phrases e.g. adverb, a adjective noun or a adjective noun that....

Paragraph 1- Robots out of the crate and describe what they can see (zoomed out) using expanded noun phrases describe what they can see. E.g They could see a looming tree that swayed in the breeze.

Paragraph 2= First creature they play with e.g. They noticed a busy crab that scuttled past sideways.

Paragraph 3- Second creature they play with e.g They hid behind a tree and poked at an extremely bewildered fox. E.g. A very angry bear growled deeply as it tried to hide from the coconuts falling on its head. The two robots caught each other's eye and grinned.

12. Recap speech rules. Explain that in paragraph 2, the robots will talk to plan their mischief. Learners practise speech.

13. Provide planning template with speech bubbles for P2 and space for precise verbs and expanded noun phrases. Model filling in and orally retelling from plan.

14. Model live writing of invented narrative highlighting success criteria

15. Continue write

Lesson 4 & 5:

LO: To write a narrative in first person

On the island, I **twisted** my head all the way around and **surveyed** the sand in front of me. Within a fraction of a second, a creature with sharp, pointy pincers **scuttled** towards the rocks. Its eyes **scanned** my body as it **dashed** along the coast. What was this peculiar creature? My robotic jaw dropped and I gasped in wonder. I **leaned** in to get a closer look and my head **tilted** to one side. I **strained** my eyes as I frantically tried to **observe** this unusual animal. I **admired** the way it moved and I realised quickly that I needed to learn how to do the same.

SC:

Precise verbs

Thinking it was simple, I took my first step on the rough terrain and tried to **mirror** the movement of the strange thing. I spread my arms wide and clamped each hand onto a rock. Then I carefully lifted my foot and propelled myself forwards. I **stumbled** at first and **rocked** awkwardly. Rocks **tumbled** to the ground around me, as I clumsily **dodged** them. However, after a while, I started to get the hang of it and I felt thoroughly proud of myself. I was moving just like that peculiar thing.

Lesson 9 & 10

LO: To innovate a narrative

SC:

Precise verbs

Expanded noun phrases

Accurately punctuate

speech

"Hello lions, it's nice to meet you," smiled Roz as she **strolled** towards The Nest. The lions, Whitefang and Shadow **bared** their extremely sharp claws.

"Oh, we know who you are," **snarled** the leering lions.

"We don't want monsters here," **roared** Whitefang in a cold, cruel voice.

The lions started to close in on Roz. Shadow's chin **jutted out** angrily and his teeth **clenched**. Not far behind him, Whitefang **glared** at the robot through **narrow eyes**. Roz felt something like fear. She took **long, shuddering breaths** and panic **bubbled** in her throat.

As quick as a flash, Brightbill **swooped** in with a look of concern. He flapped his wings as fast as he could.

"Get off my mama!" **squawked** Brightbill as he **skidded** to a stop between the robot and lions. The lions laughed at Brightbill's attempt to protect his mother. Spreading his wings, Brightbill was ready to help Roz. Whitefang **swiped** at Roz's face whilst Shadow **clawed** at her legs. The robot tried to break free but the lions would not let go of their prey.

All of a sudden, something **burst** out of from the trees. Mother Lion. She shouted at her sons to stop but they didn't. Whitefang **slashed** at Roz's body and Shadow began wrestling with her foot. He grabbed the foot with both paws and forced it up from the ground. Then, with every ounce of strength, he twisted the foot around.

(GD) Reader, the following events were quick and alarming. There was suddenly a strange sound as Roz's right foot popped off her leg and sailed to the ground. Then everyone toppled over. Shadow and Roz fell backwards into a nearby bush but Whitefang slid sideways and tumbled right off the cliff. Do you know what the most haunting sound in the world is? It is the sound of a mother lion as she watches her cub fall off a cliff. Mother Lion's howl was so sad and terrible that it stopped everyone in their tracks.

Planning format:

1. Lions coming towards Roz and they meet (Lions bare their claws)- speech
 2. Lions close in
 3. Brightbill tries protecting Roz and lions attack Roz
 4. Lions' mum gets angry but lions continue to attack. (Roz's foot comes off (LAPS & MAPs))
 5. Roz's foot falls off in the commotion
- GD – box 5 during Roz's leg falling off 'Reader the following events...'

Lesson 9 & 10

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The lions started to close in on Roz. Shadow's chin jutted out angrily and his teeth clenched. Not far behind him, Whitefang glared at the robot through narrow eyes. Roz felt something like fear. She took long, shuddering breaths and panic bubbled in her throat.

As quick as a flash, Brightbill swooped in with a look of concern. He flapped his wings as fast as he could.

"Get off my mama!" squawked Brightbill as he skidded to a stop between the robot and lions. The lions laughed at Brightbill's attempt to protect his mother. Spreading his wings, Brightbill was ready to help Roz. Whitefang swiped at Roz's face whilst Shadow clawed at her legs. The robot tried to break free but the lions would not let go of their prey.

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Lesson 14 & 15 To invent
a narrative

SC:

Precise verbs

Expanded noun phrases

Paragraph 1- Robots out of the crate and describe what they can see (zoomed out) using expanded noun phrases

Paragraph 2= Describing the first creature that they are going to be mischievous towards and playing with it. Speech

Paragraph 3- Describing the second creature that they are going to be mischievous towards and playing with it. Speech

On the island, there were tall trees that swayed in the breeze. The sun was starting to break through the unusually dark clouds. Now the hurricane had passed, the sea was still and tranquil. In the distance, there were craggy cliffs. The robots' computer brain booted up and their programmes began coming online. Then, the robots automatically started to move. These robots were curious but mischievous.

As they shuffled towards the path, they spotted a scaly snake that slithered across the jagged rocks.

"Look at that slimy thing. We can have a lot of fun making that into a skipping rope," laughed the first robot.

"You bet!" replied the second and grinned. The robots gave each other a high five. They had hatched a plan.

Stealthily, the robots followed the creature and grabbed it with both hands! They fell over in laughter as they skipped with it and then tried playing tug of war with it.

When they were finished playing, they noticed something else moving in the lake. It was a furry beaver that was swimming around, minding its own business. Darting closer, the robots went to investigate.

"I want to play with that now," said the first robot.

"But we can't get wet or we'll break," the second robot warned him.

They decided instead to use the beaver as a stepping stone to get across. It was spongy and bouncy so they jumped on it like a trampoline.