

Wild Robot, The

Roz—a robot—is stranded on a remote island and soon realizes that her only hope for survival is to adapt to her surroundings and learn from the island's unwelcoming inhabitants. As Roz works hard to befriend the animals and adapt to the unknown world, the island starts to feel like home—until the outside world intrudes and Roz must make a decision that affects not only her, but those closest to her. This grade 3-5 novel could be used for independent or group novel study, or a literature circle, and includes elements of personal growth, emotional awareness, internal as well as external conflict, and mortality. Ends with a cliff hanger, and is followed by the sequel *The Wild Robot Escapes*.

CURRICULUM FIT

Does the resource support BC curriculum?

Moderately

THIS PRODUCT SUPPORTS THE CORE COMPETENCIES OF THE BC CURRICULUM:

- Communication
- Creative Thinking
- Positive Personal and Cultural Identity
- Personal Awareness and Responsibility
- Social Responsibility

The novel *The Wild Robot* supports the BC curriculum. Educators could use the book in Language Arts, as a class-wide novel study and have students use comprehension strategies before (predicting), during (analyzing), and after (summarizing), as they read through the story. There are opportunities for students to build their creative thinking skills, by

considering the characters roles, points of view, and the consequences that occur when nature and technology collide. The novel also supports the social responsibility competency by exploring the concept of personal identity and awareness, as the characters' beliefs and perceptions are challenged and change as the story unfolds.

SUGGESTED CLASSROOM USAGE

The Wild Robot would be appropriate for an independent, or group novel study, or could be used as a literature circle text. The book could also be read aloud to the class as part of a personal responsibility unit, with a focus on Growth Mindset. The story ends with a cliff hanger and the fate of the main character is unknown. Teachers could have students discuss and write out their predictions about what might happen next based on what they know about the characters, and then read the sequel. The story has some detailed descriptions and teachers could link the text to an art project where students create (draw, paint, sculpt, etc.) visuals to support the story.

SOCIAL CONSIDERATIONS

Violence:

Two bears attack Roz; their "powerful jaws chomp" while "sharp claws slash her face" and then they "go in for the kill". The attack is violent, but it is brief, and the robot does escape. In another part of the story, Roz is hunted by enemy robots who have come to take her away. The robots carry laser rifles and shoot at the animals who get in their way. One robot is shot with his own gun and his 'guts' ooze out. Another is swept over a waterfall and his broken, dead body lies at the bottom amid the rocks. Roz also loses her arms and legs in the final battle. Though the violence isn't gratuitous, teachers may want to prepare students for the imagery, or debrief following the scenes.

Safety:

A number of animals die in the cold winter, freezing solid, because they are unprepared for the cold. There is no description of their deaths, however, teachers may want to discuss the cycle of life and death with students. Also, at times the animals act in an unsafe and reckless manner, fighting to save their friend Roz.

Do the social considerations support, rather than detract from, student learning?

Not at all or slightly

SOCIAL CONSIDERATIONS COMMENTS:

The scenes which depict violence and unsafe behaviour are not overwhelming and act to add realism and drama to the story. The world created in the story is science fiction, therefore, the human-like qualities of compassion, vulnerability, and fierce loyalty displayed by Roz and the animals for each other allow readers to feel connected to the characters. The characters are believable and likable because of what they have endured.

GENERAL CONTENT

CONTENT

Is the resource engaging?

Moderately

Is the content current for the intended curriculum and grade?

Moderately

Is the content accurate for the intended curriculum and grade?

Moderately

Is the content timely and important for student broad understandings?

Moderately

AUDIENCE:

Is the content appropriate to the emotional maturity and cognitive level of students?

Moderately

Does the resource provide opportunities for creative and critical thinking?

Moderately

Can the content be differentiated?

Moderately

Can reading level be adjusted?

Not at all or slightly

Is the level of detail appropriate?

Not at all or slightly

Is the content of particular interest to male students?

Moderately

Is the content of particular interest to female students?

Moderately

Is the language use appropriate to the emotional maturity and cognitive level of students?

Moderately

The reading level cannot be adjusted, however, teachers could provide some differentiation by reading the story aloud. The text is easy to read, does not contain difficult vocabulary, and the chapters are very short, 2-4 pages each. There are simple visuals that do not provide much detail, but do support the story and show what the characters look like. While the novel has all of the components of good story, there is a definite lack of depth to the characters and detail related to the ideas presented in the story.

TECHNICAL DESIGN

Does the resource make effective use of the medium?

Extensively

Is the location of illustrations appropriate?

Extensively

Is the resource easy to use?

Extensively

Is the use of font, text size and presentation uniform?

Extensively

Are extraneous elements/illustrations kept to a minimum?

Extensively

The font is easy to read and the illustrations, though simplistic and only black and white, provide imagery and add some detail to the story.

PRINT NOVEL

Does the text show insight into the complexity of the human condition?

Moderately

Does the text broaden students' experiences and understanding?

Moderately

To what degree is this text stylistically rich?

Not at all or slightly

PLOT DESCRIPTION:

A robot named Roz is stranded on a remote island and has no idea how she got there. She soon comes to realize that her only hope for survival is to adapt to her surroundings and learn from the island's unwelcoming inhabitants. As Roz works hard to befriend the animals and make her way in an unknown world, the island starts to feel like home--until, one day, the outside world intrudes and Roz must make a decision that affects not only her, but those closest to her.

RELATED COMMENTS:

The novel, *The Wild Robot*, is a science fiction-adventure story where nature and technology collide, and then weave together. The story highlights the conflicts and celebrations of a robot making a home for herself in an unknown place, and includes elements of personal growth, emotional awareness, internal as well as external conflict and mortality.

GENRE:

- Adventure
- Science Fiction

LITERARY HIGHLIGHTS:

- Complex conflict
- Point of view

TYPE:

Novel

VISUAL HIGHLIGHTS:

Novel

ADDITIONAL COMMENTS

READABILITY:

- Below intended grade level(s)

The novel *The Wild Robot*, has a sequel. The second book, *The Wild Robot Escapes*, is a continuation of the first book.



Author/Publisher/Website

Brown, P.

Copyright

2016

Primary Identifier

9780316381994

Recommended Grades & Subjects/Courses

3-5

Evaluation/Record Entry Date

Aug/2017

Subject

English Language Arts

