

Robot Narrative

Materials Needed

- Robot Prompt
- Video of robot that can read emotions
- Slide show of different robots
- Blank piece of paper
- pen/pencil

Common Core State Standard(s) Addressed:

- **W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Objective: The students will be able to pre-write their narrative based on group discussion and background knowledge.

DOK Level(s)

- 1 - recite facts
- 2 - connect ideas for an intended audience

Setting the Stage

Tell the students we will be discussing robots today, and will do a narrative writing assignment on it.

Lesson Design

- **Show the students the robot slideshow and ask them to identify the robots' functions.**
 - State that robots look different to serve different functions.
- **Show the robot video and have students focus on how this robot is different from the other robots.**
 - call on students to share how this robot is different (it can read emotions and talk to you)
 - why do you think it looks like a little person? (because it has human characteristics)
- **Ask students what kind of robot they would like to have.**
 - Tell their partner.
 - Call on students to share their ideas out.
 - by a show of hands, ask who else had a similar robot idea.
- **Have a student read the prompt aloud**
 - "You have decided to write a multi-paragraph narrative about a robot that suddenly comes to life. Tell the story of what happens. Make sure you develop your characters, setting, and plot using details, dialogue, and description where appropriate. Do not create a story involving battles or violence."

- Give students time to brainstorm ideas based on the categories of plot, characters, and setting.

Closure

Ask for a show of hands if their story is about medicine. Sports? Family? Adventure? Remind them that they can change their brainstorm during the next lesson if they thought of a better idea before then.

Assessment (informal/formal and formative and summative)

- Discussion
- Move around the room to check student progress
- Raise of hands

Adaptation/Modifications for

Special Education Students

- Monitor progress
- scaffold expectations by asking if they need help thinking of an idea, and probing their thinking to guide them through the brainstorming categories.

504 Students

- Monitor attention.

Accelerated Students

- Challenge them to brainstorm two different points of view for their story and decide which they like better.