Rivet the Lonely Robot

Learning objectives

- Express and develop ideas through collaborative discussion.
- Explain how scenes fit together to provide smooth transition and how they form the fundamental structure of a story, drama, or poem.
- Portray characters, settings, and events in detail based on inference and facts drawn from the text.
- Construct a conclusion, making use of transitional words and phrases and sensory detail to convey character experiences and events.
- Demonstrate the correct use of English grammar when writing and speaking.

Setting the scene

Rivet the Robot is bored and lonely. She wonders if—somewhere out there in the big wide world—there's another robot, just like her, searching for a friend. Where would she find such a friend? How would they meet? What would her new friend look like?

Fortunately, Rivet is a “morphobot.” She can transform herself into anything she wants to, and she can travel anywhere. She just needs a little bit of help.

Can we help Rivet? Will she always be sad? Where, when, and how will she find a friend? What will her new friend look like? What will he or she do?

Building the story

Ask the students to work in teams. Have them brainstorm ideas and then create a storyboard for a three- or five-scene drama. They should consider: the scenario, time and place, characters, props, and the main events.

- Rivet can transform herself, but parts of her original body are always visible, no matter what she turns herself into.

Reflecting

Encourage the students to discuss each scene of the story as they build. What are the essential details of each scene? In what sequence should the scenes be arranged?

- How will you express the lonely robot’s mood?
- Does she speak? Or do you speak her thoughts for her?
- How will you show that the story takes place on a distant planet?
- How many robot friends will she find? How will they celebrate?

Can be used with Setting the scene

Common Core Standards

- Speaking and Listening: 2-5.1
- Reading for Literature: 2-5.3
- Reading for Informational Texts: 2-5.9
- Language: 2-5.1
- Writing: 2.3
- 3.3c-d
- 4-5.3c-d
Sharing and documenting

• Ask the students to tell their stories to an audience. Allow questions afterwards and encourage the students to further explain or retell their stories. Allow them to make modifications to their storyline.
• Have the students use the StoryVisualizer software to document their stories.
• Ask the students to focus on portraying Rivet and the characters she meets when writing their stories or narratives.

Sample solution

1. Rivet looks sad and lonely on the bare open landscape of the planet. She must find a friend or her robot tears will turn her to rust.
2. She transforms herself into a rocket and blasts off into space.
3. She goes exploring, searching for a friend. You can see that Rivet is part of the rocket.
4. After years in space, Rivet lands on a distant planet with an amazing castle. Her sensors pick up radio signals coming from within the castle structure. She finds three new friends on the planet.
5. Rivet and her new friends are planning a giant party. All is well, or is it?

Extending

• Use the StoryVisualizer software to write a letter to an imaginary friend in space. Tell your friend what it’s like living on Earth. Research and find pictures of a distant planet and of Earth.

To my friend in space

Let me tell you about my life here on Earth. I am 9 years old, and I live in a house with my Mom and Dad and my big sister. She is mostly nice but sometimes she teases me too much. We also have a cat. We live in a town with 65,000 inhabitants. I go to school every day, and I have many friends. The winters are cold, but in the summer it is very nice. I like to go swimming in the lake outside my town, and I also like to play football.