

# Robiis™

EDUCATOR'S PROGRAM ②

## Robiis, the Storyteller

Learning how to design a story with a small groups  
through creative play

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## OBJECTIVE

Through creative play, students will learn how to design a story with their small groups. They will code their Robiis robot to travel through a path created by the students in order to tell their story from beginning to end.

This lesson plan can be implemented on every grade level and adapted to demonstrate mastery of too many CCSS (Common Core State Standards) to list. Stories could be written to reflect problem and solution, theme, main idea and details, beginning, middle, and end, retell, dialogue, character traits, point of view, author's purpose, and many, many more!

This specific lesson was written for a second grade classroom to teach the students about story mountains and story elements. Their goal was to complete the first chapter in this lesson and continue their story throughout the week. This lesson was taught after the students had been introduced to coding with Robiis.

## TIME

45 minutes

## GRADE LEVEL TARGET

2nd grade

## MATERIALS NEEDED

- Example short story to illustrate story mountains
- Story mountain poster to illustrate elements of a story mountain (beginning, middle, end, climax, protagonist, antagonist, problem, solution, etc)
- Storytelling template
- Job chart for writing component and Robiis coding
- A Robiis robot, ten tiles (or more), and three trinkets (or more depending on how complex you would like the story to be) These trinkets can be anything from a cotton ball to a plastic ring

## LESSON PLAN OUTLINE

### 1 Introduction

- What is a story?
- What is a story mountain?
- What elements do all stories have? (Intro, characters, plot, problem, solution, ending)
- Why do we like stories?
- What stories do you know?

**2 All stories start with introducing the characters and setting.**  
"Today you and your group will begin a new story mountain for your robot. Your job is to write the first chapter of your story which will introduce the main characters in your story and where the story takes place."

- Read through a short, familiar story. Ask the students to listen carefully for clues to a character's traits and clues to tell us the setting. You could also laminate cards to hand out before the story that say: "setting clue" or "character trait clue" that the students can hold up when they have an idea. You can reuse these cards when the small groups are telling their stories using their Robiis robots.
- Have the students select one of the Robiis characters to be the main character in their story. Have them give the Robiis character a personality, a background, and a home (this will be their beginning setting).
- Have the students use the trinkets as inspiration for a story mountain. What is the problem in the story? What will their character have to do or find in order to solve the problem? Could they include another of the Robiis characters (another group's robot) into their story?

**\* Make sure the groups understand that they must include all of the trinkets in their story.**

### 3 Questions to ask before students begin their story

- Who is in your story?
- How will you introduce your characters? What character traits do your characters possess? Character traits are inside traits –who is the character really? Are they mean? Friendly? Brave? What actions have they done in the past to demonstrate these character traits?
- What do your characters look like? Can you draw a picture of them with details?
- Where does your story take place? What is the setting? How can you describe the setting in detail with words? How could you draw a picture to depict your setting?
- What are your characters doing in the beginning of the story? Is it a normal day? Are they just waking up? What actions are taking place?

### 4 Group work

Students will collaborate to create the beginning of their story. They should refer to the job poster so that each of them know exactly what to do. This is their responsibility to complete. As they are writing, they need to consider where their story will go tomorrow –are their characters going on an adventure? What will the problem be in their story? Will there be other characters in their story that their main character will meet along the way?

### 5 Coding

Students will set up their tiles and trinkets to reflect the beginning of their story. Before they begin, remind students of the job chart and that they are responsible for completing and rotating their jobs. After a student reaches the tile that represents the next chapter in their story, the programmer, author, and illustrator should change jobs.

Their trinkets can be left on the side of the tile where it will be included in their story. For a more complex version, special tiles like ice, mud, or turn tiles can be incorporated in the pathway and in their story.

## 6 Conclusion

- How is a video game like a story mountain? How is THEIR video game and coding like a story mountain? Could they narrate the story of Frogger?
- How did the group work go? Did everyone do their job? How could we make it smoother for tomorrow?
- What will their next step be for tomorrow in terms of their story?

- 1** Who is in your story?
  
- 2** What do your characters look like?  
Can you draw a picture of them with details?
  
- 3** Where does your story take place? What is the setting?  
How can you describe the setting in detail with words?  
How could you draw a picture to depict your setting?
  
- 4** What are your characters doing in the beginning of the story?  
Is it a normal day? Are they just waking up?  
What actions are taking place?
  
- 5** Where does your story take place?  
What is the setting?  
How can you describe the setting in detail with words?  
How could you draw a picture to depict your setting?
  
- 6** What are your characters doing in the beginning of the story?  
Is it a normal day?  
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