

# A ROVER'S STORY

## Novel Study Bundle

**SCROLL**

to take a look inside!

**A ROVER'S STORY  
NOVEL STUDY UNIT**

**VOCABULARY STUDY**  
Pages 219-239

Definition

**PAGES 93-115**

1) **Text Organization:** How does the structure of the sentences help you understand how Res may be feeling on page 94?

2) **Making Connections:** Res thinks that the hazmats are referring to Journey as the "test bed rover," but he also believes that he should be the backup rover. Which rover do you think the hazmats are planning to send to Mars? Why?

**Rania**

ASA Science

**PRINT + DIGITAL**

**COMPREHENSION + VOCABULARY +  
READ ALOUD PROMPTS**

# SAVE TIME FINDING NOVEL STUDY RESOURCES

## GET BACK YOUR TIME!



Comprehension,  
Reflections, Vocabulary,  
Extensions, and More!



Print-and-Go Resources  
OR  
Assign Digitally in Google

**VOCABULARY STUDY**  
Pages 1-16

In the charts for each day of reading, you will find vocabulary words from A Rover's Story. The page number where the word can be found is listed next to it. Using context clues from surrounding words and sentences, write the meaning of the word in the box to the right.

Vocabulary Word	
unbiased (8)	
frustrate (10)	
resilience (14)	

Use words and/or pictures to tell about a time when you had to be resilient.

**PAGES 203-218**

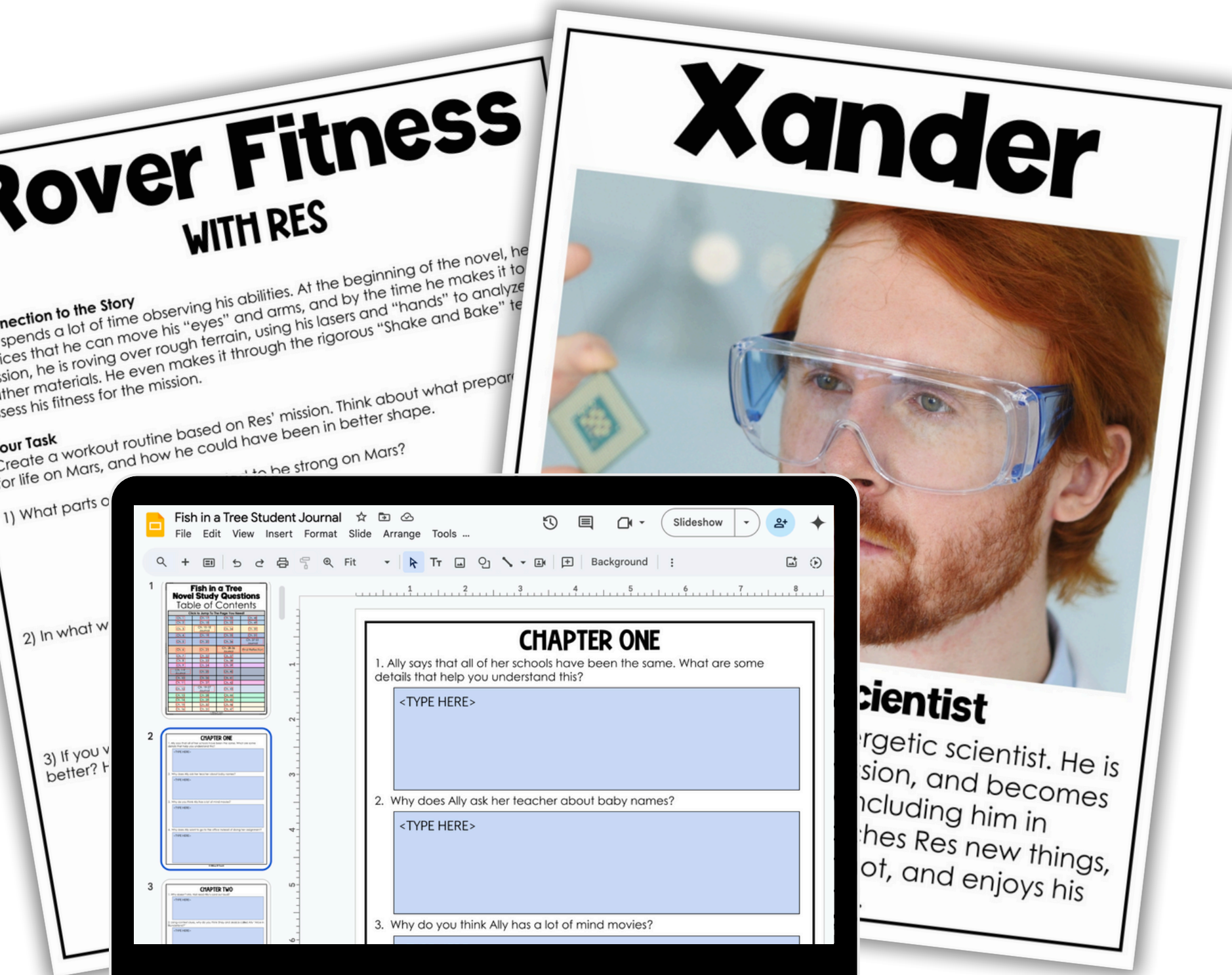
1) **Theme:** Do you think that Res should explore the rock formation that Fly found on accident? How does this scene align with the overall theme of the book?

2) **Summarize:** How have Res, Fly, and Guardian all used their strengths to approach their mission as a team so far?

3) **Inference:** Why do you think Res chose to ignore the messages from the hazmats in the command center and head straight toward danger? What might be the consequences of this choice?

4) **Author's Purpose:** On

# PLENTY OF RESOURCES TO CHOOSE FROM!



Comprehension questions



Critical thinking questions



Vocabulary activities



Extension activities



Read aloud questions



Character posters in full color

# COMPREHENSION QUESTIONS

## PAGES 73-89

- 1) **Details:** When does Xander listen to music?
- 2) **Details:** Why does Xander have dark circles under his eyes?
- 3) **Inference:** Why might Rania have a "change in her speech pattern" on page 81? Explain your answer.
- 4) **Point-of-View:** Res' chapters are written in the first person point-of-view. How does this help you get to know Res? How would things be different if the book was written about Res in third person?

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Questions written for each chapter

Questions of varying DOK levels

Multiple literary reading skills

Questions written to cultivate critical thinking skills

## PAGES 185-202

- 1) **Compare/Contrast:** How are Journey and Guardian similar? How are they different?
- 2) **Details:** When does Res miss Journey?
- 3) **Making Connections:** According to Sophie, Rania seems really tired and whispers with her husband at night. Why do you think Rania "looks different"?
- 4) **Figurative Language:** Find the sentence that uses *personification* on page 199. Write it here.

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# VOCABULARY STUDY

## VOCABULARY STUDY

Pages 17-35

Vocabulary Word	Definition
anthropomorphiz-ing (17)	
duplicate (23)	
probability (25)	
successful (31)	
Do you think that the word <i>trust</i> is a noun or a verb? Why?	

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Vocabulary words provided for 16 sections of the novel

Content-specific and general academic vocabulary words included

Application of vocabulary provided for each chapter

## VOCABULARY STUDY

Pages 275-294

Vocabulary Word	Definition
weathered (275)	
microbial (279)	
modulate (279)	
podium (284)	
groundwork (289)	
Draw something that is <i>sustaining</i> (pg. 279). What is it?	

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# EXTENSION ACTIVITIES

## Robotics WITH NASA

### Connection to the Story

In *A Rover's Story*, Res, Journey, Fly, and Guardian are all robots made with a different purpose for a mission to Mars. Since the return of Resilience, NASA has learned a lot about Mars, but there is still more to discover!

### Your Task

NASA needs your help to create its newest Mars Explorer! Remember, many types of robots make it to space, each with a very special role. Using the prompts below:

- 1) Gather your observations from the Mars landing of Res and his team.
- 2) Share your expert recommendations for updates to robotic hardware and software relevant to NASA's next mission to Mars.

### My Designer Notes:

1. What went well on NASA's most recent mission to Mars?
  
  
  
  
  
  
  
  
  
  
2. What could have gone better or differently in order to discover more about Mars?
  
  
  
  
  
  
  
  
  
  
3. What changes to hardware, software or robot type could help us make a breakthrough on NASA's next mission to Mars?

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Extend the novel  
with relevant and  
engaging extensions  
for enrichment

Four options for  
extensions that are all  
print-and-go

## Music Time WITH RES AND FLY

### Connection to the Story

Throughout the novel, Res and Fly refer to music and songs in times of wonder, awe, uneasiness, or discomfort. Res has learned the power of music through observation because Xander listens to music when something is wrong or bothering him. Rania often sings to Sophie to offer comfort and feelings of connection.

### Your Gig

Write a song that reflects the feelings you may have had if you were on a mission to Mars. Consider:

- 1) What songs do you remember from important moments in your past? Why do they stand out?
  
  
  
  
  
  
  
  
  
  
- 2) What types of sounds or rhythms make you feel calm, comforted, or help you otherwise express your feelings?

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# FULL COLOR CHARACTER POSTERS

## Resilience



### The Mars Rover

A brave Mars rover exploring the Red Planet. Res overcomes challenges like dust storms and rocky terrain with determination. Through Res's adventures, we learn valuable lessons about perseverance and the excitement of discovery.

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All main characters have a poster

Real images to help students visualize the characters

Short bios for each character for quick reference

## Xander



### A NASA Scientist

Xander is a funny and energetic scientist. He is Rania's partner for the mission, and becomes Res' first "buddy" by including him in conversations. Xander teaches Res new things, whether he means to or not, and enjoys his company.

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# READ ALOUD GUIDE

## READ ALOUD QUESTIONS

To give you an idea of how you might read this novel, the read aloud guide has been broken down by days. This is just a suggestion, however. Read the book at the pace that works for you and your students!

The questions provided for you are suggested questions to use in your classroom as you read this book aloud. In general, these questions are harder and require more critical thinking than the comprehension questions in the corresponding resource. The more you can model how to think like a reader, the better your kids will do with the literary skills needed for comprehension of novels.

### Day 1 – Pages 1-16

- **Page 2:** Can you imagine what it must feel like for the robot to be in an unfamiliar place?
- **Page 7:** Why do you think waiting is hard for the robot?
- **Page 16:** Do you think it's actually possible for Res to have human feelings for his scientists? Why or why not?

### Day 2 – Pages 17-35

- **Page 19:** Why is trust so important to have?
- **Page 21:** Why do you think Res likes talking to Journey, even though she corrects him all the time?
- **Page 26:** Do you think Journey's phrase "beeps and boops" has a meaning?
- **Page 28:** Why do you think Sophie keeps writing to Res?

### Day 3 – Pages 36-54

- **Page 40:** Do you think it is possible to feel lonely even when you're busy? What about when you're surrounded by people?
- **Page 44:** What are the "problems of humans"?
- **Page 45:** When Sophie's dad tells her that she should tell her mom, Rania, that she is interested in Res, Sitti makes a "clucking noise with her tongue." What do you think that "clucking noise" means?
- **Page 49:** Why do you think Res chose not to move his own arm up?

Read Aloud  
questions provided  
for all 16 sections of  
the novel study

Designed to enhance  
comprehension and  
create meaningful  
class discussions

### Day 4 – Pages 55-72

- **Page 63:** Do you think that Xander "talking" To Res has made Res seem more human? Or do you think he is simply that way?
- **Page 66:** Rania finally talks directly to Res, and admits to Xander that it feels good. Why do you think it took her so long? Why might it feel good to her to talk to Res?
- **Page 69:** What is the difference between "wondering" and "thinking"? Does Res do both? Does Journey?
- **Page 71:** Do you think if Sophie explained that she felt like crying, but not "in a bad way," they would understand? What do you think she is feeling in this moment?
- **Page 72:** What role might Res play in changing the world, either our world or another world?

### Day 5 – Pages 73-89

- **Page 75:** What is something else that has a "presence," even if it is not visible?
- **Page 78:** What is the significance of Res naming Fly?
- **Page 83:** What do you think is Rania's goal for Res and Journey's mission?
- **Page 88:** Why do the conversations between Res and Xander feel two-sided, but the conversations between Res and Rania make Rania feel like she is talking to herself?

### Day 6 – Pages 93-115

- **Page 99:** Res states that he "was not built to not know." Do you think that Res was built to be more than a rover?
- **Page 103:** Sophie shares some ways that she and her parents deal with feeling nervous. What would you suggest Res tries if he is feeling nervous?
- **Page 114:** What is a friend?

### Day 7 – Pages 116-127

- **Page 116:** Do you think Res starts singing to comfort himself or Fly? Explain.
- **Page 122:** Is it rational for Fly to want to know what things look like outside of the spacecraft?
- **Page 124:** Why do humans value privacy? What is good about sharing how you feel and what you know with others?
- **Page 125:** Do you agree with the statement "sometimes things are not okay and then they become okay again"?

# TEACHER TOOLS

- Answer Keys
- Teacher's Guides
- Print + Digital Access for Most Components
- Table of Contents
- Semantic Map Frames



**A ROVER'S STORY NOVEL STUDY**  
Teacher's Guide  
Introduction

This unit was designed with you, the teacher, in mind. This unit will allow your students to access this novel in a deep and meaningful way. At the same time, this resource will save you time and energy. You'll be able to spend more time connecting with this story along with your students!

This unit includes:

- **Comprehension questions for students.** For your planning purposes, I have laid out comprehension questions for every 15-20 pages. If you are following my unit plan, this novel study will take place in 20 days. Each student will receive a "Journal", and the copying and setting up of the journal will follow the printing instructions on the back of the journal.
- **Activities.** Five enrichment activities are included in this study that will allow students to connect with the novel and comprehend.
- **Journal entries for your students.** Each student will receive an entry per Part, as well as an end-of-unit journal entry. These entries will allow students to reflect critically about the novel and their learning.

Enjoy your time with Res, Journey, and the other characters!

**PAGES 17-35** KEY

1) **Characterization:** Who is Journey?  
*Journey is a rover that was created for the same mission as Res. She is Res' physical duplicate.*

2) **Details:** Why does Res feel jealous of Journey?  
*Res feels jealous of Journey because she was built first.*

3) **Compare/Contrast:** What about Res and Journey is similar? What is different?  
*Answers will vary.*  
Sample answer: Res is more robotic. Journey is still "stuck" on one mission. Res has 23 cameras for her eyes. Journey will both have a camera. Res has a phone. How can you tell Res is more fuzzy. Journey sings back.

**A ROVER'S STORY VOCABULARY STUDY**  
Teacher's Guide  
Table of Contents

Content	Pages
Teacher's Guide	5-8
VOCABULARY LISTS BY CHAPTER	
Part 1	9
Part 2	10
Part 3	11
Part 4	12
Part 5	13
VOCABULARY RESPONSE SHEETS	
Section Vocabulary	17 - 37
The Definition of "Mom"	38
VOCABULARY ACTIVITIES	
Semantic Map, Version 1 <i>Draw a Picture</i>	40 - 41
Semantic Map, Version 2 <i>Synonyms and Antonyms</i>	42 - 43
Semantic Map, Version 3 <i>Greek and Latin Roots</i>	45 - 46
Act it Out! Template	47 - 48
<b>Answer Keys</b>	<b>49-70</b>

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# STANDARDS COVERED

## RL.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

## RL.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

## RL.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

## RL.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.

## RL.5

Analyze the structure of texts.

## RL.6

Assess how point of view or purpose shapes the content and style of a text.

## W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## W.7

Conduct short as well as more sustained research projects.

## L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues.

## L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases.