



The Wild Robot Discussion Guide

GRADES 3 - 7

Before Reading: to activate schema, build background knowledge, and set a purpose.

- Have students complete the [Anticipation Guide](#) to prepare for understanding and connecting with the deeper themes and messages of the story.
- Frontload vocabulary with the [Vocabulary Guide](#).

During Reading: to engage students, check for understanding, and make connections.

Chapters 1 - 15

- When Roz first turns on, she treats staying alive like a list of tasks to finish. What clues show she is following her programming instead of making real choices?
- The island animals are afraid of Roz and call her a monster. Why do they react this way, and what does it show about how animals treat anything new or different?
- After the bear attack and her escape, how is Roz already different from the robot who first climbed out of the crate? Use evidence from these chapters.

Chapters 16 - 25

- Roz decides to learn the animals' language by watching and listening. What does this choice show about the way she solves problems?
- Why do the animals slowly start to accept Roz once she can talk with them?
- The accident that destroys the goose nest is a turning point. How does Roz respond, and what does her response reveal about who she is becoming?

Chapters 26 - 43

- Roz was not built to be a parent, yet she adopts the gosling and names him Brightbill. What does the book suggest makes someone a mother — programming, biology, or something else?
- Brightbill is teased for having a robot for a mother. How do Roz and Brightbill each handle being seen as a "strange family"?
- Teaching Brightbill to fly is hard for Roz. What does she do to help him, and how is this different from simply completing a task?

Chapter 44 - 61

- Brightbill learns how his goose family died and that Roz was part of it. Why is he furious, and do you think his anger is fair? Use evidence.
- During the deadly winter, Roz opens her lodge to freezing animals, and enemies become neighbors. What changes among the animals, and what is the story saying about community?
- Roz risks herself in the fire and the famine to protect others. How is the Roz of the winter different from the robot in Chapter 1?

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During Reading: to engage students, check for understanding, and make connections.

Chapters 62 - 80

- The RECOs come to take Roz away because she is "defective." In what way is Roz defective by the company's definition, and is that the same thing as being broken?
- The island animals fight together to defend Roz. Why do animals who once feared her now risk their lives for her?
- Roz chooses to leave the island to protect it. Was this the right choice? Support your answer with evidence from the ending.

After Reading: to summarize, question, and reflect.

- Roz keeps saying she is "just a robot," but her actions tell a different story. By the end, do you think Roz is alive? Defend your answer with evidence from across the whole book.
- The story returns again and again to kindness, belonging, and what makes a family. Which of these ideas do you think the author most wants readers to remember, and why?
- Roz survives by acting wild, but she changes the island by acting kind. What is the book saying about how nature and technology fit together?

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.