

# OZOBOT THEATRE: SETTING, EVENT SEQUENCE, & CHARACTER PLAY

PREPARED FOR OZOBOT BY  
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## **Summary**

Acting as directors, students will use Ozobots as avatars, or characters, to create dramatic representations of original stories they create.

Following an analytical process, students will work on tasks like:

- Identifying characters, settings, a theme, and conflict in a story
- Illustrating map like settings as stages to perform a narrative
- Designing character skins for Ozobot robots
- Acting out scenes from an original narrative

Once a script has been drafted and a stage has been illustrated, students will draw and add codes to Ozobot track that transverses their stage. Multiple robots will interact with each other and act out scenes from the story.

## **Duration**

One or multiple class meetings

## **Age**

3rd grade

## **Ozobot Skill Level**

Intermediate

## **How & when to use this lesson**

This lesson is meant to encourage students' to look at texts analytically while engaging their sense of pretend play as they collaborate to prepare characters, a stage, and act out an original narrative. It is best used with students who:

- Have been introduced to the elements that make up a story: characters, settings, conflict, scene, theme, and mood
- Have been given opportunities to write stories

- Can identify the, who, what, when, where, why, and how in stories they read
- Have been introduced to Ozobot robots, skin design, and basic Ozocodes.
- Ozobot calibration (see calibration page at the end of the document)
- Basic Ozobot robot coding: How to traverse drawn lines or “tracks” and how to color code for direction using Ozocodes (see “Tips” sheet)

By using Ozobots as avatars during the creative process of constructing a dramatic narrative, students will be able to rely on visual representations of characters to role-play and test out multiple scenarios as they develop the scenes that make up their narratives.

We encourage educators to use this lesson as a resource and to adapt it for successful use in their classrooms. We also recognize that educators have different time constraints. This lesson is not meant for one class meeting. Its presentation could span multiple class meetings.

### **Common core connections**

#### **CCSS.ELA-LITERACY.W.3.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

#### **CCSS.ELA-LITERACY.W.3.3.A**

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally

#### **CCSS.ELA-LITERACY.RL.3.7**

Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

#### **CCSS.ELA-LITERACY.RL.3.5**

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections

### **Objectives**

- Students will be able to write original real or imagined narratives using effective technique, descriptive details, and clear event sequences

- Students will be able to illustrate a stage setting and a sequential event path for an Ozobot character to act out an original real or imagined narrative
- Students will be able to customize an Ozobot Skin to represent a character in an original real or imagined narrative
- Students will be able to use Ozocodes to create track that programs Ozobot characters to act out the mood of a dramatic narrative

### **Vocabulary**

Character: a person in a story

Conflict: the main problem in a story

Genre: a kind of story, characterized by a particular form, mood, or subject matter

Mood: the overall feeling communicated by a story

Narrative: a story

Scene: one section of a story

Setting: where a story takes place

Theme: the main idea or ideas presented in a story

### **Materials**

- Writing paper, 1 per student
- Pencils, 1 per student
- Colored pencils, 1 pack per group
- Glue sticks, 1 per group
- 18"x24" Drawing Paper, 3 per group
- Printout of Ozobot calibration page (see end of document), 1 per group
- Bold markers [Crayola or Sharpie – Black, Red, Green, and Blue], 1 pack per four students
- Ozobot robots, 1 per student
- Ozobot DIY skins, 1 per student
- Materials of your choice to decorate DIY skins: stickers, paint markers, fabric remnants, hot glue, colored tag board, scissors, etc... Anything that can adhere to plastic with hot glue

### **Motivation**

Let's story play with Ozobot! We are going to work together in small groups to play out stories with Ozobot characters. This motivation will start as very open "play" together, but

later each group will be challenged to develop an original story for their groups' cast of Ozobot characters to act out.

*Teacher organizes students into groups, allowing them to play with the Ozobots. Few to no bounds should be put on students' play. Teacher can circulate around the room to observe and/or conference with groups to see how it is going, noting ideas and developments. Teacher should try not to interrupt students' flow and use judgment when and when not to ask questions.*

### **Transition**

Take a moment to consider what story has begun to develop through your groups' play. Has there been one narrative or multiple? What idea might your group develop into a dramatic performance?

*Provide the groups a few minutes to finalize their narrative choice and check in with each group before progressing to the discussion.*

### **Discussion**

Now that each group has a narrative idea (or seed idea) we will work together to develop the idea further. We will start with developing the basic story elements of theme, setting, characters, and conflict.

*Prepare groups to write descriptions about the different story elements for their developing group narrative, pass out paper and pencils. The educator will guide the group through filling out the worksheet one element at a time.*

Let's start with theme. In short, what are your stories about? Write a brief description on your group's notepaper.

*Allow one person from each group to summarize the theme of their group's developing story.*

Where does your story take place? What is the setting? Talk briefly with your group about the setting and write a brief description on your group's notepaper.

*Allow one person from each group to summarize the setting of their group's developing story.*

Who are the characters in your story? Talk briefly with your group about the characters and write a brief description of each one on your group's notepaper.

*Allow one person from each group to summarize the characters of their group's developing story.*

What happens in your story? What conflicts occur? Talk briefly with your group about the conflict in the story and write a brief description on your group's notepaper.

*Allow one person from each group to summarize the details of the conflict that takes place in their group's developing story.*

### **Activity**

We are now ready to write out the scenes of our narrative and create the art for our dramatic performances. Assign each group member a job, some students should work together to write out the scenes, some students should work together to illustrate the setting, and some students should design the skins for the Ozobot characters.

When working on these details, writers should consider:

- What scenes make up the story?
- What happens in the beginning, middle, and end?
- What are the details of the conflict? What moods arise?

Illustrators should consider:

- What setting(s) make up the story?
- What details should be included in the setting?
- How should the setting be staged? Where in the setting does the action of the characters take place?

Designers should consider:

What do the different characters look like?

- What details differentiate one character from another?
- How might you capture the personality of each character?

As tasks are completed work together to finish the remaining details.

*Students should be provided a variety of tools to complete these task, including, 18"x24" sheets of paper, writing paper, pencils, colored pencils, Ozobot DIY skins, and art materials to decorate Ozobot DIY skins.*

Finally, we will work together with our group members to create and code Ozobot track to be placed directly on our settings. The track should direct the characters to move from scene to scene in ways that capture the mood of the story.

As your group designs the track and programs the Ozocodes onto the track, consider:

- Where are the characters in the setting during the beginning, middle, and end of the story?
- Where in the settings does the action take place?
- How should the characters move? What Ozocodes best capture the mood of the story?

Remember:

- Ozobot track needs to be drawn on a white surface. Create the track on a white piece of paper and include a half-inch boarder on each side when you cut it out.
- You will have to plan your track well, especially to be able to code correctly. Be sure to use the appropriate code in the appropriate place.
- Make sure to calibrate your Ozobot before trying out your track. Consult the Calibration Sheet to make sure Ozobot is ready to go.
- Make sure your lines are thick enough. See the "cheat sheet" for tips and ideas.
- Finally, make sure there is no glue residue near where your Ozobot will travel, glue on Ozobot wheels is not a good thing!

*Students should be provided markers and a print out of the Ozobot codes. <http://www.ozobot.com/gamezone/color-language/>*

### **Reflection**

Once the track is finished test it out before gluing it down on the setting. Allow your Ozobot characters to interact with the track on the setting while one group member narrates the written story. Do the story, setting, characters, and coded track work together? Do any changes need to be made to the track or codes to better capture the story? Make any necessary changes and then glue the track in place on the set.

## **Sharing**

We would love to see your student's creations! Please share your photos and videos with us for a chance to win cool prizes and be featured on our website. Contact us at [ozoedu@ozobot.com](mailto:ozoedu@ozobot.com).

## **Extension**

Extensions that will work well with this lesson are those that allow the groups to share and document the outcome of their group work. Appropriate follow-up lessons include:

- Performance time! Each group will share their performance with the class.
- If your classroom has digital video recording capabilities students may even film mini movies capturing each scene one at a time.

## **Ideas for adaptation**

To adapt this lesson for students with special needs educators could:

- More directed prompts to focus the play and guide students as they compose narratives.
- Have all students work from the same prompt/opening scenario
- Students work in groups or independently
- Frequency of teacher check-ins: the more check-ins, the more support the teacher is giving students and/or guiding them
- Provide students with story starters

## **Resources**

### **Books**

*And Then, Story Starters*, June 3, 2013, by M.H. Clark (Author)

*Ralph Tells a Story*, September 18, 2012, by Abby Hanlon (Author)

*Show Me a Story: Writing Your Own Picture Book (Writer's Toolbox)*, Nov 1, 2009,

by Nancy Loewen and Christopher Lyles

*Writing Magic: Creating Stories that Fly*, Dec 23, 2014, by Gail Carson Levine

### **Websites**

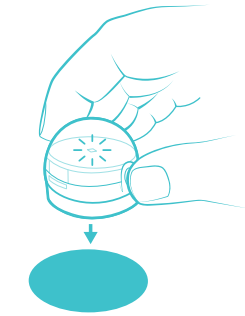
<http://www.teachersfirst.com/lessons/writers/writer-3.cfm>

<http://www.nifplay.org/science/pattern-play/>

1



2



3



4

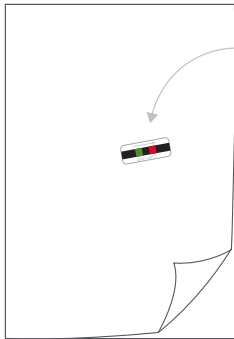


## Paper Calibration

Before you begin, you need to calibrate your Ozobot! You should calibrate often, especially if Ozobot starts acting odd. When in doubt, calibrate!



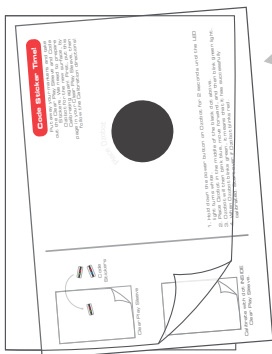
1. Hold down the power button on Ozobot for 2 seconds until the LED light turns white.
2. Place Ozobot in the middle of the black dot above.
3. Ozobot will then blink blue, move forward, and then blink green.
4. When Ozobot blinks green, it means that it has successfully calibrated. Start over if Ozobot blinks red.



Clear Play Sleeve



Code Stickers



Calibrate with page **INSIDE** Clear Play Sleeve.

## Code Sticker Calibration

Place this sheet inside the Clear Play Sleeve and Re-Calibrate before playing with the Code Stickers. We always need to prepare Ozobot when we change play surfaces. First, put this page in your Clear Play Sleeve, then follow the Calibration directions!



1. Place this calibration sheet inside the Clear Play Sleeve.
2. Hold down the power button on Ozobot for 2 seconds until the LED light turns white.
3. Place Ozobot in the middle of the black dot above. Ozobot will calibrate through the clear play sleeve.
4. Ozobot will then blink blue, move forward, and then blink green.
5. When Ozobot blinks green, it means that it has successfully calibrated. Start over if Ozobot blinks red.