

Missy Cadotte

RET PROJECT

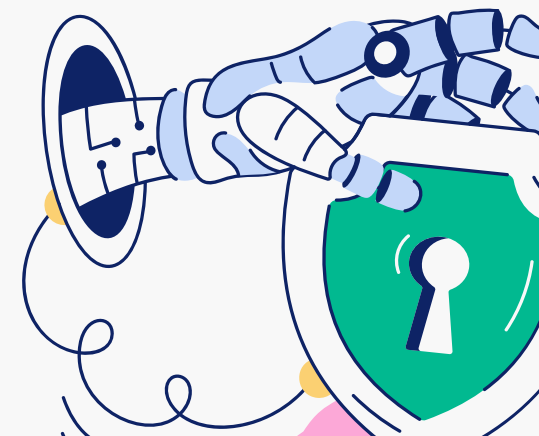
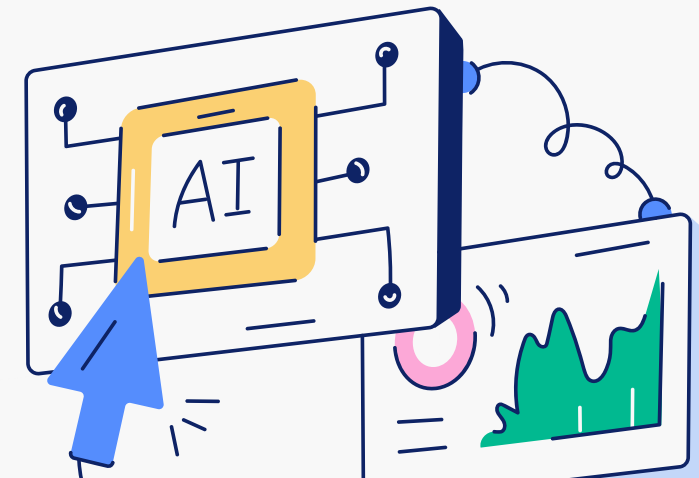
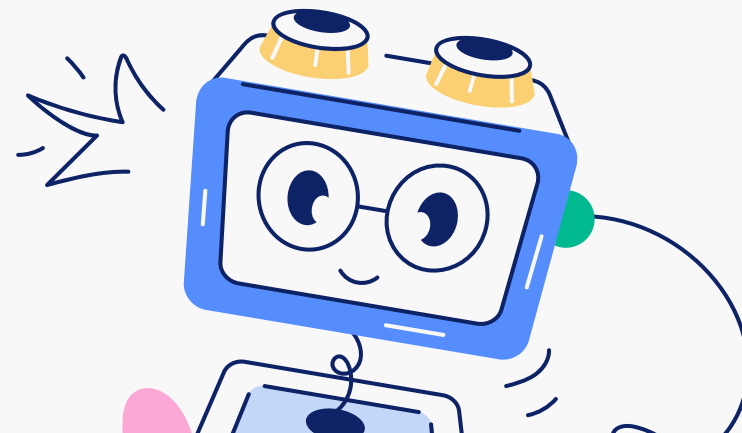
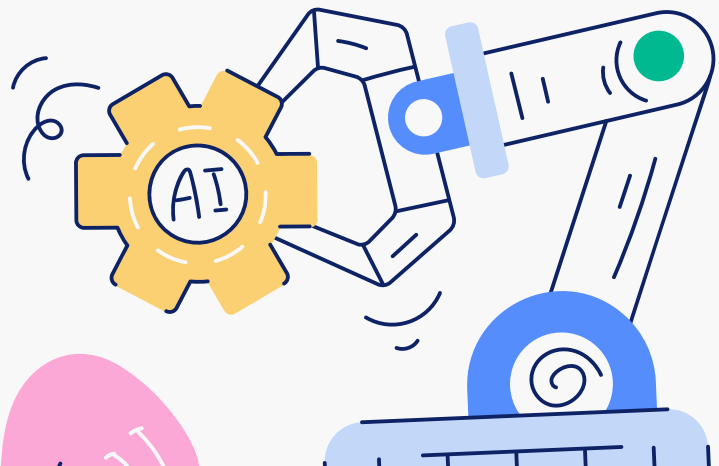
2026

GET TO KNOW ME

Missy Cadotte

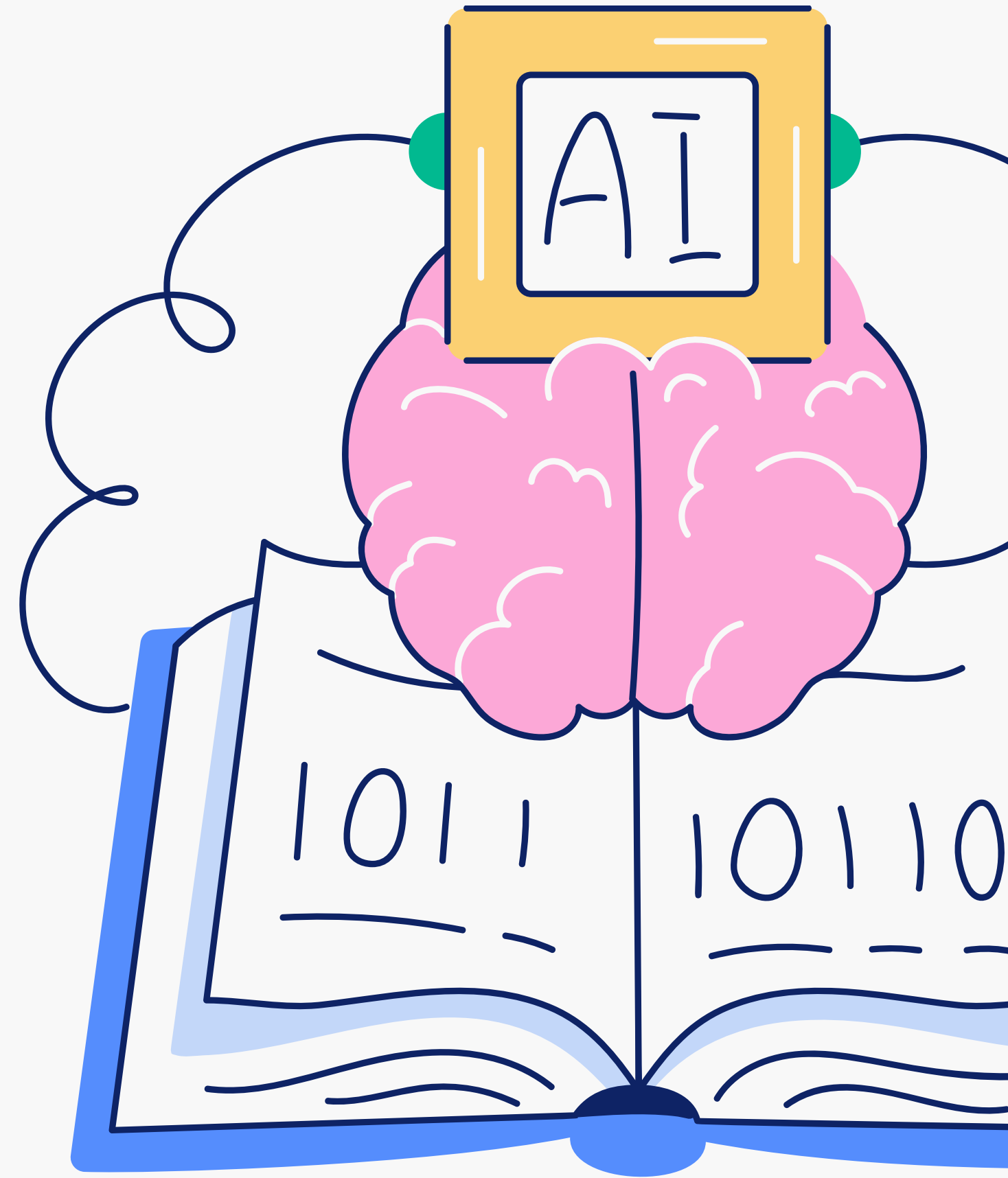


- Elementary School ?
- Fourth Grade Lesson
- 24rd Year of Teaching this fall
- Mom of Two Boys
- Wife of almost 24 years



OUR MODULE

In this interdisciplinary unit, students explore Peter Brown's *The Wild Robot* — the story of Roz, a robot who washes ashore on a wild island and must learn to survive among animals. Through the novel, students investigate themes of adaptation, artificial intelligence, ecosystems, and what it means to belong. Activities span literary analysis, scientific inquiry, and computational thinking, connecting to Indiana's 2023 Academic Standards across ELA, Science, and Computer Science.



FOURTH GRADE STANDARDS: READING

Standard	Description	Connection to Novel
4.RL.2.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.	Students cite evidence about Roz's behaviors and decisions.
4.RL.2.2	Paraphrase or summarize main events; identify the theme and provide evidence for the interpretation.	Students identify themes of adaptation and belonging.
4.RL.2.3	Describe a character, setting, or event using specific details and how it impacts the plot.	Character study of Roz's growth across the novel.
4.RL.3.2	Compare and contrast point of view from which stories are narrated, including 1st vs. 3rd person.	Analyze 3rd-person narration and Roz's unique perspective.
4.RN.2.2	Determine the main idea of a nonfiction text and explain how it is supported by key details.	Paired nonfiction reading on robotics and ecosystems.

FOURTH GRADE STANDARDS: WRITING

Standard	Description	Connection to Novel
4.W.2	Write informative/explanatory texts to examine a topic and convey ideas clearly.	Informational writing: 'How Robots Work' or 'Ecosystem Roles'.
4.W.3	Write narratives to develop real or imagined experiences using descriptive details.	Creative writing: a day from Roz's perspective or a new chapter.
4.W.4	Produce clear writing appropriate to task, purpose, and audience with support from adults.	All written responses are drafted, revised, and shared.
4.W.7	Conduct short research projects to build knowledge using several sources.	Research project: real-world robots and their environments.

FOURTH GRADE STANDARDS: SCIENCE

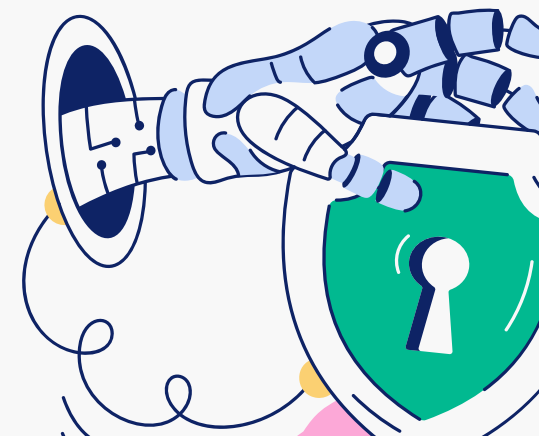
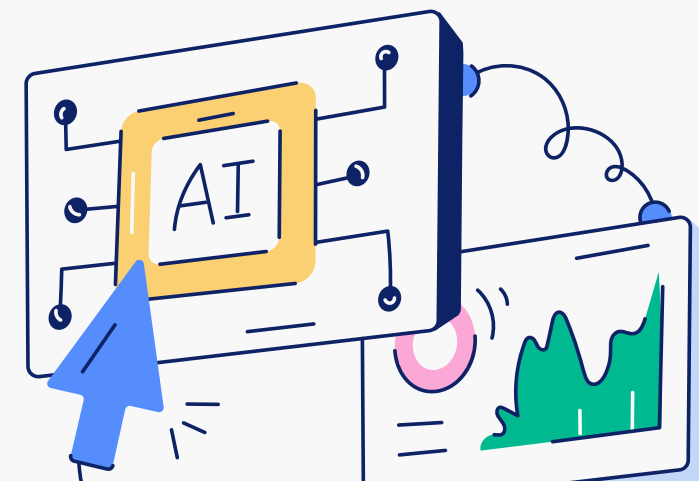
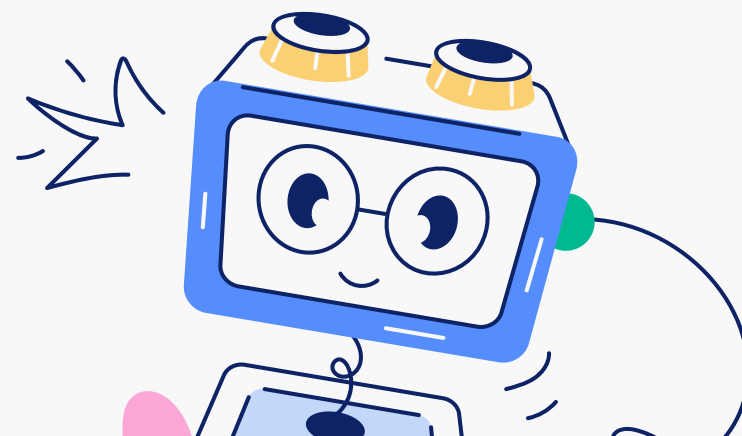
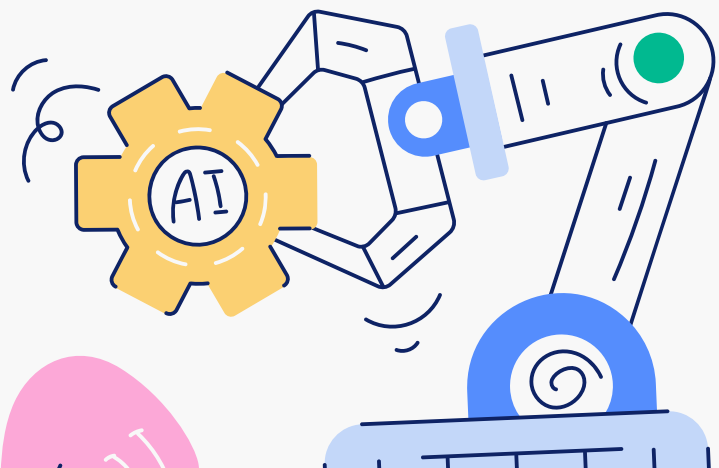
Standard	Description	Connection to Novel
4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Compare Roz's external structure/programming to animal body structures for survival.
4-LS1-2	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond.	How does Roz 'sense' and process her environment vs. how animals do?
4-ESS2-1	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	Island environment study — how does the setting affect all inhabitants?
3-5-ETS1-1	Define a simple design problem, criteria, and constraints that solutions must meet.	Engineering challenge: design a robot to help a specific animal in the novel.
3-5-ETS1-2	Generate and compare multiple possible solutions given criteria and constraints.	Students compare robot designs and evaluate tradeoffs.

3RD-5TH GRADE STANDARDS: COMPUTER SCIENCE

Standard	Description	Connection to Novel
3-5.DI.1	Understand and use the basic steps in algorithmic problem solving: problem statement, design, implementation, and testing.	Write an algorithm for Roz to complete a task (e.g., gathering food for Brightbill).
3-5.DI.2	Develop a simple understanding of an algorithm using computer-free exercises.	Unplugged activity: act out Roz following step-by-step instructions.
3-5.DI.4	Describe how a simulation can be used to solve a problem.	Discuss how Roz simulates animal behavior to survive — connection to AI simulations.
3-5.DI.5	Understand the connections between computer science and other fields.	How is computer science connected to biology, ecology, and storytelling?
3-5.CD.2	Understand the pervasiveness of computers and computing in daily life.	Students identify robots and AI they encounter in their own lives.
3-5.CD.4	Recognize that computers model intelligent behavior (robotics, speech/language recognition, animation).	How does Roz model intelligent behavior? Compare to real robots like Boston Dynamics.

ESSENTIAL QUESTIONS:

- HOW DOES A ROBOT DIFFER FROM A LIVING ORGANISM — AND WHAT CAN EACH LEARN FROM THE OTHER?
- HOW DO LIVING THINGS (AND MACHINES) ADAPT TO SURVIVE IN THEIR ENVIRONMENT?
- WHAT RESPONSIBILITIES DO WE HAVE TO NATURE AND TECHNOLOGY?
- HOW DO AUTHORS USE STRUCTURE, CHARACTER, AND THEME TO CONVEY BIG IDEAS?

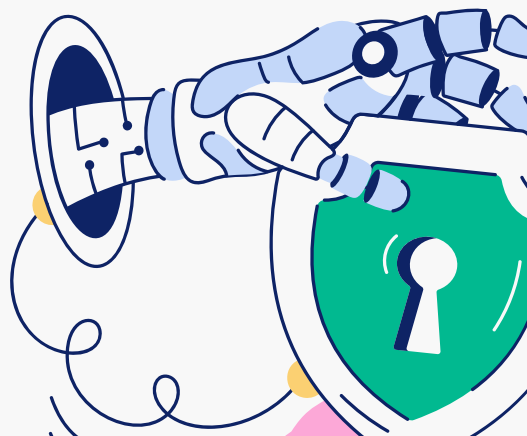
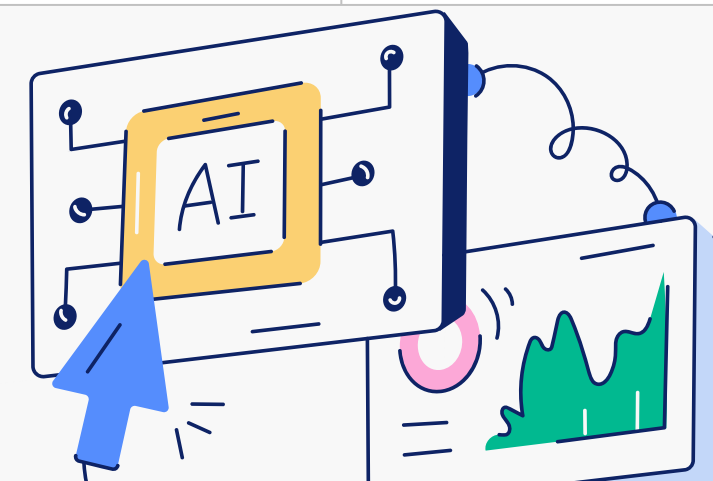
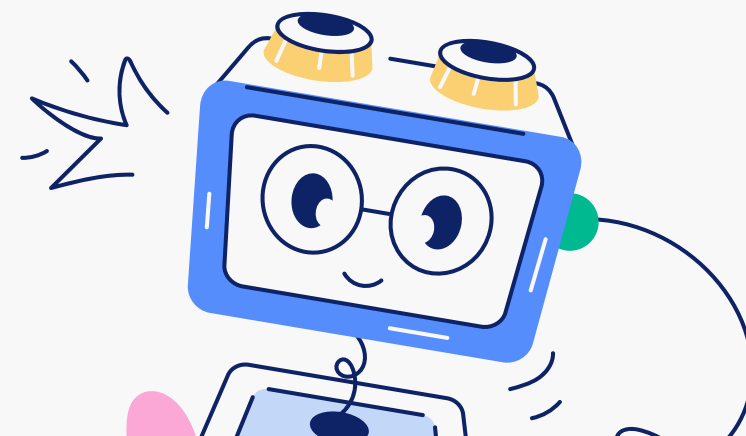
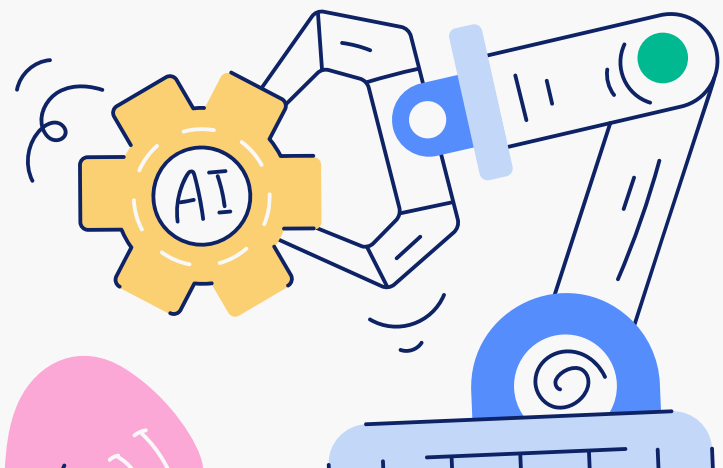
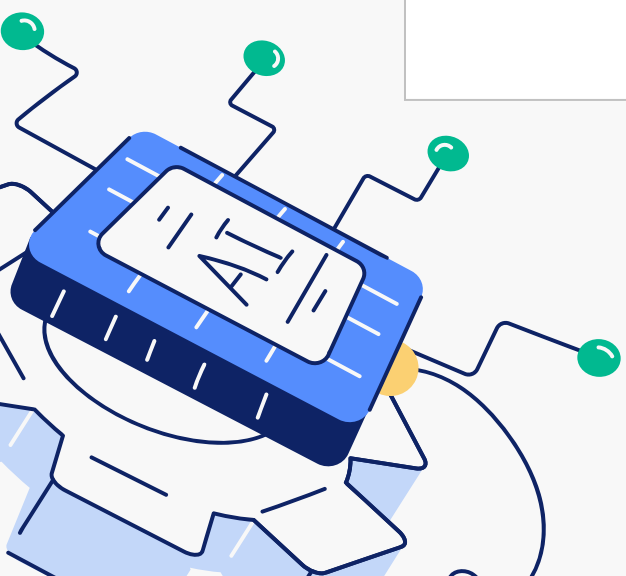


WEEK 1

1	Meet Roz — Introduction & First Impressions	Read Ch. 1–5. Build background on robots & AI. Class discussion: What do you predict will happen? K-W-L chart on robots.	4.RL.2.1 3-5.CD.4 3-5.CD.2
2	Surviving the Island — Ecosystems & Adaptation	Read Ch. 6–15. Map the island ecosystem. Create a food web for the island animals. Compare Roz's 'adaptations' to animal adaptations.	4-LS1-1 4.RL.2.3 4.RL.2.1
3	How Do You Learn? — Senses, Input & Processing	Read Ch. 16–25. Compare how animals and robots receive/process information. Venn diagram: Robot brain vs. animal brain. Introduce 3-5.DI.1.	4-LS1-2 3-5.DI.1 4.RL.2.3
4	Algorithm Detectives — Unplugged CS Activity	Read Ch. 26–35. Write a step-by-step algorithm for Roz to complete a task. Partner 'robot': one student follows instructions exactly. Discuss what happens when instructions are unclear.	3-5.DI.1 3-5.DI.2 4.W.4
5	Brightbill & Belonging — Character & Theme	Read Ch. 36–50. Character analysis graphic organizer for Roz & Brightbill. Discussion: What does 'belonging' mean? Begin narrative writing project.	4.RL.2.2 4.RL.2.3 4.W.3

WEEK 2

6	Real Robots in the Wild — Research & Nonfiction	Paired nonfiction reading on real-world robots (e.g., agricultural robots, wildlife monitoring robots). Students take notes and begin short research project.	4.RN.2.2 4.W.7 3-5.DI.5
7	Is Roz Alive? — Fact, Opinion & Debate	Read Ch. 51–65. Students write a claim with two supporting pieces of text evidence. Structured debate: 'Roz IS / IS NOT a living thing.' Introduce science	4.RN.4.1 4.W.2 4.RL.2.2 4-LS1-1
8	Design a Robot — Engineering Challenge	Students define a problem an island animal faces and design a robot to help. Apply ETS1 process: define criteria/constraints, sketch design,	3-5-ETS1-1 3-5-ETS1-2 3-5.DI.4 4.W.4
9	Climax & Resolution — Story Structure Deep Dive	Finish novel. Plot mountain graphic organizer. Students identify how the climax connects to the theme. Compare story structure to	4.RL.2.2 4.RL.3.1 4.RN.3.2
10	Writing Workshop — Final Projects	Students choose a final project (see below). Workshop time to draft, revise, and edit. Peer review using a provided checklist.	4.W.2 4.W.3 4.W.4 4.W.7



WEEK 3: PROJECTS

	Description	Standards Met
Informational Writing	Write a 3–4 paragraph informational piece about a real-world robot and the environment or field it works in. Include 2 sources.	4.W.2 4.W.7 4.RN.2.2 3-5.DI.5
New Chapter Narrative	Write a new chapter for the novel from Roz's point of view. Include descriptive details, dialogue, and a clear challenge and response.	4.W.3 4.RL.2.3 4.RL.3.2
Robot Design Report	Complete the engineering design challenge with a written report explaining the problem, solution, criteria, constraints, and how the design could be improved.	3-5-ETS1-1 3-5-ETS1-2 4.W.2 3-5.DI.1
Claim-Evidence Essay	Write a 3-paragraph opinion piece arguing whether Roz meets the definition of a 'living thing,' using evidence from the novel and science.	

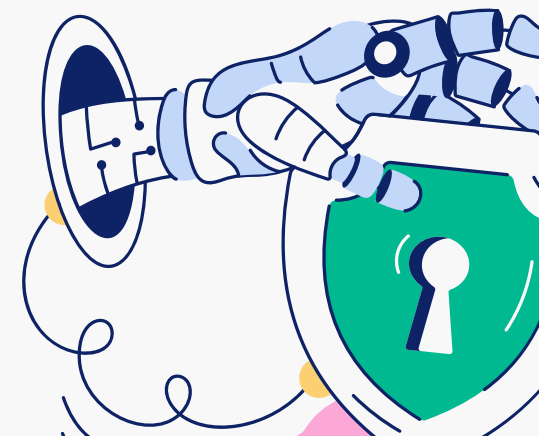
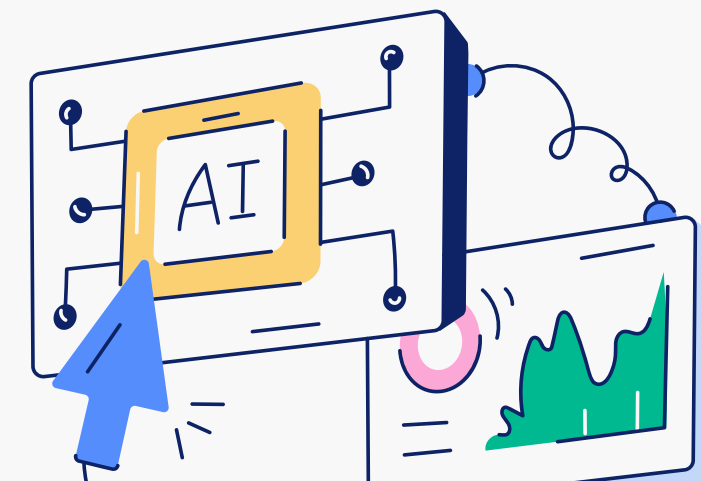
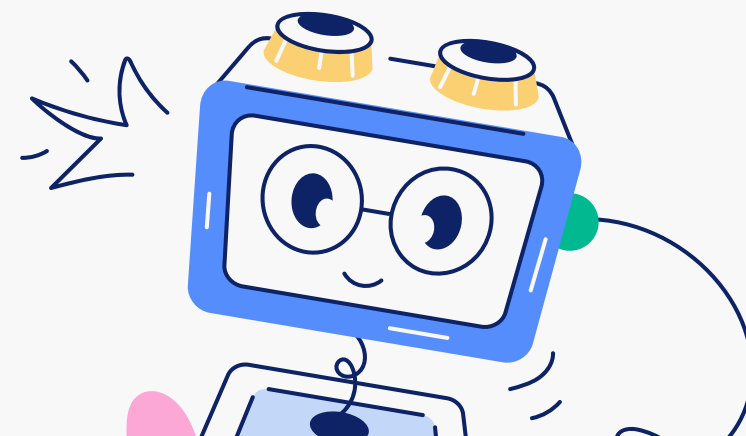
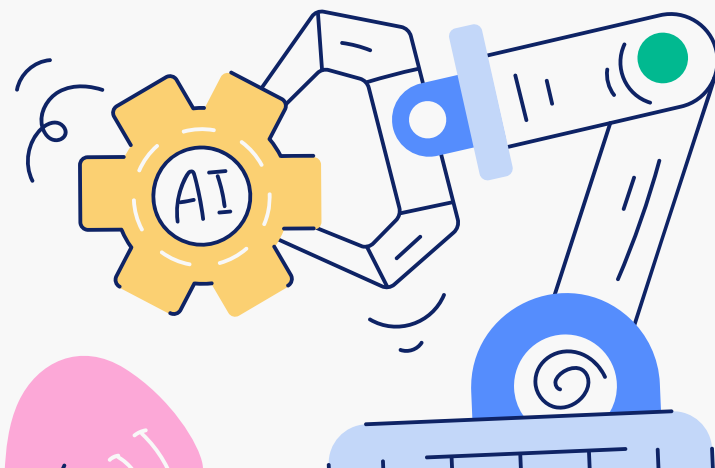
ASSESSMENTS:

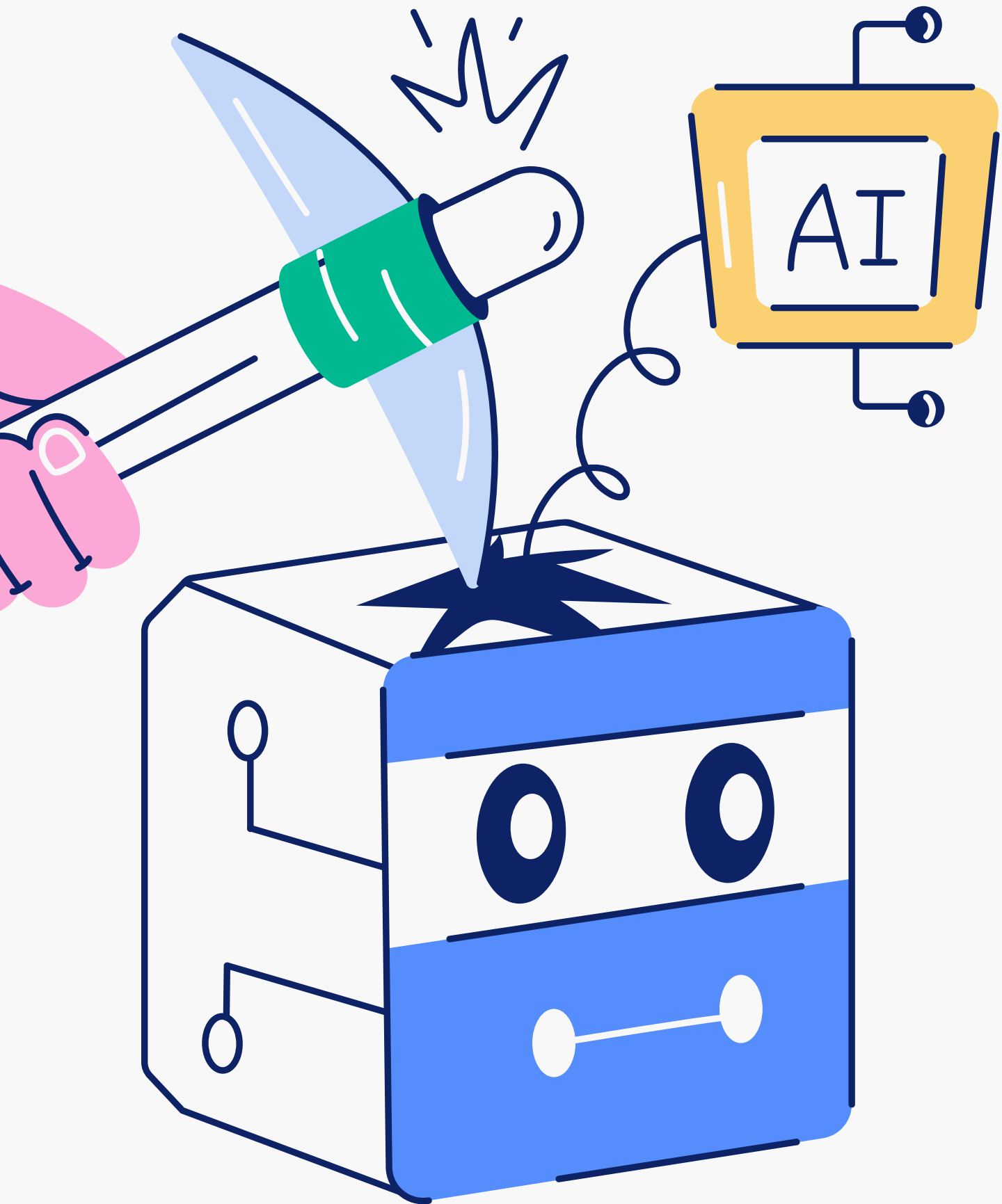
FORMATIVE ASSESSMENTS

- DAILY EXIT TICKETS (E.G., 'WRITE ONE THING ROZ LEARNED TODAY AND COMPARE IT TO HOW AN ANIMAL LEARNS')
- GRAPHIC ORGANIZERS FOR CHARACTER, PLOT, FOOD WEB, AND VENN DIAGRAMS
- DISCUSSION PARTICIPATION USING SOCRATIC SEMINAR NORMS

SUMMATIVE ASSESSMENTS

- FINAL PROJECT (RUBRIC-GRADED FOR CONTENT, CONVENTIONS, AND STANDARDS ALIGNMENT)
- ROBOT ENGINEERING DESIGN PRESENTATION
- READING COMPREHENSION CHECK: SHORT-ANSWER QUESTIONS CITING TEXT EVIDENCE





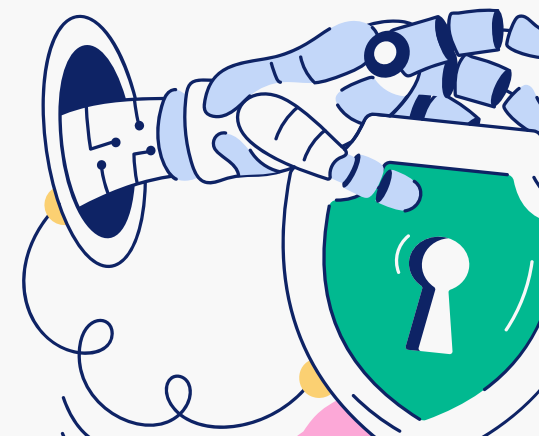
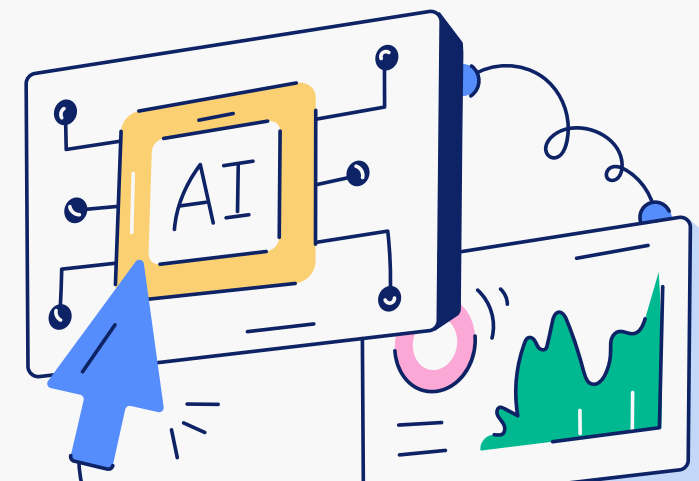
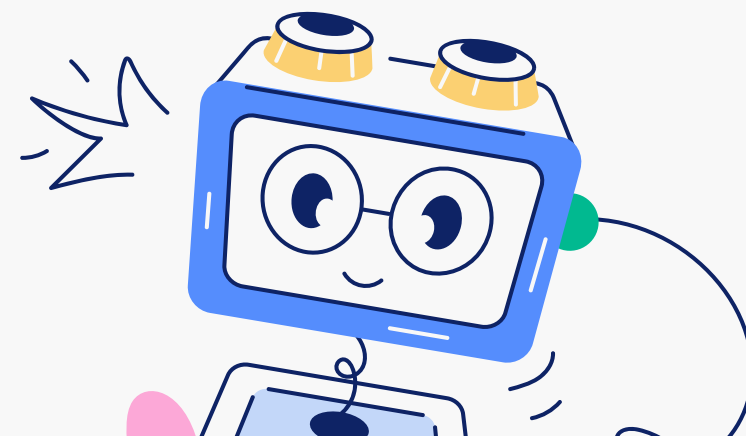
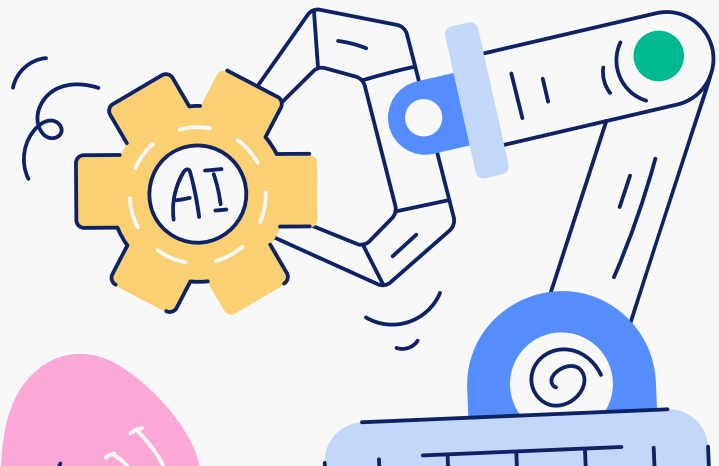
CONNECTION TO RET

- AI Ethics: Ardea Russo (Canva vs. Other AI Models)

REAL WORLD CONTEXT

Robotics & Artificial Intelligence

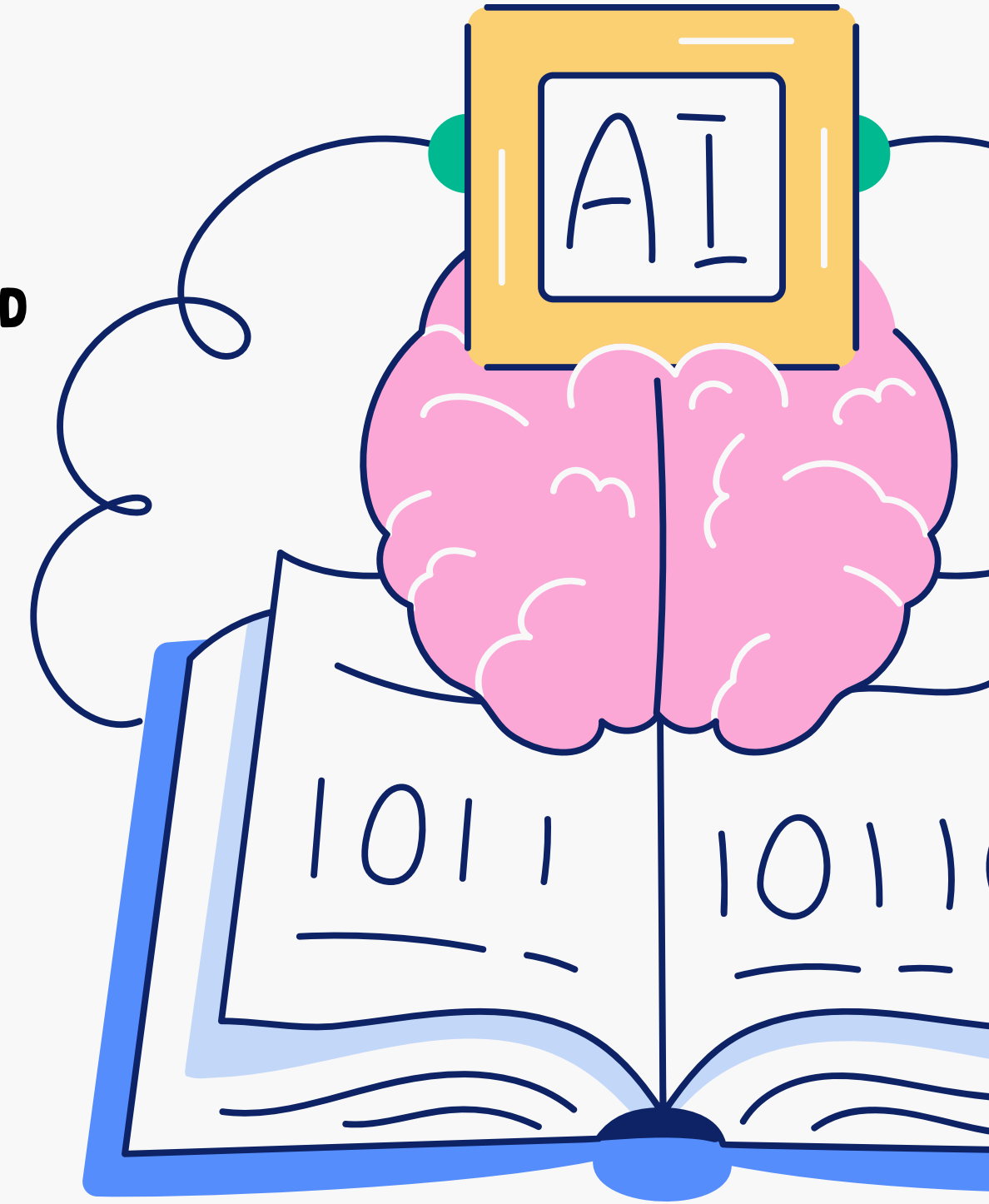
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OUR RESEARCH

WRONGFUL ARREST CASES - GROUP WORK

OUR PROJECT EXPLORED HOW AI CAN BE USED TO EXAMINE WRONGFUL ARREST CASES. WE INVESTIGATED THE CAUSES OF WRONGFUL ARRESTS, INCLUDING MISTAKEN IDENTITY, FALSE EYEWITNESS TESTIMONY, BIAS, AND ERRORS IN INVESTIGATIONS. WE ANALYZED CASE INFORMATION, IDENTIFIED PATTERNS, AND EVALUATED HOW TECHNOLOGY CAN BOTH HELP UNCOVER WRONGFUL CONVICTIONS AND IMPROVE THE JUSTICE SYSTEM. THIS PROJECT ALSO ENCOURAGED US TO THINK CRITICALLY ABOUT THE ETHICAL RESPONSIBILITIES OF USING AI IN CRIMINAL JUSTICE AND THE IMPORTANCE OF ENSURING FAIRNESS, ACCURACY, AND ACCOUNTABILITY. HERE IS OUR RESEARCH→[CLICK HERE!](#)



RET - Wrongful Arrest Cases 2026

Causes of Wrongful Arrest:
Mistaken ID, False
Testimony, Bias, Error



AI Analysis: Pattern
Recognition, Case File Review,
Identifying Discrepancies



**Justice and
Accountability**



Justice System Enhancement:
Faster Uncovering of Convictions,
Reduced Recidivism Risk.



Ethical Responsibilities:
Ensuring Fairness, Accountability,
Accuracy in AI Use.

Beau Burgess	8 hours	Surveillance video	error	tattoos	10 y.o. <u>mugshot</u>
Porcha Woodruff	11 hours	Surveillance video	error	pregnant	Expired DL
Jason Kilinger	11 hours	Surveillance video	error	height	? In casino DB
Robert Dillon	1 day	Surveillance video	error	?	DL photo
Robert Williams	30 hours	Surveillance video	error	?	Expired DL
Trevis Williams	2 days	Surveillance video	error	7 inches	Old mugshot
Michael Oliver	2.5 days	<u>Iphone</u> video	error	tattoos	DL photo
Jason Vernau	3 days	Surveillance video	none	<u>n.a.</u>	?
Randal Reid	6 days	Surveillance video	none	Weight, freckle	Clearview AI
Alonzo Sawyer	9 days	Surveillance video	officer	7 inches, 20 years	?
<u>Nijeer</u> Parks	11 days	Fake DL	officer	height	?
Harvey Murphy	2 weeks	Surveillance video	none	?	? In store DB
Jalil Richardson	3 months	Sur. video or DL ?	error	?	?
Angela Lipps	6 months	Sur. video or DL ?	officer	?	Clearview AI
Kimberlee Williams	6 months	Surveillance video	none	?	Clearview AI
J. Lorenzano-Nunez	12 months	Old DL	error	?	?

EXAMPLE UP CLOSE

NAME: BEAU BURGESS

**IDENTIFICATION COMPLETED BY: ORLANDO POLICE OFFICER USING FLORIDA'S FACES
DATABASE.**

**PROBE IMAGE: STILL IMAGE FROM OPD BODY-WORN CAMERA VIDEO OF A CABANA
BAY/UNIVERSAL TRESPASS SUSPECT.**

IMAGE MATCHED: MATCHED TO BURGESS'S DECADE-OLD BOOKING PHOTO.

FACIAL RECOGNITION COMPANY: FLORIDA FACES DATABASE: SPECIFIC VENDOR NOT FOUND.

"SIX PACK" ID ERROR: N/A

**BODY MISMATCH: WESH REPORTED THE MAN IN BODYCAM VIDEO WAS "CLEARLY NOT
BURGESS."**

**NOTES: ARRESTED ON FRAUD/THEFT WARRANTS TIED TO UNPAID UNIVERSAL HOTEL
CHARGES: OPD POLICY SAID FRT IS ONLY A LEAD, NOT PROBABLE CAUSE.**

RET - MIRROR TWIN RESEARCH 2026