Bringing Literacy to Life through Science Literature

Grades K-2
Jennifer Biange
Reading

How can you incorporate science into guided reading, shared reading, independent reading, read alouds?
Writing

How can you incorporate science into shared writing, guided writing, and independent writing?

Word Study

How can you incorporate science into word building and word spelling?
Grade K Lesson

My Five Senses

by Alkai
A scientist is a person who uses their five senses:

- **Sight** (eyes)
  - Color
  - Shape
  - Size
- **Taste** (Mouth)
  - Bitter
  - Sour
  - Sweet
- **Smell** (nose)
  - Sour
  - Sweet
  - Smoky
- **Touch** (skin)
  - Hard
  - Soft
  - Texture
    - Rough
    - Smooth
- **Hearing** (ears)
  - Loud
  - Soft

To describe things that by using words like when observing the world around them.
My Five Senses

Science Objectives Met by Lesson:

VB K.1 Scientists use their five senses to make observations

VB K.2 Identify and describe the five senses (taste, touch, smell, hearing, and sight) then match each sensing organ with its associated sense (eyes, ears, nose, tongue, and skin).

LA Skills Met by Lesson:

- Respond to a variety of literature through discussion, drawing, and writing (K.7.2)
- Relate previous experience to the topic (K.6.12)

Essential Questions for Lesson:

Language of the Discipline of Science:

- What words are specific to scientists when they are making observations?
- What are the five senses and what do they help us do?
- What special body parts help us sense things in our surroundings?

Explore

Interactive Writing Activity

Concepts about Print
First and Last Letter of a Word

Objective:

- Have students identify first and last letter of a word.

Materials:

- Student dry-erase boards, dry erase markers, poster/chart of senses, white sock/eraser

Lesson Outline:

- Read the book “My Five Senses” by Alkai.
• Create a chart (pg. 6) and list from the book what senses were used for and what body part was associated with the sense.
• Have students volunteer to record their thoughts down. As students respond, choose one student to model the writing on the chart. The other students will try to record their answers on their dry-erase boards.
• Students can record one letter within the word or the entire word depending on individual student ability.
• Choose several other students throughout the lesson to record letters or words. Remind students of the correct letter formation prior to them recording on the paper. Students may even want to show you in the air first.
• Read the chart aloud as a class once it has been completed.
• Display in the room for students to use as a resource throughout the unit.
### My Five Senses

<table>
<thead>
<tr>
<th>Senses</th>
<th>Body Part</th>
<th>Object 1</th>
<th>Object 2</th>
<th>Object 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight</td>
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<td>Taste</td>
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<tr>
<td>Hearing</td>
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</table>

Materials:
Jump ropes, timers, data sheet, 4-Question Strategy poster,

Ask students, “Can you tell me a time you used your senses?” take all responses. Next, ask the students, what do scientists do? Take all responses. Do they use their senses? Give each group the picture on page 8. Ask the students to tell you which picture shows a scientist who might use his/her senses to answer a question.

Give each student a copy of the handout Who Is a Scientist? (page 8) and ask them to color the pictures of scientists. Make sure students only color in pictures of the people they think are scientists.

Ask students to share their handout with the class and explain why they decided to color as they did. Ask students: “Who colored the picture on the left? In the middle? On the right? Why or why not?”

Ask the students: “What does a scientist do?” Make a web or list of students’ responses on a chart. If students are hesitant to answer, ask leading questions such as:
- Does a scientist observe things by using the senses of sight, smell, hearing, taste, and touch?
- Does a scientist think up ideas?
- Does a scientist experiment?
- Does a scientist measure things?
- Does a scientist write things down?
- Does a scientist find out new things?

Instruct the class to look at their handout again and discuss the following: “What if I told you the girl with the jump rope is experimenting? She has an idea, and she is trying to find out something that she doesn’t know. Can she be a scientist? Yes, she can! Boys and girls can be scientists, too. Scientists don’t have to look like the man and woman in the pictures; everyone can do science.”

Allow students to change any coloring they feel they did incorrectly (it is likely many students did not initially color the picture of the girl with the jump rope).

Concept Introduction

1. Ask the students if they would like to do an experiment like the girl on the handout. Tell students that an experiment is a test that helps you find out something. Record this on a sheet of paper. Model for students how you are printing letters of the alphabet.
2. Model for students how to develop an idea for an experiment by using the 4 question strategy (template provided). Begin by saying out loud: What does a person do with a jump rope? (Well they can jump; they can be tripped up by the jump rope.)

3. Pick one item from the list that you brainstorm and tell students that this one action will drive the planning process. Pick the action of jumping.

4. Next ask the students, if we have a jump rope and are going to do an experiment around jumping rope, what could I change about the jump rope that I could test to see if it has any effect on how I am able to jump rope? (the length of the rope, the color of the rope) Pick one action-length of the rope would be a good starting point.

5. Next tell the students that to be a scientist means we have to pick what we will record-observations to tell if changing the length of the rope affects how I jump rope. Number of times I can jump.

6. Now take this information and write out the question. Tell students that scientists always ask a testable question.

7. Model for students how to think through the designing of an experiment. Tell students that you will be using the experimental design sheet on page 9 in the unit. Tell students that the hypothesis is that each time the students try to jump rope for 10 seconds, they will be able to do more jumps. They will have three tries of jumping rope for 10 seconds to see if the number of jumps goes up, stays the same, or goes down for each try.

8. Set the timer for 10 seconds. Instruct one student in each group to jump while the other counts.

9. Have students write the number of jumps under “Try 1” on the handout. Then have students switch roles.

10. Repeat two more times, recording the number of jumps under “Try 2” and “Try 3.”

11. Ask students to look at their results. Ask: “What did you find out?” Which senses did we use to find answers to our question?
12. Call students together to talk about their results. Ask them to tell you what kind of things they did that a scientist does. Review the list they made earlier.

13. Ask the students if they can be scientists. Why or why not? How would using their senses help them?
Who Is a Scientist?
Color the scientists.

Name:

Results:
Try 1: 
jumps
Try 2: 
jumps
Try 3: 
jumps
Investigation Planning Sheet

The testable question is:

Does the length of a jump rope make it easier or harder to jump?
Our hypothesis is: We predict that
What did we change about the jump rope that we are testing?

What are we going to observe to test length of the jump rope?
What things will we need to keep exactly the same in order to conduct a fair test?

Our Data
What we learned (My Conclusion)
Organizing Topic: Oral Communication

Related Standard(s) of Learning
- K.2, K.3 (LA)
- K.1, K.2 (Science)

Objective(s)
- The student will be able to use words to observe and describe insects using their basic properties which include:
  - These include color, shape (circle, triangle, square, and rectangle), size (big, little, large, small), texture (rough, smooth, hard, soft), and weight (heavy, light).
- The students will be able to match sensory descriptors with the senses (taste: sweet, sour, bitter, salty; touch: smooth, hard, soft, cold, warm, hot; hearing: loud, soft, high, low; sight: bright, dull, color, black, and white.)

Materials
A book that describes farm animals and the sounds they make or the book "Who am I? Insects?, chart paper, computer, microphone, Audacity software

Lesson Procedure
1. Read the title of the book and the author’s name. Model a picture walk and ask the students to predict what the story is about. Have the students predict what insects they think they might read about.
2. Using the chart paper, have students Round Table using inventive spelling to write/draw the insects they think they are going to read about.
3. Read the story aloud to the students. As you read, discuss the names of the insects and words that are used to describe them.
4. Read the book a second time. While reading, allow the students to practice saying the descriptive words they hear.
5. With the help of the students, generate a list of insects in the book, and write beside the name of each animal the word(s) that were used to describe it.
6. Have the students read the list.
7. Now, tell the students that they are going to make an audio story to go along with the book. Tell them that they have been practicing the words so that they will be experts for making the story.
8. As you read the book for the final time, record the story on audacity software, having the students respond by saying the descriptive words as that insect is mentioned in the book. While
taping, ring a bell at the end of each page as a reminder to turn the page.

9. Remind students that they are using their senses to describe the insects in the book. You may also want to remind them that they can use their senses to see real insects in nature.

10. Have students listen to the story in the technology center for the students to use during their guided reading block.
Organizing Topic: Oral Communication
Related Standard(s) of Learning K.2, K.3

Objective(s)
• The student will be able to use descriptive words.

Materials
• “The Five Senses Touch”, Bags filled with objects found in the classroom, such as small blocks, pencils, and markers, chart paper

Lesson procedure
1. Read the story “The Five Senses, Touch” to the class. Tell students that they are going to participate in an activity where they will use their sense of touch.
2. Have the students sit in the group area. Explain to the students that in a bag there is an item that is collected from the classroom with which they will be playing a game.
3. Explain that one student at a time will place their hand in the bag and then they must describe the object to the class based on what they are touching. The other students try to guess what it is after each description. Record student responses on chart paper.
4. Ask the students which clues were helpful and why.
5. Repeat the process with students using different bags.

Cross-curricular connection
• Mathematics
• Science
• History and Social Science
Five Senses
Poems and Songs

Five Little Senses
Five little senses are what I need,
To use when things are near.
I use my eyes to look and see.
    I use my ears to hear.
I use my nose to smell things.
    I use my hands to touch.
I use my mouth to taste
The things I love to eat so much.
Five little senses standing in a row,
To see, hear, smell, touch and taste
The things I need to know.

5 Senses Poem
We use five senses every day
To help us learn and play.
See, hear, smell, touch, taste.
We do these every day.
Sing a Song of Senses
(sung to the tune of "The Farmer in the Dell")

We use our tongues to taste.
We use our tongues to taste.
We taste the flavors in our food.
We use our tongues to taste.

We use our ears to hear.
We use our ears to hear.
We hear noises loud and soft.
We use our ears to hear.

We use our eyes to see.
We use our eyes to see.
We see colors all around.
We use our eyes to see.

We use our noses to smell.
We use our noses to smell.
We smell flowers and perfume.
We use our noses to smell.

We use our hands to touch.
We use our hands to touch.
We touch things both smooth and rough.
We use our hands to touch.

By Dianne Gleason - Gr. K
Preston Hollow Elementary
Dallas, TX
Organizing Topic: Shared Reading
Related Standard(s) of Learning K.3, K.4, K.5 (L.A.)

Objective(s)
- The students will be able to read and respond to poetry
- The students will be able to match sensory descriptors with the senses (taste: sweet, sour, bitter, salty; touch: smooth, hard, soft, cold, warm, hot; hearing: loud, soft, high, low; sight: bright, dull, color, black, and white.)

Materials needed
Poems, Wiki Sticks, Pointer

Lesson procedure
1. Introduce “Five Little Senses” poem to the students. Read the poem aloud while modeling matching word to print and return sweep strategies.
2. Read the poem again. Ask students to choral read the poem while you use the pointer.
3. Students will take turns identifying sensory words within the poem.
4. Call on a variety of students to use the wiki sticks to highlight the sensory words.
5. Keep the poem in the poem center for students to use during guided reading.
Guided Reading Center Ideas

1. **Vocabulary Center**- Write down science vocabulary words down on index cards (two cards per word). Students can play concentration with them.

2. **Poem Center**- Write down the words to the Five Senses Poem on index cards. Put the cards in an envelope and label the title of the poem on the outside. Have students use a pocket chart to put the poem back together again. Also, give copies of the poem to students to put in their poem folders. Have students illustrate the poem. By the end of the year your students will have a poem folder to take home.

3. **Math Center**- Have students create story problems related to the literature. Have students create number models related to the literature as well.

4. **Listening Center**- Provide a variety of science literature on CD for your students to listen to during centers. Have parent volunteers or students in your classroom record books on tape focused on your content theme. Use different graphic organizers to this center according to student readiness.

5. **Word Wall**- Add scientific vocabulary to your word wall. Have students play games with the word wall during guided reading block.
What Makes Day and Night?

By: Franklyn Branely
Concept Map for the Book “What Makes Day and Night?”

Our home

on the

planet Earth

which

Rotating

As Light

from

sun

falls on the Earth and

a pattern that repeats
What Makes Day and Night? Lesson

Science Objectives Met by Lesson:

1.2.3 Interpret the relationships between the sun's position in the sky to the earth and the general time of day (include the sun's relative position in the morning (East), at noon, and late afternoon (West))

LA Skills Met by Lesson:

Essential Questions for Lesson:

Details

• What causes night and day?

Materials:
Lamp, wrap around map,

Organizing Topic: Interactive Writing
Related Standard(s) of Learning
Objective(s)

Materials needed
KWL chart, dry-erase boards, dry-erase markers, Paper plates, “What Makes Day and Night”, paper fasteners, sentence strips, pocket charts, black construction paper, question cubes,

Lesson procedure

1. Introduce the KWL chart to the students and explain to them that they are going to write down everything they know about day/night in the K column. As students are generating ideas, choose one student to record the response down. The other students can use their markers and boards to respond. As each student comes up to the chart, guide them through correct letter formation or the correct spelling of the word.
2. In the W column, students will respond to what they “Want to Know”. Have the students use the question cubes with their partners to create questions they would like to know about day/night.
4. Ask students to make predictions about content using the prediction sheet on page .
5. Read the story “What makes Day and Night” by Franklyn Branley.
6. Read Branley’s *What Makes Day and Night*. Write important vocabulary (sunrise, day, noon, sunset and night) on the board as students encounter them in the reading.
7. Have students go back and confirm whether or not the book
8. Tell students they will soon be playing or taking on the role of the Earth to learn more about day and night.
9. Add the new vocabulary to your "Science Word Wall."
Prediction

Title: ____________________________________________________________

Author: __________________________________________________________

What do you predict will happen in this book?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Why do you think this will happen?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

After reading, circle yes or no:

YES  my prediction was supported by the book.

NO   my prediction was not supported by the book.

What really was the book about?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
1. Review the vocabulary (sunrise, day, noon, sunset, night, spin and rotation).
2. Ask for a volunteer to stand up. This volunteer will become the Earth. Tell the student that we will create a model to observe how the sunlight changes as the Earth spins. Darken room and turn on lamp. Explain that the lamp represents the Sun.
3. Ask a student to be the Earth. Place the wrap-around map around the student so that your town is on his/her chest. Make sure he or she can be seen by all students.
4. Mark your town with a sticker and ask students to focus on it as the Earth rotates.
5. Have student begin with his/her back to the lamp (night). Ask students if they think it is day or night in their town.
6. Have student rotate slowly in a counterclockwise fashion, until his/her left arm is pointed to the Sun. Ask students if they think it is sunrise or still night.
7. Student continues the counterclockwise rotation until he/she faces the Sun directly. Ask students what time they think it is in their town. Students can see that it is noon, the middle of the day, when we get the most light from the Sun. You may need to prompt with additional questions.
8. Ask student to rotate a little more. Have him/her stop when his/her right arm is pointed toward the Sun. Ask students what time of day they think it is. (They should be able to tell you that it is sunset.)
9. Complete the day/night cycle by having the student return to his/her original position, with his/her back to the Sun. Students should be able to tell you that it is midnight.
10. Ask students to notice what time of day it is on the other side other Earth (student’s back is facing the Sun and it is noon). Explain that one half of the Earth is always light while the other is dark. Emphasize that it is the Earth’s own shadow that makes the night side of the Earth dark.
11. Repeat this demonstration. Select other students volunteers so that students will get a chance to view the day and night cycle several times. Explain that it takes 24 hours for the Earth to rotate completely.

As the students are rotating, teach them this rhyme:

    Ickly, pickley, paxis
    The Earth spins on its axis
    Ishkey, pishkey, pight
    It turns from day to night.

**Application**

12. On a 6-inch circle of paper, have students draw pictures of what happen at night and activities that happen during the day. They should draw one picture on one half of the circle and the other picture should be drawn on the other half.
In the plate, cut a window out of a paper plate (retaining a central tab).

Affix the circle to the back side of the plate with a paper fastener.

Rotate the plate to show the day...

...segue into the night.

13. Have students then take turns dictating one sentence to do with the topic of day and night.
14. Students should write each sentence on a sentence strip, and place the sentence strips in a pocket chart. Continue this procedures until all students have a sentence strop in the pocket chart.
15. Next, have the students choral read the sentences in the pocket chart as you point to the words in each sentence. The students should take turns reading their sentence strips orally to the class.
16. After the students have read their sentences, have them take the sentence strips to their seats and cut the words apart. Have each student read the words of his or her sentence as flash cards, then put the words back together to form the sentence.
17. Have students add the words they know to their word banks.
18. Put all sentences in a center for students to review.
Additional Ideas

Word Banks

1. Each student can have an index box with ABC separation cards. Throughout the year have students alphabetize spelling words, writer’s workshop words, or content words. This will allow for each child to have their own personal word wall.

2. Have a personal copy of a word wall in student writer’s workshop folders (copy provided)
Concept Sort for Day and Night

Related Standard of Learning: 1.9

Materials:
Sticky notes, sort cards, chart

Procedure:
1. Give students the pictures of things that happen during the day and during night.
2. Begin with an open sort: Let the students determine how to sort based on their background knowledge and experience.
3. Ask students to describe how the things in each category are alike.
4. Decide on a key word or descriptive phrase to label each category.
5. Model writing key words. Also, write individual labels for each item if sorting objects or pictures.
6. Allow for individual sorting, using a closed sort.
7. Have the students sort the items into Daytime Activities and Nighttime Activities.
8. Put the chart into a center for students to add their ideas throughout the unit.
# Day and Night Sort

<table>
<thead>
<tr>
<th>Daytime Activities</th>
<th>Nighttime Activities</th>
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<tbody>
<tr>
<td></td>
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</table>
Interactive Writing Activity
Concepts about Print
First and Last Letter of a Word

Organizing Topic:                         Links
Related Standard(s) of Learning

Objective:
• Have students identify first and last letter of a word.

Materials
Day and Night by Margaret Hall, vocabulary sheet, chart paper

Lesson Outline:
1. Introduce key vocabulary from the story: Earth, sun, rotate, moon, nocturnal, pattern, day, night
2. Have students draw a picture of each word on their vocabulary sheet.
3. Read the story Day and Night.
4. Lead a discussion with students about the story. While students are commenting how each vocabulary word was used in the text, record their answers down on chart paper.
5. Have students choose their favorite picture to write their own text connection from the story.
6. Have student share out their sentences.
7. Hang the chart in the room as a reference throughout the unit.
Earth | sun | rotate | moon
---|---|---|---
nocturnal | pattern | day | night
Guided Reading Center Ideas

**Vocabulary Center**- Write down science vocabulary words down on index cards (two cards per word). Students can play concentration with them.

**Poem Center**- Write down the words to Day and Night on index cards. Put the cards in an envelope and label the title of the poem on the outside. Have students use a pocket chart to put the poem back together again. Also, give copies of the poem to students to put in their poem folders. Have students illustrate the poem. By the end of the year your students will have a poem folder to take home.

**Math Center**- Have students create story problems related to the literature. Have students create number models related to the literature as well.

**Art Center**- Have students work together to create a poster that lists facts about day and night. Allow students to create a picture of the Earth and the sun. Provide a variety of art mediums for students.

**Listening Center**- Provide a variety of science literature on CD for your students to listen to during centers. Have parent volunteers or students in your classroom record books on tape focused on your content theme. Use different graphic organizers to this center according to student readiness.

**Word Wall**- Add scientific vocabulary to your word wall. Have students play games with the word wall during guided reading block.
Dot and Jabber and the Big Bug Mystery!
By Ellen Stoll Walsh
Concept Map for Dot and Jabber

Survival

depends on not

Eaten

Some organisms

hide by using

Camouflage
Dot and Jabber and the Big Bug Mystery Lesson

Science Objectives Met by Lesson:
2.2.6 Evaluate the usefulness of camouflage in an animal's habitat  
(for example: coloration patterns in frogs)

LA Skills Met by Lesson:
• Infer the feelings, traits, and motives of characters.
• Identify the main idea and details of a nonfiction selection
• Write a descriptive paragraph on the topic of camouflage

Essential Questions for Lesson:

Explore

Introduce the lesson by gathering the students on the floor in a circle and show them a box of colored toothpicks. Ask the students how they can sort the toothpicks and have the students assist you in sorting them by color. After the toothpicks are sorted, count the piles and record on the board how many of each color are represented. Then, collect all of the toothpicks and put them back into the box. Tell the students that they are going to participate in an experiment that requires them to go outdoors. Have the students follow you to a pre-selected, safe grassy area outdoors and be sure to take the box of toothpicks. Once in the desired location have the students step back and gently throw the toothpicks up in the air allowing them to fall into the grass. Direct the students to try to gather as many toothpicks possible being sure to not push, shove, or otherwise harm one another. Time the students for three minutes and after the time limit is up, direct them to follow you back to the classroom.

Upon arriving back into the classroom, direct the students back to the circle and count the toothpicks again. Sort them according to color and count the results. Compare the amount of toothpicks found in the grass to the original number and ask the students what they notice. Chances are, most of the red, yellow, and blue toothpicks will be found, but the green toothpicks will be significantly less in number than the rest. Ask the students why they think this is and explain that the green toothpicks blend, or are camouflaged, in the grass making them more difficult to find. Further explain that like the green toothpicks, some animals and insects are camouflaged in order to assist with their survival. Tell the students in today's
lesson they are going to learn a little how these creatures are hidden by design and will participate in a variety of activities that will reinforce this concept.

Concept Introduction

Take the students back outside to the area where the toothpicks were hidden and have the students use visual skills to retrieve the rest of the toothpicks. Continue until all of the toothpicks are found. Relate this to the animals by explaining that like animals of prey, they have to search diligently for what they are hunting for. Go back to the classroom and add the toothpicks again to make sure that all of them were found. Briefly discuss the difficulty level of trying to find these toothpicks versus the initial activity and relate that this is why camouflage is such a wonderful design.

Share with the students that in order for some animals to survive, camouflage is necessary to help protect them from becoming prey. Explain that there are four basic camouflage strategies that animals are equipped with to enhance their survival and show the students the PowerPoint slide show as you describe the strategies. The first strategy is called concealing coloration. This means that the animals/ insects outer covering is colored such that he blends with his natural surroundings. The second strategy is disruptive coloration. Animals that have an outer covering that use this strategy have designs that are meant to break up their outline so that they don't stick out to predators. The third strategy is disguise. The creatures that use this type of camouflage blend with their surroundings. And finally, the last type of strategy is mimicry. These animals are colored so that they look like other harmful or distasteful animals so that they will be avoided by potential predators.

Have students take the pictures on page 37 and do a closed sort having students place them into the category of camouflage. Students should list why they sorted the pictures into the groups.

Have students do a story map identifying and organizing key elements in the story. Use the maps found on pages to help students organize their information. The maps are leveled so you can differentiate by readiness.

Application

Engage students in the activity the “The Art of Camouflage.” This activity could be done in conjunction with the art teacher. An effective way to hide something is to camouflage it.
Materials for activity:

- assortment of construction paper
- old science or nature magazines with pictures of animals
- insects or reptiles
- scissors
- an assortment of textures cut from magazine illustrations
- glue sticks
- colored markers

Go through old science or nature magazines in search of cool pictures of animals, insects or reptiles. Choose one of the pictures and carefully cut away the background so that only the animal remains.

Next, glue the picture on a similar color of construction paper. Decide whether you will use general resemblance or special resemblance to camouflage your animal.

Then create an environment that your animal will feel safe to be in. You can use colored markers, colored construction paper and/or textures cut from magazine illustrations to create your animal's habitat.

When your picture is finished, show it to a family member, classmate or friend to see if they can easily find the animal in your picture.

Read the story Dot and Jabber. Students should write about what strategy the bugs used to survive?
<table>
<thead>
<tr>
<th>Concealing Coloration</th>
<th>Disruptive Coloration</th>
<th>Disguise</th>
<th>Mimicry</th>
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Story Map

Book Title: _________________________

Who are the Characters?

In the boxes below, describe the most important characters in the story and draw a picture of both of them. Write a sentence that describes them.
Setting: Where does this story happen?

____________________________________________________________________________________________________________________________________________________

What season do you think this story takes place in and why?

____________________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________________
Story Map

Book Title: _________________________

Who are the characters in the story? Draw a picture of them in the box.

[Blank boxes]

How do the characters change over time?
Setting:

Where does the story take place?

What time of year do you think the story takes place in?
Story Map

Book Title: ____________________________________________

Characters: Draw a picture of the main characters in the story.

From your reading, compare and contrast the characters.
Setting:

Where does the story take place?

What time of year does the story take place and why?

How does the time of year affect the plot of the story?
Overview of the strategy
The Story Face is a graphic organizer that aids students’ comprehension of narrative text. It functions like a story map, allowing students to visualize the important components of a narrative text, including setting, main characters, problems, events, and a resolution.

Strategy procedure
1. Preview the Story Face with students prior to reading a narrative text.
2. Review the information (setting, main characters, problem, events, and resolution) that students are expected to find.
3. Have students read the text and complete the Story Face, either individually, in pairs, or as a group. Some teachers prefer to have students fill out the Story Face as they read, while others prefer that students fill it out after reading.

Source
Story Face Graphic Organizer

Setting

Main Character

Main Character’s traits, feelings, and actions
Events of the Story
### RAFT for Dot and Jabber and the Big Bug Mystery!

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dot</td>
<td>ACME Detective Agency</td>
<td>Descriptive paragraph</td>
<td>Where did all the bugs go?</td>
</tr>
<tr>
<td>Insects</td>
<td>Speech to other insects</td>
<td>Descriptive paragraph</td>
<td>Tips for Surviving in the Wild</td>
</tr>
</tbody>
</table>