

Science Storytelling Activity Lesson Plan

Mandy Becker- 8th grade Science Mansfeld MMS– BIORETS 2024

Objectives:

- I can think about different ways to tell stories and how storytelling can be helpful in communicating science ideas.
- I can write and express myself to share something I care about with my community.
- I can think about the relationship between humans and the natural world, and how humans can impact/change natural spaces.

Purpose:

This lesson gets students thinking about the intersection between science and storytelling. They will choose a way that humans interact/impact/intersect with the natural world in their community, or a time when they have had an interaction with the natural world, and tell the story to a young audience through writing a picture book.

They explore how to communicate science ideas in a way that is accessible and relevant to the community. Students will practice honing their writing skills for a young audience and their research skills about a component of the natural world they care about. This lesson is an opportunity for students to see different ways science can be communicated for different ages and through artistic expression. Students would have time to engage with this assignment in both their science and ELA classes, as it hits standards in both subject areas.

Standards Engaged:

1.E1U3.8- *Construct and support an argument about how human consumption of limited resources impacts the biosphere.*

- *Human activities have significantly altered the biosphere... etc.*

U3- Applications of science often have both positive and negative ethical, social, economic, and/or political implications.

8.W.2- *Write informative/explanatory texts to examine a topic and convey ideas, concepts and information*

8.W.3- *Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.*

8.W.4- *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience*

8.W.7- *Conduct short research projects to answer a question.*

Science and Engineering Practices:

- Obtain, evaluate and communicate information
- Ask questions and define problems
- Plan and carry out investigations
- Construct and support an argument

Timeline/Pacing:

Day 1: Read Hohokam Water Story with students and have a discussion about how to tell a science story for young audiences in a way that they understand and feel engaged. Small group discussion of this story and how to write science stories. Engage with questions included in this story by Project WET.

Link: <https://awf.projectwet.arizona.edu/sites/awf.projectwet.arizona.edu/files/Hohokam%20Storybook.pdf>

Day 2: Introduce assignment. Have students do gallery walk of science picture books to get ideas. By end of class, they should have a rough idea of their topic.

Day 3-5: Work time in class. Students create storyboard of ideas and rough draft of their text. Text can look different for different types of students– can be wordless book, can be a graphic novel, can be a traditional picture book, can be made digitally, can be in native language, etc. Additional time: Students can also work with ELA teacher on writing their draft.

Once stories are completed, students will present them to class as a gallery walk.

*A day can also be spent teaching students who are physically *making* their book how to bind their book.

Materials:

- Science picture books (acquire from library)
- Art supplies for students (white paper, markers, colored pencils, crayons, colored paper, etc.)
- Yarn/string for book binding

Supplemental Resources/Suggestions:

- Hohokam Water Story:
<https://awf.projectwet.arizona.edu/sites/awf.projectwet.arizona.edu/files/Hohokam%20Storybook.pdf>
- School and Community Garden Workshop resources on book binding
- We are Water Protectors Read Aloud:
<https://www.youtube.com/watch?v=0yLtBjVG0No>