

SCIENCE STORYTELLING

MANSFELD MAGNET MS

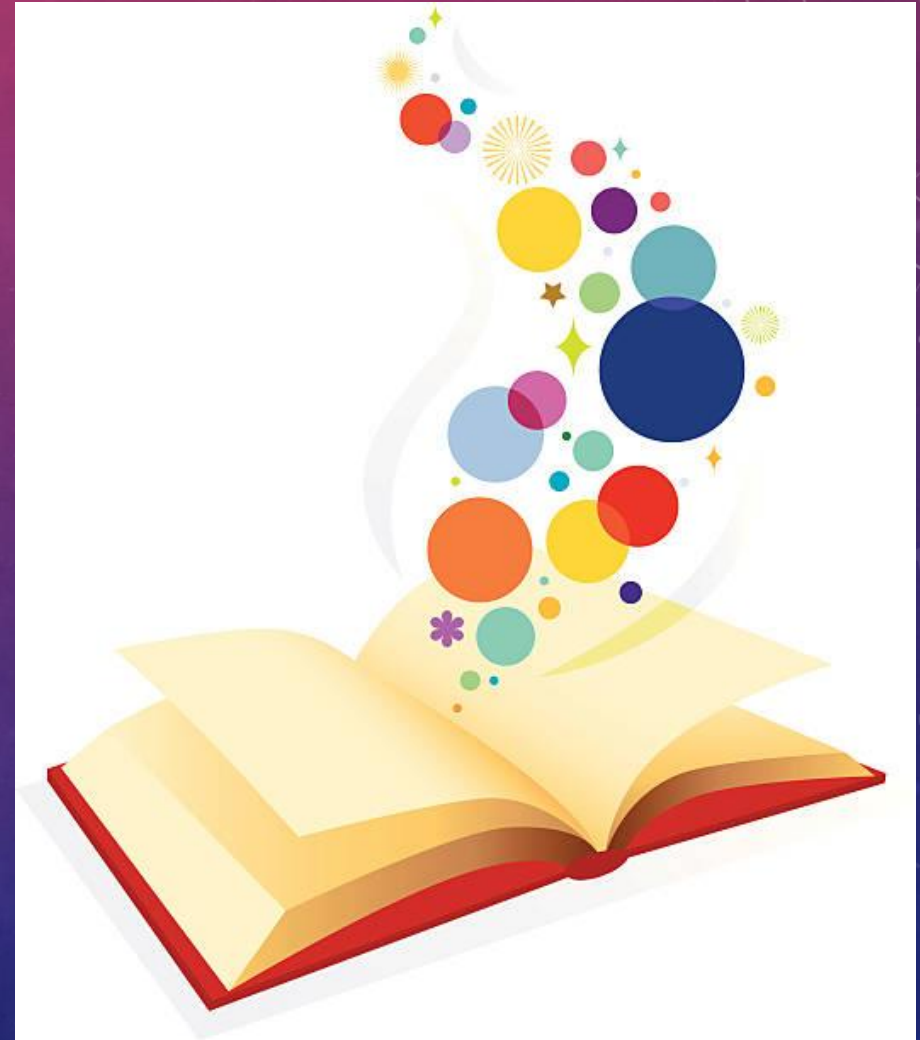
8TH GRADE SCIENCE



BELLWORK

Think of your favorite story (movie, book, video game, etc.). What do you like about it? What make it engaging?

Write an answer in your notebook, then share with your elbow buddy.

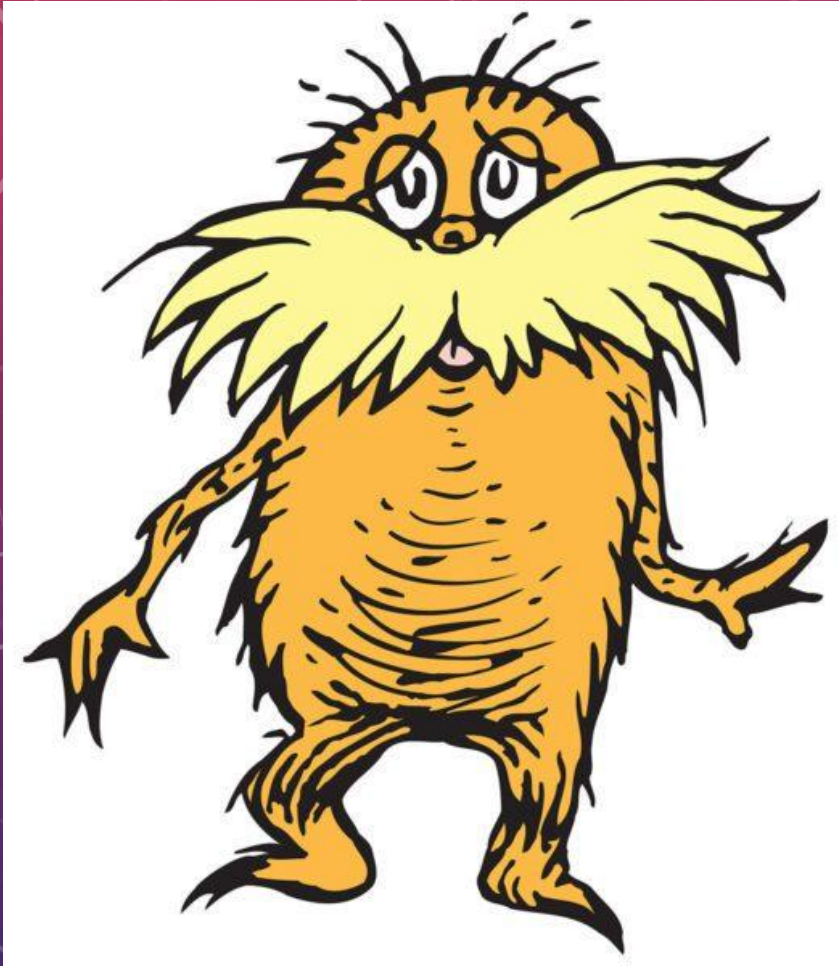


OBJECTIVES

- *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.*



WHAT MAKES A GOOD STORY?



WHAT MAKES A GOOD
CHILDREN'S STORY?

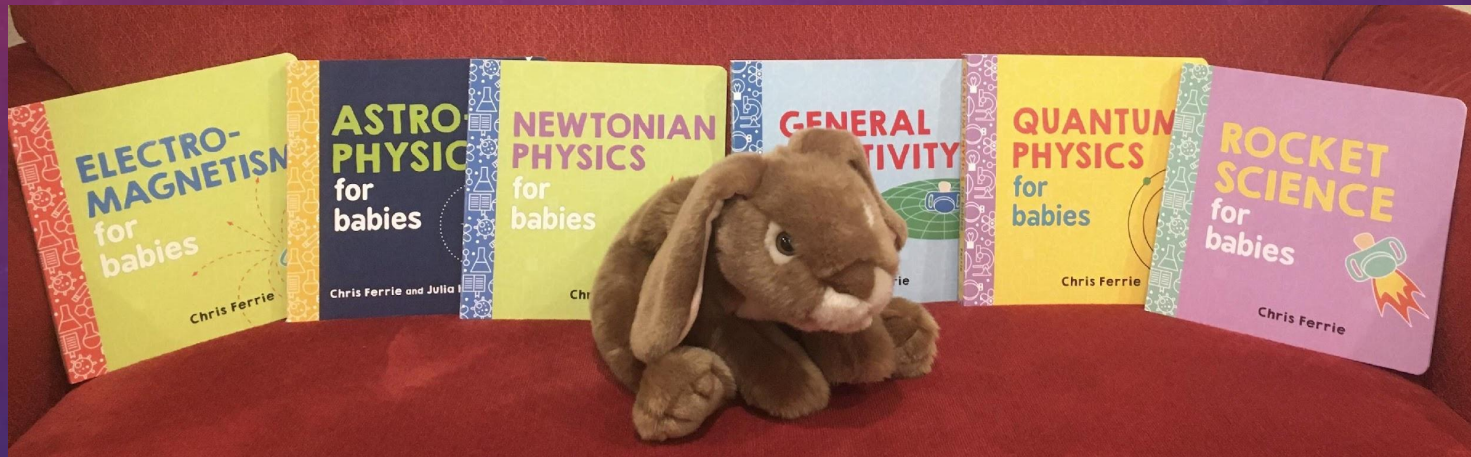
WHAT ARE SOME THINGS TO CONSIDER WHEN WRITING FOR KIDS?

Write your idea on a sticky note, then bring it up to the board.



CHILDREN'S BOOKS AS TOOLS

Children's books can be an introduction for kiddos to big topics
They can help us learn the basics of new things

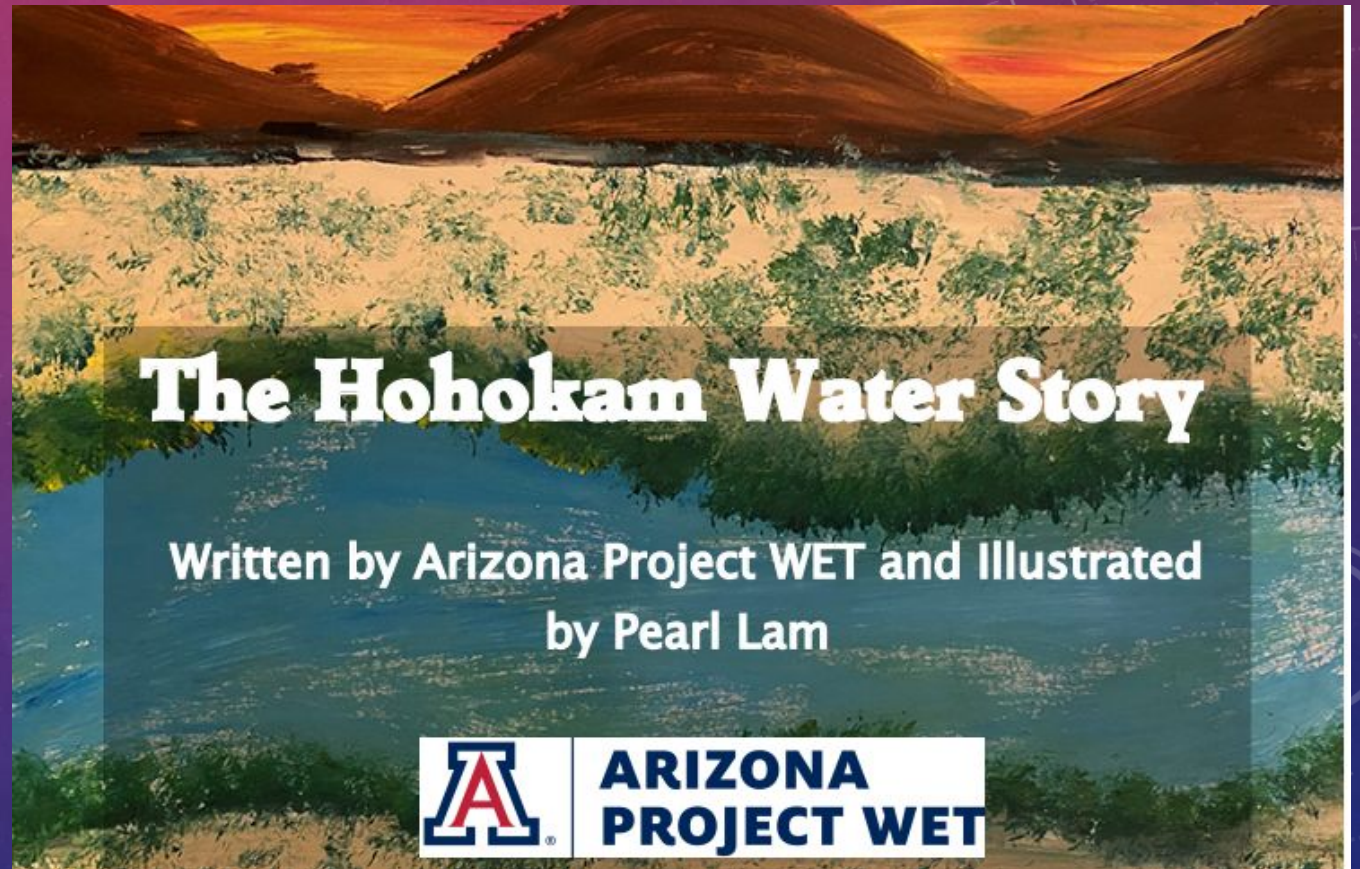


HOHOKAM WATER STORY

We will read an example as a class

As we read think about the following questions:

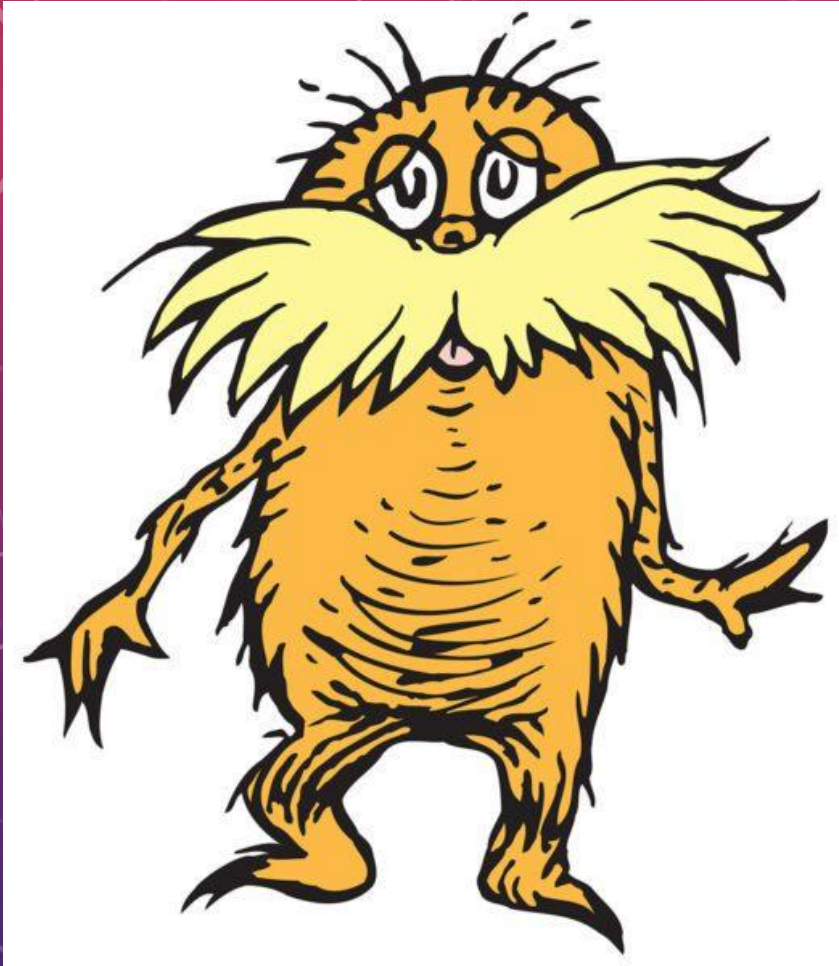
1. What do you wonder about the relationship that Native Americans, such as the Hohokam, had with water?
2. In what ways, did Native Americans use science to improve their lives?



HOHOKAM WATER STORY

Work in groups to answer the following questions to check your understanding of our reading:

1. What do you wonder about the relationship that Native Americans, such as the Hohokam, had with water?
2. In what ways, did Native Americans use science to improve their lives?
3. How did Native Americans apply engineering practices to solve problems?
4. Why did the level of surface water in the Santa Cruz River go down as the population of Tucson grew?
5. What is the relationship between the river and groundwater?
6. From your perspective, what is the significance of having water in the Santa Cruz River in downtown Tucson?



WHAT MAKES A GOOD
CHILDREN'S STORY?

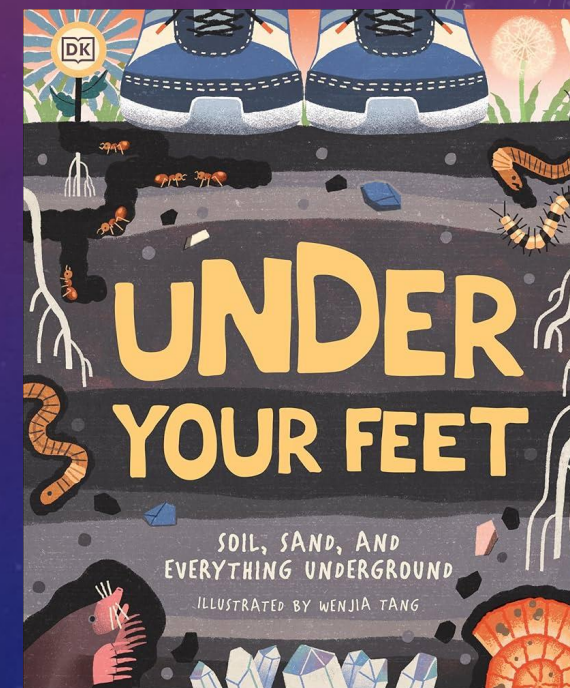
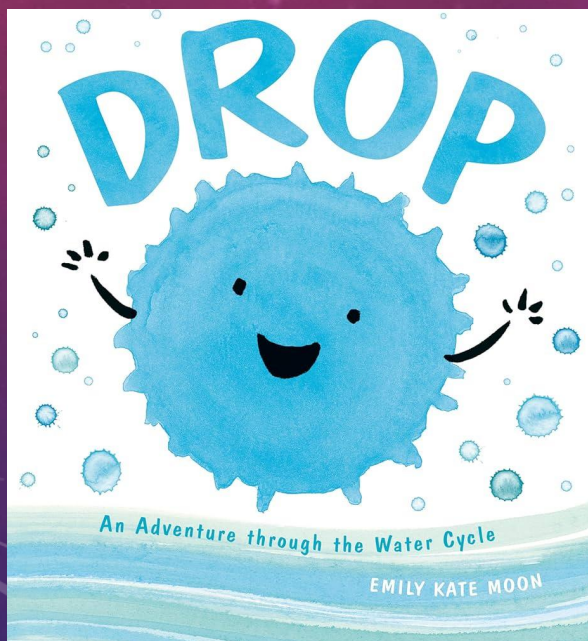


WE ARE WATER PROTECTORS

<https://www.youtube.com/watch?v=0yLtBjVGONo>

SCIENCE PICTURE BOOK GALLERY WALK

Explore the picture books at the lab tables around you. Answer the questions by yourself or with a partner to guide your exploration.



YOUR TASK

Your Story Should be about:

- Think about ways that humans interact with/impact/change natural spaces in the Tucson community. **Choose 1 topic**, and tell the story to a young audience so they can learn about the topic.
 - o Ideas: Tucson's water story, urbanization, mining, resource management, etc.
 - o A personal moment of connection with the natural world. What happened? What did you learn?
 - o You can pick any topic that feels relevant and important to you! *What would you like a younger sibling or friend to learn about our connection to the environment?*



Your Story Should Include:

- Completed storyboard (attached)
 - o This doesn't have to have everything on your book—this is an outline of what you will say when you tell your story. It shows your notes/ process
- Picture Book (10 page story with words and pictures)
 - o No maximum or minimum number of words—whatever you need to tell your story!

What you can use to make your story:

- Paper and art materials
- Digital tools (e.g. Canva, Power Point, Ibis Paint, etc.)



HOW I WILL GRADE YOUR WORK

	Amazing!	Good	Fair	Absent	
Storyboard	Storyboard is completed in detail with notes and/or pictures/ ideas	Storyboard is partially completed, but does not show many notes or ideas	Storyboard is almost empty; student did not take advantage of planning tool	Storyboard is absent/empty	/15
Content	Student demonstrates understanding of their topic; text is appropriate for audience age; story is well-developed and thought out	Student mostly understands their topic, text may not be appropriate for audience; story is mostly well-developed and put together	Story is partially complete, text or images are inconsistently present; not appropriate for audience age	Story is incomplete or inappropriate, does not show effort or quality work	/15
Research	Student demonstrates great understanding of information with facts and story teaches the reader about their topic	Student demonstrates good understanding of their topic, and story teaches reader about the topic, with some missing information	Student has some good information, but reader is left with questions/ some information may be missing/incorrect	Story does not teach reader/ research or information is absent/ information that is included is not factual or correct	/15
Overall Quality	Detail in pictures and/or text; final product is high quality and shareable; student is proud of their work	Detail in pictures and/or text; student feels like they did well on their project but could have done better	Project is present but effort is lacking; student is not proud of their work	Student's work does not show any care or effort	/15
				Total:	/60

WHAT IS A STORYBOARD?



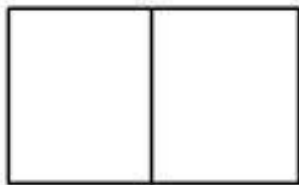
Tall Format Storyboard: 40 page self ended picture book



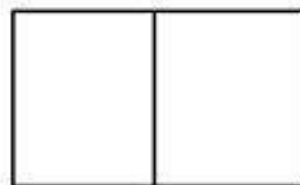
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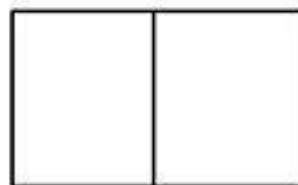
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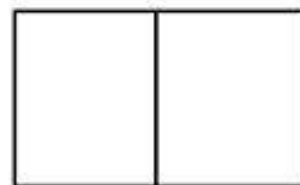
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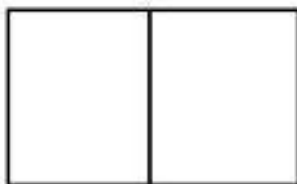
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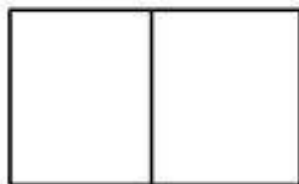
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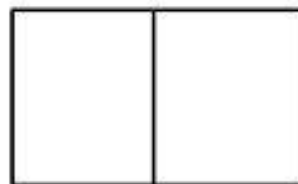
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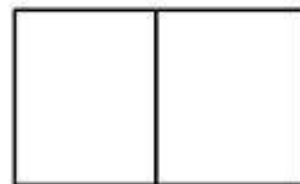
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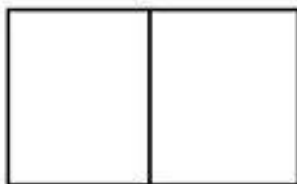
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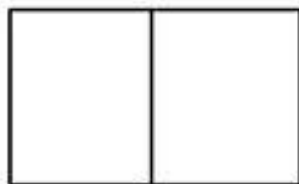
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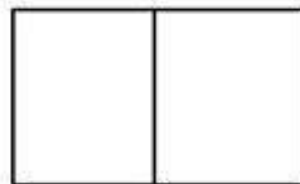
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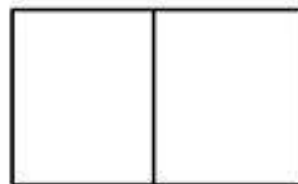
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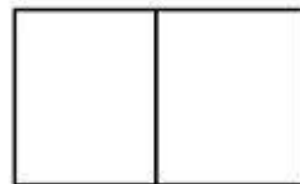
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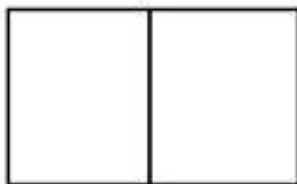
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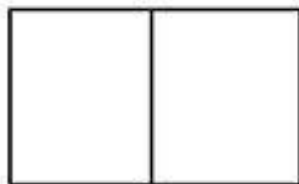
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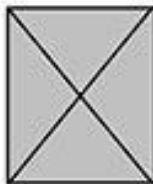
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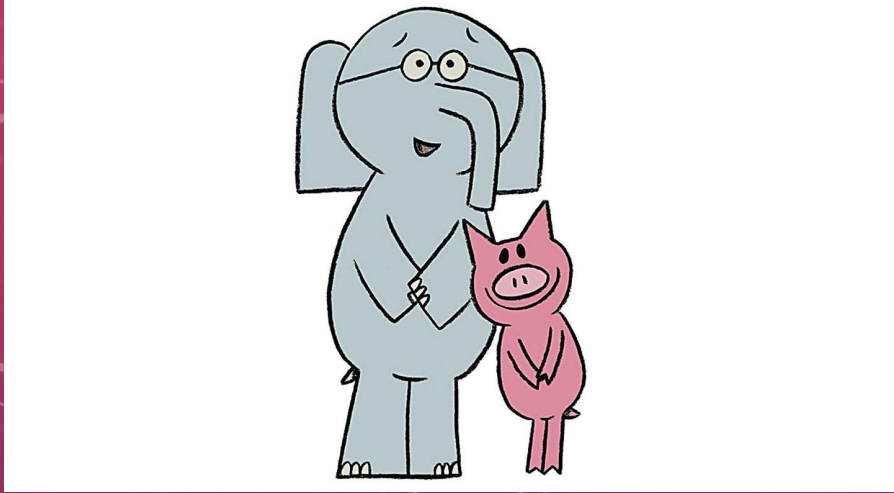


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YOUR PLAN TODAY

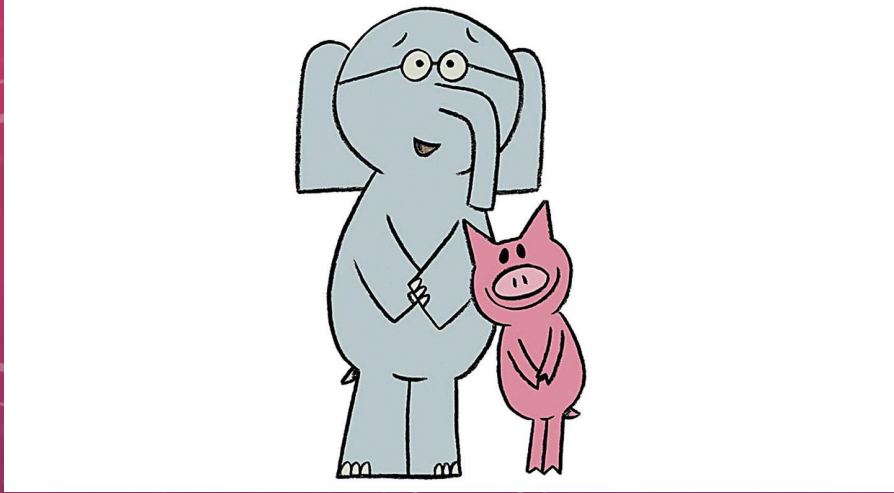
- Start working on your storyboard
 - What pages will have pictures/ text/ both?
 - What information will you include?
 - What kind of story will you tell?
 - Remember, there are many different ways to tell a story!





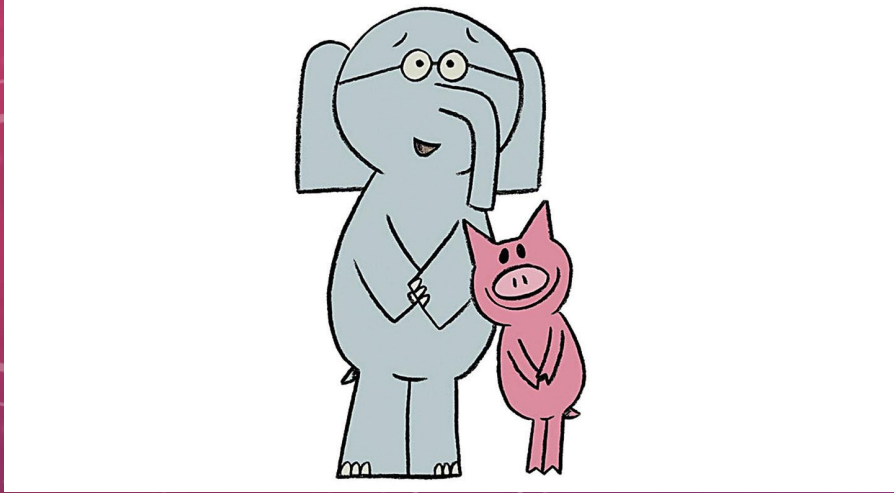
WORK TIME

ASK ME ANY QUESTIONS YOU HAVE!



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BINDING YOUR BOOK

