

Tutorial

Using the Story Toolbox with *Saved from the Sea* and *Katrina*



Story Toolbox

A highly effective, open-ended, online activity, the Story Toolbox accompanies many of the Grade 3 AWARD Reading texts, both informational and narrative. Appropriate for grades 3–5, this powerful learning tool was designed to allow students to organize ideas and write stories to support comprehension, critical thinking, and creativity.

KATRINA

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Activity 1: Map of Hurricane Katrina’s Path

Focus skills

Comprehension, map skills, informational text skills

Task

Have students use text clues from Chapters 2-4 to show the track of Hurricane Katrina from its formation over the Bahamas to its arrival in New Orleans. The map should also include information about the increasing intensity of the hurricane from Grade 1 to Grade 5.

Open the *Story Toolbox* feature for *Katrina* and *Create a new project*.



Click on the *Backgrounds* button and drag the *Gulf of Mexico* map onto the main screen.



Write a title for the map in the text box at the bottom of the screen. Then click on the *Drawing Tools* button and choose a color.



Alter the thickness and the opacity of the drawing line so that you have a reasonably thick line that is opaque enough to see any words or features that may lie underneath.

Then draw the path of the hurricane as described in Chapters 2-4 in the text.



Click *Next* to proceed to another blank slide or click *Finish*.



Activity 2: Use a Graphic Organizer to Describe Settings

Focus Skills

Comprehension, recall, inference, vocabulary

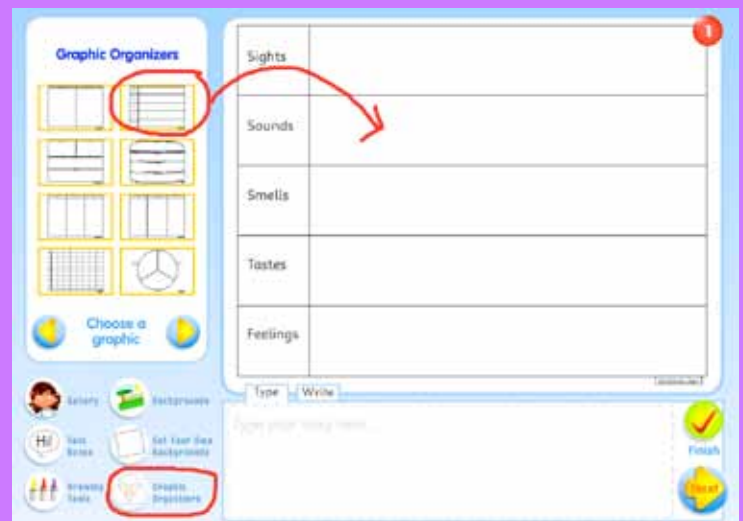
Task

Students use text clues and the graphic organizer three times to describe and infer things about the setting of the story before, during, and after the storm.

Open the *Story Toolbox* feature for *Katrina* and *Create a new project*.

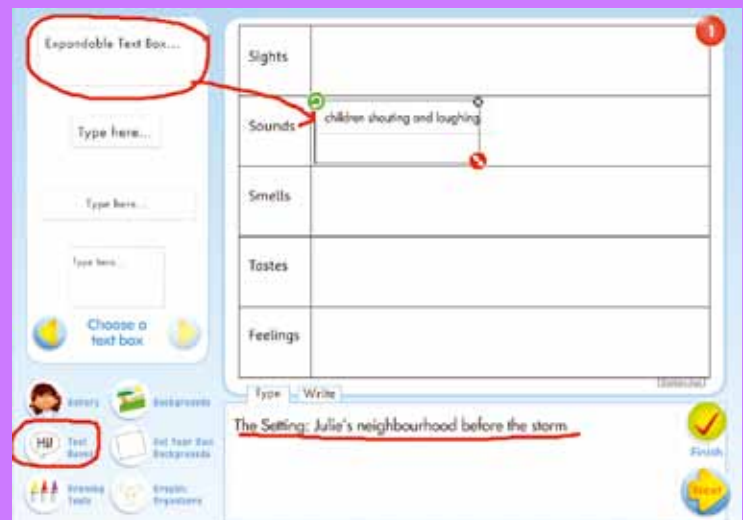


Click on the *Graphic Organizers* button and drag the *Setting* graphic organizer onto the main screen.



Type a suitable title for the graphic organizer in the text box.

Click on the *Text Boxes* button and drag in the expandable text box to write an example of a student's contribution about the setting before the storm began. Drag the contribution into the appropriate part of the graphic organizer.



Repeat the process, using a new expandable text box for each contribution.

The screenshot shows a digital graphic organizer tool with a sidebar on the left containing various icons for editing and writing. The main area features a table with five rows: Sights, Sounds, Smells, Tastes, and Feelings. Each row contains text boxes with student-contributed words and phrases. A red circle highlights the 'Expandable Text Box...' label in the sidebar, with an arrow pointing to the 'Sounds' row. Below the table, there is a 'Type: Write' dropdown and a text box containing the setting description: 'The Setting: Julie's neighbourhood before the storm'. At the bottom right, there are 'Finish' and 'Next' buttons.

Sights	small apartments with balconies	children playing in the park
Sounds	small shops on ground floor	
	children shouting and laughing	dogs barking
Smells	people talking	
	food cooking in apartments	bread baking in ground floor bakery
Tastes	fresh warm buns from the bakery	cool sweet lemonade
Feelings	hot	humid
	sticky	friendly

Type: Write

The Setting: Julie's neighbourhood before the storm

Click *Next* to proceed to another blank slide or click *Finish* if you want to close or demonstrate the *Edit* and *Save* capabilities of the tool. Here is an example of a *Setting* graphic organizer for "during the storm":

The screenshot shows the same digital graphic organizer tool, but with a different setting description: 'The Setting: Julie's neighbourhood during the storm'. The table contains student-contributed words and phrases for each category. The 'Type: Write' dropdown is set to 'Write'. The 'Finish' and 'Next' buttons are visible at the bottom right.

Sights	small apartments with balconies	darkness
Sounds	shadows of dancing trees	sheets of water in the air and on the ground
	wind howling	crashing of flying debris into buildings
Smells	people shouting	radio reports
	rain lashing against windows	water lipping
Tastes	wet rubbish	damp clothes
	sewer smells	
Feelings	hot	humid
	sticky	fear

Type: Write

The Setting: Julie's neighbourhood during the storm

Students' contributions for an exercise like this can be directly supported by the text, or inferred.

Activity 3: Create a Timeline Worm for the Story

Focus Skills

Comprehension, sequencing

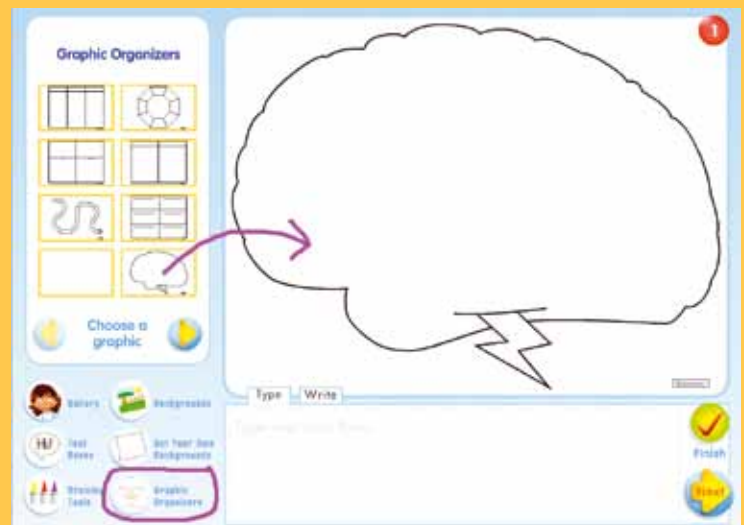
Task

Students brainstorm the main events that happened in the story and then arrange them in sequence on a timeline diagram.

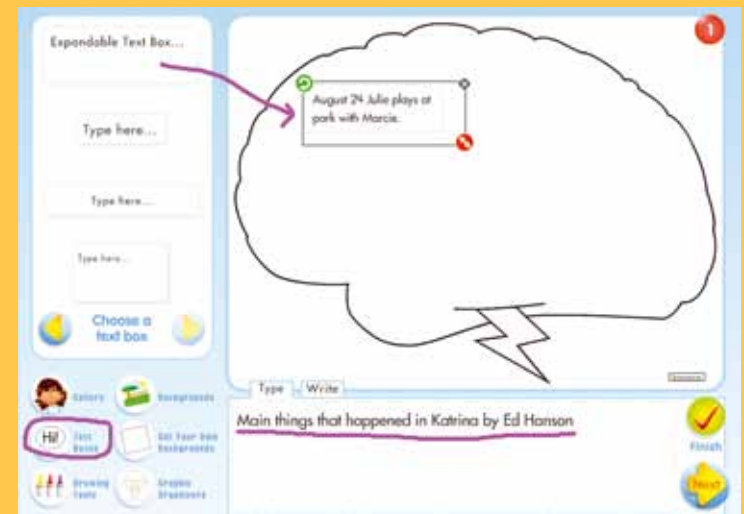
Open the *Story Toolbox* feature for *Katrina* and *Create a new project*



Click on the *Graphic Organizers* button and drag the *Brainstorm* graphic organizer onto the main screen.



Type a title for the brainstorm in the text box. Click on *Text Boxes* and drag the expandable text box onto the main screen. Write an event that happened in the story in the box.



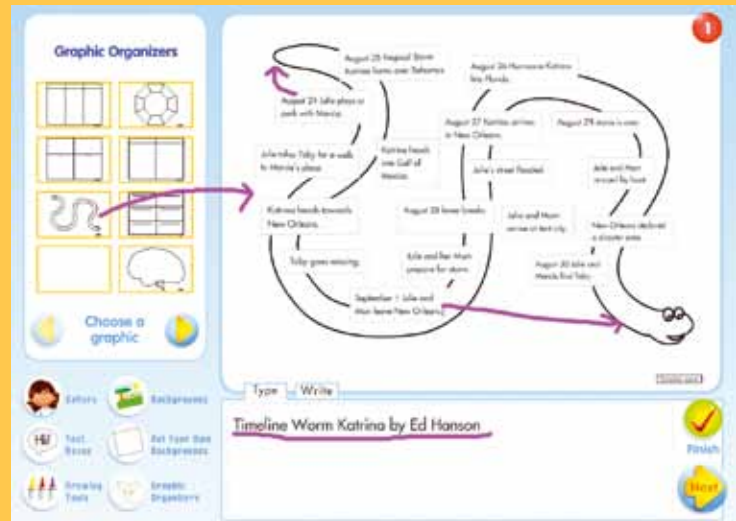
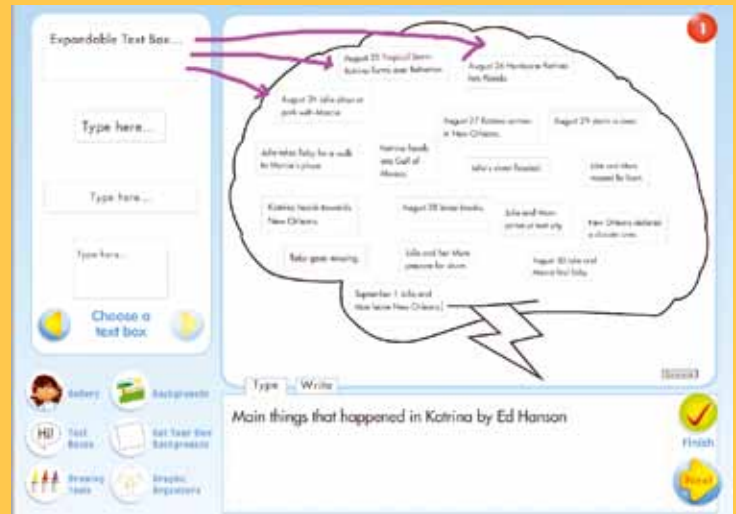
Repeat the process for other important events in the story.

The size and the angle of the expandable text boxes can be altered to suit the size of the number of events that need to fit inside the brain.



When the main events have been brainstormed, click on *Graphic Organizers* and replace the *Brainstorm* graphic with the *Worm Timeline*. Give the diagram a new title and then move the event text boxes into chronological order along the worm. (The timeline begins at the tail and ends at the head.)

Click on *Drawing Tools*, choose a color, and draw lines to show where each text box belongs on the timeline.



Click on *Gallery* and drag in any images that are appropriate for the timeline.



Click on *Text Boxes* and drag in and write on text arrows to indicate the start and finish of the timeline.



Click *Edit* or *Save*.



SAVED FROM THE SEA

Activity 1: Illustration Labeling

Activity 2: Inferring from Text and Picture Clues

Activity 3: Creating a Character Diagram

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Activity 1: Illustration Labeling

Focus skills

Comprehension, vocabulary, image labeling using text and illustration clues

Task

Have students create a labeled illustration of the yacht, *Ocean Maid*, from the story.

Open the *Story Toolbox* feature for *Saved from the Sea* and Create a new project.



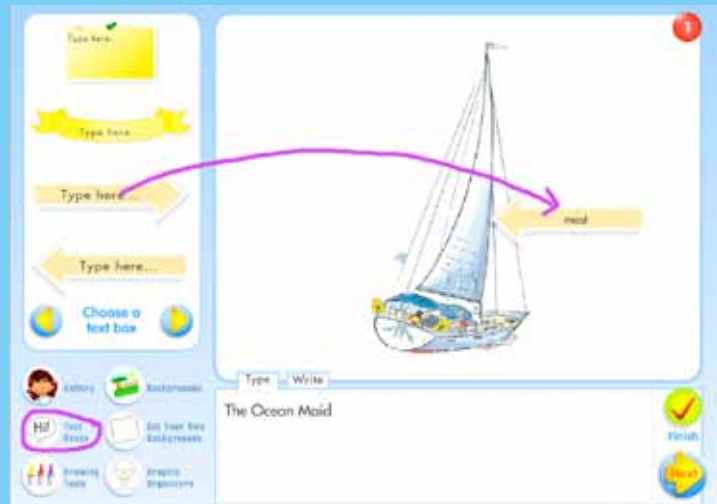
Click on the *Gallery* button and drag an image of the *Ocean Maid* onto the main screen. Drag the bottom right corner of the image to make it bigger.



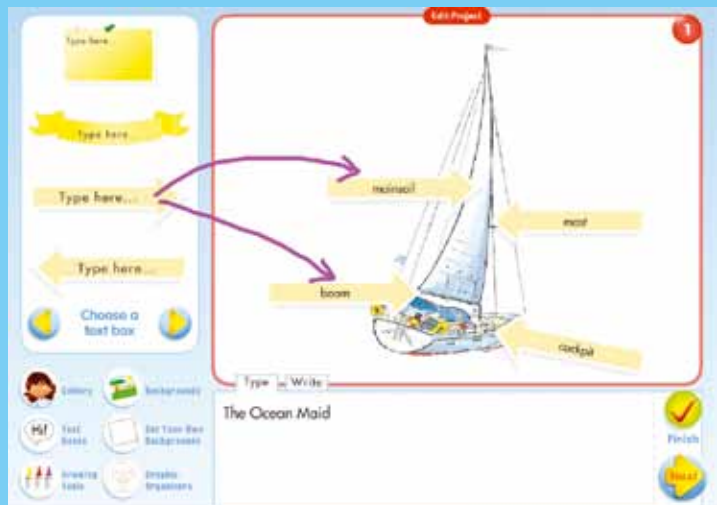
Type a title for the illustration in the text box.



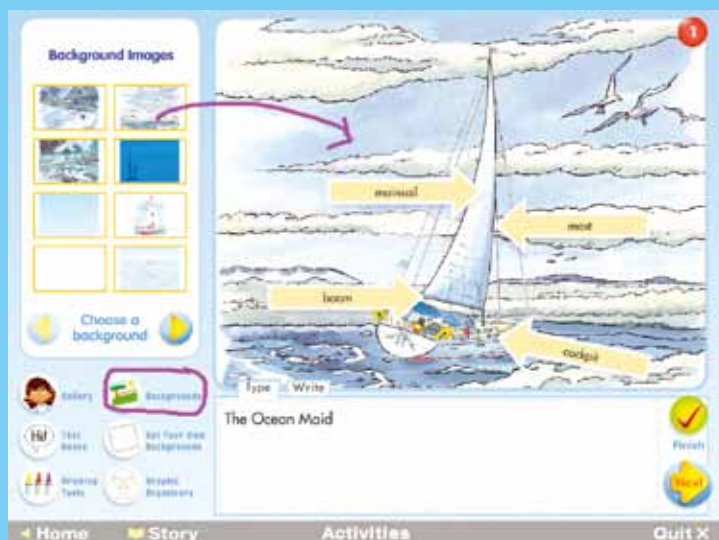
Click on *Text Boxes* and drag a text arrow onto the main screen. Type a label.



Repeat the process to label other parts of the yacht. The green rotate button on the top left corner of an image can be used to tilt the arrow.

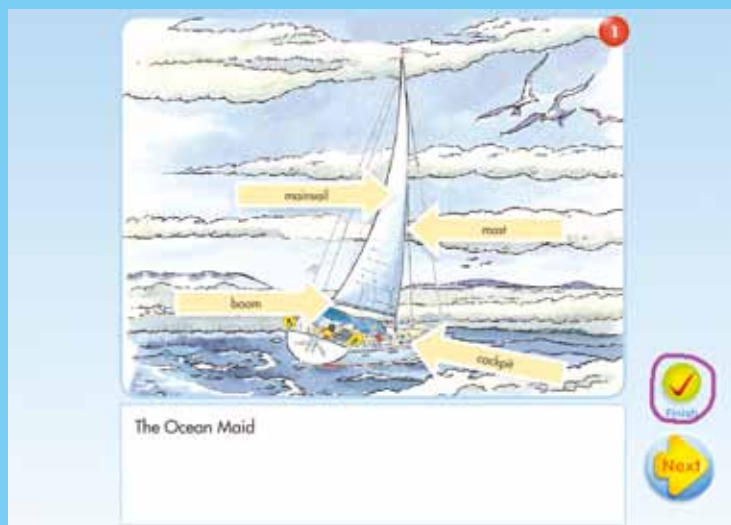


Click *Background Images* and drag a suitable background to sit behind your diagram.



Click *Finish* to view the labeled illustration.

Click *Edit* or *Save*.



Activity 2: Inferring from Text and Picture Clues

Focus skills

Comprehension, inference from text and illustrations

Task

Have students use text and illustration clues from pages 24-25 in the book to infer what the two main characters were thinking at the time. Have them express those thoughts in thought bubbles above the characters' heads.

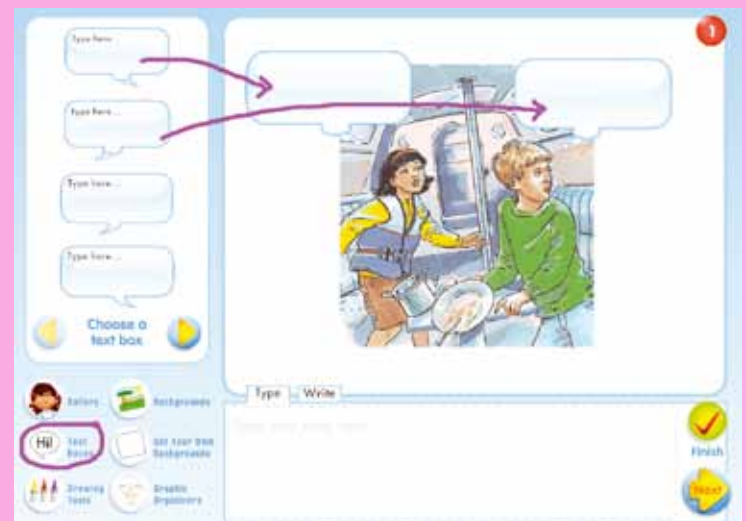
Open the *Story Toolbox* feature for *Saved from the Sea* and *Create a new project*.



Click on the *Gallery* button and drag the illustration from page 25 in the book onto the main screen. Drag the bottom right corner of the image to make it bigger.



Click on *Text Boxes* and drag a thought bubble for each character onto the illustration.



Write appropriate text in each thought bubble.

Type here...

Type here...

Type here...

Type here...

Choose a text box

Editors Backgrounds

Hit Text Box

Drawing Tools Eraser/Highlighter

Type Write

Finish Next

Type a title for the illustration and click *Finish* to preview the page.

Click *Edit* or *Save*.

I'm scared! This feels dangerous. I hope Sam knows what to do.

Oh no, I wonder if we are going to sink. I hope Jo knows what to do.

What Jo and Sam were thinking on pages 24-25.

Finish Next

Activity 3: Creating a Character Diagram

Focus skills

Comprehension, inference from text and illustrations

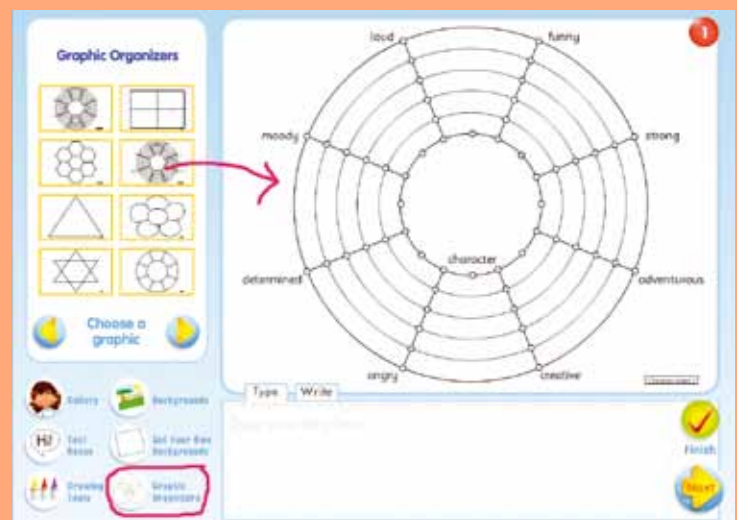
Task

Have students use text and illustration clues from the book to build a character diagram for one of the main characters in the story.

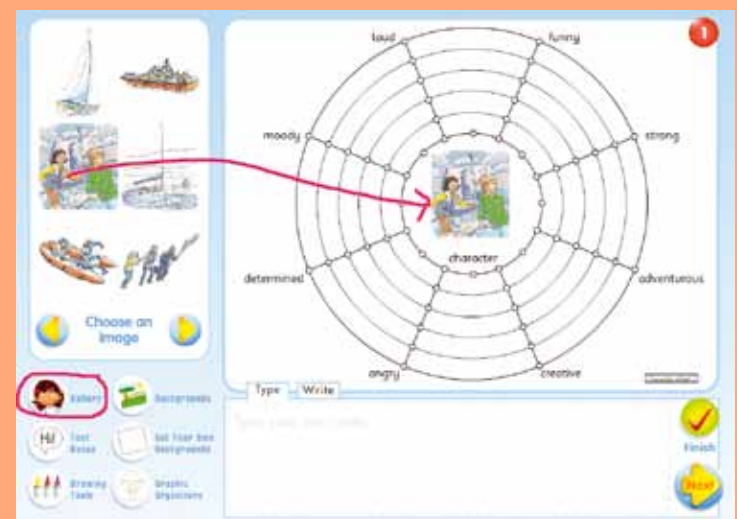
Open the *Story Toolbox* feature for *Saved from the Sea* and *Create a new project*.



Click on and drag a character diagram onto the main screen.



Click on *Gallery* and drag a picture of Sam into the center of the diagram.



Click on *Text Boxes* and drag a text box onto the screen. Write "Sam" in the text box and move it under the illustration.



Click on *Drawing Tools* and draw an arrow to show which of the two characters in the picture is Sam.



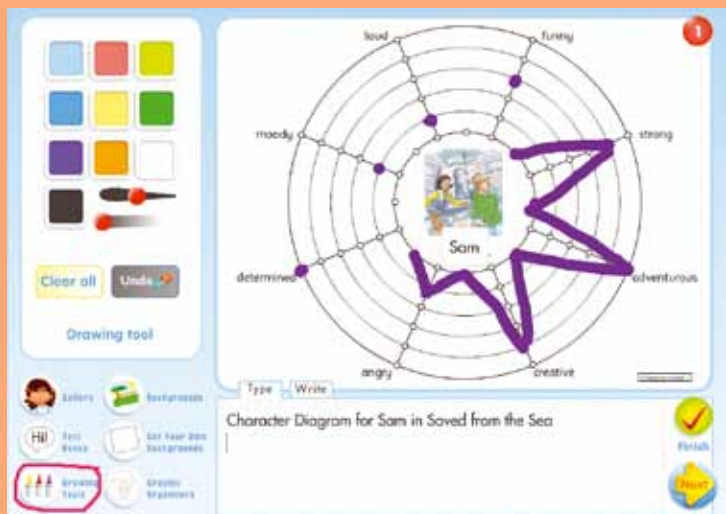
Write a title for the character diagram in the text box.



Click on *Drawing Tools* and choose a color and a line thickness to draw the graph. Fill in a dot where you think the character trait fits for this character. The highest ratings are farthest from the center of the circle. In this example, Sam is very determined but not very angry.



Use the drawing tool to connect the dots.



When the diagram is complete click *Finish* to display it. Click *Edit* or *Save*.



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