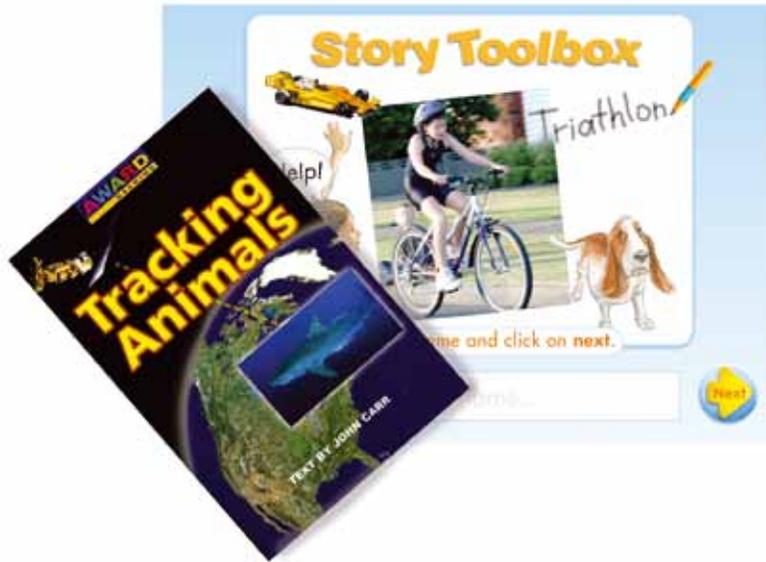


Tutorial

Using the Story Toolbox with *Tracking Animals*



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.

TRACKING ANIMALS

Activity 1: World Map of Animal Journeys	page 1
Activity 2: Caribou Brainstorm Fact and Opinion	page 5
Activity 3: Compound Words	page 8
Activity 4: Photo Labeling	page 9

Activity 1: World Map of Animals Journeys

Focus skills

Comprehension, map skills, informational text skills

Task

Have students create a story that shows the journeys of at least four of the animals mentioned in *Tracking Animals*. Each page should include:

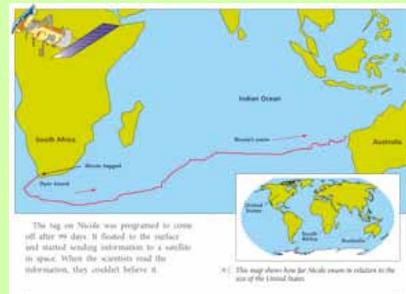
- a world map with the route of the animal's journey
- a picture and the name of the animal
- a sentence in the text box that describes the animal's journey

The first slide can be created collaboratively as a shared reading and writing exercise using an interactive whiteboard and the students can create the other slides individually or in small groups.

Create a map showing the Journey of Nicole the Great White Shark as described in the book on pages 16-20. Open the *Story Toolbox* feature for *Tracking Animals* and *Create a new project*.

Click on the *Backgrounds* button and drag the world map onto the main screen.

Click on the *Drawing Tools* button and choose a color. Draw the route of the shark's journey as shown on the map on pages 18-19 in the book. Remember that the text says that the shark made the return journey as well even though this wasn't tracked. Include this part of the journey to demonstrate that students should use written information from the book as well as the graphic information.



Click on the *Gallery* button.
Choose an image of a Great White Shark and drag it onto the map.



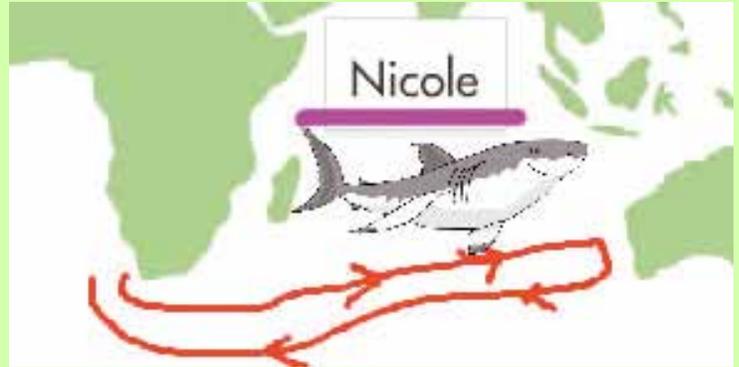
Click on the *Text Boxes* button and then click on the right arrow to see more options.



Click through two times and choose the second text box from the top.
Drag it onto the main screen.



Write the name *Nicole* in the text box. If the placement of the text box needs to be changed just click and drag the word *Nicole*.



Write a sentence describing the journey in the text box underneath the map.



Click *Next* to proceed to another blank page or click *Finish* if you want to close. View the project and then *Edit* if necessary before saving.



Activity 2: Caribou Brainstorm Fact and Opinion

Focus Skills

Comprehension, recall, recognizing the difference between fact and opinion, using information to support an argument

Task

Before students read the section on caribou (pages 40-47), have them brainstorm what they know about caribou using the *Brainstorm* graphic organizer. Then have students read pages 40-47 as a shared, guided, or independent reading activity.

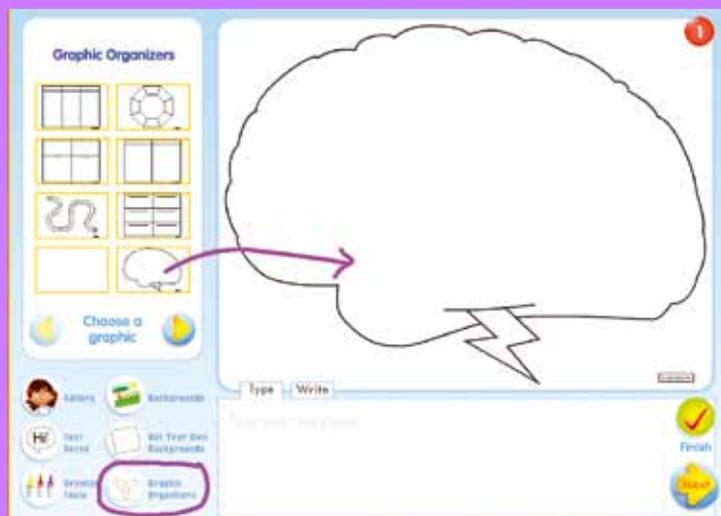
Have them return to their brainstorm and change the graphic organizer from *Brainstorm* to *Fact or Opinion*. Students are then required to move their brainstorm ideas into one column or the other, and justify their decisions where possible with evidence from the text.

Brainstorm what students know about caribou and have them classify that information as fact or opinion.

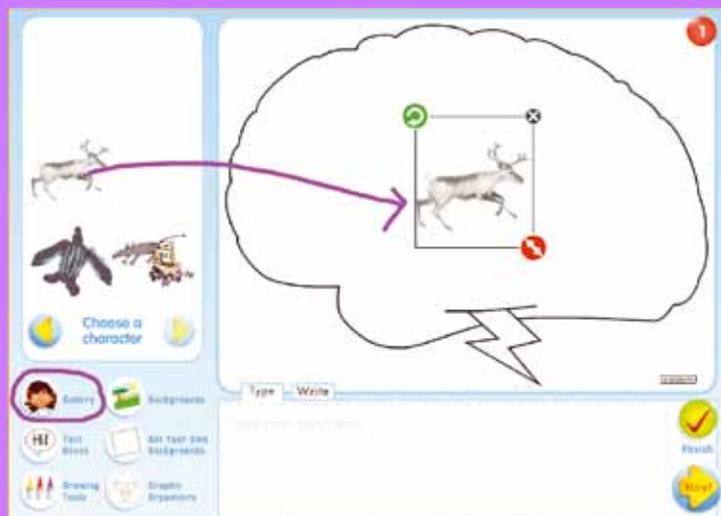
Open the Story Toolbox feature for *Tracking Animals* and *Create a new project*.



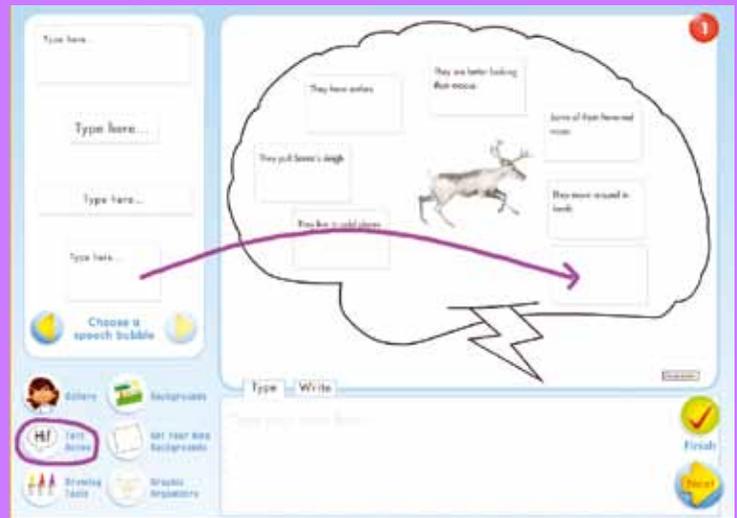
Click on the *Graphic Organizers* button and drag the *Brainstorm* graphic organizer onto the main screen.



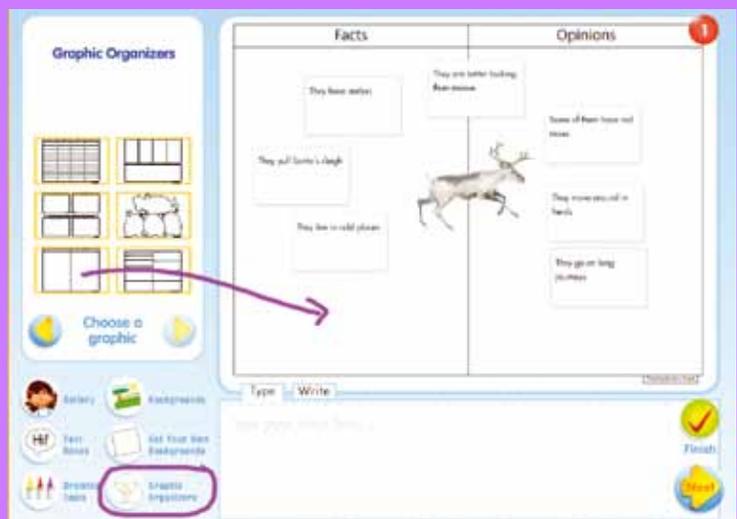
Click on the *Gallery* button and drag a picture of caribou into the center of the brainstorm.



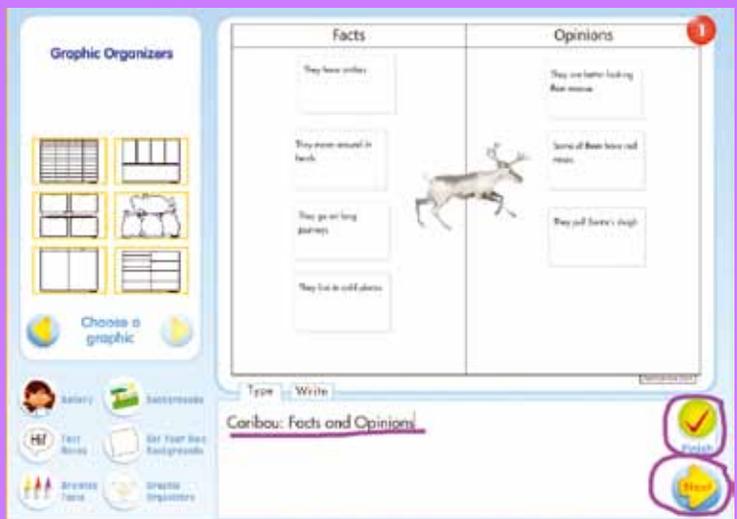
Click on the *Text Boxes* button and drag in text boxes for students' ideas as they are suggested.



When the brainstorm is complete, click on the *Graphic Organizers* button and click through until you get to the *Fact and Opinion* graphic organizer. Drag it onto the page. This will overwrite the *Brainstorm* graphic.



Now text boxes from the original brainstorm can be dragged and dropped into the correct columns of the new graphic organizer. Give the table a title in the caption box.



Click *Next* to proceed to another blank page or click *Finish* if you want to close. View the project and then *Edit* if necessary before saving.

Activity 3: Compound Words

Focus Skills

Vocabulary, compound words, and base word recognition

Task

Students read *Hooded Seal Facts* on pages 34-35 in their texts and look for compound words.

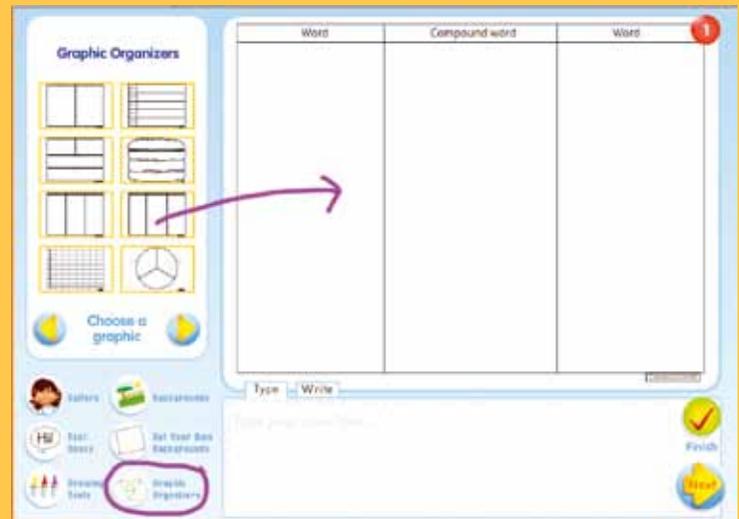
They write any compound words they have identified in the center column of the compound words graphic organizer. Other students take turns to write the base words that make up the compound words in the appropriate columns.

Have students identify compound words in a section of the text and then identify the base words that make up the compound words. Students read pages 34-35 of *Tracking Animals* and identify any compound words.

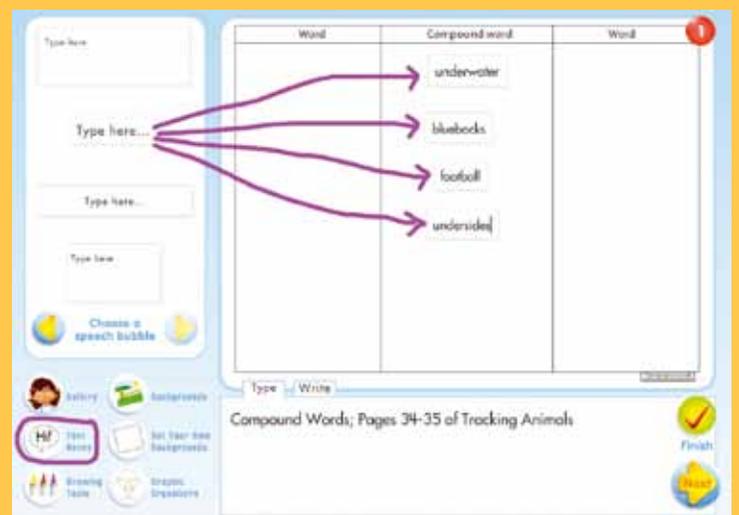
Open the Story Toolbox feature for *Tracking Animals* and *Create a new project*.



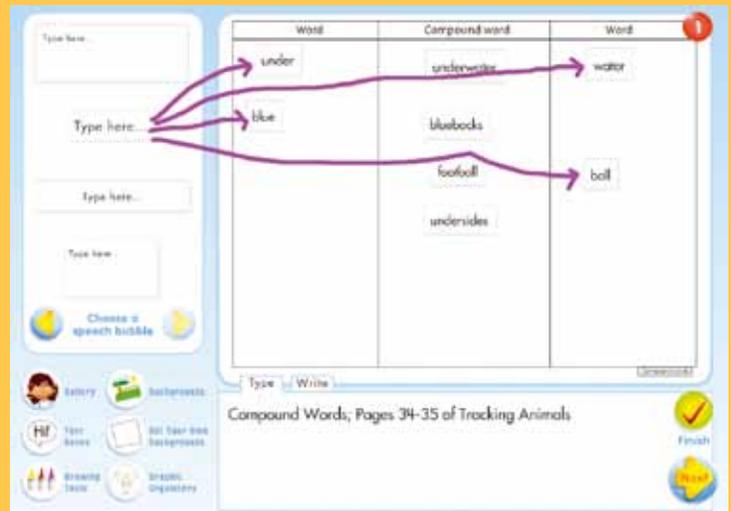
Click on the *Graphic Organizers* button and drag the *Compound words* graphic organizer onto the main screen.



Click on the *Text Boxes* button and use an appropriate text box to write in the compound words one at a time.



Use text boxes to write the base words that make up each compound word. Write a title for your table in the main text box area.



Click *Next* to proceed to another blank page or click *Finish* if you want to close. View the project and then *Edit* if necessary before saving.



Activity 4: Photo Labeling

Focus skills

Image labeling using text clues

Task

Have students drag in a photograph of a great white shark and label its parts using clues from the text, captions, and illustrations in the book.

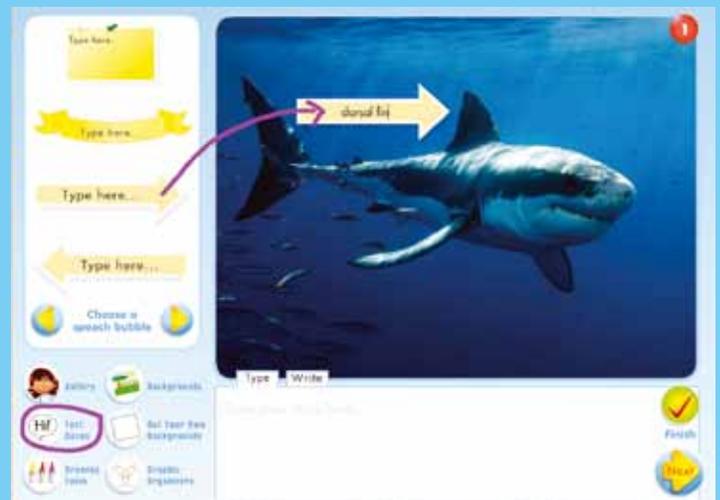
Open the *Story Toolbox* feature for *Tracking Animals* and *Create a new project*.



Click on the *Backgrounds* button and drag the photo of the great white shark onto the main screen.



Click on the *Text Boxes* button and drag an arrow text box onto the shark picture. Point the arrow at the dorsal fin and name it.



Drag and rotate two or more arrow text boxes onto the picture of the shark and name the pectoral fin and the teeth. Write a title for the diagram in the main text box.

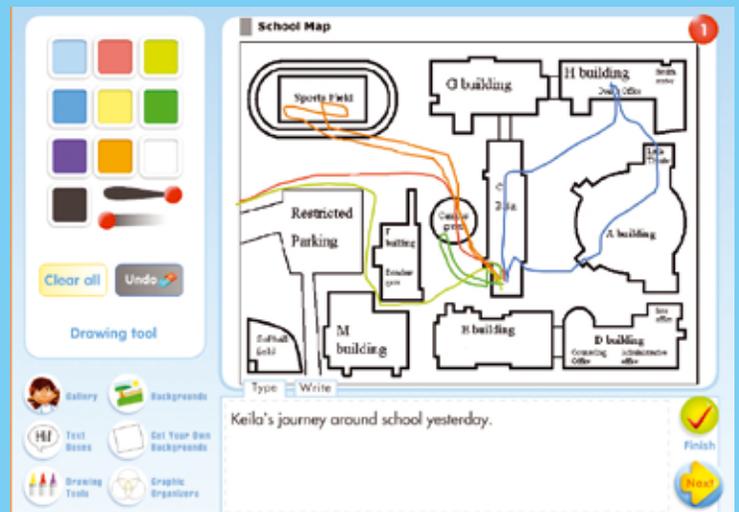
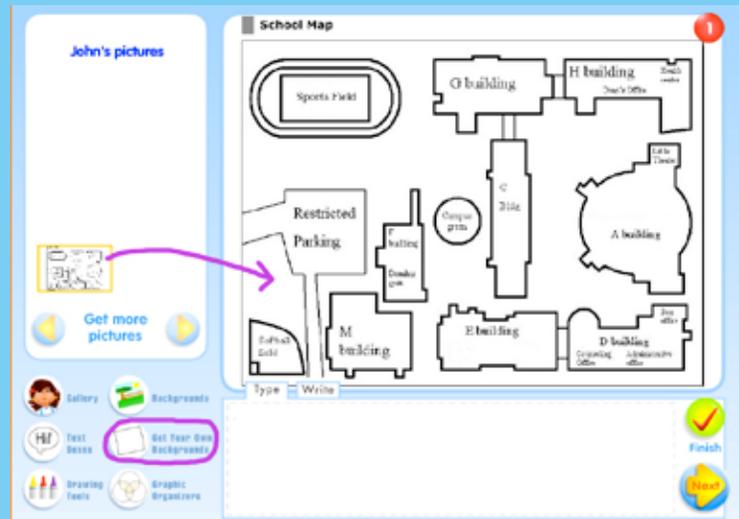
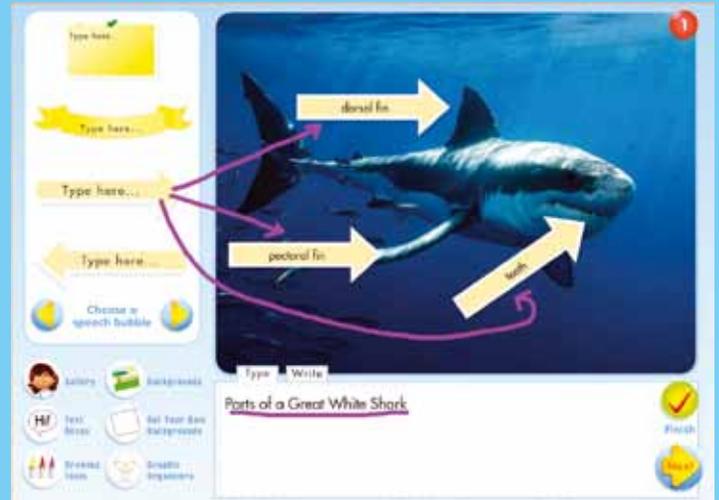


Click *Next* to proceed to another blank page or click *Finish* if you want to close. View the project and then *Edit* if necessary before saving.

Other Extension Activities

Another feature of the Story Toolbox is the ability of teachers and students to import and manipulate their own digital images or those from the web. All they need to do is have these images available in a folder on their computer.

For example, students could import a map of the school as a background and use the labeling and drawing tools or track their own journeys around the school in the course of a day.



Correlations from Teachers' Guides to Story Toolbox

To help teachers use the graphic organizers and the other assets in the Toolbox, here is a table with ideas where the Toolbox can be used in lessons from the Teachers' Guide.

Skill	Scope and sequence	TE Page Reference	Graphic Organizer	Skills Chart Reference
Read a Poetic Text	recognize structure of a poem	164	book map	
Develop Compound Word Webs	identify words that make up compound words	166	2-column chart	
Interpret Meaning of Figurative Language	interpret meaning of figurative language	165	charts	
Develop Points to Take a Side on an Issue	create persuasive texts	171	support your opinion	
Use a Chart	compare/contrast information	173	charts	Comprehension: compare/contrast information
Discriminate Between Fact/Opinion	discriminate between fact and opinion	173	2-column chart	
Write a Sentence	write a complex sentence	175	writing	
Research Word Meanings	use context clues, publish dictionaries	177	charts	Vocabulary; use context clues; publish dictionaries
Find Word Meanings	use context clues, publish dictionaries and text glossaries	178	charts	
Divide Words by Syllable	identify syllables	178	2-column chart	
Write Lead-in Sentences	vary sentence beginnings	179	writing	
Read Tracking Animals	read an informational text	180	drawing conclusions	
Plan a Report	organize ideas under a title, sub heading and topic sentence	183	6-box	
Prepare a Presentation on a Tracked Animal	use props to support spoken information	184	drawing conclusions	
Create a Visual Report	use presentation technologies	185	timeline maps	

Some useful animal tracking web sites that could provide extension information and images are listed below.

Sea Turtle Conservancy
<http://www.conserveturtles.org/>

Seaturtle.org
<http://www.seaturtle.org/>

Tracking Caribou: A project by a class of 6th Graders at Ulluriaq School in Quebec, Canada
<http://www.kativik.net/ulluriaq/cultures/caribou/index.htm>

Porcupine Caribou Herd Satellite Collar Project
<http://www.taiga.net/satellite/>

Shark Tracker
<http://www.shark-tracker.com/en/Home/index.php>

Harbor Seal Tracking
http://www.aqua.org/oceanhealth_harborseal.html

Tracking Crocodiles by Satellite
<http://www.uq.edu.au/eco-lab/track-crocs>



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