

Lesson Plan



Note: This lesson plan can be used with any *Natural Inquirer* article.

This lesson plan was adapted from The Learning Network, <http://www.learning.blogs.nytimes.com>

Time Needed

1-2 class periods

Materials

- *Natural Inquirer* article
- Pencils
- Storyboard template

In this lesson, students will create a storyboard to graphically represent the main points from the research article they read.

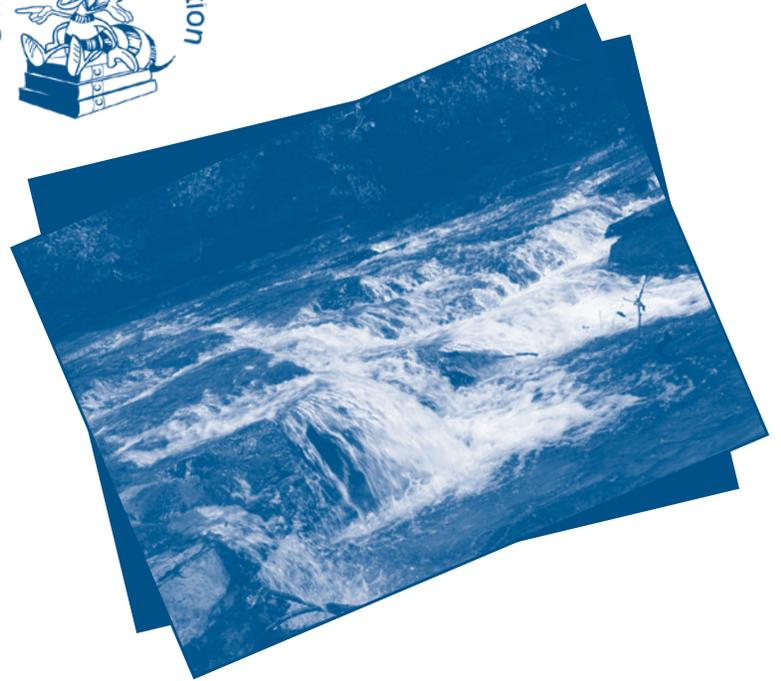
Procedure

Introduce the *Natural Inquirer* article. Tell students that they will read the article and describe it using a storyboard. Storyboards are illustrated frames, similar to a comic strip. Storyboards are used by creators of animated films to sketch out the film's story in advance. In this exercise, students will create a storyboard to highlight the main ideas of the research described in the article.

As a class, have students read the article. Note that each article contains these six main sections:

- Thinking About Science
- Thinking About the Environment
- Introduction
- Methods
- Findings
- Discussion

Students may take turns reading aloud or they may read in small groups. Each article also contains a "Meet the Scientist" section, maps, illustrations, figures, tables, photographs, sidebars, and reflection questions. For this exercise, students should focus on the six main sections, along with supporting photographs, illustrations, figures, tables, maps, and sidebars.



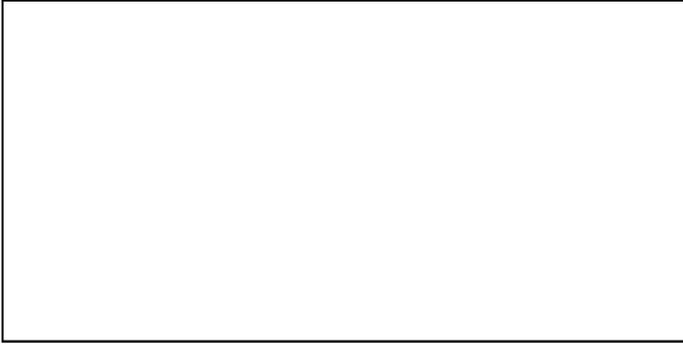
Emphasize to students that as they read, they should silently identify the main idea of each section.

After reading the article, each student will create their own storyboard using the template below. The storyboard will present the main ideas of each section. Students do not need to have artistic talent to create a storyboard; even stick figures will do. Students will include a title and will write a caption for each of the frames that captures the essence of the image they have drawn. Have students share their storyboards by presenting them to the class. Post the completed storyboards so that students can compare them. Hold a class discussion about the main ideas of each section. Did students identify the same main ideas? Why and how did students select their main ideas?

Natural Inquirer Storyboard

Name: _____ Date: _____

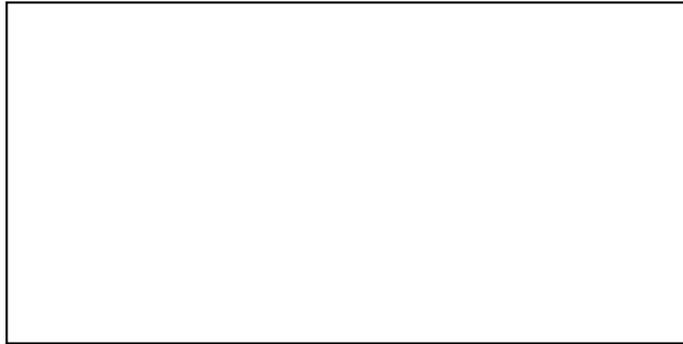
Article Name: _____



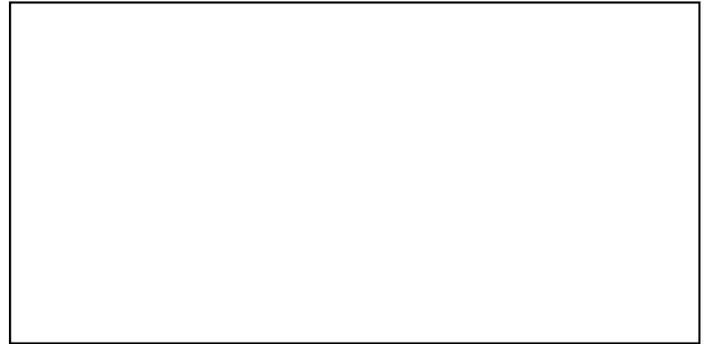
Caption: _____



Caption: _____



Caption: _____



Caption: _____



Caption: _____



Caption: _____