

KENWORTHY'S KORNER

Schweinfurt Elementary School, Resource Room

February 24, 2006



Story Map of Aunt Eater Rides the Train

Problem (beginning): Aunt Eater finds out that she has the wrong bag.

Solution (end): Aunt Eater gets her bag back.

Events (middle):

1. First, Aunt Eater asks the conductor for help.
2. Next, Aunt Eater and the conductor ask the other passengers if they have seen her bag.
3. After that, they hear popping noises coming from the engine room, and they go to investigate. Notice our compound sentence! ☺
4. The heat from the boiler is causing the popcorn in Aunt Eater's bag to pop.
5. Finally, Aunt Eater and the engineer figure out that their bags had been switched by accident.



Next, we turned our Story Map into a one-paragraph summary of how the problem in the story gets solved.

The recipe for our Paragraph

1. Introduction
2. Problem Beginning
3. Events Middle
4. Solution End
5. Conclusion

The Paragraph

^IIn the story Aunt Eater Rides the Train, there is a mystery to solve on the train. ^PAunt Eater finds out that she has the wrong bag. ¹First, Aunt Eater asks the conductor for help. ²Next, Aunt Eater and the conductor ask the other passengers if they have seen her bag. ³After that, they hear popping noises coming from the engine room, and they go to investigate. ⁴The heat from the boiler is causing the popcorn in Aunt Eater's bag to pop. ⁵Finally, Aunt Eater and the engineer figure out that their bags had been switched by accident. ^cAs you can see, Aunt Eater solves the mystery of the missing bag.

How Did We Do It?

1. After we read the story, we go back and read it again. This time, after every page we stop and ask ourselves, "Do we know what the problem is yet?" If the answer is no, we turn the page. If the answer is yes, we work on explaining the problem in just one sentence on our story map.
2. Once we find the page that tells us what the problem is, we keep reading. But this time, after every page we ask ourselves, "Does this help solve the problem?" OR "Are they doing this because they're trying to solve the problem?" OR "Does this have to happen in order for the problem to be solved?" If the answer is yes, it is one of our "events" and we figure out how to write it down in just one sentence on our Story Map. If the answer is no, we keep reading.
3. We add "transition words" to our events. A transition is whenever we change from one thing to another, such as from recess back to the classroom, or from the school bus to our house, or from one paragraph to another paragraph, or from one sentence to another sentence! We use some special transition words that help you to know that something new is going to happen, and it has to happen in this exact order. These words are: First, Next, Then, After that, and Finally.

Once we have finished our Story Map, we are all organized for writing. We've already done our "thinking" about what we want to say, and we've even figured out how to put those thoughts into sentences. For our paragraph, all we have to do is copy the sentences from our Story Map in order: from the beginning (problem) to middle (events) to end (solution). The only "thinking" we have left to do is figure out the first and last sentence of the paragraph. The first will introduce the topic of the paragraph, and the last will bring it to a conclusion.

4. The job of our introductory sentence is to introduce the title of the book, and what the purpose of our paragraph is. Our purpose is to explain how the story's problem gets solved. The tricky part of this sentence is that we don't want to give away what the problem is, since we're going to explain that in the next sentence. We might also include the main character and/or the setting in this sentence.
5. The job of the concluding sentence is kind-of "fluffy" because it doesn't give any new information. It just reminds you what the main point was in the paragraph: that the problem got solved. We try to re-use some of the key words (main character, setting) from the introductory sentence. The transition words we use for this sentence are: As you can see, In conclusion, and Hence! We put commas after our transition words because we want you to take a breath. They're not really a part of our subject or predicate. They are just letting you know that our sentence is about to start.
6. Once we have finished our "sloppy copy," which we've written in color so that we can see the different parts of our recipe, we go back and label each part: **I** for Introduction, **P** for Problem, **1/2/3/4/5** for Events in order, **S** for Solution, and **C** for Conclusion. We circled our transition words, and underlined our "juicy" (fancy) words. We also check to see that we have only indented the first line of the paragraph, and that all the other lines make a nice straight margin at the red line. Then we're done!

SLIMY SCIENCE: OOBLECK & FLUBBER

The Scientists: Mrs. Kenworthy and a Fabulous Fifth Grader

The Scientific Method:

1. We Wonder if... (We're curious about something...We have a question...)
2. Our Hypothesis is... (This is what we think will happen if we...)
3. We Plan an Experiment (Procedure and Materials)
4. We Look at the Results
5. We make our Conclusion (Were we right?)

1. I wonder if... oobleck and flubber are solids or liquids.

What do I know about the properties of solids and liquids?

Properties of Solids	Properties of Liquids
<ul style="list-style-type: none"> • keeps its shape • volume stays the same 	<ul style="list-style-type: none"> • takes the shape of its container • volume stays the same

2. My hypothesis is...that oobleck and flubber are solids.

3. I Plan an Experiment:

The Procedure:	
Step 1:	Make Oobleck: <ul style="list-style-type: none"> • Mix 2 cups Corn Starch + 1 cup of Water + several drops of green food coloring
Step 2:	Make Flubber: <ul style="list-style-type: none"> • Solution A: Mix $\frac{3}{4}$ cup White Glue + 1 cup Water + several drops of blue food coloring • Solution B: Mix 3 Tablespoons Borax + 1 cup Water • Mix 1 cup of Solution A + $\frac{1}{3}$ cup of Solution B
Step 3:	See if it keeps its shape in different containers.
Step 4:	Write down my observations

The Materials I need:

- Corn Starch
- Water
- Food Coloring
- White Glue
- Borax
- 4 Bowls
- Measuring cups
- Tablespoon

4. I Look at the Results:

Flubber	Oobleck
<ul style="list-style-type: none"> • Takes the shape of whatever container it is in • Bounces and Stretches • Softer than Oobleck • Easier to move from one container to another, and so it takes less time. It stays together when you pick it up. • Feels like a liquid 	<ul style="list-style-type: none"> • Takes the shape of whatever container it is in • Doesn't bounce • Gets tough in the bag or container, but if you try to hold it in your hand, it drips out of your hand. • Hard to move from a bowl - have to chip and scrape it out in pieces

5. My Conclusion is...

Oobleck and Flubber seem like a solid when they are in a container, but seem like a liquid when holding them. They take the shape of whatever container they are in, and so I think they are more like a liquid than a solid.

Maybe next time... I will try using less water in the Oobleck and see what happens.