

Facilitation Guide

Scientists of the Sea Wit & Wisdom FQ2



EXPERIENCE OVERVIEW

This activity helps students apply their knowledge gained through exploring Focusing Question 2, “Why and how do scientists explore the sea?” and prepare to use that knowledge on the second Focusing Question Task.

Students work in pairs to write a collaborative script in which one student is the scientist and one is a younger student learning about the sea. Students must cite evidence from the text, pose questions, and use domain-specific vocabulary in their script, which also serves as a graphic organizer for later independent writing. Pairs can perform their scripts for the class on the “main stage,” also serving as an opportunity for fluency practice, respectful listening goals, and repeated rehearsal of content.

Standards

COMMON CORE STATE STANDARD

CCSS.ELA-Literacy.W.3.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-Literacy.SL.3.4 – Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

NATIONAL ARTS STANDARDS

TH:Cr3.1.3.a – Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.

Getting Ready

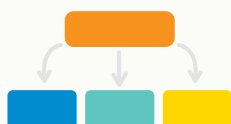
LEARNING OBJECTIVE

- Students will write a collaborative script citing evidence from the text, posing questions, and using domain-specific vocabulary. Students will then perform their scripts, practicing speaking and listening skills.

ACCESSIBILITY NOTES

- A graphic organizer is provided for students that will support them later on for independent writing.

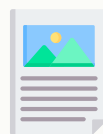
ARTS INTEGRATION MATERIALS



↓
**CONCEPT
MAP**



↓
**VIDEO
PLAYLIST**



↓
HANDOUT



↓
**FEEDBACK
PRINTABLES**

TEACH

Step One

Step 1: Help students learn about scripts

What are scripts?

Explain that scripts are stories written in the way people talk. Rather than seeing long paragraphs with descriptions of the characters as they speak, a script shows the reader and the actor what each character is saying.

Example:

Share the following example visually with your students:

Explain, instead of seeing the following as you would in a book:

John said to his mother, "I'm very tired and wish I could take a nap."

"You can take a nap when you get home, but you must be ready for your sister's birthday party at 4 o'clock," his mother replied.

You'll see,

John: I'm very tired and wish I could take a nap.

Mother: You can take a nap when you get home, but you must be ready for your sister's birthday party at 4 o'clock.

Ask your students:

- *What similarities do you see between the paragraph and the script?*
- *What differences do you notice?*

What is a Dialogue?

Next, explain that a dialogue is a conversation between two or more people. In a dialogue, you'll see characters taking turns speaking, responding and reacting to one another.



VIDEO TUTORIAL



HANDOUT

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Step Two

Step 2: Read a sample script

Present students with the following script inspired by the character voices activity on the board. Assign four students to take on the roles of Seagull, Orca, Grand Walrus, and Great Blue Whale. Then, instruct students to read their lines to the class.

Script Title: A Day at Sea

Seagull: I am sneaky and quick! I am always looking for food and ways to steal food from someone else. How about you, Orca?

Orca: I am playful and energetic. I always want to play a game! Do you want to play a game, Grand Walrus?

Grand Walrus: I am large and grumpy, I don't feel like playing a game. I also do not like it when sneaky birds steal my food. Is that the Great Blue Whale I hear?

Great Blue Whale: Yes! I am the largest animal in the ocean and you can hear my voice from miles away. I am very old and very wise.

Facilitate reflecting on the script with students by asking:

- *How many characters are in this script?*
- *Who are the characters? Can you describe them?*
- *How do you know this is a script and not just a story?*
 - *Note: Here it can be reinforced that there is only dialogue and the words come after the characters' names.*

Step Three

Step 3: Introduce the assignment & practice writing dialogue together

Explain to students that today, they will become playwrights by writing their own script with a partner about a Knowledgeable Scientist and a Curious Student. Name that the role of the Scientist will be to explain why and how scientists explore the sea, and the Student will ask questions to help deepen their understanding.

Explain that students will get their information from the two texts they have been studying in class: *Ocean Sunlight: How Tiny Plants Feed the Seas* and *The Fantastic Undersea Life of Jacques Cousteau*.

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Step Three

Before your students dive into writing a script independently, practice as a class how to turn the content in your texts into a dialogue between two characters using **part 1 of the graphic organizer titled “Let’s Practice Script Writing Together.”**

- Start with the two characters that will be in all of their scripts: the scientist and the student.
- Focus on the opening pages of one of the texts. As an example, we’ll use *Ocean Sunlight: How Tiny Plants Feed the Seas*.
- Read the first two pages together:

“Dive into the sea. Now flip over slowly and look up. The water is shimmering with light – my light. I am your sun, your golden star. All ocean life depends on me; so does all life on land.”

Create a list of questions with your students that the character of the Student might ask the Scientist based on just these two pages.

Use the following prompts as a guide:

- If a student was learning about the sun and the ocean, what is a question that they might ask the scientist? *Example Response: Where does ocean life come from?*
- What is a question the student could ask the scientist about the sun? *Example Response: Why is the sun important to the ocean?*
- Are there any questions that the student could ask about life on land and the sun? *Example response: Is the sun important to life on land? Why?*

Model writing two of the questions in the **Student dialogue sections on part 1 of the graphic organizer**. Have students do the same.

Once you’ve created a small list of questions that the character of the Student could ask, write with your students the answers that the Scientist would give based on the text in the **Scientist dialogue sections**.

Use the following prompts as a guide:

- What answer would the Scientist give to the student when they ask where ocean life comes from? *Example Response: Ocean life comes from the sun.*

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Step Four

Step 4: Independent practice

1. If time allows and you want to prepare further, guide students in creating collaborative character descriptions of the Scientist and Student. What are they like? Just like with the sea animals, how can those character traits be conveyed in the scripts?

Use the following prompts to create the character descriptions with your students:

- What grade is the curious student in?
- Does this student have any hobbies or interests other than the ocean?
- Does the knowledgeable scientist have any hobbies or interests outside of their work studying the ocean?
- What is the scientist's favorite ocean creature?
- What is the student's favorite ocean creature?

1. Group your students into pairs to work together.

1. Direct them to the **part 2, "My Script," section of the graphic organizer**. Instruct students to use the text to develop 3 additional questions the character of the Student can ask the Scientist, and 3 scientist responses based on the text.

- *Note: It may be helpful to assign specific sections of the text/or specific topics to teams.*

Step Five

Step 5: Presenting

Once students have completed their scripts, you can give them the option of presenting in front of the class on the classroom stage with one student acting as the role of the Scientist, and the other acting in the role of the Student. Additionally, you may choose to provide a props and costumes box to enhance the performance.

Before teams perform, review with your Community of Actors norms and agreements. You may wish to follow the performances with the Community Applause routine.