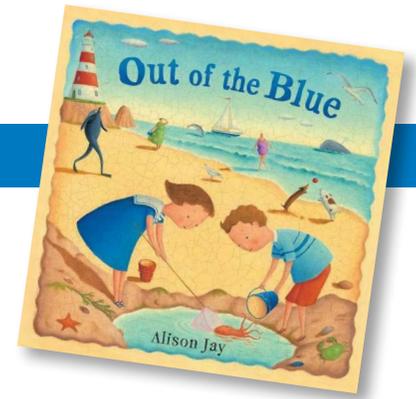


# Out of the Blue

## ACTIVITIES FOR WORDLESS TEXTS



### NARRATIVE WRITING

Have students write the story using the illustrations. The story can be written as a whole group on chart paper as a shared writing activity. Students can also work in small groups and create the storyline using sticky notes, placing them on the book's pages. Independently, students might create comic strip versions of the story, drawing their own illustrations and adding their own text to the boxes.

### MOOD AND DIALOGUE

Select a page of the text that has at least two characters. Have students infer the mood and conversation taking place. What could they be saying to each other? Discuss and model how to write a dialogue. For independent practice, choose another page and have students create their own dialogue while incorporating language that depicts the mood. Question stems for this activity: What is the setting? What are the characters doing? What elements in the picture let you know? How does the illustrator use colors to depict a certain mood?

### IDENTIFY PLOT STRUCTURE, STORY CLIMAX

Using sticky notes and chart paper, have students sequence the story. Write down key story points on the sticky notes. Students can identify the climax of the story and place that piece in the middle of the chart. Working with what happens with the plot before and after the story climax, students will be able to see the build-up and then gradual descent of falling action to the conclusion.

### MAIN IDEA AND SUPPORTING DETAIL

Have students identify a page from the text that they feel best portrays the main idea. Have students write the main idea and then, looking at the page, come up with a sentence for each detail to support their choice.

### CHARACTER ANALYSIS

Have students write about the main character/protagonist. This activity will focus students on the character's actions. Students can create a list of character traits. Of those, which would they identify as belonging to the main character? What evidence from the text supports their conclusions?

### STORY ADDITIONS

Have students create their own page to insert into the story. They can create a new scene at the beginning, middle, or end. Does the new scene change the story? How? Ask students to explain why they added this scene.

### SELF-MONITORING

Have students self-monitor and record their thoughts while "reading" the text. Here are some question stems for students to use: I'm wondering..., I'm thinking..., I'm seeing..., I'm feeling..., I'm noticing....

