

## **Title of the Selection Beetle-Mania Field Trip**

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Teaching Band Grade 3 - Grade 4

Genre: Realistic Fiction



The Problem/Solution Thinking Guide is provided. The Problem/Solution Thinking Guide identifies the story elements in a narrative with a plot. In addition, the story elements are used to develop a meaningful summary. A color-coded Thinking Guide and summary are provided.

- ★ Beetle-Mania Field Trip Problem/Solution Thinking Guide
- ★ Beetle-Mania Field Trip Color-Coded Thinking Guide and Summary



The Problem/Solution Thinking Guide is used to develop other fun and interactive whole story comprehension activities. Fisher Reyna Education offers the following activities for this selection:

- ★ Missing Part Activity
- ★ Matching Activity I
- ★ Matching Activity 2
- ★ Thinking Guide Cloze 1st Letter Activity
- ★ Thinking Guide Cloze Blank Activity
- ★ Write Summary Elements Activity
- ★ Summarization Extension Activity
- ★ Marked Selection Activity



**Fisher Reyna Education offers effective, easy, and fun, e-lessons.**

- ★ Lesson 1 Read for Understanding
- ★ Lesson 2 Produce a Summary
- ★ Lesson 3 Answer Test Questions



## Problem/Solution Thinking Guide

Title of Selection Beetle-Mania Field Trip

SOMEONE	Kathy
Main Character	
WANTED	She wanted to like living on the ranch.
Goal	
BUT	Kathy wondered if she would ever like this wet and lonely place.
Problem	
SO	She noticed a strange insect on the ground.  We will be going on a nature walk field trip at Kathy's cattle ranch.
Solution	
THEN	Maybe this new cattle ranch isn't so bad after all.
Outcome	

Kathy wanted to like living on the ranch, but she wondered if she would ever like this wet and lonely place. So, she found a beetle, and her class came to her ranch for a field trip. Then, she thought she might like living on the ranch.

## Color-Coded Thinking Guide and Summary

Kathy wanted to like living on the ranch, but she wondered if she would ever like this wet and lonely place. So, she found a beetle, and her class came to her ranch for a field trip. Then, she thought she might like living on the ranch.

<b>SOMEONE</b>	Kathy
Main Character	
<b>WANTED</b>	She wanted to like living on the ranch.
Goal	
<b>BUT</b>	Kathy wondered if she would ever like this wet and lonely place.
Problem	
<b>SO</b>	She noticed a strange insect on the ground.  We will be going on a nature walk field trip at Kathy's cattle ranch.
Solution	
<b>THEN</b>	Maybe this new cattle ranch isn't so bad after all.
Outcome	

## Missing Part Activity



### Directions

Choose one of the following Thinking Guides, and instruct students to write the missing summary element as they read the selection.

SOMEONE	
Main Character	
WANTED	She wanted to like living on the ranch.
Goal	
BUT	Kathy wondered if she would ever like this wet and lonely place.
Problem	
SO	She noticed a strange insect on the ground.
Solution	We will be going on a nature walk field trip at Kathy's cattle ranch.
THEN	Maybe this new cattle ranch isn't so bad after all.
Outcome	

## Missing Part Activity

SOMEONE	Kathy
Main Character	
WANTED	
Goal	
BUT	Kathy wondered if she would ever like this wet and lonely place.
Problem	
SO	She noticed a strange insect on the ground.  We will be going on a nature walk field trip at Kathy's cattle ranch.
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Outcome	

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SOMEONE	Kathy
Main Character	
WANTED	She wanted to like living on the ranch.
Goal	
BUT	
Problem	
SO	She noticed a strange insect on the ground.  We will be going on a nature walk field trip at Kathy's cattle ranch.
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SOMEONE	Kathy
Main Character	
WANTED	She wanted to like living on the ranch.
Goal	
BUT	Kathy wondered if she would ever like this wet and lonely place.
Problem	
SO	
Solution	
THEN	Maybe this new cattle ranch isn't so bad after all.
Outcome	

## Missing Part Activity

SOMEONE	Kathy
Main Character	
WANTED	She wanted to like living on the ranch.
Goal	
BUT	Kathy wondered if she would ever like this wet and lonely place.
Problem	
SO	She noticed a strange insect on the ground.  We will be going on a nature walk field trip at Kathy's cattle ranch.
Solution	
THEN	
Outcome	



## Matching Activity Part 1

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#### Directions and Activity Variations

The summary elements are arranged in random order. Students may work individually or with a partner to read the selection and complete one of the variations in Part 1 or Part 2.

1. Identify the summary part by writing the first letter of the summary element in the blank.

**MC** for Main Character

**G** for Goal

**P** for Problem

**S** for Solution

**O** for Outcome

\_\_\_\_\_ Kathy wondered if she would ever like this wet and lonely place.

\_\_\_\_\_ Maybe this new cattle ranch isn't so bad after all.

\_\_\_\_\_ She wanted to like living on the ranch.

\_\_\_\_\_ She noticed a strange insect on the ground.

We will be going on a nature walk field trip at Kathy's cattle ranch.

\_\_\_\_\_ Kathy

## Matching Activity Part 2



She wanted to like living on the ranch.
She noticed a strange insect on the ground. We will be going on a nature walk field trip at Kathy's cattle ranch.
Kathy wondered if she would ever like this wet and lonely place.
Maybe this new cattle ranch isn't so bad after all.
Kathy

Cut apart and place the summary parts by the correct summary element in the Problem/Solution Thinking Guide.

SOMEONE	
Main Character	
WANTED	
Goal	
BUT	
Problem	
SO	
Solution	
THEN	
Outcome	

**Problem/Solution Thinking Guide**  
**Cloze – 1<sup>st</sup> Letter Activity**

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**Directions**

As selection is read, complete the words in the blanks with the first letter given.

SOMEONE	K_____
Main Character	
WANTED	She wanted to like l_____ on the r_____.
Goal	
BUT	Kathy wondered if she would ever like this w_____ and l_____ place.
Problem	
SO	She noticed a strange i_____ on the ground.
Solution	We will be going on a nature walk f_____ t_____ at Kathy's c_____ ranch.
THEN	Maybe this new cattle ranch isn't so b_____ after all.
Outcome	

**Problem/Solution Thinking Guide**  
**Cloze – Blank Activity**

**Title of the Selection** Beetle-Mania Field Trip

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**Directions**

As selection is read, fill in the blanks.

SOMEONE	_____
Main Character	
WANTED	She wanted to like _____ on the _____.
Goal	
BUT	Kathy wondered if she would ever like this w_____ and _____ place.
Problem	
SO	She noticed a strange _____ on the ground.
Solution	We will be going on a nature walk _____ _____ at Kathy's _____ ranch.
THEN	Maybe this new cattle ranch isn't so _____ after all.
Outcome	

**Problem/Solution Thinking Guide**  
**Write Summary Elements Activity**

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**Directions**

Students take notes that include main character, goal, problem, solution, and outcome. Implied summary elements increase the level of difficulty with this activity.

SOMEONE	
Main Character	
WANTED	
Goal	
BUT	
Problem	
SO	
Solution	
THEN	
Outcome	

# Summarization Extension Activity

After students use the elements of the plot to generate a basic summary, they can use it to develop a similar version without using the clue words: someone, wanted, but, so, then. Give students an opportunity to rewrite their summary without using the summary clue words.

## The Beetle-Mania Field Trip

**Sample summary without using someone, wanted, but, so, then:**

A young girl named Kathy and her family move to a new cattle ranch. The rainy weather and the fact that she hasn't made friends make her feel lonely. Little did Kathy suspect that finding a beetle would lead to friendship and appreciation for her new life on the cattle ranch.



**Make every student a *STAAR* student!  
Teach with real depth of understanding.**

## Marked Selection Activity

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### Directions

Students use marking strategies and complete the thinking guide as they read the selection. A marked selection is provided in High Tech Test Prep e-Lesson 3.

Marking codes are used to demonstrate comprehension strategies. Marking codes are necessary for the students to have a system for analyzing or processing what they read. This system of showing your work while working independently on a reading comprehension selection allows teachers to make effective instructional decisions. When the staff works as a team to provide instruction and monitor progress, it is important for everyone to require the same set of marking codes.

Students who consistently score 95% or better may not be required to show their work.



For more information on marking codes and comprehension strategies see our book titled,  
*Solution For Success: Reading*  
*Lois Fisher & Rachel Reyna*