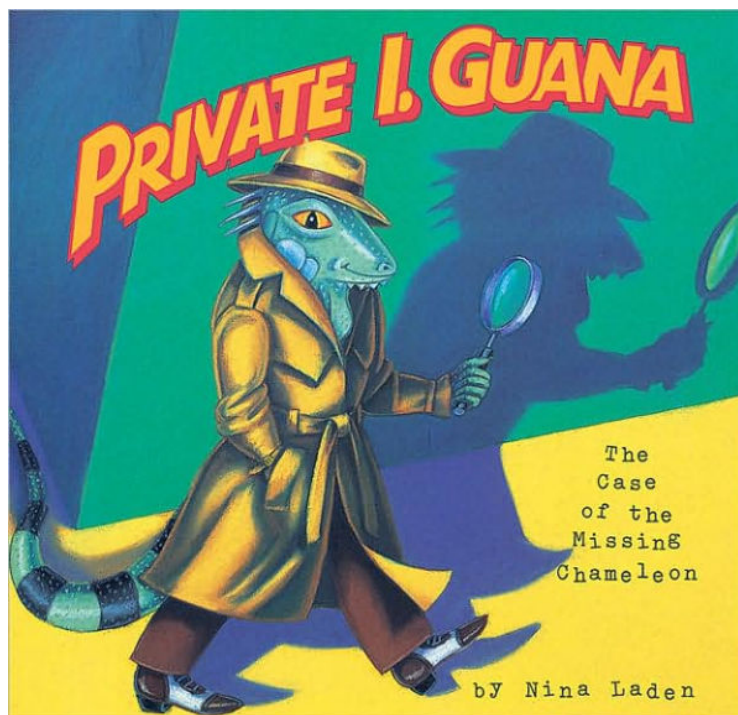


SAG-AFTRA FOUNDATION PRESENTS

# Storyline Online®

## A TEACHER'S GUIDE

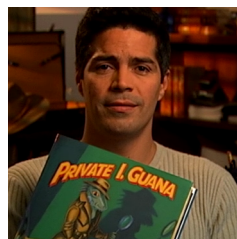
SUGGESTED GRADE LEVEL: 1<sup>ST</sup> - 3<sup>RD</sup>



# PRIVATE I. GUANA

WRITTEN AND ILLUSTRATED BY NINA LADEN

Watch the video of actor  
**Esai Morales**  
reading this story at  
[storylineonline.net](http://storylineonline.net)



# ABOUT THIS STORY

## SYNOPSIS

Leon the chameleon is missing! But Ace detective Private I. Guana is on the case. When Private I. Guana takes “the case of the missing chameleon,” the fun begins.

## THEMES IN THE STORY

Detective, Mystery, Amphibians and Reptiles

# READING AND WRITING

SUGGESTED GRADE LEVEL: 1<sup>ST</sup> - 3<sup>RD</sup>

## ELA COMMON CORE STANDARD

**Reading Literature:** Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textural evidence. *Standards listed below are for 1st through 3rd grades but can be adapted to kindergarten standards.*

## BEFORE VIEWING

**Standards:** CCSS.SL.1.1, CCSS.SL.2.1, CCSS.SL.3.1

**Objective:** Tap knowledge and build background to prepare for reading the story.

### Procedure:

**Step 1:** Build background for students by discussing the following:

**- Mystery Stories:**

- What is a mystery? Talk about mysteries students have read.

**- Detectives:**

- What is a detective?
- How do detectives try to solve a mystery or a problem?
- Discuss fictional and non-fictional detectives.

**- Amphibians and Reptiles:**

- Tap student knowledge and discuss.
- Make sure students understand that iguanas change colors to hide in different places.

**Step 2:** Introduce title: *Private I. Guana* - point out the play on words in the title, explain and/or discuss. (private *eye* and *I. Guana* – detectives are sometimes called private eyes.)

**Step 3:** Tell students that since this is a mystery, we know that there will be a problem in the story. Have them predict what might happen in the story.

**Step 4:** Ask students to listen for the problem in the story and how *Private I. Guana* solves the problem.

## DURING VIEWING

**Focus:** Problem-Solution

**Standards:** CCSS.SL.1.2, CCSS.SL.2.2, CCSS.SL.3.2, CCSS.RL.1.1, CCSS.RL.2.1, CCSS.RL.3.1

**Objective:** Students will listen to story to identify the problem and explain how the problem was solved.

### Procedure:

**Step 1:** Explain to students that every story has a problem, but since this is a mystery we know that the main character will be using clues to solve the problem.


**Step 2:** Tell students that they are going to be private eyes during the reading of the story. Listen for the problem in the story, clues that were used to solve the problem, and the solution. Designate a signal for them to use when they hear any of these elements. For example, they could point to an eye.

## AFTER VIEWING

**Standards:** CCSS.RL.1.1, CCSS.RL.2.1, CCSS.RL.3.1, CCSS.RL.1.3, CCSS.RL.2.3, CCSS.RL.3.3

**Objective:** Students will retell the story using story elements.

**Materials:** **Teacher Prep:**

 **Google It!:** Story Map Graphic Organizer: Characters, Setting, Problem, Solution

Copy one organizer for each student/partners

*Optional:* Create a large class size story map on chart paper or smartboard.

**Procedure:**

- Step 1:** Explain to students that in retelling a story, it is important to include all the important story elements: Character, Setting, Problem, Solution.
- Step 2:** Distribute and explain Story Map. Have students complete the organizer independently or with a partner.
- Step 3:** Partner students and have them retell the story to each other using their Story Map.
- Step 4:** Call on several students to retell the story in their own words.

**Extend It:** Have students add details explaining how the problem was solved. Students can use this information to draw or write a summary of the story.

## READING RESPONSE

**Standards:** CCSS.RL.2.1, CCSS.RL.3.1


**Objective:** Students will answer the prompt using details from the text to support the response.

**Reading Prompt:** How do you think Liz and Leon felt about each other at the end of the story? Use details from the story to support your response.

## WRITING - INFORMATION REPORT

**Standards:** CCSS.W.1.2, CCSS.W.2.2, CCSS.W.3.2

**Objective:** Students will write an informational piece using grade appropriate sentence structure and spelling.

**Materials:** **Teacher Prep:**  **Google It!:** Animal Report Graphic Organizer:  
Choose an organizer that has a section for each topic of the assignment: What the Animal Looks Like, Where it Lives, What it Eats, and Interesting Facts.

Grade appropriate non-fiction books on animals

Writing tools

**Procedure:**

- Step 1:** Prepare students for writing assignment by generating with students a list of amphibians and reptiles.
- Step 2:** Tell students that they will write a report on one of these animals. You can allow students to choose an animal or assign an animal. An option is to assign one animal to a group of students to allow them to work together on the project.
- Step 3:** Show students the books you have collected and the graphic organizer they will be using to gather information. Model how to complete the organizer.
- Step 4:** Have students begin researching their animal to find information to complete the organizer.
- Step 5:** Guide students through the rest of the writing process.

## SCIENCE/TECHNOLOGY – OPTION FOR WRITING

### RESEARCH —

Students use the internet for research.

### LITERACY STANDARDS —

CCSS.W.1.2, CCSS.W.2.2, CCSS.W.3.2, CCSS.SL.1.2, CCSS.SL.2.2, CCSS.SL.3.2

### MATERIALS —

Animal Graphic Organizer (see above)

Computers/internet access

Construction paper and art supplies for diorama

Teacher Prep: Make a list of grade appropriate sites for student research.

Internet access

### PROCEDURE —

Step 1: Explain and model how to use the internet for research.

Step 2: Follow procedure for writing as stated above.

Step 3: Have students make a diorama to show the animal in its habitat.

Step 4: Hold a classroom presentation:

- Key Question: What is the difference between a reptile and amphibian?
- Have students circulate the room examining the dioramas and reports.
- Complete a venn diagram showing how amphibians and reptiles are alike and different.


## MATH – WRITING STORY PROBLEMS

### OBJECTIVE —

Students write and solve math word problems.

### MATERIALS —

Math Journal/Paper

Teacher Prep: Prepare a four column chart as shown below. You will need a whole class chart as well as copies for students. ( Google It!: Four Column Chart)

### BE A MATH PRIVATE EYE

Character(s)	Details	Problem	Solution
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### PROCEDURE —

Step 1: Relate fiction story elements to math word problems: Remind students that math word problems have the same story elements as a story – Characters, Problem, and Solution.

Step 2: Explain that solving a math word problem is very similar to solving a mystery, just like in the story *Private I. Guana*. Tell students they are going to be both math mystery writers and math private eyes.

- Step 3:** Display the math story problem chart and explain. Generate a list of familiar questions found in math word problems and write under Problems on chart. Examples:
- How many are left?
  - How many more are needed?
  - How many in all?
  - What is the total ...?
  - How many more/less \_\_\_\_\_ does \_\_\_\_\_ have than \_\_\_\_\_?
- Step 4:** Work with students to create a math word problem using a concept in math you are working on. Fill in chart with characters and details for the word problem. Tell students to choose a question that will have to be solved by the Private Eyes.
- Step 5:** Challenge students to solve and explain.
- Step 6:** Partner students to use the same problem details but choose a different question. Have partners exchange to solve.
- Step 7:** Challenge students to create additional word problems using the organizer.

## ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at [storylineonline.net](http://storylineonline.net).

## ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit [sagaftra.foundation](http://sagaftra.foundation).

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