

# Sequencing in Silence

## *Implementing Sequencing in Silence - the Order of Events*

**1. Silence** for approximately six minutes. The process takes approximately four to six minutes and will require us to work as a silent team. It is important for all participants be knowledgeable of the story or non-fiction selection or event being used. If they are not familiar with the information they can observe.

**2. Draw an action.** The students are asked to draw an action from the fiction or non-fiction selection or event. The teacher can model drawing an action for further understanding (especially the first time with younger children) - important to model talk-out-loud thinking and the use of tools (markers or crayons). The students are then asked to *draw an action from the story you think no one else will draw* (very important phrasing) on a blank paper (also referred to as a panel). They are given 1-3 minutes to complete the drawing in silence. Everyone stops at the same time. The phrasing of *draw an action from the story you think no one else will draw* stimulates students to revisit the story in quest of an action they think others might not use.

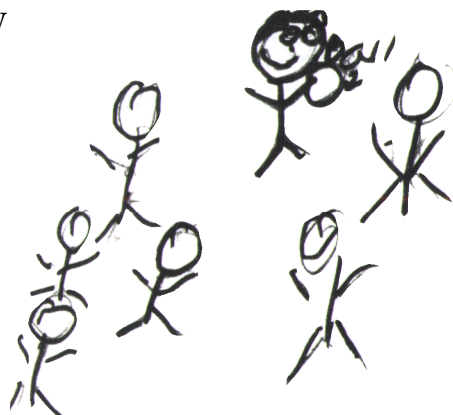


**3. Demonstrate** sequencing the action panels. The teacher with two students, each with a panel, will silently model the use of gestures and other methods of silent communication to create a sequential order of the panels. The teacher only talks out loud to introduce what the modeling will be. It is helpful to focus the students on observing a technique (e.g. gestures) you will be using.

**4. Sequence in Silence** in small groups (5-12 students in each group). The students are quickly divided into several groups and directed to a location for sequencing their panels. Floor space is excellent - provides excellent viewing for collaboration by all participants in the group. It is recommended to have all the panels in one line, even if some are similar. While some panels might have a similar action, the students will be able to reason why one panel proceeds another. Excellent for inferences. The purpose of silence during this segment is to assist having everyone focused on the different panels instead of voice gridlock.



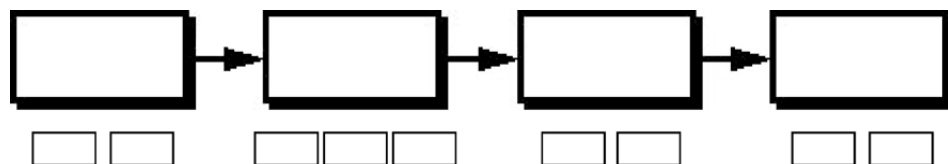
**5. Gather** around one of the small groups sequenced panels in a fishbowl format. Each panel is explained by the person who drew the action in order from beginning to end. For the first panel ask who drew it and request them to describe the action. Point to the next panel and ask who drew it and request them to describe that action. Point to the next panel and wait for the person to speak up. After the first group is finished, go to the next group and repeat the process (essentially a gallery walk). The goal is having the students, K-12, take the responsibility in the process. After the initial uses of Sequencing in Silence, the students will lead the process.



**6. Questions** about the sequence. The group is asked are there any changes they would like to make with the order of the sequence. If there is discussion about the positioning of panels, excellent. This creates a deeper understanding of what is being studied with Sequencing in Silence. If there are similar actions depicted in panels, they can discuss what is in each panel to determine the correct order.

**7. Adding** to the sequence. When the order of the initial panels have been decided upon, the students are then asked if they would like to add any missing actions. They are drawn on new panels and added to the sequence.

**8. Sub-panels** below each action panel. The students will dictate or write 2 or 3 things about each action panel. They will then sequence the group of sub-panels under each panel. After completing the sub-panels, the student(s) now have a sequence of events for the fiction or non-fiction selection or occurrence.



**9. Cause and Effect** of a specific panel. Take any individual panel and create causes of that action on the left side and effects on the right side. To facilitate the process, the panel can be taped or pasted to a much larger paper, then writing to the left of the panel the causes of that action, and to the right the effects of that action.

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## **Extensions**

### **Puzzles**

- put the completed flow map panels, k in a large envelope for students to sequence as independent work.

### **Panoramic Book Connection**

### **Collaborative Group Mapping**

groups can combine their flow maps to make a larger flow map.

### **Writing**

### **Publish**

publish a book with the pictures and words.

### **Talking Storyboard**

continue to build the sequenced panels on a wall in the room.

### **Powerful Questions**

### **Storytelling**

### **Vocabulary**