

Robert Price • National Urban Alliance  
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### **Grades 3-5**

#### **Community Builder/ Energizer**

Sets a tone of working together (building capacity) while generating involvement through an energizer. The energizer will connect with the use of Read-Move-Write to be used during the lesson.

The goal of the lesson is to introduce a story that students will successfully understand through vocabulary development, prediction, sequencing, and writing while they are collaborating through the uses of various modalities.

#### **Prior Knowledge**

Through the use of a Thinking Map (David Hyerle), students organize their knowledge with a Thinking Map that relates to the story.

#### **Key Word Strategy / Vocabulary**

Provides and opportunity for students to explore use of vocabulary from the story through collaborative writing. The students write a story in pairs based on the title (actual title of the story to be read) with selected words from the story (8 – 13 words). The order of introducing and using is:

- Gather students around one groups table. The students in the group will act as models along with the teacher on working collaboratively in generating ideas and actual writing. They will use a title and words different from the story they will be studying for the model.
- Upon completing the model with the students, the title and words from the story they are reading are posted on large poster paper. Read the title and words with the students, then have them write in pairs. Set a time limit to write.
- After writing the key words, have the paired students share their writing in groups of four. There will be a modeling with one pair before having everyone read.
- Ask for volunteers to share their writing. Important to model where and how to present, including waiting for the audience to be ready.
- Have students post their stories in the room if they are on large sized poster paper. This stimulates buy-in and ownership.
- Read the first half of the story, stopping at a turning point in the story. This can be done orally to the students or have students read the read the story in pairs or individually. The goal is an understanding of the story, vocabulary development, prediction and sequencing, which can be accomplished both reading to the students &/or having them read the story.

#### **Read-Move-Write**

The students will reenact the scene in a ‘still action’ representation to develop understanding of the different characters while creating a scenario that promotes possibility of what will happen

with the story. The students not part of the 'still action' scene will actively participate in the discussion of what personality and actions each of the 'still action' characters is emoting.

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### **Read-Move-Write** *continued*

- When the discussion is finished, the students will write in pairs how they believe the story will end.
- After writing their predictions, the paired students share their writing in groups of four. There will be a modeling with one pair before having everyone read.
- Ask for volunteers to share their writing. Important to model where and how to present, including waiting for the audience to be ready.

The students will then hear &/or read the ending. To develop more understanding of the what happened in the story and the main idea, the students will participate in a sequencing exercise. This will include:

- Retelling the story in a round robin format within each of the small groups (approx. 4 – 5 students in each group).
- Retelling the story with the whole class participating.

### **Read-Draw-Sequence-Write** which includes:

- Each student will be asked to draw an action from the story – one they think no one else will draw.
- The class will be divided into groups of 8-10 students.
- Each group will then sequence the story with the drawings. During this sequencing the students put the drawings in order with no talking.
- Upon completion, each group will retell the sequencing. This is modeled with one group – starting with the first drawing, the person who drew the picture explains what happened. After modeling with 3-4 students, the group continues with the other groups observing. Upon completion, another group retells their drawing sequence with the other groups observing.
- Any missing parts of the story can be added.
- Each group will put captions on their drawings.
- Each drawing/caption could then be divided into subparts.

### **Extensions**

#### **Shared Inquiry**

Develop questions on parts of the story with the students that they don't have a clear answer for, but would like to discuss further. These questions are then used for a shared inquiry with the teacher leading the discussion. The leader of the discussion must have no opinion while acting as moderator of the discussion.

#### **Categorizing**

Develop a list of key words and ideas from the story. After putting the words on index cards, each group (2-4 students) organizes the words into categories. This assists an understanding of the main idea.

#### **Journal**

Potential journal entries include: