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## Sequencing in Silence

### Purpose

The purpose of students *Sequencing in Silence* is to build an understanding of a story through personal experience, pictures, and interpretive questions. The focus will also include student development of story vocabulary to support understanding and reading.

### The Introduction

1) **Prior Knowledge.** Students share personal experiences that parallels the topic of the story. If the story was *Building an Igloo* the students could be asked *what are the different parts of a house*. This will build interest and vocabulary consistent with the story. To develop input and involvement from all students the use of pair/share can be very effective...teacher-student model, student-student model, then all students in pairs.

2) **Panoramic Book.** Introduce the book through seeing the whole story with a panoramic book. The students are asked interpretive questions about the pictures to build an understanding and vocabulary for reading the story.

3) **Vocabulary.** The teacher will introduce vocabulary within the text during the questioning. When students share the vocabulary back during the reading of the panel book, the words will become part of a word bank to reference and use for further development.

4) **Group Sequencing.** After introducing the story through pictures and questions, they orally share what happened as a group.

5) **Sequencing in Silence.** The students are asked to share different in the story actions. The teacher can also model drawing an action for further understanding. The students are then asked to *draw an action from the story you think no one else will draw* on a blank paper (also referred to as a panel). They are given 2-5 minutes to complete the drawing. Everyone stops at the same time. The students are modeled putting the panels in order with gestures. The students then sequence their panels in silence with groups of 5-12 students. Start with smaller groups and increase in size as they become more proficient.

6) **Flow Maps.** Each group shares their sequenced flow maps with the whole class. In the groups the artist of each picture shares their panel in the sequenced order. After sharing, the group is asked if they would change order of any panel. If more than one student drew similar panels, they are asked to sequence the similar panels. They are then asked if they would add any panels.

7) **Sub-panels.** The teacher (and then students) models adding sub-panels to each panel. This can be done in pictures &/or words. The sub-panels below each panel are then sequenced.

### Extensions

- writing from the sub-panels.
- groups can combine their flow maps to make a larger flow map.
- put the completed flow map panels in a large envelope for students to sequence as independent work.
- publish a book with the pictures and words.
- continue to build the flow map on a wall in the room.
- any panel of the flow map can be used as a cause and effect multi flow map.

