



<i>Author(s): Doris Quick</i>			<i>Lesson Title: Story Sequencing</i>			
<i>Grade Span</i>			<i>ICLE Application Model</i>			
<i>K-4</i> X	<i>5-8</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i> X	<i>D</i>

Instructional Focus:

<p>Reading Students read a variety of grade level materials, applying strategies appropriate to various situations</p>
<p>Listening Students listen for a variety of purposes appropriate to the grade level.</p>
<p>Speaking Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.</p>

Performance Task

<p>The teacher will read <i>The Little Old Lady Who Was Not Afraid of Anything</i>, by Linda Williams, on consecutive occasions to familiarize the students with the story. The teacher will encourage students to read along during the repetitive parts of the story, paying attention to the sequential details. After several readings of the story, the students will break into small groups to prepare to retell the story to the rest of the class.</p> <p>The teacher will provide the students with clothing props to assist them in retelling the detailed sequencing of the piece-by-piece assembly of the scarecrow. Allow the audience to give feedback to each small group performance-did the students retell the story in proper sequence?</p>

ICLE Essential Skills

Identify, collect and/or select pertinent information while reading. E5
Present information in well-organized fashion that will be clear to the target audience. E11
Make informed judgments about the content, organization, and delivery of spoken communication. E32

Scoring Guide:

- 3** Retells the story using props in detailed, sequential order. Is able to receive feedback from peers and critique the performances of other groups by sharing whether each group retold the story in correct sequential order.
- 2** Retells the story, but is detail is lacking and sequential order is not exact. Has difficulty comprehending feedback from peers and critiques others performances without knowing if the sequential order was precise.
- 1** Is unable to retell the story. Sequential order of the story and detail are inaccurate. Unable to comprehend feedback from peers and is unable to critique the performances of other classmates.

Keywords:

English Language Arts	Mathematics	Science
Reading <i>Comprehension</i>	Algebra	Earth Science
Writing	Geometry	Life Science
Communications <i>Retell</i> <i>Peer Review</i>	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	