

What Can We Learn From Stories?


Moonshot Institute

May 18th

Overview page

After reviewing it, what do you notice students will know and be able to do by the end?



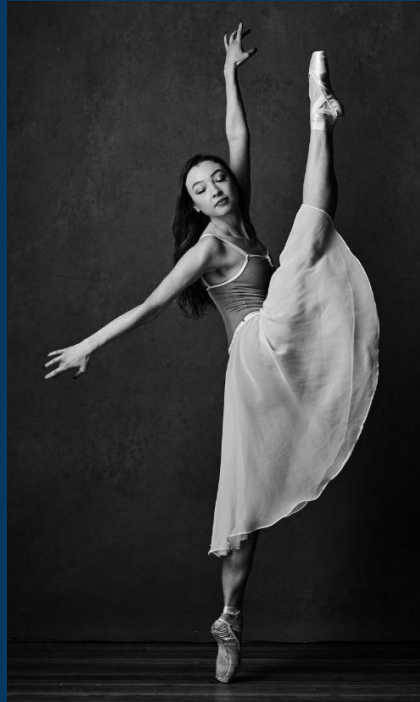



As we go through the unit, look for these opportunities of Enriched Literacy...

- How and when are there opportunities for students to develop SEL skills?
- Where are there opportunities to reinforce foundational skills?
- When do students have opportunities to apply those skills?
- What do you want them to be able to know and do?
- How will students show what they know?

Community Partner

Ballet of Vero Beach: Elena Carter





Let's dive into
strategies that are
repeated
throughout the unit



Call and Response

...

Call and Response

- Preparation:
Select key phrases from the designated text that are essential to its understanding.
 - *Don't give the story away!*
- Procedure:
- The class gathers in a large circle, making eye contact with one another.
- Read the lines with conviction and expression.
 - Students repeat lines back in chorus
 - Challenge students to match your delivery.



Zoom In/Out

Preparation

Choose a small portion of text or an image

Create slides to slowly reveal the information

Procedure

1. Explain that at each stage of the activity, participants will discuss:



A. *What do you see?*

B. *What do you think about what you see?*

C. *What does it make you wonder?*

2. Reveal only a few words of text or a small portion of an image.

Allow students in small groups to discuss using the guiding questions.





What do you see or notice?

What is your hypothesis or interpretation of what this might be based on what you are seeing?

What do you wonder?



What new things do you see?

How does this change your hypothesis or interpretation?

Has the new information answered any of your “wonders” or changed your previous ideas?

What new things are you wondering about?



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Alive Reading

...

Alive Reading

Preparation:

Read through the text and plan what the different “experiences” will be while you read the story to the students.



Suggestions:

- Repeated Words.
- Dialogue
- Soundtrack



Yes and Storytelling

- After you read the story, have students form a circle
- Tell students they are going to be storytellers by retelling the story
- Teacher can start with what happened first in the story
- Then go around to each student as they retell the story starting with “Yes, and...”
- Prompt students if needed



Routine for Vocabulary Introduction

- Introduce the word in context
 - Student friendly definition and visuals
 - Examples and non-examples
 - Student generated context
 - Graphic Organizers/gestures
 - Distributed practice
-



Routine for Vocabulary Introduction

- Words in Context

Old Man Crow plucked a feather from his left wing.





Routine for Vocabulary Introduction

- Student Friendly Definition with Visual

PLUCKED

To pick and pull off (verb)



Great time to talk about the -ed ending
(-ed) past tense

K.I.M. Strategy

- Key Word (Vocabulary Word)
 - Important Information
 - Memory Clue (draw a picture)
 - Sentence
-



K

(Key Word)

Plucked

I

(Important Information)

To pull quickly (VERB)

M

(Memory Clue)



Sentence

I plucked a pretty flower for my mom.



CROWD Strategy

C - Completion Questions

R - Recall Questions

O - Open Ended Questions

W - “Wh” Questions

D - Distancing Question

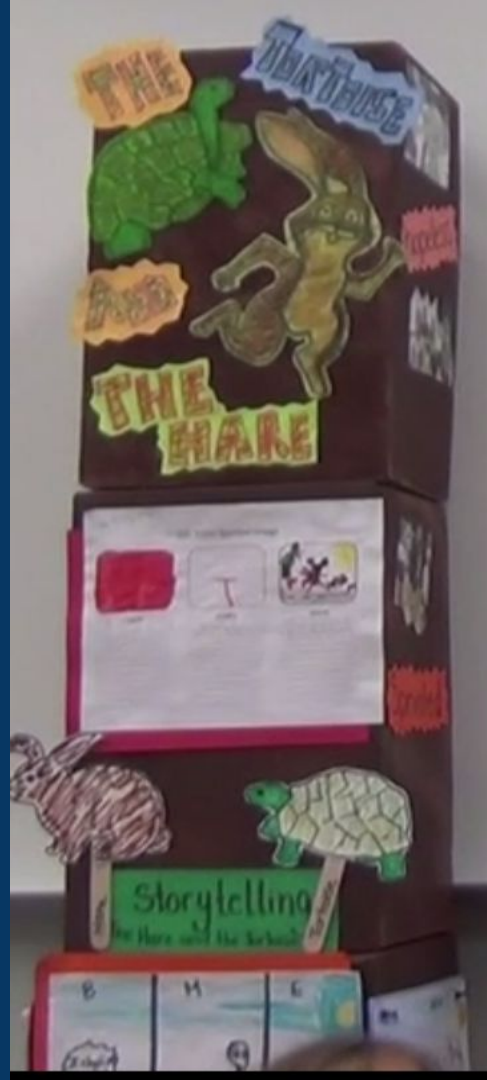


C	Completion Questions The teacher makes a statement and purposefully pauses so the children may provide the missing word or words.	Mary had a little _____.
R	Recall Questions The teacher plans questions at appropriate points in the book reading that encourage children to recall details or sequential events.	“What 3 materials did the little pigs use to build their houses?”
O	Open Ended Questions The teacher prepares questions that elicit more than a one word response, and may also elicit more than one correct answer.	“Why do you think Chrysanthemum didn’t like her name?”
W	“Wh” Questions The teacher encourages labeling of objects, actions, and concepts to build basic vocabulary and children’s abilities to use these basic words while talking about the book.	“What do you think drowsy means?” “Why do you think the author used the word extraordinary?”
D	Distancing Question The teacher prepares questions that prompt the children to make connections with the book. (Tell me about...., not Did you ever....?)	“Tell me about a time you felt worried like Wemberly.”



Totem Pole

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Informance

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@TLA_Moonshot
@MoonshotMoment

#shareyourlearning
#MoonshotinAction
#MoonshotAcademy

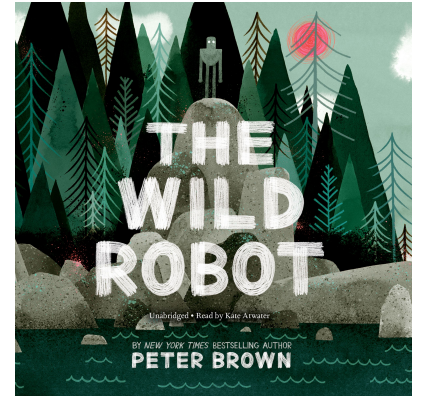
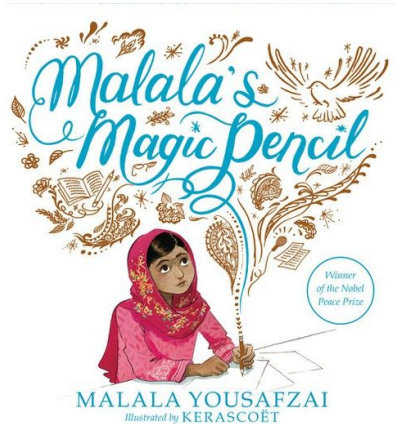
SHARE YOUR
LEARNING

ONE CHILD, ONE TEACHER, ONE BOOK, AND ONE PEN
CAN CHANGE THE WORLD. – MALALA YOUSAFZAI

Moonshot Summer Teacher Institute

Beachland Elementary

July 15-19, 2019





Thank you!

Please complete your Exit Ticket

http://bit.ly/moonshot_exit

For more resources:

Artslit.org

moonshotinstitute.info