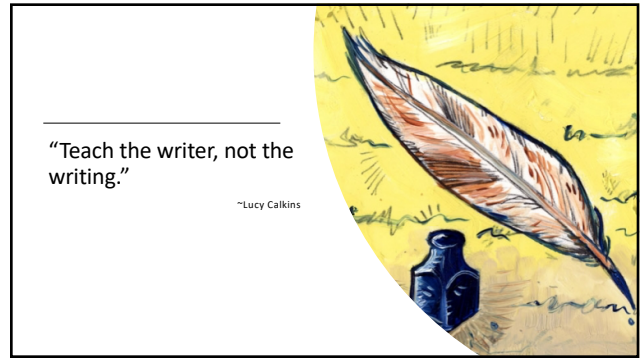


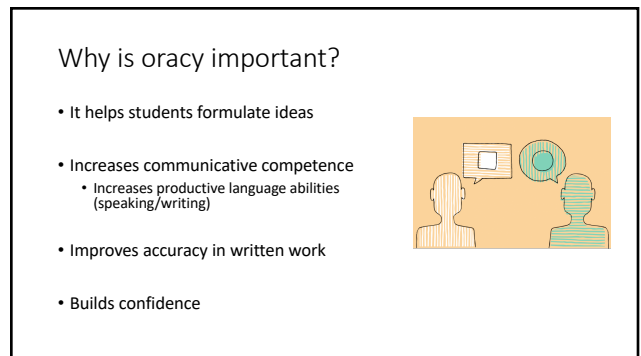
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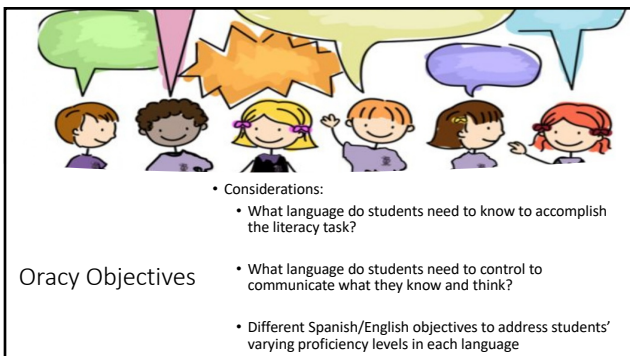
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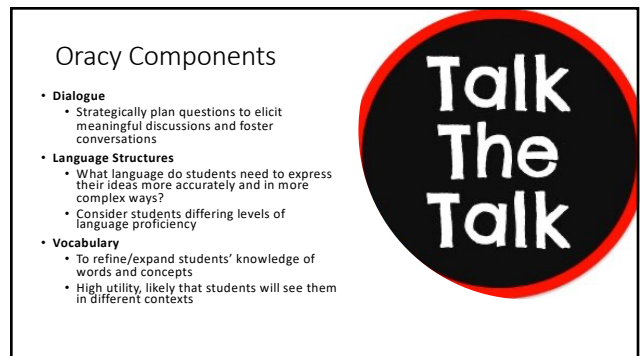
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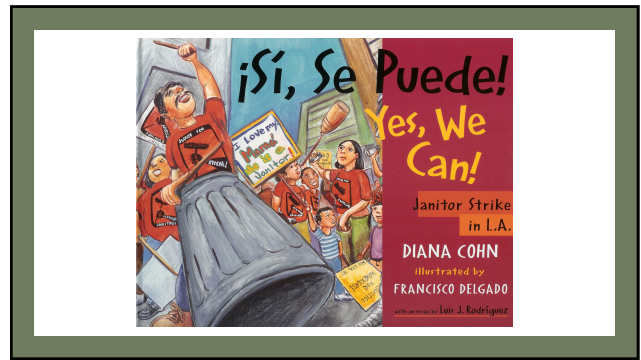


6

Retelling Known Stories

- Imagery
- Oracy
- Writing

7



8

Oracy Objectives

- Retell known story in L2
- Expand grammatical complexity by incorporating phrases beginning with the words 'because' or 'so.'
- Use oral rehearsal to inform writing

9

ELD 101 - Language Experience Approach

Connecting Language Environments Through Bilingual Books

- What I have heard/seen/experienced (even in L1), I can talk about (in L2 with support)
- What I can say, I can write
- What I can write, I can read

10

Day 1:

- Before teaching the language lesson, use the pictures from the text to activate prior knowledge
- Together, retell the story

11

Language lesson - Expanded grammatical complexity

- How can phrases beginning with the words 'because' or 'so' affect the meaning of a sentence?
- Post sentence stems linked to the story. Elicit phrases from the students.
 - Carlito's mama goes on strike, **so** . . .
 - she could get paid more.
 - she might not be able to pay her bills.
 - Carlito want to support his mama, **so** . . .
 - ...he makes a sign and joins her at the rally.
 - Carlito's mama goes on strike **because** . . .
 - She wants a better life for her son
 - She deserves more respect
 - Carlitos wants to support his mama **because** . . .
 - He wants to help her.

12



What's happening on this page?
What words will we need to talk about this page?

Model telling a friend what is happening on this page & then recording the important words and phrases.


13



Important Words and Phrases

- Sleep with the angels
- See you tomorrow
- Night
- Janitor
- Going to work
- Cover him with the blanket


14



- Students 'turn & talk' to a neighbor about this page. They then share with the whole group. Words/phrases are chosen communally to record in the text box.

Where does mamá work?
What does she do when she is there?


15



Important words and phrases


- Janitor
- Feels alone
- Cleans
- Mops
- Working hard
- In an office

16



Continue guided practice until you think students can work 'independently' in pairs. Students continue to orally rehearse the text while also recording important phrases and vocabulary.

17




Day 2-3:

Model using the words and phrases in the boxes to create sentences.

Remind students of the language focus, and insist that at least one sentence on each page use a phrase beginning with 'because' or 'so.'

Minimum expectation per page is 1 paragraph.

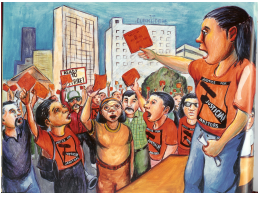
18



Important Words and Phrases
going to work
Carlito
mamá
Night
sleep with the angels
cover him with the blanket


One night, Carlito's mamá was going to work. She told Carlito to sleep with the angels because she wanted him to have good dreams. When she left, she said, "See you tomorrow." Then she tucked him in.

19



Day 4:
Edit for sentence variety.
Have students underline the first word of every sentence.
Write underlined words in the margin of the text.
Check for repetition.
Change sentences, if necessary.
Begin copying edited text in final draft book.


20



She
She
She
Carlitos

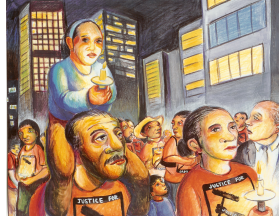
She is reading the newspaper because she wants to know what people are saying about the strike. She tells Carlitos what the newspaper says, so he will understand what is happening. She points to the pictures while she talks. Carlitos listens carefully to everything his mother tells him.

21




Copy final drafts into booklets.

22



Day 5:
In-class: Reverse book signing party!
Each student reads aloud their retold version to two classmates & the teacher.
Those who listen, sign & date the back of the book.
HOMEWORK: Read aloud to one or more family members and collect more signatures.

23



Sí, se puede
as retold by Pili & Jorge


One night, Carlitos's mamá was going to work. She told Carlitos to sleep with the angels **because** she wanted him to have good dreams. When she left, she said, "See you tomorrow." Then she tucked him in.

Carlitos's mamá is a janitor. She works hard, **so** she can make money. She cleans the offices. Sometimes she feels alone and tired.

When Carlitos's mamá comes home, she walks him to the school bus. Carlitos tells his mamá to sleep with the angels **because** she sleeps during the day while he goes to school. He is sad **because** he cannot see her as much as he would like.

Carlitos's grandma is very sick **because** her bones hurt. Mamá, Carlitos, and abuelita were talking about grandma's medicine **because** they didn't have enough money to buy the medicine.

24




Sí, se puede
as retold by Pili & Jorge

Carlitos's mamá decided to go on strike to help other people, and herself, too. They wanted the people to pay them more money. Mamá wanted to get more money **so** she could buy her mom's medicine, and **because** she did not want to work at night.

When Carlitos was at school, the teacher read a book about Cesar Chávez. When she was done, she was talking to the kids about the strike, **so** they would know what a strike is.

When mamá was on strike, they marched at night. They were silent, and some of the people had candles, **so** people could see them, but not hear them.

25



Sí, se puede
as retold by Pili & Jorge


One day, Carlitos was watching mamá on tv saying a speech. Some people were watching mamá on tv with the reporter. Carlitos had an idea.

Carlitos and some of his friends made posters to help the people **because** they were going on strike, too. They planned to march with their parents.

The next day, mamá was still on strike. The janitors were dancing, playing songs, and making weird noises, **so** the people would hear them. After three weeks, the strike was over and the janitors got the respect they wanted to have.

That night, when his mom tucked him in like always, Carlitos dreamed that the angels were singing to his mamá at work, **so** she wouldn't feel alone.

26



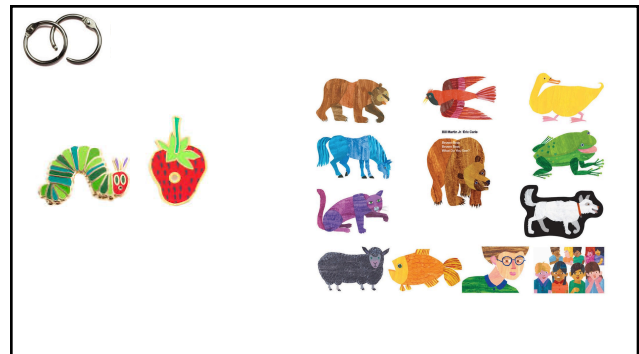
Sí, se puede
as retold by Pili & Jorge

When the strike was over, mamá and Carlitos were spending time together at the park. Mamá bought candy for Carlitos, and some other stuff. Mamá doesn't have to work on the weekends anymore.

Mamá is once again on strike helping other people like they helped her. Carlitos got his poster off the wall and went with his mamá. [Together they shouted, ¡Sí, se puede!]

El fin

27



28


Art as inspiration for narrative writing



- Open-ended. Accessible to multiple proficiency levels.
- Requires careful observation and critical negotiation.
- Focuses topic while encouraging creative thought and original contribution.


29

Objectives



- Literacy Objectives: Narrative writing, sequencing, character/setting/plot development, & point of view
- Oracy Objectives: Use of transitional words

30



Transitional Words


Words that can be used to show **time**:

while	first	meanwhile	soon	then
after	second	today	later	next
at	third	tomorrow	afterward	as soon as
before	now	next week	about	when suddenly
during	until	yesterday	finally	

Words that can be used to **clarify**:

	for	
that is	instance	in other words

31



Transitional Words

Word that can be used to **compare** two things:

likewise	also	while	
like	as	similarly	In the same way

Words that can be used to **contrast** two things:

but	still	although	on the other hand
however	yet	otherwise	even though


Words that can be used to **emphasize a point**:

again	truly	especially	for this reason
to repeat	in fact	to emphasize	

32



33



What do we know?
(Just the facts, please.)

What can we infer?
(Cite evidence)

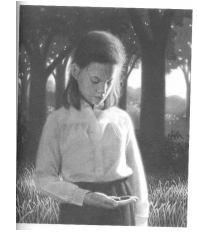
What might have happened?
What's another possibility?
How many ideas can you generate? Consider multiple points of view.

34

What do we know?	I see _____. There is/are _____. The setting is _____. The characters are _____.	
What can we infer?	I see _____, and this makes me believe _____. I see _____ and _____ are _____; therefore _____. Based on _____, I think _____. It surprises me that _____ because _____. I don't understand why _____.	
What might have happened?	I think _____ because _____.	

35

The Mysteries of Harris Burdick



Annie climbed down her loft and heard her mom screaming. "Honey! There is a gift for you!" She hurried down the loft and went to her mom. Her mom handed her a silk bag with red, blue, purple, and green caterpillars. When Annie held the caterpillars, she found out that they were magical. They spelled "goodbye" in her hands. Annie thought they wanted to be free. So she set them free in the yard. She missed them, but wanted them to be happy.

A couple of weeks later, Annie was planting flowers when she saw rainbow-colored butterflies that reminded her of the caterpillars. Then she felt happy when she saw them spell "thank you" in the dirt. She realized that the butterflies were her caterpillars.

"She knew it was time to send them back. The caterpillars softly wiggled in her hand, Spelling out 'goodbye.'"

Katerina S., 2nd Grade

36

Hints for getting started...

- Use the caption as the first line of the story—simply write the caption at the top of the page and continue from there!
- Work backwards—use the caption as the last line of the story.
- Use details in the illustrations to help add descriptive language and vivid imagery.
- The illustrations naturally provoke questions. Choose your most pressing question, write it at the top of the page, and begin answering it. Your answer will create a story!
- Make a brief outline before beginning so you will have a clear sense of the story's progression.
- These story starters are so fascinating in part because while they take place in a recognizable, realistic world, things are not always as they seem. Let your imagination loose as you write and remember that you can make magic happen!

37

Answer these questions while generating as many ideas as possible

What do we know?

What can we infer?

What might have happened?

38

Activity: Create Harris Burdick Stories

- Pick a partner
- Pick an image
- Choose a writing strategy
(Quote first? Quote last? Answer a question?)
- What do you know?
- What might have happened?
- Incorporate transitional words

Transitional Words:

Location: above, across, among, below, behind, beneath, Near, Outside

Time: while, after, during, meanwhile, afterward, when suddenly

Add Information: again, another, besides, moreover, along with

39

- What do we know?
- What can we infer?
- What might have happened?
 - Generate multiple ideas before beginning.

Transition word categories:

Time: while, after, during, meanwhile, afterward, when suddenly . . .

Location: above, across, among, below, Behind, beneath, Near, outside . . .

Add Information: again, another, besides, moreover, along with . . .

40

Under The Rug
"Two weeks passed and it happened again"



41

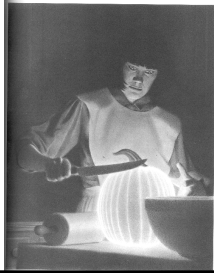
The House on Maple Street
"It was a perfect lift-off."



42

Just Dessert

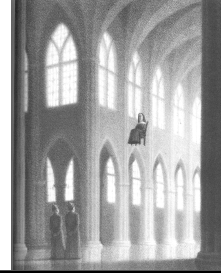
"She lowered the knife and it grew even brighter."



43

The Seven Chairs

"The fifth one ended up in France."



44

Mr. Linden's Library

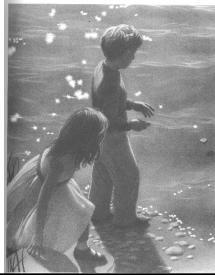
"He had warned her about the book. Now it was too late."



45

Strange Day in July

"He threw with all his might, but the third stone came skipping back."



46

The Third-Floor Bedroom

"It all began when someone left the window open"



47

Uninvited Guests

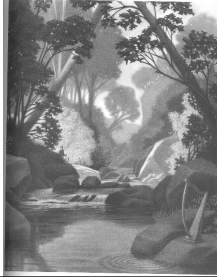
"His heart was pounding. He was sure he had seen the doorknob turn."



48

The Harp

"So it's true he thought, it's really true."



49

Captain Tory

"He swung his lantern three times and slowly the schooner appeared."



50

Archie Smith, Boy Wonder

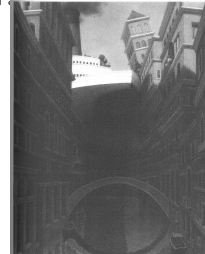
"A tiny voice asked, 'Is he the one?'"



51

Missing in Venice

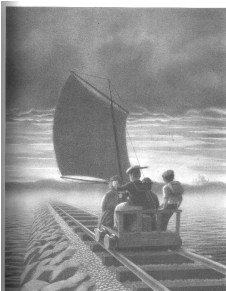
"Even with her mighty engines in reverse, the ocean liner was pulled further..."



52

Another Place, Another Time

"If there was an answer, he'd find it there."



53

Missing in Venice

"This time she'd gone too far."



54

Process versus Product

“Teachers do students no service to suggest, even implicitly, that “product” is not important. In this country, students will be judged on their product regardless of the process they utilized to achieve it.”

~Lisa Delpit