

INSTIL: Narrative Language Instruction Planning & Documentation (P & D)

Name(s): _____

“I” - INTERVIEW: Favorite subject at school; things he/she enjoys doing; reading, hobbies, home activities. Pets? Favorite Food? Interests?

“I”: _____

“N” - NARRATIVE a. Choose Narrative; b. Plan and Prep

- Story; Article; Poem; Reader’s Theater Script; Song
- Title: _____
- Type Narrative & Create Worksheet; Choose Language Targets;
- Type list; Make cards; Manipulatives; Engagement tasks
- Other Prep: _____

“N”: _____

“S” - START WITH PRIOR KNOWLEDGE: Ask questions about the narrative that are relevant to the child. Create associations & connections prior to beginning the narrative. Take 5-7 minutes to share and discuss. Questions: _____

“S”: _____

“T” - TECHNIQUES Four Steps: Get into the narrative

“T”: _____

1. Introduce the narrative; create intrigue and wonder!
2. Read through one time; provide appropriate expression; do a couple “think-alouds.” Emphasize/pronounce difficult words. Choose format:
 - Physical book; Typed page; On PowerPoint;
 - Online: __ YouTube video; __ StorylineOnline.net; __ MrsP.com
 - Other: _____
3. Re-Read 1 to 3 more times. Identify and do intermittent “drop-ins”:
 - “I wonder” questions; Child-friendly word meanings;
 - Synonyms; Antonyms; Root words; Prefixes; Suffixes
 - Grammar: _____
 - Rhymes: _____
 - Fun Phrases: _____
 - Do Interactive Reading: Echo Reading; Choral Reading;
 - Paired Reading; Whisper Reading; Other: _____
4. Discuss; scaffold questions (start with personal opinion, and general questions. Add content questions and sequencing.

“I”: _____

“I” - INTENSIVE INSTRUCTION: Via discrete activities, provide multiple opportunities to encounter, play with, and learn the words/language.

- Multi-purpose games: _____
- Word Book: _____
- Other: _____

“L” - LANGUAGE EXPANSION: Expand verbal/print capabilities;

- Drawing activity; Revise content, Replace words, and Read
- Gist; Summarize; Retell: Use target vocab words
- Critical Thinking Questions: Moral of the story, Inferences, Characters and Emotions; _____
- Create a new ending: _____
- Venn Diagram: _____
- Cinquain: _____

“L”: _____

The Dot - Worksheet Supplement

Peter H. Reynolds
Candlewick Press, 2003

Interesting Phrases and Vocabulary

Glued to her chair

Polar bear in a snowstorm

Make a mark and see where it takes you

Studied it carefully (teacher) / Vashti stared at the boy's squiggle

All framed in swirly gold (framed, multiple meaning)

Never-before-used set of watercolors, and

...set to work (creating more and better dots (multiple meaning)

Vashti splashed her colors with a bigger brush

Vashti's many dots made quite a splash (multiple meaning)

I can't draw a straight line with a ruler (+ "ruler," a multiple meaning word)

Possibly New Vocabulary Words

Experimenting – testing, investigating, trying out

Sign it – signature

Swirly (swirl) – wavy, curly

Hmmph!

Possibly Known Words / Synonyms (pull and replace)

empty – blank, bare, vacant (Her paper was empty)

blank – empty, bare, vacant (over the blank paper)

leaned – bent, bowed (teacher leaned over the blank paper)

mark – draw, write, put marker to paper (Just make a mark)

jab – poke, stab, punch (gave the paper a good, strong jab)

pushed – slid, moved, pressed (She pushed the paper toward Vashti)

surprised – amazed, shocked, stunned (she was surprised to see)

discovered – figured out, learned, realized (She discovered that she could make a green dot)

splashed – painted, splattered (Vashti splashed her colors)

gazing – looking, staring, watching (Vashti noticed a little boy staring up at her)

shook – trembled, quivered, wobbled (what would be the result) (The boy's pencil shook)

stared – looked, studied, glared (Vashti stared at the boy's squiggle)

squiggle – scribble, scrawl, mark (the boy's squiggle)

Parts of Speech

Regular past tense

leaned

smiled

grabbed

picked up

studied

pushed

walked

surprised

framed

painted

mixed

discovered

splashed

handed

stared

Irregular past tense

thought

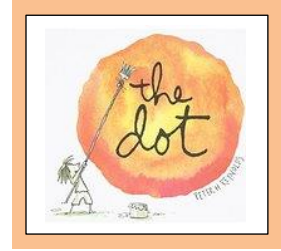
Mechanics

Contractions: can't (4 times); you're (one time)

The Dot

Adaptation from *The Dot* book, By Peter H. Reynolds
Reader's Theater

Four Parts: Narrator, Teacher, Vashti, and Little Boy



Narrator: Art class was over, but Vashti sat glued to her chair.
Her paper was empty.
Vashti's teacher leaned over the blank paper.

Teacher: "Ah! A polar bear in a snow storm."

Vashti: "Very funny!" "I just can't draw!"

Narrator: Her teacher smiled.

Teacher: "Just make a mark and see where it takes you."

Narrator: Vashti grabbed a marker and gave the paper a good, strong jab.

Vashti: "There!"

Narrator: Her teacher picked up the paper and studied it carefully.

Teacher: "Hmmmmm."

Narrator: She pushed the paper toward Vashti and quietly said,

Teacher: "Now sign it."

Narrator: Vashti thought for a moment.

Vashti: "Well, maybe I can't draw, but I CAN sign my name."

Narrator: The next week, when Vashti walked into art class, she was surprised to see what was hanging above her teacher's desk. It was the little dot she had drawn—HER DOT! All framed in swirly gold!

Vashti: “Hmmp! I can make a better dot than THAT!”

Narrator: She opened her never-before-used set of watercolors and set to work. Vashti painted and painted. A red dot. A purple dot. A yellow dot. A blue dot. The blue mixed with the yellow. She discovered that she could make a GREEN dot. Vashti kept experimenting. Lots of little dots in many colors.

Vashti: “If I can make little dots, I can make BIG dots, too.”

Narrator: Vashti splashed her colors with a bigger brush on bigger paper to make bigger dots. Vashti even made a dot by NOT painting a dot. At the school art show a few weeks later, Vashti’s many dots made quite a splash. Vashti noticed a little boy gazing up at her.

Little Boy: “You’re a really great artist. I wish I could draw.”

Vashti: “I bet you can.”

Little Boy: “ME? No, not me. I can’t draw a straight line with a ruler.”

Narrator: Vashti smiled. She handed the boy a blank sheet of paper.

Vashti: “Show me.”

Narrator: The boy’s pencil shook as he drew his line. Vashti stared at the boy’s squiggle. And then she said...

Vashti: “Please...sign it.”