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Lesson 9

Using a Story Wheel

SKILL: Understanding Sequencing in Narratives

CULTURE OF FOCUS: Jewish

Materials

The Always Prayer Shawl, by Sheldon Oberman (Boyds Mills Press, 1994)

Several shawls

Copies of a list of personal names and their meanings

Overhead projector or chart paper

Copies of the "Story Wheel" worksheet (see end of lesson)

Pens and pencils

World map to help establish the setting

Guest speaker

Lesson Motivator

1. Hold up the shawls and ask students what they are, what they might be used for, and who might use them. Are shawls used for anything special in their families?
2. Explain that a shawl is an important part of the book you are going to be sharing together. In this case, it is a special prayer shawl that students will learn more about throughout the story.

3. Ask the students if they know why they were named as they were. If they don't know, give them an investigative homework assignment to ask their parents or grandparents why they were named as they were.
4. Pass out copies of a list of common and unusual names and their meanings, which can be found in naming-a-baby books (often available at grocery story checkout counters) or in parenting books.
5. Let students browse to try to find out what their names mean. Spend a little time sharing and enjoying their reactions.
6. Give the class some background on why you were named as you were and what your name means. They'll love it. You might comment on whether you think the meaning is fitting personally and if you have always liked your name.
7. If possible, invite in a guest—a parent or a rabbi—to give a brief introduction to the Jewish culture so that classmates have a foundation of understanding before the story is read.

Suggestions for Teaching the Lesson

- Tell the students that understanding the sequence of events, the order in which things happen in a story, helps them to better comprehend the story line. Note that although this lesson uses a story wheel to teach and review sequencing, there are several other ways to accomplish this, such as using sentence strips (see Lesson 8).
- Delineate a large sample story wheel on the overhead or on a large sheet of chart paper. Tell the students to listen carefully to *The Always Prayer Shawl*, because once the book is completed, you will go back through the story as a group, retelling it in the sequence

that it happened based on key events in the story.

• Read the first three double pages to the class and stop. Ask volunteers to quickly compare and contrast their lives to what they know at this point about Adam's life. Then tell the students to listen to the changes that are a part of Adam's life and continue reading the story.

• Upon completion of the book, go back and review the pictures, asking students why they think there is a shift from black and white to color. Discuss some of the changes that Adam experienced, recording three or four in order on the sample story wheel. Point out the word *resolution* at the bottom of the sample. Remind or teach the class that the resolution of a story refers to how the problems are finally solved to end the story satisfactorily.

• Hand out copies of the "Story Wheel" worksheet to students. Have them fill in the information from the class wheel and then complete the worksheet on their own, based on their own opinions of which events were especially important.

• Circle the room, monitoring students' work and providing support as needed. After a designated period of time, invite students to share their wheels. One student at a time can add his or her idea to the class wheel. After discussing the value of sequencing and reviewing what has been learned to this point, give students the opportunity to select another title and create a story wheel of their own.

Evaluation

- Practice retelling the story each student read by using the story wheel. The student will probably notice if an important part has been left off the wheel and can

correct the sequencing as the story unfolds.

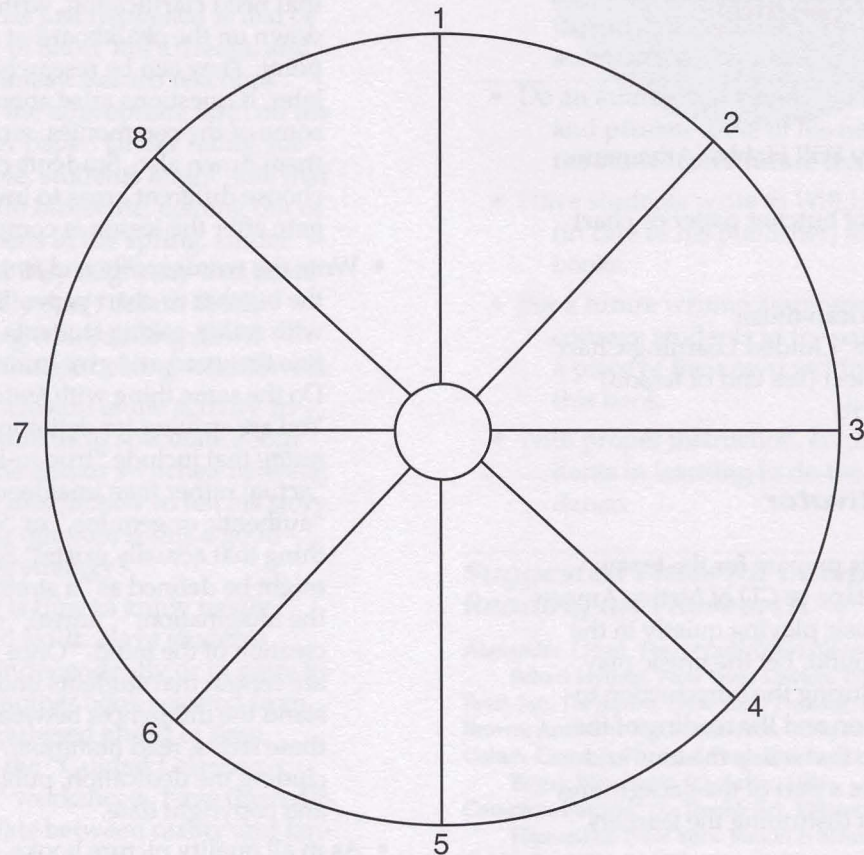
- Note the understanding of the skill on a chart or anecdotal record sheet or reteach as warranted. Individual students may need more practice. Working with them in a small group briefly may be enough to cement their understanding.

Extensions

- Ask students to write poetry reflecting the phrase from the story: "Some things change, and some things don't."
- Have students talk with a grandparent and write down what his or her life was like as a child. They should gather a photo or two and prepare a poster report on that grandparent. Do they have items in their family that were passed down to them from grandparents? Ask them to share that information too.
- Have students write about moving and personal changes that occur as a result of this change. Prepare a bulletin board to display pictures, stories, or poetry reflecting those changes. Discuss whether students felt the changes were good or bad. If they were bad, was there still something good that came out of the event or experience?
- Ask students to research the time period in which this story might have taken place. It probably was during World War II, when many Jewish people had to relocate because of Hitler's program to eliminate them. This book talks about Adam's family coming to the United States, but other countries also offered homes to the Jewish people. Groups of students can study several different countries, discussing what they learned within their group. They should present what they learned as a panel, with one or two members per group on the panel.

Story Wheel

Using each line as a spoke on the wheel, write a brief phrase to explain how events follow each other, one after the other, in the following story: _____



Resolution:
