

Lesson 2: The Pre-Story Phase

ORBITING QUESTIONS

Invent a target sentence. Write three cycles of questions that springboard you to the next sentence to orbit.

Example cycle:

Target sentence: *My name is Andrew.*

+ *Is my name Andrew?*

– *Is my name Bill?*

○ *Is my name Andrew or Frank?*

? *What is my name?*

KEY

- + question with “yes” answer
- question with “no” answer
- either/or question
- ? who, what when, why, where, how

Target Sentence #1

+ **Question 1a**

– **Question 1b**

○ **Question 1c**

? **Question 1d**

Target Sentence #2 (tie it back to Question 1d, if possible)

Target Sentence #2 (Re-write it here for convenience)

+ Question 2a

– Question 2b

O Question 2c

? Question 2d

Target Sentence #3 (tie it back to Question 2d, if possible)

+ Question 3a

– Question 3b

O Question 3c

? Question 3d

LEARNER-GENERATED CURRICULUM

Make a list of at least 10 things your students could draw or video to have them drive the curriculum in the pre-storytelling phase.

| | |
|--|-------|
| <u>An animal I have, or want to have</u> | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

TOTAL PHYSICAL RESPONSE (TPR)

Make a list of 10 phrases that you could TPR with students. Invent a gesture for each word or phrase and write it down for faster recall.

| | |
|----------------------|--|
| <u>I want to eat</u> | <u>W/all fingertips touching, hand-to-mouth motion</u> |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

REFLECTIONS

When an idea resonates with you, you should pay extra attention to it. As you reflect upon this lesson, use this space to make note of any important ideas or concepts that strike a chord with you.
