

I Saw It

Students often find it challenging to track all the key plot events in a complex text. The activity outlined in Exhibit 4.10 is designed to put the students in the text world as they dramatically retell the key events that drive the plot in a selected text.

Exhibit 4.10 I Saw It Lesson Plan

After-Reading Activity I Saw It

Objectives	To recall and interpret key plot events from a text
Materials	A scarf
Time	About 20 minutes but depends on length of text

Procedure

- Step 1** Use *Romeo and Juliet* as the text for the directions and explanation of the activity. Arrange the students in a circle and give the following directions while standing in the circle:
- “You are all citizens of Verona and were eyewitnesses to the events that involved Romeo and Juliet. It is our job to report the events as they happened to reporters and officials who arrived at the scene to investigate. Each of us will have the opportunity to explain what happened. One witness will speak at a time. When you have something to add to the retelling of the story, come to the center of the circle and take the scarf. Begin your retelling with “I saw” and add your detail. We will continue to hand off the scarf and take turns until all of us have had a turn. The only person who is talking is the one who is in the center of the circle with the scarf.”
-
- Step 2** As the teacher, model the beginning of the retelling. Hold the scarf and begin with a statement like, “I saw it happen in Verona. I was standing in the middle of the street when the Montagues and Capulets started to fight. They have been fighting with each other for as long as anyone can remember. They drew their swords in the middle of the marketplace and started to fight with each other.” At this point, cue a student to jump in. The next student should take the scarf and continue the retelling. It might go like this, “I saw it too. They were fighting and all of a sudden the prince arrived to see the families fighting and he was furious. He was so angry that if he ever saw them fighting again the punishment would be death!”
-

Exhibit 4.10 (Continued)

Procedure

Step 3

The teacher should continue to side coach but only when the retelling is slowing down or not accurate. The students should be encouraged to continue retelling the story and participating in the activity.

IRA/NCTE
Standards

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
