

### Stage 3: Model the Strategy

A wall chart will serve as a guide during the modeling process. Cue cards will also be provided so that each student will have their own personal reminder of the strategy prompts. The teacher will need to use a “think aloud” to demonstrate the use of the strategy. The teacher will use a graphic organizer (see figure 1) when modeling the process to show the students how to organize the information they marked with their sticky tabs.

#### Sample Script

Okay. What is it I have to do? I need to read this book, Arthur Meets the President. To be a more effective reader I can use my Story Grammar Strategy. Just to make sure I remember all of the story part questions I will use the wall chart or my cue card to help me.

Let’s see, first I should review the questions that I want to know. *Who is the main character? Where and when did the story take place? What did the main character do? How did the story end? How did the main character feel?* Okay, I can do this! I will just start reading and keep referring back to my prompt card to make sure I am on track.

{Read page 1} Hmm . . . a few characters were mentioned, but from what I already know about reading other books like this one, and by reading the title, I think Arthur is the main character. I will put a blue sticky tab by his name because I want to remind myself that he is the main character and on my cue card the main character question is in blue. I’m sure Arthur is the main character, he always is. Ok, that was easy, I can do this!

What are the next questions? *When and where did the story take place? What did the main character do?* Well, from what I know now the story takes place at Arthur’s school, in his classroom, I’m not sure if this is the main setting in the book, but I will put a red sticky tab by that and come back to it after I have read some more. I put a red sticky tab there because my wall chart shows the where and when question in red. I’m not sure what he did. I better read on to find out. {Read page 2} Hmm . . . I was right, right now the story is taking place in Arthur’s classroom, but I’m still not sure if that is the main setting of the story, and it really doesn’t say when it took place. I do know that it is during the school year, but I don’t know exactly what day it is, or what time of the day it is. This isn’t very specific, but I know it is a time and that answers the when question. There really isn’t a place for me to put my sticky note, so I will just jot that down on my story grammar organizer right here where it says “when.”

Ok, the other question that I wasn’t sure about was the “What.” I now know that Arthur is writing a paper about ‘How I Can Help Make America Great.’ I’m going to put a pink sticky note by that because that’s the color of my “what” question. I better keep reading.

{Read pages 3& 4}. Wow, this is getting exciting! The story is still taking place at school. I want to keep reading. {Read pages 5 & 6} Wow, Arthur won! His class is going to Washington D.C., to the White House. That's it; that is the setting, which really makes sense, since the title of the book is Arthur Meets the President, and I know that the president lives in the White House which is in Washington D.C. I am going to mark that with a red sticky tab because that is a place and that fits my "Where" question.

This is easy, I just need to read on, keeping in mind the last two questions, and make sure I was right about the action and setting. What are the last two questions again, Hmmm . . . I know, *How did the story end? How did the main character feel?* Ok, I should keep reading. {Read pages 7 & 8} Hmm . . . here is another action. Arthur needs to memorize the paper that he wrote so that he can recite it in front of the President. I think there is more than one action. Really, there is a kind of a chain of actions and reactions. I will mark them with pink sticky tabs. Let's see, first Arthur wrote a paper on how to make the world a better place I already marked that, then he won the writing contest, I will mark that, then he had to memorize his paper to recite it for the President, I will mark that also. Ugh, this is getting long, I have used a lot of sticky tabs, but I know this will help me later when I need to answer my comprehension questions.

I should keep reading, to see what else happens. {Read pages 9, 10, & 11} Another thing, Arthur was nervous and worried, really, that is how he felt. I think I should mark that with a green sticky tab. I know this is a feeling that Arthur had because it says that he was too worried to sleep

I better keep reading and see what happens next. {Read pages 12 through 20}. There was some more action. Arthur and his class and family flew to Washington, Arthur practiced reciting his paper, and the class toured Washington, D.C. I will mark all of those with pink sticky tabs. There was also more in there about how he felt. It said that he was very nervous about reciting his paper. That's the same feelings he had before. I will mark that again with a green sticky tab.

{Read pages 21 through 22} More action. Oh, no Arthur's note cards got blown away! This made him even more nervous. I better mark both of those, pink for the cards and green for the nervous part. This really is getting exciting; I want to read more.

{Read pages 23 through 25, the end} Let's see, I am coming close to the end, and by the end I need to have all the questions answered, or be able to answer them. Arthur started to give his speech (action – pink), and everyone started to laugh (action – pink). They were laughing at D.W. she was trying help Arthur, and was hanging in a tree (action – pink).

Oh, I am already to the last page, this is how the story ends. Arthur then recited his paper and felt really good about himself, because his whole paper was about helping others.

D.W. helped him, and he was happy because of it. I will mark that with a purple sticky tab because the story-ending question on my story grammar strategy chart is in purple.

Now I can go back and fill in all of my questions on my story grammar organizer. I already have all of the answers to these questions marked with sticky tabs so they should be easy to find, and I already have part of the setting written down.

I will start with “Who” I know those are the blue tabs... Then I will go to the red ones because I know those are the “Where and When” or setting ones. . . . Next I will do the pink ones, which are the action ones, or the “What” question. . . . Then I will go to my purple tab and write down how it ended. . . . Last, I will look at my green tabs and write down how he felt.

Yippee, I’m done! That really did help. I was able to answer all of my story grammar questions.

Once modeling has been completed, the student will be asked to discuss what they thought. Do they think this will be something useful for them, and why or why not. How do they think they will use the strategy? What would they have done differently? Do they have any questions about what I did?