

LESSON PLAN by: Stacey Carmichael and Meganmarie Pinkerton

Adapted from: Barbara Walker

Lesson: ReQuest and Motor Imaging with *My Side of the Mountain* **Length:** 15 min.

Age or Grade Intended: 5th Grade

Academic Standards:

5.1.6 Understand unknown words by using word, sentence, and paragraph clues to determine meaning.

5.7.1 Ask questions that seek information not already discussed.

5.7.3 Make inferences or draw conclusions based on an oral report.

Performance Objectives:

- When given new vocabulary words students will create a pantomime that illustrates the meaning of the word 5 out of 6 times.
- After reading a passage students will ask the teacher at least three questions to gain information about the passage being read 100% of the time.
- After discussing a passage the students will be able to orally discuss inferences about the reading with 95% accuracy.

Advanced Preparation by Teacher and Materials needed:

- The teacher will need two copies of the book *My Side of the Mountain*. Or a class set if completed as a class.
- The teacher will need to have access to a chalkboard and chalk
- The teacher will choose a passage from the book prior to the lesson.
- The teacher will choose words from the passage to use as vocabulary during the motor imaging activity. Then research definitions.
- The teacher will identify appropriate points during the passage to ask questions during the ReQuest section.

Procedure:

Introduction/Motivation: Yesterday we left off with Frightful catching her first prey in *My Side of the Mountain*. Today we are going to work on two different activities so we can better understand the next section. The first activity is called motor imaging and it is a game where we will be acting out words to help us remember the new vocabulary that we're about to learn. What are some examples of things that you do to help you remember and understand new vocabulary (Bloom's application)? The second activity you will get to be the teachers of the class and quiz us, but listen carefully because we will be asking you questions also.

Step-by-Step Plan:

Step One: Explain: “The first activity we are going to do is motor imaging, it is a technique used to develop word meanings by using images of movements that are related to important attributes of the word. The students use actions, images and words to learn vocabulary. The teacher picks out vocabulary words from class readings then instructs the students to pantomime the meaning of the word. The best pantomime is picked and mimicked by all the students and used for class understanding.”

Step Two: Give an example, if the word were mountaintop, pantomime a mountain and point to the top. Ask if there are any questions.

Step Three: Conduct the activity, write one of the six vocabulary words; tether, hemlock bough, preened, furtively, chittering. Explain the meaning. Ask students to visualize a pantomime for that word, “How could you demonstrate without words what that word means?” (Bloom’s knowledge). Then instruct students to do their pantomime all at the same time (Gardner’s kinesthetic). The teacher will pick the most frequent, sensible one. Demonstrate this action to the class. Instruct students to say the word and make the gesture (Bloom’s verbal). Then move on to the other vocabulary words in the same manner.

Step Four: Ask students to turn to page 68 and start reading at the section titled “I found a real live man” and stop when they get to the end of the second paragraph on page 70.

Step Five: Explain the ReQuest strategy. “We will be using the ReQuest strategy to better comprehend the section that you just read. The ReQuest or reciprocal questioning technique develops comprehension by having the teachers and students take turns asking and answering questions. It is our job as a teacher to ask important questions during turning points in the text and model effective question-asking strategies. Then you can follow that model when you ask questions. This will help you as students to develop self-questioning skills.

Step Six: Instruct students to re-read the last section and try to develop questions about the text (Bloom’s synthesis, Gardner’s interpersonal, linguistic), like, Where did this scene take place? When everyone has closed their books ask for questions. The teacher will answer the question using background information, textual information and explain how she got her answer. Then the teacher asks questions about any pertinent points that she thinks were overlooked. Model integrating information and predicting methods. Use questions like “What do you think will happen next? Why do you think so?” Provide feedback throughout about questioning behavior.

Step Seven: Ask if there are any other questions about the story or the two new methods that we learned for vocabulary and comprehension.

Closure: “We hope that you all enjoyed these activities and reading part of *My Side of the Mountain*. To finish this activity you would continue reading but we do not have time in class to do that today so we hope that you want to finish the story on your own. We have provided handouts that explain the two methods

more in depth so that you can use them later. We hope that you will find these activities helpful.”

Adaptations/Enrichment: This lesson could be adapted in a few different ways. For students who have LD or MiMH it might be difficult to come up with pantomime ideas, ReQuest questions, or to read the text on their own. It would be helpful for them to work in small groups or partners, to read the text, come up with pantomime ideas and ReQuest questions. It would also be helpful to allow more time or allow students to write down their ideas and questions. For enrichments students could use the new vocabulary to make up a quick skit and pantomime it with the correct use of the words to the class. They could also create their own “test” over the section they read for the ReQuest section to practice making appropriate questions.

Self-Reflection: How will I know if the lesson is successful?

- If the students come up with appropriate pantomimes.
- If the students ask appropriate questions.
- If the students understand the two methods.

How will I assess the lesson?

- Observe students during pantomimes and questioning to see if they participate.

ReQuest

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Pages: 166 -167

Resource: Textbook provided by Heather Schilling

Definition: ReQuest is reciprocal questioning that develops comprehension by having the teacher and the student take turns asking and answering questions.

- **At turning points during the text the teacher models effective questioning strategies.**
- **The student asks appropriate questions by following the model.**
- **The goal is to develop self-questioning strategies for the student.**
- **It is best used with narrative texts but can be used for expository texts.**

How to use ReQuest:

- 1. Select a text that is at student's reading level and is predictive in nature.**
- 2. The teacher finds suitable spots in the text to ask questions.**
- 3. The teacher describes the ReQuest process to the student.**
 - **They will take turns asking questions about the selected section.**
 - **The student asks questions similar of those that a teacher would ask.**
 - **The teacher will then inform the student that it is important to fully answer a question using examples from the text.**
- 4. The student and teacher read the first sentence/section to themselves.**
- 5. When the teacher closes his/her book, the student will ask the teacher questions. The teacher will answer the questions using information from the text and from personal experiences. She also explains how she chose to answer the question.**
- 6. The teacher asks questions about any point that might have been overlooked and encourages predictions. (What do you think will happen next? Why do you think so?)**
- 7. The teacher will provide feedback for the student based on how he/she handled questioning.**
- 8. The ReQuest process is used specifically to develop reading strategies and only uses the first few paragraphs.**
- 9. The student is to continue reading the story to him/herself to see if their questions are answered.**
- 10. Further activities may be applied.**

Motor Imaging

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Page: 280

Resource: Textbook provided by Heather Schilling

Definition: Technique used to develop word meaning by using images of movements related to the key attributes of a word.

- **This technique connects actions, images, and words.**
- **Motor imaging can be used with any type of text but is very useful for content area text.**

How to use Motor Imaging

- 1. The teacher chooses vocabulary from the selected passage.**
- 2. Write one of the words on the board.**
- 3. The teacher explains the meaning of the word.**
- 4. Teacher asks students to visualize a pantomime for the meaning of the word. (“How could you demonstrate what this word means without words?”)**
- 5. The students do their pantomimes all at the same time.**
- 6. The teacher selects the most frequent, sensible pantomime.**
- 7. The teacher demonstrates the selected pantomime.**
- 8. The students say the word and make the same gesture.**
- 9. Continue this process with all the selected words.**
- 10. Students read the selected text.**



Motor Imaging Vocabulary

My Side of the Mountain pg. 68-70

1. Tether-

2. disturbances-

3. preened-

4. furtively-

5. chittering-

My Side of the Mountain pg. 68-70

One of the gasping joys of summer was my daily bath in the spring. It was cold water, I never stayed in long, but it woke me up and started me into the day with a vengeance.

I would tether Frightful to a hemlock bough above me and splash her from time to time. She would suck in her chest, look startled, and then shake. While I bathed and washed, she preened. Huddled down in the water between the ferns and moss, I scrubbed myself with the bark of the slippery elm. It gets soapy when you rub it.

The frogs would hop out and let me in, and the woodthrush would come to the edge of the pool to see what was happening. We were a gay gathering—me shouting, Frightful preening, the woodthrush cocking its pretty head. Occasionally The Baron Weasel would pop up and glance furtively at us. He didn't care for water. How he stayed glossy and clean was a mystery to me, until he came to the boulder beside our bath pool one day, wet with dew from the ferns. He licked himself until he was polished.

One morning there was a rustle in the leaves above. Instantly, Frightful had it located. I had learned to look where Frightful looked when there were disturbances in the forest. She always saw life before I could focus my eyes. She was peering into the hemlock above us. Finally I too saw it. A young raccoon. It was chittering and now that all eyes were upon it, began coming down the tree.

- **Keep the raccoon as a friend**
- **Help the raccoon find its mother**
- **The raccoon will run away**