



	<p>tunnels, Wally Floody, engineer, airmen, prisoners, reinforced tunnels, allies, architects, soldier, Ley Kenyon, oxygen, George Harsh, guard, Hut 104, England, captured, escaped, forged papers, civilian clothes, fleeing to railway station, murders, mourning,</p> <p>2) Review the story elements: setting, characters, problems, solution, and ending.</p> <p>3) Teach the vocabulary words to the students and have them categorize the words according to story elements, using the graphic organizer. Students can write on their form in pencil, so that the words can be moved. (Alternate idea is to post the category graphics in a pocket chart and arrange the words under each graphic category as they are read</p>	<p>Probable Passages graphic organizer</p> <p>OR</p> <p>Vocabulary cards for sorting</p> <p>Pocket chart with graphic headings</p>
<p><b>PROCESSING</b> <i>Teachers may choose to use one or both processing activities.</i></p> <p><b>During Reading Strategies:</b></p> <p>*Visual Thinking</p> <p>*Sticky notes</p> <p>*Chunking Text</p> <p>*A/B Partner Talk</p> <p>*Synthesis</p>	<p><b>PROCESSING ACTIVITY #1:</b></p> <p><b>VISUAL THINKING:</b></p> <p><b>Chunk #1: Pages 2 &amp; 3</b></p> <ol style="list-style-type: none"> <li>1. Students use graphic organizer or draw a large thinking bubble on their page.</li> <li>2. Teacher reads chunk #1 aloud, not showing pictures, while students draw images they have in their minds.</li> <li>3. A/B Partner Talk: share thinking bubbles, noticing what is the same and what is different from your partner's thinking bubble.</li> <li>4. As a large group, collect a few images to encourage others. Record as offered, on an overhead thinking bubble to model.</li> </ol>	<p>Text for teacher to read aloud.</p> <p>Thinking Bubble Graphic</p> <p>Or</p> <p>Plain paper for students to draw their own graphic.</p>

<p><b>Assessment for Learning:</b> reflection card</p>	<p><b>Chunk #2: Pages 4 &amp; 5</b></p> <ol style="list-style-type: none"> <li>1. Continue to read orally, without showing the pictures, while students continue to record the visual images in their thinking bubbles.</li> <li>2. When finished reading chunk 2, ask students review all images from both chunks and attempt to label them with significant words. Do this with A/B Partners as together they will remember more vocabulary.</li> <li>3. Again, collect more visual images from students, add to overhead and label them with significant vocabulary from the text.</li> </ol> <p><b>Chunk #3: Pages 6 &amp; 7</b></p> <ol style="list-style-type: none"> <li>1. Have students read the last chunk on their own or with a partner, depending on ability.</li> <li>2. As they read, students record more images in their thinking bubbles.</li> </ol> <p><b>ASSESSMENT:</b> Each student circles with a colored pencil, their favorite image. They will fill out a Favorite card and clip to the graphic organizer.</p>	<p>Chunk #3 as text only</p> <p>Colored pencil Favorite card Paper clip</p>
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**PROCESSING ACTIVITY #2:**

**What? So What?**

**(Teacher must model use of strategy before students complete independently)**

**Review of Text:**

1. Using individual copies of the text, students reread text to choose 5 object, places, and people that are important to the text.
2. Sticky each of the 5 objects they have chosen in the text.
3. Share with a partner, 2 or the 5 objects each have chosen and tell why it was chosen.
4. Using the What? So What? Graphic organizer, students draw a picture of the object under the left hand column labeled "What?".
5. Students scan the text, noting their stickies and print a quotation from the text that relates to the object, on the lines under each picture box.
6. Print the page number for each quotation, on the graphic organizer.
7. For each picture, each student will write, in their own words, why the object is important to the story. Going beyond the obvious will be encouraged, by using prompting questions such as "Tell me more... or What do you think the author was trying to tell us?"
8. Once all students have

Photocopy of story

Small stickies

What? So What?  
graphic organizer  
11x17

Colored pens

<p><b>Assessment for Learning:</b>  *students generate and set criteria for self and partner assessment  *self assessment improves metacognitive skills</p>	<p>completed at least one picture, quotation and response, share with a partner.</p> <p>9. <b>ASSESSMENT:</b> Have students generate criteria and list on a T Chart with examples. See sample.</p> <p>10. Students will complete the sections on the back of the graphic organizer entitled, "What I want you to notice about my thinking..." and "Next time, I plan to ..."</p> <p>11. <b>ASSESSMENT:</b> After graphic organizer is complete, students use T -Chart to self assess their work.</p>	<p>T Chart  Felt pen</p>
<p><b>TRANSFORMING After Reading Strategies:</b>  *Provide opinion  *Find evidence or support</p>	<p><b>Discussion Web:</b>  Have students work with a partner to generate pros and cons to the posed question.  Organize pairs into groups of 4.  Engage in discussion, with students offering proof from their text in support of their opinion.  Each student Answers the question, "What do you think?" at the bottom of the organizer, in the Conclusion box.</p>	<p>Discussion Web  graphic organizer  11x17</p>

WHAT? SO WHAT?

What?	So What?
<hr/> <hr/> <p>page_____</p>	
<hr/> <hr/> <p>page_____</p>	
<hr/> <hr/> <p>page_____</p>	
<hr/> <hr/> <p>page_____</p>	
<hr/> <hr/> <p>page_____</p>	



Discussion Web

YES

REASONS

NO

**QUESTION:**

*Should the  
prisoners of war  
have tried  
to escape?*

**CONCLUSION:** *What do you think?*

