

# Strategy: Dramatic Reenactment

## DESCRIPTION

Reenactment requires active scenes, not necessarily action verbs. Reenactment works well with texts that do not include dialogue. Using Reenactment with a picture book allows students to internalize visuals and gestures associated with a wide range of phrases and structures.

## STEPS

1. Read each page with intonation and reenact it.
2. Reread each page while guiding students to reenact with you.
3. Reread the active verbs on each page and guide students to act the verbs out.
4. Reread the book while allowing students to reenact on their own.
5. Reread the book without showing the pictures and allow students to reenact.
6. Select random pages to read without showing the pictures and allow students to reenact.

## BOOKS

Aylesworth, J. (2006). *Naughty Little Monkeys*. Puffin Books.

- Early elementary grades. ELL Stage: advanced Beginner

Barton, B. (2016). *My Bike*. Greenwillow Books.

- Early elementary grades. ELL Stage: early beginner

Barton, B. (2015). *My Bus*. Greenwillow Books.

- Early elementary grades. ELL Stage: early beginner

Barton, B. (2003). *My Car*. Greenwillow Books.

- Early elementary grades. ELL Stage: early beginner. 240L

Blackstone, S.; Mockford, C. (2000). *Cleo the Cat*. Barefoot Books.

- Early elementary grades. ELL Stage: early beginner

Christlelow, E. (1989). *Five Little Monkeys Jumping on the Bed*. HMH Books for Young Readers.

- Early elementary grades. ELL Stage: early beginner. 310L

Cook, M. (2009) *Our children can soar: A celebration of Rosa, Barack, and the pioneers of change*. Bloomsbury.

- Upper grades. ELL Stage: advanced beginner. 260L
- Poetic

Evans, S. W. (2011). *Underground: Finding the Light to Freedom*. Square Fish.

- Upper grades. ELL Stage: early beginner. 60L

- Fleming, D. (2002). *Mama Cat has Kittens*. Square Fish.
- Elementary grades. ELL Stage: early beginner. AD280L
- Foreman, J. (2015) *Say Hello*. Simon and Schuster.
- Elementary grades. ELL Stage: early beginner
- Gelman, R. G. (2000). *Rice is Life*. Henry Holt and Co. (BYR)
- Elementary grades. ELL Stage: multi-level
- Gray, R. (2004) *Nonna's Porch*. Little Brown Books for Young Readers.
- Elementary grades/All grades. ELL Stage: intermediate beginner
  - Also for: Chanting
- Harter, D. (2011) *Walking through the Jungle*. Barefoot Books.
- Early Elementary grades. ELL Stage: early beginner
- Hills, T. (2014). *Duck & Goose go to the Beach*. Schwartz & Wade.
- Elementary grades. ELL Stage: advanced beginner. AD500L
- Hurley, J. (2014) *Nest*. Simon and Schuster.
- All grades. ELL Stage: beginner
  - Also for: Book-after-a-book
- Hurley, J. (2017) *Rabbit*. Simon and Schuster/Paula Wiseman Books.
- Early elementary grades. ELL Stage: beginner
- Hutchins, P. (1993) *The wind blue*. Alladin.
- All grades. ELL Stage: advanced beginner. AD510L
  - Also for: Vocabulary visuals
- Johnson, N. (2010) *The Falling Raindrop*. Tricycle.
- All grades. ELL Stage: advanced beginner. AD510L
  - Also for: Vocabulary visuals
- Krauss, R. (1989) *The Happy Day*. Harper Collins.
- Early elementary grades. ELL Stage: intermediate beginner. 320L
  - Also for: Substitution of patterned sentences
- McCarty, P. (2008) *Hondo and Fabian*. Squarefish.
- All grades. ELL Stage: advanced beginner. AD305L
  - Also for: Retelling

Moreillon, J. (2013) *Ready and waiting for you*. Eerdmans.

- Elementary grades. ELL Stage: intermediate beginner. AD290L
- Also for: Chanting of repetitive sentences

Read, Margaret. (2005). *A Hen, a Chick, and a String Guitar*. Barefoot Books.

- Elementary grades. ELL Stage: intermediate beginner

Springman, I. (2012). *More*. Clarion Books.

- All ages. ELL Stage: intermediate beginner

Sturges, P. (1999). *The Little Red Hen (Makes a Pizza)*. Puffin Books.

- Early elementary grades. ELL Stage: advanced beginner. AD570L
- Also for: Retelling, LEA, Substitution of patterned sentences

Sweeney, L. B. Christy, J. (2015). *When the Wind Blows*. G. P. Putnam's Sons Books for Young Readers.

- All grades. ELL Stage: advanced beginner. 240L
- Also great for: TPR, Recitation
- Poetic

Trasler, J. (2013). *Caveman A.B.C. Story*. Sterling Children's Books.

- All grades. ELL Stage: early beginner
- Written in uppercase letters

Young, C. (2011) *Ten birds*. Kids Can Press.

- Upper grades. ELL Stage: advanced beginner. 440L

## **LESSON PLAN**

### ANCHOR BOOK

Evans, S. W. (2011). *Underground: Finding the Light to Freedom*. Square Fish.

### OBJECTIVE

Students will show understanding of the verb phrases presented orally and the written text in the book by demonstrating the actions.

### PREPARATION

- Prepare a list of actionable scenes from the book. (i.e., They hide. They run. They sleep.)
- Have blank Note Cards ready to distribute.
- Make a checklist of student names with key sentences from the text and columns labeled "C" and "R." (See Assessment.)

## PRESENTATION

- Conduct the picture review interactively.
- Act it out and have students act it out as you read the text. (Use natural intonation and perform the action.)

## GUIDED PRACTICE

- Pause on each page while you show the pictures to allow ELLs more processing time, and have students reenact the scenes.
- Read sequential pages of the book without showing the pictures and have students demonstrate the actions.
- Read random pages of the book without showing the pictures and have students demonstrate the actions.
- Alternative: Students write their favorite scene on a card (They hide). Instruct students to raise their notecard when the scene is read.
- Collect the notecards and redistribute them. Students will have to hold up their new card when the scene is read.

## ORAL PRACTICE

- Write the below sentence structure on the board.  
1 - *What is \_\_\_\_ doing on page 6? On page 6, the \_\_\_\_\_ is \_\_\_\_\_ .*  
2 - *What is he doing? He is \_\_\_\_\_.*  
3 - *What are they doing? They are \_\_\_\_\_.*
- Put students in pairs and have pairs of students ask and answer each other using the same sentence structure.

## ASSESSMENT

Read random pages of the book without showing the pictures and have students demonstrate the actions. Write a check after the student's name for every page they understand.

Show each action word written on a card, Write an "R" for every word that they can read.