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The alligator river story lesson

Point evidence Explanation paragraphs have all three requirements to support the opinion. This is what the writer believes the evidence is what the writer uses to prove their beliefs is true, and the explanation is an explanation of how the evidence supports the point. I use the following activity as a diagnostic to assess reading and writing knowledge. It's also a great icebreaker to get students interacting with and challenging their peers. Point Evidence Explanation Examples Example: Point: Ivan is the worst person in the Alligator River Proof: He refuses to help Abigail even if they are friends. Alternative evidence using a quote: Ivan didn't want to be involved at all in the situation. Explanation: Friends should stand up for each other and help each other in times of trouble. As Abigail's friend, Ivan is the only person who should support her throughout the ordeal. That he refused to help his friend shows that he is the worst person in the story. PEE Paragraph (no inserted quote): Ivan is the worst person in the Alligator River because he refuses to help Abigail even if they are friends. Friends are supposed to stand up for each other and help each other in times of trouble. As Abigail's friend, Ivan is the only person who should support her throughout the ordeal. That he refused to help his friend shows that he is the worst person in the story. PEE Paragraph (with inserted quote): Ivan is the worst person in the Alligator River because he refuses to help Abigail. Even though they are friends, Ivan did not want to be involved ... situation (Alligator River). Friends are supposed to stand up for each other and help each other in times of trouble. As Abigail's friend, Ivan is the only person who should support her throughout the ordeal. That he refused to help his friend shows that he is the worst person in the story. Introducing Point Proof Explanations Paragraphs Note: I don't normally include stories that I don't license here, but I've been trying to discover the author of Alligator River for some time, coming up short with every attempt. It appears on countless websites, each time unassified. If anyone knows the author, please inform me in the comments. Read the story of Alligator River aloud to your class. Alligator River Once upon a time there was a woman named Abigail who was in love with a man named Gregory. Gregory lived on the riverbank. Abigail lived on the opposite bank of the river. The river that separated the two lovers was teeming with alligators by one man. Abigail wanted to cross the river to be with Gregory. Unfortunately, the bridge was washed away by a severe storm the previous evening. So she went to ask Sinbad, the captain of the river boat, to it across. He said he'd like her to agree to go to bed with him before taking her across. She immediately refused and went to a friend named Ivan to explain her fate. Ivan didn't want to get involved at all. Abigail felt that her only alternative was to accept Sinbad's terms. Sinbad fulfilled his promise to Abigail and carried it into Gregory's arms. When she told Gregory about her amorous escapade to cross the river, Gregory put her aside with contempt. Heartsick and dejected, Abigail turned to Snail with her story of torment. The snail, a sentiment for Abigail, searched for Gregory and brutally beat him. Abigail was glad Gregory got his due date. As the sun sets on the horizon, we hear Abigail laugh at Gregory. Debriefing Story Students should be asked to consider the choices of each of the five characters: Abigail, Ivan, Sinbad, Snail, and Gregory. I think I structure it by first giving students five minutes to fill in a chart that ranks each of the characters from best to worst. This is a purely subjective ranking, but it helps to get the thing thinking about the events of the story. As soon as I find out they will fill out this chart I read the story again so that they are listening with intent, looking for the main and supportive details. It is important that students work independently on this chart. They will be able to share with their peers in the next phase. Once the students have had time to fill out their chart, I split them into groups A few (and then some) students are divided into four groups. In these new groups, all members must agree on a new list. Often times there are disagreements and strong opinions. Students are passionate about their choices as well as their reasons. Once they have their lists, you can switch to a sharing step or combine two of these groups to make a larger group before sharing as a class. Share Each group will write their reviews on board. First they will quietly compare, or be angry about differences. After being able to read the lists, students will explain their reasoning for the choices they made. I find that it can be useful for teachers to write their own list on board, after students have discussed their own. At this point the teacher may mention that they have their own reason for the choices they have made, but they are no more correct or incorrect than any of the student lists. Ultimately, it is important that everyone can support their reasons. This leads us directly to explain the point evidence explanation of paragraphs. Writing a P.E.E. Paragraph The use of previous examples as examples of students should be instructed to write a P.E.E. Paragraph explaining who thinks the worst character in the story is. Students should then exchange and highlight the point in yellow, green evidence and blue rating. If you do not have access to highlighters, underline, circling, and the main role of different sections is also effective. However, I found that highlighting an entire paragraph is easy to visually identify problematic paragraphs. Students should quickly see that the order of three sections is consistent in each paragraph, and that evaluation makes up the majority of writing. Common problems Often times students will simply want to write their place provided everyone understands it. Some might also often have evidence to support their point, but without explaining them, the reader is left to deduce and connect themselves. Writing a P.E.E. Paragraph ensures that the writer fully communicates his ideas to the reader. Second paragraph Once students have peer edited each others' work, and you have identified common problems, you can ask students to write a second paragraph explaining who they think the best character in the story is. At the end of this task, you will have strong evidence of their writing ability and their ability to promote their opinion with text links. Next steps After discussing this story you can point out the different views students had about the characters and their actions. By telling them that a great discussion has occurred based on a story that is only half a page long, they will be ready for the challenge of discussing longer texts in literature circles. I also use this activity as a starting point to encourage students to write their own Choose Our Way stories. Finally, I have included handouts that have questions about four out of ten key literacy skills: Connectivity, comparison, forecasting, derivation. Download Resources Alligator River - Story and Chart Handouts Alligator River - Literacy Skills Questions Welcome to ESL Printables, a website where English language teachers exchange resources: worksheets, lesson plans, activities, etc. Our collection grows every day with the help of many teachers. To download, you need to send your own posts. < Back to classroom - Designing Teaching Props / Prep: Yes Time: 20-30 minAudience: Any (Group)Physical: No Activity: This activity is aimed at the participant's discussion, priorities and consensus. In the course of this activity, groups of participants must work together and make concessions in order to succeed. Discussion-based activity. You must provide each participant with the story of the alligator river. Time requirements: 20-30 minutes Necessary materials: 1 copy of the Alligator River story for each participant Procedure: Phase 1 Divide the class into groups 3-5 Give each member of the group a copy of the Alligator River Story Instructing a group member to quietly read their story Once read the script, instruct your groups to start a discussion Give the groups some time, and then warm them up, that time is almost up Give the groups a chance to include story characters Give the groups a chance to discuss their final choices Bring all the groups back together in the classroom and have each group submit their order to discuss the differences between the group rankings phase 2 consultation decision making process within the groups Ask them What skills were needed to use in order to rank their story characters Have them discuss how they decided and what types of compromises were made phase 3 discuss the process used in this activity and its use in the real world and specific professions. Classroom function: This activity is best used to demonstrate cooperation, cooperation, discussion, prioritising and building consensus. It's also a great way to discover the less than desirable qualities used to try and persuade people to change their minds. It's a great way to start developing skills to work effectively in groups. Alligator River Story Once there was a girl named Abigail who was in love with a boy named Gregory. Gregory had an unfortunate accident and broke his glasses. Abigail, as a true friend, volunteered to fix them. The repair shop was across the river, and during the flash flood, the bridge was washed away. Poor Gregory didn't see anything without glasses, so Abigail was desperate to get across the river to the repair room. While she stood forlornly on the riverbank, clutching broken glasses in his hand, a boy named Sinbad slid in the boat. She asked Sinbad if he would take her across the river. He agreed on the condition that while she was having her glasses repaired, she would go to a nearby store and steal the iPod he was wanted. Abigail refused to do that and went to see a friend named Ivan, who had a boat. When Abigail told Ivan her problem, he said he was too busy to help her and didn't want to get involved. Abigail, feeling that she had no choice, returned to Sinbad and told him he would agree to his plan. When Abigail returned the repaired glasses to Gregory, she told him what she had done. Gregory was so angry about what she did that he told her he never wanted to see her again. Abigail, distraught and heartbroken, turned to Snail with her story of torment. The snail was so sorry for Abigail that he promised to have fun with Gregory. They went to the school playground where Gregory played the ball and Abigail watched happily while Snail beat Gregory and smashed his new glasses. Rank the story characters from best to worst and give rational for your decisions. Characters Rational 1. Abigail 1. 2. Gregory 2. 3. Sinbad 3. 4. Ivan 4. 5. Snail Rules: Remember, you need to rank characters from the best to the worst. You must all agree with the final You must listen while others say You must not interrupt others You must not name call or make derogatory remarks about other ideas You must treat others with respect all the time you must reach a consensus