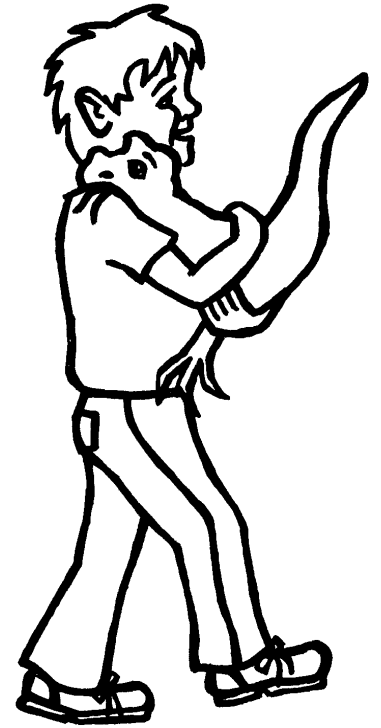
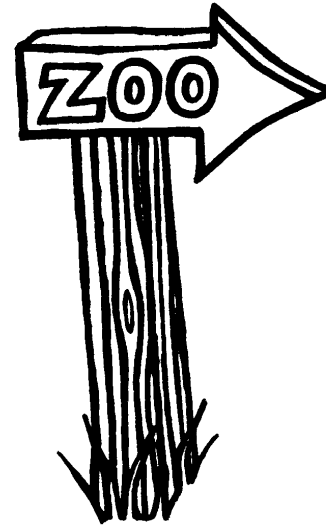
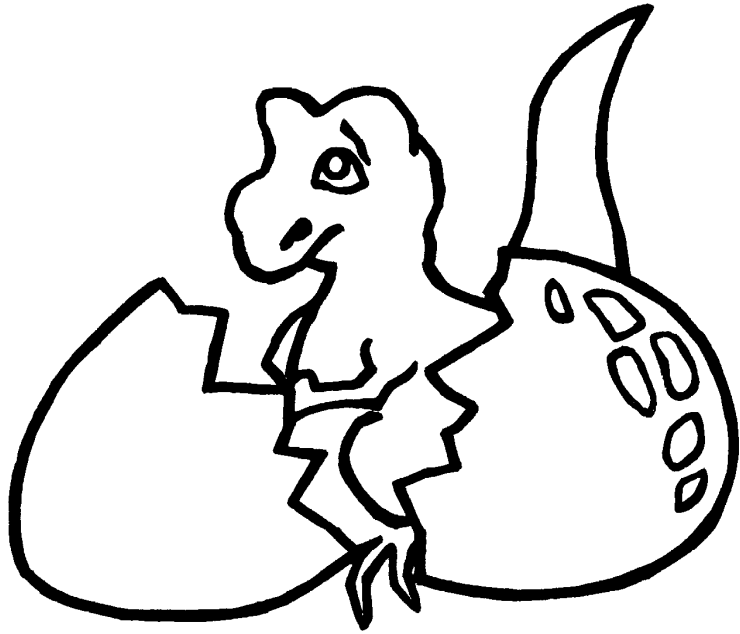


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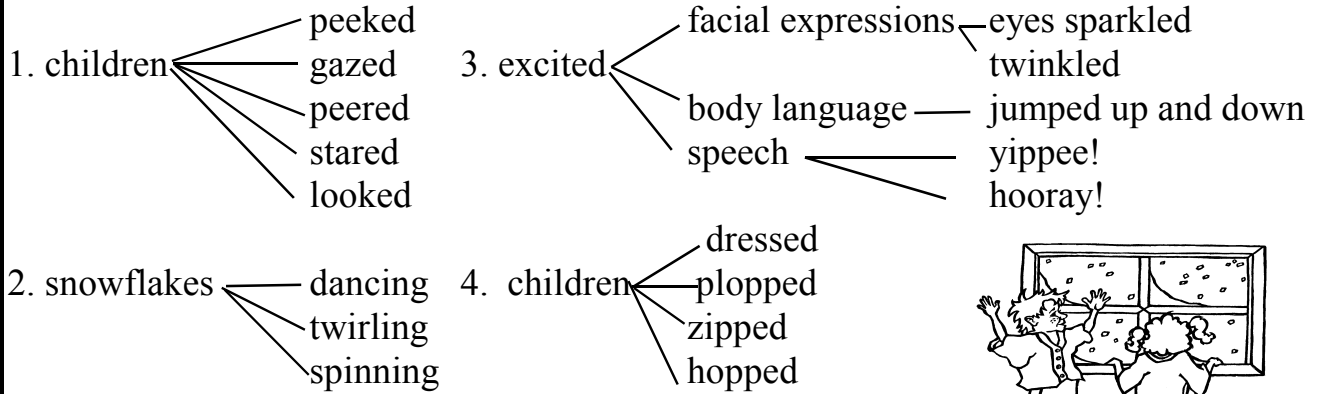
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are ten sets of these lines stacked vertically.

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### Using Sequence Stories to Teach Showing and Sensory Imagery

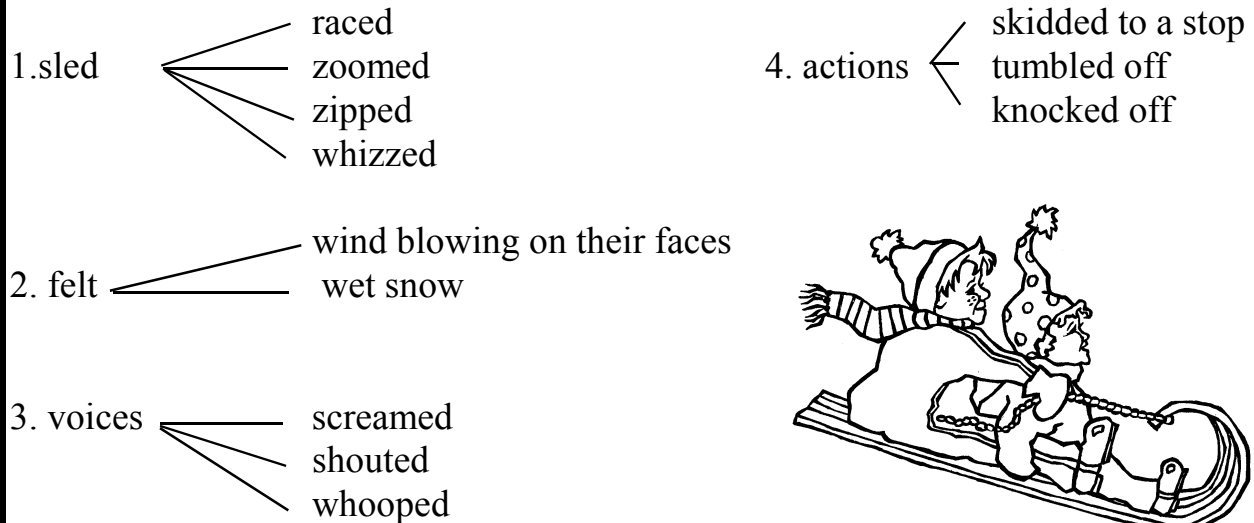
1. Web from left to right instead of in a circle. For a child with visual difficulties webbing in a circle is confusing. It is difficult to later recall the order in which the ideas were brainstormed. Webbing is based on nouns and verbs.
2. Number the order in which the ideas were brainstormed. Students use the webbing to write their stories from.

#### Sequence Story Webbing Example for Page 1 of a Snowy Day



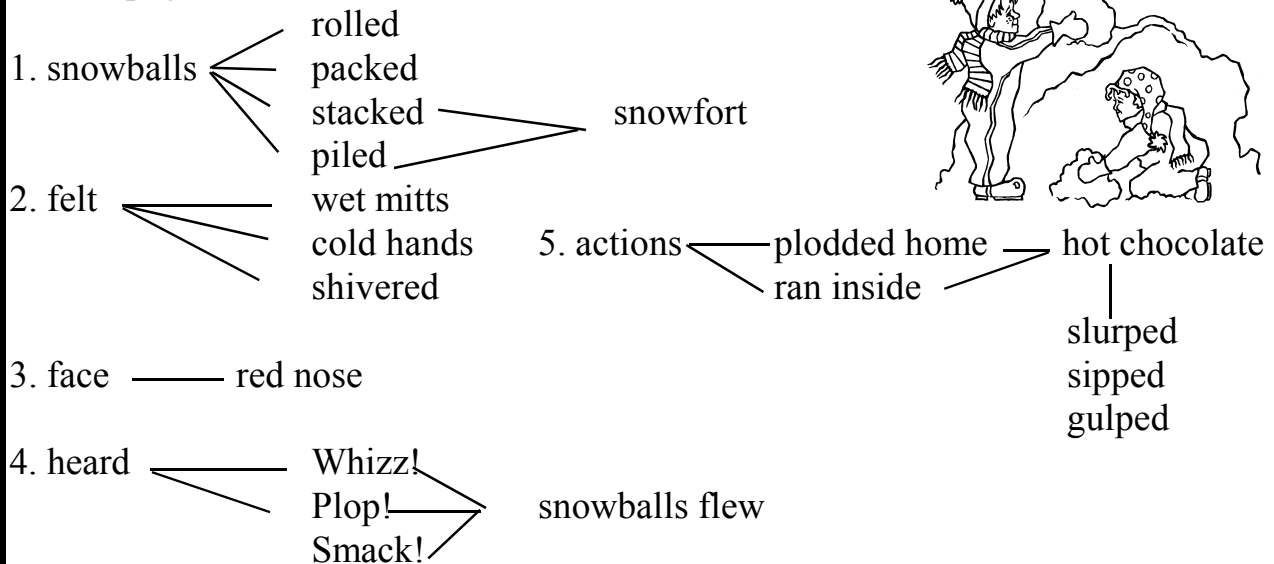
#### Sequence Story Webbing Example of Page 2 for a Snowy Day

1. Begin lesson by having some children share what they wrote the day before with the class.
2. Brainstorm webbing on chalkboard with class for page two.
3. Have children re-read everything they wrote the previous day and then write the second page.



### Sequence Story Webbing Example of Page 3 for a Snowy Day

1. Begin lesson by having some children share what they wrote the previous two days with the class.
2. Brainstorm webbing on chalkboard with class for page three.
3. Have children re-read everything they wrote the previous two days and then write the last page.



### Teaching Techniques

1. Please note that the purpose of the webbing was to help students organize their thoughts and apply the technique of **showing**. Therefore, the webbing was based on:

- a. Facial Expressions
- b. Body Language
- c. Speech/Thoughts
- d. Actions (onomatopoeia)

and **sensory imagery**:

- a. What was Seen
- b. What was Heard (onomatopoeia)
- c. What was Felt
- d. What was Smelled
- e. What was Tasted

2. In order to teach “**movie making**” the bulk of the vocabulary brainstormed under these categories was based on **verbs** not adjectives, because verbs show movement.