

DRAW

DRAW stands for *Draw, Read, Attend, and Write*. This strategy involves reading, writing, speaking, and listening. It encourages higher order thinking, motivates students in gaining information, promotes discussion, encourages listening, and promotes participation. The level of the questions that are chosen is important.

Procedure

Students are given a selection to read. You prepare several questions that address various levels of comprehension. These questions are numbered and should be placed in an order that helps to encourage discussion. Students are given sheets with all the questions. You cut one sheet so that each question is on a strip. The strips are mixed, and students *draw* strips. Next, students *read* the selection.

Students are responsible for answering the question they have chosen, but they must read all of the selection in order to be able to answer a quiz at the end. Once everyone has read the selection, you call for responses to questions, starting with the first question. Throughout the responses to the questions, encourage discussion by asking leading questions to allow students to demonstrate their understanding.

Students must *attend* to the answers. Once all questions have been answered, students put up their question sheets and strips. You read each question aloud, and students *write* the answers. The selection of questions is most important. They should include some which are literal and some which require inference. The quiz provides a purpose for students and provides a means of assessment for you.

Language Arts

Topic: *The Story of My Life* by Helen Keller

- How did the arrival of a teacher affect Helen's life?
- What kind of person do you think Helen Keller was as a young girl? (Consider the challenges she faced.)
- If Helen were a child today, how might her life be different?

Social Studies

Topic: Asia—India

- What is the primary religion in India?
- How do monsoons affect India's culture?
- What challenges are caused by India's caste system?

Science

Topic: Fossils

- How does a petrified fossil form?
- Which organism has a better chance of becoming a fossil: a jellyfish or a bony fish? Explain.
- Describe the process for forming a fossil.
- Fossil seashells have been found on land. What can you infer from this?

Math

Topic: Volume of Prisms and Cylinders

- What is volume?
- How can you use the length, width, and height of a prism to find the total number of cubes without counting them?
- When the height of a cylinder is doubled, how does the volume change?

Assessment

After giving the quiz, determine the students' level of understanding by assessing their responses. If needed, have students revisit the text. Students should be able to answer questions, both literal and inferential. If students are unable to do so, it would be beneficial to either work individually with the student (or group of students) or partner the student with another student to model locating answers to the questions in the text.

Reflection

- Did your students demonstrate understanding of the text?
- Were the questions chosen varied enough to encourage both recall and higher order thinking?
- What other leading questions might you offer to promote discussion?
- What could you have done differently to make this activity more successful?
- What worked well?