## TEACHER INSTRUCTIONS

## LET IT FLOW!

■ Distribute a copy of today's New York Times to each student in the class and then arrange the class in student partnerships.

■ Have each student quickly select an editorial or op-ed from the paper, but partners should make sure not to choose the same articles. At this point students should not read the articles; they should more or less randomly select them.

■ Direct students to cut up their chosen articles into separate paragraphs (without the headlines) and to place the paragraphs into envelopes. (Tip: Advise students to trim their paragraphs so that their partners can not "cheat" by simply reassembling the paragraphs like puzzle pieces based on their original cut marks.)

■ Have students exchange envelopes with their partners and have students assemble their partners' paragraphs in the order they think makes the most sense and maintains the best logical "flow" for the reader.

- After students have settled on paragraph order, have them complete the "Let It Flow!" sheet, reflecting on their reasons for deciding upon a particular sequence of paragraphs.

After students have settled the "Let It Flow!" sheet, have them look at the articles as they originally appeared in the newspaper. Did they recreate the original order of paragraphs? What clues led them to arrange the paragraphs in a specific order?

Note: This exercise could also be done by cutting up and scrambling individual sentences instead of paragraphs. If taking this route, emphasize the relationship between transition words and sentence flow.

