



Classroom Set-Up Procedures & Student Training on PIVOT Partner Game



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Disclaimer

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Lesson Prompts

Symbol	Description
	Whole-class discussion
	Teacher projects the story map on TV/whiteboard/smartboard.
	Teacher presents the wordless film.
	Teacher asks students to discuss in pairs.
	Teacher projects the visual aid on TV/whiteboard/ smartboard <u>and</u> explains to students how to use the aid.
	Teacher models the correct response.
	Teacher writes on whiteboard/smartboard.
	Students write on their worksheet.
	Teacher projects the partner retell checklist on TV/whiteboard/ smartboard.



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CLASSROOM SET-UP PROCEDURES

SCHEDULING

1. Schedule a time for the PIVOT Classwide Academic Intervention Program to occur two times per week. If this is not always possible, make sure that one session from the following does not have more than seven days apart.
2. Conduct PIVOT lessons on the same days and at the same time.
3. Schedule PIVOT lessons when all students are present. Avoid periods when students are out of class for other school activities.
4. Please do not sacrifice recess or other fun school activities for PIVOT lessons. Your students may become resentful.



CLASSROOM SET-UP PROCEDURES

PAIRING STUDENTS (A Pairing Chart)

1. Rank order your students in terms of reading skills and split them in half (higher-performing half and lower-performing half).
2. Pair the top-ranked student in the higher-performing half with the top-ranked student in the lower-performing half. Do the same with the second-ranked student in the higher-performing half and the second-ranked student in the lower-performing rank. Continue this process until all your students have partners.
3. Students will remain with the same partner until the end of the program.

Example of Student Pairing

Pair	High-Performing (HP) Reader	Low-Performing (LP) Reader
Pair A	Top HP	Top LP
Pair B	Second-ranked HP	Second-ranked LP
Pair C	Third-ranked HP	Third-ranked LP
Pair D	Fourth-ranked HP	Fourth-ranked LP
Pair E	Fifth-ranked HP	Fifth-ranked LP
Pair F	Sixth-ranked HP	Sixth-ranked LP
Pair G	Seventh-ranked HP	Seventh-ranked LP
Pair H	Eight-ranked HP	Eight-ranked LP
Pair I	Nineth-ranked HP	Nineth-ranked LP
Pair J	Tenth-ranked HP	Tenth-ranked LP
Pair K	Eleventh-ranked HP	Eleventh-ranked LP
Pair L	Twelfth-ranked HP	Twelfth-ranked LP
Pair ...		



Important Note:

1. If a class has an uneven number of students, then a permanent triad is necessary. Teacher designates one student in the triad to be a “floater.” This student will fill in for other students when they are absent or participate in a triad. The floater should be a student with at least average reading skills and good social skills.
2. **Never** place students with diverse learning needs (e.g., low-performing, learning disabilities, behavioral disorders, immigrant background) in a triad. These students need as much practice on oral language as they can get, and triads will reduce this practice. Furthermore, higher-performing students seem to handle triads better.



CLASSROOM SET-UP PROCEDURES

ASSIGNING STUDENT PAIRS TO TEAMS

1. After students are paired, the pairs are assigned to one of the two class teams.
2. Grouping students into teams aims to motivate students to work hard for themselves and their team. This is especially important for students with diverse learning needs, as their self-confidence and motivation are generally low. Each student's retell score contributes to the overall team score.
3. Try to match the teams evenly by placing pairs of near-equal ability on opposite sides.
4. Teams will remain the same until the end of the program.
5. Record the Pairs and Teams on the Chart below.

TEAM 1			
Pair	Partner A Name	Partner B Name	Points
Pair A			
Pair C			
Pair E			
Pair G			
Pair I			
Pair K			

TEAM 2			
Pair	Partner A Name	Partner B Name	Points
Pair B			
Pair D			
Pair F			
Pair H			
Pair J			
Pair L			

Note: Team composition is used for the group reinforcement system. If this reinforcement system presents challenges to students, then the teacher may choose a different reinforcement system in the PIVOT game.



CLASSROOM SET-UP PROCEDURES

PREPARING MATERIALS

Each PIVOT lesson includes several materials. To be effective and efficient in the PIVOT lesson implementation, you should have the following readily available:

TEACHER MATERIALS	STUDENT MATERIALS
For Strand A Lessons (i.e., 1, 3, 5, 7) 1. Timer 2. Computer and Internet access to project the video to class 3. List of pairs 4. Electronic files of story maps, partner retell checklists, and visual aid to project on screen	For Strand A Lessons (i.e., 1, 3, 5, 7) 1. Story map worksheet 2. Retell checklist 3. Pencils 4. Visual aid of transition and emotion words
For Strand B Lessons (i.e., 2, 4, 6, 8) 1. Timer 2. A hand-held calculator for adding team points 3. List of pairs and teams 4. Electronic files of story maps and visual aid to project on screen 5. Game rules poster on display	For Strand B Lessons (i.e., 2, 4, 6, 8) 1. Pair student folders (game rules, visual aid, partner retell checklists, story retell guiding questions, score card) 2. Pencils 3. Complete story map worksheet from previous lesson 4. New story map worksheet



STUDENT TRAINING

Teaching Procedure	
Student Objectives (S.O.):	Students are expected to: 1. Perform the basic partner roles 2. Demonstrate procedures for earning and awarding points 3. Follow the rules of PIVOT Partner Game 4. Demonstrate cooperative behavior with their partners
Materials:	• A Pair and Team Assignment Chart (see page 15) • Teacher PowerPoint (includes all student worksheets to be shared on screen) • Example of a complete story map worksheet from Lesson 1 • Three scenarios for retell checklist practice • Each student pair folder contains: ○ How to Play the Partner Game Card ○ Four Story Retell Maps from Lessons 2, 4, 6, 8 ○ Visual aid of transition and emotion words ○ Two copies of the Retell Guiding Questions Card ○ Ten copies of Retell partner checklist ○ Five copies of Score Card ○ Game rules • Calculator
Seating arrangement:	Student pairs with assigning codes (Partner A, Partner B). Teacher assigns students in pairs based on reading ability (See instructions under the <i>Pair and Team Assignment Chart</i>).
Time:	60 minutes
Assessment:	Formative
Lesson Steps	
Introduction to the game: (2 minutes) Pair and Team Assignment: (8 minutes) 	Teacher gains students' attention and introduces the lesson's objective. <i>Class, look up here. Today you are going to learn a new storytelling game. It is called PIVOT Partner Game. In this game you will work in pairs practicing with your partner story retell as best as you can. We will play this game every time you have already watched a silent video and have completed a story map.</i> <i>First, let me assign you into pairs, which will stay the same until the end of the game. You are pair A, you are B, C, D, etc.</i> (Teacher assigns letter names to pairs based on the Pair and Team Assignment Chart, see slide 2). <i>Second, each pair will work together to earn points for their team. Team 1 includes pairs A, C, E, G, etc and Team 2 includes pairs B, D, F, H, etc. Teams will stay the same until the end.</i> (Teacher presents this table on smartboard based on the Pair and Team Assignment Chart, see slide 3)

Getting to know the PIVOT pair folder: How to Play the Game Card, Story Maps, Transition Words, Retell Guiding Questions and Retell Checklist (25 minutes) (S.O.1 & S.O. 4)



TEAM 1		TEAM 2	
Pair	Points	Pair	Points
Pair A		Pair B	
Pair C		Pair D	
Pair E		Pair F	
Pair G		Pair H	
Pair I		Pair J	
Pair K		Pair L	

Here is your PIVOT folder. This is a shared folder. Keep it closed until I tell you otherwise. First, each partner writes his name on the cover. The last partner writes the class number (Teacher monitors students' behavior and gives feedback).

Let's look at what's in your PIVOT folder. Everybody, open your folder and take out the How to play the game? card. (Teacher displays slide 4).

Place it on the top of your desk and look at it. This card shows the steps we must follow to play the game. What is the first thing in the game? (expected student response: warm-up).

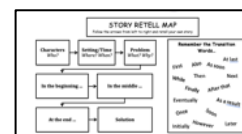
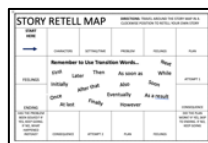
That's right! You will practice taking turns the same story you retelled the previous time in class. I will use a timer and give you three minutes each to warm up. For this we will use our complete story maps from previous time.

(Teacher displays a story map on Smartboard, see slide 5).

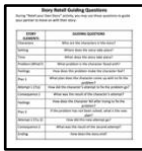


What is the second step in our game? (expected student response: retell your own story).

Well done! The second step is to create your own story by using a different story map. Open your folder and find two story maps that we will use in our games. (Teacher displays the two maps on Smartboard, see slide6).



You will take turns creating a story by changing things from the old story. I will tell you which story map to use each time in the game. When you create your story, you will need to use transition and emotion words. Open your folders and find the visual aid. (See slide 7. Teacher monitors students' behavior and gives feedback).



Great work finding the correct worksheets! Now, If I get stuck creating my own story, I can ask my partner to help me. My partner can ask me questions to help me move forward. Open your folders find the partner retell questions. (Teacher displays the card on Smartboard and actively supervises student responses, see slide 7).

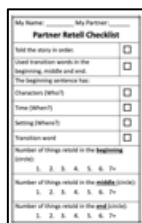
What are some questions I can ask my partner if she gets stuck at the beginning of the story? (expected responses: Who are the story characters? Where does the story take place? When does the story take place? What problem does the character face?)

What are some questions I can ask my partner if he gets stuck in the middle of the story? (expected responses: How does the problem make the character feel? What can the character do to solve the problem? How did the character solve the problem?)

What are some questions I can ask my partner if she gets stuck at the end of the story? (expected responses: How does the story end?)

It is important to ask questions to your partner because it will help him not only become a better storyteller but it will also help your team to get a lot of points.

You can get many points in our third step of the game. What is the third step? (expected response: Retell testing)



That's right. It is retell testing. Here you take turns testing each other in the story. When one person says the story, the other person listens carefully and marks the checklist. Open your folder and find the partner retell checklist. (Teacher monitors students' behavior and gives feedback, see slide 8).

I liked the way how quickly you found the checklist. You have 10 copies because we will use them in our games. Now, each partner gets one checklist and writes on the top of the page the word "example" and then completes his name. (Teacher monitors students' behavior and gives feedback).

I liked the way how carefully you are completing the information on the checklist. After you finish, put your pencil down and look at me.

I will show you how to complete the checklist while your partner is retelling the story. (Teacher displays the checklist on the Smartboard, see slide 8).

You will put a check mark in each box IF you are sure that you listened to your partner retelling it. Watch how I do it.



	(Teacher asks a student to read Scenario 1 on page 16 while teacher is recording the checklist on SmartBoard. See slide 9. Student reads while the teacher completes the boxes with checkmarks) <i>I marked all boxes because my partner had all items in her story. She told the story in order (check). She did not stop (check). She used transitions and emotions in the beginning, middle, and at the end (check). Her beginning sentence had a transition and emotion word (Check), described the who (check), where (check), and when (check).</i> <i>Now, let's look at the three questions below and circle the right number. The first question asks how many things from the beginning of the story my partner told. Here, I need to count my action verbs. Action verb shows that someone does something such as eating, running, sleeping, etc. Let's listen again my partner's story.</i> (Student reads this section only "Once upon ... other" while the teacher demonstrates counting verbs). <i>So, in the beginning I counted three events with action verbs: two goats playing, eating grass, chasing each other. So, I will circle the number 3.</i> (click on slide 9) <i>Let's count together how many things were told in the middle of the story.</i> (Student reads this section only "Suddenly... them" while the teacher demonstrates counting verbs.) <i>So, in the middle we counted four events with action verbs: a black bear showed up, goats became scared, ran away, black bear chase them. So, I will circle the number 4.</i> (click on slide 9) <i>Let's count together how many things were told at the end of the story:</i> (Student reads this section only "Finally ... themselves" while the teacher demonstrates counting verbs.) <i>So, at the end we counted two events with action verbs: two goats jumped over, saved themselves. So, I will circle the number 2.</i> (click on slide 9) <i>After I completed the checklist, I need to calculate my partner's points. I add all checkmarks and then all the things told. So, in this story my partner got $7+3+2+4=16$</i> <i>Now, it's your turn to complete the checklist. I will say a story and you need to complete the boxes. Get your pencil and your checklist in front of you.</i> (Teacher reads scenario 2). <i>Let's see how you did on the scoring. Which items did you check?</i>
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	(Teacher shows slide 10 for feedback). How many things I told in the beginning? How many things I told in the middle? How many things I told at the end? Calculate my score on retell. (Teacher shows slide 10 for feedback). If time permits, teacher can proceed to scenario 3. Otherwise, she can skip.
Getting to know the PIVOT pair folder: Score card (10 minutes) (S.O.2 & S.O.4)	What is the four step in our game? (student expected response: score counting and reporting). Now, find your <u>Score Card</u> in the folder. You and your partner will use this Score Card (Teacher shows slide 11) to keep track of points. You will share the card. You will earn points for following the game rules and for retelling the story as best as you can. On the top of the score card, Partner A write the word “example” and then complete the rest of the information. (i.e., partner names, date, names, pair letter name, team number, etc). Teacher gives 1-2 minutes for pairs to complete their score card. Teacher rotates around and checks for student recording accuracy. Look at your Score Card again (show slide 11). See how the numbers get bigger as you go across the page and down the page? How many points can you earn on one Score Card? (expected student response: 100 points) Correct! This is how you will mark your points on the card. You will mark a number for each point you earn. Watch while I mark my Score card with 1 point. (Teacher shows how to make an X over the first point, see slide 12). Every time you earn one point, you will make one X over the number. If you earn 2 more points, you cross out the next two numbers. Watch how I do it. (Teacher demonstrates on slide 12). Now, let’s practice marking points. I want Partners A to mark 2 points on their card. (Teacher rotates around and checks for student recording accuracy). Excellent way of crossing out your points. Now, I want Partners B to cross out another 3 points on the card. (Teacher rotates around and checks for student recording accuracy). You have 4 Score Cards in your folder. This is because we will do the PIVOT Partner Game for 4 times. You have a Score Card for each time. The first week we will play the game will be week 1. Everyone, put a 1 on top of the page. (Teacher rotates around and checks for student recording accuracy).





	Let's number the rest of the Score cards. Write a 2 on the next Score Card. Write a 3 on the third Score Card and so forth. (Teacher rotates around and checks for student recording accuracy).
Learn the Game Rules (7 minutes) (S.O.3)	The PIVOT Partner Game has rules. All games have rules. Without rules, games don't work. Find the rules in your folder and put them on your desk. (Teacher monitors students' behavior). Here are the rules we must follow for our partner retell. Teacher shares game rules (see slide 13) on Smartboard and explains briefly each one of them. 1. Take turns using your partner voice. When you work with your partner, you need to wait for your turn in the activity. When your turn comes, you must speak so that only your partner can hear and nobody else. Let me show you again. (Teacher demonstrates whisper voice). Everybody what is the first rule? (Expected group response: take turns using your partner voice) 2. Be an active listener. When your partner retells the story, you must look at your partner, keep hands and feet to yourself and keep your voice level to zero. In this game, retell is the only thing you will talk about. In the testing activity, you must listen carefully your partner's story and complete the checklist. Everybody what is the second rule? (Expected group response: Be an active listener) 3. Help your partner move forward. You help your partner by asking guiding questions during practice. Questions are important to help your partner move the story forward. You do not argue with your partner. Helping your partner will allow you to work better, be a better reader, and earn more points. Everybody what is the third rule? (Expected group response: help your partner move forward) 4. Do your best in story retell This rule is the most important! When you try your best, you learn more words, you remember more ideas, and you become a better reader. If we all try our best, the retell game will work. Everybody what is the last rule? (Expected group response: do your best in story retell) Whenever we play the PIVOT Game, I will be looking for these behaviors and students that follow them will earn points on their Score Card. Let's see if you can remember them without looking.



Reporting Points and Being a Good Sport (6 minutes) S.O. 1& S.O.2	<i>We have one more thing to learn today: how to report points so that we can discover which team earned the most points in the day. At the end of each game, you will tell me how many points you and your partner earned together. I will add all the points for your team and announce first-place and second-place teams.</i> <i>You must report points quickly, so we will do this: First, everyone must keep their voice level to zero during point reporting. Second, I will call either your name or your partner's name, and one of you will tell me how many points you got together. You will just report the last number marked on your Score Card. What number will you report?</i> (student expected response: last number marked) <i>Let's practice reporting points. When I call your name, quickly tell me the last number you marked so far on your Score Card.</i> (As students report points, teacher types the points on slide 14). <i>Now that all points are reported, I will add them for each team and announce places.</i> <i>This time the first-place goes to Team _____. Team ____ stand up, take a bow, and be applauded for your good work this time.</i> (Everyone applauds the team). <i>Team ____ you came in second. Let's all of us applaud Team _____ for trying their best.</i> <i>All of you remember that it is not likely that you will be on the first-place team every time. The real reason we are doing the Partner Retell Game is to help all of you to become better readers. The points and team competition make the work more fun; they make it like a game.</i> <i>More important, everyone is a winner if they are working hard because every time you will be a little better at storytelling and that makes you a winner no matter what. So in this PIVOT Game, everybody who works hard is a winner!</i>
	<i>Look again the steps on your game card and let me know what the last step is.</i> (student expected response: clean up materials and return folder). <i>Put all your new worksheets back in the folder in the same order as you found them. Do not include the papers that you wrote on. Leave them on your desk and I will collect them. Partners B return your folder on my desk.</i>



PAIR AND TEAM ASSIGNMENT CHART

1. After students are paired, the pairs are assigned to one of the two class teams.
2. Grouping students into teams aims to motivate students to work hard for themselves and for their team. This is especially important for students with diverse learning needs as their self-confidence and motivation are generally low. Each student's retell score contributes to the overall team score.
3. Try to match the teams evenly by placing pairs of near-equal ability on opposite sides.
4. Teams will remain the same until the end of the program.
5. Record the Pairs and Teams on the Chart below and to be shared with students.

TEAM 1			
Pair	Partner A Name	Partner B Name	Points
Pair A			
Pair C			
Pair E			
Pair G			
Pair I			
Pair K			

TEAM 2			
Pair	Partner A Name	Partner B Name	Points
Pair B			
Pair D			
Pair F			
Pair H			
Pair J			
Pair L			



RETELL TESTING PRACTICE

Scenario 1

Once upon, there were two joyful goats playing in the field. It was a sunny day. They were eating fresh grass and chasing each other happily. Suddenly, a black angry bear showed up in front of them. The two goats became scared and ran away. The black bear started to chase them. Finally, the two goats managed to jump over a cliff and saved themselves.

Scenario 2

Emmm, there were two goats playing in the field. Hmmmm, a black bear showed up in front of them. The two goats got scared and ran away. The black bear chased them.

Scenario 3

Once there were two goats playing in the field and a black bear showed up in front of them and the two goats became scared and the black bear chase them. Finally, the two goats managed to jump over a cliff.

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