



Classwide Academic Intervention Program

Lesson 1



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UNIVERSITY of
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University College of
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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 transition words 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.



Lesson Plan Outline

Activity		Materials	Time
1.	Introduction - Behavioral expectations (voice level, partner roles) - Short review of story parts (beginning-middle-end) - Video watch	Video: Head-Up	10 min
2.	Teacher modeling Teacher models how to develop a complete beginning sentence (Who? What? When? Where?) using transition and emotion words.	- Story map worksheet - Visual aid	20 min
3.	Guided practice - Teacher guides students how to complete each part of the story map using the visual aid. - Students write each story part with teacher's support after watching step-by-step the video for a second time	- Story map worksheet - Visual aid	30 min
4.	Independent practice Students get in pairs, take turns, and practice story retelling for three minutes each.	- Story map worksheet - Visual aid - Partner checklist - Timer	10 min
5.	Closing Teacher summarizes the lesson objective and collects all student worksheets and visual aids	- Complete student story maps - Visual aid	1-2 min



Lesson Plan 1

Teaching Procedure	
Lesson No./ Topic:	1. Head Up: Two Goats Are Learning From Each Other
Student Objectives (S.O.):	Students are expected to: 1. Identify the main story parts (Beginning, Middle, End/ Who? What? Where? When?) 2. Retell the story fluently (using the three parts, transition words, and emotions) 3. Monitor each other in retelling
Materials:	• Wordless Video “Head Up” (https://www.youtube.com/watch?v=dWDIoW7f6js) • Story map worksheet (copies for students) • Story visual aid (copies for students) • Retell partner checklist (copies for students) • Timer
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>student training lesson</i>).
Time:	~80 minutes
Assessment:	Formative
Lesson Steps	
Introduction: (10 minutes)/ S.O.1  	Teacher gains students’ attention and introduces the lesson’s objective. <i>Class, look up here. Today you’re going to learn how to retell a story fluently with your partner. Let me assign you in pairs. You are Partner A, you are Partner B, you are A, you are B, etc. When I ask you to work with your partner and use your partner voice, this means that your voice level needs to be heard only by your partner and no one else. Let me show you what a partner voice looks like.</i> (teacher demonstrates the expected behavior of partner voice). <i>Now, retelling a story is an important skill to master. Why do you think retelling is important to master?</i> (Expected responses: it improves our comprehension and our writing skills; we improve our vocabulary; when we describe with our own words what happens in a story, we gain ideas and vocabulary; we improve in our writings, etc.) Teacher provides <u>behavior-specific praise</u> to students for active participation (e.g., “Yes, that’s a great answer! We become better writers!” “Fantastic idea! We improve our vocabulary!” etc.) <i>So far you have learned that a story has three main parts.</i> (Teacher displays the story map on the smartboard/projector). <i>What are these parts?</i> (Expected responses: beginning, middle, end)



  	Teacher provides <u>behavior-specific praise</u> to students for active participation. <i>Thank you for raising your hand and being respectful!</i>, <i>“I liked the way you waited for your turn to share your response!”</i> <i>You are exactly right! Look up on the smartboard. This is a story map that will help us retell a story fluently by including information in the beginning, in the middle and in the end</i> (teacher points each part on the smartboard). <i>I will show you a story video with no words and we will work together to retell the beginning, the middle and the end of the story. Ok?</i> <i>First, let’s watch the whole story video about two goats. After you watch the video, think and share with your partner one idea about how one goat treated the other.</i> Video plays till the end (2:26). <i>Turn to your partner and say one thing that you saw about how one goat treated the other. Remember to use your partner voice so that only your partner can hear you.</i> Teacher gives 1-2 minutes for partner sharing. Then, teacher provides <u>behavior-specific praise</u> for active participation. <i>Class, look up here. I liked the way you used your partner voice and waited for your turn to speak. That shows being respectful! Let’s hear some partners’ ideas.</i> Teacher allows 3-4 partners to share their ideas and then delivers again <u>behavior-specific praise</u>. <i>Excellent sharing of ideas! You have used important information from the story.</i>
Teacher modeling: (20 minutes)/ S.O.1&2  	<i>Now, let us work together to retell the story fluently using the story map. We must include information from the beginning, middle and end of the story and we must connect our sentences with transition words. <u>What do you think ‘transition words’ mean?</u></i> (expected responses: words that help us connect the story information from the beginning till the end to move forward. If students do not know the answer, teacher gives the definition.) <i>Here is a visual aid</i> (teacher displays it on the smartboard) <i>to help you retell the story parts using transition words. When we start describing the beginning of the story, we will use words from the first box. For example, we can say ‘One day, grandpa decided to ...’ or we may say ‘Last Friday, grandpa decided to...’</i>

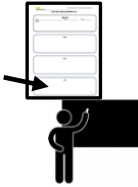
 	<i>The last column of the visual aid shows emotions. Emotions are words that tell us how the characters feel in different parts of the story. They make our story more attractive. Watch how I use an emotion word in a sentence. If I am retelling the end of the story, I might say: ‘Finally, Peter felt happy because he solved the problem. What is the emotion word? (expected answer: happy). Happy tells us exactly how Peter was feeling. Emotion words help us describe the characters’ feelings clearly when we retell the story.</i> <i>Here is your own visual aid that you need to use now to complete our story map. (teacher passes around copies of the visual aid).</i> <i>Now, let’s watch the beginning of the story again.</i> Teacher plays the video till 0:20. <i>What happens <u>in the beginning of the story</u>? I start my sentence using a transition word from the first box ‘<u>One day</u> the two goats were walking on a hilly path.’ Or ‘<u>One morning</u> the two goats were walking on a cliff’ or ‘<u>Once upon a time</u>, two goats were walking on a hilly path.’</i> <i>Let’s look closely at what other information our beginning sentence needs to include.</i> <i>Who are the main characters?</i> (expected responses: one big/old goat, one small/young goat) <i>Where does the story take place?</i> (expected responses: hill/country field/cliff, etc.) <i>When did the story happen?</i> (expected responses: one day, one sunny day, etc.) Students respond and teacher writes responses next to Who/Where/When on the first section of the story map. <i>How were the characters feeling at the beginning?</i> (expected responses might include: calm, happy, excited) <i>At the beginning of the story, I might also add an emotion word. For example, I can say: ‘One day, the two goats were walking on a hilly path, feeling cheerful.’ The word cheerful tells us how the goats felt at the start of the story.</i> <i>So, my beginning sentence needs to include the transition word, an emotion word and Who, Where, and When. Say it with me again ‘My beginning sentence needs to include a transition word, an emotion word and Who, Where, and When.’ Great group response! Now, let’s write the beginning sentence here.</i> Teacher writes the sentence or keywords (One day the two goats were walking on a hilly path, feeling cheerful) on the smartboard under the <u>FIRST box</u> of the story map.
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	Note to teacher: Depending on student writing skill level, teacher can write on smartboard either responses in complete sentences OR responses in keywords. However, students must write in complete sentences and teacher needs to ensure students with difficulties have complete sentences on their worksheet.
Guided practice: (30 minutes)     	Now, turn to your partner, take turns, think and share one beginning sentence about the story using one transition word and an emotion word from the visual aid. Remember to use a different one from your partner and make sure you use your partner voice. Teacher gives 1-2 minutes to pairs. As students think and share, teacher actively supervises by moving around, listening to their responses, and providing <u>behavior-specific praise</u> (e.g., “That is an excellent beginning sentence using a transition word and an emotion word !”, “You are right on with this transition word!”). Class up here. What else happened first? (expected responses: <i>The small goat had its head up and the big goat had its head down/The small goat tripped over a stone/The big goat corrected the posture of the small goat by putting its head down.</i>) Great! Now, let’s think about how the goats were feeling during these events. How do you think the small goat felt when it tripped? (expected responses: <i>nervous, surprised</i>). And how did the big goat feel when it corrected the small goat? (expected responses: <i>patient, caring, responsible</i>). Teacher writes student responses (complete sentences or keywords) on the FIRST box. This is your story map worksheet and you need to complete the beginning of the story with what we have discussed so far. Then, teacher gives students 3-4 minutes to complete the first box. As students complete their worksheets in full sentences, teacher approaches students with diverse learning needs to provide individual positive feedback. Alright! Look up here now. Let’s continue watching the story and tell me what happened next. Teacher plays the video till 1:00. Then, teacher asks So what happened next in the story? Turn to your partner, take turns, think, and share one idea using a transition word from the middle section of the aid and an emotion word from the last column. Remember to use your partner voice and start your sentence with a transition word. (expected responses: <u>Next</u>, the small goat continued having its head up and tripping over. <u>However</u>, the big goat corrected the posture of the small goat by putting its head



	down, feeling patient. <u>Soon</u>, the small goat managed to pass over a stone successfully, feeling proud. <u>Suddenly</u>, it tripped over the big goat because it was not facing forward.) Teacher gives 3-4 minutes to pairs. As students think and share, teacher actively supervises by moving around, listening to their responses, and providing <u>behavior-specific praise</u> (e.g., “That is a complete sentence that has an emotion and a transition word!”, “You used an interesting transition word! Super job!”, etc.) <i>Class up here. Let’s complete together the second box in our story map. Raise your hand to share your ideas.</i> As students respond, teacher writes responses (complete sentences or keywords) on the <u>SECOND box</u>. Then, prompts students to complete their worksheet in full sentences at the same time. <i>Now, you need to think about the next part of the story with your partner after watching the video.</i> Teacher plays the video till 2:01 and asks: <i>What happened next? Discuss with your partner about 2-3 important ideas in this part of the story. Remember to take turns sharing 1-2 ideas each using a transition and an emotion word.</i> Teacher gives pairs 3-4 minutes. As students think and share, teacher actively supervises by moving around, listening to their responses, and providing <u>behavior-specific praise</u> (e.g., “That is an excellent sentence using a transition word!”, “You used an interesting transition word! Super job!”, etc) <i>Class, look up here now. Let’s get back to the whole group and share your ideas.</i> (expected responses: The small goat jumped over a cliff but the big goat felt frustrated because it could not jump over. <u>However</u>, the small goat tried to help by pushing and pulling. <u>Soon</u>, the small goat showed him how to keep its head up and jump. <u>Immediately</u>, the big goat corrected its posture and managed to jump over the cliff, feeling happy.) As students respond, teacher writes responses (complete sentences or keywords) on the <u>THIRD box</u>. Then, prompts students to complete their worksheet in full sentences at the same time. <i>Let’s move on to the last part of the story.</i>
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   	Teacher plays the video till 2:26 and prompts students: <i>What happened in the end? Discuss with your partner about 2-3 important ideas in this part of the story. Remember to use your partner voice and take turns sharing one idea with a transition word from the last box of your visual aid and emotion words from the last column of your visual aid.</i> Teacher gives 3-4 minutes to pairs. As students think and share, teacher actively supervises by moving around, listening to their responses, and providing <u>behavior-specific praise</u> (e.g., “That is an excellent sentence using a transition word!”, “You used an interesting transition word and shared how the two goats were feeling. Great job connecting the events and emotions in your sentence. Super!” etc.) <i>Class, let’s get back to the whole group and share your ideas.</i> (expected responses: Eventually, both goats jumped over cliffs by keeping their heads up and were walking over the stones by keeping their heads down, feeling cheerful and proud.) As students respond, teacher writes responses (complete sentences or keywords) on the <u>FOURTH box</u>. Then, prompts students to complete their worksheet in full sentences at the same time.
Independent practice: (10 minutes) S.O. 2&3   	<i>We have now completed our story map about the story of the two goats. It is time to tell the whole story with your own words fluently. Use the story map and this visual aid to help you. Remember to use your transitions words as much as you can in the beginning, in the middle and at the end of the story. Also, don’t forget to include emotion words from the last column of your visual aid. One partner will do the retell fluently and the other partner will assess using the partner checklist.</i> (Teacher displays the checklist on the smartboard and passes copies to students. Teacher explains briefly how students should complete the checklist. Teacher explains to Partners B that an event is considered a sentence with an action verb. E.g., the big goat helped the small goat to continue walking.) <i>I will start the timer and each partner will have 3 minutes to retell the story fluently. Let’s start with Partner A for retelling. Partners B you need to listen carefully and complete the partner checklist to see how well Partner A did on retell. Get ready! Go!</i> Teacher turns timer on for 3 minutes.



	Timer is off. Teacher says: <i>"It is time to switch turns. Partner B now begins the retell fluently and Partner A listens carefully and completes the checklist. You have 3 minutes. Get ready! Go!"</i> Teacher turns timer on for 3 minutes. Timer is off. Teacher provides <u>behavior-specific praise</u> for active participation: <i>"I liked the way you kept your partner voice and listened carefully to your partner's story. I liked how our storytellers used transition words and described the story from the beginning until the end. You included emotion words in your stories, which made them even more interesting!"</i>
Closing: (1-2 minutes)	<i>Class, we have learned today how to retell a story in order, with no pauses and with using transitions and feelings. Next lesson, we will play a retell game.</i> Teacher collects all student worksheets. Story map worksheets and visual aid will be needed for Lesson 2.



Student Name: _____

Class: _____

Story Map: Beginning-Middle-End

Beginning

Who: _____ Where: _____

_____ When: _____

What: _____ Emotion word: _____

Next



Next

End



Visual Aid

Transition words: help move the story forward and show the sequence of events

Emotion words: make our story attractive and help us describe how the characters feel in the story

B beginning	■ One _____ day/morning/night, ■ Once/Once upon a time, ■ First/First of all, ■ In the beginning, ■ Initially, ■ It started when...		 ■ Happy ■ Cheerful ■ Satisfied ■ Angry ■ Furious ■ Mad ■ Confident ■ Relaxed ■ Worried ■ Shy ■ Anxious ■ Scared ■ Confused ■ Upset ■ Disappointed ■ Joyful ■ Surprised ■ Peaceful ■ Excited ■ Bored ■ Nervous
M middle	■ Next ■ Then ■ Later ■ Also ■ Soon ■ While ■ However,	■ After that, ■ Suddenly, ■ Before long, ■ In the meantime, ■ Meanwhile, ■ Unfortunately, ■ As soon as,	
E ending	■ Finally, ■ At last, ■ Eventually, ■ As a result,	■ Therefore, ■ In conclusion, ■ To sum it up,	



Retell Partner Checklist

My Name: _____ My Partner: _____

Partner Retell Checklist

Put a check mark (✓) in each box if you saw your partner doing each step.

The **beginning sentence** has:

Characters (Who?)	☐
-------------------	--------------------------

Time (When?)	☐
--------------	--------------------------

Setting (Where?)	☐
------------------	--------------------------

Transition word	☐
-----------------	--------------------------

Emotion word	☐
--------------	--------------------------

Told the story in order.	☐
--------------------------	--------------------------

Told the story with no pauses or hesitations (emm, uhhh, hmm)	☐
---	--------------------------

Used transition words in the beginning, middle and end.	☐
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Used emotions in the beginning, middle and the end.	☐
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Circle:

Number of things (action verbs) retold in the **beginning** (circle):

1. 2. 3. 4. 5.

Number of things (action verbs) retold in the **middle** (circle):

1. 2. 3. 4. 5. 6. 7+

Number of things (action verbs) retold in the **end** (circle):

1. 2. 3. 4. 5.

My Name: _____ My Partner: _____

Partner Retell Checklist

Put a check mark (✓) in each box if you saw your partner doing each step.

The **beginning sentence** has:

Characters (Who?)	☐
-------------------	--------------------------

Time (When?)	☐
--------------	--------------------------

Setting (Where?)	☐
------------------	--------------------------

Transition word	☐
-----------------	--------------------------

Emotion word	☐
--------------	--------------------------

Told the story in order.	☐
--------------------------	--------------------------

Told the story with no pauses or hesitations (emm, uhhh, hmm)	☐
---	--------------------------

Used transition words in the beginning, middle and end.	☐
---	--------------------------

Used emotions in the beginning, middle and the end.	☐
---	--------------------------

Circle:

Number of things (action verbs) retold in the **beginning** (circle):

1. 2. 3. 4. 5.

Number of things (action verbs) retold in the **middle** (circle):

1. 2. 3. 4. 5. 6. 7+

Number of things (action verbs) retold in the **end** (circle):

1. 2. 3. 4. 5.