



# Classwide Academic Intervention Program

## Lesson 3



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CITIZENS  
IN POWER

**habilis**  
Empowering  
children &  
adolescents



UNIVERSITY of  
NICOSIA



University College of  
Teacher Education Tyrol



## Disclaimer

The PIVOT project is co-financed by the ERASMUS+ programme of the European Union and will be implemented from December 2023 to April 2026. This publication reflects the views of the authors and the European Commission cannot be held responsible for any use which may be made of the information contained therein (Project Code: 2023-1-CY01-KA220-SCH-000156593).

## 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.                                      |



### Lesson Plan Outline

|    | Activity                                                                                                                                                                                                                                                                              | Materials                                                                                                                      | Time    |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------|
| 1. | <b>Introduction</b> <ul style="list-style-type: none"><li>Behavioral expectations (voice level, partner roles)</li><li>Short review of story parts (beginning-middle-end)</li><li>Video watch</li></ul>                                                                               | <ul style="list-style-type: none"><li>Video: Super Grand</li></ul>                                                             | 10 min  |
| 2. | <b>Teacher modeling</b> <ul style="list-style-type: none"><li>Teacher models how to develop a complete beginning sentence (Who? What? When? Where?) using transition and emotion words.</li></ul>                                                                                     | <ul style="list-style-type: none"><li>Story map worksheet</li><li>Visual aid</li></ul>                                         | 20 min  |
| 3. | <b>Guided practice</b> <ul style="list-style-type: none"><li>Teacher guides students how to complete each part of the story map using the visual aid.</li><li>Students write each story part with teacher's support after watching step-by-step the video for a second time</li></ul> | <ul style="list-style-type: none"><li>Story map worksheet</li><li>Visual aid</li></ul>                                         | 30 min  |
| 4. | <b>Independent practice</b> <ul style="list-style-type: none"><li>Students get in pairs, take turns, and practice story retelling for three minutes each.</li></ul>                                                                                                                   | <ul style="list-style-type: none"><li>Story map worksheet</li><li>Visual aid</li><li>Partner checklist</li><li>Timer</li></ul> | 10 min  |
| 5. | <b>Closing</b> <ul style="list-style-type: none"><li>Teacher summarizes the lesson objective and collects all student worksheets and visual aids</li></ul>                                                                                                                            | <ul style="list-style-type: none"><li>Complete student story maps</li><li>Visual aid</li></ul>                                 | 1-2 min |



### Lesson Plan 3

| Teaching Procedure                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson No./ Topic:                                                                                                                                                                                                            | 3. Super Grand (Super Big)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Student Objectives (S.O.):                                                                                                                                                                                                    | Students are expected to: <ol style="list-style-type: none"> <li>1. Identify the main story parts (Beginning, Middle, End/ Who? What? Where? When?)</li> <li>2. Retell the story fluently (using the three parts, transition words, and emotions)</li> <li>3. Monitor each other in retelling</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Materials:                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Wordless Video “Super Grand”(https://www.youtube.com/watch?v=KJu_kAeH_CY)</li> <li>• Story map worksheet (copies for students)</li> <li>• Story visual aid (copies for students)</li> <li>• Retell partner checklist (copies for students)</li> <li>• Timer</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 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:<br>(10 minutes)/<br>S.O.1<br><br><br><br> | <p>Teacher gains students’ attention and introduces the lesson’s objective.</p> <p><b><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></b> (teacher demonstrates the expected behavior of partner voice).</p> <p><b><i>Now, retelling a story is an important skill to master. Why do you think retelling is important to master?</i></b> (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.)</p> <p>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.)</p> <p><b><i>So far you have learned that a story has three main parts.</i></b> (Teacher displays the story map on the smartboard/projector).</p> <p><b><i>What are these parts?</i></b> (Expected responses: beginning, middle, end)</p> |

|                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <br><br><br><br> | <p>Teacher provides <u>behavior-specific praise</u> to students for active participation.<br/><b><i>Thank you for raising your hand and being respectful!</i></b>, <b><i>“I liked the way you waited for your turn to share your response!”</i></b></p> <p><b><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></b> (teacher points each part on the smartboard). <b><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></b></p> <p><b><i>First, let’s watch the whole story video about a super big child who arrives in a new town. After you watch the video, think and share with your partner one idea about how the people treated the big child.</i></b></p> <p>Video plays till the end (1:32).</p> <p><b><i>Turn to your partner and say one thing that you saw about how the people treated the big child. Remember to use your partner voice so that only your partner can hear you.</i></b></p> <p>Teacher gives 1-2 minutes for partner sharing. Then, teacher provides <u>behavior-specific praise</u> for active participation.<br/><b><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></b></p> <p>Teacher allows 3-4 partners to share their ideas and then delivers again <u>behavior-specific praise</u>.<br/><b><i>Excellent sharing of ideas! You have used important information from the story.</i></b></p> |
| <p>Teacher modelling:<br/>(20 minutes)/<br/>S.O.1&amp;2</p> <br><br>                             | <p><b><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></b> (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.)</p> <p><b><i>Here is a visual aid</i></b> (teacher displays it on the smartboard) <b><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 ‘<u>One day</u>, grandpa decided to ...’ or we may say ‘<u>Last Friday</u>, grandpa decided to...’</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

*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. 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.*

*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).*

*Now, let's watch the beginning of the story again.*

Teacher plays the video till 0:10.

*What happens in the beginning of the story? I start my sentence using a transition word from the first box 'One day a super big girl arrives in a city.' Or 'One morning a super child arrives in town' or 'Once upon a time, a very big and tall child wearing a superhero cape arrives in the city.'*

*Let's look closely at what other information our beginning sentence needs to include.*

- *Who are the main characters?* (expected responses: one very tall/super big child)
- *Where does the story take place?* (expected responses: city/town/small island, etc.)
- *When did the story happen?* (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.

- *How was the main character feeling at the beginning?* (expected responses might include: joyful, excited)

*At the beginning of the story, I might also add an emotion word. For example, I can say: 'One day, a super big child arrives in a town, feeling joyful.' The word joyful tells us how the super big child felt at the beginning of the story.*

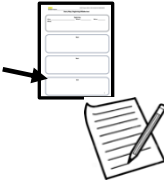
*So, my beginning sentence needs to include the transition word, an emotion word and Who, Where, and When. Say it with me again 'My beginning sentence needs to include a transition word, an emotion word and Who, Where, and When.' Great group response! Now, let's write the beginning sentence here.*



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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Now, let's write the beginning sentence here.</b></p> <p>Teacher writes the sentence or keywords (One day a super big child arrives in town, feeling joyful) on the smartboard under the <u>FIRST box</u> of the story map.</p> <p><u>Note to teacher:</u> 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Guided practice:<br/>(30 minutes)</p>       | <p><b>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.</b></p> <p>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!").</p> <p><b>Class up here. What else happened first?</b> (expected responses: When town people saw the big child, they started running far away).</p> <p><b>Great! Now, let's think about how the people were feeling during this event.</b> (expected responses: scared, frightened).</p> <p>Teacher writes student responses (complete sentences or keywords) on the FIRST box.</p> <p><b>This is your story map worksheet and you need to complete the beginning of the story with what we have discussed so far.</b></p> <p>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.</p> <p><b>Alright! Look up here now. Let's continue watching the story and tell me what happened next.</b></p> <p>Teacher plays the video till 00:51. Then, teacher asks <b>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 emotion words from the last column of your visual aid. Remember to use your partner voice and start your sentence with a transition word.</b></p> |

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| <br><br><br><br><br><br> | <p>(expected responses: <u>Next</u>, the big child bravely saved a frightened cat hidden on a tree after seeing the cat owner crying out for help. Then, the cat approached a sinking ship with people crying for help. The child went over to help them. <u>But</u> when the people saw him/her, they were scared and jumped off the boat. <u>Afterwards</u>, there was a fire on an apartment block and a woman was shouting for help. <u>Again</u>, the big child went there to help. The child extinguish the fire immediately. <u>However</u>, the woman in danger was not relieved. <u>On the contrary</u>, she fearfully continued shouting and threw things to the big child to scare her away. <u>After that</u>, the big child was very disappointed and went to hide alone between the mountains. <u>After a few minutes</u>, a small goat approached but left quickly at the sight of the big child).</p> <p>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 and emotion words!”, “You used an interesting transition word! Super job!”, etc.)</p> <p><b><i>Class up here. Let’s complete together the second box in our story map. Raise your hand to share your ideas.</i></b></p> <p>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.</p> <p><b><i>Now, you need to think about the next part of the story with your partner after watching the video.</i></b></p> <p>Teacher plays the video till 1:14 and asks: <b><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></b></p> <p>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)</p> |
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| <br><br><br><br><br><br><br><br><br><br><br> | <p><b><i>Class, look up here now. Let's get back to the whole group and share your ideas.</i></b><br/>         (expected responses: <u>Suddenly</u>, the big child sees smoke coming from an erupted volcano. The town people are running frantically, shouting for help. <u>Immediately</u>, the big child jumps in to assist people. The child tries to lift a big stone to place it on top of the volcano, but it is too heavy, and her attempt was unsuccessful. <u>At the same time</u>, the citizens continue shouting and running around frightened.</p> <p>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.</p> <p><b><i>Let's move on to the last part of the story.</i></b></p> <p>Teacher plays the video till 1:32 and prompts students:<br/> <b><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></b></p> <p>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 and emotion word! Great job connecting the events and emotions in your sentence. Super job!", etc.)</p> <p><b><i>Class, let's get back to the whole group and share your ideas.</i></b><br/>         (expected responses: Eventually, the big child asks mom for support. Mom lifts the stone and places it on the top of the volcano. Smoke was extinguished. Then, mom pats the big child on the head to show her support and love! The big child feels relieved).</p> <p>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.</p> |
| <p>Independent practice:<br/>(10 minutes)<br/>S.O. 2&amp;3</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b><i>We have now completed our story map about the story of the super big child. 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</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| <br><br> | <p><b>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.</b></p> <p>(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 child reached out to save the cat).</p> <p><b><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></b></p> <p>Teacher turns timer on for 3 minutes.</p> <p>Timer is off. Teacher says:<br/><b><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></b></p> <p>Teacher turns timer on for 3 minutes.</p> <p>Timer is off. Teacher provides <u>behavior-specific praise</u> for active participation:<br/><b><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 and emotion 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></b></p> |
| <p>Closing:<br/>(1-2 minutes)</p>                                                                                                                                          | <p><b><i>Class, we have learned today how to retell a story in order, with no pauses and with using transitions and feelings. Next lesson will play a retell game.</i></b></p> <p>Teacher collects all student worksheets.<br/>Story map worksheets and visual aid will be needed for Lesson 4.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Story Map: Beginning-Middle-End

#### Beginning

Who: \_\_\_\_\_

Where: \_\_\_\_\_ When: \_\_\_\_\_

What: \_\_\_\_\_ Emotion word: \_\_\_\_\_

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#### Next

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**Next**

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**End**

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**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...

**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,

- 
- Happy
  - Cheerful
  - Satisfied
  - Angry
  - Furious
  - Mad
  - Confident
  - Relaxed
  - Worried
  - Shy
  - Anxious
  - Scared
  - Confused
  - Upset
  - Disappointed
  - Joyful
  - Surprised
  - Peaceful
  - Excited
  - Bored
  - Nervous



## 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?) | <input type="checkbox"/> |
|-------------------|--------------------------|

|              |                          |
|--------------|--------------------------|
| Time (When?) | <input type="checkbox"/> |
|--------------|--------------------------|

|                  |                          |
|------------------|--------------------------|
| Setting (Where?) | <input type="checkbox"/> |
|------------------|--------------------------|

|                 |                          |
|-----------------|--------------------------|
| Transition word | <input type="checkbox"/> |
|-----------------|--------------------------|

|              |                          |
|--------------|--------------------------|
| Emotion word | <input type="checkbox"/> |
|--------------|--------------------------|

|                          |                          |
|--------------------------|--------------------------|
| Told the story in order. | <input type="checkbox"/> |
|--------------------------|--------------------------|

|                                                               |                          |
|---------------------------------------------------------------|--------------------------|
| Told the story with no pauses or hesitations (emm, uhhh, hmm) | <input type="checkbox"/> |
|---------------------------------------------------------------|--------------------------|

|                                                         |                          |
|---------------------------------------------------------|--------------------------|
| Used transition words in the beginning, middle and end. | <input type="checkbox"/> |
|---------------------------------------------------------|--------------------------|

|                                                     |                          |
|-----------------------------------------------------|--------------------------|
| Used emotions in the beginning, middle and the end. | <input type="checkbox"/> |
|-----------------------------------------------------|--------------------------|

**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?) | <input type="checkbox"/> |
|-------------------|--------------------------|

|              |                          |
|--------------|--------------------------|
| Time (When?) | <input type="checkbox"/> |
|--------------|--------------------------|

|                  |                          |
|------------------|--------------------------|
| Setting (Where?) | <input type="checkbox"/> |
|------------------|--------------------------|

|                 |                          |
|-----------------|--------------------------|
| Transition word | <input type="checkbox"/> |
|-----------------|--------------------------|

|              |                          |
|--------------|--------------------------|
| Emotion word | <input type="checkbox"/> |
|--------------|--------------------------|

|                          |                          |
|--------------------------|--------------------------|
| Told the story in order. | <input type="checkbox"/> |
|--------------------------|--------------------------|

|                                                               |                          |
|---------------------------------------------------------------|--------------------------|
| Told the story with no pauses or hesitations (emm, uhhh, hmm) | <input type="checkbox"/> |
|---------------------------------------------------------------|--------------------------|

|                                                         |                          |
|---------------------------------------------------------|--------------------------|
| Used transition words in the beginning, middle and end. | <input type="checkbox"/> |
|---------------------------------------------------------|--------------------------|

|                                                     |                          |
|-----------------------------------------------------|--------------------------|
| Used emotions in the beginning, middle and the end. | <input type="checkbox"/> |
|-----------------------------------------------------|--------------------------|

**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.