



Classwide Academic Intervention Program

Lesson 4



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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.



Lesson Plan Outline

	Activity	Materials	Time
1.	Introduction - Review behavioral expectations (voice level, partner roles) - Review story parts, transition and emotion words - Teacher gives pair folders and student complete story map worksheets from previous lesson	Pair folders	7 min
2.	Warm-Up - Teacher presents the pair and team chart and the game rules on smartboard - Students review the four game rules - Each partner retells story from previous lesson by taking turns of three minutes - Teacher monitors and assigns points to each partner for good behavior and effort	- Pair/Team Chart - Complete story map student worksheets - Timer	7 min
3.	Retell your own story - Students change the story using a new story map worksheet from their folder - Each partner takes turns for 6 minutes and shares a new story using emotions, transition words, and new information. The other partner prompts and asks questions to get the partner's story progressing - Teacher monitors and assigns points to each partner for good behavior and effort	- New story map worksheet - Visual aid - Guiding questions - Timer	15 min
4.	Retell testing - Each partner takes turns retelling the new story for three minutes. The other partner listens and scores partner's story using the retell checklist - Teacher monitors and assigns points to each partner for good behavior and effort	- Story map worksheet - Visual aid - Partner checklist - Timer	8 min
5.	Wrap-Up - Students calculate points and transfer final score on their score card - Teacher asks student pairs to announce their score and writes each score on the pair chart on smartboard - The winning team is announced	Pair/Team Chart	8 min

Lesson Plan 4

Teaching Procedure	
Lesson No./ Topic:	4. Super Grand (Super Big)
Student Objectives (S.O.):	Students are expected to: 1. Retell the story fluently (using Beginning/Middle/End, transition and emotion words) 2. Change one part of the story (Beginning/Middle/End) 3. Monitor each other in retelling
Materials:	• Wordless Video “Super Grand”(https://www.youtube.com/watch?v=KJu_kAeH_CY) Student complete story map worksheets from Lesson 3 • Student Pairing Chart (teacher copy) • Pair and Team Assignment Chart (teacher copy) • Student pair folders containing: ○ Score card (one copy per student pair) ○ Game rules (one copy per student pair) ○ Visual aid (one copy per student pair) ○ Retell guiding questions (one copy per student pair) ○ Retell story map (one copy per student) ○ Retell partner checklist (one copy per student) • 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 Pairing Chart</i>).
Time:	45-50 minutes
Assessment:	Formative
Lesson Steps	
Introduction: (7 minutes) S.O.1	Teacher gains students’ attention and introduces the lesson’s objective. <i>Class, look up here. Today you are going to play the PIVOT game practicing with your partner story retell as best as you can. We will work in pairs again. Let’s remember our number. All partners A raise your hand.</i>
	Teacher checks and provides specific positive feedback. <i>I liked the way you remembered your roles. Thank you for being responsible. Put your hands down. Now, all partners B raise your hand.</i>
	Teacher checks and provides specific positive feedback. <i>Fantastic! I see that we are ready for the PIVOT game.</i> <i>In our previous lesson, you have learned that retelling a story means that we describe important story events in a certain order. What is the order of events that we must follow?</i> (Expected responses: beginning, middle, end)



You are exactly right! We also learned that we connect the events with some important words to help move the story forward. What are these words? (Expected responses: transition words)

That's right! Partner A think and share two transition words that you could use in the beginning of the story. Partner B think and share two transition words for the middle of the story. Remember to use your partner voice.

Teacher gives 1-2 minutes for partner sharing. As students think and share, teacher actively supervises by moving around, listening to their responses, and providing behavior specific praise (e.g., “That is an excellent use of transition words!”, “This is a great transition word! Keep it up!”, etc)

We also learned how to make our story more attractive. What words did we use?
(Expected response: emotion words)

Partner A, think and share two emotion words. Partner B, think and share two different emotion words. Remember to use your partner voice.

The teacher gives 1–2 minutes for partner sharing. As students think and share, the teacher actively supervises by moving around the room, listening to their responses, and providing behavior-specific praise (e.g., “That is an excellent use of emotion words!” or “Great job using an emotion to describe the character!”).



Class, look up here. I liked the way you used your partner voice and waited for your turn to speak. That shows being respectful! Now, tell me what words you could use at the end of the story.

Teacher allows 3-4 students to respond and then delivers behavior-specific praise.
Excellent sharing of ideas! You have used important transition words for the end of a story.

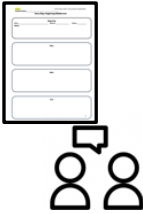
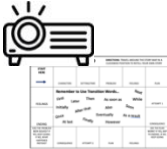
Warm-up:
(7 minutes)
S.O. 1&2

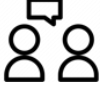


It is time to play the PIVOT game. We will get into our teams.

(Teacher presents this table on smartboard based on the Pair and Team Assignment Chart)

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	

	Before we start the game, let's remember our game rules. What's rule 1? (Expected response: Take turns using your partner voice) What's rule 2? (Expected response: Be an active listener) What's rule 3? (Expected response: Help your partner move forward by saying "What's next?") What's rule 4? (Expected response: Do your best in story retell) These are the behaviors I expect you to show when working with your partners. We start with the retell warm-up. (Teacher distributes student folders and complete story map worksheets from previous lesson) Partners get your story map worksheet from our previous lesson. Remember to describe the whole sequence of events, using transition and emotion words. Partners A begin retell the story. Go. Teacher sets timer for 3 minutes. While students engage in this activity, teacher actively monitors the pairs by moving around, listening to their responses, and providing <u>behavior-specific praise</u> (e.g., "Thank you for being active listeners!", "I see you try your best using transition and emotion words! Excellent work!", "Thank you for waiting for your turn!" etc). Teacher also gives points on the score card by crossing out numbers. When timer is off, teacher says: Partners B is now your turn to retell the story. Go. Teacher sets timer for another 3 minutes and actively supervises the pairs by providing points and behavior-specific praise as described above.
Retell your own story: (15 minutes) S.O. 2&3 	When timer is off, teacher says: It is time to describe your own story now. Use this new story retell map to help you develop and describe some ideas. (Teacher gives to all students the story retell map). You can add or remove any information from the super big girl's story as you wish. For instance, you can change the beginning, or middle or the end of the story by adding another character or the time or the location or their feelings. The most important thing to remember is to keep the sequence of events from the beginning to the end and use lots and lots of transition and emotion words. Let me give you one example first and then you can think one of your own. (Teacher shares one example of her own using the story retell map by changing aspects from the

   	story with the big child. E.g., “A cat was up on a tree and could not come down/ The woman owner cried for help/The big child went to the tree to help the cat /The woman was so happy to have her cat back/She thanked the girl and left with her cat”). <i>If I get stuck, my partner can help me with some guiding questions.</i> <i>Let’s try again with the help of a partner to show you how to change a story</i> (Teacher gives another story example using the story map but gets stuck and the student helper asks some of the guiding questions to help teacher to move forward). <i>Do you have any questions before we start our practice?</i> If there are no questions, then teacher says: <i>Partners A get ready to create your own idea. You can say the story as many times as you can. It is important to be fluent in your story. Partners B keep the guiding questions in front of you. Go.</i> Teacher sets timer for 6 minutes. While students engage in this activity, teacher actively monitors the pairs by moving around, listening to their responses, and providing behavior-specific praise (e.g., “Thank you for being active listeners!”, “I see you try your best using transition words! Excellent work!”, “Thank you for waiting for your turn!” Great use of emotion words! etc). Teacher also gives points on the score card by crossing out numbers. When timer is off, teacher says: <i>Partners B is now your turn to change the story. You can say the story as many times as you can. It is important to be fluent in your story. Partners A keep the guiding questions in front of you and help your partner move forward. Go.</i> Teacher sets timer for another 6 minutes. While students engage in this activity, teacher supervises actively the pairs by providing points and behavior-specific praise as described above.
Retell testing (8 minutes)  	When timer is off, teacher says: <i>I heard some great new stories with lots and lots of transition and emotion words. Excellent work!</i> <i>It is time now for the retell testing. You will test each other using this retell checklist.</i> (Teacher provides one checklist per student and asks them to write their names on the top of the checklist. Teacher reviews briefly the content of the checklist). <i>Partners A you have 3 minutes to describe again your new story. Partners B get ready to test your partner on the order of the events and using transition and emotion words. Go.</i>



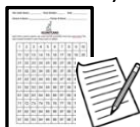
Teacher sets timer for 3 minutes. While students engage in this activity, teacher actively monitors the pairs by moving around, listening to their responses, and providing behavior-specific praise (e.g., “Thank you for being active listeners!”, “I see you try your best using transition words! Excellent work!”, “Thank you for waiting for your turn! Great use of emotion words!” etc). Teacher also gives points on the score card by crossing out numbers.

When timer is off, teacher says:

Partners B is now your turn to retell the new story. Partners A get ready to test your partner on the order of the events and using transition and emotion words. Go.

Teacher sets timer for another 3 minutes and supervises actively the pairs by providing points and behavior-specific praise as described above.

Wrap-up:
(8 minutes)



When timer is off, teacher says:

***I saw many students doing their best during retelling. That's being responsible!
Count your partner's points and enter the score on your score card. You have 3 minutes
for this.***

(If students do not remember, teacher shows one example of how to calculate the final score on the list and how to transfer the final score on their Score Card by crossing out boxes. Teacher demonstrates both examples on SmartBoard).

Teacher sets timer for 3 minutes. When timer is off, teacher says:

I will call now each pair to give me their final crossed number on the score card to enter on this table. (Teacher shows the table on the Smartboard).



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	
TOTAL		TOTAL	

This time the first-place goes to Team _____. Team _____ stand up, take a bow, and be applauded for your good work this time. (Everyone applauds the team).



Team ____ you came in second. Let's all of us applaud Team ____ for trying their best.

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 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.

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 Retell Game, everybody who works hard is a winner!

Teacher collects all student materials.



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.

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			



Pair Letter Name: _____ Team Number: _____ Date: _____

Partner A Name: _____ Partner B Name: _____



SCORE CARD

Each time a point is given, we cross out (X) a number from the score card. The last crossed number is your final score to report.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Story Retell Guiding Questions

During “Retell your Own Story” activity, you may use these questions to guide your partner to move on with their story:

STORY ELEMENTS	GUIDING QUESTIONS
Characters	Who are the characters in the story?
Setting	Where does the story take place?
Time	When does the story take place?
Problem (What?)	What problem is the character faced with?
Feelings	How does this problem make the character feel?
Plan 1	What plan does the character come up with to fix the problem?
Attempt 1 (Try)	How did the character’s attempt to fix the problem go?
Consequence 1	What was the result of the character’s attempt?
Feelings	How does the character feel after trying to fix the problem?
Plan 2	If the problem has not been solved, what is the new plan?
Attempt 2 (Try 2)	How did this new attempt go?
Consequence 2	What was the result of the second attempt?
Ending	How does the story end?



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.	☐
---	--------------------------

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.

TOTAL POINTS EARNED out of 26

- Count the number of check marks.
- Count the total number of things retold.
- Add both numbers and enter the sum in the box.

☐

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.

TOTAL POINTS EARNED out of 26

- Count the number of check marks.
- Count the total number of things retold.
- Add both numbers and enter the sum in the box.

☐



STORY RETELL MAP

DIRECTIONS: TRAVEL AROUND THE STORY MAP IN A CLOCKWISE POSITION TO RETELL YOUR OWN STORY

START HERE 	CHARACTERS	SETTING/TIME	PROBLEM	FEELINGS	PLAN
FEELINGS	Remember to Use Transition Words... First Later Then As soon While Initially Once After that Also Soon At last Finally Eventual howeve. As a result				ATTEMPT 1
ENDING					CONSEQUENCE
HAS THE PROBLEM BEEN SOLVED? IF YES, KEEP GOING. IF NO, WHAT HAPPENED INSTEAD?	CONSEQUENCE	ATTEMPT 2	PLAN	FEELINGS	DID THE PLAN WORK? IF YES, SKIP TO ENDING. IF NO, KEEP GOING



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