



Classwide Academic Intervention Program

Lesson 7



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adolescents



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 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: Ant	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 7

Teaching Procedure	
Lesson No./ Topic:	7. Ant
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 “Ant” (https://www.youtube.com/watch?v=pCxY70kPDnM&t=11s) • 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 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 (teacher points each part on the smartboard). 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 an ant and his friends. After you watch the video, think and share with your partner one idea about how the ants were working together.</i> Video plays till the end (3:35). <i>Turn to your partner and say one thing that you saw about the ants and how they were working together. 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. Class, <i>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> (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> <i>Here is a visual aid (teacher displays it on the smartboard) 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>

	<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 0:26. <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> a group of ants were working perfectly in line. Each ant worked hard while the boss ant supervised them.’ Or ‘<u>One morning</u> a group of cheerful ants were lining up for their work. Each ant worked hard while the boss ant watched over them to make sure they work properly or ‘<u>Once upon a time</u>, a group of ants were working together in a line. Each ant worked hard while the boss ant watched over them to make sure they work properly.’</i> <i>Let’s look closely at what other information our beginning sentence needs to include.</i> • Who are the main characters? (Expected responses: the brown ant/ the black ant workers/the boss ant.) • Where does the story take place? (Expected responses: inside the ant colony.) • 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 were the characters feeling at the beginning? (expected responses might include: cheerful, excited) <i>At the beginning of the story, I might also add an emotion word. For example, I can say: ‘<u>One morning</u> a group of cheerful ants were working together in a line.’ The word cheerful tells us how the ants felt at the beginning 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>
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	Teacher writes the sentence or keywords (One day, a group of cheerful ants were working together in a line) on the smartboard under the <u>FIRST box</u> of the story map. <i>Note to teacher:</i> 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)   	<i>Now, turn to your partner, take turns, think and share one beginning sentence about the story using one transition word and emotion words from the visual aid. Remember to use a different one from your partner and make sure you use your partner voice.</i> 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 and an emotion word!”, “You are right on with this transition word!”). <i>Class up here. What else happened first?</i> (Expected responses: <i>One day a group of ants were working in line/ The boss ant watches over them to make sure they work properly.</i>) Teacher writes student responses (complete sentences or keywords) on the FIRST box. <i>Great! Now, let’s think about how the group of ants were feeling during these events. (expected responses: proud, responsible). And how was the boss ant feeling? (expected responses: alert, strict).</i> Teacher writes student responses (complete sentences or keywords) on the FIRST box. <i>This is your story map worksheet, and you need to complete the beginning of the story with what we have discussed so far.</i> 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.
	<i>Alright! Look up here now. Let’s continue watching the story and tell me what happened next.</i> Teacher plays the video till 1:46. Then, teacher asks <i>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.</i> (Expected responses: <u>Suddenly</u>, one of the ants, the brown courageous ant, decides to work differently by breaking the job rules. <u>Next</u>, the brown ant is determined to dig and jump all around to collect the leaves. However, the boss ant gets very mad for the disrupt

        	the brown ant has made. <u>Moreover</u>, the boss ant reprimands and excludes the brown ant from the rest of the group.) 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! 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 2:35 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!”, “Your emotion words have made your story attractive! Super job!”, etc). <i>Class, look up here now. Let’s get back to the whole group and share your ideas.</i> (Expected responses: All the ants were confused; they did not understand what was happening. <u>Next</u>, the boss ant was furious. <u>Suddenly</u>, the brown ant saw a leave falling down the tree. <u>Soon</u>, the ant comes up with the idea to jump on it and get down up on the leave. <u>Immediately</u>, all the ants followed the brown ant.) 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> Teacher plays the video till 3:35 and prompts students:
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   	<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. We are getting close to the end of the story. Remember to use transition words 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! 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: <u>However</u>, as the ants start imitating the brown ant’s solution, everyone has become surprisingly productive and faster. <u>Next</u>, the other ants and even the boss ant realize that the brown ant’s idea is actually a great one. <u>In the end</u>, the boss ant is happy that the new idea worked and that the ants can do their work faster.) 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 ants. 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). <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 and emotion making their story an exciting one!”</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 will play a retell game.</i> Teacher collects all student worksheets. Story map worksheets and visual aid will be needed for Lesson 8.



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.	☐
---	--------------------------

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.

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.