



KINDERGARTEN CURRICULUM

Multitiered narrative and expository, oral and written, academic language and knowledge building instruction

- **Just 30 minutes a day** to build narrative and expository language comprehension and production skills
- **Built-in flexibility** with multiple ways to differentiate within each lesson and across the week, month, and year
- **Extension activities** help teachers weave the language patterns, concepts, vocabulary, and

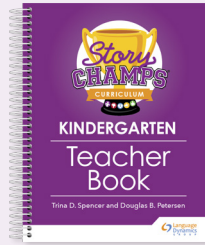
Story Champs® Curriculum was designed to help educators provide explicit, systematic, cumulative, and diagnostic instruction for oral and written academic language as a complement to early-grade phonics and transcription instruction. As students master sophisticated language within highly meaningful narrative and expository contexts, they simultaneously build a deep reservoir of science and social studies content. By integrating these essential components, Story Champs® Curriculum is an effective, evidence-based academic language program with an embedded knowledge-building system for early elementary students.



CLASSROOM MATERIALS

TEACHER BOOK

Includes scripted lessons, providing step-by-step guidance for delivering language instruction, eliminating the guesswork and reducing teacher burden. With 20 units covering a full year of instruction, preparation time is cut to a minimum.



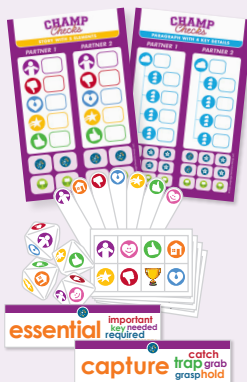
PICTURE BOOK / DIGITAL PRESENTATION

Illustrations and photos are provided in two formats: a physical Picture Book and a Digital Presentation (PowerPoint and Google Slides). Teachers can use either format depending on their classroom needs.



CHAMP CHECKS / STORY GAMES / SPOT THE SPARKLE CARDS

- 30 Champ Checks for partner retelling and telling activities, narrative and expository
- 4 sets of Story Games (Story Sticks, Story Bingo, Story Dice)
- 80 Spot the Sparkle cards



ICONS



WALL ICONS



Narrative Discourse Icons: Units 1-10 teach Character, Problem, Feeling, Action, Ending. Starting with Unit 11, two additional elements (Setting and End Feeling) are added.

Expository Discourse Icons: All expository paragraphs have one Main Idea and four Key Details.

Vocabulary Icons: Each story and paragraph includes two Sparkle Words (general academic words), and expository paragraphs also include at least two New Terms (domain-specific words).

Connection Icons: Causal, temporal, and contrast Connection Words are marked with green Connection Icons.

PRINTABLES

- Word Journals
- Story Writing Organizers
- Information Writing Organizers
- Take Home Activities
- Handouts



The Story Champs® Family of Instructional Tools

How does Story Champs® Curriculum vary from Story Champs® Intervention? In the most meaningful ways, they are exactly the same. They both benefit from carefully constructed stories and paragraphs that have the essential academic language patterns. They both target the same types of words, sentences, and discourse types, as well as inferential strategies. The explicit and systematic teaching procedures are also the same. However, they differ in **practical** ways.



P K 1 2

Implementation Support

Detailed Scripts

Lesson Plans

Multiple Pages

Duration of Session

20-30 minutes

Sequence

Systematically Ordered

Intended User

General Education Teachers

Usability

Easy

Students

Grade Specific

Assessment

Infrequent Progress Monitoring

Flexibility

Moderately Flexible



Multi-Grade

Outlined Scripts

One Page

10-30 minutes

Flexibly Ordered

Specialists

Moderate

Language Levels (not grades)

Frequent Progress Monitoring

Highly Flexible

GETTING TO KNOW THE CURRICULUM

KINDERGARTEN UNIT AND LESSON ORGANIZATION

The **Story Champs® Curriculum-KINDERGARTEN** has 20 units to span the entire school year. Each unit is comprised of four lessons types (A-D).

LESSON A Narrative Retelling	LESSON B Expository Retelling	LESSON C Narrative Generation	LESSON D FLEX

UNIT 5 LESSON B
EXPOSITORY RETELLING

UNIT 5 LESSON A
NARRATIVE RETELLING

MATERIALS

- Icons ✓ Picture Book: **Unit 5 Lesson B** (or Digital Presentation: **Unit 5 Lesson B**)
- Champ Checks
- Spot the Sparkle Cards
- Nonfiction book

FOCUS

- Teach about taste buds
- Define and practice Sparkle Words
- Teach New Terms

ACADEMIC LANGUAGE
(bold = targeted / unbold = in)

EXPOSITORY DISCOURSE

- main idea

SENTENCES

- causal connection - because
- temporal connection - when
- relative pronouns - that

WORDS

- prefer - to like one thing over another
- novel - new and different
- taste buds, tongue, spin

BEFORE THE LESSON: Review Behavior Rules

DIFFERENTIATION GUIDE

SPEED UP

This story has figurative language (head was spinning) planted in it. Some students may be ready to figure out what that means. Guide them to use the clues in the story like is done in Activities 3 and 4.

SLOW DOWN

Teach the prepositions by modeling sentences and showing the relevant story pictures: The books are on the shelves. He is searching under the couch. He looked behind the books.

BEFORE THE LESSON: Review Behavior Rules

- SIT TALL
- LISTEN BIG
- DO YOUR BEST TALKING

NARRATIVE RETELLING 5A 95

DETAILED COVER PAGES

Lesson Cover Pages provide a quick view of what the lesson covers.

- MATERIALS** inform what items to display, gather from the classroom, or print.
- FOCUS** informs high level lesson objectives.
- ACADEMIC LANGUAGE STRANDS** inform which discourse elements, sentence structures, words, and other targets will be taught or are available.
- SAMPLE LEARNING STANDARDS** align with the academic language targets in the lesson, but they are not necessarily word for word. They are also not a comprehensive list of lesson-relevant standards, just examples.
- DIFFERENTIATION GUIDE** informs how to make the lesson a little more challenging (Speed Up) or less challenging (Slow Down).
- BEHAVIOR RULES** remind teachers that lessons should always begin with a presentation or review of the expectations.

NARRATIVE RETELLING



- Discourse elements and patterns are taught in the context of personally-themed narratives
- Stories use carefully constructed sentences to reflect grade level grammar and syntax, including causal and temporal subordination, modifiers, and relative clauses
- Lessons are intentionally sequenced to build on each other so students practice previously learned words, concepts, and strategies
- Through explicit teaching and gradual fading of supports, every SCC lesson addresses two general academic words and one of the following: multiple meaning words, morphologically complex words, figurative language, or inferential reasoning

ACTIVITY 1: Read Story

Display the 5 STORY PICTURES.

Today I'm going to tell you a story about Mario. It's called "Mario's Scavenger Hunt." Listen carefully for Sparkle Words. If you hear a word that you think is a Sparkle Word, make the Sparkle Gesture.

As you read each part of the story, put the icons on or near the corresponding pictures.



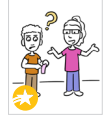
One weekend, Mario was at his friend's apartment doing a scavenger **hunt**. He was **hunting** for clues that would lead him to a **special** prize.



Mario **searched** under furniture and on shelves but didn't find the clues. His head was **spinning**.



He felt **confused** because he had searched everywhere and still couldn't find anything.



He planned to ask his friend for a **hint**. He said, "Can you give me a **little** help? I've **looked** everywhere already." His friend said, "Sure. Your **hint** is...look behind things."



When Mario **searched** behind a stack of books, he **easily** found the clue. Mario was thrilled because the clue **eventually** led him to the prize.

ACTIVITY 2: Play Story Gestures

Re-read the story above and play Story Gestures. PRAISE students for playing the game while listening to the story.

I'm going to read the story again while you play Story Gestures.

STORY GESTURES (quick reference guide)

- CHARACTER (hand on top of head)
- PROBLEM (thumbs down)
- FEELING (hand on heart)
- ACTION (move open hand in an arc)
- ENDING (thumbs up)

ACTIVITY 3: Define Search

Place a SPARKLE ICON on or near STORY PICTURE 2.

Search is the other Sparkle Word in this story. Mario searched everywhere for the treasure. Everyone say search. Students say, search. PRAISE

Let's listen for clues to figure out what **search** means. Read the sentence(s) with the word and clue(s). Encourage students to use pictures, clue(s), and background knowledge to figure out the definition. If needed, talk aloud showing how to use the clue(s).



"Mario **searched** under furniture and on shelves. He said, 'Can you give me a little help? I've **looked** everywhere already.'"

Search means to look and look. Listen again. Search means to look and look. Say: to look and look. Students and teacher say, to look and look. PRAISE

What does search mean? Students say, to look and look. PRAISE

If students do not respond or respond incorrectly, say, "Search means to look and look. Say: to look and look. To look and look. Way to go! What does search mean?"

ACTIVITY 4: Define Hint

Place a SPARKLE ICON on or near STORY PICTURE 4.

One of our Sparkle Words is **hint**. Mario asked his friend for a **hint** to find the prize.

Everyone say **hint**. Students say, **hint. PRAISE**

Let's listen for clues to figure out what a **hint** is. Read the sentence(s) with the word clue(s). Encourage students to use pictures, clue(s), and background knowledge to figure out the definition. If needed, talk aloud showing how to use the clue(s).

"He asked his friend for a **hint**. He said, 'Can you give me a **little** help?'"

A **hint** is a **little** bit of help. Listen again. A **hint** is a **little** bit of help. Say: a **little** bit of help. A **little** bit of help. **PRAISE**

What is a **hint**? Students say, a **little** bit of help. **PRAISE**

If students do not respond or respond incorrectly, say, "A **hint** means a **little** bit of help. A **little** bit of help. **Terrific!** What does **hint** mean?"

ACTIVITY 5: Multiple Meaning Words

Write the word **hunt** on a white board. You may want to write the word **hunt** on the board and show attention to the different letters and sound between them.

Do you remember that some words have more than one meaning? There is a multi-meaning word in this story—**hunt**.

Everyone say **hunt**. Students say, **hunt. PRAISE**

In this story, Mario is on a scavenger hunt. In this context, **hunt** is something an event where people look for things. Mario is on a **hunt**, looking for clues.

The word **hunt** has a different meaning too. It can also mean to look and look. In this context, **hunt** is an action and it has the same meaning as one of our Sparkle Words **search**. We can see this meaning of **hunt** in the picture. The girls are hunting for something under the bed. Display PICTURE 63.

Give individual turns for students to use **hunt** in a sentence. See sentences below.

Hunt (n.) - It is fun to go on a scavenger hunt.

Hunt (v.) - It is fun to hunt for clues.

ACTIVITY 6: Connection Words

There are a few Connection Words in this story. Listen, reread the following sentences and have students repeat the sentences. Place CONNECTION ICONS on or near the STORY PICTURES 3 and 5.

Mario felt **confused** because he couldn't find any clues.

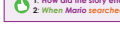
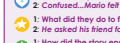
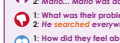
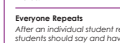
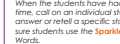
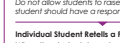
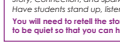
Mario was thrilled because the clue led him to a prize.

Let's practice the new Connection Word when the word when connects a first part of the sentence to a second part of the sentence to tell when something happens. Listen.

Place another CONNECTION ICON on or near STORY PICTURE 5.

When Mario searched behind the books, he found the clue.

Everyone say that sentence with me. Students and teacher say, When Mario searched behind the books, he found the clue. **PRAISE**



ACTIVITY 9: Individual Retell

4+ LARGE GROUP

Divide the students into pairs and give each pair a Champ Checks. While students are retelling, move around so that you can hear their stories. Use 2-STEP PROMPTING as needed. Make sure students use the Sparkle and Connection Words.

Use 2-STEP PROMPTING to help retell all of the story parts. Mail use the Sparkle and Connection icons and the teacher play Story G and group story games.

How to Play Champ Checks

The first storyteller reads the story while the champ checker listens carefully. The champ checker notes as needed and checks off the storyteller told each story part and used the Sparkle and Connection Words. When the teller stops reading, the checker checks and the champ checker retells the story.

Student 1 retells the story with pictures & icons

Student 2 retells the story with icons only

Small Group Story Games

Story Slides: hold up the slide that corresponds to the part read

Story Rings: point to or put a token on the icon that corresponds to the part read

WRAP UP: Spot the Sparkle

To wrap up Explicit Activities 1-9, do the following:

• Display **Spot the Sparkle Cards** for search and hint on a white board.

• Have students say each word and their corresponding definition.

• Discuss definitions and uses of synonyms quickly and review them periodically.

• Add a tally mark whenever a student says, writes, sees, or hears a Sparkle Word (or a synonym) and make "spotting" Sparkle Words a game in which students try to ward a goal together.

EXTENSION ACTIVITIES: Unit 5A

To truly learn new words, students need to hear and use them many times, spaced out over several days and in a variety of contexts. Use the Extension Activities to give quick reviews and practice of the Sparkle Words across multiple lessons, days, and weeks. They can be adapted, repeated, and integrated with other academic content.

PRACTICE SEARCH IN DIFFERENT CONTEXTS

Talk about PICTURES 64, 65 and 66.

Let's practice Sparkle Words. Look at these pictures showing someone searching for something. Everyone say search. Students say, search. PRAISE

Search means to look and look. What does search mean? Students say, to look and look. PRAISE

Lead a discussion about other uses of the word search. Ask students to think of an experience they have had with a search.

Give individual turns for students to define search or to use search in a sentence. See sample sentences below.

PICTURE 64 The girl searched for birds in the sky.

PICTURE 65 The man is searching under his bed for something.

PICTURE 66 She dumped out her purse searching for her missing keys.

If students do not respond or respond incorrectly, say, "Search means to look and look. Say: to look and look. To look and look. Yes! What does search mean?"

PRACTICE HINT IN DIFFERENT CONTEXTS

Talk about PICTURES 67, 68 and 69.

Here are some pictures that show what a hint is. Everyone say hint. Students say, hint. PRAISE

A hint is a little bit of help. What is a hint? Students say, a little bit of help. PRAISE

Lead a discussion about other uses of the word complete. Ask students to think of a time they completed something.

Give individual turns for students to define complete or to use complete in a sentence. See sample sentences below.

PICTURE 67 The paws prints left a hint for the dog to follow.

PICTURE 68 The librarian gave her a hint for finding the right book.

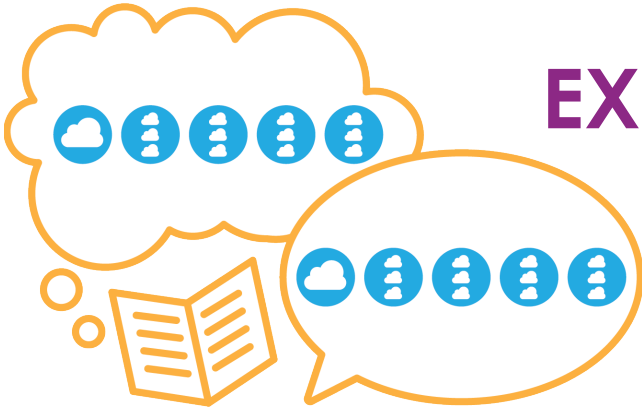
PICTURE 69 The yellow arrow is the hint.

If students do not respond or respond incorrectly, say, "A hint means a little bit of help. Say: a little bit of help. A little bit of help. Super job! What does hint mean?"

GENERALIZE TO AUTHENTIC TEXT

Read a storybook aloud to students. Encourage them to monitor their comprehension of words and sentences. Help them infer the meaning of unknown words from context, identify narrative discourse elements, and make text-to-text, text-to-self, and text-to-world connections.

EXPOSITORY RETELLING



- Discourse elements and patterns are taught in the context of grade-level science and social studies expository content
- Paragraphs use carefully constructed sentences to reflect grade level grammar and syntax, including subordination, modifiers, relative clauses, and transition words and phrases
- Facts and concepts are taught within strategically sequenced science and social studies topics that build on previous ones
- Through explicit teaching and gradual fading of supports, every SCC lesson addresses two general academic words and at least two domain-specific words

ACTIVITY 1: Read Paragraph

Show PICTURES 70 and 71.

I'm going to read you some information about our taste buds. Listen carefully. There are some words in this paragraph that might be new to you. If you hear a word that you think is a Sparkle Word, make the Sparkle Gesture.

As you read each part of the paragraph, put the icons near the pictures in a visual pattern as shown below.

- **Taste buds**, the tiny bumps on our tongues, help us identify flavors.
 - When our brains and **taste buds** work together, we can easily tell whether food is sweet or salty.
 - **Taste buds**, which send quick signals to our brain, help us decide what we like.
 - People often **prefer different** foods **because** everyone's **taste buds** are different.
 - Trying **novel** foods helps us discover new flavors.



ACTIVITY 2: Play Information Gestures

Name the icons and review the pattern of paragraphs, if needed. Re-read the paragraph above. Play Information Gestures with the students. PRAISE students for playing the game while listening to the paragraph.

I'm going to read the paragraph again. While I read it, let's practice playing Information Gestures.

- INFORMATION GESTURES (quick reference)
- MAIN IDEA (make fist)
 - KEY DETAILS (finger up for each detail)

ACTIVITY 3: Define Prefer

Place a SPARKLE ICON on or near PICTURE 70.

One of the Sparkle Words in this paragraph is **prefer**. People **prefer different** foods. Everyone **says prefer**. Students **say, prefer**. PRAISE

Prefer means to like one thing more than another. Listen again. **Prefer means to like one thing more than another.** Say: **to like one thing more than another.** Students and teacher say, **to like one thing more than another.** PRAISE

What does **prefer** mean? Students say, **to like one thing more than another.** PRAISE

If students do not respond or respond incorrectly, say, "Prefer means to like one thing more than another. To like one thing more than another. Excellent! What does prefer mean?"



ACTIVITY 4: Define Novel

Place a SPARKLE ICON on or near PICTURE 71.

Novel is the other Sparkle Word in this paragraph. Trying **novel** foods helps us like more things. Everyone **says novel**. Students **say, novel**. PRAISE

Novel means new and different. Listen again. **Novel means new and different.** Say: **new and different.** Students and teacher say, **new and different.** PRAISE

What does **novel** mean? Students say, **new and different.** PRAISE

If students do not respond or respond incorrectly, say, "Novel means new and different. New and different. Terrific! What does novel mean?"

ACTIVITY 5: New Terms

In addition to the Sparkle Words, there are New Terms in this paragraph. As you read the NEW TERM ICONS on or near the PICTURES, lead a brief discussion about each New Term. Some statements and questions are below.

Tongues help us taste. Say: **tongues.** Students say, **tongue.** PRAISE

What do tongues do? Students say, **help us taste.** PRAISE

Taste buds are tiny bumps on our tongues. Say: **taste buds.** Students say, **taste bu** PRAISE

Signals are messages to our brains. Say: **signals.** Students say, **signal.** PRAISE

What are messages? Students say, **messages to our brains.** PRAISE

How are our brains involved in tasting? What would happen if we did not have taste buds? Do taste buds help keep us safe? If so, how?

ACTIVITY 6: Connection Words

Let's find our Connection Words in this paragraph. Listen. Place CONNECTION ICONS on or near the information icons they go with.

People often **prefer different** foods because everyone's **taste buds** are different. Everyone **says** that sentence with me. Students and teacher say, **People often prefer different foods because everyone's taste buds are different.** PRAISE

Let's practice the new Connection Word when. Listen. When our brains and taste work together, we can easily tell whether food is sweet or salty. Everyone say this sentence with me. Students and teacher say, **When our brains and taste buds work together, we can easily tell whether food is sweet or salty.** PRAISE

ACTIVITY 7: Quiet Acting

Quietly retell the paragraph in your own words (i.e., paraphrase) and act it out in the information, Connection, Sparkle, and New Term Gestures as well as movement to the paragraph content. Have students stand up. Listen to the paragraph, and you will need to retell the paragraph so listen to me do it first. As I retell it, act it if I remember to be quiet so you can hear me. Listen for our Sparkle Words **prefer** or **novel**.

ACTIVITY 8: Team Retell

4+ LARGE GROUP

5-8 SMALL GROUP

Ask Questions

Ask the STEP 1 questions from 2-STEP PROMPTING below. Refer to pictures and icons. Do not allow students to raise their hands. Every student should have a response ready.

Individual Student Retells a Part

When the students have had enough think time, call on an individual student to give the answer or retell the main idea or key detail. Encourage the students to use the Sparkle and Connection Words and New Terms.

Individual Student Retells a Part

Starting with the student who Main Idea icon moving from a time, students retell the part that corresponds to the icon. Encourage the students to use the Sparkle and Connection Words and New Terms.

Everyone Repeats

After an individual student retells a part, model what the students should say and repeat it all together.

Continue until all of the parts of the paragraph are individually retold and repeated.

Quick Retell

When all the parts of the paragraph have been repeated by the group, quickly students hear a cohesive paragraph with complex language before they retell it.

Note: You can break long sentences into two phrases before having students repeat the sentence.

2-STEP PROMPTING

STEP 1: When a prompt is necessary, first ask a question.

MAIN IDEA What is the Main Idea of this paragraph?

KEY DETAIL What Key Details support the Main Idea?

NEW TERM What was one of the New Terms in paragraph 7? What does it mean?

STEP 2: When a question is not sufficient to help the student produce the part of the paragraph, provide a model. You may need to reduce the length of sentences or number of sentences to make it easier for students to say and repeat.

Taste buds, the tiny bumps on our tongues, help us identify flavors.

When our brains and taste buds work together, we can easily tell whether food is sweet or salty.

Taste buds, which send quick signals, help us decide what we like.

People often prefer different foods because everyone's taste buds are different.

Trying novel foods helps us discover new flavors.

ACTIVITY 9: Individual Retell

4+ LARGE GROUP

5-8 SMALL GROUP

Divide the students into pairs and give each pair a Champ Checks. While students are retelling, move around so that you can hear their retells. Use 2-STEP PROMPTING as needed. Encourage the students to use the Sparkle and Connection Words and New Terms.

Use 2-STEP PROMPTING to help refer all of the parts. Encourage use the Sparkle and Connection Words and New Terms. While one student retells the paragraph, the other student play information Gestures of

Student 1 retells the paragraph with pictures & icons

Student 2 retells the paragraph with icons on

How to play Champ Checks

The first speaker retells the paragraph while the champ checker fills carefully. The champ checker helps or needed and check off that the speaker told each paragraph part and used the Sparkle Words and New Terms. When the first speaker is finished, the role switch and the champ checker retells the paragraph.

WRAP UP: Spot the Sparkle

To wrap up Explicit Activities 1-9, do the following:

Display Spot the Sparkle Cards for prefer and novel on a white board.

Have students say each word and their corresponding definition.

Discuss definitions and uses of synonyms quickly and review them periodically.

Add a tally mark whenever a student says, writes, sees, or hears a Sparkle Word (or a synonym) and make "spotting" Sparkle Words a game in which students toward a goal together.

EXTENSION ACTIVITIES: Unit 5B

To fully learn new words, students need to hear and use them many times, spread out over several days and in a variety of contexts. Use the Extension Activities to give quick reviews and practice of the Sparkle Words across multiple sessions, days, and weeks. They can be adapted, repeated, and integrated with other academic content.

PRACTICE PREFER IN DIFFERENT CONTEXTS

Talk about PICTURES 72, 73, and 74.

Let's practice Sparkle Words. These pictures show someone preferring something over something else. Everyone say prefer. Students say, prefer. PRAISE

Prefer means to like one thing more than another. What does prefer mean? Students say, to like one thing more than another. PRAISE

Lead a discussion about other uses of the word prefer. Ask students to think of things that are prefer.

Give individual turns for students to define prefer or to use prefer in a sentence. See sample sentences below.

PICTURE 72 He prefers to ride his bike to work.

PICTURE 73 They preferred to watch a movie.

PICTURE 74 She prefers to play in the snow.

If students do not respond or respond incorrectly, say, "Prefer means to like one thing more than another. Say: to like one thing more than another. Yeah! What does prefer mean?"

PRACTICE NOVEL IN DIFFERENT CONTEXTS

Talk about PICTURES 75, 76, and 77.

These pictures show some novel things. Everyone say novel. Students say, novel. PRAISE

Novel means new and different. What does novel mean? Students say, new and different. PRAISE

Lead a discussion about other uses of the word novel. Ask students to think of things that might be novel to him.

Give individual turns for students to define novel or to use novel in a sentence. See sample sentences below.

PICTURE 75 Mango was a novel fruit to him.

PICTURE 76 They tried many novel arts and crafts.

PICTURE 77 Searching for seashells was a novel activity for him.

If students do not respond or respond incorrectly, say, "Novel means new and different. Say: new and different. New and different. Now! What does novel mean?"

GENERALIZE TO AUTHENTIC TEXT

Read a nonfiction book or paragraph to students. Encourage them to monitor their comprehension of words and sentences. Help them infer the meaning of unknown words from context, learn New Terms, and identify main ideas and key details.

LESSON C SAMPLE

NARRATIVE GENERATION



ACTIVITY 1: Review Sparkle Words

Display PICTURE 78 and write the words **search** and **hint** on the board.

We are going to create a fictional story about this picture using some of the new words we learned.

First, let's review two Sparkle Words. This word is **search**. Everyone say **search**. Students say, **search**. PRAISE

Search means to look and look. What does **search** mean? Students say, **to look and look**. PRAISE (Correct as needed)

This word is **hint**. Everyone say **hint**. Students say, **hint**. PRAISE

A **hint** is a little bit of help. What is a **hint**? Students say, **a little bit of help**. PRAISE (Correct as needed)

ACTIVITY 2: Fictional Generation

We are going to make up sentences about this picture, one for each of the Story Icons. Display the STORY ICONS.

4+ LARGE GROUP

Ask Questions
Ask the questions below one at a time. Do not allow students to raise their hands. Every student should have a response ready.

Individual Student Generates a Part
When the students have had enough think time, call on an individual student to generate a specific story part.

Who is the story about?
What was their problem?
How did they feel about their problem?

2-3 SMALL GROUP

Give Each Student 1 or 2 Icons

Individual Student Generates a Part
Starting with the student who has the Character and Setting Icons, students generate their parts of the story. Use the questions below as needed.

Help students include the Sparkle Words in their sentences. Where appropriate and if an opportunity to use a Sparkle Word is missed, rephrase the sentence and have the student(s) repeat it:

- The pirate **searched** for the treasure.
- He found a **hint** stuck in the wall.

Model: After an individual student generates a part, model what the students repeat it all together.

Parts: Continue through the questions until all the parts of the story are created by the group.

FLEX

Select one or more FLEX Activities to address students' diverse language needs. Use them any time or following Lessons A-C. Mix and match activities to assemble the best differentiated lesson possible.

STORY CHAMPS® CURRICULUM

UNIT 5 LESSON D

NARRATIVE RETELLING AND REVIEW OF SPARKLE WORDS

For students who need extra practice, **repeat Lesson A using this story and PICTURE 32** (from Unit 2C).



Lolo Loses Her List
One day, Lolo was at the grocery store shopping for a **special recipe**. She couldn't **recall** everything she needed **because** she had lost her list. She **shyly** asked a **friendly** worker for help. "I lost my list and I can't remember what I need!" The worker smiled and said, "Close your eyes and picture your list. What do you see?" As Lolo **slowly rehearsed** the recipe in her mind, she **recalled** each item that she needed one by one. **When** she **finally** remembered the **last** item, she smiled with relief. The **friendly** worker helped her find everything **easily**. Lolo felt proud. Her memory had saved the day!

Use the small group procedures to give students an opportunity to retell the story individually.

NARRATIVE WRITING (SENTENCE COPYING)

Use this activity with a small group of advanced students. Students without strong transcription skills can do Word Journals. Display the STORY ICONS and STORY PICTURES from Lesson A. Distribute a ROUGH DRAFT page of the Story Writing Organizer to each student.

Everyone Repeats Sentences

After an individual student retells a part, model what the students should say and have the students repeat it all together.

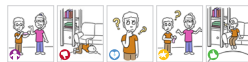
Teacher Writes Sentences

After the students repeat a sentence, write the sentence on the board. See sample sentences.

Students Copy Sentences

As the teacher writes a sentence on the board, students copy it onto the Rough Draft page of their writing organizer next to the corresponding icon.

Continue until all the parts of the story are individually retold, repeated by the group, and each student has written the story in their Rough Draft page. Encourage students to use the Sparkle Words when they are ready to write more.



Rough Draft

Author: _____

1. Mario was doing a scavenger hunt.

2. He **searched** for clues but could not find them.

3. Mario was confused.

4. He asked for a **hint**.

5. When Mario **searched** behind books, he found the clue.

KNOWLEDGE AND EXPOSITION PRACTICE

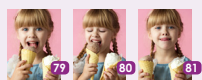
Sequence the steps of tasting new foods. Display PICTURES 79, 80, and 81 and write the words *First*, *Next*, and *Last* next to them. Review the **Sparkle** Words and **New Terms** and model each sentence.

There are three steps to tasting **novel** foods.

First, put food onto the **tongue**.

Next, the **taste buds** send **signals** to the brain.

Last, the brain determines if it **prefers** the flavor or not.



prefer
novel
tongue
taste buds
signals

Students Repeat: After modeling each sentence, have students repeat as a group.
Individual Retell: Students retell steps of tasting new foods to partner, then switch.

FLEX LESSON 5D

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Completed Fictional Story

After the picture after students have generated and repeated all the story parts and the Sparkle Words. Make the gestures too.

After about this picture, play Story Gestures with me.

NARRATIVE GENERATION 5C 108

LESSON D SAMPLE

FLEX LESSON

