



FIRST GRADE 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 strategies into any curriculum

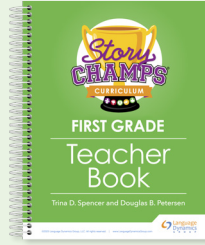
Story Champs® Curriculum was designed to help educators provide explicit, systematic, cumulative, and diagnostic instruction for oral and written academic language as a complement to early-grade phonics and transcription instruction. As students master sophisticated language within highly meaningful 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.



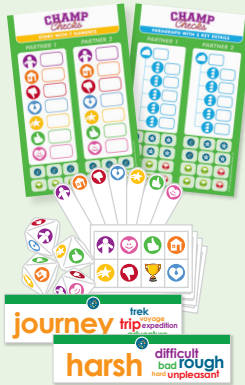
PICTURE BOOK / DIGITAL PRESENTATION

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, Setting, Problem, Feeling, Action, Ending, End Feeling. Starting with Unit 11, two additional elements (Plan and Consequence) are added.

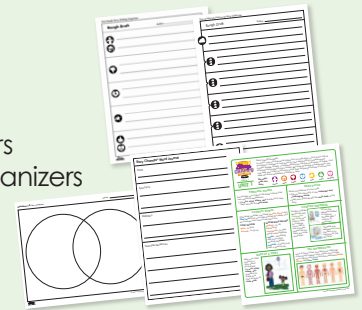
Expository Discourse Icons: All expository paragraphs have one Main Idea and five Key Details.

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, whereas the icon for relative pronouns is red.

PRINTABLES

- Word Journals
- Information Notes
- 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.

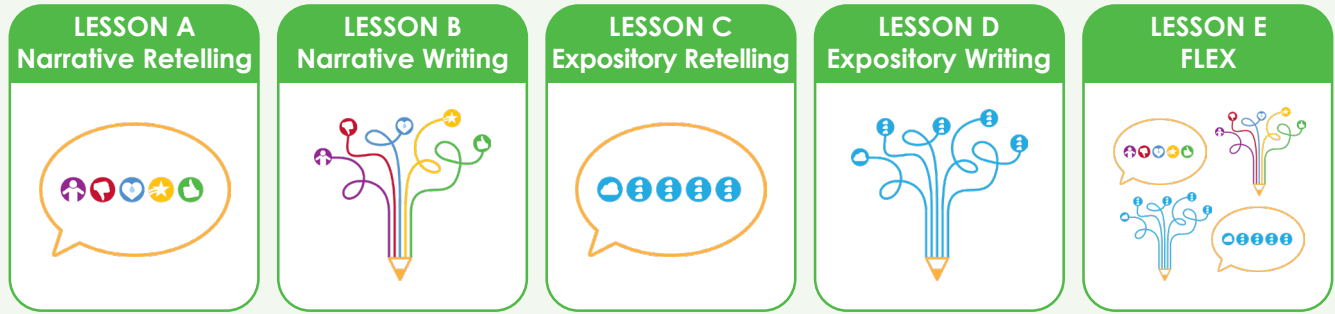


	P K 1 2	Multi-Grade
Implementation Support	Detailed Scripts	Outlined Scripts
Lesson Plans	Multiple Pages	One Page
Duration of Session	20-30 minutes	10-30 minutes
Sequence	Systematically Ordered	Flexibly Ordered
Intended User	General Education Teachers	Specialists
Usability	Easy	Moderate
Students	Grade Specific	Language Levels (not grades)
Assessment	Infrequent Progress Monitoring	Frequent Progress Monitoring
Flexibility	Moderately Flexible	Highly Flexible

GETTING TO KNOW THE CURRICULUM

FIRST GRADE UNIT AND LESSON ORGANIZATION

Story Champs® Curriculum – First Grade has **20 units** that span the entire school year. Each unit is comprised of **five lessons types (A-E)**.



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.

The image shows two detailed lesson cover pages. The top page is for **UNIT 7 LESSON B NARRATIVE WRITING**. It includes sections for **MATERIALS**, **FOCUS**, **ACADEMIC LANGUAGE STRANDS**, **NARRATIVE DISCOURSE**, **SENTENCES**, **WORDS**, **OTHER**, and **SPEED UP**. The bottom page is for **UNIT 7 LESSON A NARRATIVE RETELLING**. It includes sections for **MATERIALS**, **FOCUS**, **ACADEMIC LANGUAGE STRANDS**, **NARRATIVE DISCOURSE**, **SENTENCES**, **WORDS**, **OTHER**, **DIFFERENTIATION GUIDE** (with **SPEED UP** and **SLOW DOWN** options), and **BEFORE THE LESSON: Review Behavior Rules**. Both pages feature the Story Champs logo and various icons.

LESSON A SAMPLE 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 Milo. It's called "Late for School." 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 chilly morning Milo was playfully jumping in a giant heap of leaves that had fallen off of the trees in his front yard.



Milo was having so much fun that he lost track of time. He realized he might be late to school.



Milo was worried. He was very responsible and had never been late before. He usually walked to school and got there early.



Milo quickly decided to find his mom who was in the house. When he found his mom, he said, "I'm running a bit late. Can you quickly drive me to school so that I can be on time?" She said, "If we hustle, you may still get there early!"



Milo's mom hurriedly drove him to school. Quick as a flash, they arrived on time. Milo was relieved because he got to his class and wasn't late.

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.

Play Story Gestures while I read the story again.

ACTIVITY 3: Define Hustle

Place a SPARKLE ICON on or near STORY PICTURE 4.

One of the Sparkle Words is hustle. Milo had to hustle to get to school on time. Everyone says hustle. Students say, hustle. PRAISE

Listen for clues to figure out what hustle 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).

"Milo's mom said, 'If we hustle, you may still get there early!'" Milo's mom hurriedly drove him to school."

Milo and his mom had to hurry. Hustle means to go fast. Listen again. Hustle means to go fast. Say: to go fast. Students and teacher say, to go fast. PRAISE

What does hustle mean? Students say, to go fast. PRAISE

If students do not respond or respond incorrectly, say, "Hustle means to go fast. Say: to go fast. To go fast. Good job! What does hustle mean?"

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ACTIVITY 4: Define Arrive

Place a SPARKLE ICON on or near STORY PICTURE 5.

Arrive is the other Sparkle Word in this story. Milo arrived at school and he wasn't late. Everyone says arrive. Students say, arrive. PRAISE

Listen for clues to figure out what arrive 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).

"Milo arrived at the school. Milo was relieved because he got to his class and wasn't late. Arrive means to get to a place. Listen again. Arrive means to get to a place. Say: to get to a place. Students and teacher say, to get to a place. PRAISE

What does arrive mean? Students say, to get to a place. PRAISE

If students do not respond or respond incorrectly, say, "Arrive means to get to a place. To get to a place. Super! What does arrive mean?"

ACTIVITY 5: Figurative Language

In this story, there is a phrase that means something different than the normal meaning. Remember that because we have to figure out what these words actually mean, we use figurative language. Say figurative language. Students say, figurative language. PH figurative language is phrasing that goes beyond the literal meaning to make a point or opinion elaborate on figurative language by explaining similes and metaphors. Listen. Quick as a flash, they arrived at school. Quick as a flash is figurative language. Figure out what quick as a flash means in this context. Listen for clues.

Re-read the following sentences containing the phrase and clue (in italics). "Milo's mom hurriedly drove him to school. Quick as a flash, they arrived on time."

Allow students to try to figure out the meaning of the phrase. If necessary, model how to figure it out by talking aloud while considering the phrase and the clue. Quick as a flash means very fast. Listen again. Quick as a flash means very fast. So students and teacher say, very fast. PRAISE

What does quick as a flash mean? Students say, very fast. PRAISE

ACTIVITY 6: Connection Words

Let's find the connection words in this story. Listen.

Place a CONNECTION ICON on or near STORY PICTURE 4 and 5.

When he found his mom, he said, "I'm running late." Everyone says that sentence with me. Students and teacher say, When he found his mom, he said, "I'm running late." PRAISE

Milo was relieved because he wasn't late. Everyone says that sentence with me. Students and teacher say, Milo was relieved because he wasn't late. PRAISE

Milo asked, "Can you drive me to school so that I won't be late?" Everyone says that sentence with me. Students and teacher say, Milo asked, "Can you drive me to school so that I won't be late?" PRAISE

What does quick as a flash mean? Students say, very fast. PRAISE

NARRATIVE RETELLING 7A 156

ACTIVITY 7: Quiet Acting

Quickly retell the story in your own words (i.e., paraphrase) and act it out using eye story, connection, and Sparkle Gestures as well as movement that corresponds to the story. Have students stand up, listen to the story, and act it out.

You will need to retell the story so listen to me do it first. As I retell the story, let's go to be quiet so that you can hear me. Listen for the Sparkle Words hustle and arrive

ACTIVITY 8: Team Retell

Place a SPARKLE ICON on or near STORY PICTURE 4.

Place a CONNECTION ICON on or near STORY PICTURE 5.

Ask Questions Ask the STEP 1 questions from 2-STEP PROMPTING below. Refer to the STORY PICTURES. 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 a specific story part. Make sure students use the Sparkle and Connection Words.

Everyone Repeats After an individual student retells a part, model (use STEP 2 sentences as a guide), students should say and have them repeat it all together. Continue until all the parts of the story are individually retold and repeated by everyone.

Quick Retell When all the parts of the story have been repeated by the group, quickly retell it near a cohesive story with complex language before they retell it individually.

2-STEP PROMPTING 1. Who is the story about? 2. Milo. 3. WHAT were they doing in the beginning of the story? 4. Milo was jumping in leaves. Milo was jumping in leaves in his front yard. 5. What was their problem? 6. He lost track of time and was going to be late for school. 7. How did they feel about that problem? 8. He was worried. Milo was worried because he didn't want to be late. 9. What did they do to fix their problem? 10. Milo asked his mom to drive him so that he wouldn't be late. 11. How did the story end? 12. He hurried and his mom hurriedly drove him to school. 13. How did they feel at the end of the story? 14. He was relieved. Quick as a flash, they arrived on time and he felt relieved.

3-STEP PROMPTING 1. What was the problem? 2. He lost track of time and was going to be late for school. 3. How did they feel about that problem? 4. He was worried. Milo was worried because he didn't want to be late. 5. What did they do to fix their problem? 6. Milo asked his mom to drive him so that he wouldn't be late. 7. How did the story end? 8. He hurried and his mom hurriedly drove him to school. 9. How did they feel at the end of the story? 10. He was relieved. Quick as a flash, they arrived on time and he felt relieved.

4-STEP PROMPTING 1. What was the problem? 2. He lost track of time and was going to be late for school. 3. How did they feel about that problem? 4. He was worried. Milo was worried because he didn't want to be late. 5. What did they do to fix their problem? 6. Milo asked his mom to drive him so that he wouldn't be late. 7. How did the story end? 8. He hurried and his mom hurriedly drove him to school. 9. How did they feel at the end of the story? 10. He was relieved. Quick as a flash, they arrived on time and he felt relieved.

5-STEP PROMPTING 1. What was the problem? 2. He lost track of time and was going to be late for school. 3. How did they feel about that problem? 4. He was worried. Milo was worried because he didn't want to be late. 5. What did they do to fix their problem? 6. Milo asked his mom to drive him so that he wouldn't be late. 7. How did the story end? 8. He hurried and his mom hurriedly drove him to school. 9. How did they feel at the end of the story? 10. He was relieved. Quick as a flash, they arrived on time and he felt relieved.

6-STEP PROMPTING 1. What was the problem? 2. He lost track of time and was going to be late for school. 3. How did they feel about that problem? 4. He was worried. Milo was worried because he didn't want to be late. 5. What did they do to fix their problem? 6. Milo asked his mom to drive him so that he wouldn't be late. 7. How did the story end? 8. He hurried and his mom hurriedly drove him to school. 9. How did they feel at the end of the story? 10. He was relieved. Quick as a flash, they arrived on time and he felt relieved.

7-STEP PROMPTING 1. What was the problem? 2. He lost track of time and was going to be late for school. 3. How did they feel about that problem? 4. He was worried. Milo was worried because he didn't want to be late. 5. What did they do to fix their problem? 6. Milo asked his mom to drive him so that he wouldn't be late. 7. How did the story end? 8. He hurried and his mom hurriedly drove him to school. 9. How did they feel at the end of the story? 10. He was relieved. Quick as a flash, they arrived on time and he felt relieved.

8-STEP PROMPTING 1. What was the problem? 2. He lost track of time and was going to be late for school. 3. How did they feel about that problem? 4. He was worried. Milo was worried because he didn't want to be late. 5. What did they do to fix their problem? 6. Milo asked his mom to drive him so that he wouldn't be late. 7. How did the story end? 8. He hurried and his mom hurriedly drove him to school. 9. How did they feel at the end of the story? 10. He was relieved. Quick as a flash, they arrived on time and he felt relieved.

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ACTIVITY 9: Individual Retell

Place a SPARKLE ICON on or near STORY PICTURE 4.

Place a CONNECTION ICON on or near STORY PICTURE 5.

Divide the students into pairs and give each pair a Champ Checks. While students are retelling, move around so that you can hear students' stories. Use 2-STEP PROMPTING as needed and checks off that the student has read each story part and used the Sparkle Words. When the first student has finished the role switch and the champ checker checks the story.

Use 2-STEP PROMPTING to help each student retell all of the story parts. Model use the Sparkle and Connection Words. Encourage other targets as one student retells the story, it and the teacher play Story G (small group story games).

How to play Champ Checks The first storyteller reads the story while the champ checker listens carefully. The champ checker makes as needed and checks off that the student has read each story part and used the Sparkle Words. When the first student has finished the role switch and the champ checker checks the story.

Student 1 retells the story with pictures & icons. Student 2 retells the story with icons only.

Small Group Story Games Story Slices: hold up the slice that corresponds to the part read. Story Dice: turn the dice to the side with the icon that corresponds to the part read. Story Range: 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 the Sparkle Cards for hustle and arrive 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 reward a goal together.

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EXTENSION ACTIVITIES: Unit 7A

To truly 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 HUSTLE IN DIFFERENT CONTEXTS

Talk about PICTURES 77, 78, and 79. Here are some pictures of people hustling. Everyone says hustle. Students say, hustle. PRAISE

Hustle means to go fast. What does hustle mean? Students say, to go fast. PRAISE See sample sentences below. Lead a discussion about other uses of the word hustle. Ask students to think of a time they had to hustle.

Give individual turns for students to define hustle or to use hustle in a sentence. PICTURE 77 He has to hustle so they don't lock him. PICTURE 78 The paramedics hustle to an accident. PICTURE 79 The doctors hustle to meet the ambulance.

If students do not respond or respond incorrectly, say, "hustle means to go fast. Say: to go fast. To go fast. Nice! What does hustle mean?"

PRACTICE ARRIVE IN DIFFERENT CONTEXTS Talk about PICTURES 80, 81 and 82. Here are some pictures to help us practice using the word arrive. Everyone says arrive. Students say, arrive. PRAISE

Arrive means to get to a place. What does arrive mean? Students say, to get to a place. PRAISE Lead a discussion about other uses of the word arrive. Ask students to think of a time they arrived somewhere.

Give individual turns for students to define arrive or to use arrive in a sentence. See sample sentences below. PICTURE 80 This boy arrived home from school. PICTURE 81 The children arrived at their grandparents' house. PICTURE 82 The mail arrived at this lady's house.

If students do not respond or respond incorrectly, say, "Arrive means to get to a place. Say: to get to a place. To get to a place. Terrific! What does arrive mean?"

WORD JOURNAL Give two Word Journal pages to each student (one for each Sparkle Word). Encourage students to copy/write the words, definitions, and sentences to the extent possible. Reducing writing demands, as needed.

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.

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NARRATIVE RETELLING 7A 159

LESSON B SAMPLE

NARRATIVE WRITING

ACTIVITY 1: Read Story

Display the 5 STORY PICTURES.

Do you remember the story called "Late for School"? We are going to review it and then we are going to write it. If you hear one of the Sparkle Words, make the Sparkle Gesture.

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



One chilly morning Milo was **playfully** jumping in a **giant** heap of leaves **that** had fallen off of the trees in his **front** yard.



Milo was having so much fun that he lost track of time. He realized he might be late to school.



Milo was worried. He was **very** responsible and had never been **late** before. He **usually** walked to school and got there **early**.



Milo **quickly** decided to find his mom **who** was in the house. **When** he found his mom, he said, "I'm running a bit **late**. Can you **quickly** drive me to school **so that** I can be on time?" She said, "If we **hustle**, you may still get there **early**!"



Milo's mom **hurriedly** drove **him** to school. **Quick as a flash**, they **arrived** on time. Milo was relieved **because** he **got to his class** and wasn't **late**.

ACTIVITY 2: Define Hustle

Place a SPARKLE ICON on or near STORY PICTURE 4.

One of the Sparkle Words is **hustle**. Milo had to **hustle** to get to school on time. Everyone says **hustle**. Students say, **hustle**. PRAISE

Milo and his mom had to hurry. **Hustle** means to go fast. Say: to go fast. Students and teacher say, to go fast. PRAISE

What does **hustle** mean? Students say, to go fast. PRAISE

Give individual turns for students to **define hustle** or to **use hustle** in a sentence.

If students do not respond or respond incorrectly, say, "Fast. Fantastic! What does **hustle** mean?"



ACTIVITY 3: Define Arrive

Place a SPARKLE ICON on or near STORY PICTURE 5.

Arrive is the other Sparkle Word in this story. Milo **arrived** at school on time. Everyone says **arrive**. Students say, **arrive**. PRAISE

Arrive means to get to a place. Say: to get to a place. Students and teacher say, to get to a place. PRAISE

What does **arrive** mean? Students say, to get to a place.

Give individual turns for students to **define arrive** or to **use arrive** in a sentence.

If students do not respond or respond incorrectly, say, "Arrive. Yes! What does **arrive** mean?"

NARRATIVE WRITING

ACTIVITY 4: Team Retell/Write (Sentences from Memory)

Distribute a ROUGH DRAFT page of the Story Writing Organizer to each student.

4+ LARGE GROUP

Ask Questions

Ask the questions below one at a time. Refer to the STORY PICTURES. 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 a specific story part. Make sure students use the Sparkle and Connection Words.

- Who is the story about?
- Where were they in the beginning of the story?
- What was their problem?
- How did they feel about their problem?
- What did they do to fix their problem?
- How did the story end?
- How did they feel at the end of the story?

2-3 SMALL GROUP

Give Each Student 1 or 2 Sentences

Keep together

Individual Student Retells a Part

Starting with the student who has the Character Icon and moving through the icons in order, have each student retell a part of the story that contains a Sparkle or Connection Word.

- Note: After students correctly answer the Character and Setting questions with just one or a few words, model a complete sentence describing the first picture and have students repeat it.
- Note: After students correctly answer the Feeling questions, model a complete sentence and have students repeat it.

Everyone Repeats Sentences

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

Students Write Sentences

After the students repeat a sentence, students write the sentence in the Rough Draft page of their writing organizers. As best as they can, students should do this from memory.

Teacher Helps

As needed, the teacher repeats the sentences but does not insist that students write each sentence word for word. 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.

If it is okay to finish Explicit Activities 5 and 6 later in the day or the next day.

ACTIVITY 5: Sparkle and Connection Words

Let's look at our stories and make sure we have written the Sparkle Words **hustle** and **arrive**.

Allow the students to look for the Sparkle Words in their stories. If they haven't written **hustle** and **arrive**, have them add them to their stories.

What does **hustle** mean? Students say, to go fast. PRAISE

What does **arrive** mean? Students say, to get to a place. PRAISE

Give individual turns for students to **define hustle** and **arrive**.

Let's look at our stories and make sure we have included Connection Words: **so that** and **when** are two of the Connection Words in this story. We can also use **because**.

Allow the students to look for the Connection Words in their stories. If they haven't used the words **so that**, **because** and **when**, have the students add at least one to their stories.

ACTIVITY 6: Periods and Capital Letters

Periods go at the end of a sentence to help us know when the sentence stops. Please check your sentences and add the periods if they are missing. Allow the students time to check their story and add periods.

Capital letters help us know where each sentence begins. Now check your sentences for capital letters at the beginning of every sentence. Allow the students time to check their story and add capital letters.

We also use capital letters at the beginning of someone's name and specific names of places. Check to see if you have capitalized the character's name and any specific names of places, but not other words. Allow the students time to check their story and add capital letters as needed.

NARRATIVE WRITING 7B 143

Rough Draft

Milo was jumping in a pile of leaves in the front yard.

He lost track of time and was going to be late for school.

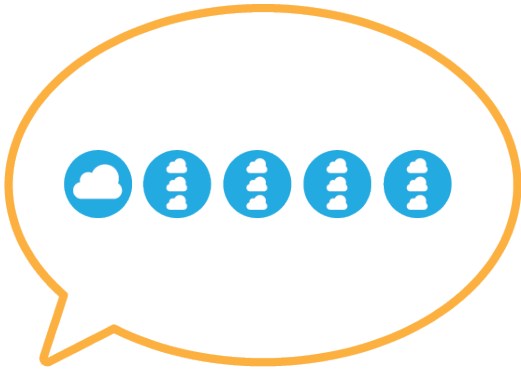
Milo was worried because he didn't want to be late.

He asked his mom to take him. They hustled so that he wouldn't be late.

When he arrived on time, Milo was relieved.

NARRATIVE WRITING 7B 162

LESSON C SAMPLE 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

Display PICTURES 83 and 84.

I'm going to read you some information about animals and what they eat. 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 paragraph, put the icons in the pattern shown below. Let students use the Information Notes to draw pictures or write a few words (optional).

- Scientists classify animals into groups based on **what they eat**.
 - Lions and wolves are **carnivores** because they **consume** meat.
 - Herbivores** like rabbits and mice are animals that **only eat** plants.
 - There is also a **third** group called **omnivores**, which include animals that **eat** both meat and plants.
 - However**, when **one** group of animals disappears from an area, the **food** supply for other animals **collapses**. **It falls apart**.
 - Collapsed** food supplies force animals to adapt and find **new** sources of food.



ACTIVITY 2: Play Information Gestures

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

Play Information Gestures while I read the paragraph again.

ACTIVITY 3: Define Consume

Place a SPARKLE ICON on or near PICTURE 83.

One of the Sparkle Words is **consume**. Everyone say **consume**. Students say, **consume**. PRAISE

Listen for clues to figure out what **consume** means. Help students figure out the definition and talk aloud showing how to use the clue(s), as needed.

"Animals are classified by **what they eat**. Lions and wolves are carnivores because they **consume** meat or other animals. Herbivores **only eat** plants."

Consume means to **eat**. Listen again. **Consume** means to **eat**. Say: **to eat**. Students and teacher say, **to eat**. PRAISE

What does **consume** mean? Students say, **to eat**. PRAISE

If students do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"



ACTIVITY 4: Define Collapse

Place a SPARKLE ICON on or near PICTURE 84.

Collapse is the other Sparkle Word in this paragraph. Everyone say **collapse**. Students say, **collapse**. PRAISE

Listen for clues to figure out what **collapse** means. Help students figure out the definition and talk aloud showing how to use the clue(s), as needed.

"When one group of animals disappears, the food supply for other animals **collapses**. **It falls apart**."

Collapse means to **fall apart**. Listen again. **Collapse** means to **fall apart**. Say: **to fall apart**. Students and teacher say, **to fall apart**. PRAISE

What does **collapse** mean? Students say, **to fall apart**. PRAISE

If students do not respond or respond incorrectly, say, "Collapse means to fall apart. To fall apart. Fabulous! What does collapse mean?"

ACTIVITY 5: New Terms

In addition to the Sparkle Words, there are New Terms in this paragraph.

As you put the NEW TERM ICONS on or near the PICTURES, lead a brief discussion about each New Term. Sample statements are below. Provide extra models and as needed.

Carnivores are animals that eat only meat. Say **carnivore**. Students say, **carnivore**. PRAISE

Herbivores are animals that eat only plants. Say **herbivore**. Students say, **herbivore**. PRAISE

Omnivores are animals that eat both meat and plants. Say **omnivore**. Students say, **omnivore**. PRAISE

Omnivores are animals that eat both meat and plants. Say **omnivore**. Students say, **omnivore**. PRAISE

Why do you think different animals have to eat different types of food? How do you think they find their food? Why? Why not? What kind of food do you like to consume?

ACTIVITY 6: Connection Words

Let's practice the Connection Words.

Read the following sentences and have students repeat them with you. Place a CONNECTION ICON near the information icon if you wish.

Lions and wolves are carnivores because they consume meat or other animals.

This next sentence has two Connection Words right next to each other.

However, when one group of animals disappears from an area, the food supply for other animals collapses.

ACTIVITY 7: Quiet Acting

Quickly retell the paragraph in your own words (i.e., paraphrase) and **act it out** of the information, Sparkle, and New Term Gestures as well as movement that can be used to represent the paragraph content. Have students stand up, listen to the paragraph, and act it out. You will need to retell the paragraph so listen to me do it first. As I retell it, act it out. Remember to be quiet so you can hear me.

ACTIVITY 8: Team Retell

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 has the Main Idea icon moving first one at a time, students retell the paragraph that corresponds to the icon. Encourage the student to use the Sparkle and Connection Words.

Everyone Repeats: After an individual student retells a part, model what the students should say or repeat if all together.

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

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.

2-STEP PROMPTING: 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 this paragraph? and 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.

Scientists classify animals into groups based on what they eat.

Lions and wolves are carnivores because they eat meat.

Herbivores like rabbits and mice are animals that eat only plants.

There is also a third group called omnivores, which include animals that eat both meat and plants.

However, when one group of animals disappears from an area, the food supply for other animals collapses.

Collapsed food supplies force animals to adapt and find new sources of food.

ACTIVITY 9: Individual Retell

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

How to play Champ Checks: The first speaker retells the paragraph while the champ checker listens carefully. The champ checker helps as needed and checks off that the student's retell is correct. Then the second speaker retells the paragraph. When the first speaker is finished, the second speaker and the champ checker retell the paragraph.

Student 1 retells the paragraph with pictures & icons. Student 2 retells the paragraph with icons on a whiteboard.

WRAP UP: Spot the Sparkle: To wrap up Explicit Activities 1-9, do the following:

Display Spot the Sparkle Cards for consume and collapse 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 forward a goal together.

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Collapse means to fall apart. Say: to fall apart. To fall apart. Excellent! What does collapse mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Collapse means to fall apart. Say: to fall apart. To fall apart. Excellent! What does collapse mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Collapse means to fall apart. Say: to fall apart. To fall apart. Excellent! What does collapse mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Collapse means to fall apart. Say: to fall apart. To fall apart. Excellent! What does collapse mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Collapse means to fall apart. Say: to fall apart. To fall apart. Excellent! What does collapse mean?"

EXTENSION ACTIVITIES: Unit 7C

To truly 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 review and practice of the Sparkle Words across multiple sessions, days, and weeks. They can be adapted, repeated, and integrated with other academic content.

PRACTICE CONSUME IN DIFFERENT CONTEXTS

Talk about PICTURES 85 and 86.

Here are some pictures showing the word **consume**. Everyone say **consume**. Students say, **consume**. PRAISE

Consume means to eat. What does **consume** mean? Students say, **to eat**. PRAISE

Lead a discussion about other uses of the word **consume**. Ask students to talk about food they like to consume.

Give individual cards for students to define **consume** or to use **consume** in a sentence. See sample sentences below.

PICTURE 85 This bird consumes the berries. PICTURE 86 The woman is consuming a salad.

If students do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

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Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

WORD JOURNAL

Give two Word Journal pages to each student zone for each Sparkle Word. Encourage students to copy write the words, definitions, and sentences to the extent possible. Reduce writing demands, as needed.

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

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Students who do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Excellent! What does consume mean?"

LESSON D SAMPLE

NARRATIVE WRITING

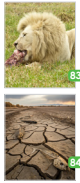
ACTIVITY 1: Read Paragraph

Show PICTURES 83 and 84.

Do you remember the information we learned about animals and what they eat? We are going to review it and then we are going to write it. If you hear one of the Sparkle Words, make the Sparkle Gesture.

As you read each part of the paragraph, put the icons in the pattern shown below.

- 🗣️ Scientists classify animals into groups based on **what they eat**.
- 🗣️ Lions and wolves are **carnivores** because they **consume** meat.
- 🗣️ **Herbivores** like rabbits and mice are animals that only **eat** plants.
- 🗣️ There is also a **third** group called **omnivores**, which include animals that **eat** both meat and plants.
- 🗣️ **However**, when **one** group of animals disappears from an area, the **food** supply for other animals **collapses**. **It falls apart**.
- 🗣️ **Collapsed** food supplies force animals to adapt and find **new** sources of food.



ACTIVITY 2: Define Consume

Place a SPARKLE ICON on or near PICTURE 83.

One of the Sparkle Words is **consume**. The lion is **consuming** meat. He is a **carnivore**.

Place a SPARKLE ICON on or near PICTURE 84.

There is **no food** to **consume** in this habitat. Everyone says **consume**. Students say, **consume**. PRAISE

Consume means to **eat**. Say: **to eat**. Students and teacher say, **to eat**. PRAISE

What does **consume** mean? Students say, **to eat**. PRAISE

- 👏 Give individual turns for students to **define consume** or to **use consume** in a sentence.

🗣️ If students do not respond or respond incorrectly, say, "Consume means to eat. Say: to eat. To eat. Great work! What does consume mean?"



ACTIVITY 3: Define Collapse

Place a SPARKLE ICON on or near PICTURES 87 and 88.

Collapse is the other Sparkle Word in this paragraph. These that have **collapsed**. However, in the paragraph the word **collapse** is to the falling apart of a food supply. When the food animal could die too. Everyone says **collapse**. Children say, **collapse**.

Collapse means to **fall apart**. Say: **to fall apart**. Students and teacher say, **collapse**. PRAISE

What does **collapse** mean? Students say, **to fall apart**. PRAISE

- 👏 Give individual turns for students to **define collapse** or to **use collapse** in a sentence.

🗣️ If students do not respond or respond incorrectly, say, "Collapse means to fall apart. Say: to fall apart. Awesome! What does collapse mean?"

EXPOSITORY WRITING 7

ACTIVITY 4: Team Retell/Write (Sentences from Memory)

Distribute a ROUGH DRAFT page of the **Information Writing Organizer** to each student.

4+ LARGE GROUP

Ask Questions

Ask the questions below to help the students think of the Main Idea and Key Details. Do not allow students to raise their hands. Every student should have a response ready.

- 🗣️ What is the Main Idea of this paragraph?
- 🗣️ What Key Details support the Main Idea?

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**.

Everyone Repeats Sentences

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

Students Write Sentences

After the students repeat a sentence, students write the sentence in the Rough Draft page of their writing organizers. As best as they can, students should do this from memory.

Teacher Helps

As needed, the teacher repeats the sentences but does not insist that students write each sentence word for word.
 🗣️ Continue until all the parts of the paragraph are individually retold, repeated by the group, and each student has written the information in their Rough Draft page.

2-3 SMALL GROUP

Give Each Student 1 or 3

Individual Student Retells

Starting with the student whose Main Idea Icon is moving, have each student retell one part of the paragraph that corresponds to their icon. Encourage the students to use the **Connection Words** and **New Terms**.

- 🗣️ What is the Main Idea of this paragraph?
- 🗣️ What Key Details support the Main Idea?

If it is okay to finish Explicit Activities 5 and 6 later in the day or the next day.

ACTIVITY 5: Sparkle and Connection Words

Let's look at our paragraphs and make sure we have written the Sparkle Words **consume** and **collapse**.

Ask the students to look for the Sparkle Words in their paragraphs. If they haven't written **consume** and **collapse**, have them add them to their paragraphs.

What does **consume** mean? Students say, **to eat**. PRAISE

What does **collapse** mean? Students say, **to fall apart**. PRAISE

- 👏 Give individual turns for students to **define consume** and **collapse**.

Let's look at our paragraphs and make sure we have included **Connection Words**. **However** is one of the **Connection Words**. **Because** and **when** are the other ones.

Allow the students to look for the **Connection Words** in their paragraphs. If they haven't used the words **however**, **because**, or **when**, have them add at least one to their paragraphs.

- 🗣️ consume
- 🗣️ collapse
- 🗣️ because
- 🗣️ when
- 🗣️ however

🗣️ Asking New Terms is optional

ACTIVITY 6: Periods and Capital Letters

Please check your sentences and add the periods if they are missing. Allow the students time to check their paragraphs and add periods.

Now check your sentences for capital letters at the beginning of every sentence. Allow the students time to check their paragraphs and add capital letters.

EXPOSITORY WRITING 7D | 171

Rough Draft

Scientists classify animals by what they eat.

Lions and wolves are **carnivores** because they **consume** meat.

Herbivores are animals that only eat plants.

Omnivores eat both meat and plants.

However, when one group of animals disappears, the food supply **collapses**.

Collapsed food supplies force animals to find new sources of food.

EXPOSITORY WRITING 7D | 172

LESSON E SAMPLE

FLEX LESSON

- At the end of each unit, three additional activities are provided to build narrative and expository language comprehension and production skills
- Narrative and expository focused activities vary by unit

STORY CHAMPS® CURRICULUM
UNIT 7
LESSON E


FLEX

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

NARRATIVE RETELLING AND REVIEW OF SPARKLE WORDS

For students who many need extra practice, repeat Lesson A using this story and PICTURE 89.

For only 2-4 students need more support, use the small group procedures so that each student gets an opportunity to retell the story individually.



Hudson Has to Hustle

One warm afternoon Hudson, who was normally a responsible boy, was playing in a small pool that his dad filled with chilly water. He was supposed to be getting ready to go to basketball practice, but he lost track of time. Hudson was worried. He was usually early for practice. Today, he was going to be late. Hudson decided to go inside to find his dad. When he found his dad, he said, "I forgot about basketball practice. Can you please drive me so that I won't be late?" Hudson's dad said, "If we hustle, you may still get there on time!" Hudson's dad hurriedly drove him to basketball practice. They arrived quick as a flash. When Hudson walked into the gym, he was relieved because he wasn't late.


PARTNER FICTIONAL STORY GENERATION

The entire class or a subset of students can do this activity. Put students in pairs and give each pair a Champ Check. Display PICTURE 89.

Look at this picture. You get to make up a story to go along with this picture.

Try to use the Sparkle Words hustle and arrive.

With their partner's help, each student should generate an original story about the picture, making sure to make up something for each of the seven story parts. Encourage students to be helpful and to have fun. Both partners should take a turn telling their stories and celebrating their partner's successes.



KNOWLEDGE AND EXPOSITION PRACTICE


Distribute Handout 7E to the students and teach the Argumentative structure of claim, evidence, and explanation. Review relevant Sparkle Words and New Terms. Assign half the students to argue that carnivores are better than herbivores and the other half to argue that herbivores are better than carnivores. Then, let students work in small groups or pairs to draw or write their claims, evidences, and explanations in their handouts.

Claim - The main point or your opinion to argue

Evidence - Facts, examples, or data that support your claim

Explanation - How or why the evidence supports your claim

Individual Retell: Divide the students into pairs and distribute Champ Checks. Students retell their claim, evidence, and explanation, then switch.



consume – to eat

collapse – to fall apart

carnivore – animal that only eats meat

herbivore – animal that only eats plants

omnivore – animal that eats meat and plants

FLEX LESSON E 174

