

Integrated Story, Listening, and Language

Lesson: STORY #2: *Don't Throw it To Moe!*

HANDOUT

CENTRAL STORY CONTENT OBJECTIVES	EXPERIENCE PHASE Pre-Reading: Title/ Story Predictions, Questions Fan, Preview Unfamiliar Vocab., Pictures, and Headings		TEXT PHASE Guided Reading- Read and Think Aloud, Story Mapping, Character Description		RELATIONSHIP PHASE Check for Comprehension- Cloze Passages, Word Banks, Verify Predictions; Reading Language Writing Extensions-Dramatization, Role Play	
AUDITORY OBJECTIVES						
Comprehend and acquire vocabulary knowledge	Put words into semantic categories	Football, basketball, and baseball are all sports, and what else?	CHOOSES SYNONYMS, SIMILAR, AND OPPOSITES	Let's think about Moe's feelings; Here he is: "Worried- Excited;" "Happy-sad (opposite) "Determined-energetic;"	Uses new synonym in structured conversation	Teacher: "You be Moe and I will be coach: Pick a feeling card from word wall and show me: "How are you feeling Moe?" ANS: "I am feeling energetic." (mimes, shows word)
Discriminate words based on (AUDITORY) phonemic features	Chooses single words different by manner of production (pictures)	LISTEN: show me "Moe" v. Toe" "who is small" v. "who is tall" "who cheers" v. "who hears"	Character Description using "er" comparative	Let's look at Moe and compare him to the others: "Who is smaller?" (skinnier, younger, shorter, etc.) ANS: "Moe is skinnier." (etc)	Discriminate phonemic features of words	LISTEN CHECK: (Reciprocal Teach) Find the correct picture/word from medium closed sets. "throw v. Moe" v. "slow v. 'toe" "small v. "tall" v. "ball" v. "call'
Answer Literal or Implicit Comprehension Questions	Answer questions about predictions	"Is Moe a player?" (or "observer"; N + IS [INDEF. ART]. A + NOUN(er)	Answers questions to monitor comprehension	"What is Moe's problem?" "What does the coach do to help him get better?"	Answers questions	Role Play: Set up "football teams" (10 minute game) to get "question recognition touchdowns" in friendly competition. Role switch with different questions to see which team answers the most.
Discriminate express PRESENT TENSE "s" "es"; use COMPARATIVE "er"	CLOSED SET: Chooses correct VERBs while previewing pictures.	LOOK and LISTEN: "Moe runs!" "Moe catch the ball" or "Moe catches the ball."	Discriminate and express Present Tense "s," "es"	Look and Listen: "Moe runs!" Uh-oh! "Moe drop the ball" OR "Moe drops the ball.	Discriminate express Present Tense "s," "es"	COMPLETE CLOSE PASSAGE: - Completes the passage using synonyms and auditory discrimination task.
Sequence Story Events	Sequence photos of game of playing football in acceptable order	Predict Rules of Play in this story, what happens 1 st , 2 nd , 3 rd	Fills in Story MAP	Sequence pictures (sentences) of story correctly	STORY MAP sequence	Retell the story in own words in correct sequence including most important events: Setting, Feelings, Actions Results, Consequence, Resolution.
RECALL AND SEQUENCE TWO TO FOUR CRITICAL ELEMENTS IN A MESSAGE	During predictions: Recalls three key elements in sentences	LISTEN: "What do you think?" "Moe will sit, will practice, and then will play football.	Recall and sequence two to four critical elements in a message	Show me the picture "Moe runs and the other player watches." (v. "Moe runs and another player stops.)	Sequences 2-4 critical elements	Football Figures "Listening Challenge: "Put the red helmet on the small player." ("Player" v "Coach," "red"v. "blue" v. "yellow" "helmuts" v "footballs" v. "helmuts")