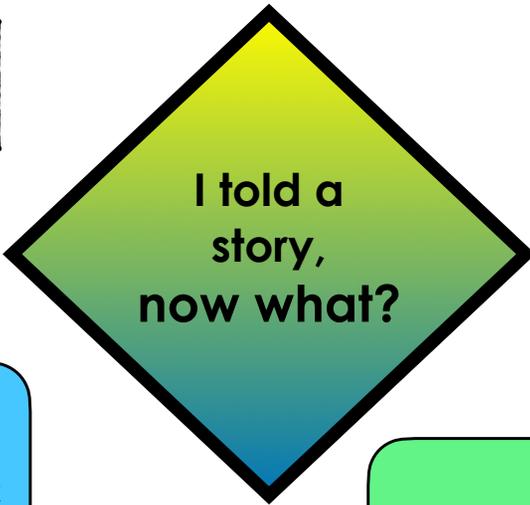


**LOW ACCOUNTABILITY post-Story**  
**Listening options for lower elementary**

**TCHR** = teacher  
**Ss** = students

**TL** = Target Language  
**L1** = First Language



I have *less than*  
 5 minutes left in class

I have *more than*  
 5 minutes left in class

\*Choose one

\*Mix and match from either  
 category at your discretion

**Choral Review**

TCHR points to image from the board and says it in TL. Ss chorally respond with the meaning in L1. TCHR erases items as they go.

**Community Processing**

TCHR leads discussion in L1 asking any of the following questions:  
 What happened in our story?  
 What was our story about?  
 What was your favorite part?  
 Did anything stand out?  
 Did anything surprise you?  
*\*TCHR can paraphrase Ss responses in TL.  
 \*Don't forget to thank students for sharing!*

**This or That**

TCHR points to 2 things to say goodbye to (erase) from the board, saying them in TL ("bye cat or bye dog?"). Ss chorally respond with their choice in TL.  
*\*Helps when TCHR makes a decision quickly*

**Choose a Favorite**

**PQA:** TCHR asks individual Ss.  
**Class vote:** Class lists characters, animals, or words from the story and Ss vote on their favorite.  
**Random Selection:** TCHR uses a spinner or randomly selects to choose an arbitrary "winner."

**Thumbs up**

TCHR says a word or phrase.  
 Ss give a thumbs-up if they recognize/recall/know it.

**Brain Break**

**Video**

**Song**

**Pause & Point**

TCHR says a word from the story in TL. Ss pause and point to where it is on the story board.

**Up & Act**

Everyone stands up. TCHR re-tells scenes while modeling how to act it out with movement. Ss copy.  
*\*Dialogue is fun to use!*

**White Boards**

Ss select an item from the story to draw (nouns work well). TCHR leads them step-by-step in drawing, while narrating the process in TL. Ss and TCHR work together to spell/write item in TL.

**Game**

Telephone  
 Pictionary  
 I spy  
 Simon says  
 Charades  
 Stop

**Most Important**

TCHR asks Ss to select the most important word from the story.

**Read Aloud**

**Tell another story**

**Game**

Secret number  
 Secret animal  
 Secret food  
 Who stole the cookie? (2nd Grade)

**Write & Draw**

Ss choose a word/phrase/sentence from the board to copy and illustrate in their notebook. Eventually, this becomes a story archive or language "book" suitable for providing reading input or sharing with parents.  
*\*This can be led/modeled by TCHR first, then done by Ss independently.*

**Draw**

Ss select a scene from the story to illustrate.

**Higher Order Thinking**

TCHR models grouping 2-3 items with commonality plus 1 item that is different from the story. (ie: house, dog, cat, bird) Ss determine which one does not belong and why.  
*\*Ss can eventually create groupings on their own to share.*