

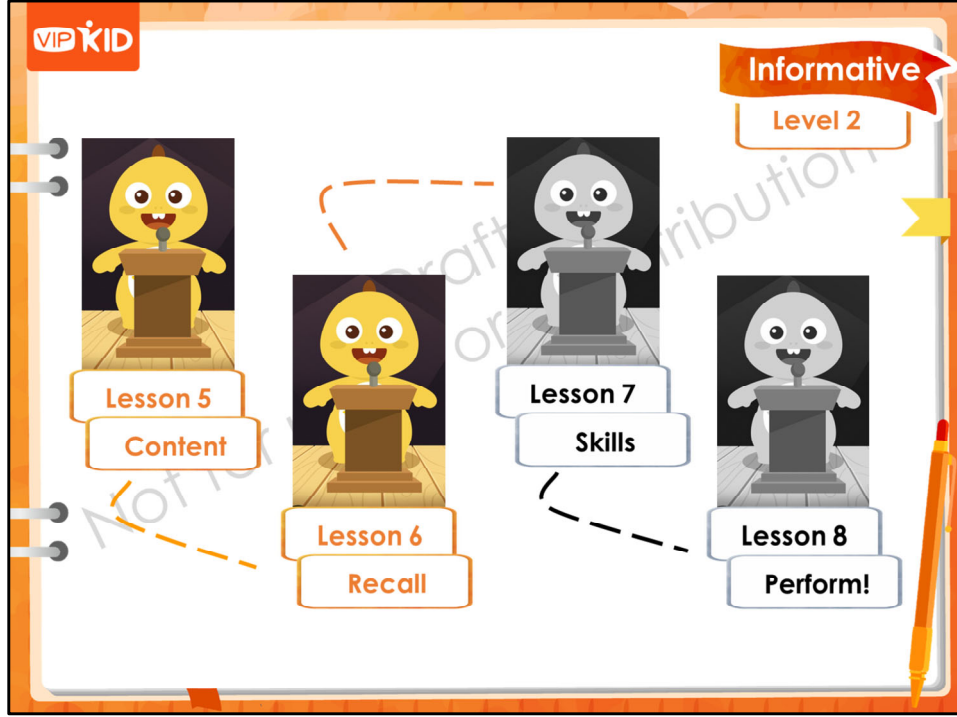


S may answer when T asks how many times they practiced their speech, if they used their graphic organizer, and any other questions related to enrichment tasks from lesson 5.

Note: If students did the assigned enrichment tasks, this will help determine how much support they need on slides five and six.

Enrichment tasks after lesson 5 included:

1. Review the key content vocabulary. Read through the speech at least three times.
2. Make sure you look up any words and phrases you don't know.
3. Match up key details from the speech (details related to numbers).
4. Put the speech in order.
5. Fill in a partial graphic organizer, and check it against a completed graphic organizer.



S may read the text independently or with assistance from T.

Today's Lesson

- review main characteristics of an informative speech in "The Great Wall"
- retell and memorization strategies
 - answer questions to help retell a speech
 - use a graphic organizer as support

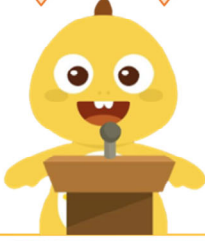
S may read the text aloud independently or with assistance from T.

VIP KID

Enrichment Check-In


Drag a response from the left and right columns.

Enrichment		Confidence
I did all of my enrichment.		I have memorized all of the speech.
I did some of my enrichment.		I have memorized some of the speech.
Oops, I didn't do my enrichment.		Oops, I haven't memorized any of the speech.



S may drag options from the left (enrichment) and right (confidence) independently or with assistance from T.

Extension: S may explain why they chose the particular enrichment and confidence options and how they could improve or change next time. Answers may vary.



Review Questions

1 We learned about three elements of informative speeches.

a. TRUE
b. FALSE

2 The topic of your speech is the "Length of the Great Wall."

a. TRUE
b. FALSE

3 Details should support the main idea.

a. TRUE
b. FALSE

4 Details are always more than one sentence.

a. TRUE
b. FALSE

S may read and answer the review questions independently or with assistance from T.

Scaffold down: S may return to this slide after doing the task on slide six.

Note: This should be a **brief** review. There are extension opportunities on the next slide.

Correct answers:

1. a. TRUE
2. b. FALSE
3. a. TRUE
4. b. FALSE

VIP KID Review

Drag the words to match the examples from "The Great Wall."

Main Idea	building the Great Wall	<input type="text"/>
Detail	The Great Wall is an impressive structure and a symbol of China.	<input type="text"/>
Topic	The Great Wall is made from earth, stones, and sticky rice!	<input type="text"/>

S may read the words and examples independently or with assistance from T.

S may drag the words from the boxes on the left to the corresponding boxes on the right.

Scaffold down:

1. S may revisit the task on the previous slide as needed while trying to complete the drag and drop.
2. S may watch as T models how to do the task with one of the three words and examples.



Extension: S may provide additional details from the the speech. Suggestions may vary.

Correct answers:

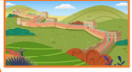
Main Idea: The Great Wall is an impressive structure and a symbol of China.

Detail: The Great Wall is made from earth, stones, and sticky rice!

Topic: building the Great Wall



Sequencing



Click the boxes to put paragraphs in order based on the first sentence.



Before it became the Great Wall, it started out as several smaller walls.

Why was this very old, very long wall built?

Later, Chinese dynasties added more and more sections to the Great Wall.

The Great Wall of China is known by people throughout the world.

The Great Wall is incredibly long, at 21,196 km. It is the longest man-made structure on Earth.

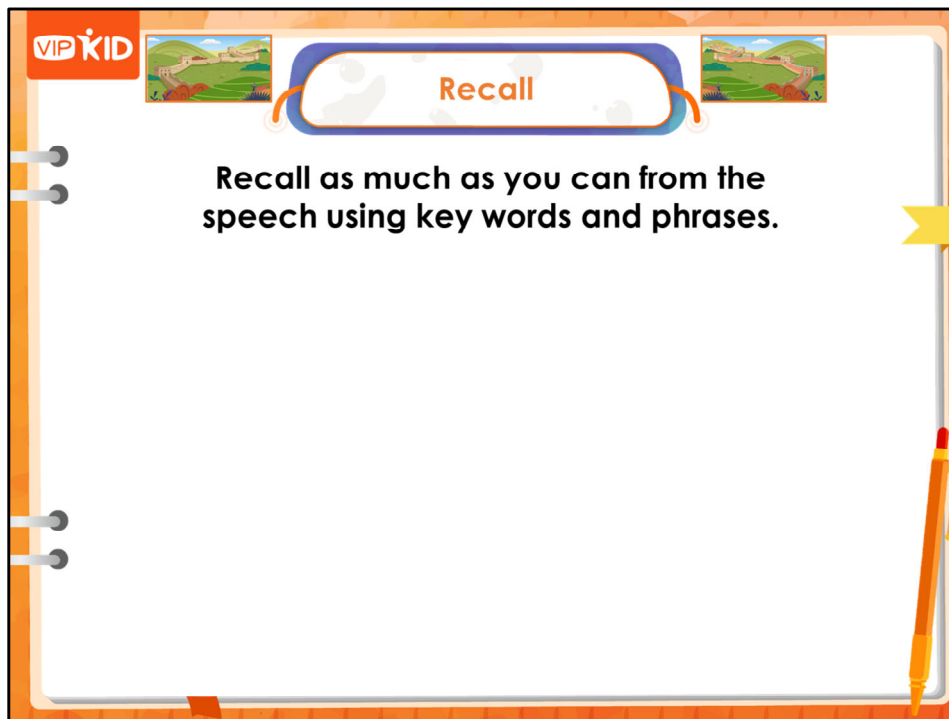


S may read the directions and click the boxes to put paragraphs into the correct order independently or with assistance from T. S may try to recall other details they remember from these paragraphs once they are in the correct order.

Extension: S may extend the paragraphs of the speech from memory after sequencing the paragraphs. **Note:** S will have another chance to do this as an extension task at the end of the lesson.

Correct answers:

- 1: The Great Wall of China is known...
- 2: The Great Wall is incredibly...
- 3: Before it became the Great Wall...
- 4: Later, Chinese dynasties added...
- 5: Why was this very old...



1. S may create a list of words and phrases that T compiles under the line. Lists may vary (e.g., “several smaller walls,” “very long,” and “sticky rice”).
2. S may use this word list to try to recall as much as they can of the speech from memory.
3. S may recall the discussion they had about enrichment on slide one.

Note: S are not expected to be able to recall the entire speech from memory. S will have more opportunities to recall the speech throughout the lesson. This is why there is not an explicit instruction to make a list.

Scaffold down: S may refer to the previous slide to get started with the first sentence of each paragraph.

VIP KID



Focus on:
important facts
(Q & A)

Second Read-through

S may read the text independently or with assistance from T.



Six Questions about the Great Wall

Listen and Practice



S may interact with this slide in any way they choose.

Note: Upcoming slides will include T tips about how to use the included, optional audio as a scaffold.

The slide features the VIP KID logo in the top left corner. The title "The Great Wall" is centered at the top in a blue-bordered box, flanked by two lightbulb icons. To the right of the title are two buttons: "Second Read-through" and "Optional audio" with a play icon. Below the title are three thought bubbles containing the phrases "known by people", "Long Wall", and "surprising details". In the bottom left, a starburst contains the number "1/6". A large orange box at the bottom contains the question "What's the introduction?" and the text "The Great Wall of China is known..."

Note: The goal of this section is to help S memorize larger, memorable chunks of text, so T can make choices about how S interacts with the material provided on this slide.

1. S may read the question on the screen independently or with assistance from T.
2. S may acknowledge that the first part of the sentence from the introduction (first) paragraph is provided as the start of the answer.
3. S may acknowledge that there are some details provided in the bubbles.
4. S may use this activity to practice for an upcoming recall task (recall of the first three paragraphs).

Scaffold down:

1. S may listen to the optional, provided audio before attempting to recall details to answer the question (S may revisit this optional audio as needed).
2. S may listen as T explains that the questions are supposed to help S remember the answer, which are details and facts from the paragraph of the speech.

3. S may watch as T models this slide task *in its entirety*. This slide may be used purely to model how to do the activity ahead of the next sequence of slides.

Extension: S may try to recall the section of text that comes after this section of text.

VIP KID

The Great Wall

Second Read-through

Optional audio

21,196 km

man-made structure

provinces and municipalities

2/6

How long is the Great Wall?
The Great Wall is incredibly long...

Note: The goal of this section is to help S memorize larger, memorable chunks of text, so T can make choices about how S interacts with the material provided on this slide.

1. S may read the question on the screen independently or with assistance from T.
2. S may acknowledge that the first part of a sentence from is provided as the start of the answer.
3. S may acknowledge that there are some details provided in the bubbles.
4. S may use this activity to practice for an upcoming recall task (recall of the first three paragraphs).

Scaffold down:

1. S may listen to the optional, provided audio before attempting to recall details to answer the question (S may revisit this optional audio as needed).
2. S may listen as T explains that the questions are supposed to help S remember the answer, which are details and facts from the paragraph of the speech.

Extension: S may try to recall the section of text that comes after this

section of text.

The slide features a title 'The Great Wall' in a blue rounded rectangle at the top center. To the left is the 'VIP KID' logo and to the right is a 'Second Read-through' button. Below the title are four thought bubbles containing the text: 'several smaller walls', 'simple stones and earth', 'sticky rice', and 'glue'. A play button icon labeled 'Optional audio' is positioned to the right of the bubbles. A yellow starburst on the left contains the number '3/6'. At the bottom, a large light-brown rounded rectangle contains the question: 'How was the Great Wall built? Before it became the Great Wall...'

Note: The goal of this section is to help S memorize larger, memorable chunks of text, so T can make choices about how S interacts with the material provided on this slide.

1. S may read the question on the screen independently or with assistance from T.
2. S may acknowledge that the first part of a sentence from is provided as the start of the answer.
3. S may acknowledge that there are some details provided in the bubbles.
4. S may use this activity to practice for an upcoming recall task (recall of the first three paragraphs).

Scaffold down:

1. S may listen to the optional, provided audio before attempting to recall details to answer the question (S may revisit this optional audio as needed).
2. S may listen as T explains that the questions are supposed to help S remember the answer, which are details and facts from the paragraph of the speech.

Extension: S may try to recall the section of text that comes after this

section of text.

VIP KID

Recall

Second Read-through

Drag the details from the right to the correct paragraphs.

Introduction	
Length	Building the Wall

“Long Wall” the first Emperor of China

21,196 km

incredibly long sticky rice

secret ingredient nine different provinces and municipalities

“glue”

1. S may drag details from the right side of the screen into the “Introduction,” “Length,” and “Building the Wall” sections of the graphic organizer on the left and across the top.
2. S may acknowledge the graphic organizer “sandwich” icon in the top right corner and listen as T explains (or elicits) that it represents the five parts of the graphic organizer. The shaded section shows which part of the speech/graphic organizer is referenced on each slide (e.g., the first three paragraphs). S and T may count out the five different parts of the graphic organizer on the icon together. The shaded sections show that the first three paragraphs of the speech/sections of the graphic organizer are the focus of this slide.
3. S may acknowledge that the graphic organizer “sandwich” icon can be used to remember which section or sections of text are being referenced.

Scaffold down:

1. S may observe T drag the first detail to model the task.
2. S may acknowledge T explanation of how many details should

be included in each section.

- a. Introduction: 1 detail
- b. Length: 3 details
- c. Building the Wall: 4 details

Scaffold up: S may try to add additional details from these three paragraphs or try to remember the full sentences in order.

Extension: S may answer when T asks how the bold subheadings relate to the key details (e.g., “Length” should include details about how long the Great Wall is; “Building the Wall” should include details about what the wall is made of or how it was made).

Correct answers:

Introduction: “Long Wall”

Length: “21,196 km,” “incredibly long,” “nine different provinces and municipalities”

Building the Wall: “secret ingredient,” “glue,” “the first Emperor of China,” “sticky rice”

The slide features the VIP KID logo in the top left corner. The title 'The Great Wall' is centered at the top in a blue-bordered box, flanked by two lightbulb icons. To the right of the title are two buttons: 'Second Read-through' and 'Optional audio' with a play icon. Below the title, two thought bubbles contain the text 'more than 2,000' and 'full of rice'. On the left side, a yellow starburst contains the number '4/6'. At the bottom, a large orange rounded rectangle contains the question 'How did sections become the wall?' and the answer 'Later, Chinese dynasties added more...'.

Note: The goal of this section is to help S memorize larger, memorable chunks of text, so T can make choices about how S interacts with the material provided on this slide.

1. S may read the question on the screen independently or with assistance from T.
2. S may acknowledge that the first part of a sentence from is provided as the start of the answer.
3. S may acknowledge that there are some details provided in the bubbles.
4. S may use this activity to practice for an upcoming recall task (recall of the last paragraphs).

Scaffold down:

1. S may listen to the optional, provided audio before attempting to recall details to answer the question (S may revisit this optional audio as needed).
2. S may listen as T explains that the questions are supposed to help S remember the answer, which are details and facts from the paragraph of the speech.

Extension: S may try to recall the section of text that comes after this

section of text.

The slide features the VIP KID logo in the top left corner. The title 'The Great Wall' is centered at the top in a blue-bordered box, flanked by two lightbulb icons. To the right of the title are two buttons: 'Second Read-through' and 'Optional audio' with a play icon. Below the title are three thought bubbles containing the text: 'Western invaders', 'keep invaders out', and 'on TV'. A yellow starburst on the left contains the number '5/6'. At the bottom, a large light-brown box contains the question 'Why was this very old, very long wall built?' and the partial answer 'Originally, the wall was built...'.

Note: The goal of this section is to help S memorize larger, memorable chunks of text, so T can make choices about how S interacts with the material provided on this slide.

1. S may read the question on the screen independently or with assistance from T.
2. S may acknowledge that the first part of a sentence from is provided as the start of the answer.
3. S may acknowledge that there are some details provided in the bubbles.
4. S may use this activity to practice for an upcoming recall task (recall of the last paragraphs).

Scaffold down:

1. S may listen to the optional, provided audio before attempting to recall details to answer the question (S may revisit this optional audio as needed).
2. S may listen as T explains that the questions are supposed to help S remember the answer, which are details and facts from the paragraph of the speech.

Extension: S may try to recall the section of text that comes after this

VIP KID

The Great Wall

Second Read-through

Optional audio

tens of millions

the ancient structure

mighty dragon

6/6

Who does the wall attract today?
Instead, it brings in...

Note: The goal of this section is to help S memorize larger, memorable chunks of text, so T can make choices about how S interacts with the material provided on this slide.

1. S may read the question on the screen independently or with assistance from T.
2. S may acknowledge that the first part of a sentence from is provided as the start of the answer.
3. S may acknowledge that there are some details provided in the bubbles.
4. S may use this activity to practice for an upcoming recall task (recall of the last paragraphs).

Scaffold down:

1. S may listen to the optional, provided audio before attempting to recall details to answer the question (S may revisit this optional audio as needed).
2. S may listen as T explains that the questions are supposed to help S remember the answer, which are details and facts from the paragraph of the speech.

Extension: S may try to recall the section of text that comes after this

section of text.

VIP KID

Recall

Second Read-through

Drag the details from the left to the empty white boxes.

stop Western invaders	the ancient structure	very old	Age
tens of millions of tourists	size and location	a mighty dragon	
	2,000 years ago		

Conclusion

1. S may drag details from the left side of the screen into the “Age” and “Conclusion” sections of the graphic organizer on the right and across the bottom.
2. S may acknowledge the graphic organizer “sandwich” icon in the top right corner and listen as T explains (or elicits) that it represents the five parts of the graphic organizer. The shaded sections show that the last three paragraphs of the speech/sections of the graphic organizer are the focus of this slide.

Scaffold down:

1. S may observe T drag the the first detail to model the task.
2. S may acknowledge T explanation of how many details should be included in each section.
 - a. “Age”: 2 details
 - b. “Conclusion”: 5 details

Scaffold up: S may try to add additional details from these three paragraphs or try to remember the full sentences in order.

Extension: S may answer when T asks how the bold subheadings relate to the key details (e.g., “Age” should include details about how old the Great Wall is. “Conclusion” should include language that ends the speech).

Correct answers:

Age: “2,000 years ago,” “very old,”

Conclusion: “stop Western invaders,” “tens of millions of tourists,” size and location,” “the ancient structure,” “a mighty dragon”



VIP KID

Sequencing

Extension 1

Click on the boxes to put the paragraphs in the correct order based on the provided phrases.

The Great Wall of China is known...

Why was this very old...

Later, Chinese dynasties added...

Before it became the Great Wall...

The Great Wall is...

S may read the directions and drag paragraphs into the correct order independently or with assistance from T.

S may try to recall other details they remember from these paragraphs once they are in the correct order.

Extension:

1. S may acknowledge that there is less information provided in each box this time.
2. S may extend the paragraphs of the speech from memory after sequencing the paragraphs.

Correct answers:

- 1: The Great Wall of China is known...
- 2: The Great Wall is...
- 3: Before it became the Great Wall...
- 4: Later, Chinese dynasties added...
- 5: Why was this very old...



The image shows a worksheet titled "Retell" from VIP KID. The main instruction is "Retell as much as you can from the speech using your graphic organizer." In the top right corner, there is an "Extension 2" box with a "sandwich" icon. The graphic organizer is a large rectangle with a shaded top section labeled "Introduction" containing the text: "The Great Wall of China...", "It is just called the...", "How much do you...", and "Let me share...". A yellow arrow points from the "Extension 2" box to the "Introduction" section. The worksheet also features a pencil icon on the right side and a watermark that reads "Not for reuse or redistribution".

S may use this graphic organizer to retell the speech.
S may acknowledge the graphic organizer “sandwich” icon in the top right corner. The shaded section shows that the first paragraph of the speech/section of the graphic organizer is the focus of this slide.

VIP KID

Retell

Extension 2

Retell as much as you can from the speech using your graphic organizer.

Length	Building the Wall	Age
The Great Wall is incredibly...	Before it became the Great Wall,...	Later, Chinese dynasties added...
It is the longest man-made...	The first Emperor of China,...	In fact, the oldest sections...
It crosses nine different...	The Great Wall looks like...	So, in addition to being long...
	This is true,...	
	This rice acted as some of...	

S may use this graphic organizer to retell the speech. S may acknowledge the graphic organizer “sandwich” icon in the top right corner. The shaded sections show that the middle three paragraphs of the speech/sections of the graphic organizer are the focus of this slide.

VIP KID

Retell

Retell as much as you can from the speech using your graphic organizer.

Extension 2

Conclusion

- Why was this very old,...
- Originally, the wall was built...
- Today, the wall...
- Instead, it brings in...
- They gather to gaze... Its size and location make...

S may use this graphic organizer to retell the speech. S may acknowledge the graphic organizer “sandwich” icon in the top right corner. The shaded sections show that the last paragraph of the speech/section of the graphic organizer is the focus of this slide.



Free Talk

Extension 3

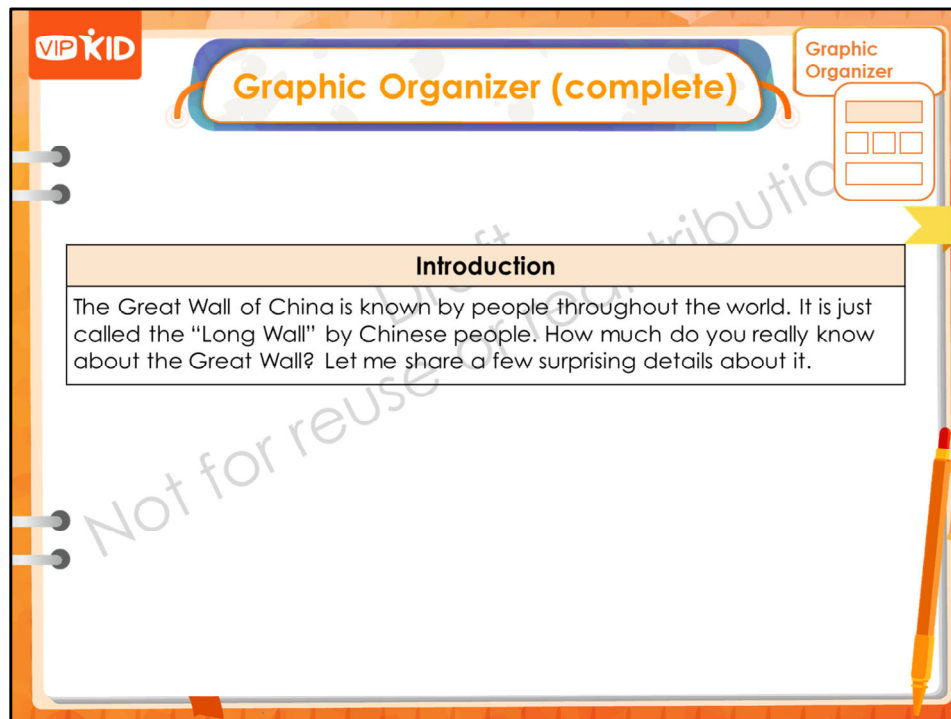
Imagine you are a tour guide for the Great Wall.
What information should you include in your
tour to make the tour more interesting?



The image shows a worksheet for a 'Free Talk' activity. At the top left is the 'VIP KID' logo. In the center, the title 'Free Talk' is written in orange. To the right, a box labeled 'Extension 3' is present. The main text asks students to imagine being a tour guide for the Great Wall and to list interesting information for a tour. At the bottom, there is a photograph of six diverse children sitting at a table, looking thoughtful. A yellow arrow points to the right on the right side of the worksheet, and a yellow pencil is visible on the right edge.

S may read the text aloud independently or with assistance from T.
S may answer the questions or spend time making a list.

Scaffold down: If S struggles to think of suggestions, T can share some of their own (e.g., Which part of the Great Wall was the most difficult to build? Which sections of the Great Wall have had to be repaired the most? Which sections of the Great Wall are no longer open to visitors?).



S may reference this completed graphic organizer (along with the next slides) as necessary throughout the lesson.

S may acknowledge the graphic organizer “sandwich” icon in the top right corner. The shaded section shows that the first paragraph of the speech/section of the graphic organizer is the focus of this slide.

VIP KID

Graphic Organizer (complete)

Graphic Organizer

Length	Building the Wall	Age
The Great Wall is incredibly long, at 21,196 km. It is the longest man-made structure on Earth. It crosses nine different provinces and municipalities in China!	Before it became the Great Wall, it started out as several smaller walls. The first Emperor of China, Qin Shi Huang, had the smaller sections connected to make one very long wall. The Great Wall looks like it is made from simple stones and earth. This is true, but it also contains a secret ingredient, sticky rice! This rice acted as some of the "glue" holding the wall and its sections together.	Later, Chinese dynasties added more and more sections to the Great Wall. In fact, the oldest sections of the structure were built more than 2,000 years ago. So, in addition to being long (and full of rice), the Great Wall is also very old.

S may reference this completed graphic organizer (along with the previous slide and the next slide) as necessary throughout the lesson. S may acknowledge the graphic organizer “sandwich” icon in the top right corner. The shaded sections show that the middle three paragraphs of the speech/sections of the graphic organizer are the focus of this slide.

VIP KID

Graphic Organizer (complete)

Graphic Organizer



Conclusion

Why was this very old, very long wall built? Originally, the wall was built to stop Western invaders from entering China. Today, the wall doesn't keep invaders out of China. Instead, it brings in tens of millions of tourists each year. They gather to gaze upon the ancient structure. Its size and location make it look like a mighty dragon lying along mountain ridges.

Draft for reuse or redistribution

S may reference this completed graphic organizer (along with previous two slides) as necessary throughout the lesson.

S may acknowledge the graphic organizer “sandwich” icon in the top right corner. The shaded section shows that the last paragraph of the speech/section of the graphic organizer is the focus of this slide.



Enrichment

1. Read through "The Great Wall" at least three times to make sure you understand.
2. Use your graphic organizer to start memorizing the speech.
3. Try to find the answers to any questions you have about how the Great Wall was built. Share with your T next time!

Not for reuse or redistribution

S may read the enrichment slide independently or with assistance from T.

S may be reminded that there is a graphic organizer provided for enrichment that will help them with their practice.

