

# Tic-Tac-Toe Story Grids

**THEME:** ANY (DEPENDING UPON THE STORY)

**LANGUAGE:** ANY

**STANDARD(S):** COMMUNICATION

1.1 1.2 1.3

## Time Frame:

One class period of 50-55 minutes

## Materials Needed:

One of the following: A white board, an overhead projector or a large sheet of butcher paper. The medium used should be divided into four, six, or nine equally sized boxes. (It should look like a “tic tac toe” board. Fewer squares means the activity will be shorter and simpler.)

## Description of Task:

### Background:

The large group activity described involves retelling a recently read story, a story students have heard, or a shared experience, such as a field trip or a science experiment.

### Set-up:

The teacher divides the transparency, white board, or butcher paper into nine squares and displays the blank grid. The teacher then asks the students to brainstorm three characters, three places, and three objects from the story or the experience. Next the teacher invites students to work in a cooperative group of three. Each group is given a sheet of paper with a blank grid divided into nine squares. The three students are assigned or choose a role for the cooperative group work. Some possible roles are:

- Recorder—student takes notes on the retelling of the story.
- Reporter—student retells the story when all of the groups come together and reports back to the entire class.

### Level:

Novice-High and above

### Purpose:

To summarize and retell a story or event

### Communicative Function(s):

Referential: summarizing, describing, story telling

### Language Structure(s):

Language structures will depend on the story.

### Cultural aspects:

Depends on context of story.

### Modalities:

Speaking

Listening

Writing

## NOTES

- Facilitator and Timekeeper—student keeps the group on-task and will watch the time, so that the group is able to complete the story.

### **Speaking:**

The goal of the group is to retell the story or experience cooperatively. The students will take a few minutes to look at and think about the words or drawings selected by the class. One student will begin retelling the story. The first volunteer chooses one square on the grid and begins to retell the story using only one character, place or object. In any square, the first student will write the word or draw a picture to represent the word and then initial the square. When the first student is done with the first square, another student is given a turn. Students continue telling the story, adding a new picture or word in a new square with each turn. However during each turn, they can only talk about the square they have chosen or a previously chosen square. Students cannot refer to or use more than one new square. When done, the grid might look like this example using the story, “The Little Red Riding Hood.” The activity can be done in teams or in the small groups, like a competitive tic-tac-toe game. The students’ initials replace the “X” or “O” of a tic-tac-toe game.

Grandma	**Grandma's House	Big teeth
Woods	Picnic Basket	Big eyes
Wolf	*Little Red Riding Hood	Little Red Riding Hood's House

Example:

\*Student one: “A long time ago there was a little girl who was called Little Red Riding Hood because she often wore a cape with a red hood.”

\*\*Student two: “One day Little Red Riding Hood decided to go to Grandma's House to visit.”

**Writing:**

The goal of the writing task is for each group to rewrite the story or experience cooperatively. The recorder is responsible for getting it down on paper as the others help to recreate the story using their story grid and their notes. The reporter will then read the group's story to the entire class. As students listen to the stories of their classmates, they will note similarities and differences between the stories they hear and the one that their group wrote.

**Assessment:**

Assessment is done as the individual students retell the story. The teacher will see that all of the group members spoke three times by checking the initials on the tic-tac-toe grid. The teacher may also choose to assess the written work and collect each group's story, which can be assessed using a holistic rubric (see example provided).

**Extensions:*****Suggestions for adapting the task for various levels:***

*For beginning levels:* Use this activity as a pre-reading exercise. The teacher draws the characters, places, or objects from a book that the students will read. The class then creates their own version of the story as they predict what might happen in the story.

*For advanced levels:* This format can also be used for retelling stories or experiences in content areas like Social Studies or Science; students can substitute concepts for characters.

***Other extensions:***

- Individually or in small groups, students can create a new story using the characters, objects and places from a familiar story.
- After listening to a story that the teacher has just read, students can write down everything that they can remember from the story. Students are reminded that it is not important to write down exactly every word but rather to pretend they are telling the story to a friend. After they have finished, in small groups, they share their retellings. After a student has finished, the other members take turns comparing the retelling to their own. The listeners make comments on what they

## NOTES

liked about their classmates' stories and make comparisons to their own retellings, commenting on which details the reader remembered that they might have forgotten.

### **Cultural extensions:**

Cultural applications will depend on the cultural context of the story or experience selected.

### **Reflections:**

## Holistic Rubric for “Tic-Tac-Toe Story Grids”

Score	Criteria
4	The content of the retelling accurately reflects the content of the story/event in its correct sequence. Past (or other*) tense formation, subject/verb agreement, and gender and number agreement are consistently accurate.
3	Most of the content of the story/event is reflected in the retelling with correct or nearly correct sequence of events. The past (or other) tense, subject/verb agreement, and gender and number agreement are nearly always accurate, though a few errors may appear.
2	While some of the content of the story/event is reflected in the retelling, not all events are included and some sequencing is incorrect. Some errors appear in use of the past (or other) tense, subject/verb agreement, and gender and number agreement.
1	Significant portions of the story/event are missing in the retelling and sequencing is incorrect and confusing. Consistent errors appear in the use of the past (or other) tense, subject/verb agreement, and gender and number agreement.

\*The verb tense emphasized will depend upon the story selected for retelling.

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