**EduTOOLBOX – Pre-K Professional Learning Program Lesson Plan**

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| Content Area: | Literacy-Reading Standards Key Ideas and Details |
| Lesson Title: | Story Retelling |
| Time Frame/Lesson Length: | 15 minutes |
| Lesson Setting: | Whole Group or Small Group  This lesson is designed to be taught as a small group or large group. This could be taught at a table or on a classroom rug. |
| Grouping | If taught in small group setting, this lesson will work best with students with similar developmental knowledge and interest in stories and similar developmental knowledge of asking and answering questions regarding stories (homogeneous grouping). |

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| Lesson Objective: | With prompting and support, the student will be able to orally identify main topics and retell story details in beginning, middle, and ending sequence.  *Student*-*Friendly: I can retell a familiar story.* |
| Aligned Standard(s):  (TN-ELDS) | *PK.RL.KID.2 With prompting and support, orally retell familiar stories including details.*  *PK.F.5 Interact with text to support comprehension.*  *PK.F.5a Use illustrations to retell story events in familiar picture books.* |
| Assessment Method: | The teacher will observe and record the number of details the student recalls through anecdotal notes. The teacher will use anecdotal notes to assess the students’ ability to retell the beginning, middle, and ending to a story in order. |

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| Background Knowledge | This lesson should follow multiple readings of a familiar story. |
| Intentional Vocabulary: | Retell: Tell what happens in the story  Sequence: Tell what happens first, next, and last in a story |
| Materials Needed: | * Familiar story that has been read more than once * Clothesline/twine/string * Clothespins * Paper and crayons * Post-it notes * 3-Minute Timer (optional) * Story props for familiar book (optional) |
| Considerations for Learning | Present one direction at a time and have students repeat the direction to check for understanding. If students struggle in the beginning, model the procedure.  More active learners may need to role play the story first before drawing their picture. Students with fine motor issues may need assistance with pinning their post-it to the clothesline. |

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| Lesson Procedures and Questioning | | |
| Lesson Section | Detailed Procedure  *[Sample teacher script is in italics]* | Questioning Sequence |
| Introduction: | *Here is one of our favorite books. Let’s take a “picture walk” through the story to help us remember what happens.*  Display images from the text and ask open-ended questions to prompt a quick reconstruction of the text.  *Today you will draw a picture of your favorite part of the book and we will practice sequencing our pictures to retell the story. Do you know what sequencing means? It means to put things in order of when they happened. It is important for us to be able to sequence so that we can retell a story and understand what happened.* | Knowledge and comprehension questions are recommended for the introduction.   * Teacher: What do you remember about this story? * Teacher: Who is this story about? What happens to the characters in the story? * Teacher: What is the problem in the story? How does the character solve the problem? * What happens at the end of the story?   Possible Student Response (students recall details from the story) |
| Exploration: | Students will draw a favorite picture from the story on a post-it note (Teacher may set a 3-minute timer for drawing).  Teacher collects student responses and places them on chart paper in the order in which the events in the story occurred.  *Let’s read the story and check our chart for beginning, middle, and ending. Now that we have read our story and taken our beginning, middle, and ending to our story apart, let’s see if we can put our story back together. I am going to hang this string across the room, and we are going to put our story back together by hanging our pictures on the string in the order in which they happened. This is called sequencing. I am going to pass out some of our post-it notes and we will hang them in order on the string. What happened first in our story? Next? Last? Let’s use the book to check our answers.*  The students may need some time to explore the book before creating their pictures. Some students may struggle with illustrating their favorite part of a story. Encourage students to retell their favorite part through role playing and actions to help inspire ideas for illustration. If all students choose the same part of the story to illustrate, ask students what is missing from the sequence and encourage them to add or remove story pieces as the sequence is being put together. | Application and analysis questions are recommended for the exploration.   * Teacher: Why is this your favorite part? * Possible Student Responses (It happened first, last, etc.…) * Teacher: How do we know this part happened at the beginning, in the middle, or at the end of our story? Possible Student Response (I see it on the first page; It happened before this or after this…) * Teacher: What does sequencing mean? Check for understanding. Possible Student Response: (It is going in order; It is the beginning, ending, etc….) * Teacher: Why do we need to sequence our story?   Possible Student Response (So we know what happens).   * Teacher: If the story continued, what might happen next? How do you know? |
| Closing: | *Great job! Today you practiced sequencing the parts of a story to help us understand what happened. Now that you can retell the story, you use the story pieces to act out our story during center time.* | Creation and evaluation questions are recommended for the closing.   * Teacher: How can we retell the story without our pictures?   Possible Student Responses: We can use our words, draw a picture, act it out. |

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| Opportunities for Differentiation: | Choose a story that is familiar to students to support remembering and understanding story events.  Provide visual support by creating chart paper labeled with beginning, middle, and ending. Students place their post-it notes under each heading instead of hanging on a clothesline.  Consider providing premade story illustrations for students needing extra support. Choose a simple or short story for students who are unfamiliar with retelling.  For students who can retell the story independently, allow them to act out the story by creating their own story props for retelling. Use an unfamiliar book for students who need a challenge in story retelling. |
| Extending the Learning: | Students may create their own stories in the art and writing centers. Provide bookmaking materials and a clothes line for sequencing their stories. Provide story props in the library center for story retelling. Provide listening stories in the listening center for story retelling. |

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| Title of Resource | Literacy-Reading Standards Key Ideas and Details |
| Content Area | Literacy: Story Retelling |
| Brief Description/How to use it (2-3 sentences) | This lesson supports students with recalling important story details and events and allows students to sequence story events. Students may increase story comprehension by drawing their favorite parts of the story and labeling the story from beginning, middle, and ending. |
| Standards aligned (TN-ELDS) | PK.RL.KID.2 With prompting and support, orally retell familiar stories including details.  PK.F.5 Interact with text to support comprehension.  PK.F.5a Use illustrations to retell story events in familiar picture books. |