Unit 1 - Retelling
Lesson 1 - Beginning and End
Lesson 2 - Beginning, Middle, and End
Lesson 3 – Basic Retelling
Lesson 4 – Characteristics of a Good Retelling
Lesson 5 – Sequence
Lesson 6 – Key Ideas
Lesson 7 – Setting
Lesson 8 – Characters’ Names
Lesson 9 – Conclusion

Mentor Texts
Lessons 1 & 2 – Doctor DeSoto by William Steig
Lessons 3, 4, 5, 8 – Miss Nelson is Missing! by James Marshall
Lesson 6 – First Day Jitters by Julie Danneberg
Lesson 7 – The Cow Who Wouldn’t Come Down by Paul Johnson

Other Mentor Text Suggestions
Beginning, Middle, and End
   Bedhead by Margie Palatini
   Come On, Rain by Karen Hesse
   Enemy Pie by Derek Munson
   Fireflies by Julie Brinkloe
   Shortcut by Donald Crews
   The Paperboy by Dav Pilkey
   Trevor’s Wiggly-Wobbly Tooth by Lester Laminack

Sequence
   The Magic Fan by Keith Baker
   The Paper Boy by Dav Pilkey

Conclusion
   Enemy Pie by Dereck Munson
   The Recess Queen by Alexis O’Neal
   Reading With Dad by Richard Jorgensen
   Ira Sleeps Over by Bernard Waber
   A Bad Case of the Stripes by David Shannon
   Wolf by Becky Bloom
   Saturdays and Teacakes by Lester Laminack
Lesson Plan

Lesson Name
Beginning and End Lesson 1

Grade	Subject	Course	Topic-Strand
First Grade	Language Arts		Reading

Unit Name	Estimated Time Needed for Lesson (Minutes/Hours/Days)
Unit 1 Retelling	1 day

AKS #

1LA_B2009-6 recognize, listen to, and read a variety of literary and informational text for a variety of purposes including to answer questions and stimulate ideas
1LA_B2009-9 use self-correction when reading is not making sense, looking right, or sounding right
1LA_B2009-13 identify sequence of events in literary and informational text
1LA_B2009-15 ask and answer questions about essential narrative elements (such as beginning-middle-end, setting, characters, problems, events, and resolution) of a read-aloud or independently read text
1LA_B2009-20 recognize and use graphic features and graphic organizers to understand text

Materials/Links/Text References
Doctor DeSoto by William Steig or another book of your choice that has a definite beginning and ending
Appendix A – Two Circle Map (Optional for electronic projection)

Other mentor text options for beginning, middle, and end
Bedhead by Margie Palatini
Come On, Rain by Karen Hesse
Enemy Pie by Derek Munson
Fireflies by Julie Brinkloe
Short Cut by Donald Crews
The Paberboy by Dav Pilkey
Trevor’s Wiggly-Wobbly Tooth by Lester Laminack

Essential Questions
What should students know when unit or lesson is completed?
How do I retell the beginning and end?
Essential Vocabulary

- Beginning
- End

Teacher Lesson Prep Suggestions (Optional)

Before the lesson read the book *Doctor DeSoto* by William Steig or another book of your choice that has a definite beginning, middle, and end.

Assessment Strategies

Assess student’s understanding of beginning and end through observation during the mini-lesson, conferring, and share time.

Required Background Knowledge for Students

Kindergarten instruction of the beginning, middle, and end.

Quality + Teaching Strategies

| X | Assessment | X | Questioning | X | Modeling & Practice |
| X | Comparison & Contrast | | Summarizing | | Problem Solving |
| X | Literacy | | Background Knowledge | | Student Goal Setting |
| X | Non-Verbal Presentation | | Collaboration | | Vocabulary |
| X | Technology | | | | CHECK ALL THAT APPLY |
Activating Strategy/Mini-Lesson/Warm-Up

*Read the story *Doctor DeSoto or another story of your choice prior to the lesson.

Connect: You might say…,

1. “Sometimes we finish a book and are very excited to go on to another book. Today I want you to think carefully about the beginning and end of a book before we go on to another story.”

Teach:

2. Draw two large circles on the white board or chart as shown on Appendix A. Point to circle 1 and say, “The beginning of the story is easy because it is what happens in the first part of the book.” Label that circle Beginning.

3. Point to Circle 3 and say, “The ending is what happens in the last part of the book.” Label that circle Ending.

Active Engagement:

4. Review the story *Doctor De Soto* by going through the pages and talking about the key events of the story.

5. Have students turn and talk to their partners and retell the beginning of the story. Remind students that partners can help each other as needed.

6. Ask students to share their retelling and record this in Circle 1.

7. Ask students to turn and talk to their partners and retell the ending of the story.

8. Ask students to share and record this in Circle 3.

Example

A fox came to Doctor DeSoto for help. Doctor DeSoto was a mouse, so a fox could be very dangerous.

Doctor DeSoto tricked the fox by gluing his mouth closed. The fox could not hurt him.

Link: You might say…,

9. “As you are reading today I want you to think about what is happening in the beginning and the end of your story. Practice retelling the beginning and ending with your partner. Also remember to use your reading strategies when reading is not making sense, looking right, or sounding right.”

Instructional Activities

(Independent Time)

Students are reading independently, with a partner, or with small groups.

The teacher is conferring or working with small groups.

Differentiation

Scaffolds/Language/ESOL Interventions/Extensions/Enrichment/Other

Assist students who are having difficulty identifying the beginning and ending of a story by prompting with questions, e.g. What happened first? What happened last? Help students confirm by locating the first and last events in the story.
Summarizing Strategies

(Share)
Ask students who would like to share to bring their book to Share Time. Give students an opportunity for students to retell the beginning and ending of their story.

Copyright/Citations (as needed)

Revisit, Reflect, Retell by Linda Hoyt p. 9
1_Reading_Quarter2_Unit1_AppendixA_Retelling – Are we adding the quarter to each appendix?
Two Circle Map

Story____________________

Beginning - End

Beginning

End
Lesson Name
Beginning, Middle, and End
Lesson 2

Grade Subject Course Topic-Strand
First Grade Language Arts 

Unit Name Estimated Time Needed for Lesson (Minutes/Hours/Days)
Unit 1 Retelling 1 day

AKS # Description
1LA_B2009-6 recognize, listen to, and read a variety of literary and informational text for a variety of purposes including to answer questions and stimulate ideas
1LA_B2009-13 identify sequence of events in literary and informational text
1LA_B2009-15 ask and answer questions about essential narrative elements (such as beginning-middle-end, setting, characters, problems, events, and resolution) of a read-aloud or independently read text
1LA_B2009-20 recognize and use graphic features and graphic organizers to understand text

Materials/Links/Text References
Doctor DeSoto by William Steig or another book of your choice that has a definite beginning and ending
Appendix A – Three Circle Map Optional for electronic projection

Other mentor text options for beginning, middle and end
Bedhead by Margie Palatini
Come On, Rain by Karen Hesse
Enemy Pie by Derek Munson
Fireflies by Julie Brinkloe
Shortcut by Donald Crews
The Paberboy by Dav Pilkey
Trevor’s Wiggly-Wobbly Tooth by Lester Laminack

Essential Questions
What should students know when unit or lesson is completed?
How do I retell the beginning, middle, and end?
**Essential Vocabulary**

Beginning  
Middle  
End

**Teacher Lesson Prep Suggestions (Optional)**

Read *Doctor DeSoto* by William Steig or another book of your choice prior to the lesson.

**Assessment Strategies**

Assess student’s understanding of beginning, middle, and end through observation during the mini-lesson, conferring, and share time.

**Required Background Knowledge for Students**

Kindergarten instruction for beginning, middle and end.

**Quality + Teaching Strategies**

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**Activating Strategy/Mini-Lesson/Warm-Up**

**Connect: You might say...**

1. “Yesterday we retold the beginning and ending of the book *Doctor DeSoto*. Today we are going to look at the middle of the story.”

**Teach: You might say...**

2. “As we discussed yesterday, the beginning of the story is easy because it is what happens in the first part of the book.” Reread the brief retelling of the beginning as recorded on the graphic organizer Appendix 1.

3. “We are going to add another circle here. (Point to the space between the beginning and ending). The ending is what happens in the last part of the book.” Reread the brief retelling of the ending as recorded on the graphic organizer.

4. “This middle and it is a little tricky, because it is what the story is mostly about.”

**Active Engagement:**

5. Discuss some of the key events that happened in the middle of the story. As you come up with the key events record them on the middle circle.
Example

Beginning, Middle, and Ending

A fox came to Doctor DeSoto for help. Doctor DeSoto was a mouse, so a fox could be very dangerous.

The fox was in a lot of pain because of a bad tooth. Doctor DeSoto pulled it out. The fox decided he was going to eat Doctor DeSoto and his wife, when he returned.

Doctor DeSoto tricked the fox by gluing his mouth closed. The fox could not hurt him.

Link:
6. Remember when you are reading today; do not rush to read the next book. Think about the book you read. Retell the beginning, middle, and ending to yourself or to a partner.

Instructional Activities

(Independent Time)
Students are reading independently, with a partner, or with small groups. The teacher is conferring or working with small groups.

Differentiation

Scaffolds/Language/ESOL Interventions/Extensions/Enrichment/Other
For students who are having difficulty, try using extremely familiar stories such as; The Three Bears, The Three Little Pigs, etc.

Summarizing Strategies

(Share)
Volunteers may come prepared to retell the beginning, middle, and ending of a story they have read.

Copyright/Citations (as needed)

Revisit, Reflect, Retell by Linda Hoyt  p. 9
**Lesson Name**

Basic Retelling
Lesson 3

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<td>use self-correction when reading is not making sense, looking right, or sounding right</td>
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<td>1LA_B2009-13</td>
<td>identify sequence of events in literary and informational text</td>
</tr>
<tr>
<td>1LA_D2009-24</td>
<td>read grade-level text orally with accuracy, appropriate speed, and expression</td>
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**Materials/Links/Text References**

Miss Nelson is Missing by James Marshall or another book with distinct story events.

**Essential Questions**

What should students know when unit or lesson is completed?

How do I retell a story?

**Essential Vocabulary**

Retell
Key events

**Teacher Lesson Prep Suggestions (Optional)**

*Read the book Miss Nelson is Missing to students prior to the lesson or another book with distinct story events.*
Assessment Strategies
Observe as students retell to their partners during the mini-lesson and when they are retelling with their partners during independent reading time.

Required Background Knowledge for Students
Knowledge of beginning, middle, and end from lessons 1 & 2 and kindergarten instruction.

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Page 11 AKS Lesson Plan
**Activating Strategy/Mini-Lesson/Warm-Up**

**Connect: You might say...**,  
1. “There is more to reading than just devouring the words in books. I want to spend the next few days teaching you how readers don’t just read the words but also think and talk about the story. I thought we could start with the kind of thinking and talking readers do when they have finished a book. Instead of going right to the next book, readers think about the one they just finished, and one way they can do this is by retelling the story to themselves or to someone else. Today I’m going to model a sample of how to retell your book when you’re finished reading.”

*Read the book Miss Nelson is Missing to students prior to the lesson or use another book students know well. Select a book with distinct story events.*

**Teach: You might say...**,  
2. “Yesterday we read the book Miss Nelson is Missing. Today I am going to “retell” the story to you. “It is helpful to use your fingers as you share each event to indicate sequence.  
   Example:  
   Miss Nelson’s class was not behaving.  
   The next day Miss Viola Swamp came to school instead of Miss Nelson.  
   Miss Viola Swamp was very mean.  
   The kids tried to find Miss Viola Swamp.  
   Miss Nelson came back. This time the class was behaving.  
   When Miss Nelson got home she hung up her coat right next to an ugly black dress.

**Active Engagement:**  
3. Tell students to use their fingers as they go through the retelling with you.  
4. Ask students to turn to their partner and give the following directions: “One of you is going to be to retell and the other is going to be the helper. The retelling partner will retell Miss Nelson is Missing, and the helping partner will listen in and help out if necessary.”
5. Reverse partners and do it again.
6. Ask for volunteers to retell the story for the group.

**Link: You might say...**,  
7. “Today when you meet with your partner, I want each of you to retell your story to your partner. If you forget, you may look at your book to see what you forgot. Also remember to use your reading strategies when reading is not making sense, looking right, or sounding right.”

**Instructional Activities**

*(Independent Time)*  
Students are reading independently with partners or in small groups.  
The teacher is conferring or working with small groups.

**Differentiation**

*Scaffolds/Language/ESOL Interventions/Extensions/Enrichment/Other*  
Confer with students that you noticed seem to need a little extra help with a basic retelling. Practice retelling the book they are reading using prompts as necessary.
Summarizing Strategies

(Share)
Ask for volunteers to retell one of the stories they read during independent reading. Remind students to bring their book to share time if they want to share.

Copyright/Citations (as needed)

Growing Readers by Kathy Collins, pages 158-159
Lesson Name:
Characteristics of a Good Retelling
Lesson 4

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Unit Name:
Unit 1
Retelling

Estimated Time Needed for Lesson (Minutes/Hours/Days):
1 day

AKS #

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Materials/Links/Text References:
Miss Nelson is Missing by James Marshall or use another book with distinct story events.
Reference: Appendix B, The Characteristics of a Good Retelling

Essential Questions
What should students know when unit or lesson is completed?
What are the key characteristics of a good retelling?

Essential Vocabulary
Retelling
Characteristic
Setting
Key events
Sequence
Correct order
Characters

Assessment Strategies
Observe students during the mini-lesson to determine who needs extra help. Students who do not see much of a difference between the first and second retelling may need more practice in determining a good retelling.
Required Background Knowledge for Students

Beginning, middle and end of story from lessons 1 & 2.

Quality + Teaching Strategies

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Activating Strategy/Mini-Lesson/Warm-Up

Connect: You might say...

1. “Yesterday I did a very brief retelling of the story, Miss Nelson is Missing. I told you that retelling is something readers do when they finish a book. That was an example of what retelling might sound like. Today we are going to talk about how to make an especially good retelling.”

Teach: You might say...

2. “A good retelling has some very important characteristics. There are certain things you need to remember when you retell a story. For instance, you need to tell about the setting, tell your story in the right order, include the characters’ names, and include the key events of the story.”

3. Give a sketchy retell of yesterday’s story.
   
   Example:
   - The class was not behaving.
   - The next day the kids had a substitute.
   - The kids didn’t like the substitute.
   - She came back.

4. As you can tell, that was not a good retelling. Why? What is missing?

5. Now, listen to my example when I include the important characteristics of a good retelling.

   Example:
   - In the beginning the students in Room 207 were really misbehaving.
   - Miss Nelson, their teacher was reading the kids a story, but they would not settle down.
   - The next day, Miss Nelson had a substitute. Her name was Miss Viola Swamp.
   - Miss Viola Swamp was mean and ugly. She gave the kids tons of work.
   - After many days went by, the kids began looking for Miss Nelson.
   - They couldn’t find her anywhere.
   - The kids in Room 207 were not rude or silly anymore. They were angels!

Active Engagement: You might say...

6. “Tell your partner what made the second retelling better than the first?”

7. Ask volunteers to share some of their responses. Have a discussion about some of the characteristics of a good retelling and tell students that in the next few lessons we will be practicing how to give a good retelling.

Link: You might say...

8. “As you are reading today, I want you to really think about your reading. What is happening? If you are not sure, go back and reread. You should know enough about the story to retell it to someone else.”
**Instructional Activities**

**Independent Time**
Students are reading independently, with partners, or in small groups. As you confer, stop and ask students what they can retell in their story from the beginning to where you have stopped them. Assist as needed.

**Differentiation**
Scaffolds/Language/ESOL Interventions/Extensions/Enrichment/Other
For students who are word reading and not really aware of the content, stop after short passages and have the student retell.

**Summarizing Strategies**

**Share**
Ask volunteers to come to share time prepared to retell a story or part of a story they have read.

**Copyright/Citations (as needed)**
Characteristics of a Good Retelling

- Title and Author

- Right order/Sequence: Uses time words such as first, in the beginning, then, next, after that, in the end, finally, later, etc.

- Key events and details

- Setting (when, where)

- Main character’s name(s)

- Conclusion/Resolution
Lesson Name
Sequence
Lesson 5

Grade | Subject | Course | Topic-Strand
--- | --- | --- | ---
First Grade | Language Arts | | Reading

Unit Name | Estimated Time Needed for Lesson (Minutes/Hours/Days)
--- | ---
Unit 1, Retelling | 1 day

AKS # | Description
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1LA_B2009-6 | recognize, listen to, and read a variety of Literary and information text for a variety of purposes including answering questions.
1LA_B2009-13 | identify sequence of events in literary and informational text
1LA_D2009-24 | read grade-level text orally with accuracy, appropriate speed, and expression

Materials/Links/Text References
Appendix B, Characteristics of Good Retelling Anchor Chart (Optional for electronic projection)
This can be used as is, or as an example/goal for an anchor chart you are developing as a class.

Essential Questions
What should students know when unit or lesson is completed?
How do I retell a story in sequence?

Essential Vocabulary
**Time words**
In the beginning
First
Next
Then
After that
At the end
Later
Finally
Correct sequence
Right order
Assessment Strategies

Observation of students during mini-lesson, conferring, and share time.

Required Background Knowledge for Students

Basic sequencing taught in kindergarten.

Quality + Teaching Strategies

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Activating Strategy/Mini-Lesson/Warm-Up

Connect: You might say...
1. “Today we are going to begin making an anchor chart that will list the important characteristics of a good retelling.”
2. Anchor charts will vary. However, the final anchor chart should include, title, author, correct sequence, key events, setting, and characters’ names. (See Appendix B for sample.)

Teach: You might say...
3. “One of the most important things to remember in giving a good retelling is to tell the story in the correct sequence. That means we will tell the story in the right order. If we don’t tell the story in the right order it could be very confusing.”
4. Record the first characteristic on the anchor chart. (Correct sequence)
5. “One way that you can help yourself is by using time words or phrases like first, in the beginning, then, next, after that, in the end, finally, and later during your retelling.”
6. List these words on the anchor chart also.

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<td>After that...</td>
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<td>In the end...</td>
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<tr>
<td>Finally...</td>
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7. “I am going to do the retelling of Miss Nelson is Missing again, only this time I am going to use some of the “time words.”
8. Share the example of the retelling of Miss Nelson is Missing and think aloud as you choose the words above as prompts for your retelling. Remind students that they do not need to use all the words.

Example:

In the beginning the students in Room 207 were really misbehaving.
Miss Nelson, their teacher was reading the kids a story, but they would not settle down.
The next day, Miss Nelson had a substitute. Her name was Miss Viola Swamp.
Miss Viola Swamp was mean and ugly. She gave the kids tons of work.
After many days went by, the kids began looking for Miss Nelson.
They couldn’t find her anywhere.
Finally, after many days Miss Nelson came back.
At the end of the story the kids in Room 207 were not rude or silly. They were angels!

Active Engagement:
9. Have students turn and talk to their partners and retell the story Miss Nelson is Missing using some time words.

Link:
10. When you are reading your books today, I want you to think about the sequence of events in your story. What happened at the beginning, after that, next, finally, at the end, etc.

Instructional Activities

(Independent Time)
Students are reading independently, with partners, in small groups, or conferring with the teacher.
The teacher will emphasize using time words as students retell.

Differentiation
Scaffolds/Language/ESOL Interventions/Extensions/Enrichment/Other
For students having difficulty retelling, the teacher can give an oral prompt using time words to help students tell the key events in sequence. S/he may also need to go through the book with students to find the correct sequence.

Summarizing Strategies

(Share)
Ask students to come prepared if they would like to share a retelling of a story. As students retell, use this as a teaching and assessment opportunity.

Copyright/Citations (as needed)
Lesson Name
Key Ideas
Lesson 6

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Course</th>
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<tbody>
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<td>Language Arts</td>
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<td>Reading</td>
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Unit Name
Estimated Time Needed for Lesson (Minutes/Hours/Days)

<table>
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<th>Unit Name</th>
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<tbody>
<tr>
<td>Unit 1 Retelling</td>
<td>1 day</td>
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AKS #  Description

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</tr>
<tr>
<td>1LA_B2009-20</td>
<td>recognize and use graphic features and graphic organizers to understand text</td>
</tr>
</tbody>
</table>

Materials/Links/Text References

First Day Jitters by Julie Danneberg or a short story of your choice
Reference: Appendix B, Characteristics of a Good Retelling

Essential Questions
What should students know when unit or lesson is completed?
Which details are the most important?

Essential Vocabulary
Most important
Minor details
Details
Teacher Lesson Prep Suggestions (Optional)

Teaching students how to maintain balance during a retelling, can be tricky. We don’t want them to belabor their retelling with exquisite details of character, setting, or action, yet we do need a certain amount of detail to help us picture the action. The way we can teach this is to introduce the idea of determining importance by asking; Is this an important part of the story?

Assessment Strategies

Assess students’ awareness of determining whether a detail is minor or most important by listening to their participation during the mini-lesson and during conferences.

Required Background Knowledge for Students

Previous retelling lessons 3, 4, and 5.

Quality + Teaching Strategies

<table>
<thead>
<tr>
<th>X</th>
<th>Assessment</th>
<th>X</th>
<th>Questioning</th>
<th>X</th>
<th>Modeling &amp; Practice</th>
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<td>Technology</td>
<td></td>
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</tr>
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</table>

CHECK ALL THAT APPLY

Activating Strategy/Mini-Lesson/Warm-Up

*Read the book First Day Jitters by Julie Danneberg or another book of your choice prior to the lesson.

Connect:

1. Display your class anchor chart The Characteristics of a Good Retelling. Start by briefly mentioning what you have written on the chart yesterday. Tell students that today you are going to talk about how to select the most important events and details from a story.

Teach: You might say...

2. “The characteristic I want to add to our anchor chart today is “Use key events and details.” Record the second characteristic.

   Example:

   **Characteristics of a Good Retelling**

   - **Correct sequence**
     - First...
     - In the beginning...
     - Then...
     - Next...
     - After that...
     - In the end...
     - Finally...
     - Later...
   - **Key events and details**
3. “Sometimes when we retell a story, we want to tell every single detail, and our story goes on and on. What we have to do is to sift through the story and tell what is “most important” in the story.”
4. Retell a personal story to students that includes a lot of small details. This type of retelling is often boring to the listener.
5. Retell the story to students a second time including only the important events so that they can clearly hear the difference in the retellings.

**Active Engagement:**
6. Tell students that the listener does not need to know every detail of the story. The audience probably just wants to know the important events in the story and the sequence in which they occurred.
7. Make a T-chart with two headings. **Minor Details** and **Most Important Details**.
8. Read a short familiar book aloud, recording the details as you read. Place each detail under the appropriate column. The book *First Day Jitters* is used for our example.

<table>
<thead>
<tr>
<th>Most Important Details</th>
<th>Minor Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sarah says she is not going to her first day of school.</td>
<td>• Sarah pulls the covers over her head</td>
</tr>
<tr>
<td>• Sarah is afraid because she won’t know anyone at her new school.</td>
<td>• Mr. Hartwell tells her to be downstairs in five minutes.</td>
</tr>
<tr>
<td>• Mr. Hartwell tries to convince her she will like her new school.</td>
<td>• Sarah tumbles out of bed and fumbles into her clothes.</td>
</tr>
<tr>
<td>• Sarah is nervous about starting her new school.</td>
<td>• Sarah says her head hurts.</td>
</tr>
<tr>
<td>• Mrs. Burton shows Sarah to her new class.</td>
<td>• Sarah rushes to keep up with Mrs. Burton.</td>
</tr>
<tr>
<td>• Sarah Jane Hartwell is the new teacher.</td>
<td>• Mrs. Burton says, “Class, attention please.”</td>
</tr>
</tbody>
</table>

9. Retell the story using the most important details listed on the chart.

**Link:** *You might say...*

10. “As you are reading today and any day think about the details you are reading. Think about whether they are minor details or the most important details.”

**Instructional Activities**

**(Independent Time)**

Students are reading independently, with partners, conferring, or in small groups. The teacher is conferring with students or reading with small groups.

**Differentiation**

*Scaffolds/Language/ESOL Interventions/Extensions/Enrichment/Other*

This can be a very difficult skill. For students who are having difficulty determining importance review the activity in the teaching portion of today’s mini-lesson. The oral practice helps students recognize the difference between most important and minor details.

**Summarizing Strategies**

**(Share)**

Encourage students to retell a story they have read to the group.

**Copyright/Citations (as needed)**

Page 23 AKS Lesson Plan
Lesson Name
Setting Lesson 7

Grade | Subject | Course | Topic-Strand
--- | --- | --- | ---
First Grade | Language Arts | | Reading

Unit Name | Estimated Time Needed for Lesson (Minutes/Hours/Days)
--- | ---
Unit 1 Retelling | 1 day

AKS # | Description
--- | ---
1LA_B2009-6 | recognize, listen to, and read a variety of literary and informational text for a variety of purposes including to answer questions and stimulate ideas
1LA_B2009-13 | identify sequence of events in literary and informational text
1LA_B2009-15 | ask and answer questions about essential narrative elements (such as beginning-middle-end, setting, characters, problems, events, and resolution) of a read-aloud or independently read text
1LA_B2009-20 | recognize and use graphic features and graphic organizers to understand text

Materials/Links/Text References
The Cow Who Wouldn’t Come Down by Paul Johnson
Appendix C, Setting Clues chart, Optional for electronic projection
Appendix B, Characteristics of a Good Retelling anchor chart (Optional for electronic projection)

Essential Questions
What should students know when unit or lesson is completed?
How can I retell the setting of the story?

Essential Vocabulary
Clues
Text
Illustrations
Setting
Teacher Lesson Prep Suggestions (Optional)
Read the story The Cow Who Wouldn’t Come Down or another book of your choice to students prior to the lesson.

Assessment Strategies
Assess student’s retelling of the setting skills during the mini-lesson, conferences, and share time.

Required Background Knowledge for Students
Some prior knowledge from kindergarten on the element of setting in a story.

Quality + Teaching Strategies

<table>
<thead>
<tr>
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<td>Non-Verbal Presentation</td>
<td>Collaboration</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Technology</td>
<td>CHECK ALL THAT APPLY</td>
<td></td>
</tr>
</tbody>
</table>

Activating Strategy/Mini-Lesson/Warm-Up

Connect:
1. Use the class anchor chart as you review the first two characteristics of a good retelling. Tell students that today you want to focus on retelling the setting of the story.

Teach:
2. Explain to students that the setting of the story is the where and when of the story. The setting is very important when you retell a story. A well told setting helps the listener get a picture in their mind of how the story begins. Add setting to the anchor chart.

<table>
<thead>
<tr>
<th>Characteristics of a Good Retelling</th>
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<tbody>
<tr>
<td>• Correct sequence</td>
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<tr>
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<tr>
<td>Finally...</td>
</tr>
<tr>
<td>Later...</td>
</tr>
<tr>
<td>• Key events and details</td>
</tr>
<tr>
<td>• Setting</td>
</tr>
</tbody>
</table>

3. Review setting by showing pictures and reading text from stories the class is familiar with and discussing where and when the stories take place.
4. Explain that students can use pictures and text to figure out the setting.

Active Engagement:
5. Use Appendix C, or draw a similar chart on chart paper or white board.
6. Look at the pictures and reread the text on the first few pages of the book The Cow Who Wouldn’t Come Down or another book of your choice for clues about the setting.
7. Model the first example selecting a clue, and recording the type of clue, and what the clue tells you.

8. Ask for volunteers to share other clues from the first few pages (1-4) that can be recorded on the chart.

**Example:**

<table>
<thead>
<tr>
<th>Clues</th>
<th>Type of Clue</th>
<th>What does this tell you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk a cow: pg. 2</td>
<td>Text</td>
<td>On a farm</td>
</tr>
<tr>
<td>Farmhouse, hay, pig, and cow: pg. 3-4</td>
<td>Picture</td>
<td>On a farm</td>
</tr>
<tr>
<td>Miss Rosemary is wearing short sleeves, green grass and bushes, blue sky: pg. 3-4</td>
<td>Picture</td>
<td>Spring or summer (not winter) Daytime</td>
</tr>
<tr>
<td>Cows: pg. 4</td>
<td>Text</td>
<td>On a farm</td>
</tr>
</tbody>
</table>

9. Read the phrases written under the title; what does this tell you?

10. Ask students to turn to their partner and tell the setting of this story.

11. Ask for volunteers to share a retelling of the setting.

**Link:**

12. Remind students to pay close attention to the pictures and text when they are reading so they can get a picture of the setting in their mind.

**Instructional Activities**

(Independent Time)

Students are reading independently, with partners, in small groups, or conferring with the teacher. As the teacher confers with students, she will ask students to retell the setting of their stories. Students will also practice retelling the setting to themselves or to their partners.

**Differentiation**

Scaffolds/Language/ESOL Interventions/Extensions/Enrichment/Other

Provide more practice retelling the setting with students who need reinforcement.

**Summarizing Strategies**

(Share)

Encourage students to retell the setting of their stories and share the clues they used to learn about the setting.

**Copyright/Citations (as needed)**

www.readworks.org
Growing Readers by Kathy Collins p. 160
Name: _______________________________________

Retelling the Setting

<table>
<thead>
<tr>
<th>Clues</th>
<th>Type of Clues</th>
<th>What does this tell you?</th>
</tr>
</thead>
<tbody>
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# Lesson Plan

**Lesson Name**

Character’s name  
Lesson 8

<table>
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<th>Grade</th>
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<th>Course</th>
<th>Topic-Strand</th>
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<td>Language Arts</td>
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<table>
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<tr>
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<th>Estimated Time Needed for Lesson (Minutes/Hours/Days)</th>
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<tr>
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<td>ask and answer questions about essential narrative elements (such as beginning-middle-end, setting, characters, problems, events, and resolution) of a read-aloud or independently read text</td>
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</table>

**Materials/Links/Text References**

Appendix B, Anchor Chart, *The Characteristics of a Good Retelling*  
Appendix D, Retelling of *Miss Nelson is Missing* omitting character’s name(s).

**Essential Questions**

What should students know when unit or lesson is completed?  
How can I make a retelling more specific?

**Essential Vocabulary**

Characters  
Specific

**Teacher Lesson Prep Suggestions (Optional)**

Page 28 AKS Lesson Plan
Retelling of Miss Nelson is Missing or a book of your choice, leaving out character’s names.
Example: Appendix D

Assessment Strategies
Observation during the mini-lesson, conferring, and share time.

Required Background Knowledge for Students
Knowledge of the story used for retell. Prior lessons in retelling unit.

Quality + Teaching Strategies

<table>
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<th></th>
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CHECK ALL THAT APPLY

Activating Strategy/Mini-Lesson/Warm-Up

Connect:
1. Review Characteristics of a Good Retelling chart.

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<td>• Correct sequence</td>
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<tr>
<td>Later...</td>
</tr>
<tr>
<td>• Key details</td>
</tr>
<tr>
<td>• Setting</td>
</tr>
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</table>

2. You might say..., “You have been doing an excellent job of retelling. One of the things that I noticed is that when you retell you often say, “He, or she, or they.” I want to teach you how to be more specific and call all the characters by name. “Add character’s name(s) to the anchor chart.

Teach:
3. Model a retelling of a former story, without using any names. Miss Nelson is Missing is used for the example. Make this visible for students either on chart paper, or using an Elmo, or electronic copy of Appendix D.

Example:
This story takes place at a school.
In the beginning of the story the students in her class were not behaving.
Another teacher came to school the next day.
She was very mean. She gave the kids tons of work to do.
Then they went to the police to get some help. A man was assigned to the case.
They went to her house, but only saw the teacher. Finally she came back. She was pleasantly surprised to see how well behaved they were. At the end of the story she got home she hung up her coat right next to an ugly black dress.

4. You might say..., “Let’s check the anchor chart. I told the story in the correct sequence, I told the key details, I included the setting, but it sounds a little confusing because I didn’t use anyone’s name. I used pronouns like, he, she, they, etc. I need to be very specific and call each character by their name.”

Active Engagement:
5. Go through the example together and change the pronouns to specific names from the story.
6. Ask students to turn to their partner and practice retelling the story using the characteristics of a good retelling.

Link: You might say...,
7. “Today when you finish reading a book, stop and practice retelling your story to yourself or a partner. You may use the anchor chart if it helps you remember.”

Instructional Activities

(Independent Time)
Students are reading independently, with partner, or a small group. The teacher is conferring with students or reading with small groups.

Differentiation
Scaffolds/Language/ESOL Interventions/Extensions/Enrichment/Other
Give extra practice to students who are having difficulty with retelling. This can be done in a small group setting or individually during conferences.

Summarizing Strategies

(Share)
Ask volunteers to share a retelling of a book they have read using the anchor chart at a reference.
Retelling of Miss Nelson is Missing omitting character’s names

• This story takes place at a school.

• In the beginning of the story, the students in her class were not behaving.

• Another teacher came to school the next day.

• She was very mean. She gave the kids tons of work to do.

• Then, they went to the police to get some help. A man was assigned to the case.

• They went to her house but only saw the teacher.

• Finally, she came back. She was pleasantly surprised to see how well behaved they were.

• At the end of the story, she got home and hung up her coat right next to an ugly black dress.
# Academic Knowledge & Skills Lesson Plan

## Lesson Name
Retelling: Conclusion
Lesson 9

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Course</th>
<th>Topic-Strand</th>
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<td>1LA_B2009-20</td>
<td>recognize and use graphic features and graphic organizers to understand text</td>
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</table>

## Materials/Links/Text References
Appendix B, Characteristics of a Good Retelling

## Essential Questions
What should students know when unit or lesson is completed?
What do I need to remember for a complete retelling?

## Essential Vocabulary
Title
Author
Conclusion
Resolution

Page 32 AKS Lesson Plan
Teacher Lesson Prep Suggestions (Optional)

Record several titles of familiar stories on the chart or whiteboard.

Assessment Strategies

Assess students’ proficiency at retelling during mini-lessons, conferring, and share time.

Required Background Knowledge for Students

Previous retelling lessons 1-8.

Quality + Teaching Strategies

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<td></td>
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CHECK ALL THAT APPLY

Activating Strategy/Mini-Lesson/Warm-Up

Connect: You might say...

1. “We have almost finished our anchor chart. There are just three more characteristics we need to add; the title, author, and the conclusion. We will be talking about all three today.”

Teach:

2. Review the class anchor chart.

<table>
<thead>
<tr>
<th>Characteristics of a Good Retelling</th>
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<tr>
<td>• Correct sequence</td>
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<tr>
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<tr>
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</tbody>
</table>

3. You might say..., “It is always helpful to tell the name and author of the story before you retell. Let’s add title and author to the very beginning of the list of characteristics.” Record title and author before correct sequence on the anchor chart.

4. Use a couple of familiar books to show students where they would find the title and author.
5. Continue saying..., “It is also important to make sure you tell the conclusion of the story. The conclusion is the ending of the story. If the story had a problem, it is sometimes called the **resolution**.”

6. Share a couple familiar books, and point out the conclusion and/or the resolution. For example, in the book *Saturdays and Teacakes* the conclusion is when Buddy gets on his bike to go home. In the story of *Miss Nelson is Missing*, the conclusion is when Miss Nelson returns to her class, and the kids are behaving. Add conclusion/resolution to the anchor chart.

7. Ask for volunteers to share a few conclusions to books they have read.

### Active Engagement:

8. Show students the Story Worm, Appendix E. Show students how they can use the Story Worm (Appendix E) to help retell a story. Point to each story element on the Story Worm and as you model retelling a familiar story.

9. (Prior to the lesson list several titles of familiar fiction books on chart paper.) Hand out a copy of the story worm to each student. Ask students to select one story they know very well and use the Story Worm to help themselves retell the story to their partner.

### Link:

10. Remind students to use their story worm to help retell a story they have read to themselves or to a partner.

### Instructional Activities

**Independent Time**

Students are reading independently, with partners, in small groups, or conferring with the teacher. As the teacher confers with students, she will ask students to retell their story using their Story Worm. Students will also practice retelling a story to a partner using their Story Worm.

### Differentiation

**Scaffolds/Language/ESOL Interventions/Extensions/Enrichment/Other**

Use the Story Worm as needed. Students who have the retelling sequence memorized may be able to drop the crutch of using the Story Worm quickly.

### Summarizing Strategies

**(Share)**

Encourage students to share a fictional story or part of a story using the Story Worm.

### Copyright/Citations (as needed)
