*English Instructional Plan – Retelling in Sequential Order K-1*

**Primary Strand: Reading Fiction K.8, 1.9**

**Integrated Strand/s: Communication and Multimodal Literacies, Writing**

**Essential Understanding:**

* understand that fiction texts tell a story
* understand that authors tell stories through words and illustrators tell stories with pictures
* understand that they should use a variety of strategies to assist with comprehension of fictional texts
* understand that orally read text has a rhythm and expression that helps convey meaning

**Essential Knowledge, Skills, and Processes:**

* give evidence that they understand the meaning of what is being read aloud, including *who*, *what*, *when*, *where*, *why*, and *how*
* ask and respond to questions about the content of a book
* use vocabulary from a story in discussions and retellings
* retell a story in own words using the characters, settings, and events in the correct sequence from beginning to end
* use words to sequence events (e.g., *before*, *after*, and *next*)
* demonstrate comprehension of text through drawings or a written response
* identify and describe characters, settings, and important events in a story using details
* use expression to convey meaning when reading aloud
* reread as necessary to confirm and self-correct word recognition and understanding
* practice reading and rereading texts at their independent reading level

**Primary SOL:**

K.8e Use story elements of characters, settings, and events to retell stories sequentially

using beginning, middle, and end.

1.9g Retell stories and events, using beginning, middle, and end in a sequential order.

**Reinforced (Related Standard) SOL:**

K.2a Listen and respond to a variety of text and media.

1.1 e) Participate in collaborative and partner discussions about various texts and topics.

 j) Express ideas orally in complete sentences.

 1.2 a) Listen and respond to a variety of print and media materials.

 b) Tell and retell stories and events in sequential order.

 d) Participate in creative dramatics.

1.4a Read from left to right and from top to bottom.

**Academic Background/Language:**

When introducing retell of fictional stories to students choose a story that is familiar to your students. This could be a book that has been read multiple times either through shared reading or read aloud. Retelling in sequential order requires students to be aware of sequential vocabulary. When introducing model writing down the events using the specific vocabulary/ sequential stems. Sequential Stems:

The first event...

In the beginning...

Next...

After that...

In the middle of the story...

In the end of the story...

The characters in this story are...

This story takes place…

## Materials

* Familiar fiction text such as The Three Little Pigs
* Puppets or other props to represent the characters/setting of the story

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. The teacher will share a story about their commute to school (or come up with a story to retell with your students). Use this time to describe that when readers retell stories they share the events of the story in order. Events are the things that happen in the story. Tell students that retelling a story is a way to show you understand what happened in a story after reading.
2. Have a class discussion to help students understand how the events of the story have a particular sequence. This sequence is how you retell a story. “Today we are going to learn how to retell a story. I am going to retell the story of *The Three Little Pigs*. The author uses characters, setting, and events to tell the story.”(Reference Character and Setting anchor charts if needed.) Read the story stopping and discussing the important events.
3. Create an anchor chart split into three columns: Beginning, Middle, and End. Have students share important events from the story. The teacher will model placing the event where it belongs. There should be an emphasis on the prompting and modeling using the sequential prompts.
4. While touching the Beginning section of the chart, tell students that authors usually introduce the characters and setting in the beginning. In the middle of the story, the author usually tells you the problem or conflict. The end of the story is usually the part of the story where the author shows you how the character resolves the conflict of the story.
5. Read the sequencing chart to students for them to hear back the events they provided in the correct sequential order to retell the story. Do this a few times for students to see how knowing the events and beginning, middle, and end helps to retell a story. Have students practice retelling the story with a partner. Refer to the illustrations within the book as needed to help students as they retell.
6. Once students are comfortable orally retelling the events from the book, introduce how to use puppets, or other props, and the book to retell. Model retelling the beginning of the story using puppets, then pair students to have them to orally rehearse retelling the beginning of the story with props. Continue this procedure for the middle and end of the story. Make sure to push in to listen to students retell. Listen for characters, setting, and events. They do not have to reference the specific vocabulary as they retell.

**Assessment (Diagnostic, Formative, Summative)**

* Take anecdotal notes to monitor student responses orally during the lesson.
* Listen to students retell a familiar story in a retelling center with props. Monitor if students are retelling events in correct order, using characters, setting, and retelling important events to the story.
* At a listening center, give students large paper folded into beginning, middle, and end. Students can draw a picture and/or write to tell events from the story.

**Writing Connections:**

* During writing conference, use retell vocabulary to support sequence of events that occur in narratives (e.g. What happened next?, What happened before that event?, etc.).
* Have students retell an event that has happened in their life to write a narrative about a field trip, first day of school, or school day.

**Extensions and Connections (for all students)**

* Offer students opportunities to respond to the reading in various ways, including through writing, dramatic play, music, readers' theatre, videos, debate, or pantomime.
* Students may practice the concept of orally retelling by using a text on their independent level.
* Have students retell an independent text by drawing or writing the events.

**Strategies for Differentiation**

* Use picture cards to retell the story.
* Use sequential stems and words when giving directions or retelling an event from day to day life.