

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on [GeorgiaStandards.Org](http://GeorgiaStandards.Org).

## **Georgia Performance Standards Framework for English Language Arts-K**

# **Instructional/Learning Activity Task Template:**

### *Overview*

Unit Title: Narrative

Annotation: In this lesson, students will learn how to retell a read aloud in their own words focusing on the importance of sequence.

Grade, Subject, Topic, and Author: Kindergarten, Reading, Retelling, Hillary May

Special Notes To Teacher:

- Please see suggested reading list to choose a read aloud for this task. Any age appropriate book will suffice as long as it has a clear sequence of events.
- Teacher should have a bucket of read aloud that are familiar to the students sitting next to her chair.
- See attachments for ideas of charts to possibly create before the lesson is taught.

### *Standards*

Focus Standard/Element(s):

ELAKR6 The student gains meaning from orally presented text. The student:

h) Retells important facts in the student's own words.

Complementary Standard/Element(s):

ELAKR6 The student gains meaning from orally presented text. The student:

c) Asks and answers questions about essential narrative elements (beginning-middle-end).

### *Learning Goals*

Essential Question(s):

What is a retelling?

What does narrative mean?

How do we find the beginning – middle – end of a story?

Knowledge: The students should understand how to retell a story in their own words using on correct sequential order.

Skills: Students will listen to a read aloud and then retell the story in their own words.

## **Georgia Performance Standards Framework for English Language Arts - K**

### ***Balanced Assessment for Task***

Assessment Method/Type: Students oral retelling, rubric

Description/Directions for Assessment: Teacher observes oral retelling by students and uses checklist/rubric to assess who is showing mastery throughout this lesson or who might need additional assistance.

### ***Student Work Samples (optional):***

### ***Procedures, Directions, and Resources***

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

Opening: The teacher states the standard, *ELAKR6 -The student gains meaning from orally presented text. h) retells important facts in the student's own words.* The teacher then explains what retelling is and how it is vital to notice the important parts of the story. Have chart paper accessible to chart the definition of a retelling. The teacher may choose to chart what retellings do have and what retellings do not have on the chart (*attachment*). The teacher will then read a big book (The Little Engine That Could, by Watty Piper). The teacher will then record her retelling on the chart paper using her own words. The teacher will then ask a student to come up and retell the story in his/her own words using the big book as an aid as he/she flips the pages. If the student is struggling, the teacher may assist the student in his/her retelling by suggesting he/she uses pictures to aid him/her (this will also ensure that the story is being told in the correct sequential order). As different students share their retelling, the teacher should point out how each student is retelling the story in his/her own words and using the pictures to help guide them along.

Worktime: The teacher will then refer to previous books that they have read aloud during Reader's Workshop. At this time the teacher will pair students together to allow them to select a well-known book. The student will then take turns retelling the stories to one another. At this time the teacher should be circulating the room listening to student responses and making notes of children having difficulties retelling the stories in their own words. The teacher may also assist students who are struggling.

Closing: The teacher will bring all students back to the carpet and revisit the definition of a retelling. The teacher will also explain how everyone's retelling can be similar because of the sequential order of the book. Then the teacher will ask a few individuals to come up and share his/her retelling of a familiar story. This is a time to celebrate.

### ***Resources, Materials, and Equipment:***

Big Book (The Little Engine That Could, by Watty Piper).

Familiar read aloud (see suggested list)

Chart paper

Markers

Rubric/Checklist

## Georgia Performance Standards Framework for English Language Arts - K

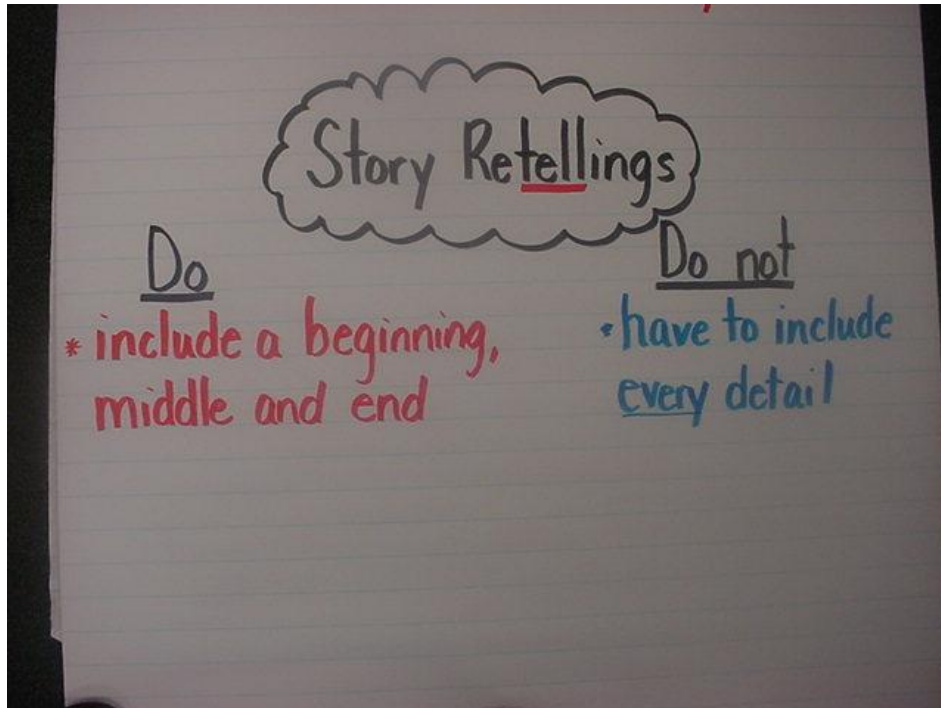
### *Differentiation for Content, Procedures, Process, and/or Learning Environment:*

Remediation: Photocopy parts of the read aloud and have students work with peers to place pages in correct order then retell story in his/her own words.

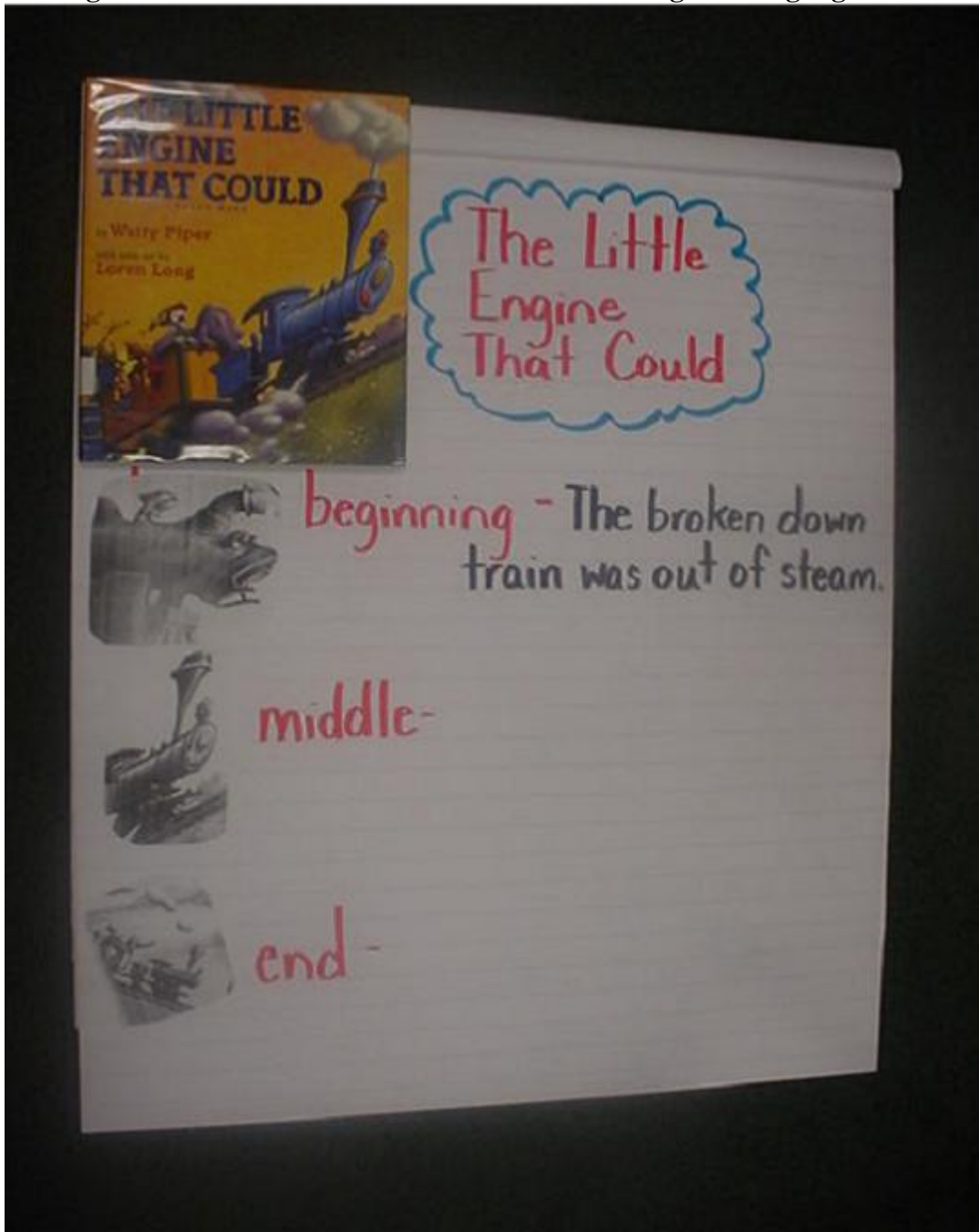
Extension/Enrichment: Have students use five (5) picture cards to place in sequential order to retell a story.

\*A chart of the focus of the lesson for the day, retelling and its definition, could be made during the mini-lesson.

Students could make suggestions as to what retellings are and what they are not.



Georgia Performance Standards Framework for English Language Arts - K



- This is a suggested chart that would need to be made before the lesson. This chart may be used during the mini-lesson when the teacher is retelling the parts of the story in his/her own words.

## Georgia Performance Standards Framework for English Language Arts - K

# Suggested Kindergarten Reading List

Amazing Grace - Mary Hoffman  
And to Think That I Saw it on Mulberry Street - Dr. Seuss  
Antarctic Animals - Judy Sierra  
Birdsong - Audrey Wood  
Carrot Seed, The - Ruth Krauss  
Cat in the Hat - Dr. Seuss  
Chicken Soup with Rice - Maurice Sendak  
Corduroy - Don Freeman  
Doctor DeSoto - William Steig  
Dr. Seuss's ABC - Dr. Seuss  
Froggy Gets Dressed - Jonathan London  
Goodnight Moon - Margaret Wise Brown  
Grandpa's Teeth - Rod Clement  
Gregory, the Terrible Eater - Mitchell Sharmat  
Harold and the Purple Crayon - Crockett Johnson  
Harry the Dirty Dog - Gene Zion  
Hooray for Diffendoofer Day - Dr. Seuss  
If I Ran the Zoo - Dr. Seuss  
Katy No-Pocket - Emmy Payne  
Little Bear - Else Minarik  
Lyle, Lyle Crocodile - Bernard Waber  
Make Way for Ducklings - Robert McCloskey  
Mitten, The - Jan Brett  
Napping House, The- Audrey Wood  
Next Place, The - Warren Hanson  
Old Turtle - Douglas Wood  
One Fish, Two Fish, Red Fish, Blue Fish - Dr. Seuss  
Runaway Bunny - Margaret Wise Brown  
Stellaluna - Janell Cannon  
Three Little Pigs, The  
Verdi - Janell Cannon  
Very Hungry Caterpillar - Eric Carle  
Very Quiet Cricket, The - Eric Carle  
Where the Wild Things Are - Maurice Sendak

