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EXEMPLAR

Units *&* Lessons

ENGLISH LANGUAGE ARTS

Kindergarten



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Lesson 4: Retelling a Story

Focus Standard(s): RL.K.2

Additional Standard(s): RL.K.10, W.K.3, SL.K.1a

Estimated Time: 1 hour and 10 minutes

Text(s): *The Rainbow Fish* by Marcus Pfister

Resources and Materials:

- Chart Paper
- Learning Center Materials
- Markers
- Handout 2.1: World Wall Games
- Storyline Online *The Rainbow Fish* [The Rainbow Fish - YouTube](#)
- [Facts about Animals](#) San Diego Zoo (pictures, audio, facts about animals)
- [Onset and Rime cards for Small Group](#)
- [Onset and Rime Puzzles - Language Center](#)
- [Onset and Rime Interactive Game for Computer Center](#)


Lesson Target(s):

Students will know:

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end.

Students will be able to:

- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.
- Use what they know about a topic/subject to ask and answer questions.
- Retell familiar stories.

Guiding Question(s): <ul style="list-style-type: none"> • What is retelling? • How do you retell a story? • Who are the characters? • What is the setting? • What are the major events? 	
Vocabulary	
Academic Vocabulary: <ul style="list-style-type: none"> • sequence 	Instructional Strategies for Academic Vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion
In-ConTEXT Vocabulary: <ul style="list-style-type: none"> • scales 	Strategies for Teaching How to Determine Meaning from Context Clues: <ul style="list-style-type: none"> <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students will be able to view pictures in the book to derive meaning
Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> • ordinary 	Instructional Strategies for Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Students create pictures/symbols to represent words
Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end.
- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.
- Events usually occur in a sequence that includes a beginning, middle, and an ending.
- Readers can use what they know about a topic/subject to ask and answer questions.
- Growing readers identify how two texts written on the same topic may be similar or different.
- Authors write informational texts about specific topics.

Anticipatory Set/Introduction to the Lesson:

Discuss the lesson purpose and student outcomes with students to set the stage for today's lesson.

Activity 1: Whole Group

Today, we will discuss new words and review the vocabulary words that we have been working on so far. Taking turns with a pointer or fly swatter, students may point to words on the Word Wall they know (or want to know) and say/read them. Other students may give a definition or act out the word. Continue until all students have had a turn. Any words that have not been used, may be read by the teacher.

Vocabulary: Discuss and add new words to the Word Wall: sequence, ordinary, and scales. Students draw a picture of the word scales to add to the student's personal dictionary. Review vocabulary terms by playing a Word Wall game, **Handout 2.1: World Wall Games.**

Activity 2: Small Group and Learning Centers

Small Group

Seated in a group of 4-5 students, the teacher will begin to retell the story of *Harry, the Dirty Dog*. Each student in the circle will continue the story by telling one key detail (characters, setting, event) in the correct sequence. With prompting and support, the teacher will guide students in the retelling of the familiar story. The teacher will give support with characters and setting details.

Learning Centers

Learning Centers are designed to be developmentally appropriate for all students. The teacher and teacher assistant move about to observe and offer support, as needed.

- Writing Center – Describe an interesting animal you have learned about. Use the Word Wall or other materials to assist in this center. Draw an illustration to go with this prompt.
- Listening Center – Students will listen to and read along with *Harry, the Dirty Dog*. Book, CD, or online video. [Harry, the Dirty Dog - YouTube](#)
- Reading Center– Students will select books to read from a collection of fiction and non-fiction books about animals.
- Science Center – Students will investigate animals. Try to get many tangible things related to animals. Make contact with a local museum or zoo to see if they could provide anything.
- Dramatic Play Center – Students will pretend to be a zoo keeper.
- Computer Center – Students will research animals or play onset and rime games [Onset and Rime Interactive Game for Computer Center](#)

Activity 3: Whole Group – Storytime

Students will listen to a fiction story about a fish who lives in the ocean. Listen to the story online read by Ernest Borgnine. [The Rainbow Fish - YouTube](#)

Activity 4: Responding to the Story

After listening to the story, *The Rainbow Fish*, read aloud online, the teacher will divide the chart paper into three separate sections and label the sections as follows: beginning, middle, and ending. The teacher will conduct a think-aloud to model the sequence of events from *The Rainbow Fish* while writing/ drawing pictures for the beginning and middle of the story as students provide input. The teacher will have the book available for students to find specific details. The teacher and the students will review the chart to ensure that beginning, middle, and ending events are present.

- ✓ Revisit essential questions before closing the lesson. Ensure students have a firm understanding before moving on.

Reflection and Closing:

- ✓ Students will sit in groups of three and practice retelling the story. The teacher will move about to listen for opportunities to guide students. Students will be able to retell some of the story, *The Rainbow Fish* by remembering characters, setting, and some key details in some order.

For students who are EL, have disabilities, or perform/read well below the grade-level:

- Students may ask for help from peers as they retell the story.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Students may offer help to peers in the retelling of the story.

Homework

Guide parents to [A Family Guide for Student Success](#) page 7 for retelling a familiar story. Have students retell a story to someone at home.

For training or questions regarding this unit,
please contact:

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