



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Pre-Kindergarten

Grant funded by:



Lesson 7: Let's Retell a Story

Focus Standard: RL.PK.1, RL.PK.2, RL.PK.3, RI.PK.1, W.PK.1c

Additional Standards: RI.PK.3, RF.PK.2b, SL.PK.3

Text(s):


- *Bear Snores On* by Karma Wilson
- *We're Going on a Bear Hunt* by Michael Rosen

Resources and Materials:

- Chart paper
- Geometric Shapes Cookie Cutters
- Markers
- Plastic Tools
- Playdough
- Handout 7.1: Going on a Bear Hunt Sequencing Pictures
- [Animal Picture Cards](#)
- [Bear Snores On](#)
- [Corduroy](#)
- National Geographic Kids: [Animal Coloring Pages](#)
- [We're Going on a Bear Hunt](#) song

Lesson Target(s):

- I can listen to a story to learn information about the characters and setting.
- I can listen to a story and determine the beginning, middle and the end.
- I can ask and answer questions about important details in a story.
- I can use what I know about a topic/subject to ask and answer questions.
- I can use pictures to retell a story.
- I can retell a story with prompting and support.

Guiding Question(s):	
<ul style="list-style-type: none"> • How can the characters and setting help you retell a story? 	
Vocabulary	
Academic Vocabulary:	Instructional Strategies for Academic Vocabulary:
<ul style="list-style-type: none"> • characters • events • predict • retell • sequence • setting 	<input type="checkbox"/> Introduce words with student-friendly definitions <input type="checkbox"/> Students discuss using the words
In-ConTEXT Vocabulary:	Strategies for Teaching How to Determine Meaning from Context Clues:
<ul style="list-style-type: none"> • badger • gopher • hare • mole • season 	<input type="checkbox"/> Introduce words with student-friendly definitions and pictures from the text
Direct Instruction Text Vocabulary:	Instructional Strategies for Direct Instruction Text Vocabulary:
<ul style="list-style-type: none"> • hibernate • lair 	<input type="checkbox"/> Introduce words with student-friendly definitions and pictures from the text
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:

- Ask and respond to questions about important details in a story.
- Retell orally or through writing/drawing/ dictating a story including the beginning, middle, and ending in the order that they occurred in the text.
- Sequence events in the order that they occurred in the text, with prompting and support.

Anticipatory Set/Introduction to the Lesson:

Chant *Teddy Bear, Teddy Bear* telling students to identify rhyming words by raising their arms when they hear a rhyming pair. Do the same thing with *Itsy Bitsy Spider*. Review the motions to *Teddy Bear, Teddy Bear* and *Itsy Bitsy Spider* and have students practice each one several times.

Activity 1: Sequence

Show the video [We're Going on a Bear Hunt](#) teaching students the motions for each section. Have students do the echo part of the song.

T: What do you think the bear was doing in the cave?

Why did he chase them back home?"

Activity 2: Vocabulary

Introduce 3 vocabulary words: lair, setting, and characters. Ask students to define the words. Allow students to add to other students' definition. Explain the words clarifying any misconceptions. Write the words on index cards and add them to the Word Wall.

Activity 3: Read Aloud and Retell

Read *Bear Snores On*. Use the text-dependent questions below to help students identify the beginning, middle, and ending of the story to be able to retell it in their own words, with prompting and support.

Prompting Questions:

- (Page 1) Where is the bear?
- (Pages 2-3) Why do you think the bear is curled up?
- (Pages 4-5) Why is Mouse building a fire? Will it wake Bear?

- (Pages 10-11) Why does Hare look frightened?
- (Pages 12-13) What is in Badger's bag?
- (Pages 14-15) Would it be hard to sleep if someone was crunching on nuts?
- (Pages 16-19) What are the animals doing while Bear is sleeping? Would real animals do this?
- (Pages 20-21) Mouse is adding something to the stew. What is it? Why is the mouse cooking?
- (Pages 22-23) What is Bear doing? What made him sneeze?
- (Pages 24-25) Why is Bear so grouchy? Would a real bear be grouchy?
- (Pages 26-27) Bear is crying. Why?
- (Page 30) Who is sleeping now?

After reading, ask students to think about what happened in the story, the animals (characters), and places they saw in the story. Tell students to think about what the characters said. Have students tell ONE thing about the story. Record their answers with pictures on sticky notes on chart paper. Lead a discussion to put the sticky notes in the order they occurred in the story.

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

- Students may need to be guided through the process several times before they learn the skill/concept. Provide plenty of examples for them if needed.

Activity 4: Learning Centers

Note: Remind the students of expectations when working in small groups and learning centers. Learning centers may be continued until all students have completed tasks. By the middle of the week, center activities will need to be changed.

1. Reading - Students choose from a selection of fiction and nonfiction picture books about bears and other animals to read.

Note: If audio books are available, students may listen to a story while they follow along.

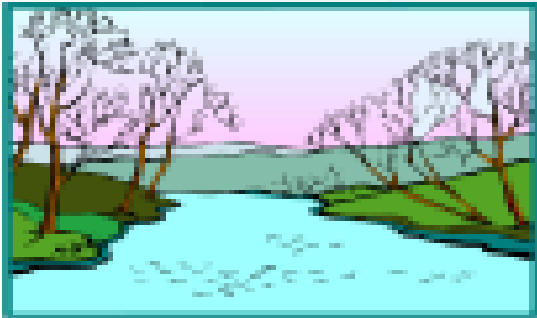
2. Listening/Viewing Center - Students will listen to and/or view and read along with [Bear Snores On](#) or [Corduroy](#).

3. Writing - Students create a 3 -4-page Flip Flap book to retell *Bear Snores On*. Offer prompting questions and support as students attempt to retell the story with a beginning, middle, and ending. Students draw/scribble/write to convey the story. Students may dictate their words to a teacher and illustrate the pages.

Note: This process will take more than one or two days for all students to complete and require adult prompting and assistance.

- 4. Science /Discovery** - Students sort [Animal Picture Cards](#) into categories (wild/pet, fur/feathers/scales, large/small, etc.).
 - 5. Art** - Students paint pictures of bears and other animals in their habitats from National Geographic Kids: [Animal Coloring Pages](#). Display student work in the room and/or hallway.
 - 6. Math** – Students create animals and their habitats with Playdough, shape cookie cutters (circle, triangle, square, rectangle), and other plastic tools.
 - 7. Blocks** - Students create “woods” and “homes” for animals using plastic animals, blocks, other props, and informational books that depict bears in their habitats.
 - 8. Pocket Chart/Language** - Students place story cards from **Handout 7.1: Going on a Bear Hunt Sequencing Cards** in order, to retell the story, *We’re Going on a Bear Hunt*. Students take turns using a pointer to retell the story. Encourage students to “read” from left to right and to use expression and enthusiasm when “reading”.
- Reflection and Closing:**
- ✓ Students listen and participate with hand motions as the teacher rereads, *We’re Going on a Bear Hunt*. Students sit in groups of 3-4, taking turns, one by one, to retell the story using chanting and hand motions. Use an observation check list to record mastery or students who need remediation.

Handout 7.1: Going on a Bear Hunt Sequencing Pictures



For training or questions regarding this unit,
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