



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Pre-Kindergarten

Grant funded by:



Lesson 9: I Can Retell a Story

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

Additional Standards: W.PK.1c, RF.PK.2b, SL.PK.3

Text(s):

- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. and Eric Carle
- *Goldilocks and the Three Bears* by Jan Brett
- *Bear Snores On* by Karma Wilson
- *We're Going on a Bear Hunt* by Michael Rosen
- *Corduroy* by Don Freeman

Resources and Materials:

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

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, in the correct sequence, with prompting and support.

Guiding Question(s):

- Who are the characters in the story?
- What happened at the beginning, middle and ending of the story?

Vocabulary

Academic Vocabulary:

- beginning
- ending
- middle
- predict
- retell

Instructional Strategies for Academic Vocabulary:

- Introduce/review words with student-friendly definitions
- Students discuss using the words

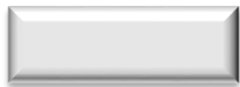
In-ConTEXT Vocabulary:

- All Word Wall words

Strategies for Teaching How to Determine Meaning from Context Clues:

- Review words with student-friendly definitions and pictures from the text and videos

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.

- Sequence events in the order that they occurred in the text, with prompting and support.
- Recite favorite nursery rhymes, with prompting and support.

Anticipatory Set/Introduction to the Lesson:

Ask for volunteers to recite selected/favorite nursery rhymes learned in this unit. Tell students they may recite alone, with a partner, or with the teacher's support.

Activity 1: Teddy Bear Story Time – Retelling

Tell students to get their teddy bears or other stuffed animal friend brought from home.

Ask students which story from the unit is their favorite: *Brown Bear, Brown Bear, What Do You See?*, *Goldilocks and the Three Bears*, *We're Going on a Bear Hunt*, *Bear Snores On*, or *Corduroy*. Create a graph showing how many students chose each book.

- ✓ Place students in five groups. Assign one book to each group. Tell students to sit with their group and cuddle with their bears/animals, while one student in each group will retell the story to the students while everyone else listens. Give each student an opportunity to help with the retelling of the story in their group.

Note: With 5 groups, one per book, the teacher and assistant each facilitate and support 2-3 groups.

Activity 2: Small Group

With prompting and support, students will retell the story, *Corduroy*.

T: Do you remember that when listening to a story, you can learn information about the characters and the settings?

Ask students for definitions of characters and setting.

Allow the students to work with a partner to take turns asking and answering questions about how to retell a story (including a beginning, middle, and ending). Prompt with text-dependent questions:

- Who was involved? (characters)
- Where did it take place? (setting)
- When did it take place? (setting)
- What happened in the beginning?
- What happened in the middle?
- How did it end?

Activity 3: 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.

- 1. Reading** - Students will choose from a selection of fiction and nonfiction books about bears and other animals to read.
- 2. Listening/Viewing Center**- Students will listen to and/or view and read along with [Bear Snores On](#) or [Corduroy](#).
- 3. Writing**- Students will create a 3 -4-page Flip Flap book to retell *Bear Snores On* or *Goldilocks and the Three Bears*. The teacher will offer prompting and support as students attempt to retell the story with a beginning, middle, and ending. Students will 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.

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

- Some students will need to dictate story and have teacher write their exact words or use illustrations to retell the story for themselves.

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

- Some students can write sentences with their illustrations that retell the story.

- 4. Science /Discovery**- Students will 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:

- ✓ In small groups, have students complete the retelling activity from the morning. Instruct students to retell a story in their own words using events from beginning, middle, and ending of the selected story, with teachers providing support where needed. Allow students to use the book or other props for additional support. Use an observation check list to record mastery or students who need remediation.

For training or questions regarding this unit,
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