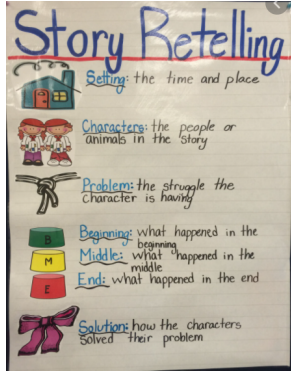


Instruction Planner for Online Learning KindergartenELAR: Retell

 Learning Outcome or Standard of focus -	 Conceptual Questions -	 Evidence of Learning -	 Digital Tools -
K(6)(D) retell texts in ways that maintain meaning *Approximate time frame to introduce: End of 2nd 9 weeks; will be an ongoing skill for rest of year. ** TEKS K(7)(A-D) will have been explicitly taught prior to adding retelling as a skill. K(7)(A) discuss topics and determine the basic theme using text evidence with adult assistance K(7)(B) identify and describe the main character(s) K(7)(C) describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud with adult assistance K(7)(D) describe the setting	How do I understand what I read/hear? What practices/skills help me understand texts? How does separating all the story elements help you as a reader? What happens when you put all the story elements together?	Students will listen as the teacher reads a text aloud. As the teacher reads, you will listen for details in the story. You will retell the story using an anchor chart/tool to help you. Teachers may use the Retelling Rubric to help decide students strengths and areas for improvement. Kindergarten Retelling Rubric	Storyline Online Printable versions <i>Note: For students without connectivity, the linked documents can be printed.</i> 



Real World Connection -

Optional activities:

Practice retelling stories you read at home. Try to start with the characters and setting and tell all the main events from the beginning, middle, and end.



Learning experiences -

Early in the week:

- Watch the YouTube video [Parts of a Story](#) to review story elements.
- Discuss how these parts are important when you retell a story to someone and in order so the story makes sense. Review or make an anchor chart. (Examples are on the side: Story Retelling and/or The Retelling Hand)
- Read a story and model how to use the anchor charts as a tool to help you retell the story.

Midweek:

- Students will listen to the teacher retell a story with the elements out of order. Ask students: "Did my retell make sense?"
- Have students turn and share with a shoulder partner if it made sense, why or why not, and how it could be better. Next a few students will share with the whole group their answers.
- Read a new story and have students turn and retell the story to a shoulder partner using the anchor chart.

End of week:

- Listen to the story on [Storyline Online](#) or choose a story from home or the class library.
- Practice retelling the story to a friend using the anchor chart. Ask them if your retell made sense. See if they can tell you the theme/topic, characters, problem and solution and the setting.
- Practice this skill often!

****Teacher will Check for Understanding with the [Kindergarten Retelling Rubric](#). Share with the student an area for growth/what they need to do to improve.**

Repeat the above process often.

