

N Lesson  
Retelling Fiction Stories  
Grade Level: K-2

<p><b>Learning goal</b> <i>What should students know and be able to do?</i></p>	<p><b>Students should be able to: K.6(D), 1.7(D), 2.7(D)</b> Retell texts in ways that maintain meaning and logical order.</p> <p><b>Student learning target:</b> <i>I can retell a story using the Somebody...Wanted...But...So...Finally format.</i></p> <p><b>Note:</b> The SWBSF format for retelling works with many but not all fiction stories and, because of the text complexity, won't work with chapter books. Be sure to try the format out with the story you are using with your students prior to teaching this lesson. Emergent readers and writers can practice this retelling strategy orally using the anchor chart to help them with the language. More proficient readers and writers can write the retell using a graphic organizer.</p> <p><b>Note:</b> The anchor chart could be used with many stories by adding the information on sticky notes under each section.</p> <p><b>Note:</b> This lesson is appropriate for whole group or small group.</p>
<p><b>Assessment</b> <i>How will you know students have learned it?</i></p>	<p>Provide a short fiction text for students to read or read one aloud. Invite students to complete a SWBSF graphic organizer. Emergent readers would have to do this orally. <a href="#">SWBTS Graphic Organizer</a></p>
<p><b>Materials</b> <i>What do you need?</i> <i>What do your students need?</i></p>	<ul style="list-style-type: none"> <li>Two familiar fiction stories appropriate for your students' interests and grade level that have a strong plot structure. (the examples in this lesson come from <i>The Little Red Hen</i> and <i>Jabari Jumps</i> by Gaia Cornwall).</li> <li><a href="#">Retell Anchor Chart: SWBSF</a></li> </ul> <p><b>Note:</b> This anchor chart is in the form of a story arc. You could also divide the anchor chart into quadrants, leaving a space at the bottom for the 'Finally' part (as in the <a href="#">SWBTS Graphic Organizer</a>). In addition, for very emergent readers you may want to leave off the explanation portion on the anchor chart.</p> <p><b>Note:</b> If you want to teach perspective, choose another major character to focus on for the 'Somebody' portion.</p>



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<p><b>Learning Plan</b></p>	<ul style="list-style-type: none"> <li>• <b>Warm up:</b> Invite students to come to the group meeting area and sit next to their reading partner. Ask students to think about what happened at home before school that day. <i>"Readers, I want you to think for a minute about this morning-before you came to school. What happened? What did you do? What did your family members do? Put your thumb on your knee when you are ready to share with your partner. Partner A, share what happened this morning before school with Partner B. Provide students with a language stem by voicing over. "This morning, before I went to school..." Listen in on the conversations and be prepared to share out what a couple of partnerships said. Repeat with partner B.</i></li> <li>• <b>Set the stage/share the why:</b> <i>"Readers, what you just did was <b>retell</b> what happened before school today. You probably retell lots of things that happen to you to your friends, your parents, your brothers and sisters. Put your thumb up if you've ever <b>retold</b> something that happened that you didn't think was fair to your teacher or mom or dad.</i></li> </ul> <p><i>After we read a story, it's important to be able to <b>retell</b> the main things that happen to make sure we understood the story. We need to be able to retell the big ideas in the story: the main character, what they want (or what the main problem is), why the character isn't getting what he/she wants, and how the character solves the problem or gets what he/she wants in the end. <b>Reveal the anchor chart.</b> "This chart can help us remember how to retell the important parts of a fiction story. Let's read it together. <b>Read the parts of the chart chorally. Explain what each part is asking.</b></i></p> <ol style="list-style-type: none"> <li>1. <b>Model/Demonstration:</b> Show the front cover of a familiar fiction story. <i>"Remember the story 'The Little Red Hen?' I'm going to retell the story using the anchor chart. Watch me while I use the anchor chart to help me retell the main parts of the Little Red Hen."</i> <b>Point to the parts of the anchor chart and think out loud about the events in the story. (You could write the parts out on large sticky notes if you wish or, alternatively, use a document camera with a copy of the chart to write on.)</b> <i>"Hmm. 'Somebody' - that is the main character in the story. So, the 'somebody' in this story is the Little Red Hen. The next part says, 'wants.' What does Little Red Hen want? What is the big problem in the story? Oh, yes, she wants to</i></li> </ol>
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	<p>have help making bread. I'll go back and read the two parts: <b>Somebody</b>, the Little Red Hen, <b>wants</b> help making bread. <b>But...</b>what is getting in her way? Why isn't she getting what she wants? Oh, her friends don't want to help her. They say, 'Not !!' Let me say all the parts so far. <b>Somebody</b>, The Little Red Hen, <b>wants</b> help making bread <b>but</b> her friends don't want to help. They say, 'Not I.' The next part is <b>so...</b>that means I need to tell what the main character did to get what she wanted or to solve the problem. <b>So</b> the little red hen did everything herself. I'm going to retell all the parts so far. <b>Retell the somebody...wanted...but..so parts of the story.</b> The last part says, <b>Finally.</b> That means I need to tell what happened at the very end. Finally, the Little Red Hen ate all the bread herself! <b>Repeat the whole retell using the anchor chart.</b></p>
	<p>2. <b>Guided Practice:</b> Invite students to work in partnerships, retelling a very familiar story. "O.K. you're going to try retelling a story we know really well- <u>Jabari Jumps</u> -using the anchor chart. Consider showing select pictures in the text to help students remember the story. Partner A, will you say the 'Somebody' 'Wanted' and 'But' parts? Listen in to the partnerships, giving corrective feedback if necessary and/or offering language stems. Repeat what one of the partnerships said. "I heard most of you say something like '<b>Somebody</b>-Jabari-<b>wanted</b> to jump off of the high diving board <b>but</b> he was too scared and kept letting other kids go up the ladder in front of him.' O.K. partner B, will you say the '<b>And so</b>' and '<b>Finally</b>' parts? Share out what one of the partnerships said. Possible language might be: Jabari's Dad helped him know that sometimes when you're scared to do something you can think of it as a surprise. Finally, Jabari jumped off of the board and loved it!</p>
	<p>3. <b>Independent Practice:</b> After the day's read-aloud or shared reading book, invite students to fill out a SWBSF chart OR, if your students are emergent readers and writers, invite them to orally practice with a partner.</p>
	<p>4. <b>Closure:</b> Invite students to turn and tell their partner what they learned how to do today. You should hear: "<i>We learned how to retell a story; we learned how to use a retelling chart with somebody, wanted, but, so, and finally...</i>"</p>



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