Retelling Nursery Rhymes (3-4 Story Squares)

Red Level: Unit 1, Lesson 10

Objectives

In this activity, students will:
- Retell stories orally.
- Retell stories by programming and recording Bee-Bot sequences.

Activity Description (30-40 minutes)

# 10 min.	**Welcome:** Welcome back to computer science in Kindergarten! Computer science is using the power of computers to solve our problems and express ourselves. (Reference a video, photo, or other artifact.) Last week, we helped kids at another school debug their Bee-Bot programs. Thank you so much for doing that! You used your computer science thinking to help others!
	Warm-up: Before you got here, the Bee-Bots told me they want to learn what you are learning in school. They want to learn how to retell a story! Let's play a game to warm our minds up for this retelling work. It's called Beginning, Middle, End.
	(Please feel free to use stories that your class has recently read/studied in Reading or Writing Workshop for maximum cross-curricular impact! Here is a blank template.)
	I'm thinking of a story…
	- In the beginning, we meet a kid named Joey who loves to fold paper. One day, his classmate's mom teaches him how to fold origami. They don't look the way he wants them to look, though.
	- In the middle…. What happened in the middle? That's it! He practices and practices. He practices at home and he practices at a restaurant.
	- And at the end? That's it! He folds a napkin into a crane, and he agrees to teach someone else how to fold origami, too!
	- We just retold <u>More-igami</u>. Excellent!
	(Time-permitting) Let's try another story. You're great at this!
	- In the beginning, three bears go out for a walk because their porridge is too hot.
	- In the middle… Oh, someone thinks they know what happens in the middle? That's right. Goldilocks finds the bears' house and starts to try out all their furniture and food.

- And at the end? You got it! The bears return and find Goldilocks sleeping in the Baby Bear's bed. She wakes up and runs home.
- We just retold <u>Goldilocks and the Three Bears</u>. Nice!

(Lay the Bee-Bot mat in the middle of the circle and, as a class, place one story's sequencing squares in various squares. Decide in advance whether you want to block-off parts of the mat with black squares to keep the working area smaller. Make a copy and modify the [sequence recording sheet](#) as necessary.)

Beginning-Middle-End Story Sequencing Squares:
- [More-igami by Dori Kleber](#)
- [Three and Four-step Nursery Rhymes](#)

Let's teach our Bee-Bots how to retell a story (or nursery rhyme). How do we start retelling a story? Yes, from the beginning. What comes next? Yes, this happens in the middle. How shall we get there? There is more than one way! (Have individual students volunteer to do a four-button sequence: clear, arrow, arrow, go. Model how to record the sequence on a [sequence recording sheet](#) with our [Bee-Bot programming stickers](#). Depending on time, you may decide to not go all the way to the end.) Now, which path shall we take to bring Bee-Bot to the end of the story?

Great! Bee-Bot just retold its first story! Beginning, middle, end!

| # 10 min. | **Main Activity:** Now it's your turn to teach Bee-Bot how to retell more stories. As a group, you will do the same thing: put the story sequencing pieces underneath the plastic, place Bee-Bot on the story's beginning, and decide: How will Bee-Bot travel to the next part of the story? Each person in your group will take turns, just like we did together, programming one orange button at a time. Add each step to your sequence recording sheet.

When you're ready to teach Bee-Bot another story, _____ (raise your hand, or come get another set of cards from this table).

If you and your group are feeling spicy, you can add some _____ (teddy bear counters, black squares) to the spots where the Bee-Bot cannot go. |
|---|---|
| # 10 min. | **Circle share**: (Showcase one or two group's sequences in a group gallery walk. Have the students retell the story as the Bee-Bot travels in sequence. If applicable, have students notice and applaud when groups needed to take a longer route so they wouldn't go on top of obstacles (e.g. teddy bear counters, black squares).) |

Reviewing Student Work
★ Consider student talk during not only the group share but the independent or partner/small group work time. Are certain students dominating? Is there a balance of female, male, gender-fluid, mono and multilingual students speaking?
★ What kind of language did students use to describe their process and negotiate with peers?
★ Consider reflections, either done orally or in journals. What concepts from the lesson resonated most with particular students?

Lesson Notes
✚ Next week, students will get a chance to stories that have four to six places to stop, instead of three like today.

Extension Activities
✚ Debrief the content and the process orally and/or in journals. Feel free to select one or of these prompts, or create one specific to your class:
   ○ Who is someone you'd like to thank for working with you today?
   ○ Draw yourself as a computer scientist, teaching a Bee-Bot how to retell a story.
   ○ What will you tell someone at home about what you learned today?

Vocabulary
● **perseverance** - continued effort to do or achieve something despite difficulties, failure, or opposition
● **sequence** - events arranged in a specific order, from beginning to end
● **step** - one of multiple actions in a sequence

Standards
● CA CSS K-2. DA. 7 - Store, copy, search, retrieve, modify, and delete information using a computing device, and define the information stored as data.
● CA CSS K-2. AP. 14 - Develop plans that describe a program's sequence of events, goals, and expected outcomes.
● CA CSS K-2. AP. 15 - Give attribution when using the ideas and creations of others while developing programs.
● CA CSS K-2. AP. 16 - Debug errors in an algorithm or program that includes sequences and simple loops.
● CA CSS K-2.AP. 17 - Describe the steps taken and choices made during the iterative process of program development.