Retelling Orally and in Written Form

What It Reminds Me Of

Name: Joyce Blair

Lesson date: 

Teaching date: 

Class Location: Main Elementary

Supervisor: 

Age of children: 9 & 10

Title of Lesson: Retelling orally and in written form

Estimated lesson time: Five – 30 minute sessions

Alaska State Content, Art &/or Cultural Standard:

Speaking and Listening Standards Grade 4
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
2. Paraphrase portions of a text read aloud or information present in diverse media and formats, including visually, quantitatively, and orally.
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Writing Standards Grade 4:
3c. Use a variety of transitional words and phrases to develop the sequence of events.
3d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely.

Lesson Objective(s): (Learning Target, Standard or “Can Do” statement, or teacher prepared using measurable terms from Bloom’s Taxonomy Wheel) DQ1. Providing Clear Learning Goals and Scales
- I can retell a story orally and in written form.
- I can respond to a story by talking about what it reminds me of.

List of materials needed for the lesson: book and matching retelling cards flow chart transition word list pencil composition notebook

Domain 2: Planning and Preparing

Procedures: (List step by step what you need to be able to do to accomplish this lesson)

**I Do (teacher):** Read the story. Do NOT read the last part of the story. They are going to make a prediction about what will happen at the end of the story.

**I Do (teacher):** After reading the story, use the retelling cards to retell the story. You can use the “Modeled Retelling” on the back of the cards (if provided). Don’t read or show the end of the story.

**We Do (students and teacher):** Have each student make a prediction of they think will happen at the end of the story.
We Do (students and teacher): Show each retelling card and have students retell the story. They can take turns talking about each card. Again, the back of the cards can help. Don’t read or show the end of the story.

You Do (each student does it individually): Try to have each student retell the story by his or herself—except of course the ending. While one student is retelling, the others should be practicing their listening skills.

You Do (each student does it individually): After retelling the story orally, the student should now write the story in their composition book. The end of the retells should be a prediction of what they think will happen.

I Do (teacher): Read the ending of the story and show the last retelling card.

You Do (each student does it individually): Have students make a connection with the story. Ask them what does it remind them of. It could be something that has happened to them, something they’ve read in another book, something they’ve seen on TV, or something they’ve heard of going on in the world.

You Do (each student does it individually): Have each student complete a flow chart of what they story reminds them of including a beginning, middle, and end (main ideas and details).

You Do (each student does it individually): Using their flowchart and transition words, each student write his/her story.

Vocabulary words or concepts you might need to teach to help children understand the lesson:

DQ2:
Helping Students Interact with New Knowledge
• retell: verb - tell a story again.
• orally: adverb - verbally
• flow chart: noun – a diagram of the sequence of events in a story.
• transition words: noun – words or phrases that lets the reader know the writer is moving from one idea or situation to another
• composition book: noun – a book to write in
• prediction: noun – the prediction/an educated guess of the future
• connection: noun – a relationship in which a person, thing, or ideas is linked or associated with something else
• tableau: noun – a group of motionless figures representing a scene from a story

Adaptations for children with special needs, learning or language differences to assure as full engagement as possible:

DQ9: Communicating High Expectations for All Students;
DQ8: Establishing and Maintaining Effective Relationships with Students
• If students need more help than just showing retelling cards (pictures), use questions of varying levels to aide in retelling. Some retelling cards provide levels of questions.

Extensions: (What follow up activities, books enrichment that could be sued to extend the learning beyond this lesson?) DQ3: Helping Students Practice and Deepen New Knowledge
• Students can create tableaus about the books. e.g. characters, events, problems, solutions

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<tr>
<th>Plans to bring closure, clean up, and completion to lesson:</th>
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<tr>
<td>DQ3: 14 Reviewing Content</td>
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<td>DQ6: Establishing routines</td>
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<tr>
<td>• Along with the tableaus have a discussion about the books e.g. characters, events, problems, solutions</td>
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<tr>
<th>Assessment /evidence of learning (How will you know if students have met the learning objective?) DQ1:</th>
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<tr>
<td>2 Tracking Student Progress</td>
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<tr>
<td>• See Retelling Rubric</td>
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<tr>
<td>• Students will retell a story orally and in written form.</td>
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<td>• Students will respond to a story by talking about what it reminds me of.</td>
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<th>After lesson reflection:</th>
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<td>Domain 3: Reflecting on Teaching Elements</td>
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<td>51: Lesson Effectiveness</td>
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<td>52: Pedagogy</td>
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<td>• Reflect</td>
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<td>• Task Analysis on lesson (including discussion with colleagues)</td>
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<td>• Evaluate student work</td>
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