# 1st Grade Reading – Retelling: Story Elements
## Unit Plan

<table>
<thead>
<tr>
<th>Grade</th>
<th>1st Grade</th>
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<tbody>
<tr>
<td>Unit Title</td>
<td>Retelling-Story Elements</td>
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<tr>
<td>Brief Description</td>
<td>First grade students will learn to retell a text using story elements in order to improve comprehension.</td>
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<tr>
<td>Time Frame</td>
<td>4 weeks</td>
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<tr>
<td>Key Concepts/Themes</td>
<td>Identifying story elements and important details of a story</td>
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### Classroom Routines

<table>
<thead>
<tr>
<th>Read Aloud</th>
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<tr>
<td>Read aloud should be a separate time in addition to your reading workshop block. Depending on the unit of study you read aloud may be connected to your reading workshop block or it may be at a different time of day. Your read aloud block should be 15-30 minutes depending on the age of students and/or the teaching points.</td>
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**Guided Reading**

Guided reading should continue during this unit. You will want to use information from the Dominie, conferences and running records you have done to help plan your guided reading groups.

While students are meeting in guided reading groups, the remainder of the students should be participating in literacy centers.

**Independent Reading**

Students should be spending time each day reading independently. This is a time to grow independence in reading. Each student should have his/her own tub, bag or box that holds their independent books. Readers should have 2-3 books on their independent level that they have not read in a group, 2-3 books that are on their instructional level that they have worked on in a small group, and possibly a free choice book that is not leveled.

**Partnership Reading**

Partnership reading will continue during this unit; however it may not be necessary on a daily basis. Partners during reading time will need to be ability-based. Therefore, you will need to carefully select students to pair together. Their reading levels should be as closely matched as possible.

**Shared Reading**

Shared reading should continue as a way to continue to reinforce the print strategies that were introduced in previous units. The level of books that you are using in shared reading should look similar to the books most of your students are reading independently.

**Interactive Writing**

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Interactive writing needs to continue to happen on a regular basis (3-5 times a week). Interactive writing should be structured to reinforce the skills introduced in word study (applying what you know about sounds to get a message down on paper) and what is being taught in writing (how to compose a message and decide what you want to say to your audience). Interactive writing could occur right before writing mini-lesson, after word study or during content area instruction.

**Literacy Centers**

Students should be participating in literacy centers daily while the teacher is meeting with guided reading groups. The learning experiences in literacy centers need to be updated regularly based on the reading levels of the students and the skills they need to be working on. Word study activities that have been introduced in Word Study should be placed in literacy centers for continued practice and reinforcement. The literacy specialists in each building have a video and some books that can provide you with further information about literacy centers. Also refer to Apprenticeship in Literacy for center structures and activities.

<table>
<thead>
<tr>
<th>Grade Level Expectations</th>
<th>GLE:  R1H.1, R2C.1, R1F.1, L2A.1, L1B.1</th>
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</table>

### Enduring Understandings
- Readers talk to other readers about their books.
- Readers listen carefully to what other readers have to say about the text.
- Readers improve their comprehension by identifying and understanding the story elements of a text.
- Readers understand that being able to retell a story is a good indicator of comprehension.
- Partners work together to retell a story.

### Essential Questions
- How will partners work together to retell a text?
- What are story elements?
- Why is it important to be able to retell a text?
- How do readers know if they are comprehending what they read?
- What makes a good retelling?

### Vocabulary
- **Active listening behaviors** - actions that let the speaker know the audience is listening
- **Fiction** - imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe
- **Graphic Organizer** - a visual device for organizing information around a concept, theme, or topic
- **Plot** - the action or sequence of events in a story; a plot is comprised of five basic elements: exposition, rising action, climax, falling action, and resolution
- **Pre-reading Strategies**: activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text’s topic or main idea and set a purpose for reading
- **Post-reading Strategies**: strategies used to reflect on reading and integrate new information and concepts with previously learned understandings
- **Retell** - to give an oral or written description of a story after reading or hearing the text read aloud; a more detailed account than a summary
- **Setting** - the geographic location and time period of a story
- **Story Elements** - basic parts of a story: setting, characters, plot, conflict, point of view, and theme

### Knowledge and Skills
To improve reading comprehension focusing on story elements students will:

- develop and apply post-reading skills to respond to text (retell)
- use details from text to identify: characters, problem, solutions and events in logical sequence
  - use a graphic organizer to aid in retelling a story
  - retell events of a story in a logical sequence
  - distinguish between main and secondary characters in a story
  - recognize changes in the setting of the story
  - help their partner retell a story
  - recognize when it is necessary to reread

### Assessment and Scoring Guides
- Anecdotal Records
- Individual Conferences
- Retelling Checklist – see attached
- Students’ completed graphic organizers

### Resources

#### Professional Resources
- *Art of Teaching Reading, The* by Lucy Calkins (see pages 351-353 on retelling)
- *Growing Readers: Units of Study in the Primary Classroom* by Kathy Collins (see pages 157-162 on retelling)
- *Reading With Meaning* by Debbie Miller (see pages 163-164 on retelling)

#### Suggested Literature Referenced in Unit
- *Amazing Grace*, Hoffman, Predicting 2
- *Chrysanthemum*, Henkes, Good Endings K-1
- *Click, Clack Moo Cows That Type*, Cronin, Composition: Letter Writing/Diaries/Journals K-1
- *Goldilocks and The Three Bears*, Alyesworth, Fairy Tales, Folk Tales and Legends, K-1
- *Hooway for Wodney Wat*, Lester, Connecting 1
- *Julius, the Baby of the World*, Henkes, Launching Writing Workshop: Using Pictures and Words 1-2
- *Oliver Button is a Sissy*, dePaola, Connecting 1
- *Peter’s Chair*, Keats, Authors As Mentors: Lucy Calkins Recommended Titles
- *Rainbow Fish, The*, Pfister, Connecting 1
| **Teacher Notes** | **Partnership Vs. Independent Reading**  
Some of the lessons in this unit are specifically designed to be used before partner reading, however some may be better suited to be done before independent reading.  

**Mini-lesson Selection**  
The calendar is a proposal of a sequence of mini-lessons that build upon each other. In order for students to develop an understanding of the concepts presented, you will need to choose mini-lessons in an order that will scaffold their learning. If you have objective evidence that your students have developed a solid understanding of the early key teaching points, then you may move a little quicker. However, this would allow times when you could differentiate instruction and reteach skills/concepts that are being carried over from units of study previously taught throughout the year. |

**Sample Calendar**  
See Sample Calendar. |
<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Monday</th>
<th>Tuesday</th>
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<td></td>
<td>Revisit Partnerships</td>
<td>Readers keep information in their head as they read</td>
<td>Overview of Story Elements</td>
<td>Characters</td>
<td>Characters</td>
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<td></td>
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<td></td>
<td>Readers think about the characters in their book as they read</td>
<td>Main and secondary</td>
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<th>WEEK 2</th>
<th>Monday</th>
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<td>Readers think about the setting as they read</td>
<td>Changes in Setting</td>
<td>Problem/Solution (introduction)</td>
<td>Problem/Solution</td>
<td>Readers identify events from their books in order.</td>
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<tr>
<th>WEEK 3</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<td>How to help your partner retell a story</td>
<td>What can I do when I can’t identify the story elements?</td>
<td>Readers use specific language from their books in their retellings</td>
<td>Readers put all the story elements from their books together to make a good retelling</td>
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<th>WEEK 4</th>
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<td></td>
<td>Readers choose important details to include in their retellings</td>
<td>Readers use a logical sequence when telling about their books</td>
<td>Using a graphic organizer to use story elements together</td>
<td>How to talk about your book to a friend</td>
<td></td>
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December 2007
This blank calendar is attached for teachers to use as a template when planning unit for his/her own classroom. When using template, teachers may want to think about how long the unit is designed to take, plan for when to give assessment and work backwards to decide which lessons to teach for his/her classroom.

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<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<td>WEEK 1</td>
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<td>WEEK 5</td>
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### POSSIBLE MINI-LESSONS

<table>
<thead>
<tr>
<th>Mini-lesson</th>
<th>TEACHER LANGUAGE TO CONSIDER</th>
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<tbody>
<tr>
<td><strong>Revisiting Partnerships</strong></td>
<td>Mini-lesson&lt;br&gt;&lt;br&gt;&lt;em&gt;Teacher note: This would be a good time to refer to previously made anchor charts from your work in the Talk Curriculum Unit.&lt;/em&gt;&lt;br&gt;&lt;br&gt;&lt;em&gt;Link:&lt;/em&gt; “We are beginning a new unit today, and we will be working with our partners a lot over the next few weeks.”&lt;br&gt;&lt;br&gt;&lt;em&gt;Teaching Point:&lt;/em&gt; “Today we are going to review how to be a good reading partner. It is important to be a good listener and work cooperatively with your partner.”&lt;br&gt;&lt;br&gt;&lt;em&gt;Model:&lt;/em&gt; Model/state expectations of partner when the other is reading: listening, looking at the book, paying attention, etc. Review the expectations. Have two students practice. “Did you notice how Joanna was listening and looking at the page when Connor was reading?”&lt;br&gt;&lt;br&gt;&lt;em&gt;Active Engagement:&lt;/em&gt; “Now I want you and your carpet partner to practice listening and looking at the book when your partner is reading.” Have books ready for students to practice with.&lt;br&gt;&lt;br&gt;&lt;em&gt;Send Off:&lt;/em&gt; “Today when you read with a partner, make sure that you are listening to your partner and looking at the page your partner is reading.”&lt;br&gt;&lt;br&gt;&lt;em&gt;Reflection:&lt;/em&gt; “How did you know your partner was being a good partner?”</td>
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<tr>
<td><strong>Readers Keep Information in Their Heads as They Read (Story Elements)</strong></td>
<td>Mini-lesson&lt;br&gt;&lt;br&gt;&lt;em&gt;Link:&lt;/em&gt; “Yesterday we reviewed how to be a good reading partner.”&lt;br&gt;&lt;br&gt;&lt;em&gt;Teaching Point:&lt;/em&gt; “Today we are going to work with our partners to learn how readers keep information in their heads as they read to help them understand the book better.”&lt;br&gt;&lt;br&gt;&lt;em&gt;Model:&lt;/em&gt; “As readers read they learn a lot of information that they keep in their heads throughout the book. Watch me as I think aloud while I am reading to show you the information that I am keeping in my head. I want you to notice all the things I am thinking about so we can make a chart.” Read Goldilocks and the Three Bears. Be sure to stop and think aloud about the various story elements you encounter as you read. “What kind of information did you notice me thinking about as I read?” List elements on a chart similar to the one below. On this first day, only fill in what you have noticed in the middle column. You will name the elements (character, setting, etc.) tomorrow.&lt;br&gt;&lt;br&gt;&lt;em&gt;Active Engagement:&lt;/em&gt; “Now I am going to read aloud again and I want you to think about all the same kinds of things I was thinking about.” Read a few more paragraphs. “Now turn to your partner and share with them a few of the things you were thinking about.”</td>
</tr>
</tbody>
</table>
Overview of Story Elements

Possible Title: Peter’s Chair – Authors as Mentors: Lucy Calkins Recommended Titles.

Characters

Send Off: “Today when you are reading I want you to be a reader that notices their thinking and pays attention to the information you are keeping in your head.”

<table>
<thead>
<tr>
<th>Story Elements</th>
<th>Text 1</th>
<th>Text 2</th>
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<tbody>
<tr>
<td>Character</td>
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<tr>
<td>Setting</td>
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<tr>
<td>Problem</td>
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<tr>
<td>Solution</td>
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Mini-lesson

Link: “Yesterday we learned how readers keep important information in their head as they read to help them understand the book better.”

Teaching Point: “Today we are going to learn about story elements. Let’s look back at the chart we made yesterday to find out which story elements we noticed when we read Goldilocks and the Three Bears.” As you refer back to the chart name each story element and fill in the first column.

Model: “As readers read they learn a lot about the text by identifying the story elements. Today we are going to read Peter’s Chair. Listen to me as I think about the different story elements. I want you to notice all the things I am thinking about so we can fill in the rest of the chart.” Be sure to stop and think aloud the various story elements you encounter as you read.

Active Engagement: “Now I am going to read aloud again, and I want you to see if you can find the solution of this story.” Read the remainder of the story. “Now turn to your partner and share with them the solution of the story.” Complete the third column of the chart.

Send Off: “Today when you are reading I want you to find the different story elements in your own books.”

Mini-lesson

Link: “Yesterday we learned about the different story elements.”

Teaching Point: “Today we are going to learn how readers figure out who the characters are in their books and talk about them using their names.”

Model: “I am going to show you how I look at the cover of my book before I start reading to see if I recognize any of the characters. Then as I read I ask myself ‘Who is in this book?’ Watch me as I show you.” Hold up a picture book and think aloud as you look at the cover to
see if you recognize any of the characters. Then read a couple pages from the book and think aloud as you encounter characters. “Now that I am finished with my book, I know the characters are….. (use character’s names). Did you notice how when I was talking about my characters I used their names? I did not just say he, she, is, or the boy; I talked about them using their names.”

Active Engagement: “Now I am going to read aloud a few more pages from this book and I want you to listen for any new characters. When you hear me read about a new character, give me a thumbs up.” Read until there are several thumbs up. “Let’s hear some of the new character. Remember, as you are talking about them, be sure to use their names.” Share a few.

Send Off: “Today as you are reading I want you to figure out who the characters are in your books. Then, when you are talking about your characters, I want you to make sure you use their names.”

Mini-lesson

Link: “Yesterday we learned how readers figure out who the characters are in their books and talk about them using their names.”

Teaching Point: “Today we will learn that there are different types of characters. The main characters are the most important characters in the story. Secondary characters help the story to be more interesting but the story could go on without them.”

Model: “We are going to read Hooway for Wodney Wat. As I read, I have to decide which characters are really important to the story, those will be the main characters. I also have to decide which characters are secondary. Watch me as a talk about the characters and decide whether they are main or secondary characters while making sure I use their names.” Read a few pages and explain your thinking.

Active Engagement: “Now I am going to read aloud a few more pages from this book and once I get to some characters we haven’t discussed I will ask you to stop and turn and talk to your partner.” Read a few pages where more characters are revealed. “Now I want you to turn and talk to your partner about the new characters and whether they are main or secondary characters. Make sure to explain your thinking.”

Send Off: “Today as you are reading I want you to figure out who the main and secondary characters are in your books. Then when you are talking about your characters I want you to make sure you use their names.”
Readers Think About the Setting As They Read

Possible Titles: Click Clack Moo Cows That Type – Composition Letter Writing – Grade K-1.
The Rainbow Fish – Connecting – Grade 1.

Changes in Setting

Teacher note: You will need to gather tubs of familiar read alouds to use with this lesson.

Possible Title: Chrysanthemum – Good Endings – Grades K-1.

Mini-lesson
Link: “Yesterday we learned how readers find out the main and secondary characters and use the characters’ names to talk about them.”

Teaching Point: “Today we are going to learn how readers also think about when and where their story takes place. This is called the setting. It is important for readers to tell the setting when they are talking about their books, so the listeners can get a better picture in their heads about the story.”

Model: “I am going to think back to when we read Click, Clack Moo Cows That Type.”
Teacher will think aloud how they know where the story takes place. “This story takes place on a farm. I know this because I see…and it says…”

Active Engagement: “Now I am going to read some pages from The Rainbow Fish. I want you to follow along as I read them and decide where the story takes place, or the setting of the book. When we share you will have to show evidence for what you are saying.” Give a few minutes to read and think. “OK, now I want you to turn to your partner and tell him/her where the story takes place and how you know that.” Give time to share with partner. When students are talking with partners, teacher should be listening in to see if students are identifying the setting.

Send Off: “So, today when you are reading, figure out the setting of your book, or where your book takes place.”

Mini-lesson
Link: “Yesterday we learned how readers figure out the setting of a story.”

Teaching Point: “Today we are going to talk about how the setting changes in some books. In some books the characters start off in one place and then the story moves to another place. This is important for readers to notice as they read so they can keep the picture in their mind updated.”

Model: “Watch me as I show you how I notice the setting of Chrysanthemum is changing.”
This book will need to be familiar to the students so you don’t have to read every page of the book. You will want to adlib what is happening in the story and think aloud as you notice the setting changing. “Here, at the beginning, the setting is __________. I know this because it says ________ and I see ________.” Continue telling the story. “Oh, look, here the setting is __________ because __________. That is really important for me to notice and think about as I read so I can best understand the story.”

Active Engagement: “Now I am going to pass out some familiar read alouds to you. I want you to work with a partner to figure out the setting of your book. Be sure to notice if the setting changes throughout the story.” Let a few partners share.
Problem/Solution
(Introduction)

Send Off: “Today as you are reading, I want you to pay close attention to the setting of your book. I want you to be thinking about the setting as you read and notice if it changes. If the setting in your book changes, I want you to bring your book to the carpet with you to share.”

Mini-lesson

Link: “Yesterday we learned how the setting changes in some books.”

Teaching Point: “Today we are going to learn about finding the problem and solution of a story. All good fiction stories have a problem and solution. A problem in a story is when something is going wrong that affects the main character. As we know, when something goes wrong in our lives we try to fix it, and that is called the solution, or how you solve the problem.”

Model: “Remember when we read Rainbow Fish? The problem that Rainbow Fish was that he didn’t have any friends because he wouldn’t share his shiny scales. The solution was for Rainbow Fish to share his scales which allowed him to make friends.” Create a problem solution chart that can be added to throughout the unit.

<table>
<thead>
<tr>
<th>Title of Book</th>
<th>Problem</th>
<th>Solution</th>
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<tbody>
<tr>
<td>The Rainbow Fish</td>
<td>Rainbow Fish had no friends.</td>
<td>Rainbow Fish shared his shiny scales and was able to make friends.</td>
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</tbody>
</table>

Active Engagement: “Let’s look back at the book Hooway for Wodney Wat. Turn and talk to your partner about what you think the problem and solution was in this story.” It would be helpful to use a book with which your class is already familiar. Allow time for students to discuss with their partners. This is a good time to observe students’ level of understanding. Allow time for partners to share their thinking, and add this title and their thinking to the problem/solution chart.

Send Off: “Today, as you are reading, be sure to think about the problem and solution of the story.”

Problem/Solution

Mini-lesson

Repeat the lesson from the previous day using different familiar books. Continue adding to the problem/solution chart. Some suggestions are:

- Lily’s Big Day, Henkes, Launching Writing Workshop: Using Pictures and Words 1-2
Mini-lesson

Readers Identify Events From Their Books in Order.

- Amazing Grace, Hoffman, Predicting 2
- The Kissing Hand, Wood, All Grades, Small Moments: Personal Narrative Writing: Lucy Calkins Other Recommended Titles
- Tackylocks and the Three Bears, Lester, Connecting 1
- Oliver Button is a Sissy, dePaola, Connecting 1

Mini-lesson

Link: “We have been learning how readers identify the problem and solution of their books.”
Teaching Point: “Today we are going to learn how smart readers also identify the major events in their books, and talk about them in order. When we are talking about our books, it is important that we talk about what happens in order so it is easier for our listener to follow along.”

Model: “Listen as I tell you, in order, the events from Hooway for Wodney Wat. Notice how I start with thinking ‘What happened at the beginning?’ Think aloud as you ‘remember’ the events in order. “At the beginning..., then..., next..., finally...” Teacher may choose to write the events in order on a chart. “Did you notice that when I started talking about my book, I started with what happened at the beginning of the story. Then I told what happened in the order in which it happened. I did not start in the middle, then jump to the beginning, and then to the end.”

Active Engagement: “Now I want you to turn to your partner and tell the events from Chrysanthemum in order. Your job as the listener is to make sure your partner starts at the beginning and tell the events in order.” Allow students time to talk.

Send Off: “So today as you are reading, I want you to pay attention to the order that the events in your story happen, so when you talk about your book, you can retell it in order.

Mini-lesson

How to Help Your Partner Retell a Story

Link: “Yesterday we learned how smart readers identify the major events in their books and talk about them in order.”
Teaching Point: “Sometimes when you are reading with your partner they may have trouble retelling the story. Today we are going to learn questions you can ask your partner to help them remember the story elements.”
Model: Model using the following questions with a student partner. As you talk about the questions, it would be helpful to record them on a chart to leave displayed in the classroom.
**What Do I Do When I Can’t Identify Story Elements After Reading?**

<table>
<thead>
<tr>
<th>Questions</th>
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<tbody>
<tr>
<td>Who are the main characters (what are their names)?</td>
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<tr>
<td>What is the setting of the story?</td>
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<tr>
<td>Does the setting change in the story?</td>
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<tr>
<td>What is the problem of the story?</td>
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<tr>
<td>What is the solution to the problem?</td>
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<tr>
<td>What happened first…then…next…last?</td>
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**Active Engagement:** Have students revisit a book they have read with their partner. They take turns asking and answering the questions from the chart.

**Send Off:** “Today if your reading partner struggles with talking about a story element, use the chart we made to help you decide what questions you could ask to help them.”

**Mini-lesson Link:** “Yesterday we learned how to help our partners if they are having a hard time talking about the story elements.”

**Teaching Point:** “Today we are going to learn how to help ourselves when we can’t remember the story elements after we have read. All smart readers know that if they can’t talk about the story elements that they didn’t really understand the story. This tells the reader to do some hard work to go back and figure things out. Smart readers need to go back and read the story again, paying close attention to the story elements and/or use the prompts to ask yourself questions about the story elements.”

**Model:** “Watch me as I think aloud through the story Click, Clack Moo Cows That Type.” Model how you can’t remember all the story elements and the events in the story. Then, think aloud as you reread and/or use the prompt chart to ask yourself questions.

**Active Engagement:** “Turn and talk to your partner and tell them two things that you will try if you get stuck and can’t remember the story elements.”

**Send Off:** “Today if you struggle with remembering the story elements, reread the story and pay close attention to the story elements, or use the chart we made.”

**Mini-lesson Link:** “We have been learning how to help your partner and yourself if you can’t remember the story elements.”

**Teaching Point:** “Today we are going to learn about using some of the specific language from our story in our retell.”

**Model:** “Today as I am reading Goldilocks and the Three Bears, I am going to show you how...”
I use the language from the story when I retell the first couple of pages.” Teacher will model using specific language from the text in retell. Then read the next couple of pages.

**Active Engagement:** “Now I want you to turn to your partner and retell the pages I just read making sure that you include specific language from the text.

**Send Off:** “Today when you are retelling your story be sure to include specific language from the story.”

Mini-lesson

**Link:** “We have been learning to use specific language from your books in a retelling of the story.”

**Teaching Point:** “Today we are going to see how readers use all these story elements and put them together to give a good retelling.”

**Model:** “Remember when we read Amazing Grace? Watch me as I show you how I use all the story elements from Amazing Grace and give a good retell. As I retell this story to you, I want you to think about the characters, setting, and main events, and notice if I include them all.” Teacher will give retelling of the story making sure to include all the story elements discussed thus far.

**Active Engagement:** “Now I want all of you to think about this book, Julius, the Baby of the World, that we have read several times. I want you to turn to your partner and retell this story. Make sure you use character names, include the setting, and all the main events in the story.”

**Send Off:** “From now on as you are talking about your books and retelling them. I want you to make sure that you are including all of the story elements in your retell.”

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Repeat the lesson from the previous day using different familiar books.

Mini-lesson
Link: “Yesterday we learned how readers put all the story elements from their books together to make a good retelling.”
Teaching Point: “Today we are going to learn how readers choose important details to include in their retellings. If you include too many details it is hard for a listener to follow along, but if you don’t have enough it will be hard for them to know what the story is about.”
Model: “Remember the story Julius, the Baby of the World? Today I want you to listen as I read to you two retellings of Julius, the Baby of the World. Read the retellings and then think aloud and model which retelling has the important details and how the other retelling is missing a lot of important information.
Active Engagement: “Now let’s think about the story Hooway for Wodney Wat. I have a chart with a retelling of this story.” Read aloud a non-detailed retelling. “Turn to your partner and talk with them about what might be missing from this retell. Remember that readers should choose important details in their retellings.” Allow time for students to share and then add details to the chart that partnerships have discussed.
Send Off: “Today when you read with your partners, take turns retelling and work together to make sure that you have chosen important details to include in your retelling.”

Mini-lesson
Link: “Yesterday we learned how readers choose important details to include in their retellings.”
Teaching Point: “Today we are going to talk about how readers use a logical sequence when telling about their books. It is very important for readers to tell all the details in the same order that they happened in the book.”
Model: “Today I have cut up the correct retelling of Julius, the Baby of the World. Listen to my thinking as I read this retelling.” Make sure that the retell is not in the correct order and think aloud your confusion. “When the details are not in the correct order, it makes the story very confusing. Watch me as I put the detail back into a logical sequence.”
Active Engagement: Have the Hooway for Wodney Wat chart cut and ready for the students to put back into logical order. “Now let’s look at the details that we listed in our retell of Hooway for Wodney Wat. Listen as I read these details. Now turn to your partner and talk
Using a Graphic Organizer to Use Story Elements Together

**Teacher notes:**

This lesson could be reinforced over 2-3 days using a variety of graphic organizers.

Students reading at lower levels may struggle to find an independent book with all story elements. Be sure to make a familiar read aloud tub for them to choose from.

There are different choices of graphic organizers attached. Please choose the organizers that best fit the needs of your class.

**How to Talk About Your Book to a Friend**

(book talks/reviews)

**Teacher notes:** After this lesson, you may want to begin a book recommendation chart to keep up and add to throughout the year.

You may want to follow-up this lesson on with them about how we could move these details into a logical sequence.”

**Send Off:** “Today when you read with your partners take turns retelling and work together to make sure that you have chosen important details and put them into a logical sequence in your retelling.”

**Mini-lesson**

**Link:** “Yesterday we learned how readers use a logical sequence when telling about their books.”

**Teaching Point:** “Today we are going to use a graphic organizer to put all of our story elements together on one page. This helps keep a reader organized so they are able to put all their thoughts down on paper.”

**Model:** “I am going to use the story Hooway for Wodney Wat. Watch me as I begin to fill this graphic organizer out.” Fill in part of the graphic organizer while thinking aloud.

**Active Engagement:** “Now turn to your partner and talk with them about the how to fill in the remaining parts of the graphic organizer.” Complete the chart after partnerships have had an opportunity to share.

**Send Off:** “Today while you are reading I want you to complete a graphic organizer on one book.”

**Mini-lesson**

**Link:** “Yesterday we learned how to complete a graphic organizer, putting your thoughts about a book on paper.”

**Teaching Point:** “One reason that it is important to know how to tell about your books is so you can let your friends know about the good books you have read, so maybe they will want to read it too.”

**Model:** “Listen as I talk to you about two new books that we have not read. After you hear what I have to say, I am going to ask you to decide which of the books you would rather read.” This is an opportunity to talk with your students about their readerly life. Take time to share stories about how even as adults we often listen to our friends’ book recommendations when deciding what to read. Choose two books that are probably new to

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the next day and have students complete a graphic organizer to prepare for their book talks.

most of your class. Do one book talk well and one not well. Talk about what made one book talk better than the other.

**Active Engagement:** “Let’s think about the story The Rainbow Fish. Pretend you are going to talk to a friend who has not read the book before. Take a few minutes to think quietly about what story elements and details you should include when you talk to your friend. Remember you want to convince your friend that this is a good book to read!” After a few minutes of think time, have students turn and talk to their partner and give a book talk.

**Send Off:** “After you have spent some time reading today, pick your favorite book and think about the story elements and details you should include to give a good book talk. Be ready to give your book talk to your partner at the end of reading time today.”

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**Student Retelling Checklist**

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