

Unit of Study: Retelling for Kindergarten

Recommended Model Texts for Retelling

Title	Author	Notes
Be Quiet Mike	Leslie Patricelli	Most authors listed here are appropriate
Caps for Sale	<u>Esphyr Slobodkina</u>	
Carrot Seed	Ruth Kraus	
Cat on a Mat	Ken Wilson	
Cowboy, Ninja, Bear	David Bruins	
Cookie's Week	Tomie de Paola	
The Doorbell Rang	Pat Hutchins	
Elephant and Piggie	Mo Willems	
Five Monkeys Jumping	Eileen Christelow	
Hop Jump	Ellen Stoll Walsh	
Leo the Late Bloomer	Robert Kraus	
Little Chicken's Big Day	Katie and Jerry Davis	
Little Oink	Amy Krouse Rosenthal	
The Mitten	Jan Brett	
Mr. Gumpy's Outing	John Burningham	
Mrs. Wishy Washy	Joy Cowley	
The Napping House	Audrey Wood	
One Windy Wednesday	Phyllis Root	
Pete's a Pizza	William Steig	
Snowy Day	Ezra Jack Keats	
The Very Hungry Caterpillar	Eric Carle	
Fairy Tales/Nursery Rhymes/Songs		
Easy to Read Informational Text		

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Anchor Lesson: 1	Pretelling (F/I)	
Pre-assessment	<i>Turn and talk to your partner about something you enjoy doing in our classroom.</i>	Notes to Build Next Lesson
Select the Materials	Familiar routines or activities in the classroom.	
Name the Strategy Explain <i>"I have noticed that ..."</i> <i>"A strategy readers use is ..."</i> Introduce the Text	Pretelling involves students consciously thinking through familiar routines and activities by identifying the steps involved and then recounting those steps. Three basic steps will help students to remember and then think forward to retell: 1. Identifying the steps involved in an activity as they participate in the activity. 2. Recalling the steps from beginning to end. 3. Saying or writing the steps from beginning to end. In choosing an activity or routine for the initial pretelling sessions, be sure to choose one in which students can participate in the classroom while they identify the steps.	This definition is for teachers, NOT for students.
Demonstrate the Strategy Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<i>Today I am going to show you how I put my things away in my cubby. I am going to pretell the steps that I go through in putting my things away in my cubby. That means that I am going to say the steps aloud while I put my things in my cubby. The first thing I do when I put my things in my cubby is open my backpack. Next, I look through my backpack and I ask myself, "What needs to go in my cubby?" Then I take out my lunchbox and my sneakers and I put them neatly in my cubby. Finally, I zip my backpack, hang it on the hook and go into the classroom.</i> (Model all these steps)	

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	<p>Model how to recall the steps by pointing to the concrete objects used in the activity while reviewing the steps.</p> <p><i>Now, what did I just do to put my things in my cubby? Let me think about each step. (Retell the steps).</i></p> <p>Write the steps of the routine on a chart. As you write, encourage the students to act out each step.</p> <p>Remember to use time order words when retelling - first, next, then, after that, finally.</p> <p>Read the chart with the students.</p>	
<p>Provide Guided Practice</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>Have the students read the chart with you several times. They can act out the steps on the chart as it is read aloud.</p> <p>Encourage the students to think of other classroom routines to retell. Have students practice retelling these routines. Students can use acting, drawing and/or writing as they retell.</p>	
<p>Provide Independent Practice</p> <p>Remind students before they go off to read ...</p> <p><i>"When you go to RW try ..."</i></p>	<p><i>Work with a partner to pretell a routine in our classroom. Let's try retelling how we come to morning meeting. Please remember to use the time order words as you retell - First, next, then, after that, finally.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Let's think back. What was the first thing we did?</i> • <i>What did we do next?</i> • <i>Let's put the steps in order from beginning to end.</i> 	
<p>Share/Reinforce</p>	<p><i>Turn and talk. What do we do when we retell?</i></p>	

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Anchor Lesson: 2	What is retelling? (F/I)	
Pre-assessment	<i>Turn and talk to your partner about what you already know about retelling.</i>	Notes to Build Next Lesson
Select the Materials	Classroom discussion	
Name the Strategy Explain <i>"I have noticed that ..."</i> <i>"A strategy readers use is ..."</i> Introduce the Text	<i>Readers have two jobs when they read. One job is to figure out the words and the other job is to understand the words and the ideas.</i> <i>Retelling is a strategy readers use to understand the words and ideas in the texts we read so we can talk to other readers about a text. When we retell a story, we tell the important parts (key details) of a text. Readers stop and retell throughout the text to help them remember and understand the whole text.</i>	
Demonstrate the Strategy Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i>	<i>Model how you stop, think about and retell the text as you read. Model how you look for details in the pictures that help you know what is important to remember.</i> <i>Show students that when you finish reading a text, you will stop and think about it - not just rush to the next text. You may look at the pictures again, remember the key details in the text and retell the text in your mind.</i>	
Conference Points	<ul style="list-style-type: none"> • <i>May I hear you read a section?</i> • <i>What are you enjoying about this text?</i> • <i>How does stopping and retelling help you as a reader?</i> • <i>Tell me what is happening in your book so far.</i> 	
Provide Guided Practice Invite the students to practice the strategy with teacher guidance.	<i>Please take a familiar book out of your bag right here on the rug. Now I would like you to practice retelling. Look at the pictures to help you remember the key details. Notice how retelling helps you to understand the text and remember the details.</i>	

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<p>Provide Independent Practice</p> <p>Remind students before they go off to read ... <i>"When you go to RW try"</i></p>	<p><i>When you have finished reading your familiar book, please retell the story to yourself. Remember to look at the pictures to help you remember the key details. Notice how retelling helps you to understand the text and remember the details.</i></p> <p>OR</p> <p><i>Today I put a new book at the listening center. After you have finished listening to the story, please retell the text. Remember to look at the pictures to help you remember the key details. Notice how retelling helps you to understand the text and remember the details.</i></p>	
<p>Share/Reinforce</p>	<p><i>Who can show us how readers retell a text?</i></p> <p><i>Anchor Chart</i> <i>Strategies to Help Us Retell</i></p>	

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Anchor Lesson: 3	What is the structure of a fictional text? (F)	
Pre-assessment	<i>Turn and talk. What do you think the word fiction means?</i>	Notes to Build Next Lesson
Select the Materials	<i>Mrs. Wishy Washy by Joy Cowley</i>	
Name the Strategy Explain <i>"I have noticed that ..."</i> <i>"A strategy readers use is ..."</i> Introduce the Text	<i>We have been talking about how readers have two jobs when they read. One job is to figure out the words and the other job is to understand the words and the ideas.</i> <i>Retelling is a strategy readers use to think about what they are reading. Today we will learn how to use this strategy when reading fiction books. Fiction books are stories that are not true. They are imaginary. The story did not actually happen. The author invented the story. When we read fiction we think about what is going to happen in the story.</i> <i>This book, Mrs. Wishy Washy, is fiction. The events in this story did not really happen. Since it is a fiction story, I know it will have story elements. It will have characters, a setting, a problem and a solution. I know this because I have schema about fiction text.</i> <i>Create an anchor chart - Elements of Fiction.</i>	When you create anchor charts, use photographs, drawings, and words. Make sure that your anchor charts are accessible to the students so they can refer to them.
Demonstrate the Strategy Say: Think aloud. Show: Model. Explain: How this will help them as a reader	<i>Before I begin to read this book, I am going to think about what is going to happen in the story. The title is Mrs. Wishy Washy. I think Mrs. Wishy Washy will be a character because she is on the front cover and her name is the title of the book. As I preview this book, I am going to look at the cover and look at the pictures. This will help me think about what this book may be about and help me remember the story.</i>	Only introduce one story element at a time. Repeat this lesson to teach setting, problem and solution.

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	<p><i>As I read the story, I am going to stop and think about what I am reading and about what is happening in the story. Since this book is fiction I know that there will be characters, (people and animals) a setting, (when and where the story takes place) a problem, (something that happens to the characters), and a solution (the way the characters solve their problem). I am going to pay attention to these story elements because they will be the key details in a fiction text.</i></p> <p><i>Read the first few pages. "Oh, lovely mud said the cow. And she jumped in it."</i></p> <p><i>Here is another character - The cow is a character and Mrs. Wishy Washy is a character.</i></p> <p><i>Continue reading and talking about the characters. Read until Mrs. Wishy Washy screams. "Just look at you", she screams.</i></p> <p><i>Now we know the problem of the story. The problem is that the animals got all dirty in the mud and Mrs. Wishy Washy is angry.</i></p> <p><i>Did you see how I stopped and noticed the story elements? Story elements of fiction are the characters, the setting, the problem and the solution.</i></p> <p>Encourage students to notice how you are using what you know about reading fiction to help you pay attention to story elements and retell story and enjoy it more.</p>	
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<p>Provide Guided Practice Invite the students to practice the strategy with teacher guidance.</p>	<p>Read a few more pages. Ask the students to turn and talk about the how Mrs. Wishy Washy solved her problem.</p>	<p>Students could also act out the solution.</p>
<p>Provide Independent Practice Remind students before they go off to read ... "When you go to RW try ..."</p>	<p><i>Today at RW, you all have a familiar fiction book in your bag. Please read that text first. As you are reading, stop and think about what is happening in your book. Think about the story elements to help you remember the important parts.</i> <i>OR</i> <i>There is a new fictional story at the listening center today. As you are listening stop and think about what is happening in the text. Think about the story elements to help you remember the important parts.</i> <i>OR</i> <i>In the dramatic play area, I have put out some props so that you can act out Mrs. Wishy-Washy. Before you begin acting out the story, think about the story elements:</i></p> <ul style="list-style-type: none"> • <i>Who will be each character?</i> • <i>How will you act out the problem?</i> • <i>How will you act out how Mrs. Wishy-Washy's problem gets solved?</i> 	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Show me how you retell to yourself.</i> • <i>What do you know about reading a fiction text?</i> • <i>Show me how you found one of the story elements when you were reading.</i> • <i>Tell me what is happening in your book.</i> 	
<p>Share/Reinforce</p>	<p><i>Turn and talk to your partner. Please show your partner one of the story elements you found while reading today.</i></p>	

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Anchor Lesson: 4	Stop and think about the story elements (F)	
Pre-assessment	<i>Turn and talk. What do you know about the story elements?</i>	Notes to Build Next Lesson
Select the Materials	<i>Cat on a Mat By Brian Wildsmith</i>	
Name the Strategy Explain <i>"I have noticed that ..."</i> <i>"A strategy readers use is ..."</i>	<i>We have been talking about how readers have two jobs when they read. One job is to figure out the words and the other job is to understand the words and the ideas. Retelling is a strategy readers use to think about what they are reading. Readers stop and think about the story elements as they read. The story elements are the characters, setting, problem and solution. Cat on the Mat is a fictional story so it has story elements.</i>	
Introduce the Text Demonstrate the Strategy Say: Think aloud. Show: Model. Explain: How this will help them as a reader	<i>As I read Cat on a Mat, I am going to stop and think about the elements that are in this story. I will stop and think about the characters, setting, problem and solution.</i> Read aloud the story and stop and note the story elements as you read. Think aloud how you identified the story element as you were reading. <i>I know the setting for this story is in a house and on a rug. I know this because in the pictures the animals are sitting on a rug and I know that rugs are usually found in peoples' homes.</i> <i>Continue modeling, pointing out the characters, setting, problem and solution.</i> <i>Thinking about the story elements will help me remember the story so I can retell it completely and talk to other readers about the text.</i>	

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<p>Provide Guided Practice Invite the students to practice the strategy with teacher guidance.</p>	<p><i>Turn and Talk. What are the story elements of a fictional text?</i></p>	
<p>Provide Independent Practice Remind students before they go off to read ... "When you go to RW try ..."</p>	<p><i>Today at RW, you all have a familiar fiction book in your bag. Please read that text first. As you are reading, stop and think about what is happening in your book as you read. Remember to pay attention to the story elements - the characters, the setting, the problem and the solution.</i> <i>OR</i> <i>There is a new fictional story at the listening center today. As you are listening, stop the story and think about what is happening in your book as you listen. Remember to pay attention to the story elements - the characters, the setting, the problem and the solution.</i> <i>OR</i> <i>In the dramatic play area, I have put out some props so that you can act out Cat on the Mat. Before you begin acting out the story, think about the story elements:</i></p> <ul style="list-style-type: none"> • <i>Who will be each character?</i> • <i>How will you show the setting?</i> • <i>How will you act out the problem?</i> • <i>How will you act out how the problem gets solved?</i> 	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Show me how you retell to yourself.</i> • <i>What do you know about reading a fiction story?</i> • <i>How can you use the story elements to help you retell?</i> • <i>Tell me what is happening in your book.</i> 	
<p>Share/Reinforce</p>	<p><i>Turn and talk to your partner. Please show your partner how you practiced retelling today.</i></p>	

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Anchor Lesson: 5	Understanding the roles of the author and illustrator (F/I)	
Pre-assessment	<i>Turn and talk to your partner about one of your favorite authors or illustrators. What do you like about them?</i>	Notes to Build Next Lesson
Select the materials	Any picture book with a separate author and illustrator	Repeat this lesson with informational text
Name the Strategy Explain. "I have noticed that..." "A strategy readers use is..." Introduce the Text	<i>Readers need to understand who wrote and illustrated a text. The author wrote the words in the text and the illustrator created the pictures to add to that text. This is important to know because as readers we get information about the text from the author's words and the illustrator's pictures.</i>	
Demonstrate the Strategy Say: Think Aloud. Show: Model. Explain: How this will help them as a reader.	<i>As I begin reading, I am going to remember that the author is the person who writes the words and the illustrator is the artist who creates the pictures for the book. As I read I need to pay attention to both the words and the pictures so that I understand and can retell the text.</i> Introduce the book, the author and the illustrator. Show the students a picture of the author and the illustrator. Read a few pages of the chosen book, stopping to say the author's name and how s/he wrote the words. Discuss the pictures in the text and explain how the illustrator read the author's words and then decided what to put in the pictures.	Use book trailers, and author and illustrator websites to introduce students to authors and illustrators.

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<p>Provide Guided Practice Invite the students to practice the strategy with teacher guidance.</p>	<p><i>Turn and Talk. Remind each other what the author and illustrator do and how they help readers.</i></p>	
<p>Provide Independent Practice Remind students before they go off to read ... "When you go to RW try ..."</p>	<p><i>Readers, before you read a text notice the author and illustrator. While you are reading pay attention to how the author and illustrator used words and pictures to help you understand the text.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Who is the author of this text?</i> • <i>What is the author's job?</i> • <i>Who is the illustrator of this text?</i> • <i>What is the illustrator's job?</i> 	
<p>Share/Reinforce</p>	<p>Share a couple of examples of books by the same author or the same illustrator.</p>	<p>In other lessons, compare and contrast author's books as well as books illustrated by the same illustrator.</p>

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Anchor Lesson: 6	Activating schema in retelling - Part 1 - Schema of the book, story or song (F/I)	
Pre-assessment	<i>What do you know about schema? What is it and how does it help you as a reader?</i>	Notes to Build Next Lesson
Select the Materials	<i>Five Little Monkeys, Eileen Christelow</i>	
<p>Name the Strategy</p> <p>Explain</p> <p><i>"I have noticed that ..."</i></p> <p><i>"A strategy readers use is ..."</i></p> <p>Introduce the Text</p>	<p><i>Schema is a reader's background knowledge that is used to understand the text. Readers use their schema to help them think about the text they are going to read. Sometimes we know things about the book before we read. We might have heard the story before, we might have seen a video of the story, or we might have heard a different version of the story.</i></p> <p><i>When we use our schema to think about what we already know about the book it is easier to remember the story elements and retell the story.</i></p>	<p>You may want to start collecting books for text sets to help activate student's schema. Texts sets can be organized by topic, author and genre</p>
<p>Demonstrate the Strategy</p> <p>Say: Think aloud. Show: Model. Explain: How this will help them as a reader.</p>	<p><i>Watch how I use my schema before I read a book. This book, Five Little Monkeys, is a song I know - Five Little Monkeys Jumping on the Bed. I can sing this song and that will help me know the words and understand what is going to happen next. This song is about five monkeys who jump on a bed and bump their heads. I think I already know the characters in the story - the mom, five monkeys and the doctor. As I am reading I will notice the story elements and that will help me remember the story.</i></p> <p><i>Read the book. Stop and think aloud as you read to show how your schema for the song matches the book.</i></p> <p><i>Point to the pictures. There are the monkeys and there is the mother. Look! One monkey is jumping on the bed and falls off. That is what happens.</i></p>	

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	<p><i>Point to the pictures. There are the monkeys and there is the mother. Look! One monkey is jumping on the bed and falls off. That is what happens in the song. The characters are the same. This will help me remember the characters when I retell the story</i></p> <p><i>Did you see how thinking about my schema helped me to understand what I read and to retell the text?</i></p>	
<p>Provide Guided Practice Invite the students to practice the strategy with teacher guidance.</p>	<p><i>Turn and talk with a partner about your schema for the Five Little Monkeys and how it helped you retell the book.</i></p>	
<p>Provide Independent Practice Remind students before they go off to read ... "When you go to RW try."</p>	<p><i>Before you begin reading your familiar book today, take a few minutes to look at the cover and all of the pictures in the text. Think about your schema for your book. As you are reading think about how your schema helped you understand the text and remember what you read.</i></p> <p>OR</p> <p><i>There is a new fictional story at the listening center today. Before you begin listening, take a few minutes to look at the cover and all of the pictures in the text. Think about your schema for this text. As you are listening think about how your schema helped you understand the text and remember what you read.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>What was your schema for this book?</i> • <i>How is your schema helping you understand the story?</i> • <i>How is your schema helping you retell the story?</i> 	
<p>Share/Reinforce</p>	<p><i>Who would like to share how they used their schema to help them understand and remember what they read?</i></p>	

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Anchor Lesson: 7	Activating schema in retelling - Part II (F/I)	
Pre-assessment	<i>How does your schema help you retell?</i>	Notes to Build Next Lesson
Select the Materials	<i>The Very Hungry Caterpillar, Eric Carle The Very Busy Spider, Eric Carle</i>	
Name the Strategy Explain <i>"I have noticed that ..."</i> <i>"A strategy readers use is ..."</i> Introduce the Text	<p><i>Schema is a reader's background knowledge that is used to understand the text. Readers use their schema in a few different ways to help them think about the text they are going to read.</i></p> <p><i>We think about the genre - What do I know about this type of text? If the text is fiction I know that there will be characters, a setting, a problem and a solution.</i></p> <p><i>We think about the author - What do I know about the way this author writes books? Have I read books by this author before? What typically happens in this author's book? Does s/he use the same characters? Do the characters face similar problems? Do the books have similar settings?</i></p> <p><i>We think about the topic of this text. What do we know about this topic? Have we had any experiences doing the things that the characters might do?</i></p> <p><i>When we use our schema to think about what we already know about the genre, the author, and the topic, it is easier to remember the elements of the story and retell the story.</i></p>	<p>You may want to start collecting books for text sets to help activate student's schema. Texts sets can be organized by topic, author, genre, series or even theme.</p>
Demonstrate the Strategy Say: Think aloud. Show: Model. Explain: How this will help them as a reader	<p><i>Watch how I use my schema before I read a book:</i></p> <p><i>My schema for the genre: I know this book is fiction so there will be story elements. I know there will be characters, a setting, a problem</i></p>	

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	<p><i>and a solution. I bet the caterpillar is one of the characters and in this story he is going to have a problem that needs to get solved.</i></p> <p><i>My schema for the author: I know Eric Carle's books. I have read Brown Bear, Brown Bear and The Very Busy Spider. Eric Carle writes books with animals and the words often repeat. My schema tells me that this book, The Very Hungry Caterpillar, will have animals in it and the words in the text will repeat.</i></p> <p><i>My schema for the topic: I know about caterpillars. I know that caterpillars eat leaves and I know they turn into butterflies.</i></p> <p><i>Read the book. Stop and think aloud to show students how your schema helps you understand and remember what you are reading.</i></p> <p><i>The text says, " One Sunday morning, the warm sun came up and POP! - out of the egg came a tiny and very hungry caterpillar." My schema for the genre tells me this is important because it is the problem in the story. I know fiction stories have a problem. This caterpillar needs to find some food. Do you see how my schema about the genre helps me to pay attention to what is important?</i></p> <p><i>When you think about your schema before you read and as you are reading, it helps you to understand and retell the text.</i></p>	
<p>Provide Guided Practice Invite the students to practice the strategy with teacher guidance.</p>	<p><i>Let's try it. I am going to show you another book. Please turn and talk to your partner about your schema for this text. What do you know about this author, this genre and/or this topic? How will your schema help you to understand the text?</i></p>	

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<p>Provide Independent Practice</p> <p>Remind students before they go off to read ...</p> <p>"When you go to RW try ..."</p>	<p><i>Before you begin reading today, take a few minutes to look at the cover of your book and look at the pictures. Think about your schema for your book. Remember, you might have schema about the topic, the author or the genre. As you are reading think about how your schema is helping you understand the text and remember what you read.</i></p> <p>OR</p> <p><i>There is a new fictional story at the listening center today. Before you begin listening to the story, take a few minutes to look at the cover of the book and look at the pictures. Think about your schema for the book. Remember, you might have schema about the topic, the author or the genre. As you are listening, stop the story and think about how your schema is helping you understand the text and remember what you read.</i></p>	<p>Readers can always use the three ways to read: Read the words, read the pictures or retell.</p>
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>May I hear you read a section?</i> • <i>What was your schema for this book?</i> • <i>Do you know anything about this author, this genre, or this topic?</i> • <i>How is your schema helping you understand the story?</i> • <i>How is your schema helping you retell the story?</i> 	
<p>Share/Reinforce</p>	<p><i>Who would like to share how they used their schema to help them understand and remember what they read?</i></p>	

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Text Set Items

Poems	Almanacs
Short nonfiction selections	Magazine articles
Fiction	Document Based Questions
Picture books	Menus
Newspaper articles	Catalogs
Short stories	Charts and Graphs
Vignettes	Maps
Biographical information	Brochures
Internet pieces	Recipes
Student writing	Calendars
Mathematical writing	Pictures of Artwork
Lists	Letters and Journals
Historical recounts	Stamps
Photos	Song lyrics
Primary sources	Quotes

What are text sets? Text sets are collections of resources from different genre, media, and levels of reading difficulty that are designed to be supportive of the learning of readers with a range of experiences and interests. A text-set collection focuses on one concept or topic and can include multiple genres such as books, charts and maps, informational pamphlets, poetry and songs, photographs, non-fiction books, almanacs or encyclopedias. Text sets are designed to give readers a choice of interesting and accessible text. They provide opportunities for learning and practicing reading strategies.

JANIE RIDDLE GOODMAN
UNIVERSITY OF SOUTH CAROLINA
TEXT SETS: PROVIDING POSSIBILITIES FOR
ADOLESCENT READERS

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Anchor Lesson: 8	Using previewing to help retell (F/I)	
Pre-assessment	<i>What do you do when you pick up a new book?</i>	Notes to Build Next Lesson
Select the Materials	<i>One Windy Wednesday, Phyllis Root</i>	
Name the Strategy Explain <i>"I have noticed that ..."</i> <i>"A strategy readers use is ..."</i> Introduce the Text	<i>We know that readers have two jobs - One is to read the words and the other is to understand the words and the ideas in the text.</i> <i>We also know that readers use their schema about the genre, the author, and the topic to understand and remember what they read.</i> <i>Even before we begin reading, readers get ready to understand and remember what they are reading. Before reading, readers preview their text and think about what they already know about the author, the topic, or the genre. Readers preview the text to help them gain information about the story before they read it.</i>	<p>A picture walk is when a reader previews the text by looking at the pictures. Previewing is when a reader looks at all of the text features before reading. Since students in grades 1-3 will learn the term previewing, you may want to introduce this term in Kindergarten.</p>
Demonstrate the Strategy Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i>	<i>Watch how I preview the text before I read to gain information about the book.</i> <p>Read the title, the inside flap, the synopsis on the back cover and look at the pictures. Stop and think aloud about what you already know about the story elements. Share your schema about the author, the genre, and the topic.</p> <p><i>When I look at the cover of this book, I see that the title is One Windy Wednesday. I also see a girl holding a basket, a cow and a lamb. As I look closely at the girl, I see that she is being blown by the wind. When I look at the pictures I see that lots of animals are being blown by the wind.</i></p> <p><i>I haven't even read this book yet but I already know some things:</i></p> <p><i>I know it is fiction - This is a pretend story. When the wind blows we don't typically get blown up in the air.</i></p>	
	<i>I know that there are several characters: A</i>	

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	<p><i>girl, a cow, a lamb, a duck and a pig. I can even guess the problem.</i></p> <p><i>I think the problem is that a strong wind is blowing all of the farm animals off of the ground.</i></p> <p><i>This is a new author for me so I don't have any schema about Phyllis Root.</i></p> <p><i>I do have schema about farm animals and I know that they live on a farm and each animal makes a specific noise.</i></p> <p><i>Did you see how much I learned before I even started reading? When you use your schema before you read, it helps you remember the story elements and helps you to retell the story to other readers.</i></p>	
<p>Provide Guided Practice</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>Have partners turn and preview one of the new books in their book bags. <i>Read the title, the inside flap, the blurb on the back cover and look at all of the pictures. What do you already know? Think about your schema for this genre, this author and this topic.</i></p>	
<p>Provide Independent Practice</p> <p>Remind students before they go off to read ... "When you go to RW try"</p>	<p><i>Please remember to always preview a text before you read it. We preview texts before we read them aloud, before we listen to them at the listening center and before we reading them during reader's workshop. Previewing helps you to understand and remember what you read.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Tell me what is happening in the story right now.</i> • <i>Retell what you have read (listened to) so far.</i> • <i>What was your schema for this book?</i> • <i>How is your schema helping you understand the story?</i> • <i>How is your schema helping you retell the story?</i> • <i>Show me how you previewed this text.</i> • <i>What did you learn from previewing?</i> 	
<p>Share/Reinforce</p>	<p><i>How did previewing the text help you retell your story?</i></p>	

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Anchor Lesson: 9	Retelling with props or pictures (F)	
Pre-assessment	<i>Turn and talk to your partner about the pictures in the text can help you retell.</i>	Notes to Build Next Lesson
Select the Materials	<i>Five Little Monkeys, Eileen Christelow or Any of the texts from previous lessons</i>	
Name the Strategy Explain <i>"I have noticed that ..."</i> <i>"A strategy readers use is ..."</i>	<i>Readers have two jobs. One job is to figure out the words and the other job is to understand the words and the ideas. Retelling is a strategy readers use to think about what they are reading. When we retell a story, we tell the story elements in the right order. This helps us to understand the story better and remember it longer. Readers sometimes use the pictures or props to help them retell a book. The pictures and the props can help readers remember who the characters are and what happens to those characters.</i>	Props are physical items that represent the characters, items used in the story and items that represent the setting in the story. Some common props are Xeroxed copies of the characters, stuffed/plastic animals, rugs or desks for a particular setting, etc.
Demonstrate the Strategy Say: Think aloud. Show: Model. Explain: How this will help them as a reader.	<i>Choose a familiar book that you have props for or photocopy the pictures of a book to use in a retelling. Retell the story using the props. The retelling should include the all of the story elements and should be in sequential order. Use time order words in your retelling.</i>	
Introduce the Text	<i>I am going to retell the story Five Little Monkeys using these monkeys and this picture of a bed. Watch me retell the story. The title of this story is Five Little Monkeys. In the beginning five little monkeys were jumping on the bed.</i> <i>Act out the story with props. Continue to refer to the text to remember the story elements.</i>	

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<p>Provide Guided Practice Invite the students to practice the strategy with teacher guidance.</p>	<p><i>After you have retold several pages, have students retell the next part of the text to their partner.</i></p>	
<p>Provide Independent Practice Remind students before they go off to read ... "When you go to RW try ..."</p>	<p><i>After you have finished reading your book, take some time to turn the pages and retell the story using the pictures. Remember to include the story elements in your retelling and tell the story in the right order.</i> <i>OR</i> <i>Today during RW, I have put out some books we have read with some props from the story. Work with a partner and use the props to retell the story. Remember to include the story elements in your retelling and tell the story in the right order.</i> <i>OR</i> <i>Today in the dramatic play area, I have put out some props that you can wear. Work with the students at this center to retell the story by acting it out. As you are acting out the story, remember to act like the characters - Talk the way your character might and show your character's emotions.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Show me how you can use props/pictures to retell the story.</i> • <i>If we were going to make props to retell this story, what props would you help you retell the key details?</i> 	
<p>Share/Reinforce</p>	<p><i>Who would like to use the props to retell a book to the class?</i></p>	

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Anchor Lesson: 10	Retelling the story in the correct order (F)	
Pre-assessment	<i>Turn and talk to your partner about why it is important to retell a story in the correct order.</i>	Notes to Build Next Lesson
Select the Materials	<i>The Three Little Pigs, Steven Kellogg</i>	
Name the Strategy Explain <i>"I have noticed that ..."</i> <i>"A strategy readers use is ..."</i>	<i>We have been talking about how readers have two jobs when they read. One job is to figure out the words and the other job is to understand the words and the ideas.</i> <i>Retelling is a strategy readers use to think about what they are reading. When we retell a story, we tell the story elements in the right order. The order is important because it helps us understand what happened in the text.</i>	
Introduce the Text		
Demonstrate the Strategy Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i>	<i>When I listen to you retell, I have noticed that sometimes retellings are not in sequence. I am hearing retellings that include the beginning and the end, but the middle parts are not in the correct order. This is an example of a retelling that is not in sequence:</i> <i>The three little pig decided to leave home. The third little pig built a house out of bricks. The first little pig built a house out of straw.</i> <i>This retelling is not in sequence. Do you see how it is difficult to understand the story if it is retold out of sequence? As you read, think about the order of events and try to retell them in sequence so that you know you are understanding the story.</i> <i>Watch me use the pictures and skim for information to help me retell the story in sequence.</i> <i>Model a sequential retelling. Think aloud how you remember by using the pictures to help yourself.</i>	

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	<i>When we retell in sequence, it helps us understand the story and remember the key details.</i>	
Provide Guided Practice Invite the students to practice the strategy with teacher guidance.	Have the students turn to a partner and try to retell <i>The Three Little Pigs</i> in sequence.	
Provide Independent Practice Remind students before they go off to read ... "When you go to RW try"	<i>When you go to RW today take out your familiar book that we have read aloud as a class. As you turn the pages to retell notice the events in the story. Notice what is happening in the beginning, the middle and the end. The sequence is important to the story.</i> <i>OR</i> <i>After you have finished listening to the story at the listening center, retell the story. Please remember to turn the pages notice the events in the story. Notice what is happening in the beginning, the middle and the end. The sequence is important to the story.</i> <i>OR</i> <i>In the dramatic play area there are a few choices of stories for you to act out. As you are acting out the story, please remember to act the story out in the correct order. Use the book to check to make sure you are acting out the story in sequence.</i>	
Conference Points	<ul style="list-style-type: none"> • <i>Retell what you have read so far.</i> • <i>Tell me what is happening in the story right now.</i> • <i>Who are the main characters in your book?</i> • <i>What is the problem in the story? How do you know?</i> • <i>What happened in the beginning, the middle, and the end?</i> 	
Share/Reinforce	<i>Turn and talk to your partner. Take turns retelling a story in the correct order.</i>	

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Anchor Lesson: 11	Focusing on the key details when retelling fiction - Characters (F)	
Pre-assessment	<i>Turn and talk to your partner. What are the story elements of a fiction text?</i>	Notes to Build Next Lesson
Select the Materials	<i>The Mitten, Jan Brett</i>	
Name the Strategy Explain <i>"I have noticed that ..."</i> <i>"A strategy readers use is ..."</i>	<i>Readers know that fiction texts have story elements and when you retell a story it is important to include the key details about the story elements. When we include the key details about the story elements we know we have understood what we read and we can remember it longer.</i>	This same lesson would be repeated for setting and problem and solution using different text. Isolate one story element at a time. Once students are comfortable with one story element, add the others.
Introduce the Text		
Demonstrate the Strategy Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i>	<i>Watch me read this story and notice the characters. I can use the pictures and the words to help me.</i> Read text and model how you notice and remember the characters. <i>This little boy is on the cover and on the first page. His name is Nikki. I know he is going to be important in the story. Nikki will probably be involved in the problem that needs to be solved. I will remember him. I will close my eyes and picture him and his name so I can remember him.</i> Continue to model how you notice and remember the main characters. <i>I really need to focus on the important characters. I am noticing that each time an animal enters the mitten it is a larger animal. I want to remember that. The mouse and the bear are also important characters. The mouse's actions and the bear's actions changed what was happening in the story. I need to remember them.</i> <i>Do you see how remembering the main characters will help you retell and understand the story?</i>	Students do not need to remember the order that the animals enter the mitten. They need to focus their retelling on key details about the story elements.

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<p>Provide Guided Practice Invite the students to practice the strategy with teacher guidance.</p>	<p>Ask students to tell the strategies they noticed you using to identify and remember the important characters.</p>	
<p>Provide Independent Practice Remind students before they go off to read... "When you go to RW try..."</p>	<p><i>Today when you go off to RW remember to look at the pictures and notice who the characters are in the story. If they are important to the story, stop and think about how you will remember them.</i> <i>OR</i> <i>When you are at the listening center today pay attention to who the characters are in the story. If they are important to the story, stop and think about how you will remember them.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Retell what you have read so far.</i> • <i>Tell me what is happening in the story right now.</i> • <i>Who are the main characters in your book? How do you know?</i> • <i>Which characters are important to remember? Why?</i> 	
<p>Share/Reinforce</p>	<p><i>Who would like to tell us about a main character in their book or from the story at the listening center? How did you notice and remember that character?</i></p>	

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Anchor Lesson: 12	Three ways to read: Reviewing how to retell a text (F/I)	
Pre-assessment	<i>What are some different ways that you can read a book? Turn and talk to your partner about this question.</i>	Notes to Build Next Lesson
Select the Materials	<i>The Three Little Pigs, James Marshall or any familiar text.</i>	
<p>Name the Strategy Explain</p> <p><i>"I have noticed that..."</i></p> <p><i>"A strategy readers use is..."</i></p> <p>Introduce the Text</p>	<p><i>Readers, we know about the three ways to read. If we can't read most of the words in a book, we can read the pictures. When we read the pictures, we are looking at the details an illustrator drew to help tell the story.</i></p> <p><i>We can also read the words in a book. The author chooses specific words to tell their story, and if we are able to read them, this is another way to read a book.</i></p> <p><i>A third way we can read a book is to retell a story that we already know. We have been learning a lot about how to retell a story. We know to include the story elements in our retelling and to tell the story in the correct order.</i></p>	
<p>Demonstrate the Strategy</p> <p>Say: Think Aloud. Show: Model. Explain: How this will help them as a reader.</p>	<p><i>Let me show you how I can retell a story during reader's workshop. I want you to notice how I include the story elements and tell the story in the correct order.</i></p> <p><i>Point to the pictures and retell the story as you turn the pages.</i></p> <p><i>The title of the story is The Three Little Pigs. In the beginning the three little pigs decided to move out of their mother's house and build their own homes.....</i></p> <p><i>When we retell our stories it helps us remember the important parts of the story.</i></p>	

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<p>Provide Guided Practice</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>Give partners familiar books from their book bags or from the classroom library. Ask the students to retell a familiar story with their partner.</p>	
<p>Provide Independent Practice</p> <p>Remind students before they go off to read... <i>"When you go to RW try..."</i></p>	<p>Ask students to think about a way they can read a book or books in their book bags during RW today. Reiterate the 3 ways to read a book, and ask them to choose the most helpful way to read each of the books in their book bag.</p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>How are you reading this book today? Are you reading the pictures, the words or retelling?</i> • <i>Can you retell part of this story to me today?</i> • <i>What are you doing well as a reader today?</i> 	
<p>Share/Reinforce</p>	<p>Have students practice retelling a familiar text to their turn and talk partner.</p>	

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Anchor Lesson: 13	Retelling with a partner (F/I)	
Pre-assessment	<i>Turn and talk to your partner about how you can help each other while retelling.</i>	Notes to Build Next Lesson
Select the Materials	RW books or books from an author or genre study (e.g. Fairy tales, Joy Cowley, Jan Brett, Mo Willems, etc.)	
Name the Strategy Explain <i>"I have noticed that ..."</i> <i>"A strategy readers use is ..."</i> Introduce the Text	<i>Readers talk to each other about what they are reading. One way to talk to each other is to retell what you are reading. When we retell the story, we tell the important parts in the right order so the other reader can understand what the story is about. When we retell we often need to go back and add missing information or clarify confusing parts for our audience.</i> <i>Today we are going to learn how to coach one another as we retell the stories we are reading. We want to help each other learn how to retell what happened and in the correct order. Our partners can help us know when what we say makes sense and when it does not.</i>	
Demonstrate the Strategy Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i>	<p>Begin retelling a familiar text to the class. Ask the class to listen carefully to the retelling. As you retell, intentionally leave out important parts and/or confuse the sequence of events.</p> <p>Ask the students to stop you when something doesn't make sense. Show the students how you go back and retell parts again so that they understand the story.</p> <p>Teach the students what to say when they are confused:</p> <ul style="list-style-type: none"> • <i>Can you go back and tell the story from the part where _____ happened? I am confused.</i> • <i>Who are the characters?</i> • <i>What is the character's problem?</i> 	

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	<ul style="list-style-type: none"> • <i>What happened after _____?</i> • <i>Let me see if I understand.</i> <p>Record these prompts on the anchor chart: Ways to Help Our Partners Retell</p>	
<p>Provide Guided Practice Invite the students to practice the strategy with teacher guidance.</p>	<p>Ask students to take turns retelling a familiar story to their partner. Explain that the listener's role is to help their partner retell the story in a way that makes sense to the listener. Encourage students to use the language on the anchor chart.</p>	
<p>Provide Independent Practice Remind students before they go off to read ... "When you go to RW try"</p>	<p><i>Today, during RW you are going to work with your partner to retell familiar books together. Remember to ask your partner to add missing information or clarify something that is confusing. Help your partner make sure that the retelling makes sense.</i> <i>OR</i> <i>After you have finished listening to the story at the listening center, please retell that story with your partner. Remember to ask your partner to add missing information or clarify something that is confusing. Help your partner make sure that the retelling makes sense.</i> <i>OR</i> <i>In the dramatic play area I have put out props for you to use to retell some familiar stories. As you and your partner are acting out the story help each other to add missing information or clarify something that is confusing. Help your partner make sure that the retelling makes sense.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Retell what you have read so far.</i> • <i>Tell me what is happening in the story right now.</i> • <i>What happened in the beginning, the middle, and the end?</i> • <i>How are you helping your partner retell?</i> • <i>What can you do to retell the story so that your partner can understand it?</i> 	
<p>Share/Reinforce</p>	<p><i>Is there a partnership that would like to show us how they worked together and retold a story?</i></p>	

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Anchor Lesson: 14	Comparing and contrasting character's adventures or experiences (F)	
Pre-assessment	<i>Turn and talk to your partner about some of the adventures some of your favorite characters have had.</i>	Notes to Build Next Lesson
Select the Materials	<i>Don't Let the Pigeon Drive the Bus!, Mo Willems Don't let the Pigeon Eat a Hot Dog!, Mo Willems Or two other books with the same characters</i>	
Name the Strategy Explain <i>"I have noticed that..."</i> <i>"A strategy readers use is..."</i> Introduce the Text	<i>We have read several books by Mo Willems about the character, the pigeon. As readers, we can remember what happened to the pigeon in one book, and compare it to what may happen to the pigeon in another of Mo Willem's books. When we do this we understand the character, the pigeon, so much more. We know how he acts, what he says, and even what he thinks. This helps us as readers really get to know the characters in our stories.</i>	
Demonstrate the Strategy Say: Think Aloud. Show: Model. Explain: How this will help them as a reader.	<i>Let's reread Don't let the Pigeon Eat a Hot Dog! As we read, let's see whether or not the pigeon acts the same way and says the same things in both books.</i> As you read, stop when the pigeon acts, talks or thinks in a similar way to the bus book. Use both books to touch the evidence in the text that is the same. Also stop when the pigeon says or does something different. Talk about same and different ideas as comparing and contrasting.	

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	<p><i>Readers, do you see how when we think about how a character acts the same or differently in each text, we really get to know our characters? When we read several books with the same characters we get to know our character very well. Then it is easy to remember the story and retell it to another reader.</i></p>	
<p>Provide Guided Practice</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p>Continue to read aloud. Ask students to help you to compare and contrast what the pigeon says and what the pigeon does. Ask students to point to the evidence in both texts as they compare and contrast.</p>	
<p>Provide Independent Practice</p> <p>Remind students before they go off to read... "When you to go RW try..."</p>	<p><i>I put another book by Mo Willems at the listening center. After you listen, stop and talk to your partner and compare the characters in this book to the characters in Mo Willem's other books. Remember to touch the words and the pictures in the text that show how the characters are the same and different.</i></p> <p>OR</p> <p>Ask students to pair up and read two books by the same author with the same characters, comparing how they react in each book. Remind them to touch the evidence in the text that shows how the characters are the same and different.</p>	<p>This independent practice is only appropriate for students who read level E and above independently. All other students should continue to practice this strategy during read aloud or at the listening center.</p>
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>How is your character the same in both books?</i> • <i>How is your character different from book to book?</i> • <i>Touch the evidence that shows you that.</i> 	
<p>Share/Reinforce</p>	<p>Have two or three students share the evidence from the texts that explains how the characters are the same and/or different.</p>	

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Anchor Lesson: 15	What is the structure of an informational text? (I)	
Pre-assessment	<i>Turn and talk to your partner about what you know about informational texts? How are informational texts different from fiction texts?</i>	Notes to Build Next Lesson
Select the Materials	<i>Why Do Dogs Bark? By Joan Holub</i>	
Name the Strategy Explain. <i>"I have noticed that..."</i> <i>"A strategy readers use is..."</i> Introduce the Text	<i>We have learned a lot about how to retell a fiction text by paying attention to the story elements. When we read an informational text, we will want to remember the important parts and the important parts are different in informational text.</i> <i>When retelling informational text I remember what I learn about the topic rather than remembering the characters, setting, problem and solution. When I read I retell what I am learning so that I know that I understand the information and can remember the key ideas.</i>	
Demonstrate the Strategy Say: Think Aloud. Show: Model. Explain: How this will help them as a reader	<i>Watch how I preview this text. I look at all of the pictures and the text features. One text feature in this informational text is headings. Do you see how at the top of each page there are words written in bold print? Those are headings and they tell what the page is going to be about.</i> <i>As I look at the pictures and the headings I know I am going to learn why dogs bark, big dog, small dogs and even puppies.</i> <i>Add information to the Elements of Informational Text anchor chart.</i> <i>Now I read the text and I stop at the bottom of each page and tell myself what I learned.</i>	Use a document camera or enlarged text to point out the various text features. <u>Text Features Options</u> Headings Photographs and Illustrations Captions Labels Bold Print

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	<i>When I understand how informational text is structured it helps me to understand the text and remember the key details I learned.</i>	It is helpful to Xerox a page and add it to the anchor chart so that students can see the features of the text.
<p>Provide Guided Practice</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	Read another page from <i>Why Do Dogs Bark?</i> Ask the students to point out the headings. After you read it, ask students to retell what they learned to their partner.	
<p>Provide Independent Practice</p> <p>Remind students before they go off to read... "When you go to RW try..."</p>	<p><i>I put an informational text at the listening center today. Remember to look closely at the words, the pictures and the text features as you listen. As you are listening, think about what you are learning and how you can retell that information to a partner.</i></p> <p>OR</p> <p><i>When you go to RW today, find an informational book in your book bag. Remember to read the words, the pictures and the text features. As you are reading, think about what you are learning and how you can retell the information to a partner.</i></p>	<p>If you are doing this unit in the beginning of the year, this independent practice may not be appropriate for the majority of the students in the class. This independent practice is appropriate for students reading at level E or above.</p>
Conference Points	<ul style="list-style-type: none"> • <i>Show me what you know about reading informational text.</i> • <i>Show me what a heading is. How is reading informational text different from reading fiction?</i> • <i>What are you learning as you are reading this text?</i> • <i>How are the text features helping you to understand what you are reading?</i> 	
Share/Reinforce	<i>Please show your partner a text feature from a text from your book bag or from the listening center. Talk about how this text feature helped you learn new information.</i>	

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Anchor Lesson: 16	Readers think about the genre of a text when they retell - fiction vs. informational text (F/I)	
Pre-assessment	<i>Turn and talk to your partner about how fiction and informational texts are different.</i>	Notes to Build Next Lesson
Select the Materials	<i>Why Do Dogs Bark?, Joan Holub Biscuit Wants to Play, Alyssa Satin Capucilli</i>	
Name the Strategy Explain <i>"I have noticed that ..."</i> <i>"A strategy reader's use is..."</i> Introduce the Text	<i>Today we are going to learn how to read and retell a new genre - informational texts. When we retell informational texts, we have to identify factual information from these texts as we read because informational texts give us information.</i> <i>Before readers read and retell, they think about the genre of the text because we read and retell informational and fiction texts differently.</i>	
Demonstrate the Strategy Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i>	<i>Watch me. Before I read this book I am going to preview the text and notice what genre I am reading. Is the fiction or informational text?</i> Notice - <i>photographs, headings, diagrams, etc. Explicitly model what you notice and how you know the genre of the text.</i> <i>Now I know that this book is informational and that means the book is NOT going to be organized with characters, setting, problem and solution. This text is going to be filled with facts and information so I will retell it differently.</i>	
Provide Guided Practice <i>Invite the students to practice the strategy with teacher guidance.</i>	<i>With your turn and talk partner, please look through one fiction book and one informational book. Please talk about what you notice about the differences between these books. How do you know which text is fictional and which text is informational?</i>	

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<p>Provide Independent Practice</p> <p><i>Remind students before they go off to read.</i></p> <p><i>"When you go to RW try..."</i></p>	<p><i>When you are at RW today, please remember to look at the cover and all of the pictures to preview the text. After you have finished previewing think about what genre you are reading. Think about how you know whether the text is fiction or informational.</i></p> <p><i>OR</i></p> <p><i>When you are at the listening center today, please remember to look at the cover and all of the pictures to preview the text. After you have finished previewing think about what genre the text is. Think about how you know whether the text is fiction or informational.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Which books are informational texts? How do you know?</i> • <i>Which books are fictional? How do you know?</i> 	
<p>Share/Reinforce</p>	<p><i>Please bring one informational text to the group share time and tell us how you figured out the genre of this text.</i></p>	

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Anchor Lesson: 17	Retelling Informational Text (I)	
Pre-assessment	<i>Turn and talk to your partner. What do you think will be important to do when we retell informational texts.</i>	Notes to Build Next Lesson
Select the Materials	<i>Why Do Dogs Bark?_Joan Holub</i>	
Name the Strategy Explain <i>"I have noticed that ..."</i> <i>"A strategy reader's use is..."</i> Introduce the Text	<i>Today we are going to learn how to read and retell informational texts. When we retell informational texts, we have to identify the facts in these texts as we read because informational texts give us information.</i> <i>Informational texts are organized differently than fiction texts. In informational text we think about the main topics and the key details. We retell by stating a main topic and then tell the key details about that topic. Then we say the next main topic and the key details. We continue until we have retold the whole text.</i>	
Demonstrate the Strategy Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i>	<i>Watch me. I am going to look at the headings to help me remember the main topics. After I say each heading, I will tell the key details:</i> <i>Read the heading on page 1: Do you Love Dogs? The main topic of this section is that dogs are popular and that there are lots of different kinds. I remember the key details:</i> <ul style="list-style-type: none"> • <i>There are over 100 different kinds of dogs.</i> • <i>Popular breeds are retrievers, poodles, cocker spaniels and German shepherds.</i> • <i>Some dogs are mixed breeds. That means they are more than one kind of dog.</i> <i>Readers did you see how I retold the main topic and the key details? When you retell the main topics and the key details it helps you to remember all of the information in the text.</i>	

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<p>Provide Guided Practice</p> <p>Invite the students to practice the strategy with teacher guidance.</p>	<p><i>Let's retell the next section together. I will read the heading and I want you to talk with your partner. What is the main topic of this section and what are some of the key details?</i></p>	
<p>Provide Independent Practice</p> <p><i>Remind students before they go off to read.</i></p> <p><i>"When you go to RW try..."</i></p>	<p><i>The dramatic play area is set up as a school. Please take turn being the teacher and being the student. When it is your turn to be the teacher, please choose one of the informational texts that we have read aloud from the basket. Then retell the text to the "students in your class". When you are retelling, please remember to think about the main topics and the key details.</i></p> <p><i>OR</i></p> <p><i>I put an informational book at the listening center. After you listen, retell the text. Please remember to think about the main topics and the key details.</i></p> <p><i>OR</i></p> <p><i>When you are at RW, please remember to read and then retell each text. When you are retelling informational text, please remember to think about the main topics and the key details.</i></p>	<p>If you are doing this unit in the beginning of the year, this independent practice may not be appropriate for the majority of the students in the class.</p>
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>What is important to remember when you retell an informational text?</i> • <i>Show me how you retell an informational text.</i> 	
<p>Share/Reinforce</p>	<p><i>Please bring one informational text to the group share time. Retell one part of your informational text to your partner. Remember to retell the main topics and the key details.</i></p>	

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Anchor Lesson: 18	Readers retell in combination with other reading strategies (F/I)	
Pre-assessment	<i>Turn and talk to your partner about all of the strategies you use as you read.</i>	Notes to Build Next Lesson
Select the Materials	<i>People Are Working, Carol Hosking</i> Other short and easy texts	
Name the Strategy Explain <i>"I have noticed that ..."</i> <i>"A strategy readers use is ..."</i>	<i>We have learned so much about retelling and today I want to teach you how readers retell as well as use other reading strategies at the same time.</i> <i>When readers read, they are always combining reading strategies. We use our schema, we look at the pictures, we read the words, and we retell.</i>	
Introduce the Text	<i>I'm going to show you how I use more than one strategy to help me read and understand the text.</i>	
Demonstrate the Strategy Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i>	<i>Watch me.</i> <i>The first thing I do is preview the text. I can tell that this text is informational. It is about what real people do at work. Now I am going to look at the words and the pictures to read the text.</i> Read the words. Model how you look at the pictures and use the letters to help you read. Stop after you have read a bit and retell the text. <i>Readers, do you see how I read the text, stop and retell?</i> Once you have finished reading, retell the text. Remember to model how to first retell the main topics and then the corresponding key details.	
Provide Guided Practice Invite the students to practice the strategy with teacher guidance.	<i>Let's try using all of the strategies we have learned to read a new book. I am going to pick a new text up. Please turn and talk. What should I do first? - preview the text. Now that I have previewed the text, please tell your partner what I should do next -</i>	

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	<p>read the words.</p> <p><i>We have now finished reading the text. Tell your partner. What should we do? - retell.</i></p>	
<p>Provide Independent Practice</p> <p>Remind students before they go off to read ...</p> <p><i>"When you go to RW try ..."</i></p>	<p><i>When you are reading during RW, notice what strategies you are using. You can look at the anchor chart to help you remember your strategies.</i></p>	
<p>Conference Points</p>	<ul style="list-style-type: none"> • <i>Show me what you did when you first picked up this text.</i> • <i>What strategies are you using?</i> • <i>Show me how you are figuring out the words and understanding the text</i> • <i>Read a bit and then think aloud. Let me hear what you are thinking.</i> 	
<p>Share/Reinforce</p>	<p><i>Turn and talk with your partner and show them a couple of places in the text where you used different reading strategies.</i></p>	