



MISSISSIPPI

# EXEMPLAR

Units *&* Lessons

ENGLISH LANGUAGE ARTS

Kindergarten



## Lesson 6: Retelling the Beginning of a Story

**Focus Standard(s):** RL.K.2, RL.K.3

**Additional Standard(s):** RL.K.10, W.K.3, SL.K.1a

**Estimated Time:** 1 hour and 10 minutes

**Text(s):**

- *Make Way for Ducklings* by Robert McCloskey
- *The Rainbow Fish* by Marcus Pfister
- *Harry, the Dirty Dog* by Gene Zion

**Resources and Materials:**

- Chart Paper
- Drawing Paper
- Learning Center Materials
- Markers
- Handout 6.1: Anchor Chart
- [Facts about Animals](#)
- [Ducklings in the Boston Public Gardens Pond](#)

**Lesson Target(s):**

Students will know:

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end.

Students will be able to:

- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.
- Use what they know about a topic/subject to ask and answer questions.

- Retell the beginning of a story.

**Guiding Question(s):**

- Were the ducks pets like Harry?
- Was their home in the same place that Rainbow Fish lived?
- What type of animal is a duck?
- What characteristics do ducks have?

## Vocabulary

**Academic Vocabulary:**

- beginning
- ending
- middle

**Instructional Strategies for Academic Vocabulary:**

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion

**In-ConTEXT Vocabulary:**

- birds
- ducklings
- feathers

**Strategies for Teaching How to Determine Meaning from Context Clues:**

- Students write/discuss using the words
- Students will be able to view pictures in the book to derive meaning

**Direct Instruction Text Vocabulary:**

- molt

**Instructional Strategies for Direct Instruction Text Vocabulary:**

- Introduce words with student-friendly definition and pictures
- Students create pictures/symbols to represent words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p><b>Understanding Lesson Purpose and Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>• A story is an account of imaginary or real people, places, things, and /or events told for entertainment.</li> <li>• Stories have characters and a setting.</li> <li>• Stories have a beginning, middle, and end.</li> <li>• Listen to a story to learn information about the characters and setting.</li> <li>• Listen to a story and determine the beginning, middle and the end.</li> <li>• Pre-telling and drawing serve as graphic organizers.</li> <li>• Events usually occur in a sequence that includes a beginning, middle, and an ending.</li> <li>• Readers can use what they know about a topic/subject to ask and answer questions.</li> <li>• Growing readers identify how two texts written on the same topic may be similar or different.</li> <li>• Authors write informational texts about specific topics.</li> </ul> <p><b>Anticipatory Set/Introduction to the Lesson:</b> Discuss the lesson purpose and student outcomes with students to set the stage for today’s lesson. Begin today’s lesson by introducing the book, <i>Make Way for Ducklings</i> by Robert McCloskey. Explain that some authors write books about things they love. Explain that after you read the book, students will watch a video about Mr. McCloskey’s idea for the characters in the story.</p> <p><b>Whole Group</b></p> <p><b>Activity 1: Vocabulary</b></p>	

Review vocabulary words from previous lessons with students. Introduce new vocabulary terms. Discuss words with them and show examples or video clips with the new vocabulary words. Ensure students understand academic vocabulary terms: beginning, middle, and end. Create an anchor chart of these terms, see **Handout 6.1: Anchor Chart** for example. Students draw illustrations of birds, ducklings, feathers, and molt for their personal dictionaries throughout the day.

### **Activity 2: Discussion and Retelling of the Story**

After reading, ask the following questions:

Did you remember that when you listen to a story, you can learn information about the *characters* and the *settings*? Because these words have already been taught, ask the class for help in defining those two words.

Now tell the students when you retell a story, you begin by telling what happens in the beginning or first part of the story. This will include the characters and the setting.

1. Who are the main characters in this story?
2. Where were the ducks at the very beginning of the story?

Using chart paper, demonstrate how you would retell the beginning of the *Make Way for Ducklings* using the characters and setting. Suggestions: Draw a flow chart, a picture map, or other graphic organizer. Design the chart to have sections for Beginning, Middle, and Ending. Group students in pairs or triads to retell the beginning of the story to one another. Then ask these partners/triads to retell the beginning of the story to the large group, using the graphic organizer as a guide.

### **Activity 3: Small Group and Learning Centers**

#### **Small Group**

The teacher will repeat earlier instructions explaining how to retell the beginning of the story to include characters and setting. In pairs, students will retell the beginning of the story, *The Rainbow Fish*, by using verbal responses, written words, and pictures. The flow chart used in Whole Group may be used for support. Students may also retell the beginning of *Make Way for Ducklings*.

**For students who are EL, have disabilities, or perform/read well below the grade-level:**

- Some students will need prompting and support in the retelling and in writing/drawing to “retell”.

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Some students may be able to continue retelling the middle and the ending through verbal responses/writing/drawing.

### Learning Centers

***Learning Centers are designed to be developmentally appropriate for all students. The teacher and teacher assistant move about to observe and offer support, as needed.***

- Language Center – Students will use letter tiles, letter stamps, or writing tools to identify the initial sounds (phonemes) made by a letter or letters found in pictures from **Handout 5.1: Language Center Pictures**.
- Writing Center – Students will create a 3-flap Flip Flap book to write/draw/dictate a Beginning, Middle, and Ending of the story, *The Rainbow Fish*. Reference the Word Wall, available books, and other animal charts/pictures in the room. While working and when sharing the Flip-Flap book, students will tell how they feel about the story/their writing. This may take a couple days.
- Art Center – Students will create a Rainbow Fish using paper plates, tissue paper, and foil. This may be used as a puppet to retell the story, *The Rainbow Fish*.
- Listening Center – Students will listen to and read along with *Make Way for Ducklings* or *The Rainbow Fish*. Book, CD, or online video [The Rainbow Fish - YouTube](#).
- Reading Center – Students will select books to read from a collection of fiction and non-fiction books about animals.
- Science Center – Students will investigate and group mammals by size, appearance, and color using cards.
- Dramatic Play Center – Students will use animal puppets and other props to act out familiar stories.
- Computer Center – Students will research animals or play an initial sound match game. [Onset and Rime Interactive Game for Computer Center](#)

### Reflection and Closing

- ✓ Observe by listening to the students working in the small group to determine if they understand how to retell the beginning of a story.

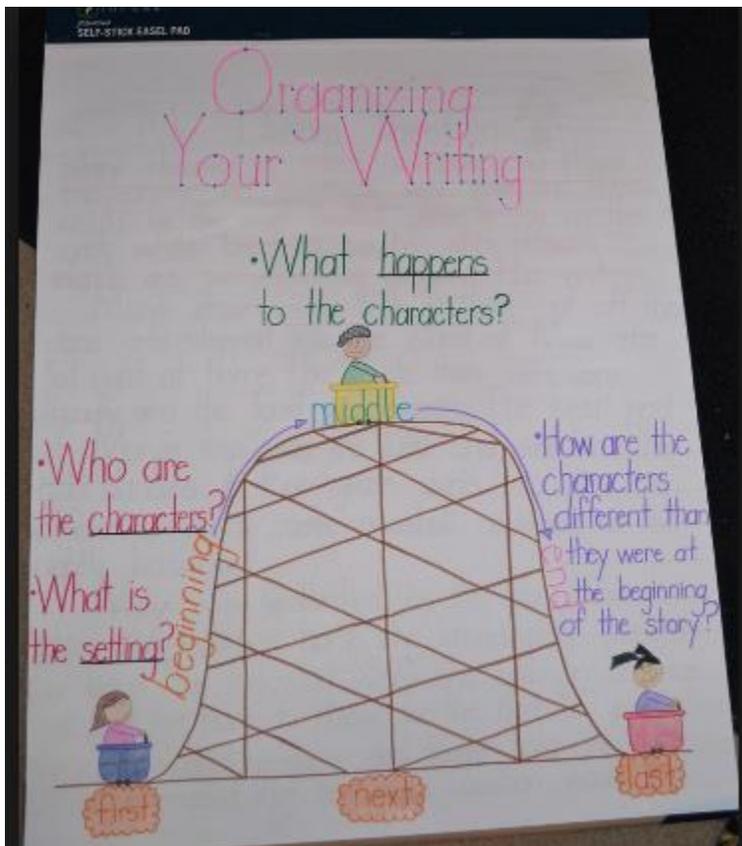
Students will view [Ducklings in the Boston Public Gardens Pond](#). Share with students how Robert McCloskey used real ducks and their activities to be the inspiration for his book, *Make Way for Ducklings*. Allow time for discussion and another viewing of the video.

- ✓ Revisit essential questions before closing the lesson. Ensure students have a firm understanding before moving on.

### Homework

Read a book at home and students will tell someone at home who the characters are and where the setting takes place.

Handout 6.1: Anchor Chart



For training or questions regarding this unit,  
please contact:

[exemplarunit@mdek12.org](mailto:exemplarunit@mdek12.org)