



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Kindergarten



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Lesson 8: Retelling a Story: Beginning, Middle, and Ending

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, Divided into Three Sections
- Handout 6.1: Anchor Chart

Lesson Target(s):


- Stories have characters and a setting.
- Stories have a beginning, middle, and end.
- Events usually occur in a sequence that includes a beginning, middle, and an ending.

Students will be able to:

- 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 a story, including the beginning, middle, and ending.

Guiding Question(s):

- What happens in the beginning of a story?
- What happens in the middle?
- What happens at the end of a story?

Vocabulary	
Academic Vocabulary: <ul style="list-style-type: none"> • beginning • ending • middle • sequence • setting 	Instructional Strategies for Academic Vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion
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	
Understanding Lesson Purpose and Student Outcomes: <ul style="list-style-type: none"> • 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. • Listen to a story to learn information about the characters and setting. • Listen to a story and determine the beginning, middle and the end. • Events usually occur in a sequence that includes a beginning, middle, and an ending. • Readers can use what they know about a topic/subject to ask and answer questions. • Growing readers identify how two texts written on the same topic may be similar or different. • Authors write informational texts about specific topics. 	
Anticipatory Set/Introduction to the Lesson:	

Discuss the lesson purpose and student outcomes with students to set the stage for today's lesson.

Whole Group

Activity 1: Vocabulary

Review vocabulary words with a Word Wall Game from previous lessons. Refer to **Handout 6.1: Anchor Chart** made with the beginning, middle, and end earlier this week. Students will discuss with a partner the beginning, middle, and end of a story. Lead into the lesson for today: Today we will focus on the ending of a story.

Activity 2: Retelling the Ending

Every story has an ending. Refer students to chart paper (from Lesson 2) with beginning and middle of *Harry, the Dirty Dog*. After discussing beginning and middle, ask how the story ended. Allow the children to discuss, with a share buddy, what they would draw/write. Ask for a few student responses about the ending to draw/write on the chart paper.

Continue this activity with *The Rainbow Fish* and *Make Way for Ducklings*. Refer to the chart where we recorded beginning and middle. (Lesson 4) With their share buddy, discuss how *The Rainbow Fish* and *Make Way for Ducklings* ended. Ask for a few responses and draw/write on the chart paper.

Small Group

Activity 3: Animal Charades

Students will work with a partner to act out a character from one of the unit stories. Using only actions and sounds, partners will pretend to be an animal character from a favorite story. The class will guess "who" it is. After students have had a chance to play charades, the teacher and students will review what the ending to a story entails.

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 poster with their group to retell a familiar story of their choice.

- Art Center– Students will create a puppet animal with materials provided by the teacher.
- Listening Center – Students will listen to and read along with *Make Way for Ducklings* or *The Rainbow Fish*. Book, CD, or online video.
- 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 pretend to be a vet.
- Computer Center– Students will research animals or play an initial sound match game. [Onset and Rime Interactive Game for Computer Center](#)

Reflection and Closing

✓ Formative Assessment

With prompting and support, the students will draw the ending of the story, *Make Way for Ducklings*. Allow the students to share their drawings with table partners and tell about the ending, in their own words. The teacher will listen to discover if students are putting key details into their endings.

Display the drawings in the classroom.

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

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

- Some students may need guidance and support as they draw the ending to the story. The teacher may record the students' words.

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

- Some students may write their own words using letters or words.

Homework

Guide parents to [A Family Guide for Student Success](#) page 7 for retelling a familiar story. Have students retell a story to someone at home.

For training or questions regarding this unit,
please contact:

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