



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Pre-Kindergarten

Grant funded by:



Lesson 10: Performance Task

Focus Standard: RL.PK.2, RL.PK.3, W.PK.1c

Additional Standards: RL.PK.1, RI.PK.1, RI.PK.3, RF.PK.2b, SL.PK.3

Text(s):

- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.
- *Goldilocks and the Three Bears* by Jan Brett
- *Bear Snores On* by Karma Wilson
- *Corduroy* by Don Freeman


Resources and Materials:

- Blank 3-flap Flip Flap books (with numerals 1, 2, 3 or Beginning, Middle, Ending on the flaps)
- Chart paper
- Geometric Shapes Cookie Cutters
- Markers
- Plastic Tools
- Playdough
- Students' Teddy bears
- Handout 7.1: Going on a Bear Hunt Sequencing Pictures
- [Animal Picture Cards](#)
- [Bear Snores On](#)
- [Corduroy](#)
- National Geographic Kids: [Animal Coloring Pages](#)

Lesson Target(s):

- I can ask and answer questions about important details in a story.
- I can use what I know about a topic/subject to ask and answer questions.
- I can use pictures to retell a story.
- I can retell a story, in the correct sequence, with prompting and support.

<p>Guiding Question(s):</p> <ul style="list-style-type: none"> • What happened at the beginning, middle, and ending of the story? 	
<p>Vocabulary</p>	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • beginning • characters • ending • events • middle • retell • sequence 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review words with student-friendly definitions <input type="checkbox"/> Students discuss using the words
<p>In-ConTEXT Vocabulary:</p> <ul style="list-style-type: none"> • All Word Wall words 	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review words with student-friendly definitions and pictures from the texts
<p>Symbol</p>	<p>Type of Text and Interpretation of Symbol</p>

	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"> • Ask and answer questions about important details in a story. • Retell orally or through writing/drawing/ dictating a story including the beginning, middle, and ending. • Sequence events in the order that they occurred in the text, with prompting and support. • Recite favorite nursery rhymes, with prompting and support • Complete the performance task to retell a familiar story that includes key details (beginning, middle, and ending). 	
Anticipatory Set/Introduction to the Lesson:	
Ask for volunteers to recite selected/favorite nursery rhymes learned in this unit. Tell students they may recite alone, with a partner, or with the teacher's support.	
For students who are EL, have disabilities, or perform/read well below the grade level AND Extensions and/or a more advanced text for students who perform/read well above grade level:	
<ul style="list-style-type: none"> • Have students that know the nursery rhymes/songs help the other students who do not, join in by telling/showing them the words/movements. 	
Activity 1: Review/Retelling	
Use the questions below to prompt and provide support for students as they identify the beginning, middle, and ending of a story to retell it in their own words.	
Note: Present questioning without giving answers.	
✓	Using the High 5 Retell and the literature texts as visual guides, have students turn to a partner and take turns retelling a favorite story from the unit. Prompt and give support, as needed.

Guiding Questions for students to ask and answer:

- Who was in the story? (characters)
- Where did it take place? (setting)
- When did it take place? (setting)
- What happened in the beginning of the story?
- What happened in the middle of the story?
- What happened at the end of the story?

Activity 2: Small Group (3-4 students at a time) use an assistant if needed.

✓ **Retelling Performance Task**

Remind students:

- When you retell a story, you begin by saying/drawing/writing what happens in the beginning or first part of the story. This will include the characters and the setting.
- The middle of the story comes next. This will include events/action/a problem in the story.
- The ending tells how the problem is solved.

Directions: Using blank 3-fold Flip Flap books (with numerals 1, 2, 3 or the words Beginning, Middle, Ending on each flap), students will draw pictures/write letters, words, sentences/scribble/dictate to retell a student-selected story from the unit. (*Brown, Brown Bear, What Do You See?, Bear Snores On, Goldilocks and the Three Bears, Corduroy*).

With prompting and support, students will “read” the retelling of the selected story to the teacher. The performance task rubric is used to determine understanding and demonstration of the concepts assessed.

Note: Create the 3-fold Flip Flap books with numerals before assessment begins and make sure you have used the template before the assessment.

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

- Some students will need to dictate story and have teacher write their exact words. Have an example for students to view before starting a project.

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

- Some students can write sentences with their illustrations that retell the story.

Activity 3: Learning Centers

Note: While small groups of students are completing the performance-based assessment, other students will be completing learning center tasks for the week/unit. Move students in and out of the Small Group Assessment table.

- 1. Reading** - Students will choose from a selection of fiction and nonfiction books about bears and other animals to read.
- 2. Listening/Viewing Center**- Students will listen to and/or view and read along with [Bear Snores On](#) or [Corduroy](#).
- 3. Writing**- Students will create a 3 -4-page Flip Flap book to retell *Bear Snores On* or *Goldilocks and the Three Bears*. The teacher will offer prompting and support as students attempt to retell the story with a beginning, middle, and ending. Students will draw/scribble/write to convey the story. Students may dictate their words to a teacher and illustrate the pages. Note: This process will take more than one or two days for all students to complete.

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

 - Some students will need to dictate story and have teacher write their exact words or use illustrations to retell the story for themselves.

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

 - Some students can write sentences with their illustrations that retell the story.
- 4. Science /Discovery**- Students will sort [Animal Picture Cards](#) into categories (wild/pet, fur/feathers/scales, large/small, etc.).
- 5. Art** - Students paint pictures of bears and other animals in their habitats from National Geographic Kids: [Animal Coloring Pages](#). Display student work in the room and/or hallway.
- 6. Math** – Students create animals and their habitats with Playdough, shape cookie cutters (circle, triangle, square, rectangle), and other plastic tools.

7. Blocks - Students create “woods” and “homes” for animals using plastic animals, blocks, other props, and informational books that depict bears in their habitats.

8. Pocket Chart/Language - Students place story cards from **Handout 7.1: Going on a Bear Hunt Sequencing Cards** in order, to retell the story, *We’re Going on a Bear Hunt*. Students take turns using a pointer to retell the story. Encourage students to “read” from left to right and to use expression and enthusiasm when “reading”.

9. Free Choice Centers (available for students who have completed all other learning centers) Computer, Free art, Sand/Water table, Puzzles/Table toys, and/or Music.

For training or questions regarding this unit,
please contact:

exemplarunit@mdek12.org