

EXPLICIT INSTRUCTION GUIDE FOR Retelling with Story Elements
IN THE Comprehension READING STRAND

MATERIALS: Pocket chart, Officer Buckle and Gloria Book, Pictures from book, sentence strips

Set Context (WHAT) – Identify Strategy and Establish Purpose (WHY): (Include introductory statement about what students will be learning to do and a brief explanation of why or how the concept, process, skill, or strategy will be useful to them as readers)

Today, I will show how story elements can help me retell a story. Every story has four elements: characters, setting, problem, and solution. In the beginning of a story we learn about the characters and the setting. The characters are WHO the story is about and the setting is WHEN and WHERE the story happens or takes place. Toward the middle of the story there is a problem, something that goes wrong and needs to be solved. There can be more than one problem in a story. Finally, at the end of the story there is a solution. We learn how the problem is solved. Good readers think of story elements to help retell a story. Retelling a story helps us better understand and remember the story. (Place the story elements in the pocket chart as you discuss each element.)

Teacher Models/Demonstrates Strategy and Thinking (HOW): “I DO”: (Teacher talks through the task as he/she performs it, “think aloud”)

I’m going to read Officer Buckle and Gloria and then retell the story using these story elements. Read the story. Before I retell a story I need to think about the characters, the setting, the problems and solutions. In this story the characters are Officer Buckle, the police dog Gloria, Mrs. Topples the Principal, and the students. The setting is Napville School. The first problem was the students were not interested and listening to Officer Buckle when he came to talk to the students about safety. The solution was Gloria, the dog. Because Gloria acted out what Officer Buckle said the students were interested and listening to the safety speech. The next problem was Officer Buckle didn’t feel important when he realized the students were listening because of Gloria. The students didn’t listen to just Gloria either. The solution was they realized they were each important needed each other when giving a safety speech. (Insert the pictures next to the story elements as you tell about them.) Now I can retell the story. Mrs. Topples asks Officer Buckle to give a safety speech every year at Napville School. Officer Buckle tells his safety tips to the students at Napville School but the students do not listen and they still have many accidents. Then the police dept gets a new police dog, Gloria. Gloria goes with Officer Buckle to deliver his speech the next time to the students at Napville School. This time everyone is listening and enjoying the speech. The school has very few accidents. Then Officer Buckle sees the evening news and notices what Gloria is doing when he is speaking to the students. He decides he is not needed to give the speech to the students anymore because he thinks Gloria can give the speech herself. But the students don’t listen to just Gloria either. At the end of the story they realize that they need each other to give a great safety speech that students will listen to and obey safety rules.

Student Guided Practice: “WE DO” (Teacher and student(s) perform the task together)

Now pair share with your partner to take turns retelling Officer Buckle and Gloria.

Student Application: “YOU DO”: (Student(s) apply process or strategy; teacher monitors for transfer)

Practice retelling _____ (the students’ shared reading story, library book, guided reading book, etc.) using these story elements.

Observation and Data Collection: (Provide additional modeling based on observation. What data will you collect to determine student progress? Quantitative (measurable) and/or Qualitative (observable)

Do the students use the story elements to retell the story? Do they succinctly retell or do they go on and on or tell too little?

RELATED ACTIVITIES

Use a graphic organizer for students to record story elements.