Help your students' story telling abilities grow with this lesson that helps them recount what happened in a story and has them point out key details.

**Learning Objectives**

Students will be able to retell a story.

**Materials and Preparation**

- Books at each students' reading level
- Class set of the Star Graphic Organizer worksheet
- Class set of the Formative Assessment: Fictional Text Retell Checklist

**Key Terms**

**Attachments**

- PDF
  - Star Graphic Organizer
- PDF
  - Formative Assessment: Fictional Text Retell Checklist

**Introduction (10 minutes)**

- Draw a star on the board. In each of the star's five corners, write the following words: who, what, where, when, why (5 W's).
- Next to the star, write the 5 W's again so students can read them better.
- Choral read the 5 W's aloud as a whole group.
- Explain to the students that today they will be able to choose and read a choice story and use the 5 W's to figure out what is happening in the story.
- Help students choose a book at their reading level.

**Explicit Instruction/Teacher Modeling (5 minutes)**

- Explain to the students that they will be reading their story out loud to a teacher and then they will be retelling the story in their own words and answering some questions about the story.
- Ask students if they have any questions.
• **Beginning:**
  - Provide students with leveled readers in L1.

• **Intermediate:**
  - Provide simplified text at the appropriate level.
  - Encourage students to use word walls, bilingual glossaries, and dictionaries to figure out words in text.

**Guided Practice/Interactive Modeling (5 minutes)**

• Have students partner up and practice reading to each other while you are working with other students.

• **Beginning:**
  - Provide students with the Star Graphic Organizer worksheet to support comprehension.
  - Refer to the star on the board and the 5 W's to help students make connections.

• **Intermediate:**
  - Provide students with sentence stems, common phrases in text, and word banks to support comprehension.
  - Encourage students to summarize aloud to their partner after each sentence or short paragraph.

**Independent Working Time (15 minutes)**

• Take turns listening to each child read. After they have read the story, ask the students some guiding questions. Example: *What happened in the story? Who were the characters? Where did the story take place? What was your favorite part of the story? Why? What was your least favorite part of the story? Why?*

• **Beginning:**
  - Allow students to use simplified, leveled readers in L1.
  - Allow students to draw pictures of what happens in the beginning, middle, and end of the story and describe the events orally in L1, referring to Star Graphic Organizer worksheet for support.

• **Intermediate:**
  - Remind students to use the 5 W's when retelling the story to their partner.
  - Provide sentence stems with the 5 W's and connecting questions from the student's text to support student when sharing answers orally.

**Differentiation**

• **Enrichment:** Students can write down their answers to the guided questions or choose more than one story to read.

• **Support:** Students may have a story read out loud to them, or they may buddy up with another student to help them with the reading.

**Assessment (10 minutes)**

• Use the Formative Assessment: Fictional Text Retell Checklist to assess student's understanding of the story.

• **Beginning:**
  - Allow students to retell the story and answer questions in L1 to a teacher.

• **Intermediate:**
  - Ask students to retell the story in their own words to at least two peers.

Get more lesson plans at [https://www.education.com/lesson-plans/](https://www.education.com/lesson-plans/)
Review and Closing (10 minutes)

- Students may choose to share and talk about their book in front of the class.

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- **Beginning:**
- Write the following sentence stems and starters on the board and have students turn and talk to a partner sharing their response:
  - My favorite part of the story was.....
  - The part when ___ reminded me of ___.
  - A challenging word I learned was......

- **Intermediate:**
- Ask students to turn and talk to their partners, using the following paragraph frame as a guide:
  - The story I read was about ____. First, ____. Next, ____. Finally, ____. I learned __.