

Lesson Skill: Story retelling using creative dramatics

Strand Oral Language, Reading

SOL K.1, K.9

1.1, 1.9

2.1, 2.8

Materials

- Familiar story book
- Chart paper
- Markers
- Prop box with props related to story book
- Creative Story Retelling Rubric (attached)
- Video recorder, if available

Lesson

1. Review the importance of sequencing events related to everyday life. For example, “What would happen if I went into the kitchen, took the milk out of the refrigerator and poured the milk onto the counter? What did I forget? Yes, I forgot the glass.” Demonstrate by selecting a student to put on a backpack and then a coat. “What’s wrong?”—The proper sequence wasn’t used.
2. Talk about the importance of doing things in the proper sequence. Tell students that good readers are able to identify the sequence of events while they are reading and that this strategy helps them understand the story and remember the events.
3. Pair students, then read a familiar story identifying the beginning, middle, and end. As the story is read, stop at predetermined places, and have student pairs answer the question, “What event is occurring?” Remind students to speak in complete sentences when they talk to their partners.
4. Record the responses on chart paper under the heading Beginning, Middle, or End, and repeat the process until the story is finished. Review the chart paper to ensure all major events are listed and are placed under the appropriate heading.
5. Have students work with their partners to retell the events of the story in sequence. Remind students to speak in complete sentences.
6. Allow students to choose props from the prop box to aid in their retelling of the story. Have students practice retelling the story using their chosen props. Record students’ creative retelling, and review the video with them.

Strategies for Differentiation

- During the introduction to the lesson, use pictures or role-play to determine the sequence of the activity.
- Match a series of pictures with a corresponding sequence of words.
- Use a narrative with a related set of pictures for students to sequence.
- Order the pictures that go with the related sentences that were read aloud and that use sequential terms: first, second, last; first, then, next.

ONGOING

As students become more accustomed to being videotaped, have them evaluate their story retelling using the attached rubric.

Creative Story Retelling Rubric

Student Name _____

Date _____

Title of book _____

Author _____

Criteria	Some of the time	Most of the time	All of the time
Did you participate?			
Did you speak in complete sentences?			
Were the events in logical order?			

If you did a good job, draw a happy face:

If you could improve, draw a picture of how you would improve: