

# Sequencing and Retelling a Story: A Letter to Amy (1<sup>st</sup> Grade)

**Date**

August 6, 2002

## Unit Overview

**Title**

Sequencing and Retelling a Story: *A Letter to Amy*

**Focus Questions**

Why is it important to put events in the right order when retelling a story?

**Unit Summary**

Students will use Shared, Guided and Independent reading techniques to read the Spotlight on Literacy text, *A Letter to Amy*.

Students will use sequencing and retelling skills to develop and demonstrate comprehension.

**Subject Area(s):** Reading

**Grade Level:** 1<sup>st</sup> Grade

**Standards**

Essential Academic Learning Requirements:

Reading 2.1 Comprehend important ideas and details.

Reading 2.2 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas.

KSD Curriculum Frameworks (or SLOs):

Retell and recount stories and sequence 3 or 4 incidents accurately.

Retell sequence of activity.

KSD Technology:

Students will insert information into a template.

Students will type text into a word processing document.

Students will be introduced to file and folder organization on the server and will practice (with assistance) opening and saving files and applications to and from the server.

**Learning Outcomes**

Students will identify characters, setting, and plot.

Students will accurately sequence 4 or more events in a story.

Students will use picture clues to accurately retell a story with a clear beginning, middle, and end.

**Unit Scope and Sequence**

Pre-reading: building a background.

Shared reading of text: discuss character, setting, plot.

Guided reading: focus on logical sequence.

Student practice: sequencing story pictures.

Independent reading practice.

Student assessment: attach text to pictures to retell story, identifying characters, setting, and plot.



**Student Assessment**

Students' ability to sequence events in the text will be evaluated when they sequence illustrations inserted into PowerPoint slide show frames.


Students' ability to accurately retell the story (including character, setting, beginning, middle, and end) will be evaluated when they independently add text to describe the illustration frames of an accurately sequenced PowerPoint slide show.

See *Student Self-Evaluation*.

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<b>Unit Implementation</b>		
<b>Instructional Strategies</b>	<b>Grouping Options</b>	<b>Scaffolds</b>
Pre-reading: Teacher builds background by taking a “picture walk” through the story, <i>A Letter to Amy</i> , predicting events. Discuss the many ways we send and receive messages.	Whole group instruction	Macmillan/McGraw-Hill Spotlight on Literacy Level 5 Unit 2 Teacher’s Planning Guide, p.232E
Shared Reading: Teacher reads text aloud. Group discusses character, setting, and plot.	Whole group instruction	Macmillan/McGraw-Hill Spotlight on Literacy Level5 Unit 2 text, <i>A Letter to Amy</i> , by Ezra Jack Keats.
Guided Reading: Teacher meets with small groups to read text, focusing on the logical sequence of events in the story.	Ability based groups of 3 – 5 students	
Teacher models retrieval of PowerPoint template and operations needed to sequence frames. (Use slide sorter view.) Model saving document in student’s folder. Use projection device.	Whole group or small group, classroom or lab setting.	<p>PowerPoint for, <i>A Letter to Amy</i>, student activity</p> <p style="text-align: center;"> Retell PowerPoint</p> <p>Example of correctly sequenced PowerPoint for, <i>A Letter to Amy</i></p> <p style="text-align: center;"> Student Self-Eval Correct Sequencing</p> <p><i>Note: Clicking on these links will open a “kiosk” view of the PowerPoint presentations.</i></p> <p>To use each: Double-click on above link. When opened, right-click on “Edit Slides.” The template will appear. For this activity, choose the slide sorter view (all slides showing).</p>
Students independently sequence illustrations from the text scanned into PowerPoint slide show frames.	Options – <ul style="list-style-type: none"> <li>- independently, in a lab setting</li> <li>- independently on classroom computer</li> <li>- in pairs on classroom computer</li> </ul>	
Independent reading practice: Students re-read text and then practice oral retelling, following the text illustrations.	Co-operative pairs of students	
Teacher again models retrieval of PowerPoint and then insertion of text to identify illustrations. Again, model saving document. Use projection device.	Whole group or small group, classroom or lab setting.	<p>PowerPoint for, <i>A Letter to Amy</i> (see <i>Student Self-Eval Correct Sequencing</i> linked above.)</p> <p><i>(See directions above for using PowerPoint presentation from this plan.)</i></p>

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Teacher introduces rubric.	Whole group instruction	
Students retrieve their PowerPoint slide show and independently insert text in appropriate places to retell the story, <i>A Letter to Amy</i> , identifying character, setting, and plot.	Options – <ul style="list-style-type: none"> <li>- independently, in a lab setting</li> <li>- independently on classroom computer</li> <li>- in pairs on classroom computer</li> </ul>	Student Self-evaluation tool   Retell Rubric
<b>Accommodation Options</b>		
ELL / IP Students	Students may listen to <i>A Letter to Amy</i> on tape. Students may be paired with a parent or cross-age tutor, or work one-on-one with teacher to discuss story events and sequence. Students may be paired with a capable student for assistance in completing computer tasks. Students may insert sound objects (orally identify illustrations) instead of text.	
Highly-Capable Students	Following the above model, students can scan illustrations from other independently read books, create a slide show, and make a presentation to classmates.	
<b>Management/Organization Tips</b>		
Independent computer work can be completed during Independent or Guided Reading (reading groups) time. Keep a check-off sheet of who uses the computer next. Assign a capable student who has already completed the project to be “Monitor”. This child can be available to provide technology assistance to other students when needed.		
<b>Approximate Time Needed</b> (Example: 45 minutes, 4 hours, 1 year, etc.)		
5 –7 days, minimum of 45 minutes per day		
<b>Prerequisite Skills</b>		
<ul style="list-style-type: none"> <li>- early reading readiness skills</li> <li>- basic knowledge of computer keyboard</li> <li>- prior exposure to opening files and saving work</li> </ul>		
<b>Materials and Resources Required for Unit</b>		
Adopted Print Materials: Macmillan/McGraw-Hill Spotlight on Literacy Level 5 Unit 2 <i>A Letter to Amy</i> Adopted and other Audio/Visual: Macmillan/McGraw-Hill Spotlight on Literacy Level 5 Unit 2 audio tape Supplemental Resources (including Internet resources): none Supplies: classroom set of adopted print materials Technology – Hardware (Click boxes of all equipment needed.)		
<input checked="" type="checkbox"/> Computer(s)	<input type="checkbox"/> VCR	<input checked="" type="checkbox"/> Projection System
<input checked="" type="checkbox"/> Printer	<input type="checkbox"/> Video Camera	<input type="checkbox"/> Camera
Technology – Software (Click boxes of all software needed.)		
<input checked="" type="checkbox"/> Microsoft Word	<input type="checkbox"/> Microsoft Front Page	<input type="checkbox"/> KidPix
<input checked="" type="checkbox"/> Microsoft PowerPoint	<input type="checkbox"/> SchoolKIT	<input type="checkbox"/> Clicker 4
<b>Optional Technology Extensions</b>	Students can save their PowerPoint slide shows in personal folders – a computer portfolio. Students can print and display slide shows. Completed slide shows can be posted on a classroom web page. Students can use slide shows (use projector) as a visual aid to orally retell story to an audience.	

## Sequencing and Retelling a Story: A Letter to Amy (1<sup>st</sup> Grade)

<b>Key Word Search</b>	Sequencing, retelling, reading
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