Five-Finger Story Retell

Teacher		**Class**	Grade 1
Subject	ELA	**Topic**	Retelling stories
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to retell a story with key details and its lesson. They use five fingers to retell the Bears Story to a partner.

Curriculum links

- CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson. [1]
- CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. [1]

Learning objectives

- Students will retell a story with key details and its lesson.
- Students will describe characters, settings, and major events in order.
- Students will use first, next, then, and finally in own words.

Success criteria

- I can tell who, where, what happened, and the lesson.
- I can retell in order with first, next, then, finally.
- I can use my own words in a shorter retell.

What students already know

Ask: Who can tell me one story you heard before? What was one big thing that happened in it?

Key words

retell	to say a story again in your own shorter words [7]
characters	the people or animals who are in a story [1]
setting	where and when a story happens [7]
problem	the big trouble in a story that needs to be fixed [5]
lesson	what a story teaches us to do or not do [1]

Materials

- Short picture book with The Bears Story paragraphs 1-3
- Large hand chart with 5 parts
- Small hand outlines, one per student
- Slides 1-4, 7-8, 10, 12
- Video clip 4 Five-Finger Retell (0:00-4:30) on Slide 8
- Worksheet page 4 copies
- Crayons

Before the lesson

- Print Worksheet page 4, one per student, and small hand outlines
- Put up large hand chart where all can see it
- Test Slides 1-4, 7-8, 10, 12 and Video clip 4 (0:00-4:30) sound and image
- Set desks for pairs with crayons ready

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Lesson outline

0–8 min **Starter** 8 min · Whole class

Spark interest in retelling and recall loved stories.

YOU DO

1. Show Slide 1: Retell a Story! Tell big parts and lesson.
2. Say the hook while holding up your hand: Hold up your hand — can five fingers hold a whole story? Let's try it!
3. Show Slide 2 question: What story do you love? Have students turn to a neighbor for 1 minute.
4. Call on 2 students to name who was in their story and where it happened.

STUDENTS DO

1. Hold up hands and wiggle five fingers.
2. Tell a partner one favorite story in 2-3 sentences.
3. Listen and share who and where with the class.

Say: Hold up your hand — can five fingers hold a whole story? Let's try it! Today we will learn to tell the big parts of a story and the lesson. Tell your partner one story you love.

Ask: When you tell about a story, what big parts do you tell? (Who was in it, where it happened, what happened.) · Do good tellers say every tiny word? (No, they tell big parts in own words, shorter [7].)

Check understanding: Thumbs up if you can name one story you love. If many cannot, give an example: I love the Bears Story.

Support: Let shy students just say the title and point to who in a picture. **Stretch:** Ask ready students to add one big event and why they liked it.

Use: Slides 1-2

8–20 min **Teaching** 12 min · Whole class

Model a strong retell with key details in order and the lesson.

YOU DO

1. Show Slide 3 photo of teacher reading aloud and remind: We listen for who, where, and what happens.
2. Read aloud The Bears Story paragraphs 1-3 slowly, showing pictures if available.
3. Show Slide 4 cards: Who - Tell who was in it, Where - Tell where it happened, What - Tell big problem and events, Lesson - Tell what we learn.
4. Model touching each finger on large hand chart while retelling in order using Slide 7 steps [3].

STUDENTS DO

1. Listen close and follow pictures during read-aloud.
2. Copy finger touches with teacher and repeat order words: first, next, then, finally.
3. Say the lesson together: respect others' homes.

Say: A good retell tells who, where, the big problem and events, and the lesson. We tell it in order with first, next, then, finally. It is shorter than the story and uses our own words.

Worked example: My five-finger retell: First: who and where - Three bears left home while hot porridge cooled. A girl came to their house. Next: big problem - First she tasted porridge. Next she sat on chairs. Then: what happened - Then she slept in the small bed. Finally: ending and lesson - Finally the bears came home. The girl woke up and ran away. She learned to respect others' homes. I described characters, settings, and major events using key details [1] and included the problem and resolution [4] in sequence with time-order words [7].

Ask: Who and where in this story? (Three bears and a girl, at the bears house.) · What words help us tell it in order? (First, next, then, and finally [7].) · What did the girl learn at the end? (She learned to respect others' homes, the central message [1].)

Check understanding: Hold up 1-5 fingers to show how many parts you heard. Reteach any missing part with the chart if scores are low.

Support: Let students point to pictures in the book while you prompt with who, where, and what happened questions [1]. **Stretch:** Ask ready students why the girl acted that way and how it connects to the lesson.

Use: Slides 3-4, 7

20–30 min **Guided practice** 10 min · Whole class

Practice the five-finger parts together with a video model.

YOU DO

1. Show Slide 8: Five fingers help - Show five fingers - Say parts aloud.
2. Play Video clip 4 (0:00-4:30) and pause after each finger to repeat.
3. Lead class to touch thumb to pinky for characters, setting, problem, events in order, solution [3].
4. Have class finish together with the main point of the story [5].

STUDENTS DO

1. Watch the video and hold up five fingers.
2. Touch each finger with teacher and say its part for the Bears Story.
3. Chant order words together: first, next, then, finally.

Say: Watch and copy. Each finger holds one part. We touch each finger and say that part aloud. At the end we tell what we learn.

Ask: Which finger tells the big problem? (Third finger, after who and where.) · How do we end our retell? (Tell how the big problem was solved and the main point [5].)

Check understanding: All hold up hands and say parts without the chart. If mixed up, replay last 30 seconds and repeat together.

Support: Let students copy your motions and repeat short phrases together before trying alone. **Stretch:** Have ready students add how the bears felt at the end and why.

Use: Slide 8, Video clip 4 (0:00-4:30)

30–50 min **Main activity** 20 min · Pairs

Retell the Bears Story with key details and lesson to a partner.

YOU DO

1. Hand out small hand outlines and Worksheet page 4 and crayons.
2. Reread paragraphs 1-3 once more while students point to beginning, middle, end boxes.
3. Remind: Great retells are shorter! You use your own words for big parts only. Tell with first, next, then, finally.
4. Send pairs to retell: Partner A tells with fingers, Partner B gives thumbs-up for who, where, what happened, how it ended, then switch.

STUDENTS DO

1. Draw beginning, middle, and end with characters and setting, problem and solution [5].
2. Retell to partner touching each finger, keeping retell shorter than the story [7].
3. Listen as if to a friend who does not know it and organize it so it is understandable [3][4].

Say: Draw one quick picture for beginning, middle, and end on Worksheet page 4. Then use your hand to tell the story to your partner. Touch each finger, use first, next, then, finally, and finish with the lesson.

Worked example: Beginning box: house with three bears and porridge. Middle box: girl tasting, sitting, sleeping. End box: bears home, girl running. Partner retell: First, three bears left home. Next, a girl came in and tasted and sat. Then, she slept in the small bed. Finally, the bears came home and she ran away. The lesson is to respect others' homes.

Ask: What will you tell for Then? (What happened in the middle, in order [3].) · What must be in your last finger? (How the problem was solved and the lesson [5][1].)

Check understanding: Listen to 3 pairs and note main characters, setting, big problem, events, solution, main point [5]. If parts missing, ask about the omitted part and have them find it in pictures [4].

Support: Let students point to pictures in the book while the teacher prompts with who, where, and what happened questions [1]. **Stretch:** Have students explain why a character acted that way and connect it to the lesson.

Use: Worksheet page 4

50–60 min **Plenary** 10 min · Whole class

Review what makes a strong retell and check the lesson.

YOU DO

1. Show Slide 10: Great retells are shorter! You use your own words for big parts only.
2. Invite 2 students to give 30-second retells with hand to the class.
3. Show Slide 12 Quick quiz and ask all to answer together.
4. Close by having all say: The story is about... The lesson is...

STUDENTS DO

1. Hold up hearts or hands and say story and lesson.
2. Answer quiz together: My own, First, Lesson.
3. Show thumbs-up for I can statements.

Say: Great retells are shorter! We use our own words for big parts only. Tell the story in order and end with what we learn. Show me your five fingers one last time.

Ask: Tell story in whose words? (My own.) · What do we tell at the end? (Lesson.)

Check understanding: Use Slide 12 answers to spot gaps. If many miss order or lesson, model once more with fingers.

Support: Offer two lesson choices with pictures so students can pick which main point fits best [5]. **Stretch:** Have ready students tell how they would act on that lesson at school.

Use: Slides 10, 12

Common mistakes

Mistake	How to spot it	How to fix it
Retelling every tiny detail word-for-word	Very long retell that copies sentences	Remind that a retell is shorter than the story and uses own words for big parts only [7].
Telling events out of order	Middle events told before beginning or mixed up	Point left to right and rebuild with first, next, then, finally to keep sequence [3][7].
Leaving out how it ended and the lesson	Stops after what happened with no solution or message	Add how the big problem was solved and the main point to show the central message [5][1].

Support

- Let students point to pictures in the book while the teacher prompts with who, where, and what happened questions [1].
- Give sentence starters: The characters are... The problem was... Then... At the end...
- Leave book open to key pages so students can match pictures to what they heard [4].

Stretch

- Have students explain why a character acted that way and connect it to the lesson.
- Have the listener ask one question about a missing detail, and the teller adds it.
- Have students compare the adventures of two characters and tell how each learned the lesson [1].

For the LSE or teaching assistant

Stay with target pairs in main activity, prompt finger-by-finger and help point to Worksheet page 4 pictures for who, where, and ending.

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Check for understanding

Question	Answer
Tell the Bears Story in whose words?	My own
What word starts your retell of who and where?	First
What do you tell at the end of your retell?	How it ended and the lesson: respect others' homes

Homework

Tell the Bears Story to family using your hand and say the lesson.

Sources

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