Tell It Again: Bears Story Retell

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

Students learn to retell big parts first to last. They tell a familiar bears story to a partner.

Curriculum links

- With prompting and support, retell familiar stories, including key details.

Learning objectives

- Students will retell a familiar bears story with prompting and support.
- Students will name who, where, and big events in order.
- Students will use first, next, then for beginning, middle, and end.

Success criteria

- I can tell big parts of the story in order.
- I can say who was there and where it was.
- I can use first, next, then when I tell.

What students already know

Show cover of familiar bears book. Ask: Who remembers who was in this story? Who remembers one big thing that happened?

Key words

retell	say a story again in your own words [1]
characters	who is in a story [1]
setting	where and when a story happens [1]
first	word for what happens at the start [1]
end	last part of a story [1]

Materials

- familiar picture book about three bears and a girl
- carpet squares
- Slides 1-4, 6-7, 9-11
- Video clip 1 Retelling practice (0:00-1:07) on Slide 6
- Worksheet page 1 copies for Put in order: Put these story steps in order with The Bears and the Girl passage paragraphs 1-3

Before the lesson

- Print Worksheet page 1 for Put in order: Put these story steps in order, one per pair, with passage paragraphs 1-3 readable.
- Test Slides 1-4, 6-7, 9-11 and Video clip 1 (0:00-1:07) with sound.
- Set carpet squares in pairs on rug and put familiar picture book where all can see.

Lesson outline

0–10 min **Starter** 10 min · Whole class

Spark interest in retelling and recall who and one big event from the bears story.

YOU DO

1. Welcome class to rug and show Slide 1: Tell It Again! Retell favorite stories.
2. Say the hook and invite turn-and-talk: Turn to your partner! Can you tell them our story like you are the teacher?
3. Show Slide 2 and read big idea: A retell tells big parts first to last.
4. Ask who remembers the bears story and praise any who, where, or what answers.

STUDENTS DO

1. Sit on carpet squares and look at title slide.
2. Turn to partner and try one sentence about the bears story.
3. Listen to big idea and repeat: big parts first to last.

Say: Today we will tell our story again without reading every word. A retell tells big parts first to last. Turn to your partner! Can you tell them our story like you are the teacher?

Ask: What do we tell when we retell? (The big parts, the most important parts, first to last [1].) · Who was in our bears story? (Girl and three bears.)

Check understanding: Thumbs up if you can name who was in it. If many are unsure, show book cover and name Girl and three bears together.

Support: Let students point to book cover characters while naming. **Stretch:** Ask ready students to add where it was: At the bears' house.

Use: Slides 1-2

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10–20 min **Teaching** 10 min · Whole class

Model how to retell beginning, middle, and end with who, where, and time-order words.

YOU DO

1. Read aloud Worksheet page 1 Put in order: Put these story steps in order passage paragraph 1: Three bears live in a house in the woods. They go for a walk while their soup cools.
2. Show Slide 3 steps and Slide 4 fact, then model retell using first, next, then [1].
3. Show Slide 7: Three bears go out. Warm food waits. and Slide 10 cards for Who, Where, What.
4. Think aloud that a retelling is shorter than the story and leaves out small details [1].

STUDENTS DO

1. Listen to paragraphs 1-3 read aloud and look at book pictures.
2. Repeat time-order words first, next, then, finally with motions.
3. Echo the short retell sentence by sentence.

Say: To retell means to tell the most important parts of a story from beginning to end [1]. We name who was there, say where it was, and tell first, next, then and how it ends. Retells are short! Tell big parts only.

Worked example: My retell: First, three bears live in a house in the woods. They go out while soup cools. Next, a little girl comes in. She tastes the soup. She tries the chairs. Then she sleeps in the little bed. Finally, the bears come home. The girl wakes up. She runs away fast. That names who, where, and big events in order [1].

Ask: Where did our story happen? (At the bears' house, a house in the woods.) · What words help us tell first to last? (First, next, then, and finally [1].) · Do we tell every tiny word or big parts only? (Big parts only, a retell is shorter than the story [1].)

Check understanding: All point first-to-last in air while saying first, next, then. Reteach with Slide 3 if order is mixed.

Support: Keep book open to 3 key pictures while modeling so students see each part. **Stretch:** Ask ready students to explain how the story begins, what happens in the middle, and how it ends [1].

Use: Slides 3-4, 7, 10, Worksheet page 1 Put in order: Put these story steps in order

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

Practice hearing who is there and what happens in a model retell.

YOU DO

1. Show Slide 6: Watch for who is there, Watch for what happens.
2. Play Video clip 1 (0:00-1:07) and pause to name who and what happened.
3. Lead circle retell: teacher starts First, then students add Next and Then.
4. Remind that retelling shows that you understand what you read [1].

STUDENTS DO

1. Watch video and call out who they saw and one big event.
2. Join circle retell by adding the next important part with support.
3. Point to pictures while talking to help remember.

Say: Watch for who is there. Watch for what happens. I will start, you finish! We tell the most important parts from beginning to end.

Worked example: Teacher: First, three bears go out. Students add: Next, the girl tastes and tries. Then, she sleeps. Finally, she runs away. Together this tells characters, setting, and main events [1].

Ask: Who did you hear about in the retell? (Girl and three bears.) · Did the retell go first to last? (Yes, beginning, middle, end in order [1].)

Check understanding: Ask each row to say one part: first, next, then. If stuck, show book pictures again to review the text once again if they have trouble recalling details [2].

Support: Show the book pictures again and let students look and point while they talk [2]. **Stretch:** Invite ready students to link two parts: First ___ Next ___.

Use: Slides 6, Video clip 1 (0:00–1:07)

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

Retell the familiar bears story to a partner with prompting and support.

YOU DO

1. Set pairs on carpet squares and give each pair Worksheet page 1 for Put in order: Put these story steps in order with passage paragraphs 1-3.
2. Show Slide 9 task: Point to pictures, Say first, next, then, Tell the end, Tell the bears' story to your partner.
3. Prompt as you walk: What happened here? Who was in it? Where did it happen?
4. Time 10 minutes per teller, then switch and remind to tell in own words, shorter than the story [1].

STUDENTS DO

1. Partner A tells the bears story pointing first to last while Partner B holds pictures and listens.
2. Switch roles so Partner B tells and Partner A listens and holds pictures.
3. Use first, next, then and name who and where with prompting.

Say: Point to pictures. Say first, next, then. Tell the end. Tell the bears' story to your partner. Partner A tells while Partner B holds the pictures, then you switch.

Worked example: Partner A points to paragraph 1 picture and says: First, bears go out. Points to paragraph 2 and says: Next, girl tastes soup, then tries chairs, then sleeps. Points to paragraph 3 and says: Finally, bears come home and girl runs fast. That tells Taste, sit, sleep, run in order.

Ask: Who was in it? Where did it happen? (Girl and three bears. At the bears' house [1].) · What happened first, next, then? (First bears go out, next girl tastes and tries, then sleeps, finally runs away.)

Check understanding: Listen to 3 pairs for who, where, and order. If missing parts, point to picture and ask What happened here?

Support: Let students look back at the pictures to review the text once again if they have trouble recalling details [2]. **Stretch:** The listening partner asks, Who was in it? and Where did it happen? to check for characters and setting [1].

Use: Slide 9, Worksheet page 1 Put in order: Put these story steps in order

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

Check that retells tell big parts, in order, with who and where.

YOU DO

1. Invite two pairs to tell 30-second retells to class, each child practices retelling a story to the class group [2].
2. Show Slide 10 cards: Who, Where, What and Slide 11 true-or-false lines.
3. Read each Slide 11 line and take thumbs up or down with fix-ups.
4. Close by linking back to success lines and giving home task.

STUDENTS DO

1. Two pairs perform short retells for class.
2. Vote thumbs up or down for each true-or-false line and fix the false ones.
3. Say what they can do now using I can lines.

Say: Retells tell every word. Only tell big parts. Retells go first to last. Beginning, middle, end. Retells tell who and where. Key details help us. Show thumbs up or down and help fix it!

Ask: Retells tell every word. True or false? (False. Only tell big parts [1].) · Retells go first to last. True or false? (True. Beginning, middle, end [1].) · Retells tell who and where. True or false? (True. Key details like characters and setting help us [1].)

Check understanding: Use Slide 11 votes to see who still thinks retell means every word. Reteach with short vs long example if needed.

Support: Hold up Who and Where cards as visual clues while students answer. **Stretch:** Ask ready students to fix a false retell by adding the missing key detail in own words.

Use: Slides 10-11

Common mistakes

Mistake	How to spot it	How to fix it
Telling every word instead of big parts only	Retell is long and copies book sentences word for word	Stop and model short retell that leaves out small details and keeps characters, setting, main events [1].
Telling events out of order	Student says end in middle or mixes next and then	Point first to last and practice with first, next, then, finally frames [1].
Leaving out who or where	Retell tells what happened but not Girl and three bears or At the bears' house	Show Who and Where cards and ask Who was in it? Where did it happen? [1]

Support

- Keep book or Worksheet page 1 Put in order: Put these story steps in order pictures visible for pointing and peeking.
- Use sentence frames First ___, Next ___, Then ___.

Stretch

- Add setting words for where and when the story happened [1].
- Tell beginning, middle, and end in two linked sentences with time-order words [1].

For the LSE or teaching assistant

Sit with pairs who need recall help. Point to each picture, ask What happened here, and echo their words to build full retell.

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Check for understanding

Question	Answer
What does it mean to retell?	Tell big parts again in own words first to last.
Tell our bears story: who, where, what happened first to last?	Girl and three bears at bears house; bears go out, girl tastes, sits, sleeps, then runs away.
Which words help us tell in order?	First, next, then, finally.

Homework

Tell the bears story to someone at home using first, next, then.

Sources

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