

Listening/Reading Comprehension Instructional Routine: Retelling the Main Events of a Story in Sequence

Preparation/Materials: a large copy of the stories, “The Hayloft in the Barn” and “Otters on the River” stories, a large copy of the completed story map for each story (use with a transparency or draw story map on a whiteboard or chart paper), markers, pictures of a hayloft, a barn, and an otter



- *Italicized sentences are what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Teacher or student slides finger under underlined letter(s) or word(s)



NOTE: If students are not familiar with story grammar elements, use the Kindergarten Story Grammar routine prior to this instructional routine. The teacher reads from the large copy of the stories and story map for this routine.

TEACHER EXPLAINS TASK

We are going to use a story map to retell the important events of a story in the correct order. This will help us better understand what we read.

TEACHER SETS UP TASK

This routine is an extension of the Kindergarten Story Grammar routine. It builds on the “The Hayloft in the Barn” and “Otters on the River” story maps by sequencing the main events for story retell. Display a large copy of the completed story map, picture of a barn and a hayloft, and “The Hayloft in the Barn” story. See end of routine for examples of these materials. Point to the story map.

This completed story map identifies the important parts of the story I am going to read. I will review the story map after reading the story.

*Point to the story’s title and the pictures as you model the think aloud. **The title of this story is “The Hayloft in the Barn.” The title of the story can give me a clue to what the story might be about. I know that a barn is a large building on a farm where animals live and where food for the animals is stored. Hay is used as a food for horses and cows. Hay is grass that has been cut, dried, and then stored in the hayloft in the barn. The hayloft is in a high place, usually just below the barn’s roof.***

Follow along as I read the story. Point to each word as you read aloud from the large copy of the story.

The Hayloft in the Barn

One morning, a little boy walked into the barn. He heard a meow. There must be a kitten in here. The boy looked in each barn stall but only saw the horses eating the hay. Nearby, he saw his dad milking the cows. Once again he heard a meow and wondered where it could be coming from. Then he thought the meows were coming from up above in the hayloft. He carried a very heavy ladder to reach the hayloft. He climbed the ladder carefully and crawled into the hayloft. There he found a tiny, cute gray kitten.

Now I will think about what happened in the beginning, middle, and end of the story. I will use this story map to retell the important story events in the correct order. *Model this think aloud by pointing to and reading the details on the story map.*

First, I’m going to think about the beginning of the story.

*Draw a box around the beginning to include character, setting, and problem. **We learn about the main character, where and when the story takes place, and the main character’s problem or goal. In this story, the main character is a boy. The setting is one morning in a barn. The problem is that the boy wants to find the kitten.***

Then, in the middle of the story, the character takes steps to solve his problem. *Draw a box around the middle part. The boy looks in each stall. He carries a ladder to the hayloft. He climbs the ladder and crawls into the hayloft.*

Finally, at the end of the story, we learn if the character solves his problem or not. *Draw a box around the ending part. In the end, the boy finds the kitten.*

I have just retold the beginning, middle, and end of the story. I used the story map to retell the important events in the correct order.

EMPOWERING TEACHERS

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Point to the large copy of the story map. This story map identifies the important parts of the story. We will use it after reading the story.

Point to the title. Remember, the title of this story is “The Hayloft in the Barn.” The title of the story gives us a clue to what the story might be about. Display a picture of a hayloft and a barn.

What do we know about a hayloft and a barn? Accept all appropriate responses related to the title. Limit discussion to two minutes.

Now, listen and follow along as I read the story. Point to each word as you read aloud from the large copy of the story.

The Hayloft in the Barn

One morning a little boy walked into the barn. He heard a meow. There must be a kitten in here. The boy looked in each barn stall but only saw the horses eating the hay. Nearby, he saw his dad milking the cows. Once again, he heard a meow and wondered where it could be coming from. Then he thought the meows were coming from up above in the barn’s hayloft. He carried a very heavy ladder to reach the hayloft. He climbed the ladder carefully and crawled into the hayloft. There he found a tiny, cute gray kitten.

Let’s think about what happened in the beginning, middle, and end of the story. We will use this story map to retell the important story events in the correct order. Here is your own copy of the story map. Pass out story maps and markers to each student.

Model this think aloud by pointing to and reading the details from the beginning, middle and end of the story map.

We’re going to think about the beginning of the story. At first, we learn that the main character is a boy. The setting takes place one morning in a barn. The problem is that the boy wants to find the kitten.

Now, use your marker to draw a box around the beginning part of your story map to include the character, setting, and problem. Point to the box that was previously outlined on the large teacher story map.

What part did you just draw a box around on your story map?

- The box is around the beginning part of the story.

Let’s remind ourselves about the beginning of the story.

Who is the main character?

- The main character is a boy.

Where and when is the setting of the story?

- The setting is one morning in a barn.

What is the problem in the story?

- The problem is that the boy wants to find the kitten.

Now, we can retell the beginning of the story.

The story is about a boy who wants to find a kitten. The story takes place in the morning in a barn.

Say it with me.

- The story is about a boy who wants to find a kitten. The story takes place in the morning in a barn.

Then, in the middle of the story, the boy takes steps to solve his problem. He looks in each stall. He carries a ladder to the hayloft. He climbs the ladder and crawls into the hayloft.

Now, draw a box around the middle part of your story map to include the steps the boy takes to solve the problem.

Point to the box that was previously outlined on the large teacher story map.

What part did you draw a box around on your story map?

- The box is around the middle part of the story.

Let’s remind ourselves about the middle of the story by telling the steps the boy takes to solve his problem.

Where does he look?

- He looks in each stall.

What does he carry?

- He carries a ladder to the hayloft.

Where does he climb?

- He climbs the ladder and crawls into the hayloft.

Now, we can retell the middle of the story.

EMPOWERING TEACHERS

TEACHER & STUDENTS PRACTICE TASK TOGETHER (continued)

The boy looks in each stall for the kitten. Then he climbs the ladder and crawls into the hayloft.

Say it with me.

- The boy looks in each stall for the kitten. Then he climbs the ladder and crawls into the hayloft.

Finally, at the end of the story, the boy solves his problem when he finds the kitten.

Draw a box around the end part of your story map to include how the boy solves his problem. *Point to the box that was previously outlined on the large teacher story map.*

What part did you draw a box around on your story map?

- The box is around the end part of the story.

Let's remind ourselves about the end of the story.

What does the boy find at the end?

- The boy finds the cute kitten.

Now, we can retell the end of the story.

At the end of the story, the boy finds the cute kitten.

Say it with me.

- At the end of the story the boy finds the cute kitten.

Great job. We retold the beginning, middle, and end of the story. We used the story map to retell the important events in the correct order.

STUDENTS PRACTICE TASK

Display a large copy of "Otters on the River" and a large copy of the story map. Now it is your turn to use a story map to help you retell a story. Look at the title of this story. The title can give a clue to what the story might be about. The title of this story is "Otters on the River." Display a picture of an otter.

What do you know about a river?

What do you know about otters and where they live?

Accept all appropriate responses. Limit discussion to two minutes.

Now, listen and follow along as I read the story. *Point to each word as you read aloud from the large copy of the story.*

Otters on the River

Last weekend Sally went to a river. She played with her cousins in the water and on the rocks. Sally saw a rocky ledge on the other side of the river. Sometimes otters live under a rocky ledge. She had never seen a real live otter before. She was hoping to see an otter today. So when her cousins went to the house for lunch, she just sat on a large rock and quietly watched the rocky ledge. Sally was careful not to make a noise. Then, not just one otter, but two otters swam by! What an exciting day!

Think about what happened in the beginning, middle, and end of the story. You will use the completed story map to retell the important story events in the correct order. Here is your copy of the story map. *Pass out a story map to each student.*

In the beginning of the story we learn that the main character is Sally. The setting is last weekend near a river and Sally's goal is to see an otter.

What parts do we include for the beginning of the story?

The beginning of the story includes the character, setting, and the problem.

Draw a box around the beginning part on your story map and I'll do the same on mine.

Use your story map to retell the beginning of the story.

Sally is the main character.

The setting is last weekend on a river.

Sally wants to see an otter.

Then, in the middle of the story, Sally takes steps to reach her goal. She sat on a large rock. She quietly watched the rocky ledge. She was careful not to make a noise.

What parts do we include for the middle of the story?

The middle of the story includes the steps to reach the goal or solve the problem.

EMPOWERING TEACHERS

STUDENTS PRACTICE TASK (continued)

Draw a box around the middle part on your story map and I'll do the same on mine.

Use your story map to retell the middle of the story.

She sat on a large rock.

She quietly watched the rocky ledge.

She was careful not to make a noise.

Finally, at the end of the story, Sally saw not one, but two otters swim by.

What parts do we include for the end part of the story?

The end of the story includes the goal that is reached or the problem that is solved.

Draw a box around the end part on your story map and I'll do the same on mine.

Use your story map to retell the end of the story.

Sally saw two otters swim by.

Wow! You told the beginning, middle, and end of that story! You used a story map to help you retell the important events in the correct order!

INDEPENDENT PRACTICE

When students consistently identify the different parts of a story, provide individual turns using other explicit passages. Call on students in an unpredictable order, calling more frequently on students who made errors.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are correctly identifying the story grammar elements. If students are experiencing difficulty with this concept, teach one story element at a time and/or have students copy your words and draw a picture for this one story element. If students are unable to retell events in the correct sequence, prompt with questions such as, "What happened first, what happened next, what happened at the end?" If necessary during student

SCAFFOLDING SUGGESTION FOR ERRORS

practice, prompt students with explicit questions about beginning, middle, and end, such as, "Who was the main character? Where and when was the setting? What was the character's problem?"

Adaptations using this Instructional Routine:

- Have students draw a picture and/or write to show an understanding of one story grammar element. Once the students are successful with one story grammar element, increase the number of elements to be depicted.
- Have students explain their drawing to the teacher to reinforce their understanding of the story grammar element.
- Have students retell the entire story to the teacher or to the class using their own completed story map or their drawing of the story grammar elements on a story map.
- Apply the strategies presented in this routine to other stories throughout the day. Remind students that the elements of story grammar will help them to better understand the stories they read.

For further independent practice, refer to the following Kindergarten and First Grade FCRR Student Center Activities at http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf

- C.009
- C.010
- C.011
- C.012
- C.014

The Hayloft in the Barn

One morning a little boy walked into the barn. He heard a meow. There must be a kitten in here. The boy looked in each barn stall but only saw the horses eating the hay. Nearby, he saw his dad milking the cows. Once again, he heard a meow and wondered where it could be coming from. Then he thought the meows were coming from up above in the barn's hayloft. He carried a very heavy ladder to reach the hayloft. He climbed the ladder carefully and crawled into the hayloft. There he found a tiny, cute gray kitten.

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EMPOWERING TEACHERS



Note: This story is well suited for narrative texts. If the story has a moral or a theme, include these features. Depending on the structure of the story, the teacher may wish to create their own story map.

Title: The Hayloft in the Barn

MAIN CHARACTER



The boy is the main character

SETTING



The setting is one morning in a barn.



PROBLEM or GOAL

The boy wants to find the kitten.



EVENTS or STEPS *(Important events or steps to solve the problem or reach the goal)*

He looks in each stall.
He carries a ladder.
He crawls into the hayloft.

END

ENDING *(The problem is solved or the goal is reached)*

The boy finds the kitten.

EMPOWERING TEACHERS



Note: This story is well suited for narrative texts. If the story has a moral or a theme, include these features. Depending on the structure of the story, the teacher may wish to create their own story map.

Title: Otters on the River

MAIN CHARACTER



Sally is the main character

SETTING



The setting is last weekend on a river.



PROBLEM or GOAL

Sally wants to see an otter.



EVENTS or STEPS *(Important events or steps to solve the problem or reach the goal)*

She climbed on a large rock.
She quietly watches the rocky ledge.
She was careful not to make a noise.

END

ENDING *(The problem is solved or the goal is reached)*


Sally saw two otters swim by.


EMPOWERING TEACHERS



Note: *This story is well suited for narrative texts. If the story has a moral or a theme, include these features. Depending on the structure of the story, the teacher may wish to create their own story map.*

Title: _____


	MAIN CHARACTER
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	SETTING
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	PROBLEM or GOAL
--	--------------------------------



	EVENTS or STEPS <i>(Important events or steps to solve the problem or reach the goal)</i>
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END	ENDING <i>(The problem is solved or the goal is reached)</i>
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