

Lesson Plan Template

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Date:

Subject: English Language Arts

Grade: 6

Content: (Topic) English Language Arts 6	Teaching Instructional Strategies: Literacy strategy: Retelling
Outcomes: <u>CR6.2</u> Select and use appropriate strategies to construct meaning before (eg, considering what they know and need to know about topic), during (eg, making connections to prior knowledge and experiences), and after (eg, drawing conclusions) viewing, listening, and reading.	Indicators: (a) Before: Select and use a range of strategies before listening, reading, and viewing (b) During: Select and use a range of strategies to construct, monitor, and confirm meaning (c) After: Select and use a range of strategies to confirm and extend meaning
Prerequisite Learning: Have an understanding of how to relay information from a story to sequential ideas and events Be able to follow along while their teacher is reading and interpret images without text (identifying objects such as trees, birds, knowing/understanding characteristics of living things)	
Adaptive Dimension: This lesson plan is adapted for the needs of students who are visual and auditory learners The lesson is available online through YouTube so students are able to access it whenever they need	

Materials Needed/Preparation Laptop/projector (if in the classroom)	
Presentation: (1 minute) <p>Today I am going to teach you about retelling which means just how it sounds: the retelling of a story.</p> <p>But retelling is more than just regurgitating memorized facts from a book; it is meant to demonstrate comprehension of sequenced events that have taken place in the story. Retelling activates children's memories and engages children in the process of interpreting pictures. Most importantly, retelling involves wordless books, and have become more commonplace in middle years classrooms recently.</p> <p>Each educators' approach to retelling will vary, meaning, there is no right or wrong way to retell a story so long as the goal of retelling is achieved, then students will be able to synthesize the main idea (known as <i>sequencing</i>). This is done primarily by linking order of events using words such as <i>first</i>, <i>next</i>, <i>then</i>, and <i>last</i>. Again, retelling is best done with wordless picture books, but some teachers may use film for students to practice reading comprehension, inferencing, asking questions, and other literacy skills that come with the process of retelling.</p> <p>Set: https://www.youtube.com/watch?v=TWZcCgl5nCI</p> <p>Development: Please see: https://docs.google.com/document/d/1Cd26CB-</p>	Teaching Notes: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Closure: Students will be asked to choose a book from the class library to fill out the worksheet individually. Given the lack of available wordless picture books students can opt to watch a wordless film or be asked to check out a storybook but interpret the images without reading the text to the best of their ability. (It can be difficult not to read words if they are present on a page)</p> <p>http://www.awalkinthechalk.com/2017/02/teach-reading-comprehension-skills.html</p> <p>Extension: Retell a silent film: https://www.youtube.com/watch?v=B6uuIHpFkuo&t=252s</p> <p>Worksheet: https://docs.google.com/document/d/1Fn_ys3jceogUyMPUfOEjAEpQsMzPalLPzivdE1qsskk/edit?usp=sharing</p>

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