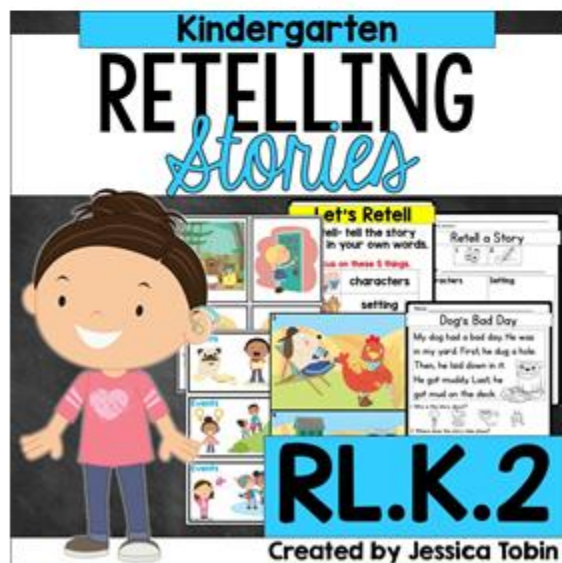


RL.K.2

This ELA unit provides resources to use while teaching the standard **RL.K.2**, which states that students will be able to...
“With prompting and support, retell familiar stories, including key details.”



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Small Group Activities

- These hands-on centers and activities are to be used during small group. The content is to be read aloud to students and guided through the steps in the activities.

Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

Mini Lessons

There are three mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

PK.2- lesson 1
I can retell a story.

Let's Retell
Retell- tell the story again in your own words.

Focus on these 5 things:
characters
setting

Retell Script

"I'm going to count down from ten partner. When you find your partner, you'll know when to start. You'll have 10-9-8-7-6-6-4-3-2-1-0."

Now that you're facing your partner, one picture strip at a time. The first character. Remember a character about. You're going to look at the picture strip one at a time, giving 5 seconds to explain why. Give correct or not.

"We're going to move on to setting where the story takes place. If you can't find a picture strip, you can use your own. There are lots of different pictures. You can use your own. Explain why, too."

"Show strips one at a time, giving 5 seconds to explain why. Give correct or not."

"Finally, we're going to retell the story. You'll have 10-9-8-7-6-6-4-3-2-1-0."

Setting

Characters

Events

Suggested Read Alouds

Kindergarten FOCUS: RETELLING A STORY	Card 1	Card 2
The Tiny Seed by Eric Carle	Knuffle by Mo Willems	What happens at the end of the story?
The Ant and the Grasshopper by Lull Gray	If You Give a Girl a Book by Laura Numeroff	What is the character's problem in the story?
Tops and Bottoms by Janet Stevens	Asop's Collection of	
The Very Hungry Caterpillar by Eric Carle	David Gets in Trouble by David Laing	

PK.2- lesson 2
I can retell a story.

Three Little Pigs Read Aloud

Once upon a time, there were three little pigs. Their mother said them out to live on their own. The first little pig was lazy and made a house out of straw. The second little pig worked a little harder and made a house out of sticks. While the first two pigs played, the third little pig spent a long time on his house. He built his house out of bricks because it would be strong. He wanted a sturdy house, so he worked hard.

The next day, a big bad wolf came to their house. He walked to the first house made of straw. He knocked on the door and said, "Little pig, little pig, let me in." The pig said, "No, not by the hair on my chinny-chin." So the wolf huffed and he puffed and blew the house down. The first little pig ran to his brother's stick house.

The wolf walked to the second house. He knocked on the door and said, "Little pig, little pig, let me in." The pig said, "No, not by the hair on my chinny-chin." So the wolf huffed and he puffed and blew the house down. The second little pig ran to his brother's brick house.

The wolf walked to the third house. He knocked on the door and said, "Little pig, little pig, let me in." The pig said, "No, not by the hair on my chinny-chin." So the wolf huffed and he puffed and blew the house down. The third little pig ran to his brother's brick house.

Little Red Hen Read Aloud

The Little Red Hen had an idea. She wanted to make bread, but she didn't have any of the ingredients. She had to go to the store to get some flour, eggs, and yeast.

First, she asked Miss Ducky. She said, "Miss Ducky, please help me plant this seed?" Miss Ducky said, "No! I'm busy." So, Little Red Hen went to the store.

Then, Little Red Hen needed to cut the grain. She would be hard work, so she asked Mr. Duck. "You help me cut this grain?" Little Red Hen said to Mr. Duck. "No, not by the hair on my chinny-chin." So, Little Red Hen went to the store.

Next, Little Red Hen needed to make the dough. This was a tough job, but she wanted to make bread. She asked Mrs. Duck. "Mrs. Duck, can you please help me with this?" Little Red Hen asked. "No! I'm busy." So, Little Red Hen went to the store.

Finally, it was time to use all her ingredients to make a delicious loaf of bread. When she started mixing ingredients in her kitchen, Miss Ducky, Mr. Duck, and Mrs. Duck showed up in her window. "Can we have some when you're done?" they asked Little Red Hen. "No! I need help mixing the ingredients on bread. Will you three come inside and help me knead?" she asked. "No! I'm busy." said Miss Ducky. "No! I'm busy." said Mrs. Duck. "No! I'm busy." said Mr. Duck. "At last, Little Red Hen's bread was finished. She pulled it out and smelled the delicious bread. She was so happy. And she hoped next time to have more help."

PK.2- lesson 3
I can retell a story.

Characters

Setting

Beginning

Middle

End

Problem/Solution

First...
Next...
Then...

1

2

3

4

5

6

The Little Red Hen

Characters

Setting

Beginning

Middle

End

Problem/Solution

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **small group activities** and **graphic organizers** to use with any read-aloud or independent practice text.

Name: _____

Hen's Chicks


Hen has ten chicks. She lost in the barn. First, she looked the pig. Then, she looked in the hay. There it was. It was

1. Who is the story about?

Name: _____

Dog's Bad Day

My dog had a bad day. He was in my yard. First, he dug a hole. Then, he laid down in it.



1. Who is the story about?

Name: _____

My Net

I have a net. I want to get a bug. I see the bug. I jump up high. I do it. I climb a tree. I get the bug.

1. Who is the story about?

Name: _____

The

Hal was on a hike in the woods. He saw a bear. The bear was big. He took a picture.

1. Who is the story about?

2. Where does the story take place?

3. What happens at the beginning?

4. What happens at the end?

Name: _____

The Kit

Ben's mom gave him a first aid kit. He was playing soccer. His friend got hurt. He was sad. He found his dad. He got a first aid kit.

1. Who is the story about?

2. Where does the story take place?

3. What is that character's problem?

4. How does the character fix the problem?

Ben's mom
 Ben
 at the park
 on the beach
 His friend got hurt.
 He is lost.
 He gets a first aid kit.
 He finds his dad.

Name: _____

Illustrate the answers.

Retell a Story

1.  2. 

Title: _____

Characters: _____

Setting: _____

Beginning Middle

Name: _____

Write what happens in the beginning, middle, and end.

Retell a Story

1.  2. 

Title: _____

In the beginning, _____



In the middle, _____

In the end, _____

Name: _____

Write the answers to retell the story.

Retell a Story

1.  2. 

Title: _____

Characters: _____

Setting: _____

Name: _____

Read a story in class, then illustrate what happens first, next, then, and last.

Retelling Events in Order

1.  2. 



First... _____

Next... _____

Name: _____

Draw the character's problem. Then draw the character's solution.

Retelling the Problem

1.  2. 

Title: _____



Problem: _____

Solution: _____

Name: _____

Illustrate, then write the problem and solution.

Retelling the Problem

1.  2. 

Problem: _____

Solution: _____

Instructional Passages

Graphic Organizers

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **small group activities** and **graphic organizers** to use with any read-aloud or independent practice text.

Small Group Activities

Small Group Activity 1: Read the easy reader together, then verbally discuss answers.

Why My



I look on
She is

Small Group Activity 1: Read the easy reader together, then verbally discuss answers.



I look on
She is

Small Group Activity 1: Read the easy reader together, then verbally discuss answers.



I have a go
She likes to
I will look in

Small Group Activity 1: Read the easy reader together, then verbally discuss answers.

What happens at the end of the story?

Small Group Activity 2: Listen to the teacher's stories, then put the cards in order.

Little Red

There once was a little girl who wore a red cloak, so she was called Little Red Riding Hood. One day, she wanted to visit her grandmother and took a basket of food to her. On her way, she met a wolf. The wolf was very hungry and he wanted to eat her. Little Red Riding Hood was very scared and she ran away. The wolf followed her and he ate her.



Small Group Activity 2: Listen to the teacher's stories, then put the cards in order.

The Gingerbread Man

Once upon a time, there was a little old woman and a little old man. The little old woman made a big batch of gingerbread dough. She rolled out the dough with a rolling pin, cut it out in the shape of a man, and put it in the oven. When she pulled the gingerbread man out of the oven, the gingerbread man jumped off the pan. He ran right out the door. The little old man and the little old woman chased after him. All the gingerbread man could say was, "Run, run, as fast as you can. You can't catch me. I'm the gingerbread man."

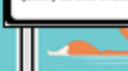
The gingerbread man ran through the backyard. A pig saw the gingerbread man and yelled, "Stop!" The gingerbread man kept on running and singing his song. "Run, run, as fast as you can. You can't catch me. I'm the gingerbread man."

Small Group Activity 2: Listen to the teacher's stories, then put the cards in order.



Goldilocks

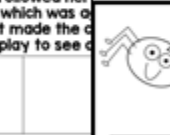
There once lived a little girl named Goldilocks. One day, she went for a walk in the forest. She found a house with a front door. She found it was too hot, too cold, and too hard. She tried the first chair, but it was too soft. She tried the second chair, but it was too hard. She tried the third chair, and it was just right. She went to bed, but she was not alone. A bear family was in the house. They saw Goldilocks and they were very angry. They looked in the kitchen and they saw a bowl of porridge. They ate it and they were very happy. Then, they looked in the bedroom. They saw a bed that was too big and too hard. The bed was just right, so they went to bed. When the bears woke up, they found Goldilocks in their house. They were very angry and they screamed when she ran away as fast as she could.



Small Group Activities

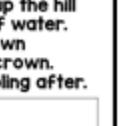
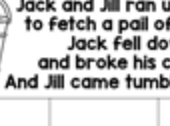
Small Group Activity 2: Listen to the teacher's stories, then put the cards in order.

Goldilocks



Small Group Activity 2: Listen to the teacher's stories, then put the cards in order.

Goldilocks



Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

What you need:

- A Google Classroom account

What to do:


- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

Options for sharing:



- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.

Retell a Story	
Book Title:	<input type="text"/>
Characters	<input type="text"/>
Setting	<input type="text"/>
In the beginning...	<input type="text"/>
In the middle...	<input type="text"/>
In the end...	<input type="text"/>


Graphic Organizers



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Hen's Chicks	
Hen has ten chicks. She lost one in the barn. First, she looked by the pig. Then, she looked in the hay. The chick was in the <input type="text"/>	1. Who is the story about? 
	2. Where does the story take place? 
	3. How does she do? She looks for it. She goes to bed. She plays.

Instructional Passages




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Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer. The assessment should be read aloud to the class as they take the test. That way, they are tested on the actual skill, not their reading level.

Name: _____ RLK.2

Retelling Assessment

1. Which of these pictures show a character from a story?



2. Which of these show a setting from a story?


3. What else do you identify when you retell?
▲ what you predict will happen after
■ what happens at the beginning, middle
● who the author is

4. What does it mean to retell a story?
▲ tell the story in your own words
■ list the rhyming words
● create your own ending to the story

5. True or false? You need to identify the events from the story when you retell.

This is Mr. Bat. He is a nice bat. He likes to see the town. First, he flies to the park. Then, he flies to Max's house. Last, he flies to see his bat pals. He has fun in the town.



6. Who is the story about?


7. Where does the story take place?


8. What does the bat do first?

9. What does the bat do last?

Name: _____ RLK.2

Retelling Assessment KEY

1. Which of these pictures show a character from a story?
 person bat

2. Which of these show a setting from a story?
 house

3. What else do you identify when you retell?
▲ what you predict will happen after
■ what happens at the beginning, middle
● who the author is

4. What does it mean to retell a story?
▲ tell the story in your own words
■ list the rhyming words
● create your own ending to the story

5. True or false? You need to identify the characters from the story when you retell.
True

This is Mr. Bat. He is a nice bat. He likes to see the town. First, he flies to the park. Then, he flies to Max's house. Last, he flies to see his bat pals.

6. Who is the story about?
Mr. Bat

7. Where does the story take place?
the town

8. What does the bat do first?
flies to the park

9. What does the bat do last?
flies to see his best pals

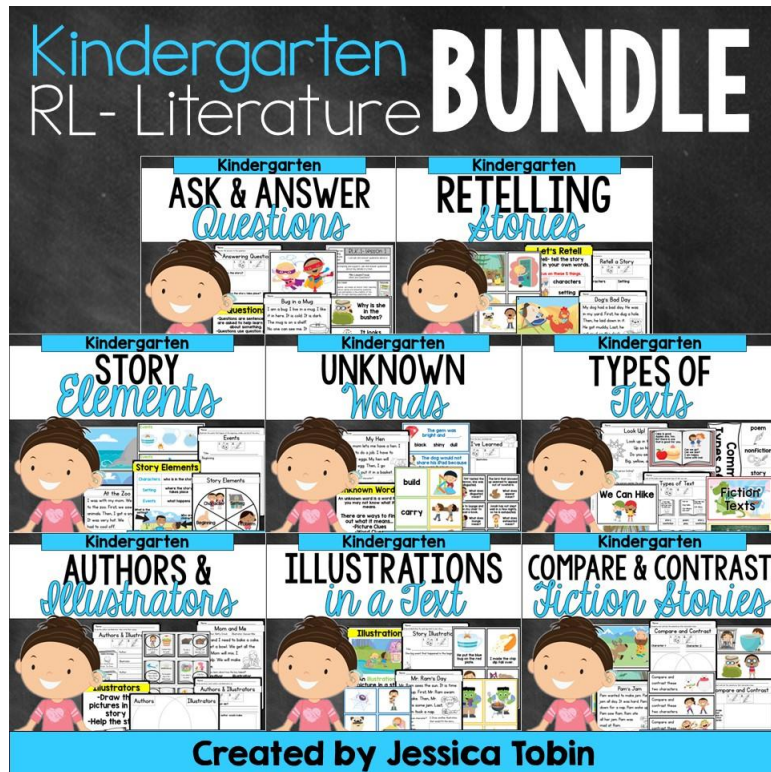
Key Provided for Assessment

Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Literature Domain

All 6 ELA Domains



Kindergarten BUNDLE
RL- Literature

Kindergarten **ASK & ANSWER Questions**
Kindergarten **RETELLING Stories**

Kindergarten **STORY Elements**
Kindergarten **UNKNOWN Words**
Kindergarten **TYPES OF Texts**

Kindergarten **AUTHORS & Illustrators**
Kindergarten **ILLUSTRATIONS in a Text**
Kindergarten **COMPARE & CONTRAST Fiction Stories**

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-or-



ALL-YEAR ELA
Kindergarten

Kindergarten **Common Core WRITING BUNDLE**
Kindergarten **FOUNDATIONAL SKILLS RF.K BUNDLE**
Kindergarten **BUNDLE RI- Informational**

Kindergarten **BUNDLE RL- Literature**
Kindergarten **BUNDLE L- Language**

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