

PARENT EDUCATION LESSON PLAN

Workshop Topic: After Reading, Story Re-telling

CCRS Reading Anchor/Standard:

Anchor 1: Read it closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NELP Predictors:

- Concepts about print: knowledge of print conventions (e.g., left-right, front-back) and concepts (book, cover, author, text)
- Oral Language: the ability to produce or comprehend spoken language, including vocabulary, and grammar

Objective: At the end of this session, participants will be able to:

- Create a story map to assist in the method of story retelling.

Materials:

- Appropriate children's book(s) that the class has already used in a previous lesson (see *Modeling and Application* sections)
- Dry erase board and markers
- Story Map handout
- *Optional:* Teacher-created handout for Ice Breaker section (see *Welcome/Ice Breaker*)
- *Optional:* Teacher-created exit ticket (see *Wrap-up/Closure* section)

Welcome/Ice Breaker:

(Key Idea: Teaching parents the concept of storytelling with a beginning, middle, and end.)

Lower-level learners:

Write on the board: "What did you do yesterday?"

The instructor will create a worksheet that includes pictures of daily routines (wake-up, brush teeth, eat breakfast, go to class, etc.) Parents will circle each of the activities they completed the day before. The instructor will ask parents to sort the activities according to what they did at the *beginning* of the day, what they did in the *middle* of the day, and what they did at the *end* of the day. Students can re-tell their stories about what they did yesterday in partners, organizing their story with beginning, middle, and end.

Higher-level learners:

Give each parent three post-it notes. Have them label the post-it notes with “beginning,” “middle,” and “end.” Write on the board: Tell me about book you recently read with your child. What happened at the beginning, middle, and end of the story? Individuals: Ask parents to work by themselves to answer the question. They should write phrases or key words on their post-it notes, not complete sentences. Partners: Parents work with a partner to share their stories. They can add more words to their post-it notes. Partners should ask questions if they do not understand each other’s stories. Whole-class: Ask volunteers to share their story with the whole class. Have them organize the stories by beginning, middle, and end.

Central Ideas:

Before reading:

Ask learners to predict what a story map is. What information would they find on a story map? Why might story maps be helpful for readers?

Reading:

Copy the following text into a parent handout. Adapt the level of the text as necessary to meet the needs of learners. Change the language examples to be applicable to the text parents will be using in later parts of the lesson.

Parent Handout

Retelling a story helps a reader to make a mental picture of a story. When you retell a story, you can talk about the characters, setting, problems, main events, and the ending.

Usually, we retell stories orally. Sometimes, children enjoy drawing pictures to retell the story. The retelling of stories increases children’s understanding of the story.

A story map is a visual tool to help readers think about where the story happened (setting), what happened in the story (beginning, middle, and end), and who is in the story (characters). When readers make a story map, it helps them think more deeply about the story they read.

After reading:

Ask learners to compare their answers to the prediction questions in the *Before Reading* section to their answers after they read the handout.

Opening Activity:

Transition: The instructor will link the previous the icebreaker activity to the objective of the lesson by explaining that the parents retold a story about their day yesterday using a basic story map.

Practice (Content and Strategies):

Instruct:

Create a level appropriate story map outline for learners. For higher-level learners, this might just be three big boxes that say, “beginning, middle, and end,” respectively. For lower-level learners, you may want to provide prompts for each section on the map. For example: In the “beginning” box write in prompts such as, who are the characters? Where are they? Do the same with the other sections of the map. Include sentence stems or frames in each of the sections, if necessary, for additional support. (Example: The main character of the story is _____. The story is set in _____.)

Controlled Practice:

Choose an appropriate children’s book to read with parents. It may be helpful to choose a book that you have recently read with the parents so that less time is spent on reading comprehension/vocabulary building. When choosing a book, take into consideration the following: a) the print language skill level(s) of the parents; b) the age of their children; c) the pictures/topic; and d) the language/vocabulary needed to describe the pictures. Make sure the book that you choose has clear components considering the characters, setting, and sequence of events within the story. On the board, the instructor will write “Beginning, Middle, End” in individual boxes, reflecting the story map handout.

Higher-level learners: Read the story aloud. Think-pair-share. THINK: Ask parents to recall information in the story to fill in the “beginning, middle, and end” boxes in the story map. PAIR: After sufficient time, pair parents together. Have them compare their answers and add/change the information in their story maps as appropriate. SHARE: Ask parents to contribute their information to the boxes on the board and review as a whole class.

Lower-level learners: The instructor will provide copies of some of the pictures from the book. Parents will work together in small groups to sort the pictures according to beginning, middle, and end. As a whole class, they will compare how they sorted the pictures, and they will work together with the support of the teacher to create sentences about what happened at the beginning, middle, and end of the story.

Note: All levels of learners should be encouraged to draw pictures, since some children may want to draw pictures to show what they understood about the stories they read.

Application:

The instructor will provide parents with the level-appropriate Story Map handout. Using another book that is familiar to the class, the instructor will put parents into small groups or pairs and have them reread the book together. Consider the topic of the previous book, the level of the parents, their vocabulary skills, etc. Dictionaries and translation tools should also be readily accessible for parents. Once parents finish reading the book, they will complete the Story Map together with their partner. The instructor will ask volunteers to retell their story to the class using their Story Maps.

The instructor monitors, assesses competency, and provides vocabulary/language support throughout the application process.

***Teaching tip for lower-level learners:**

For parents struggling with the language required to complete a story map, have them write key words on notecards as they read the story together. They SHOULD NOT write complete sentences. Then, they can use the key words on their notecards after reading the story to sort the words into beginning/middle/end on the story map. They can also draw pictures of what they know from the story and label the pictures with the key words.

Interactive Learning Activity:

Use the same strategy with children. For struggling learners, send home the same book modeled and practiced in Parent Education and ILA. Remind parents that even if they do not have the language skills in English to complete the Story Map, their children can be responsible for retelling the story and/or writing the words in English.

At home: You can also encourage parents that this same practice is valuable when done in their native languages. It can increase the richness of the conversations and parents' confidence to complete this before reading activity with their children at home.

Wrap up/Closure:

Give learners a Story Map handout that they can use at home to practice this retelling method. Ask parents to complete one Story Map with their child for homework and bring it to the next class.

Story Map

The diagram is a vertical Story Map template. It consists of three large rectangular boxes stacked vertically, connected by a central vertical line. Each box has a smaller rectangular label centered at the top. The top box is labeled 'Beginning', the middle box is labeled 'Middle', and the bottom box is labeled 'End'. The labels are in a simple sans-serif font. The boxes are empty, intended for students to write their story details.

Story Map

Beginning
The main character is _____.
The story takes place in _____.
The other characters are _____.

|

Middle
The problem is _____.

|

End
The solution is _____.