



MISSISSIPPI

EXEMPLAR

Units *&* Lessons

ENGLISH LANGUAGE ARTS

Kindergarten



Lesson 7: Retelling the Middle of a Story

Focus Standard(s): RL.K.2, RL.K.3, RF.K.2b

Additional Standard(s): RL.K.10, W.K.3, SL.K.1a

Estimated Time: 1 hour and 10 minutes

Text(s): *Make Way for Ducklings* by Robert McCloskey

Resources and Materials:

- Chart Paper
- Learning Center Materials
- Markers
- Handout 5.1: Language Center Pictures
- [Facts about Animals](#) (pictures, audio, facts about animals)
- [Peabody Hotel Ducks](#)

Lesson Target(s):

Students will know:

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end.

Students will be able to:

- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.
- Use what they know about a topic/subject to ask and answer questions.
- Participate in a close read of the story, *Make Way for Ducklings*.
- Identify the major event(s) in the middle of the story.

Guiding Question(s):

- What happened at the Boston Public Garden Pond?
- How did Mr. and Mrs. Mallard feel?
- Why did Officer Michael help?

Vocabulary

Academic Vocabulary:

- beginning
- ending
- middle
- setting

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion

In-ConTEXT Vocabulary:

- island
- beckoned
- responsibility

Strategies for Teaching How to Determine Meaning from Context Clues:

- Students will be able to view pictures in the book to derive meaning

Symbol

Type of Text and Interpretation of Symbol



Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level

✓

Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

- A story is an account of imaginary or real people, places, things, and /or events told for entertainment.
- Stories have characters and a setting.
- Stories have a beginning, middle, and end.

- Listen to a story to learn information about the characters and setting.
- Listen to a story and determine the beginning, middle and the end.
- Pre-telling and drawing serve as graphic organizers.
- Events usually occur in a sequence that includes a beginning, middle, and an ending.
- Readers can use what they know about a topic/subject to ask and answer questions.
- Growing readers identify how two texts written on the same topic may be similar or different.
- Authors write informational texts about specific topics.

Anticipatory Set/Introduction to the Lesson:

Discuss the lesson purpose and student outcomes with students to set the stage for today's lesson.

Activity 1: Whole Group

Use the list of vocabulary words. Call out the word and have the students determine how many syllables it has by clapping, stomping, snapping, chin-bumping the word. Let students demonstrate "how" they know how many syllables are in each word. Use other words, if time allows.

(Chin-bumping: Placing the hand under the chin, say a word. Count the number of times the chin "bumps" the hand as it goes down when the word parts are spoken.

For students who are EL, have disabilities, or perform/read well below the grade-level:

- Work closely with students who need support as they demonstrate counting syllables.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Students may come up with other words and other ways to count syllables.

Activity 2: Close Read

Ask for prior knowledge about the book: author, illustrator, characters, setting. Read the story, pausing to ask the students the following questions while reading. When possible, students need to respond in the author's words:

Note: Depending on the class, you may need to break these questions up into group levels.

1. According to the story, why couldn't Mrs. Mallard find a good place to live?
2. Do you see the picture of the island? What is an island?
3. Why is he not answering the Mallards?

4. Why did Mrs. Mallard think that the pond would be a safe place to lay the eggs? Use evidence from the story.
5. Why was Louisburg Square not a good place to lay the eggs? Use evidence from the story.
6. Why was the island in Charles River a good place to lay the eggs? Use evidence from the story.
7. Do You think Mrs. Mallard is a good mother to her ducklings? Why?
8. How do you know the highway is a dangerous place? What in the story made you think that?
9. How did the people on Beacon Street feel about the family of ducks?
10. Why did the Mallards decide to stay on the island? Use evidence from the story.

Activity 3: Small Group and Learning Centers

Small Group - Respond to the Story

Discuss with the students that usually there is a major event in the stories that we read. Ask the students if there was a major event in *Make Way for Ducklings*. Allow a few responses and write them on the chart.

Discuss the event(s) and explain that this is what we say is the **middle** of the story when we retell a story.

Model and draw on chart paper what happens in the middle of the story. Ask 2-3 students to tell what happened in the middle of the story. Use the graphic organizer from Lesson 6 to continue adding to the visual retelling.

Learning Centers

Learning Centers are designed to be developmentally appropriate for all students. The teacher and teacher assistant move about to observe and offer support, as needed.

- Language Center – Students will use letter tiles, letter stamps, or writing tools to identify the initial sounds (phonemes) made by a letter or letters found in pictures from **Handout 5.1: Language Center Pictures**.
- Writing Center – Students will create a 3-flap Flip Flap book to write/draw/dictate a Beginning, Middle, and Ending of the story, *The Rainbow Fish*. Reference the Word Wall, available books, and other animal charts/pictures in the room. While working and when sharing the Flip-Flap book, students will tell how they feel about the story/their writing.
- Art Center – Students will create a *Rainbow Fish* using paper plates, tissue paper, and foil. This may be used as a puppet to retell the story, *The Rainbow Fish*.

- Listening Center – Students will listen to and read along with *Make Way for Ducklings* or *The Rainbow Fish*. Book, CD, or online video. [The Rainbow Fish - YouTube](#)
- Reading Center – Students will select books to read from a collection of fiction and non-fiction books about animals.
- Science Center – Students will investigate and group mammals by size, appearance, and color using cards.
- Dramatic Play Center– Students will use animal puppets and other props to act out familiar stories.
- Computer Center– Students will research animals or play an initial sound match game. [Onset and Rime Interactive Game for Computer Center](#)

Reflection and Closing

Explain that there is a connection between the make-believe Mallard ducks in Boston (in the book, *Make Way for Ducklings*) and real Mallard ducks that live in a hotel in Memphis, TN. Locate Boston and Memphis on the map of the United States. Have a conversation about each location. Show the video [Peabody Hotel Ducks](#) and engage the students in a discussion about the Mallard ducks at the Peabody Hotel and any similarities between these Mallards and the Mallard family in *Make Way for Ducklings*.

During transition (lining up for lunch, recess, dismissal or coming from learning centers to the carpet) ask students to be “ducklings” and tell a favorite middle part of the story to a friend. (Waddling and quacking quietly!)

- ✓ Revisit essential questions before closing the lesson. Ensure students have a firm understanding before moving on.

Homework

Provide words for students to work on at home for chin-bumping syllables.

For training or questions regarding this unit,
please contact:

exemplarunit@mdek12.org