**Understanding by Design Unit Template**

Please follow this path for support documents: T:\Smartboard\English\_Language\_Arts\Grade 1\UbD units\Retelling

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| **Title of Unit** | Storytelling | | **Grade Level** | Grade 1 | | |
| **Curriculum Area** |  | | **Time Frame** | Throughout the year | | |
| **Developed By** |  | | **ELA Context** | Imaginative and Literary | | |
| **School** |  | | | | | |
| **Identify Desired Results (Stage 1)** | | | | | | |
| **Content Standards –Curricular Outcomes** | | | | | | |
| **CR1.4** Read and comprehend grade-appropriate texts (including **narratives**, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, and end), the key points (who, what, when, where, why), and the problems and solutions.  **CC1.2** Represent key ideas and events, in a logical sequence and with detail, in different ways (including dramatization, pictures, sounds, physical movement, charts, models, and drawings).  **CC1.3** Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.  **CR1.3** Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).  **AR1.1** Identify with teacher guidance what good viewers, listeners, readers, representers, speakers and writers do. | | | | | | |
| **Essential Questions** | | **Enduring Understandings** | | | | |
| **Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding.** | | **What do you want students to understand & be able to use several years from now? Students will understand that…** | | | | |
| What makes a good story?  Why is the setting important to a story?  What do characters in stories do?  How do characters add to a story?  Why is story sequence important? | | Stories have a beginning, middle and end.  Stories have characters.  Stories have a setting.  Stories have a problem and solution. | | | | |
|  | | **Misconception** | | | | |
| **Unit Question (ELA context)** | | **(Optional)** | | | | |
| Why do we tell stories? | |  | | | | |
| **Knowledge**  Students will know… | | **Skills**  Students will be able to… | | | | |
| Students will know how to retell stories by relating a sequence of events by answering who, what, when, where, why and how questions.  Students will know that making pictures, illustrations, and other representations clarify and extend understanding.  Students will know that stories have a beginning, middle and end, and include details regarding who, what, when, where, why, and how.  Students will know that stories have a problem and a solution.  Students will know that making pictures extend understanding.  Students will know that talking about their stories will extend their understanding of the story. | | -organize pictures to express ideas and tell stories.  -recall details, events, characters, setting and sequence of events.  -retell stories using a beginning, middle, and end, and include details regarding who, what, when, where, why and how.  -represent the beginning, middle, and end of a variety of texts.  -use oral language to bring meaning to what is listened to, observed, felt, viewed and read.  -organize pictures to express ideas and tell stories.  -use illustrations to aid presentation.  -check for completeness of work and add details.  - use pragmatic, textual, syntactic, semantic/lexical/ morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when reading. | | | | |
| **Assessment Evidence (Stage 2)** | | | | | | |
| **Performance Task Description** | | | | | | |
| **The performance task describes the learning activity in “story” form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below:** | | | | | Helpful tips for writing a performance task. | |
| Illustrating and Retelling a Story You are a storyteller. You will read a story of your choice and retell the story using the digital media PhotoStory. Your PhotoStory will be posted on our class webpage to be shared with your family and your grade 1 pen pals.  To share your story you will:   * draw pictures to illustrate the beginning, middle, and end of the story (these will be scanned into PhotoStory) * add captions or labels to your pictures * do an oral presentation of your picture sequence and record this on PhotoStory * include information about the characters, setting, problem, and solution * speak clearly, loudly, and with expression when retelling your story   Make sure you practice! | | | | | **Goal:**  What should students accomplish by completing this task? | |
|  | | | | | **Role:**  What role (perspective) will your students be taking? | |
|  | | | | | **Audience:**  Who is the relevant audience? | |
|  | | | | | **Situation:**  The context or challenge provided to the student. | |
|  | | | | | **Product/Performance:**  What product/performance will the student create? | |
|  | | | | | **Standards**  **(Create the rubric for the Performance Task)** | |
| **BLOOMS TAXONOMY:**  REMEMBERING: Can the students recall or remember the information?  UNDERSTANDING: Can the students explain ideas or concepts?  APPLYING: Can the students use the information in a new way?  ANALYZING: Can the students distinguish between the different parts?  EVALUATING: Can the students justify a stand or decision?  CREATING: Can the students create new product or point of view? | **Digital Taxonomy for Bloom:**  KNOWLEDGE: Highlighting, bookmarking, social networking, searching, googling  COMPREHENSION: Advanced searches, blog journaling, twittering, commenting  APPLICATION: Running, loading, playing, operating, hacking, uploading, sharing, editing  ANALYSIS: Mashing, linking, tagging, validating, cracking, reverse-engineering  SYNTHESIS: Programming, filming, animating, blogging, wiki-ing, publishing, podcasting, video casting  EVALUATION: Blog commenting, reviewing, posting, moderating, collaborating, networking, posting moderating | | | | | |
| **Standards Rubric**  **The standards rubric should identify how student understanding will be measured.** | | | | | | |
| |  |  | | --- | --- | | |  | | --- | | **Listening, Representing and Speaking Rubric Saskatchewan Cur. ELA Grade 1**  **Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | CATEGORY | **1**  **Mastering Expectations** | **2**  **Meeting Expectations** | **3**  **Beginning**  **To Meet Expectations** | **4**  **Not yet meeting Expectations** | | **Comprehend and Respond:**  **CR1.3** Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how). | Listens and retells and elaborates independently the key ideas (who, what, when, where, how, why) of a text. | Listens and retells the sequence and key points (who, what when, where, how, and why) of a text. | Listens and retells with some detail the basic ideas of a text. | Listens and retells a few or little of ideas or details in the text. | | **Compose and create**  **Representing**  **Pictures illustrating beginning, middle and end**  **CC1.2** Represent key ideas and events, in a logical sequence and with detail, in different ways. | Represents key ideas and events with elaboration and  details that enhance the message. | Represents key ideas and events with elaborations. | Represents ideas and events with few details. | Represents basic ideas and events with limited details. | | **Includes labels or captions to clarify illustration** | Includes purposeful labels or captions to enhance and clarify illustrations. | Includes significant labels or captions to enhance and clarify illustrations. | Includes predictable labels or captions to explain illustrations. | Includes labels or captions that do little to clarify illustrations. | | **Compose and create**  **Speaking**  **(Message)** | Generates and contributes ideas on particular topics with appropriate facts and details. | Talks about ideas, experiences, and preferences related to texts and familiar topics. | Conveys own thoughts clearly when relating own events and retelling a story; asks appropriate questions; participates in group experiences. | Talks about basic ideas and experiences; recalls and retells directions; asks permission. | | **Compose and create**  **Speaking**  **(Presents information) CC1.3** Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate. | Speaks clearly, all the time, using correct phrasing, modulation, pitch, and tone. | Speaks clearly, most of the time, using correct phrasing, modulation, pitch, and tone. | Speaks but not always clearly or always using appropriate pitch and articulation. | Has difficulty articulating some words. |   **Reading Comprehension: Retelling Rubric DRA (Level 12) Grade 1 CR1.4** Read and comprehend grade-appropriate texts (including **narratives**, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, and end), the key points (who, what, when, where, why), and the problems and solutions.  Student Rubric: Drawing, Speaking, Retelling a Story  Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | CATEGORY | **1**  **Emerging** | **2**  **Developing** | **3**  **Independent** | **4**  **Advanced** | | **Retelling:**  **Sequencing of Events** | 1 Includes only 1 or 2 events or details (limited retelling) | 2 Includes at least 3 events, generally in random order (partial retelling) | 3 Includes most of the important events from the beginning, middle, and end, generally in sequence | 4 Includes all important events from the beginning, middle, and end in sequence | | **Retelling:**  **Characters and Details** | 1 Refers to characters using general pronoun; may include incorrect information | 2 Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation | 3 Refers to most characters by name and includes some important details | 4 Refers to all characters by name and includes all important details | | **Retelling:**  **Vocabulary** | 1 Uses general terms or labels; limited understanding of key words/concepts | 2 Uses some language/vocabulary from the text; some understanding of key words/concepts | 3 Uses language/vocabulary from the text; basic understanding of most key words/concepts | 4 Uses important language/vocabulary from the text; good understanding of key words/concepts | | **Retelling:**  **Teacher Support** | 1 Retells with 5 or more questions or prompts | 2 Retells with 3 or 4 questions or prompts | 3 Retells with 1 or 2 questions or prompts | 4 Retells with no questions or prompts |   Retelling checklist to be used for students’ self-assessment and partner assessment.   |  | | --- | | **Retelling Checklist**  **Story \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Does my retelling have ………………………**  **Beginning (Did I tell the name of the story, where it happened,**  **who was in the story and what was the problem?)**  **Story title ........................ Yes No**  **Setting (where, when)………………… Yes No**  **Character(s) names (who)……………… Yes No**  **Problem (what?)…………………………… Yes No**  **2. Middle (Did I tell what happened)?**  **FIRST…………………………………………………………Yes No**    **NEXT…………………………………………………………..Yes No**  **THEN…………………………………………………………..Yes No**  **LAST……………………………………………………………Yes No**  **3. End (Did I tell how the problem was solved)?**  **Problem Solved (How?) ……………………..Yes No** |   Student Rubric: Drawing, Speaking, Retelling a Story My name is \_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  |  |  |  | | --- | --- | --- | --- | --- | | CATEGORY | **1**  **Mastering Expectations** | **2**  **Meeting Expectations** | **3**  **Beginning**  **To Meet Expectations** | **4**  **Not yet meeting Expectations** | | **Draw pictures of beginning,**  **middle**  **and end of a**  **story** | I have drawn the most important ideas showing beginning, middle and end of the story with lots of details. | I have drawn many ideas showing beginning, middle and end of the story with details. | I have drawn ideas and events in the story with only a few details. | I have drawn ideas and events in the story with not much detail. | | **Speaking** | I speak clearly, all the time. | I speak clearly, most of the time. | I speak but not always clearly. | I have difficulty saying some words. | | **Retelling the**  **Story:**  **Characters** | I say all of the characters’ names. | I say most of the characters’ name. | I use he and she for the characters. | I use he and she for the characters and some information is wrong | | **Retelling the**  **story:**  **Events** | When I retell my story, I tell all the important events from the beginning, middle, and end. | When I retell my story, I tell most of the important events from the beginning, middle, and end. | When I retell my story, I tell about 3 events and the order is mixed up. | When I retell my story, I tell only 1 or 2 events or details. | | | | | | | |
| **Other Assessment Evidence: (Formative and summative assessments used throughout the unit to arrive at the outcomes.)** | | | | | | |
| Can students sequence storyboard pictures cards of a story they listened to?  Assessment of group sequencing and retelling of stories.  Anecdotal records. | | | | | | |
| **Learning Plan (Stage 3)** | | | | | | |
| **Where are your students headed? Where have they been? How will you make sure the students know where they are going?** | | | | | | |
| **Post the essential question on bulletin board.** What makes a good story?  Why is the setting important to a story?  What do characters in stories do?  How do characters add to a story?  Why is story sequence important?  **Share an example of the performance task and the “Student Rubric”. See Amy’s Photo Story in the Photo story folder.** | | | | | | |
| **How will you hook students at the beginning of the unit? (motivational set)** | | | | | | |
| Explain to the students that good readers are able to show their understanding of a book by retelling it: Retelling is very important because it shows that you understood what you read, which is the purpose of reading anything.  **Shared Reading of the *Big Book Grumpy Bear* by Jill Eggleton (TRC).**  **Show students the student created (Amy) Photostory of her retelling of Grumpy Bear. Explain that the goal is for each student to learn to read, so that they can read a book and then retell the story and create a Photostory to share with their classmates, families, and pen pals.**  **Introduce the performance task and “Student Rubric”.** | | | | | | |
| **What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?** | | | | | | |
| In order to retell a story that is read, students are provided with a number of experiences to **internalize “Story Structure**”:   * listening to a **story told** to them (Participation Stories) * listening to a **story read** to them * telling a story from **storyboards** on the Smartboard * telling a story using a **wordless picture book** * **reading** a story in a small group * **reading** a story independently   1. The teacher is to use a storytelling strategy to introduce the elements of **Story Structure** using the “**Retelling a Story**” poster (See Retelling Poster document for an example of the Retelling Poster (in Retelling Materials folder).  Tell students the story ***The Mouse and the Thunder Storm*** (Participation Stories) putting cut out characters and setting on the Retelling a Story poster. See attached documents for this story and storytelling patterns.  Discuss the following elements of **Story Structure**:  **Beginning** - What happens first in the story? - **characters** and **setting** are introduced **Middle** - What happens in the middle of the story? - the **problem** is introduced - and **details/events** - parts of the story that describe what is happening. **End** - What happens last in the story? The **problem** is solved  Students are to colour and cut out character pieces and setting and retell the story ***The Mouse and the Thunder Storm***, to a partner putting the story props on their own “**Retelling a Story**” sheet. See Word Document: **Retelling a Story student poster** (Retelling Materials folder).  Repeated practice of retelling with teacher modeling telling the story (Participation Stories ***The Elephant and the Monkey***, and ***The Town Mouse and the Country Mouse***), placing the characters and setting on the poster, and then retelling the story using the vocabulary of the story structure. Students practice with a partner using the story telling props. See attached documents for these stories and storytelling patterns/props.  2. Next, the teacher reads a story to the students and models how to retell a story using storyboards.  Read ***Emma’s Egg*** by Margriet Ruurs and retell the story referring to the Retelling a Story poster. Do a “Think Aloud” as retell story using the vocabulary of the elements of Story Structure. Use storyboard pictures as props for retelling the story. See attached documents for ***Emma’s Egg*** storyboard pictures.  Beginning - characters and setting are introduced  Middle - the problem is introduced –details/events   End - the problem is solved  Introduce and model using transition words - words that connect ideas  - In the beginning, First, At first   * In the middle, Then, Next * In the end, Lastly, Finally, At last   Post these words on the Retelling a Story poster  Mix up Emma’s Egg storyboard pictures and distribute to the students. Students with storyboard pictures are to stand at front of the class and the other students are to sequence the story (students/storyboard) in the correct order.  Students are to cooperatively retell the story ***Emma’s Egg*** using the storyboard props and transition words.  Repeated practice of retelling a story with teacher reading a story. Students work in small groups to sequence storyboards of the story and then retell the story referring to the Retelling a Story poster and using the transition words.  See attached documents for ***Emma and the Coyote*** storyboard pictures and ***Emma’s Cold Day*** storyboard pictures.  3. Review ***elements of story structure*** by viewing ***BrainPop Jr***. “***Setting”*** *and* ***“Character”*** and discuss character and setting in story. Refer to the Retelling a Story poster as students discuss what they learned in BrainPop Jr.    4. Students continue to work on internalizing story structure with whole class practice telling a story. Students are to refer to the Story Retelling Chart for parts of the story. Students look at ***wordless stories*** on the ***Smartboard by Sandi Gillam*** and create the story based on the pictures and their knowledge of story structure. Students to focus on telling the story including character, setting, problem, details/events and solution.  Wordless stories (by Sandi Gillam)on the Smartboard (Power Point):  ***Dogs go To Camp***  ***Three Hungry Mice***  ***Christmas Trouble***  See attached documents for these stories.  Model whole class telling of the story, and then students can work in partners to tell the story. The Power Point wordless stories can be printed for the students to refer to.  5. Students continue to work on ***internalizing story structure*** by telling a story to a partner using a ***wordless picture book*** from the school library. When telling the story, students are encouraged to look closely at the illustrations, to refer to their Retelling Story poster and use the transition words that have been introduced to them.  6. Students continue to practice ***retelling a story*** with teacher support through read-alouds and whole class sequencing events and parts of the story which are on sentence strips.  Teacher reads aloud ***Sheila Rae the Great*** by Kevin Henkes and students sequence sentence strips to retell the story. Students read sequenced sentence strips.  Repeat the listening, retelling and reading practice with ***Big Al*** by Andrew Clement.  See attached document for sequencing sentences to put on sentence strips for ***Sheila Rae the Great*** and ***Big Al***.  7. Students work with the teacher in **Guided Reading groups** reading stories at their reading level, identifying characters and setting, problem, events and solution. Students retell the story using the **Retelling Graphic organizer** as a guide. Provide students with sentence strips to sequence and support their retelling. (See attached documents with examples of sentence strips for ***The Littlest Penguin***.)  8. In the **Guided Reading groups**, the teacher models how the students are to use the **Retelling Checklist** when they work with a partner (Read to Someone Daily 5 choice), reading, retelling and listening to retelling, as they guide each other and reflect on their retelling.  9. In the Guided Reading groups, the teacher models and works with students introducing and completing the **Beginning, Middle and End graphic organizer.**  \* read story and retell -beginning of the story - characters and setting – draw and label  -middle of the story - problem – events - draw and label  -end of the story - solution – draw and label  10. As some students work in Guided Reading groups with the teacher, other students will be working with a partner (Read to Someone) reading, retelling and using the Retelling Checklist to reflect on the retelling.  11. Students are to view the **photo Story** (by Amy) that was presented to them at the beginning of the unit.  Students are given the Performance Task that was presented to them at the beginning. Students are to choose a book at their reading level and read the book independently. The students can retell the story to a partner. They are to complete the Beginning Middle End graphic organizer (See Folder Retelling materials). Scan the students’ work into Photo Story, and the students are to retell their story on Photostory, with the support of their pictures and labels they created on their graphic organizer.  Students can use the “Student’s Rubric” to assess their work. | | | | | |  |
|  | | | | | |  |
| **How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?** | | | | | | |
| **As students read, retell with a partner, and work independently, daily reflection is encouraged through the “thumbs up” as outlined in *The Daily Five* book by Joan Moser and Gail Bouchey.** | | | | | | |
| **How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?** | | | | | | |
| **Students can self-evaluate their retelling by using the support of the Retelling Checklist.**  **Students will use the “Student’s Rubric” to assess their performance task.** | | | | | | |
| **How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?**  Differentiation: Students needing extra support will work in a small group guided by the teacher with texts adapted to their reading level.  Throughout the unit, there are many opportunities for sharing information with group members. Starting with many experiences of stories, supported by illustrations, helps build success for all learners. | | | | | | |
| **How will you organize and sequence the learning activities to optimize the engagement and achievement of all students?** | | | | | | |
| **Resources:**  **Big Books: Sailboat books at TRC - *Grumpy Bear* by Jill Eggelton**  **Participation Stories by Sherrill B. Flora**  **Books by Margerit Ruurs: *Emma’s Egg, Emma and the Coyote, Emma’s Cold Day***  **Wordless picture stories on the Smartboard by Sandi Gillam: *Dogs go To Camp, Three Hungry Mice, Christmas Trouble***  **Wordless picture books**  from the school library  **Read aloud books: -*Sheila Rae the Great*** by Kevin Henkes  ***-Big Al*** by Andrew Clement  ***-The Littlest Penguin*** (Networks)  **PhotoStory** | | | | | | |
| **Assess and Reflect (Stage 4)** | | | | | | |
| **Required Areas of Study:**  **Is there alignment between outcomes, performance assessment and learning experiences?** | | | | | |  |
| **BAL’s:**  **Does my unit promote life- long learning, encourage the development of self and community, and engage students?** | | | | | |  |
| **CELS & CCC’s:**  **Do the learning experiences allow learners to use multiple literacies while constructing knowledge, demonstrating social responsibility, and acting autonomously in their world?** | | | | | |  |
| **Adaptive Dimension:**  **Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs of all my students?** | | | | | |  |
| **Instructional Approaches:**  **Do I use a variety of teacher directed and student centered instructional approaches?** | | | | | |  |
| **Student Evaluation:**  **Have I included formative and summative assessments reflective of student needs and interests based on curricular outcomes?** | | | | | |  |
| **Resource Based Learning:**  **Do the students have access to various resources on an ongoing basis?** | | | | | |  |
| **FNM/I Content and Perspectives/Gender Equity/Multicultural Education:**  **Have I nurtured and promoted diversity while honoring each child’s identity?** | | | | | |  |
| **Blueprint for Life:**  **Have I planned learning experiences in the unit that prepare students for a balanced life and/or work career?** | | | | | |  |

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development.