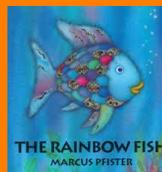
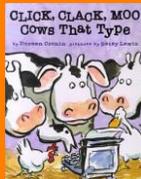
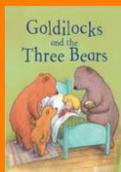
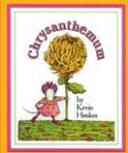
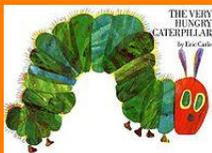
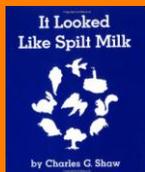


TEXT SELECTION

The modeling of reading and writing strategies during a mini lesson sets the tone for the lesson, therefore text selection is really important. Mini lessons should be about 10 minutes & include: **A CONNECTION** – “Yesterday we learned about...Today I’m going to teach you...” (WHOLE GROUP ON CARPET) **SOME TEACHING** – “Now I’m going to show you how to...” “Let me show you what I mean.” (TEACHER MODELS WITH NO INTERRUPTIONS) **ACTIVE INVOLVEMENT** – “Now it’s your turn to try it” (TURN & TALK ON THE CARPET) **A LINK** – “Today I taught you how to...” “When you go off to read today, you’re going to...” (INDEPENDENT PRACTICE). Here are some texts to model RETELLING during mini lessons.



Technology Talks



By opening and using [SMART Exchange](#) you can use the following lessons to enhance retelling strategies with students in your classrooms. Lessons include sequencing, characters, details, etc.



In the *Chicka Chicka Boom Boom* retell, students use the tree and letters to retell the *Chicka Chicka* story.



In the *Snowy Day* retell, students practice sequencing the events in *The Snowy Day*, by Ezra Jack Keats.

Working with Retelling

Retelling is a reading strategy that requires beginning readers to recall characters, events, details, & vocabulary from stories that they have read. Here are some great activities to enhance retelling in the classroom.

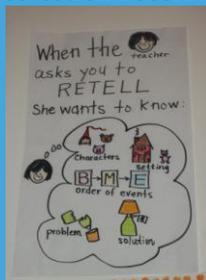
RETELLING ROPE

Have rope or yarn cut in strips with premade knots available for students to use as they retell a story in a center or with partners. Students begin to retell with the top knot, starting with the setting of the story & moving along by stating the characters, problem, beginning, middle, & end events, followed by the solution. Writing or pictures can be used with the retell rope as a project or presentation that can also be displayed for others to see.



Risky Reading & Writing

Creating anchor charts that are student-centered and generated by classroom discussions will build upon a student’s background knowledge. Students will become comfortable with the daily language and vocabulary and use it in their everyday practice. Here are great anchor charts to keep in mind as you begin and continue to teach retelling strategies to your students.



5 FINGER RETELL

Have over sized gloves, or large foam hands in a center to make retelling across “5 fingers” FUN!

