

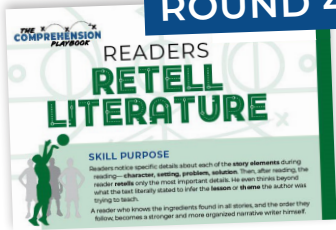
# MAY Coaching Session

## IMPLEMENTATION FOCUS

## CURRENT STATUS

## NEXT STEPS

### ROUND 4



#### KINDERGARTEN | Round 4

- **RETELL** a story including only the most important details— orally and in writing.

#### Emphasize that a retell requires 2 steps:

1. Determine important versus unimportant details.
2. State the important details in order.

#### STEP 1 | Return to very familiar text, with details previously listed.

##### DAY 1— Problem

- REVIEW the list of previously-collected problem details.
- Determine the “most important” 1-2 sticky details only.

##### DAY 2— Repeat for solution details.

##### DAY 3— Repeat for main-character details.

##### DAY 4— Repeat for main-setting details.

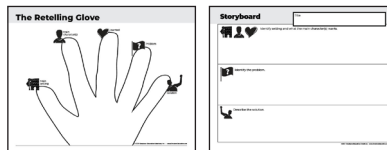
#### STEP 2 | Sequence the most-important details (Day 5).

#### Expect readers to write out their story retellings.

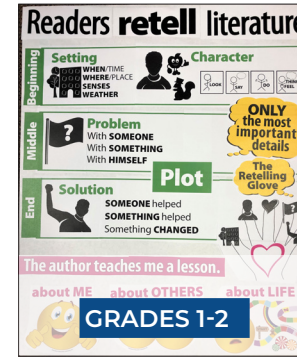
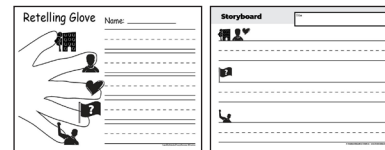
Days 6-7 | Stretch each detail into an oral sentence.



Days 6-7 | Draw & label each detail. Provide an oral retelling.



Days 6-7 | Write a retelling in sentences. Read it out loud.



Identify 2 very familiar texts to use this week.

- *I-do* text all week
- *We-do* text all week

Determine which graphic organizer to use.

- *Retelling Glove*
- *Storyboard*

All read alouds for the rest of the year:

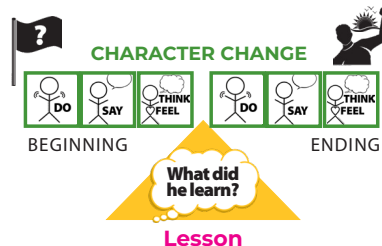
- **DURING** reading, recall ALL story element details.
- **AFTER** reading, identify only the most important story element details and orally retell the story.

#### GRADES 1-2 | Round 4

- Find evidence of an **AUTHOR'S LESSON OR MESSAGE** taught through the character(s).

#### Define the message or lesson of a story.

- Introduce emojis to represent the 3 lesson categories.
- Connect the type of lesson to the type of problem.
- Build background knowledge on lesson examples; connect them with familiar texts.



#### Focus on finding evidence of the lesson(s) a character learned.

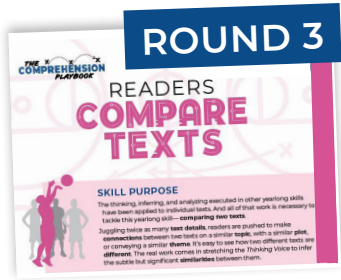
- List the *do, say, think & feel* details of the main character at the beginning of the story— compared to those at the end.
- The change is evidence that the character is growing/has grown and learning/learned the lesson.

#### A lesson teaches...





**IMPLEMENTATION FOCUS** | **CURRENT STATUS** | **NEXT STEPS**



Previous rounds taught:

- T-Chart (v Venn Diagram)
- 3-Step comparative process
- Academic vocabulary (e.g., *different, same, similar*)
- Comparative transition words

**K-1 DISCLAIMER** | In most states this standard does NOT require comparison of **WHOLE** stories.

**Compare 2 works of literature.**

Not comparing EVERYTHING in two stories.

- Grades K-1 compare only plot (e.g., adventures, experiences).
- Grade 2 does NOT compare theme.

Not comparing just *any* two stories. Review standards.

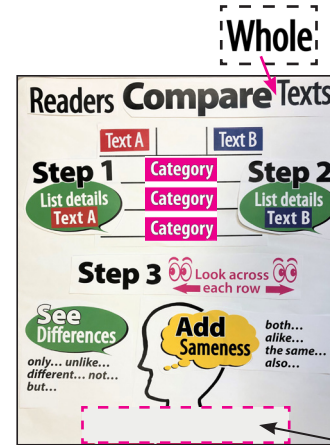
**Emphasize thinking beyond the two texts.**

Model how to notice *multiple*...

- Exact same details.
- Obvious differences.
- Subtle similarities.

CAUTION! We are comparing— not competing.

- Don't ask *Which one do you like best?*
- This is informative thinking/writing— not opinion!



Choose two familiar texts that fit your grade-level thinking.

Complete the *T-Chart* before beginning the mini-lesson series.

**Infer Similarities** *kind of... close... mostly... similarly...*

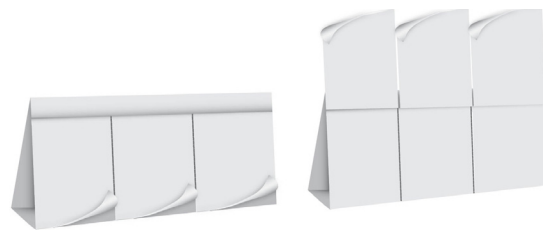
GRADE 2— Emphasize the concept of *similar*.



Teach/Model how to turn *T-Chart* thinking into writing.

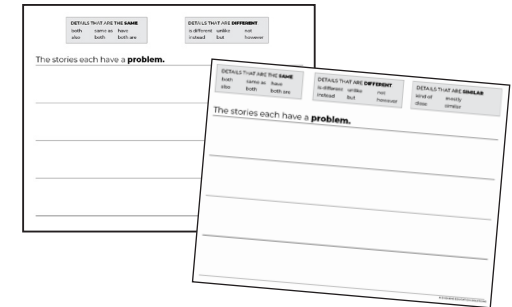
**Convert a single row into a simple paragraph.**

- The category is the topic sentence.
- The text details become supporting sentences.
- Indicate comparison or contrasting details with transition words.



**TIP #1 | Project a paragraph frame.**

**TIP #2 | Complete the frame orally** before transitioning to writing.



**WRITING FRAME | Compare Story Problems**

**The stories each have a problem.** (Text A character name) has (this problem). (Text B character name) has (this problem). The two problems are **alike**. **Both** problems **also**... One thing that makes the problems **different**... A second **difference** is that (Text A) has... **but** (Text B) has...



**CELEBRATIONS OF SUCCESS**

“My first graders are able to identify the lesson of a story with evidence of character change! Something that they have struggled with in years past.”

**First grade teacher Katie Barnes**, Blackford Primary School (Hartford City, IN)

**OVERALL SENTIMENTS HEARD—**

- Students understand the story elements so much more, so much deeper, so much better.
- Students read/hear details and identify the TYPE of story-element detail it is.
- I actually taught thinking.
- I now get the importance of teaching the *Reading Voice* & *Thinking Voice* in the inference process so early in the year. I didn't think my kids could make an inference, but now I know it's so important for the rest of the year. (And the green, yellow, and pink colors on all the anchor charts are huge!)

**CONSIDERATIONS FOR NEXT STEPS**

**Organize resources.**

**Collaborate and share.**

**Adjust the *Road Map* of skills.**

**Review, refine, and replace mentor texts.**

**Create anchor charts.**