

Newark Charter School Units/Lessons

ELA ~ Kindergarten

Newark Charter School Instructional Unit

Unit Title: Essential Narrative Concepts

Content Area: ELA

Grade Level(s): Kindergarten

Unit Summary:

This unit integrates the Kindergarten fiction stories in the Core Knowledge Sequence with foundational comprehension skills. The essential tools that will be taught are important for interacting with a narrative text. These skills include knowing the characters and setting, being able to predict and retell, sequencing, and identifying beginning, middle and end of a story.

Common Core State Standards:

CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text. CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

CCSS.ELA-Literacy.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Big Idea(s):

Develop an appreciation for a variety of genres including fictional stories.

Demonstrate an awareness of the characters, settings and events in various stories.

Enduring Understandings:

Narrative stories have a set structure that can be found in other stories I will read.

Essential Question(s):

How are stories I read constructed? What are the parts of stories called?

Do all stories have the same form?

Knowledge and Skills:

Students will need to know...

1. Know parts of a story (Characters, setting, beginning, middle, end, title) and their functions. (p. 7)
2. Literary terms: Author and Illustrator (p.10)
3. Tell in his or her own words what happened in stories or parts of stories and predict what will happen next in stories.
4. Familiarity with the stories The Three Little Pigs, Goldilocks and the Three Bears, and George Washington and the Cherry Tree.
5. Write or copy a sentence.
6. Have exposure to alphabetical order.

Students will be able to...

1. Students will become familiar with the following stories: Snow White and the Seven Dwarfs, King Midas and the Golden Touch , How Many Spots Does a Leopard Have? The Velveteen Rabbit, The Story of Jumping Mouse.
2. Students will identify characters (people, animals, objects that have a personality) in a story.
3. Students will determine if an object is a character in a story.
4. Students will identify the main character of a story.
5. Students will identify the main setting of a story.
6. Students will match settings to the different parts of a story.
7. Students will retell a story in their own words.
8. Students will use story events to predict what will happen next.
9. Students will figure out if their predictions were correct.
10. Students will sequence beginning, middle, and end of a story.
11. Students will identify the beginning, middle and end of a story.
12. Students will retell the beginning, middle and end of a story.

Assessment Evidence

Performance or Transfer Tasks:

- Students can use the learned skills and concepts to carry over into narrative reading
- Skills and concepts will increase student understanding of much new material encountered in and out of the school setting.

Rubrics: See appendices

Other Evidence: See appendices

Student Self-Assessment/Reflection: N/A

Learning Plan

Key Learning Events:

Lesson One: Characters (approximately 20 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Develop an appreciation for a variety of genres including fictional stories.
 - b. Demonstrate an awareness of the characters, settings and events in various stories.
2. Lesson Content
 - a. Know parts of a story (characters)
 - b. Snow White and the Seven Dwarfs
3. Skill Objective(s)
 - a. Students will become familiar with Snow White and the Seven Dwarfs.
 - b. The students will identify characters (people, animals, objects that have a personality) in a story.
 - c. The students will determine if an object is a character in a story.
 - d. The students will identify the main character of a story.
 - di.

B. Materials

1. What Your Kindergartener Needs to Know (to read Snow White)
2. Appendix A for assessment for each student
3. Dividers – three pieces of construction paper taped together on the short sides in order to keep students' eyes on their own paper (for assessment)

C. Key Vocabulary

1. Characters – the people, animals or things that have a personality in a story
2. Personality – what makes a person one of a kind
3. Main Character – the character that keeps the story going

D. Procedures/Activities

1. Tell the students that you are going to read the story Snow White. Ask the students to raise their hand if they've heard the story before.
2. Say, "Before I read this story we are going to talk about characters. Characters are the people, animals and objects that have a personality. A personality is what makes a person one of a kind. I want you to say this with me: 'characters are the people, animals and objects that have a personality.'" Have the students repeat it several times. It's also a good idea to make motions to help set the definition in the students' minds.
3. Read the story.
4. Ask the students if they can tell you some of the characters in Snow White. List them on the board as they say them. Some of the characters are: Snow White, her evil stepmother the Queen, the mirror, the hunter, Doc, Happy, Bashful, Sneezy, Sleepy, Grumpy, Dopey and the prince.
5. You will want to tell the students that the mirror is a character because it has a personality and it talks.
6. Tell the students, "There is a main character in this story. The main character is the character that keeps the story going. Without the main character the story would have to end."
7. Ask the students if they can name the main character in this story.
8. Say, "Snow White is the main character. If the hunter would have killed her the story would have ended."

9. Talk more about the personalities of the characters. Say, "A personality is a part of the person. When I ask you to describe a character, you would tell me what you know about their personality."
10. Say, "Describe Happy." The students will tell you that he is the dwarf who is always happy. Have the students describe the other six dwarfs. This should be fun for the students!
11. Have the kids act like some of the dwarfs for a few seconds at a time. Say, "When I say 'go' you will all act like Sneezy. Go."
12. After being silly with some of the dwarfs' personalities describe the evil queen's personality. She was proud. She thought she was the best person in the world. She thought she should be the most beautiful in all the land. She was evil.
13. Talk about the personalities of the mirror (submissive), the hunter (compassionate), and the prince (pure, gentle, loving).
14. At this point hand out Appendix A and the dividers to each child. Have them write their name on the paper and circle the picture for each number that is a character in the story Snow White.

E. Assessment/Evaluation

1. Use Appendix A to evaluate your students' understanding of characters.

Lesson Two: Setting (approximately 30 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Develop an appreciation for a variety of genres including fictional stories.
 - b. Demonstrate an awareness of the characters, settings and events in various stories.
2. Lesson Content
 - a. Know parts of a story (setting)
 - b. The Velveteen Rabbit by Margery Williams
3. Skill Objective(s)
 - a. Students will become familiar with The Velveteen Rabbit.
 - b. Students will identify the main setting in a story.
 - c. Students will match settings to different parts of a story.
 - d. Students will draw the main setting of a story.

B. Materials

1. What Your Kindergartner Needs to Know (To read The Velveteen Rabbit)
2. A copy of Appendix B for teacher use - laminated
3. A copy of Appendix C for each student for assessment
4. One piece of drawing paper for each child
5. One set of colored pencils for each child (colored pencils are suggested as the tones set the mood for this story)

C. Key Vocabulary

1. Setting - where and when the story is taking place
2. Characters - the people, animals, or objects that have a personality in a story

D. Procedures/Activities

1. Read The Velveteen Rabbit.
2. Discuss the characters in the story (boy, Velveteen Rabbit, skin horse, toys, nanny, fairy).
3. Ask the students who the main character is (Velveteen Rabbit).
4. Ask "Where did the Velveteen Rabbit spend most of his time?" (nursery and garden)
5. Explain to the students that nursery and garden are settings in the story.
6. Explain that a setting is where and when the story is taking place. Have the children repeat "

the setting is where and when the story is taking place.”

7. Give an example of other settings. (ex: The setting in the story Snow White was the seven dwarfs house)
8. Discuss the first setting in the story. Ask the students “Where was the Velveteen Rabbit when we first met him in the story?” (hanging in a stocking) “When do you think he was in the stocking?” (at Christmas time)
9. “Why do you think it was Christmas?” (because we hang stockings at Christmas)
10. “We can see that the setting is at Christmas because of the clues we have - a hanging stocking.”
11. “What if the rabbit was in a basket?” “Do you still think it would be Christmas?” (no) “What do you think the setting would be if the rabbit was in a basket?” (Easter)
12. “Very good! You are using the clues to help you make a good guess about the setting.”
13. Show the students Appendix B. Say, “These are the settings used in the story The Velveteen Rabbit.” Ask students to identify the settings on the paper. (Christmas morning, nursery, in the trash, in the forest.)
14. Ask the students what happened in the story in each setting. (The boy got the rabbit for Christmas, the rabbit talked to the toys and slept with the boy, the rabbit was sad and met a fairy, the fairy made him real.)
15. Give students a piece of paper and colored pencils.
16. Review the settings and ask students to draw a picture of their favorite one.
17. When the drawings are finished they will write on the back of their paper “My favorite setting was _____.” You may want to write, “My favorite setting was _____.” On the board for the students to copy. They can sound out or ask for help sounding out the word stocking, nursery, trash or forest.
18. Use their drawings for assessment with Appendix C.

E. Assessment/Evaluation

1. Students will show their drawing to the teacher one-on-one. The teacher will use the assessment checklist (Appendix C) to evaluate the student’s ability to identify setting with “what happened” in that setting.

Lesson Three: Retelling (approximately 30 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Develop an appreciation for a variety of genres including fictional stories.
 - b. Demonstrate an awareness of the characters, settings and events in various stories.
2. Lesson Content
 - a. Tell in his or her own words what happened in stories or parts of stories.
 - b. King Midas and the Golden Touch
3. Skill Objective(s)
 - a. Students will become familiar with King Midas and the Golden Touch.
 - b. The students will retell a story in their own words.

B. Materials

1. What Your Kindergartener Needs to Know (to read King Midas and the Golden Touch)
2. One piece of 8 1/2” X 11” blank white paper for each child
3. A set of crayons for each child
4. One copy of Appendix D for assessment for each child

C. Key Vocabulary

1. Characters – the people, animals or things that have a personality in a story (review)
2. Setting –where and when the story is taking place (review)
3. Describe – to tell about something using details
4. Retell – tell the story again

5. Pretend – to play like something is real

D. Procedures/Activities

1. Ask, "How many of you have a pet? I am going to call on a few of you (I won't be able to call on everyone right now) to describe your pet to me. What does it mean to describe something? Describe means to tell about something using a lot of details. When I say use a lot of details I mean that you need to tell me more than just, "my cat has hair." I also want to know what color the hair is or if the hair is long or short." "Maybe you can tell me, "My cat has brown hair and it is short."
2. Allow a few children to describe their pet.
3. Say, "Today you are going to learn how to retell a story or tell a story again in your own words. I want you to say this with me: 'retell means to tell a story again in your own words.'" Have the students repeat it several times. It's also a good idea to make motions to help set the definition in the students' minds.
4. "When you retell a story you need to tell me details about the story. You just learned about characters and setting, remember? You need to tell about the characters and the setting. If you just said there was a bear that didn't eat his porridge, but when he came back it was all gone. That doesn't tell me enough about the story of the Goldilocks and the Three Bears. You need to include more about the characters the little bear, his mom and dad and Goldilocks. The story doesn't make any sense if you don't talk about Goldilocks. Also, you need to include a little about the setting. In this story you need to say that the bears were at home, but they went into the woods for a walk while their porridge was cooling down. The setting is first at their home and then in the woods."
5. Talk to the students about explaining the events in the story. Make sure that the students know that when you retell a story you need to tell what the story is about. You also need to include the interesting parts. Don't forget to say that when someone retells a story it doesn't take as long as the story did. So it is important to include the most interesting parts of the story, but not the entire story.
6. Make sure you discuss retelling a story in "your own words." It isn't retelling a story if they just tell the story exactly the same. They need to change some of the words so that the words are their own. Give an example.
7. Ask, "How many of you have heard the story The Three Little Pigs?" If all of the students haven't heard the story then you need to tell it quickly.
8. Say, "I am going to ask you to tell me the story in your own words. Pretend I've never heard the story before. What does pretend mean? Pretend means to play like something is real. Now, you know that I've heard the story before. I am asking you to pretend or play like I've never heard the story before. Don't forget, I want you to tell me about the characters and setting! If you're having a hard time starting you can say, 'Once upon a time.'"
9. Call on a child (one that is outgoing and catches on quickly) to tell you the story. Play like you've never heard this story before and ask silly questions to make the students think like: "Did the wolf want to be friends with the pigs? Is that why he was knocking on their door?" Ask questions whenever the students don't give enough information.
10. Read the story King Midas and the Golden Touch. Stop at different parts to say things that would help the students to draw conclusions or reword a phrase. For example, when the king began turning things to gold you might stop and say, "I wonder how he's feeling right now. Raise your hand if you have an idea about how he might be feeling now." Allow the children to interact with you while you read the story.
11. After you're finished with the story model, one more time, retelling the story.
12. After retelling the story have the students go back to their desks and tell them to draw a picture of the most interesting part of the story. Remind them as they're drawing that they need to include the most interesting parts when they retell a story.

E. Assessment/Evaluation

1. Use Appendix D to record the child's retelling of the story, King Midas and the Golden Touch. This may take a couple of days to assess.

Lesson Four: Predicting (approximately 20 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Develop an appreciation for a variety of genres including fictional stories.
 - b. Demonstrate an awareness of the characters, settings and events in various stories.
2. Lesson Content
 - a. Tell in his or her own words what happened in stories or parts of stories and predict what will happen next in stories.
 - b. The Story of Jumping Mouse retold
3. Skill Objective(s)
 - a. Students will become familiar with The Story of Jumping Mouse.
 - b. Students will learn how to use story events to predict what will happen next.
 - c. Students will figure out if their predictions were correct.

B. Materials

1. What Your Kindergartener Needs to Know (to read The Story of Jumping Mouse)
2. Beach ball or other "bouncing" ball
3. One copy of Appendix E for each student for assessment

C. Key Vocabulary

1. Predict - to use the text and information to "guess" what will happen next
2. Prove - to use the text and new information to decide if the prediction was correct
3. Setting - when and where the story is taking place (review)
4. Main Character - the character that keeps the story going (review)

D. Procedures/Activities

1. Begin by standing in front of the students with a beach ball.
2. Say to the students "I am holding a beach ball in my hands. I wonder what will happen when I let it go?" Ask students to tell you what will happen. (The ball will drop, go down, bounce, other variations of this concept.)
3. "How do you know that the ball won't go up and bounce off the ceiling when I let it go?" (Things don't go up when they are dropped.)
4. Say to the students "When I asked you to tell me what would happen with the ball, you were telling me what you predict would happen." Ask the students to say the word predict.
5. "Predict means to guess what will happen next" Ask the students to repeat that sentence with you.
6. "How did you know that the ball would drop on the floor and bounce?" (Seen or done it before, know that things go down when they are dropped, etc...)
7. Explain to the students that they used information they already had to predict what would happen with the ball.
8. Say "We can also predict what will happen in stories."
9. Read the title The Story of Jumping Mouse.
10. Ask the students to predict what the story is about. (a mouse, a jumping mouse)
11. If students are not able to predict by using the title, continue to give different examples of predictions and then come back to the title.
12. Say "Would it make sense to say that the story is about an elephant? (no) Why not?" (there isn't an elephant in the title)
13. Say "Would it make sense to say that the story is about a swimming mouse? (no) Why not?" (because the title says jumping)
14. Say "Remember when we talked about main character? The main character in this story is Jumping Mouse."

15. "We know that the story is about a mouse named Jumping Mouse but we don't know where the setting is or what happens."
16. Ask students to tell you what a setting is.
17. Ask the students to tell you what they predict Jumping Mouse will do in the story. (various answers)
18. "Let's read the story to find out what he does and try to make some more predictions."
19. Read The Story of Jumping Mouse. If you have a version with pictures, you may show the pictures at first, but stop showing the pictures about half way through the story.
20. As you read the story, emphasize the names that each animal is given.
21. When you read the part about Jumping Mouse calling the bison, "Eyes-of-A-Mouse," ask students to predict what happened to the bison. Tell them to begin their sentence "I predict that..."
22. Ask them why they think it will happen that way.
23. If some students are making guesses that are not based on the previous parts of the story, remind them that they need to try and remember what already happened and use that to predict what will happen next.
24. After they make their prediction, read the next sentence to find out if the prediction was right.
25. Ask the students "Was your prediction right or wrong? How do you know?" (The story 'said' the bison could see)
26. When you read the part about Jumping Mouse meeting the wolf, ask students to predict what will happen to the wolf using procedures 20-23.
27. After the story is finished ask the students if the story was about Jumping Mouse. (yes) Explain that we can prove we were right about our prediction that a character named Jumping Mouse was in the story because the story is all about Jumping Mouse.
28. Explain that we can prove our prediction because it was in the story.
29. Ask "Were all of our predictions right?" (yes or no depending on previous answers)
30. "How do we know if they were right or wrong?" (the story 'told' them)
31. Remind the students what it means to predict.
32. Side note: The concept of prediction can be used for science and math as well. (example: science - what will happen to the seed? Math - which color is next in our pattern?)

E. Assessment/Evaluation

1. Use Appendix E to assess the student's ability to predict.

Lesson Five: Sequencing Events (approximately 30 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Develop an appreciation for a variety of genres including fictional stories.
 - b. Demonstrate an awareness of the characters, settings and events in various stories.
2. Lesson Content
 - a. Know parts of a story (Characters, setting, beginning, middle and end) and their functions.
 - b. Tell in his or her own words what happened in stories or parts of stories.
3. Skill Objective(s)
 - a. Students will identify the beginning, middle and end of a story.
 - b. Students will sequence the beginning, middle and end of a story using pictures.

B. Materials

1. Sequencing cards available through the Core Knowledge Preschool Sequence
2. A set of alphabet flash cards (in particular the letters A, L, and Z)
3. A copy of Appendix F for each student

4. One piece of 11" x 17" paper for each student to glue Appendix F on
5. A copy of Appendix G for each student for assessment
6. Scissors
7. Crayons
8. Glue

C. Key Vocabulary

1. Sequencing -putting in order
2. Beginning, middle, end –the three parts to a story

D. Procedures/Activities

1. Game: Use "letter papers"-Put the letters out of order and ask students to put the letters in alphabetical order (A, L, Z).
2. When they are finished, explain the word sequence.
3. Say, "When you put the letters in the right order, you were sequencing them."
4. Ask them to repeat the word sequence.
5. Say "Sequencing means that we put things in order." Ask them to repeat the sentence "Sequencing means that we put things in order."
6. Re-arrange the letters to be out of order and ask, "Are these letters in a sequence?" (no) "Why not?" (they are out of order)
7. "Ok, now we are going to sequence a story using the beginning, middle, and end of the story."
8. Explain to the students that the beginning is first, the middle is next, and the end is last.
9. Choose a story from the set of story sequence cards.
10. Although cards have from four to eleven cards per story, only choose three cards for the story that best illustrate a beginning, middle, and end. (In this lesson, we will be using the George Washington story cards: Chopping down the cherry tree, father with cherry tree branch in his hand, George Washington as an adult.)
11. Show the sequence cards to the students and briefly discuss what is happening in each picture.
12. Say to the students, "We want to sequence the story of George Washington." Ask them "What are we going to do?" ("Sequence the story of George Washington.")
13. Tell them that we need to start with the beginning of the story.
14. Ask the students, "Which card do you think is the beginning of the story?"
15. Place the card they think comes first in position. Continue for "middle and end."
16. "Read" the story cards in whatever order they decided to put them in. If they were correct continue with the remainder of the lesson. If they were not correct, ask them how they could re-arrange the cards to put them in the right sequence. Continue until they are able to correctly sequence the cards.
17. After they have put the cards in the correct sequence, give them a copy of Appendix F.
18. Explain the directions at the top of the page.
19. As students are working on their project, be sure to move around the room to informally assess the student's ability to sequence the pictures.

E. Assessment/Evaluation

Use the Sequencing checklist (Appendix G) to assess the student's ability to sequence the pictures in Appendix F. Attach Appendix G to Appendix F. Make sure you record the child's "reading" of the sequence word for word.

Lesson Six: Identifying and Retelling Beginning, Middle and End (approximately 25 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Develop an appreciation for a variety of genres including fictional stories.
 - b. Demonstrate an awareness of the characters, settings and events in various stories.
2. Lesson Content
 - a. Know parts of a story (Characters, setting, beginning, middle and end) and their functions.
 - b. Tell in his or her own words what happened in stories or parts of stories.
 - c. *How Many Spots Does a Leopard Have?*
3. Skill Objective(s)
 - a. Students will become familiar with *How Many Spots Does a Leopard Have?*
 - b. Students will identify the beginning, middle and end of a story.
 - c. Student will retell the beginning, middle and end of the story.

B. Materials

1. Appendix H (there are two pages for this Appendix and they need to be reproduced back to back; it needs to be folded on the dotted line so that the words "Beginning," "Middle," and, "End," are on top and cut on the solid line for each child; this is a flipbook; you open the flap to find out what happened at the beginning, the next flap for the middle and the third flap for the end)
2. Dividers
3. What Your Kindergartener Needs to Know (to read *Hickory Dickory Dock* and *How Many Spots Does a Leopard Have?*)
4. A copy of Appendix I for each child (for assessment)

C. Key Vocabulary

1. Retell –to tell the story again (review)
2. Character –the people, animals or things that have a personality in a story (review)
3. Setting –when and where the story takes place (review)
4. Beginning, middle, end –the three parts to a story (review beginning. Do the same for middle and end. Mention to the students that in most stories the middle is the biggest part of the story.
5. Before you read the story *How Many Spots Does a Leopard Have?* from the book What Your Kindergartener Needs to Know, tell the students to pay close attention so that they'll know which part is the beginning, middle and end. Tell the students that you are going to hand out this flipbook (Appendix H) after you tell the story. Show them that they will draw the parts of the story that you tell them. Under the first flap they will draw the beginning of the story, the second flap is for the middle and the third flap is for the end.
6. Read the story.
7. Remind the students that you want the best drawings on their flipbooks. Make sure you tell the students that they may not draw the same picture under each flap.
8. Hand out the papers and the dividers. Make sure the students write their names on the back of the paper. Be sure they use the dividers for this activity in order to keep the assessment pure. Then they may begin drawing each part under the correct flap.
9. Allow time for the students to draw pictures of the beginning, middle and end of the story.
10. Have your assistant and/or a couple of parent helpers go around with you to each child when they are finished and have them explain each drawing. Write their description under the flap where it says "First," "Next," and, "In the end."

E. Assessment/Evaluation

1. Use Appendix I to assess the students' knowledge of beginning, middle and end. Attach it to the child's artwork

CULMINATING ACTIVITY

A. My Favorite Story

1. Students will choose one of the following stories as their favorite: Snow White and the Seven Dwarfs, The Velveteen Rabbit, King Midas, The Story of Jumping Mouse, How Many Spots Does a Leopard Have?
2. After the student chooses the story, they will draw the setting and the main character on a piece of large paper (11" x 17" works well).
3. When their drawing is finished, they will write on a sheet of 8 ½" x 11" (lined is best) what happened in the beginning, middle, and end of their favorite story.
4. As an extra activity, students can predict what would happen if the story did not end where it did. (ex: What do you think Snow White would do next after she rode away with the prince?)

Resources:

Diamond, Linda, & Gutlohn, Linda, & Honig, Bill. Teaching Reading Sourcebook for Kindergarten Through Eighth Grade. California: Arena Press, 2000. 1-57128-119-3 (Lessons One –Six)

Core Knowledge Sequence. Charlottesville, VA: Core Knowledge Foundation, 1999. ISBN: 1-890517-20-8 (Lessons One –Six)

Hirsch, Jr. E.D. What Your Kindergartner Needs to Know: Preparing Your Child For A Lifetime of Learning. New York, New York: Doubleday, 1996. ISBN: 0-385-31841-3 (Lessons One –Six)

Differentiation

- Provide extra opportunities for children who struggle with retelling or beginning, middle, end, or describing character or settings to do those things with teacher, para, in partners, with an older grade "buddy"; make suggestions for at home story retellings with parents as listeners.
- Allow students who experience difficulty in describing characters or settings, or even plot events to draw or illustrate them in some manner. This often triggers the vocabulary and language needed for them to respond orally.

Technology Integration

Use available video formats of any of these stories to support the understanding of the narrative concepts being learned.

Appendix A

Assessment

Name _____

1.



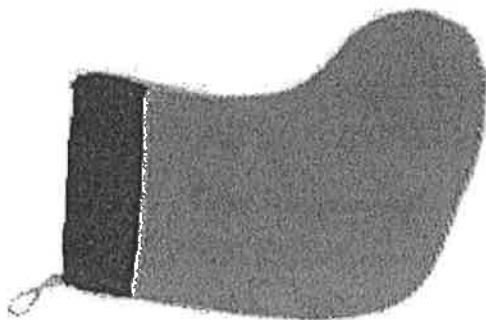
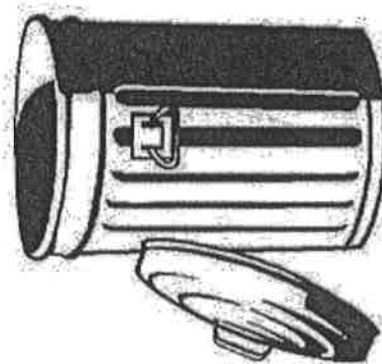
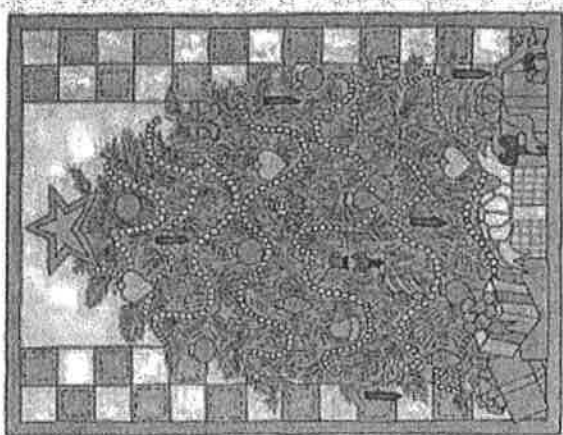
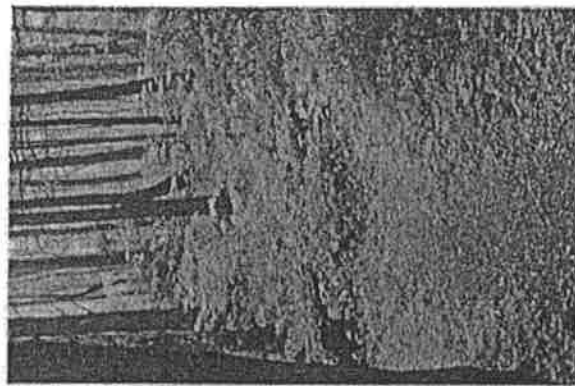
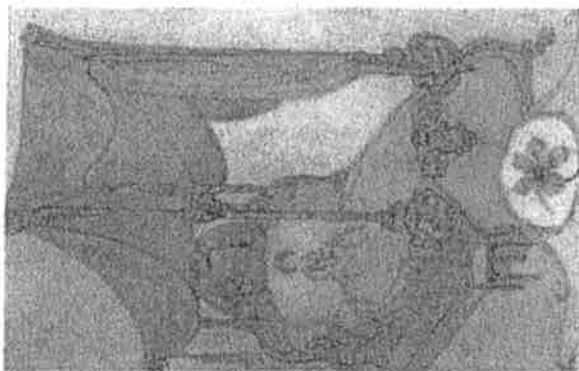
2.



3.



Appendix B



Appendix C

Assessment

Setting

Name:

Date:

Teacher Assessing:

1. Student was able to describe the setting he/she drew from the book *The Velveteen Rabbit*:

Yes / No

2. Student accurately described what happened in the story in the setting that they drew:

Yes / No

3. Given the following story situations, the student was able to recall the setting:

- a. The boy sees the rabbit for the first time.
(Christmas morning in the stocking)

Student's Answer: _____

- b. The rabbit talks with the Skin Horse and sleeps in the boy's bed. (Nursery)

Students' Answer: _____

- c. The rabbit is very sad because he can't be with the boy.
(in the trash outside)

Student's Answer: _____

- d. The rabbit is made real by the Nursery Magic Fairy.
(in the woods)

Student's Answer: _____

Comments:

Appendix D

Re-telling

Assessment

Name _____

Teacher recording _____

"I want you to retell the story, King Midas and the Golden Touch in your own words. Pretend I've never heard the story before."

Indicate if you use the following prompts: *"Tell me more about the story."* *"What is the story about?"* *"What was the most interesting part? Why?"* *"Who are the characters in the story?"*

Record the child's response here:

Did the child include characters of the story by name?

Yes No Partially

Did the child tell the story in order?

Yes No Partially

Did the child tell the story in his/her own words?

Yes No Partially

Appendix E

Assessment

Predicting

Name:

Date:

Teacher Assessing:

Read the following statements to the student.
Record the prediction in the space provided.

1. *This is a story title: The Dog That Loved To Dance. What do you think the story is about?*

Answer:

2. *Once there was a boy who would only eat fruit that was red. What do you think his favorite fruit might have been?*

Answer:

3. *Can you tell me what a prediction is?*

Answer:

Was the student able to give a logical prediction for Question 1? Yes / No

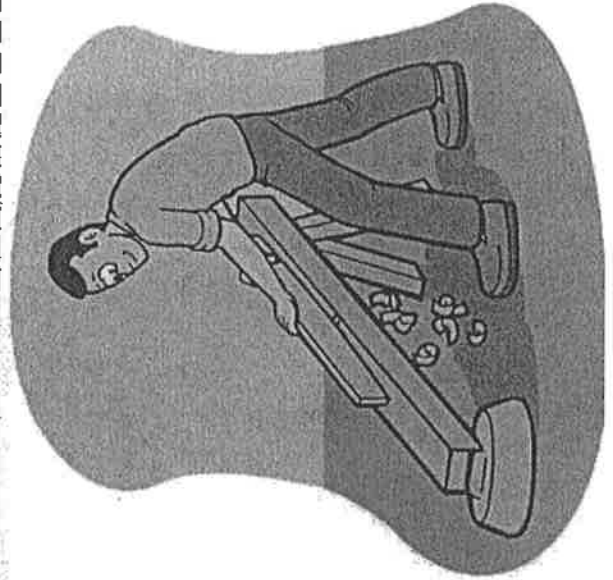
Was the student able to give a logical prediction for Question 2? Yes / No

Was the student able to give a definition of the word prediction? Yes / No

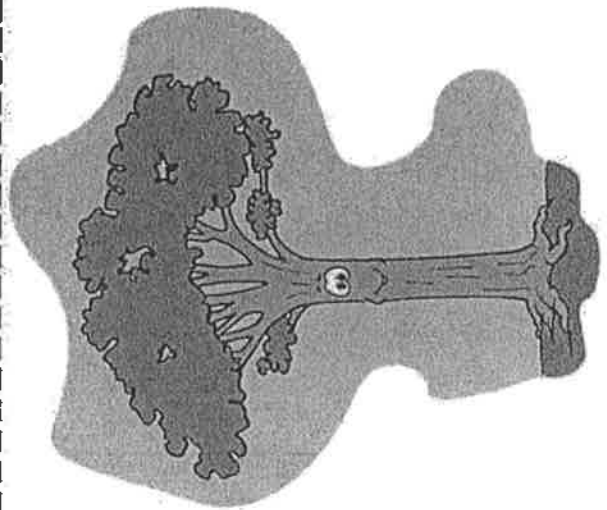
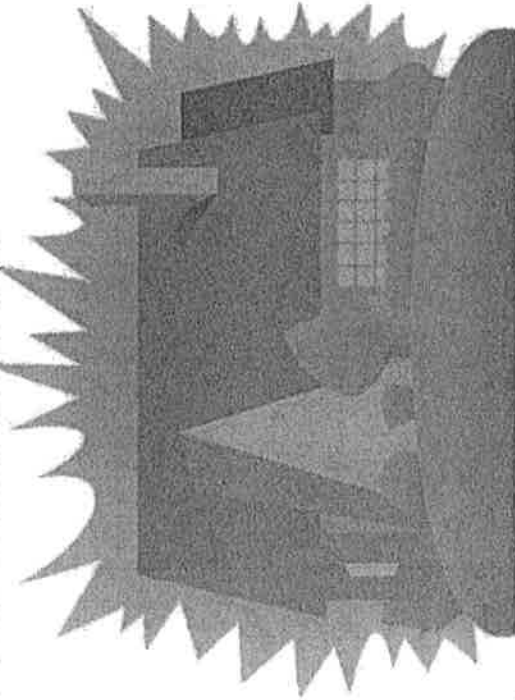
Does this student need additional instruction on how to make predictions? Yes / No

Does this student need additional instruction on what a prediction is? Yes / No

Appendix F



Cut out the pictures on the dotted lines.
Sequence the pictures in order.



Appendix G

Assessment

Sequencing

Name:

Date:

Teacher Assessing:

Using the activity from Appendix F, assess the students ability to sequence events using pictures:

1. The student showed the ability to place the events in the correct sequence:

Yes / No

2. The student demonstrated the ability to "read" their sequence when asked:

Yes / No

3. The student needs additional instruction on sequencing:

Yes / No

Additional Comments:

Name _____

Appendix H

Beginning

Middle

End

First...

Appendix H, page 2

Next...

In the end...

Appendix I

Assessment

Beginning, Middle, End

Name _____

Circle Yes, No, or Partially

- | | | | |
|--|-----|----|-----------|
| 1. Did the child understand beginning? | Yes | No | Partially |
| 2. Did the child understand middle? | Yes | No | Partially |
| 3. Did the child understand end? | Yes | No | Partially |

Comments:

Beginning, Middle, End

Name _____

Circle Yes, No, or Partially

- | | | | |
|--|-----|----|-----------|
| 1. Did the child understand beginning? | Yes | No | Partially |
| 2. Did the child understand middle? | Yes | No | Partially |
| 3. Did the child understand end? | Yes | No | Partially |

Comments: