Learning to Retell the Main Events of a Story in Sequential Order

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**Section 1: Instructional Design Overview**

**Introduction**

The learners of this instructional design project are a small-group of four kindergarteners that attend a rural elementary school located in western Howard County. These students are struggling with retelling the main events of a story in sequential order, in their language arts class. The students in this group consist of varying ability levels, but they are all struggling to pick out the events of the story that happened chronologically. In order to improve these students’ literacy skills, the main goal of this instruction is for the students to be able to retell the main events of a story in sequential order using a graphic organizer.

**Front-End Analysis**

**Needs analysis.** The needs analysis is used to guide the instructional designer, based on information collected, towards the needs that should be addressed, in order for the desired outcomes to be accomplished. In this case, Smith and Ragan’s (2004) Discrepancy-Based Needs Assessment model would work best for this project because a learning goal has already been identified (as cited in Brown & Green, 2011, p. 49). Smith and Ragan’s (2004) model also focuses on the, “gaps between ‘what is’ and ‘what should be’” (as cited in Brown & Green, 2011, p.49). This correlates with the fact that these students “should” be able to order the main events in a story chronologically, however it “is” a fact that they are struggling with this outcome and that instruction is necessary to solve the problem.

There are five steps involved in this approach. The first step of Smith and Ragan’s (2004) model is to list the goals of instruction (as cited in Brown & Green 2011, p.49). The overarching goal in this instruction is for the students to be able to retell the main events of a story in sequential order. In order to accomplish this goal, the students need to know what a main event is and what “sequential order” means. Eventually, they will also need to be able to use a graphic organizer successfully, to be able to place the main events of a story in order. Additionally, the students will need to be able to listen to multiple stories throughout the instructional series and participate in discussions and activities.

The next step is to, “determine how well the identified goals are already being achieved” (Smith & Ragan, 2004, as cited in Brown & Green, 2011, p.49). A pre-assessment was given to the students in this group to determine if extra instruction with the skill was necessary. For the pre-assessment, the students were read a story, and then after the story, they were given four squares of paper. They were to draw or write about four main events that happened in the story and then arrange the squares in order starting with the event that happened first, to the event that happened last.

The third step in their model is to figure out, “the gaps between ‘what is” and ‘what should be’” (Smith & Ragan, 2004, as cited in Brown & Green, 2011, p.49). In this instance, the students should be able to list the main events of a story in order according to the Maryland State Curriculum (Maryland State Department of Education, 2007). After previous lessons on this skill earlier in the semester, with their regular classroom teacher, these students “should” have been able to complete it with no more than 2 errors, however the pre-assessment results showed otherwise. After the students arranged the main events in order, it was evident that many of them had made errors. All four of the students in the group had more than two errors on the pre-assessment. Some of the events they drew were not the “main events” of the story and they placed some of them in order incorrectly. For example, for an event that happened at the end of the story, one student placed it as the second event that happened. Based on the pre-assessment results, it was concluded that the students had significant gaps between identifying the main events and ordering those events correctly.

The next stage in Smith and Ragan’s (2004) model is to determine how to arrange the gaps for the instruction (as cited in Brown & Green, 2011, p.50). To do this I used Merrill’s (2002) Pebble in the Pond graphic organizer. The graphic organizer included all of the students’ areas of need or gaps, in a way that gradually decreased the amount of assistance they needed with this skill. They were able to determine the main events reasonably well, but they still need some assistance. Therefore the first pebble would be to define what a “main event” is with assistance. Then as the instruction progresses, the skill gets more complex, but with the previous pebbles of instruction, they should be able to accomplish the final pebble without any assistance.

The final step in this model is to “determine which gaps are instructional needs and which are most appropriate for design and development of instruction” (Smith & Ragan, 2004, as cited in Brown & Green, 2011, p. 50). All of the gaps would be considered instructional needs and would be appropriate for instructional design. The gaps are important steps to becoming better readers. Recalling information from the text with accuracy is a skill that will need to be used with independence and ease throughout these students’ school years and beyond. Therefore, creating and developing instruction for these needs would not only be appropriate, but necessary for their future success.

**Learner analysis.** The learner analysis is a crucial component in the instructional design process. For this step, an instructional designer needs to obtain information about the learners who will be involved with the instruction, in order to create instruction that is tailored to those learners’ needs. Dick, Carey, and Carey’s (2009) approach would work well with this project because it focuses on many different aspects of the learners’ prior knowledge, ability levels, attitudes, and preferences that the designer would need to know about *before* creating instruction (as cited in Brown & Green, 2011, pp. 78-79). These important details will greatly influence the instructional designer to produce effective and efficient instruction that will improve these students’ achievement in this skill, and will increase their motivation for the lesson.

In order to learn more about these students, since I was “borrowing” the class for this project, I interviewed a Subject Matter Expert: their teacher. First, I needed to know about the students’ prior knowledge in this subject area (Dick, Carey & Carey, 2009, as cited in Brown & Green, 2011 p. 78). They have practiced with this skill before, after listening to read-alouds in class, by orally answering questions about what happened first, second, third, etc. as an extension of the lesson. They have had some practice writing down sentences explaining the events that happened in a story, but they had not used a specific organizer. Another aspect I wanted to focus on was their ability levels (Dick, Carey & Carey, 2009, as cited in Brown & Green, 2011 p. 79). The four students in this small-group instruction are all on-grade level in language arts and do well in their reading groups. They struggle a little with their writing and tend to need extra help and more one-on-one instruction after lessons. With some guidance, they can usually accomplish the task with success.

Motivation and preferences of the students were also important to note for the future creation of the lessons (Dick, Carey & Carey, 2009, as cited in Brown & Green, 2011 pp. 78-79). According to their teacher, these students love to listen to stories and read their own stories during free-time. They are also very motivated by activities that give them choices. For example, when they are given a choice to either draw or write for an activity, they complete it with a more positive attitude. These four students prefer to learn in small-groups, where they are more likely to participate, than when they are in whole-group instruction. They also like structured activities. For example, they seem to perform better on activities that have an organizer than if they are told to free-write. All of these motivations and preferences will be taken into consideration when creating instruction for this topic area.

**Learning context analysis.** The instruction for this project will take place in a large kindergarten classroom. There is a rainbow-shaped table in the back of the room where reading groups or small group instruction is held. This area will be used for this instruction so that these four students will receive more individualized attention. There is also a small white-board on an easel near the rainbow table, where the teacher can display worksheets and model how to perform certain tasks. The physical environment where this instruction will occur will be very suitable for the instruction of this topic.

**Progression of Problems**

Merrill’s (2002) Pebble in the Pond model was designed as a guide for instructional designers to use to help them create their process of instruction. This model consists of five pebbles, or problems, that build on one another in order to accomplish the final problem with success (Merrill, 2002). The first pebble is less complex skill but is necessary to fulfill before moving on to the next pebble. As the pebbles progress, the complexity of the skill becomes greater, but the learner will not need as much assistance from the instructor (Merrill, 2002). If used correctly, the final problem can be accomplished by the learners without any assistance, even though it is the most difficult pebble to complete (See Appendix A for visual representation).

The first problem in the progression is for the students to be able to identify and define what “main event” and “in order” mean. They need to be able to know what “main event” and “in order” mean and to be able to apply that knowledge to a short story that will be read to them. After listening to the short story that will be written on chart paper on the board, they will be asked what “main event” means and what the main events in the story are. These events will be underlined on the chart paper as the students identify them. Then the students will need to define what “in order” means and when each of these events occurred in the story. On the chart paper a number “1” will be placed where the first event is written, a “2” where the second event is written, and so on, until the final event is identified.

The next problem is where the students need to be able to listen to a different story, consisting of only 3 main events and that is on their reading level, in order to retell the main events of the story as a group. The students will need to recall what “main events” means and identify the main events of the story. The students can discuss with the group about what they think the main events of the story are, as guidance is given.

The third problem consists of the students being able to use the main events that they identified in the second pebble and place them in chronological order. Therefore, they will need to know what the main events of the story are and remember which event happened first, second, third, etc. They will then have to recall what the term “in order” means and retell how the main events occurred in order. Guidance will be given with this task if necessary.

The fourth problem involves the students using a graphic organizer (See Appendix B for the graphic organizer) to place the main events in order. The students will need to know how the main events happened in the story that they read for the second and third pebble and they will need to know what a graphic organizer is and how they use it. The students will be shown how to use the graphic organizer and the students will need to be able to participate and observe as they are shown how to complete it. A verbal example will be given for the first event, but they will need to be able to complete the rest of the organizer by putting the events in the proper order, with some assistance if necessary.

**Final Problem**

For the final problem in the Pebble in the Pond organizer (See Appendix A), the students will be able to retell the main events from a third story. They will need to know what the main events in the story are, how the main events occurred in sequential order, and accurately complete the graphic organizer with complete independence. For the graphic organizer, they will need to be able to draw or write about the three main events in the story that happened at the beginning, the middle, and the end. After they have drawn or written the main events in the order they believe they occurred, the students will verbally explain to me what they wrote or drew about in their organizer. This will allow me to listen to how accurately they were able to retell the main events in the story in sequential order.

**Standards** (Maryland State Department of Education, 2007)

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| **Standard** | **Relevance to Project** |
| **Standard 6.0** Listening  **Topic A.**  **Indicator 1.** Demonstrate active listening strategies  **Objective a.** Attend to the speaker | *Entire Instruction*  Students will need to listen to stories that are read throughout the sequence. They will need to listen to questions about the story in order to participate in discussions. They will also need to listen to directions on how to complete the graphic organizer. |
| **Standard 4.0** Writing  **Topic A.**  **Indicator 2.** Compose oral, written, and visual presentations that express personal ideas and inform  **Objective d.** Dictate, draw, or write to inform | *Problem 4 and 5*  Students will need to draw or write about the main events that happened in the story, in sequential order, on the graphic organizer. |
| **Standard 3.0** Comprehension of Literary Text  **Topic A.**  **Indicator 6.** Determine important ideas and messages in literary texts  **Objective a.** Retell the story by sequencing the main events | *Entire Instruction*  Students will need to be able to retell the main events of a story in sequential order. The entire instruction centers on this objective. |
| **Standard 3.0** Comprehension of Literary Text  **Topic A.**  **Indicator 1.** Develop comprehension skills by listening to and reading a variety of self-selected and assigned literary texts  **Objective b.** Listen to and discuss a variety of different types of fictional literary text, such as stories, poems, nursery rhymes, realistic fiction, fairy tales, and fantasy | *Entire Instruction*  Students will have to listen to a variety of fictional texts that were chosen by the teacher. They will need to be able to comprehend what is read in order to accomplish the objectives of the entire instruction. |
| **Standard 1.0** General Reading Processes  **Topic E.** Students will use a variety of strategies to understand what they read (construct meaning).  **Indicator 4**. Demonstrate understanding of text (after reading)  **Objective a.** Recall and discuss information from text | *Problem 1, 2, 3 & 4*  Students will listen to a variety of stories and then the teacher will engage them in a discussion about the main events. The teacher will also ask the students what events happened at the beginning, in the middle, and at the end of the various stories. The teacher will discuss what a graphic organizer is and what they are used for with the students. |

**Formative and Summative Evaluation Plan**

A formative evaluation plan is an important aspect of the instructional design process. It is used to collect data throughout instruction in order to determine if revisions need to be made (Brown & Green, 2011, p.162). For this instruction, Smith and Ragan’s (2004) approach was used, because it focuses on how to amend the weaknesses in the instruction, in order for it to be as effective as possible (as cited in Brown & Green, 2011, p.162).

The first stage in Smith and Ragan’s (2004) approach is to have “design reviews” (as cited in Brown & Green, 2011, p.162). These reviews should be conducted before creating the instruction but after the needs analysis, task analysis, goals and objectives, and learner analysis (Brown & Green, 2011, p.162). Before developing the instruction, these stages were reviewed by examining the data that was collected in order to determine the appropriate methods and practices that would be suitable for the learners. The goals and objectives were also reviewed and identified to create instruction that would align with them accurately.

The second stage for this formative evolution approach is to have “expert reviews” (Smith & Ragan, 2004, as cited in Brown & Green, 2011, p.162). After instruction is created, these reviews are used to determine if the lessons are accurate and appropriate (Brown & Green, 2011, p.162). For the expert reviews, I had the kindergartners’ classroom teacher look over the instruction. She is more familiar with the students’ prior knowledge and ability levels, so she would be considered a content expert to conduct this review. It was noted that these students prefer to have structure and to have choices to complete their work. Originally, the graphic organizer consisted of small boxes that were lined up vertically. In the revised organizer, the boxes were enlarged to accommodate the options for writing or drawing, and they were laid out horizontally, emulating the pages in a book, to make it easier to understand (See Appendix B for the graphic organizer). The teacher also recommended the stories to use, that were on the students’ reading level, in order for them to be able to complete these tasks with the most success.

The third step in this approach is the learner validation. This can include “one-on-one evaluation, small group evaluation, and field trials” (Smith & Ragan, 2004, as cited in Brown & Green, 2011, p.163). For this, the graphic organizer needed to be focused on to determine if the students would find it easy to use and to complete. Therefore, they were introduced to the organizer (See Appendix B) and were shown how to use it in the 4th pebble. In this pebble they could work on it independently, or with assistance, and they were asked individually what they thought about the organizer. They all worked on it independently, with little assistance, and they said that they liked how the “big squares” and that they could draw in them. When they were finished, they were asked if they would like to use this graphic organizer again to help them retell the main events and they all said that they liked it and would want to use it again. As a result, it was determined that the new graphic organizer did not need to be changed.

The final stage is the “ongoing evaluation” and it includes collecting data on the instruction to determine if it would continue to be useful for the future (Smith & Ragan, 2004, as cited in Brown & Green, 2011, p. 163). After making changes to the organizer and deeming it appropriate for the learners, I was able to determine that this graphic organizer would be useful for future instruction focusing on this topic. This graphic organizer can be used for any story, therefore it will be easy to use and correlate with different themes or content that the teacher is using in the future. In addition, the students were successful with the progression of the lessons and were able to gradually decrease the amount of assistance they needed in order to complete the last problem. Based on the results from the final problem, this instruction could definitely be effective for the future.

For the summative evaluation plan, Kirkpatrick’s (1994) Four Levels of Evaluation was used (as cited in Brown & Green, 2011, p.170). The four levels that he focuses on are “reactions”, “learning”, “transfer”, and “knowledge” (Kirkpatrick, 1994, as cited in Brown & Green, 2011, p. 170). I chose this model because, although this model was originally intended for training programs in an industry, I thought it could easily be used in the classroom setting, in order to determine if the instruction was successful overall.

The first level focuses on the reactions of the students towards the instruction. In order to determine this information I asked the students individually about how they liked the lesson and what their favorite part was. They all agreed that the lesson was fun because they “got to listen to a story and draw.” They were all proud to show me their work and they all seemed to really enjoy the lesson. This proved to me that the story I read to them was appropriate for their reading level and that they enjoyed being able to decide if they wanted to draw the main events or write about them on the organizer. I would not change either of those aspects of the lesson in the future, especially not the organizer since it could be used with any story.

The second level in this evaluation model is “learning.” This level is used to determine if the students’ “skills, knowledge, or attitudes were changed as a result of the training” (Kirkpatrick, 1994, as cited in Brown & Green, 2011, p.170). Results from the pre-assessment proved that the students still needed assistance and extra instruction on this topic. When they completed the final problem independently, it was determined that they were able to identify the main events of the story and arrange them in the correct order. Therefore, their skills and knowledge on this topic changed positively.

The third level in Kirkpatrick’s model is “transfer.” This step is used to figure out if the students were able to apply what they learned from the lesson in other contexts (Brown & Green, 2011, p.170). In order to determine if “transfer” occurred, a plan would have to be in place for the remainder of the school year to see if the students remember how to use these skills and if they can apply them to any story they read. Their teacher could periodically have them complete the organizer after certain stories they have read or listened to, to determine if they were still able to apply these skills with accuracy.

The final level in this approach is “results.” This level evaluates the effectiveness of the instruction long-term (Brown & Green, 2011, p.170). I interviewed the students’ classroom teacher a week after I implemented the instruction to see if their retelling skills continued to progress. The teacher stated that they continued to use the graphic organizer with success and were definitely doing better than they were before the instruction. She remarked that they made some errors, due to the fact that they speed through it, but when she reminded them to take their time and think it through, they were successful with the skill.

**Section 2: Selection of a Problem**

**Problem Used**

The problem used for this section was the fourth problem in my progression of problems. The objective for this problem was: the students will be able to use a graphic organizer to list the main events in order as a group.

**Task Analysis**

The main purpose of a task analysis is to identify and sequence information about the content and the learning tasks, which will become the sole focus of the instruction that will be taught to the learners (Brown & Green, 2011, p.58). The task analysis model that was used was created by Jonassen, Hannum, and Tessmer’s (1998, as cited in Brown & Green, 2011, p.59). This approach consists of five functions: “inventorying tasks”,” describing tasks”, “selecting tasks”, “sequencing tasks and task components”, and “analyzing tasks and content level” (Jonassen, Hannum & Tessmer, 1998, as cited in Brown & Green, 2011, p.59). Their model was used because it specifically analyzes and expresses the learning that the students are expected to know how to do by the end of the lesson (Jonassen, Hannum & Tessmer, 1998, as cited in Brown & Green, 2011, p.59).

The first function is to identify “the tasks that need to be developed for instruction” (Jonassen, Hannum & Tessmer, 1998, as cited in Brown & Green, 2011, pg.59). The main task that needed to be developed for this problem was to use a graphic organizer in order to retell the main events of a story in chronological order. According to the pre-assessment, students were able to identify the main events, but they had a difficult time putting them in the correct order. As a result, an organizer would be needed to help them visually display the main events with ease (See Appendix B for the graphic organizer). Therefore, for the second function, “describing the tasks”, the students needed to remember the main events that happened in the previously read story, “The Lorax” by Dr. Seuss, recall how they occurred in order, and then use a graphic organizer to help them organize the main events in a way that was more visually understandable.

The third, fourth, and fifth functions of this model are selecting and prioritizing the tasks, determining the sequence in which they should be taught, and describing the cognitive or physical performances necessary for the task to be completed (Jonassen, Hannum & Tessmer, 1998, as cited Brown & Green, 2011, pg.59) For this problem the students first had to listen to the story, “The Lorax” by Dr. Seuss, in order to complete the other tasks. Then the students were asked what the main events were in the story and which events happened at the beginning, the middle, and at the end. Next the students had to observe how the graphic organizer was to be completed. Finally, the students had to able to complete the organizer by drawing or writing the events in order, with some assistance if necessary. Cognitively, the students had to be able to recall what the main events of the story were and how they occurred in the story. They also needed to be able to complete the graphic organizer the same way they were shown how to complete it. Physically, they needed to be able to either draw or write about the main events that happened in the story. All of these tasks were prioritized and sequenced specifically for the students to be able to complete the activities based upon the objective.

**Instructional Strategy**

Merrill’s (2007) Tell Ask Show Do model was used to describe the instructional strategies for this lesson. The main purpose of Merrill’s Tell Ask Show Do is to guide the task and content of instruction in a gradual, step-by-step approach that is appropriate for learners, in order for them to accomplish the goal of the lesson successfully (Merrill, 2007). The four components of this model guide the instructor to perform specific tasks. For example, you present information, like a definition (tell), have the students recall the definition (ask), you demonstrate an example of the task (show), and then the students apply the example to their own work (do) (Merrill, 2007). The following chart displays how this model was used to describe the instructional strategies that were used in the lesson:

|  |  |
| --- | --- |
| **Tell** (presentation) | 1. Tell the students the story “The Lorax” By Dr. Seuss as they listen.  2. Tell the students they will have to use what they know about how to determine the main events of a story and how to identify the order in which they occurred, and apply them to this story.  3. Tell the students what a graphic organizer is and what it is used for.  4. Tell the students they will use a graphic organizer to draw or write the main events of the story in order. |
| **Ask** (recall) | 1. What does “main event” mean?  2. What are the main events in this story?  3. What does “in order” or “sequential order” mean?  4. What happened at the beginning of the story? In the middle of the story? At the end of the story?  5. What is a graphic organizer and what is it used for?  6. What would you draw or write in the first box, for what happened at the beginning of the story? |
| **Show** (demonstration) | 1. Show the students how to use the graphic organizer. |
| **Do** (apply) | 1. Students will choose to draw or write the events in order, on the graphic organizer.  2. Students will complete their own graphic organizer, with assistance if necessary.  3. Students will discuss what they drew or wrote about in their graphic organizer. |

**Interface Design/ Production of Materials**

At the beginning of the lesson, the book, “The Lorax” by Dr. Seuss, was read to the group of students. The white board on the easel was used to display the graphic organizer that was created before the lesson began. A marker and some crayons were used to draw and write about an event, in the organizer, so the students could see how it would look when they completed their own. They each received their own copy of the organizer and they decided if they wanted to draw or write on it. They all needed crayons and pencils depending on how they choose to complete the organizer.

**Learner Evaluation**

Based on an individual’s ability to accomplish the goals and objectives of instruction, the learner evaluation is used to determine how well the learner met the objectives and helps guide the instructional designer to make changes to instruction, to ensure the learner is successful in the future (Brown & Green, 2011, p. 139). For this lesson, I chose to evaluate their change in skill and if they accomplished the objective of the lesson with success. To do this, I assessed both their process and their product.

In order to assess their process of the skill throughout the lesson, I conducted observations and anecdotal records (Brown & Green, 2011, pp.149-150). I observed that after reading the story, the students were able to tell me the main events that happened in the story. When I had them complete the first box of the graphic organizer with me to identify the main event that happened at the beginning of the story, they needed some prompting. Once one student was able to accurately identify the first even that happened, I noticed that the other students nodded their head in agreement, showing me that they understood. I observed them as they worked individually on their graphic organizer and they all knew how to complete it after my modeling. For some students, I sat next to them and asked them to explain what they were drawing for the middle event, and they were all able to identify the most important event that happened in the middle. I also asked them what they were thinking about drawing for the last event. Some of them needed some prompting and needed to be reminded of the last event that occurred. After some assistance, they understood and were able to complete the organizer with success. I analyzed their product, the completed organizers, and determined that all of the events that they drew about were the most important events and that they were drawn in the proper order. The instruction was deemed successful and it showed that they were ready to move on to the final problem.

**Conclusion**

This instruction was developed for the students to be able improve their skills for retelling the main events of a story in sequential order. At the beginning of the instruction they were able to identify main events, however they struggled with placing them in the correct order. Through the progression of instruction, these students were able to understand the basics of this skill in order to accomplish the complexity of the final problem with independence and accuracy. These students will have to use this skill for their future as they progress through their school years, therefore starting to master this skill early, is an essential component of their learning now, and in the future.

References

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Appendix A (PITP Organizer)

Pebbles Project Graphic Organizer

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| Instructional Problem: A small-group a kindergarteners are having trouble retelling the main events of a story in sequential order. |
| Instructional Goal: Students will be able to use an organizer in order to retell the main events of a story in sequential order. |

Learners: A small-group of kindergartners in a rural school

Progression of Problems

Guidance Provided

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| --- | --- | --- | --- | --- |
| **Skills/Knowledge – P1** | **S/K – P2** | **S/K – P3** | **S/K – P4** | **S/K – End P** |
| Need to know:  -Define what a “main event” is:  (Main events are the most important parts of a story)  -Define what “in order” or “sequential order” means:  (“in order” or “sequential order” means how events happen from start to finish or first to last)  Need to be able to do:  -listen to a short story  -define and explain the terms “main event” and “in order/ sequential order”  -identify the main events by underlining them on chart paper (where the story will be written)  -identify the main events in order by writing numbers next to them. Ex: “1” for the first event, “2” for the second event, etc. | Need to know:  -What the main events of the story are  Need to be able to do:  -Listen to the story  -Recall the definition of “main events”  -Retell what the main events of the story are | Need to know:  -What the main events of the story are  -Which main event happened first, second, last, etc.  Need to be able to do:  -Recall the definition of “in order” or “sequential order”  -Retell which main event happened first, second, last, etc. | Need to know:  -How the main events happened in the story in sequential order  -What a graphic organizer is:  (A graphic organizer is a way to arrange information to help combine your thoughts and make them easier to understand)  -How to use the graphic organizer:  (The graphic organizer will be like a flow chart or a story map, where they can draw or write the main events in sequential order)  Need to be able to do:  -participate in the activity and observe the teacher as she models how to use the graphic organizer using the students’ ideas  -Arrange the main events from the story in sequential order, to be able to incorporate them in the graphic organizer accurately | Need to know:  -Listen to a (different) story  -What the main events of the story are  -How the main events happened in the story in sequential order  -How to use the graphic organizer to list the main events of the story in sequential order  -How to draw or write  Need to be able to do:  -Recall the main events in the story  -Recall the main events in the story in sequential order  -Recall how to use and complete the graphic organizer  -Write or draw the main events from the story in sequential order using the graphic organizer  -Retell the main events of the story to the teacher using the graphic organizer |

Appendix B (Graphic Organizer)

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sequencing Main Events

|  |  |  |
| --- | --- | --- |
| Beginning | Middle | End |
|  |  |  |