

---

# Retelling the Elder Story with a Partner

---

Retelling Elder Stories  
Language Arts  
Lesson 3  
Time: 45-60 minutes or more

---

## Overview

Students will practice using past tense as they retell the elder story in chronological order with a partner orally and in writing.

## Objectives

- Every student will have the opportunity to use language as they negotiate for meaning with a partner to recreate the story in their own words.
- Students will practice using past tense in Standard English.

## EXTENSION Activities

1. Put the sticky notes from Day 1 in chronological order as a class again like you did on Day 1.
2. “You are going to write about one part of the story. You are going to write 1-2 paragraphs about your part of the story. Who remembers how a paragraph starts? (indent, capital letter) How many sentences are in a paragraph” (3-5)”
3. "Now you are going to write about a part of the story with a partner. Who wants to write about \_\_\_\_\_.“ Hold up a sticky note and send the first two students off to be partners. Put the sticky note a piece of paper.
4. Circulate around the room and encourage both students to talk about what they are writing together when they need encouragement being a team.
5. Students who finish early can reread their work to make sure it makes sense, add details, and use the *writing checklist* to begin editing their work.
6. As students finish their writing they can begin drawing a picture to go with their part of the story. As one person is drawing the other can suggest details to add to the picture or add details to their written part of the story.

## Adaptations

If students are struggling with using SAE past tense you could add in a mini lesson on past tense by passing out a part of the written elder story to have students highlight past tense words and their endings again for review and reinforcement. Make sure to collect the work so that student are rewriting the story in their own words and not copying the elder story from the handout.

Instead of a simple pencil drawing, paintings and other forms of art can be created for the background in the story. The pictures can be created before the writing to help hesitant writers to create details visually before having to communicate using words. This could add another day to your lesson plans.

## Materials

- Sticky notes of events your class created during Lesson 1
- Lined Paper
- Blank White Paper
- Pencils
- Colored pencils
- Writing Checklist from Assessments

## Additional Notes

Think about the student expectations you have for the page that they will write. Do you expect a couple of sentences, a paragraph or more? Make sure you make your expectations known before students start working.

Think about guidelines for the picture as well. Do you want certain elements in the story or do you want to leave the contents open ended for creativity? Do you want to say no white space unless it is snow or another object that is white?

If your students are not used to working with a partner you can explain and model with an adult or student your expectations of working with a peer.

If you have time begin conferencing with a group that is done early so that you can make sure they are using SAE past tense correctly.

***Writing Checklist***

\_\_\_\_\_

Student Name

\_\_\_\_\_

Peer

\_\_\_ I read the story

\_\_\_

\_\_\_ It makes sense

\_\_\_

\_\_\_ All sentences are about the story

\_\_\_

\_\_\_ Periods and punctuation  
are in the right places

\_\_\_

\_\_\_ Capital letters  
are in the right places

\_\_\_