

Chronology

Companion Text: The Jakry Kids: Curiosity Shop, by Lin Jakary & illustrated by Ryan Olson
Subject Area & Grade Level: Language Arts, 1st Grade

Objectives

After this lesson, students will be able to:

- Chunk a story into major plot sections
- Re-tell a story to with peer support and scaffolding
- Explain how supporting details can enhance comprehension of a story

Pre-Reading

This lesson is better done later in the day, but will work even if language arts is the first subject.

Ask students to raise their hands if they can tell you what the first thing was that happened in our classroom when the bell rang to start the day this morning. As you take answers, try to lead students to be more and more specific. Then, ask, “What happened next? And after that?” taking students through the school day up until the current time. When you get about halfway through the recounting of the day, add a line of questioning about how long each activity took. Make it fun and collaborative rather than competitive; that is, allow students’ recollections to scaffold each other, rather than lead them to feel like they have to justify their memory of events. Point out that, together, students were probably able to construct a more accurate picture of the day than any one of them could have done on his or her own.

During Reading

Read the story once through without stopping. Then, tell students you are going to read it again, and that they should try to pay attention to when the story “shifts” from beginning, to middle, to end. Re-read the story, the ask students if they noticed any natural breaks in the storyline. Lead a discussion in which students begin to see that the story can be chunked into sections (before shop, in shop, after shop).

Post-Reading

Then, break the students into groups, and have them try to recollect the story together with as many details as they can. Once all groups have had a chance to prepare, bring the class back together and have them retell the story chronologically, with each group adding a sentence or two of description at a time until the story is complete. Allow students to scaffold each other, adding details or triggering recollections for each other, as they go through the re-telling. Point out to students that reminding each other of supporting details can trigger clearer memories of the storyline’s direction. Since different people remember different details, working on the re-telling together will give us a more accurate picture of the whole story, just like when we tried to piece together the school day earlier.

