

**Title:** Retelling the story Mrs. Wishy Washy by: Joy Cowley

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**Subject Area:** Language Arts

**Standards:**

CYLA00.1.1.01	Preview text.
CYLA00.1.3.03	Make, confirm, or revise predictions before, during and after reading.
CYLA00.1.3.04	Identify characters from a story.
CYLA00.1.3.05	Retell main events in sequence from a story.
CYLA00.5.2.01	Communicates content through details in writing.

**Summary:** The students will preview, discuss and retell the story Mrs. Wishy Washy in sequential order using pictures and words.

**Multimedia Tool:**

**Notebook** file created by copying and pasting pictures from a **Power Point** slideshow. **iPad** application – **Scribble Press**

**Procedures:**

**Day 1**

**Focus:**

Review the strategies used when taking a picture walk.

1. Look at the picture on the cover and think about the title.
2. Cover the words on each page and look at pictures only.
3. Make predictions.
  - Who are the characters?
  - Where does the story take place?
  - What do you think will happen?

**Model:**

Introduce the Mrs. Wishy Washy Notebook file. Look at the pictures on the cover/first slide and think about the title.

Go to Slide 2. A gray shade will be covering the text. Do not remove it. Demonstrate how to look at the picture and tell what is happening in the story.

**Guided Practice:**

Move to the Slide 3. Do not remove the gray shade. Select a student to look at the picture and tell what is happening in the story. Record the key vocabulary on chart paper. (mud, cow)

Continue with the picture walk. Record the key vocabulary from the picture walk on the T-Chart. (pig, duck, tub)

After the picture walk, make some predictions and write predictions on the T-Chart (Ex: The animals will have to go in the house on Time Out.)

<b>Picture Walk – Before Reading</b>	<b>Retell – After Reading</b>
<b>Vocabulary</b> cow mud pig duck tub	<b>Vocabulary</b>
<b>Prediction</b> The animals will have to go in the house on time out.  etc.	<b>Events</b>

Read Mrs. Wishy Washy.

Retell the story using the picture prompts from the book. Record character names and vocabulary on the chart paper also. After the retelling, compare the language/vocabulary and key concepts from the picture walk to the retelling.

<b>Picture Walk – Before Reading</b>	<b>Retell – After Reading</b>
<b>Vocabulary</b> cow mud pig duck tub	<b>Vocabulary</b> cow mud pig duck tub
<b>Prediction</b> The animals will have to go in the house on time out.  etc.	<b>Events</b> The cow got in the mud. The pig got in the mud. etc.

**Closure:** Remind students that *Good Readers change their minds as they get more information*. Ask: How did our language, vocabulary and predictions change from the picture walk and retelling?

Tell students that tomorrow we will use the iPads and the application called Scribble Press to retell the story Mrs. Wishy Washy.

**Day 2:** Retelling the story Mrs. Wishy Washy using pictures and text.

**Focus:**

Choral read the story Mrs. Wishy Washy using the Notebook file.

**Guided Practice:**

Model how to create a book using “Scribble Press.” As a whole group, create a sample Mrs. Wishy Washy book as the students retell the story.

(See example story: <http://ebooks.scribblepress.com/book.php?g=9DQGW6CX> )

**Independent Practice:**

In pairs, students will create a Scribble Press book by drawing pictures of the story events. Once the pictures are finished. Students will go back and retell the story highlighting key vocabulary words. The students will take turns typing in the corresponding text. If the students are unable to type the words, adult help may be given to type in the text.

(If needed this activity can be split into two days. The pictures can be drawn on Day 2 and the words can be typed on Day 3.)

**Closure/Authors Share:**

When the stories are finished, each pair will share their created Mrs. Wishy Washy retell book with the class. The books will then be uploaded to iBooks on each iPad to be enjoyed for the rest of the year.

After the Scribble Press books have been viewed, remind students that *Great Readers make sense of the text and understand how stories work*. How are the pictures and text the same with each created Scribble Press book? How are they different?

