Interactive Literacy Lesson Plan
for
Move Over, Rover! by Karen Beaumont

Name of Activities: Rover Retelling Activity
Animal Grouping Game

Students Participating; size of group:
Children and parents; any size group

Lesson Goal: Children and families will retell the story using Character Cutouts to demonstrate comprehension and understanding of story sequence.

Learning Objectives/Skills: The learners will be able to:
A) Actively listen to a story and participate in a group discussion (children and parents)
B) Demonstrate understanding and comprehension by retelling the story with cutouts (children)
C) Listen, encourage, and support their child as they retell the story (parents)
D) Group animals according to specific characteristics (children)

Environmental Adaptations, Time and Materials Needed: These activities can be adapted to almost any environment. Children will need a flat surface (table, tray, floor) to lay their story props on as they retell the story. The activities will take approximately 25-30 minutes, depending on the students. The following materials will be needed:
- A copy of Move Over, Rover! by Karen Beaumont (one for each family)
- Character Cutouts (one set for each family)
- Doghouse (one for each family)
- Alternative Dog Characters (one set for each family)
- Who’s In Rover’s House? Sheet (one for each family)
- Rover’s Full House Sheet (one for each family)
- Coloring supplies (crayons, markers, colored pencils)
- Paper Bags
- Safety scissors
- Glue sticks/Elmer’s Glue/Tape

Procedure/Description of the Activity

1. Invite children and their families to gather for the story. Show the group the book, Move Over Rover! by Karen Beaumont. Model for the families how to introduce a picture book with children. Ask the children to look at the cover of the book and predict what the story will be about. “What do you see on the cover?” Children will notice a dog and a mouse. On the front and end pages of the book, ask the children what they see- dog bone treats. “Sometimes the end pages of a book will give us clues about the story, too. I wonder if the dog bone treats have something to do with this story? Let’s read and find out.”

2. Read the story aloud to the group, inviting the children and parents to repeat the rhyming refrain in the story. A couple times throughout the story, ask children to name the animals that are in the house so far. They can use illustrations as clues and prompts, if needed.
3. After reading, discuss the story. “Why did all of the animals want to go inside Rover’s doghouse?” “What happened to make them leave the doghouse?” What are your favorite animals? Why?”

4. Distribute the Doghouse and Character Cutouts to each family. Encourage them to work together to color the animals and cut them out.

5. Demonstrate using the cutouts to retell the story as a large group. Then, have children and their families retell the story together individually. Walk around the groups and give encouraging feedback to the families.

6. After families have completed their retellings, explain to parents how Character Cutouts can be used for a “grouping activity” with children. Have parents lay all the characters face up on a flat surface. Then, have them ask their child to pick out all the animals with a specific characteristic. For example, “All the animals with four legs go in Rover’s doghouse, can you find them all?” As the child selects the animals, they can place them in Rover’s doghouse. Other examples are identifying animals with fur or hair, animals that live in trees, animals with a tail or animals that you could have as a pet. Have parents play this grouping game with their children.

6. At the end of the session, give each family a set of Alternative Dog Characters that children can name and use to create their own stories with the animals from the Move Over, Rover story.

7. Tell parents that retelling a story aids student understanding and comprehension. By allowing the children to create their own stories they are extending the story and making meaning. When parents are at home, encourage them to write children’s created stories on paper and allow children to illustrate their stories.
**Assessment:**

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<tr>
<th>Objective</th>
<th>Participants’ Names</th>
<th>Comments</th>
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<tbody>
<tr>
<td>a) Actively listen to a story and participate in a group discussion</td>
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<td>(children and parents)</td>
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<td>b) Demonstrate understanding and comprehension by retelling the story with props (children)</td>
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<td>c) Listen, encourage, and support their child as they retell the story (parents)</td>
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<tr>
<td>d) Group animals according to specific characteristics (children)</td>
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**Reflect on the Activity:**

1. What worked well?
2. What didn’t work?
3. What might have made the activity more successful?
4. Did you notice any potential for follow-up activities based on what the students said or did?

**Transfer Home/Extension Ideas:** a) Encourage families to have children make predictions when reading stories at home b) Families can retell *Move Over, Rover!* with their story props at home c) Suggest that children make up their own stories and illustrate them, parents can write the stories on paper for the children. d) Give parents copies of the “Who’s in Rover’s House?” sheet. While they read the story at home, have their child draw the animals in on the sheet as
they enter Rover’s house in the story. Ask the child to compare their illustration with the picture of Rover’s Full House.

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<thead>
<tr>
<th>Literacy Area(s)* Addressed (check all that apply):</th>
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<tbody>
<tr>
<td>X The Power and Pleasure of Literacy</td>
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<td>Phonological Awareness</td>
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<td>X Building Knowledge and Comprehension</td>
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<td>Fluency</td>
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* from National Center for Family Literacy’s *Building Strong Readers* and *Learning to Read and Write*