



Extended Literacy Adventure: Let's Tell the Story!

Literary recount of the read-aloud

Aventura: ¡Contemos el cuento!

Age Range: K + up

Group Size: flexible

Time Range: 45-90 min



June 2019



Adventure Goals:

Our goal in every adventure is for children to have fun with books and reading! In this adventure kids will enjoy listening to a story read aloud and practice retelling with the group.



Measurable Objectives and Outcomes:

Objective: Our goal in every adventure is for children to have fun with books and reading! In this adventure kids will enjoy listening to a story read aloud and practice retelling with the group.

Outcome: Participants will retell a predictable, patterned story with the group in sequence.

Objective: Foster a use of language through oral storytelling.

Outcome: Participants will use linking words as prompts to practice oral language while listening to and participating in retelling a particular event of the story previously read-aloud.

**Note: this adventure is one that can be repeated multiple times by simply changing the text for the read-aloud.*



Adventure Outline:

A literary recount retells a series of events for the purpose of entertainment. It could include providing details about what happened, including who was involved, when and where the event took place, and what may have resulted. A literary recount can be about real or fictional events and characters. In this adventure we will:

- Listen to a read-aloud of a predictable picture book (an old favorite or something new).
- Retell or act out the story as a group while walking through the pictures of the book.
- Elicit volunteers to help retell the story (or part of the story) in sequence with the whole group, using linking words as prompts, building on what the previous child shares, and repeating each time an event or part is added.
- Create a drawing/picture of the particular setting or event or part of the story that the child retells.





Supplies:

- A predictable/patterned picture book; either an old favorite or something new
E.g. *If You Give a Mouse a Cookie*, *The Most Magnificent Thing* or *The Very Hungry Caterpillar*.
- Construction or printer paper and drawing supplies for each student to recreate their event or part of the story
- A collection of sequencing picture books for book browsing (see [Picture Book Suggestions](#) in Additional Resources)
- [Simple blank books](#) for participants to take home.
- Optional: for added flair, props to assist in retelling the story. E.g. If using *If You Give a Mouse a Cookie*: mouse mask, cookie, milk, napkin, etc.



Adventure Considerations

- The size of the group may determine how you set up the retell. With a small group, each child can have a part. With a larger group, you can pair up participants to retell one part together.
- If the book is on the long side, you may want to facilitate a general retelling of the story, dividing the story into five or fewer parts in order to have enough time to select parts, draw and retell the story.



Adventure Plan

1. Hook: My Story (5-10 min)

Say: Did you know that when you work with others you can retell an entire book? Today we're going to do just that! After we read one of my favorite picture books we're going to tell the story again with the help of our friends!

Let's Think About This!

Say: What do we know about ants? What do we wonder about them?

- Today we're talking about sequencing, telling what happens first in a story, what happens next, after that, and then, at the end, etc.

Share a brief story of what you did this morning right after you opened your eyes, or a time when you rode a horse, went on a walk to the park, made chocolate chip cookies or anything else that you see fit! Modeling the recount with [linking or sequence words](#) will help the students engage with storytelling and give them tools for their own retell.

Say: Let me start by telling you a story about something that happened to me...

Share your brief story with the participants. For example:

This morning I heard the sound of my alarm and woke up with a beep, beep, beep! My eyes opened wide with surprise (demonstrate opening your eyes with surprise)! I remembered I had a big day ahead of me—I was picking up my new puppy! First, I jumped out of bed and quickly got dressed (motion getting dressed). Next, I brushed my hair and teeth, and washed my face with a cloth. Then, I grabbed my shoes and ran to the kitchen. After that, I grabbed a banana and ran out the door. I jumped in my car and finally, I was on my way to pick up my sweet, soft and cuddly puppy!

2. Read Aloud & Tell the Story Parts (30 min)

Before Reading: Introduce the book

Building background knowledge by connecting with the cover of the book, the pictures or photos inside, or by doing a picture walk increases engagement children in the story and the learning.

Navigation



Tip: You can use specific language or linking words to link parts of the story together.

Linking or Sequence Words:

español	English
Primero	First
Entonces	Then, So
Luego	Later
Por Fin	Finally
Antes	Before
Después	After, Afterward

(see [Vocabulary](#) for more linking words)



Tip: If children are hesitant to share with the group you can always ask them to quickly share with a partner.

Say: Let's talk about what this book might be about. Let's look at the cover and make some predictions, or guesses, about what will happen in this story.

- Encourage the children to share openly with the whole group if the group is small, or have them turn and talk with a partner if the group is large.
- Accept all ideas as possibilities as children are developing confidence in their speaking and reading abilities.

During Reading

- As you read the story, ask comprehension and open-ended questions, make comments about the setting and sequence of events, and elicit responses from the participants when appropriate.
- Optional: invite discussion using the three open-ended Visual Thinking Strategies (VTS) questions:
 1. What's going on in this picture?
¿Qué está pasando en esta imagen?
 2. What do you see that makes you say that?
¿Qué ves qué te hace decir eso?
 3. What else can you find?
¿Qué más puedes encontrar?
- As you are discussing the story, try to integrate some of the linking words (then, next, after that, finally, etc.)

After Reading

- Talk for a minute about the different events of the story, using the pictures as cues for the children's ideas.
- Ask for a volunteer to share what happened first. Invite them to stand in front of the group to share that one part. You can prompt with linking words like "first" or "primero" (Spanish).
- Then invite another participant to share what happened next. The first person speaks first, then the next person (in sequence). Continue to prompt with [linking words](#).
- Continue inviting participants to stand in sequence to share the story's events, using the pictures in the book as a guide.



- The final retell will include all the events of the story, start to finish.
- See [variations](#) below.

Tip: After reading the story and before beginning the retell, think about some stretches or physical activity (connected to the book) you can do to get the participants up and moving. This lesson can go a little long for shorter attention spans.

Tip: Oral repetition of language, both listening and speaking, are great ways to learn standard English syntax.

Tip: Depending on how many participants you have, children can share longer parts or multiple events.

Tip: Monitor and adjust. If this part of the process is taking too much time then it's not necessary to start at the beginning of the story each time you add a part.

Tip: Not all children need to share. Some won't want to be in front of the group. Still, they are benefiting by hearing language used authentically and in context.

Tip: To make it even more fun and memorable for the kids, you might give them props to act out the story as they retell.

Transition

Say: Thank you for helping me tell that great story! Now we will work on making our own book based on the event you just retold! Everybody will have a chance to make one of the pages, your very own special part. At the end of today's adventure, you'll get a blank book to take home, so you can retell any story you like.

3. Activity Adventure: Drawing Our Story (10-20 min)

Say: Now, it will be important to remember the part you just told, as you will each be making a drawing of that very part. So take a deep breath, close your eyes and make a picture in your mind...Do you have it? Okay, let's go draw!

- Quickly model how to draw by using the whole page, adding details to the setting, adding characters, etc.
- Start with the child who told the first event and continue in that same sequence. Ask kids to share their part as they get up to draw.
- Give everyone paper and drawing supplies to create a picture of their part.
- Offer encouragement as needed.
- Let the group know when there are a few minutes left in the drawing time.

As children finish their drawing you can...

- Encourage them to add writing to their picture.
- Offer to add writing from their dictation in their own “kid” language.
- Find more ideas [below](#).

4. Adventure Wrap-up: Sharing & Celebration (5-10 min)

Share-out

Say: Now we're going to tell our new story based on the book we read using our pictures and our big strong voices!

Once again, have the participants stand in a line and tell the story in sequence.



Tip: If two participants are sharing the same part, you may want to give them a minute to practice what they will say together before presenting the retell.

Celebration & Movement

Celebrate the great work with a cheer, high-five, happy dance, or “give yourselves a pat on the back.”

Take Home:

- [Blank books](#) for retelling a story at home
- Today’s drawing, unless you decide to create a book with all the drawings.

Review:

Say: Today we learned how to retell a story with our friends. We learned about sequencing, using linking words, and we got really good at telling our part! Now you can try this at home. You can retell a book you read, what you ate for breakfast, or an adventure you went on with someone in your family. Ask a grown-up for help if you need it. Find, borrow, or check-out a new book and give it a try!

Now, at the end of an adventure, I like to ask these three very important questions! I’ll give you a hint: the answer to these questions is always... ¡Que sí! Or Yes!

1. Are we happy to help you find good books to read? (Yes!)
¿Nos gusta ayudarte a encontrar buenos libros para leer? (¡Que sí!)
2. Do we love to talk about books with you? (Yes!)
¿Nos gusta conversar sobre los libros contigo? (¡Que sí!)
3. Is all reading good reading? (Yes!)
¿Toda lectura es buena lectura? (¡Que sí!)



5. Book Browsing (10-15 min)

A child’s literacy development is dependent on the interconnection between reading and writing and support from caregivers and families at home. Have books available for general browsing and for children and families to take home, if you can. See [Additional Resources](#) below for sequence book suggestions.

ICON KEY



Key Element



A Tip



Time



Spanish word



Choice



Variations/
More ideas

Variations and Extended Learning

Consider some of these tips for engaging participants of various ages, cultures, languages and abilities.

Hook: My Story

Extending Learning:

After sharing your story, invite a participant or two to share a brief story of brushing their teeth this morning, getting dressed or making their own breakfast.

Read-Aloud and Tell the Parts

Short on Time?

- Invite more than one participant at a time to stand in front and share the next part. For example, you could ask three children to come to the front and have each of them share one part: the beginning, the middle and the end.
- By reducing the number of parts, multiple participants could tell the same part. When it's time to share at the end, they could present together.

Variation

- Kids could use puppets, flannel story pieces, or stick puppets to retell the story in sequence. You could prep these props ahead of time, unless time is not an issue.
- Some kids could be the characters in the story by dressing up as them (simple costume pieces like a hat or headband with animal ears) or wearing a name tag with their character's name on it. Then the rest of the kids provide direction, with guidance from the facilitator, in acting out the story in sequence.



Activity: Drawing Our Story

Short on Time?

- By reducing the number of parts, multiple participants could draw the same part. When it's time to share at the end, they could present together.

Variation

Breaking a larger group into smaller groups...

- Instead of creating a single book encompassing the whole group, maybe each family, or other combination of participants in the room would like to create their own book together. Each group could then share their creations with everyone at the end.



If some participants finish early while others are still working, you could suggest they:

- Add more details to their drawing.
- Draw an additional page.
- Help the other participants write a sentence on their page.
- Draw decorative endpapers (cover, title page...).
- Make a puppet or mask to aid in retelling.



Wrap-up: Sharing & Celebration

Variation

If you have access to a copier, you could make copies of each of the pages before you send the drawings home with the children. This way you can keep a copy of their retell for others to read.

Passive Programming Ideas

- Set out picture sequencing cards for families to put in sequence to tell the story. Encourage children to retell using linking or sequencing words.
- Create a display with a picture book that you have corresponding flannel pieces. Set out the book, flannel board, and flannel pieces so families can read and retell the story. Create a simple sign explaining how parents can support their child in sequencing the story.
- Invite children to draw a sequenced story of a summer (or other) adventure. In addition, they could retell a book they have read, or draw an activity in sequence, like making their favorite breakfast. (See [Blank Book Templates](#) below for materials.)



- Set up short video clips on a laptop or tablet for children to peruse and then ask them to write or draw the sequence of events of what they observed. (See [Variations and Extended Learning](#) for suggested sites.)
- Invite families to sit with their child and tell their story. Maybe they have a special birth story, or an immigration story, or how-they-came-to-Oregon story. Be sure to have available blank books or sheets for drawing and writing.



Beginning Readers Storytime Integration:

- During your beginning reader storytimes, try asking the VTS questions about the cover or a particularly interesting page. Help your audience practice noticing. Reflect back what they say, increasing the richness and accuracy of the language. For the caregivers in attendance, include parent messages (see [Messages for Caregivers](#) below).
- Instead of asking, “what was your favorite part,” invite children to retell the story in 3-5 parts following the read-aloud. Be sure to include sequence words for support.



Adventure Supports



Vocabulary

Picture Walk

A shared activity before reading an unfamiliar picture book. By previewing the pictures in the story before reading the text, readers of all ages and abilities can engage in the book before actually reading it. Ask kids the VTS questions or other open-ended questions ([Glossary of Key Terms](#)). Be sure to avoid pictures/pages with spoilers!

Vocabulary en español

“Picture book” in Spanish = *libro ilustrado*

“Main character” in Spanish = *la protagonista/el protagonista; el personaje central*

“Setting” in Spanish = *el escenario; donde toma lugar*

“Title” in Spanish = *el título*

“In the beginning” = *al principio*

“First” = *primero*

“Next” = *entonces; luego*

“After that” = *después*

“Finally” = *por fin; at last*

“At the end” = *al final*

Additional Resources:

Sequencing Book Suggestions:

- *The Most Magnificent Thing*, Ashley Spires, 2014
- *If You Give a Mouse a Cookie*, Laura Numeroff, 1985
- *Si le das una galletita a un ratón*, Laura Numeroff, 2000
- *Diary of a Worm*, Doreen Cronin, 2003
- *The Very Hungry Caterpillar*, Eric Carle,
- *La oruga muy hambrienta*, Eric Carle,
- *The Three Little Pigs*
- *Los tres cerditos*

Video Links

- *Si le das una galletita a un ratón:* https://www.youtube.com/watch?v=5QInk_MQUgl
- *El lobo y los tres cerditos:* https://www.youtube.com/watch?v=_-xMA0Ne6FI
- Visit the following sites for short video clips:
 - www.arkive.org (ex. [octopus](#))
 - www.thekidshouldseethis.com (ex. [ice](#))
 - www.wonderopolis.org (ex. [sprouting seeds](#))

Blank book templates:

- The [Changing Phase blog provides links](#) to directions for making many kinds of mini-books (little 6-page books made from one piece of paper).
- [Illustrated directions for making a six-page mini-book from one piece of paper.](#)
- [Easy DIY blank books for kids.](#)
- [Three easy-to-make books from Early Learning Ideas.](#)
- Tools from ReadWriteThink.org: [The stapleless book creator from Readwritethink.org](#) - You may want to use the creator to make a set of mini-books ahead of time.
 - The [stapleless book planning sheet](#) may help you organize your mini-book's content.

Handouts

- [Using Open-Ended Questions When Reading With Kids](#)
- [VTS handout for caregivers](#)
- [VTS handout for families and kids](#)



Family Engagement

Messages for Caregivers

A book is a language playground

A book is a kind of language playground, where children and adults can talk and wonder together!

Choice builds engagement

Kids read more and develop lifelong reading habits and strategies when they are allowed to choose their own books.

Open-ended questions

Open-ended questions are questions that can't be answered with one word, like "yes" or "green." Asking kids [open-ended questions](#) helps them develop language as well as critical thinking and communication skills.

Read aloud to elementary kids

Kids need to hear words many times before they are able to read and understand them independently. Books offer richer, more varied language than everyday conversation. Reading aloud to your elementary school student is just as important as reading aloud to your preschooler. Too busy to read aloud? Try listening to an audiobook together while you cook dinner, do chores, or are in the car.

Kids should listen to books at a higher reading level

Researcher Jim Trelease suggests that kids should listen to books that are about three levels higher than their reading level, and that kids should help select the read-aloud books to ensure they match their interest.

Reading isn't always quiet!

- Kids need to talk before, during, and after reading to develop comprehension skills.
- Add a little drama! Making up funny, scary, or silly voices for characters, adding sound effects, and retelling stories after reading by acting them out together, are all fun ways to increase your child's engagement, have fun together, and build comprehension skills.

Supporting Research

- **Best Practices in Reading and Writing Key Finding 4:** Gradual release of responsibility is the most effective way to foster comprehension.
- **Best Practices in Reading and Writing Key Finding 5:** Access, choice and time reading and discussing engaging text increase reading achievement.
- **Best Practices in Reading and Writing Key Finding 6:** Interactive read alouds increase reading engagement, vocabulary, and comprehension.
- **Best Practices in Reading and Writing Key Finding 7:** Ensuring children are immersed in language and reading aloud helps develop reading readiness.
- **Best Practices in Reading and Writing Key Finding 12:** Opportunities for oral language are essential for reading development in the 2nd Language.
- **Best Practices in Reading and Writing Key Finding 15:** Embracing the multilingual perspective is essential for literacy learning (vs. the monolingual perspective).
- **Library Program Models Key Finding 12:** Oral storytelling programs help children develop literacy skills and honor cultures with strong oral storytelling traditions.
- **Child Social Emotional Development Key Finding 4:** Culturally Responsive Teaching practices promote engagement and rigor among culturally and linguistically diverse learners.
- **Equity Key Finding 4:** Opportunities to share their experiences and perspectives can help immigrants and refugees feel more welcome.

Credits



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