



Streamlined Literacy Adventure:

Let's Tell the Story!

Literary recount of the read-aloud

Aventura de alfabetización: ¡Contemos el cuento!

Age Range: K + up

Group Size: flexible

Time Range: 45-90 min



Adventure Goals:

Our goal in every adventure is for children to have fun with books and reading!
Additional participant goals for this Literacy Adventure:

- Enjoy listening to a story read aloud
- Practice retelling a predictable, patterned story with the group

**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.

1. [Hook: My Story](#) Facilitator tells a story
2. [Getting Started: Read-aloud & Tell the Story Parts](#) Listen to a read-aloud of a predictable picture book, then retell or act out the story as a group while walking through the pictures of the book, repeating each time an event or part is added
3. [Activity: Drawing Our Story](#) Create a drawing/picture of the particular setting or event or part of the story that the child retells

4. [Wrap-up: Sharing & Celebration](#) Invite participants to share by telling their story in sequence
5. [Book Browsing](#) Browse patterned and predictable books with supportive pictures for easy retelling



Supplies:

- A predictable and/or 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 [Book Suggestions](#))
- Simple blank books for participants to take home (see [Variations & Extended Learning](#)).

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.



Considerations for Planning

- 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 5 parts or fewer in order to have enough time to select parts, draw and retell the story.



ICON KEY



KEY ELEMENT



TIP



KEY STRATEGY

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!*

Say: *Let's Think About This! 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.

Linking or Sequence Words:

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

(see Vocabulary in [Variations & Extended Learning](#) for more linking words)

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!*



Getting Started: Read-aloud & tell the story parts (30 min)

Before Reading: Introduce the book

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

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.



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

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 Thinging 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.)

Caregiver Tip: Reading isn't always quiet! It's great to be expressive Add a little drama! Making up funny, scary, or silly voices for characters, adding sound effects, and retelling stories by acting them out together, are all good ways to increase your child's engagement, have fun together, and build comprehension skills. See: [Talking Points/ Caregiver Messages](#) for more message ideas.



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.

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 the 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.



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



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.

- The final retell will include all the events of the story, start to finish.
- See [Variations & Extended Learning](#) for more ideas



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



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.

3. Activity: 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 words.
- Find more ideas in [Variations & Extended Learning](#)

4. 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 (see [Variations & Extended Learning](#) for blank book templates)
- Today’s drawing, unless you decide to create a book with all the drawings.

Remember, the priority is to create positive experiences around reading, writing and learning, so monitor and adjust as you go!

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 of the story! Now you can try this at home. You can retell a book you read, what you ate for breakfast, or an adventure you go 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!*



Say: 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. See [Book Suggestions](#) for sequence books ideas

Adventure Variations and Extended Learning

Please see [Let's Tell the Story: Variations and Extended Learning](#) for a wide variety of research-supported tips for engaging participants of various ages, cultures, languages and abilities.

Tips include: Ways to shorten or extend the program; ways to work with pairs and with groups of different sizes, ages, and language mixes; additional activities; discussion ideas and sentence prompts; DIY stations and other passive program ideas; vocabulary extension activities; what to do if participants finish early; ideas for K-3 storytimes; and suggestions for family engagement.

For a more detailed adventure plan, please see [Let's Tell the Story: The Extended Version](#), which includes a complete script and more supporting information.



Book Suggestions and Digital 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, 1969
- *La oruga muy hambrienta*, Eric Carle, 2011
- *The Three Little Pigs*
- *Los tres cerditos*

Videos:

- *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.thekidshoudseethis.com (ex. [ice](#))
 - www.wonderopolis.org (ex. [sprouting seeds](#))

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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