



Variations and Extended Learning Literacy Adventure: Let's Tell the Story!

Literary recount of the read-aloud

Aventura de alfabetización: ¡Contemos el cuento!

Try any of these research-supported tips for engaging participants of various ages, cultures, languages, and abilities and for shortening or extending activities to suit the needs of your program schedule.



Key Elements and Strategies for Any K-3 Literacy Adventure

Key Elements

Every literacy adventure should include these fundamental, [research-based](#) elements to foster literacy development. Detailed tips and strategies can be found in the document [Key Elements and Key Strategies](#).

- Read aloud
- Book browsing and choice
- Nurture diversity
- Draw connections
- Have fun!

Key Strategies

These key strategies will help you implement an activity rich in literacy skill-building.

- Read aloud interactively
- Ask the three VTS questions
- Discuss with a buddy
- Extend language
- Nurture diversity in languages

1. 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.

2. Getting Started: Read-aloud & Tell the Story

Short on Time?

- Invite more than one participant at a time to stand in front and share the next part of the story. 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 in the story, multiple participants could tell the same part. When it's time to share at the end, they could present together.

Variation:

- Participants 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 participants could be the characters in the story by dressing up as them with 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.

3. Activity: Drawing Our Story

Short on Time?

- By reducing the number of parts in the story, 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

4. 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 in the library 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 [Video Links 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/or 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.



Vocabulary

Picture Walk:

A shared activity before reading an unfamiliar picture book. By previewing the pictures in the story (you can just choose a few) 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 (link to [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*



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.



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, 1969
- *La oruga muy hambrienta*, Eric Carle, 2011
- 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.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 peice 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](#)

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.