

How to Support Teachers' Use of Story Retelling



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On a scale of 1-5, with 1 being “clueless” and 5 being “I’m an expert”, rate your current knowledge and comfort level with storytelling and retelling.



Storytelling and retelling... ...like making gumbo!



Big picture for today's



- The what, why and how of story retelling
- Retelling and reconstructing stories from narrative books
- Retelling stories from predictable books
- Retelling after oral storytelling
- Strategies for supporting teachers' use of story retelling
- Resources

The what why and how of story retelling



What is story retelling?



Why is story retelling important?

- Concepts of stories
- Comprehension
- Vocabulary
- Oral language –
receptive and
expressive



How do children's story retelling skills develop over time?



Common Core State Standards

ELA – Literacy RL.1.2 –
Kindergarten

With prompting
and support, retell
stories, including key
details



Retelling stories with visual aids and props can be highly beneficial to English- and dual-language learners.



Children with special needs
benefit from
participating in story retelling.



How to

START

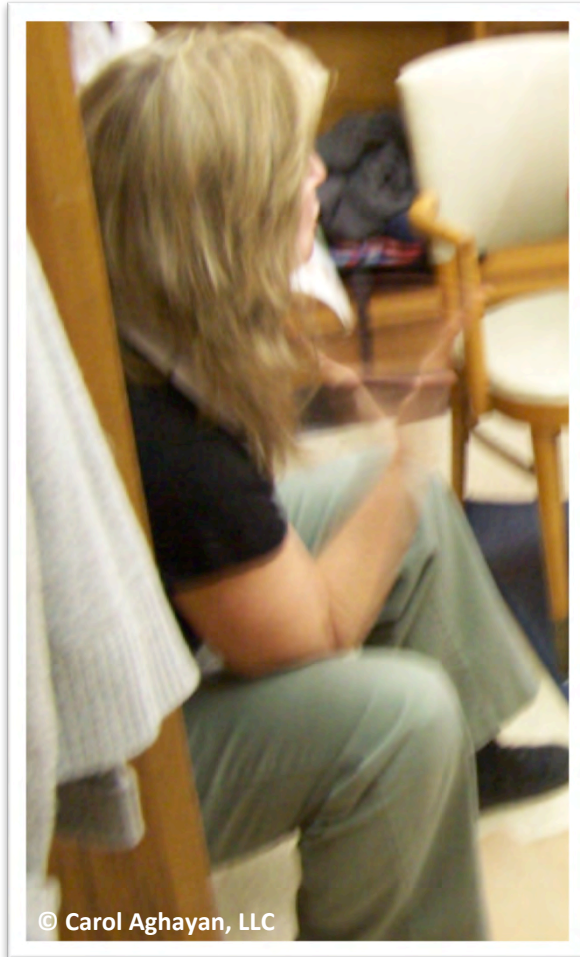
Sharing the story

- Select appropriate stories.
- Engage the children in an interactive storytime (several times).

Retelling

- Introduce props for retelling.
- Model retelling and guide children by providing prompts.
- Invite children to retell, offering support and prompts when needed.
- Make the book and props available for children's use during choice time and encourage independent retelling.

Scaffolding Story Retelling



■ I do...you watch



■ I do...you help

Source: Heroman, Cate & Copple, Carol. "Teaching in the Kindergarten Year" *K Today*. Ed. Dominic F. Gullo. Washington, DC: NAEYC, 2006, p. 66.

Scaffolding Story Retelling

- You do...I help



- You do...I watch



Source: Heroman, Cate & Copple, Carol. "Teaching in the Kindergarten Year" *K Today*. Ed. Dominic F. Gullo. Washington, DC: NAEYC, 2006, p. 66.

Research shows that the most effective group size for a read aloud is:



Take a look at these two pictures.

A. Egg carton caterpillar art project



B. Sock puppet with paper plate food items the caterpillar ate



Which of these experiences do you think has a greater impact on comprehension and oral language?
After reading *The Very Hungry Caterpillar*...



Types of props for story retelling

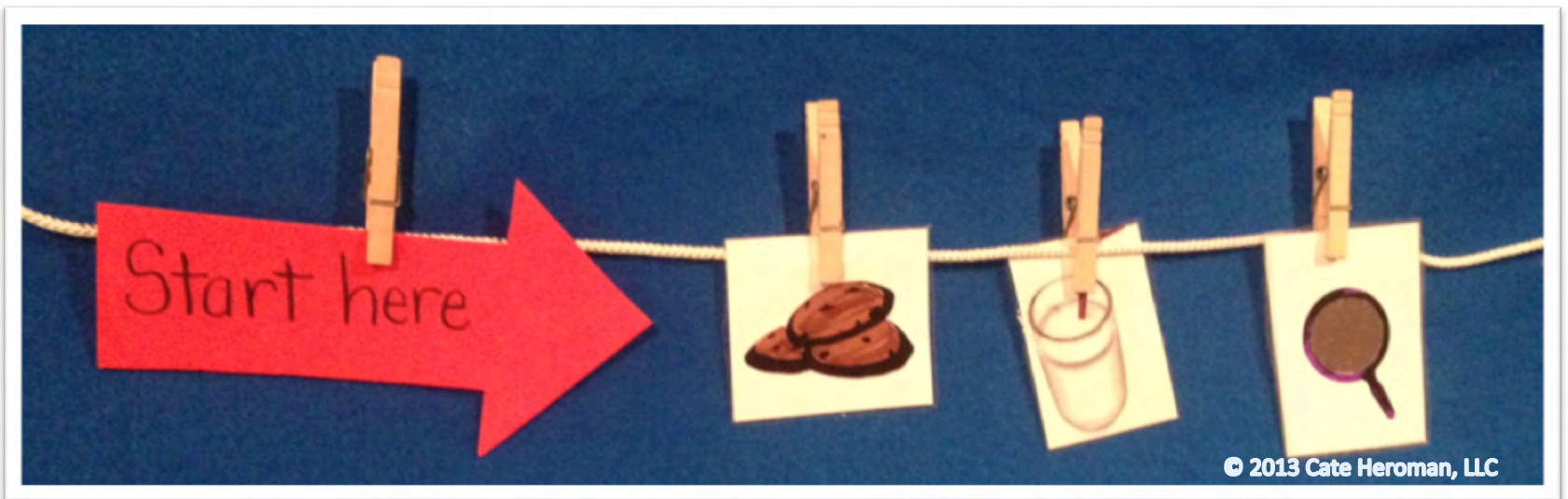


Easily found objects





Story clothesline



Flannel board stories

- Felt
- Pellon
- Milk filters!
- Paper with sandpaper square on back
- Velcro®





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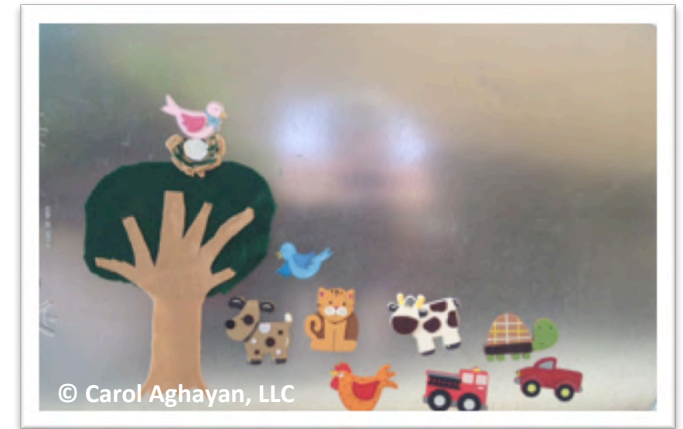
Masks



Photo taken by Ann Scalley, teacher at Lesley Ellis School

Magnetic boards

Oil drip pan



Cookie sheet

Light table or shadow puppets





Photo taken by Ann Scalley,
teacher at Lesley Ellis School

Storytelling stones

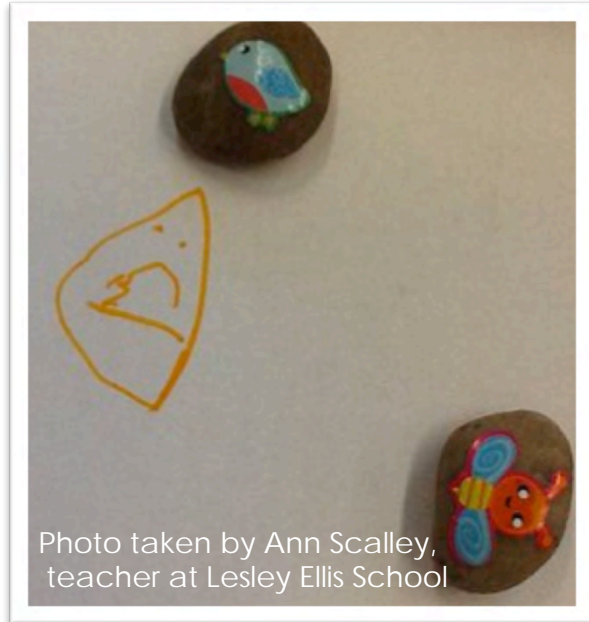


Photo taken by Ann Scalley,
teacher at Lesley Ellis School

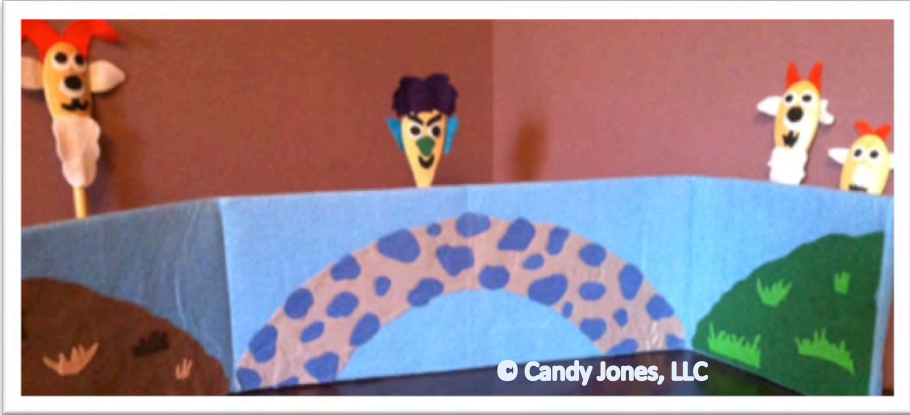


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Retelling story stick



Stick puppets



Costumes and dress-up clothes



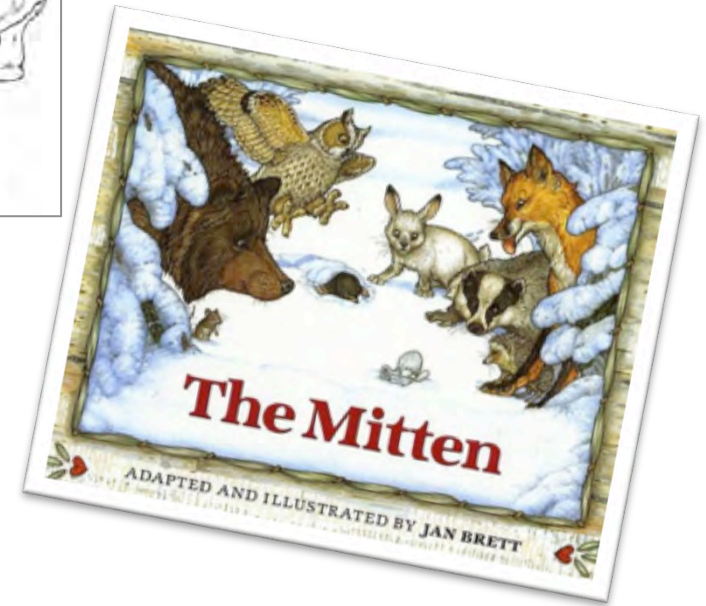
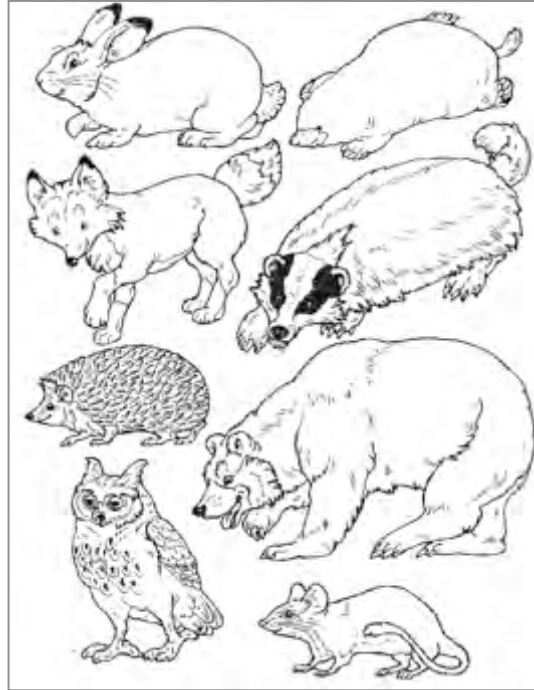
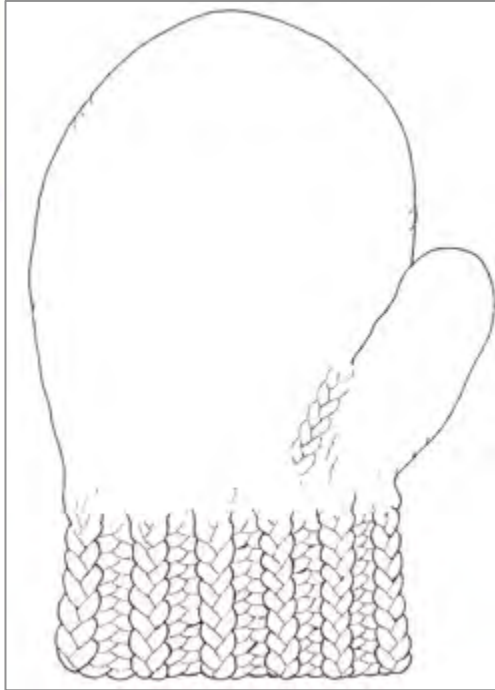
Hats, caps, visors, and headbands



Sequencing picture cards



Downloadables



www.JanBrett.com

Stuffed animals/dolls





Swallowing puppets

Purchased storytelling props/kits



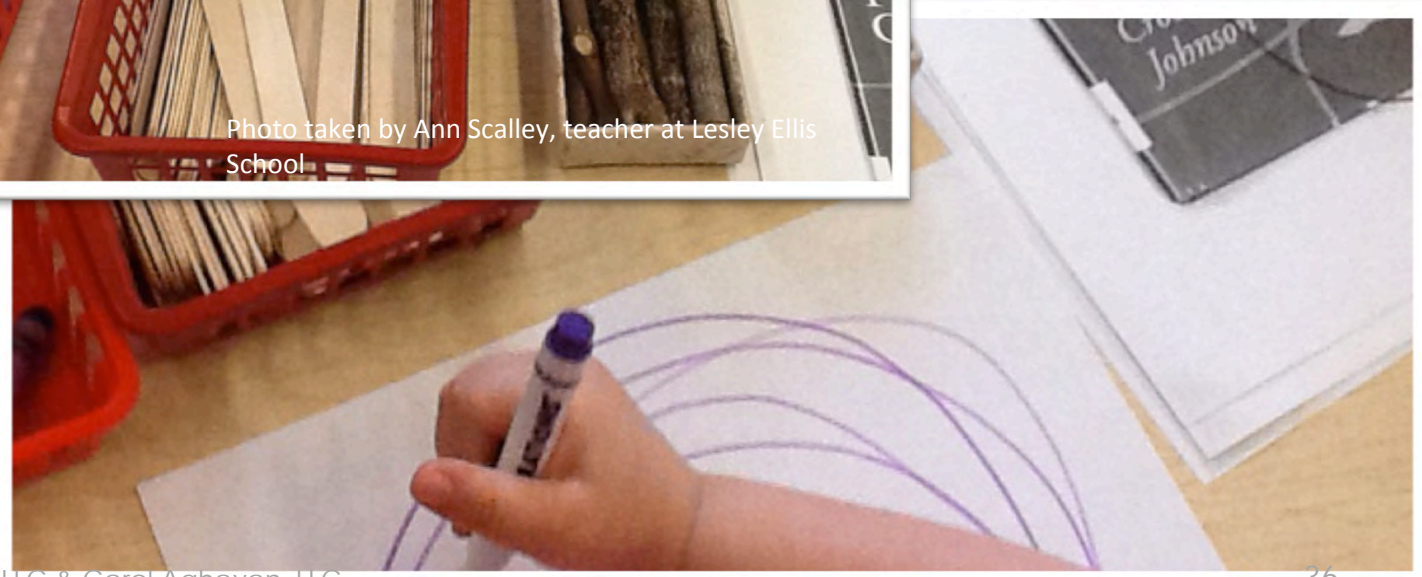
Photos of children retelling the story



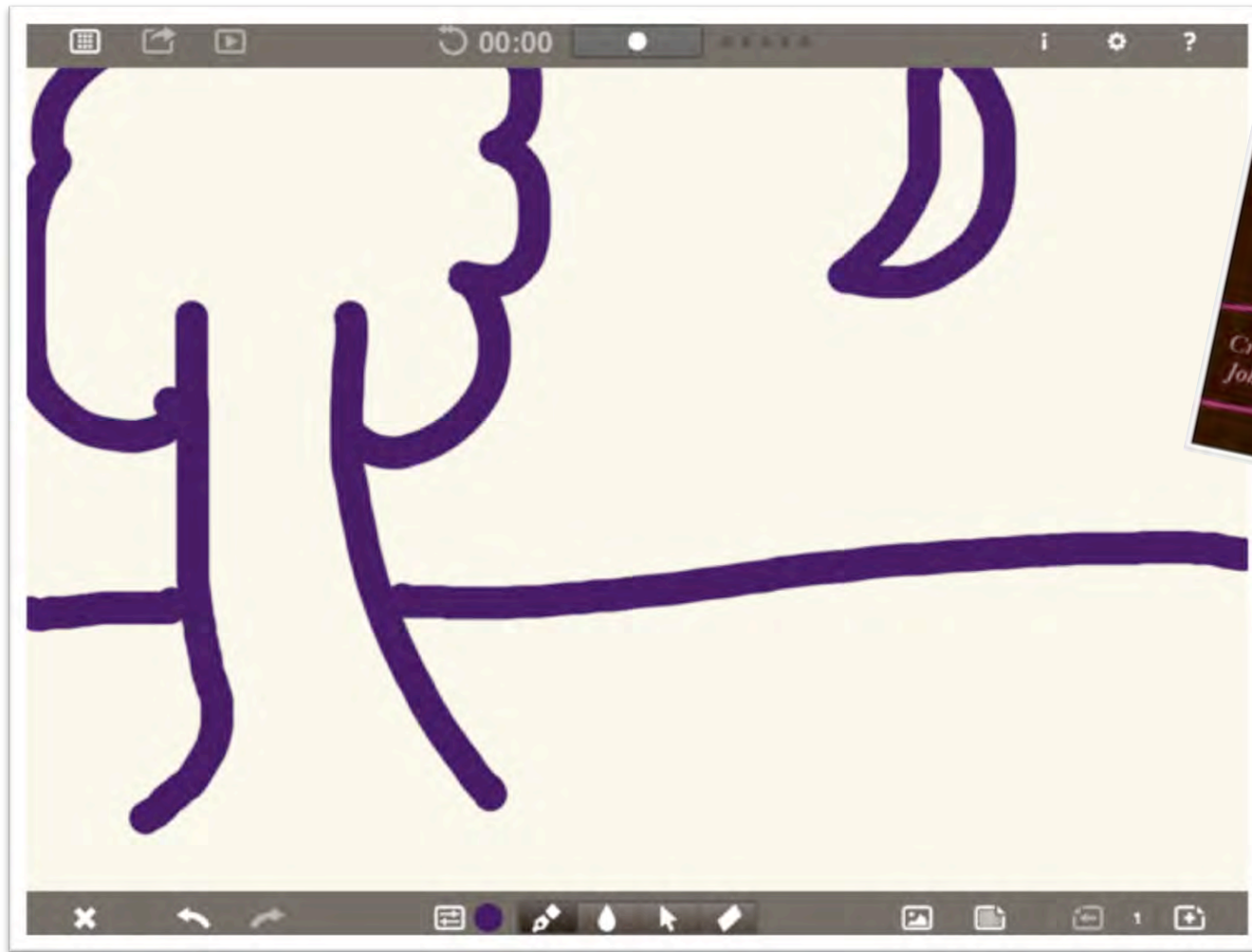
Chalk talk/drawing



Photo taken by Ann Scalley, teacher at Lesley Ellis School



Digital storytelling using whiteboard app



Doodlecast app

eBooks

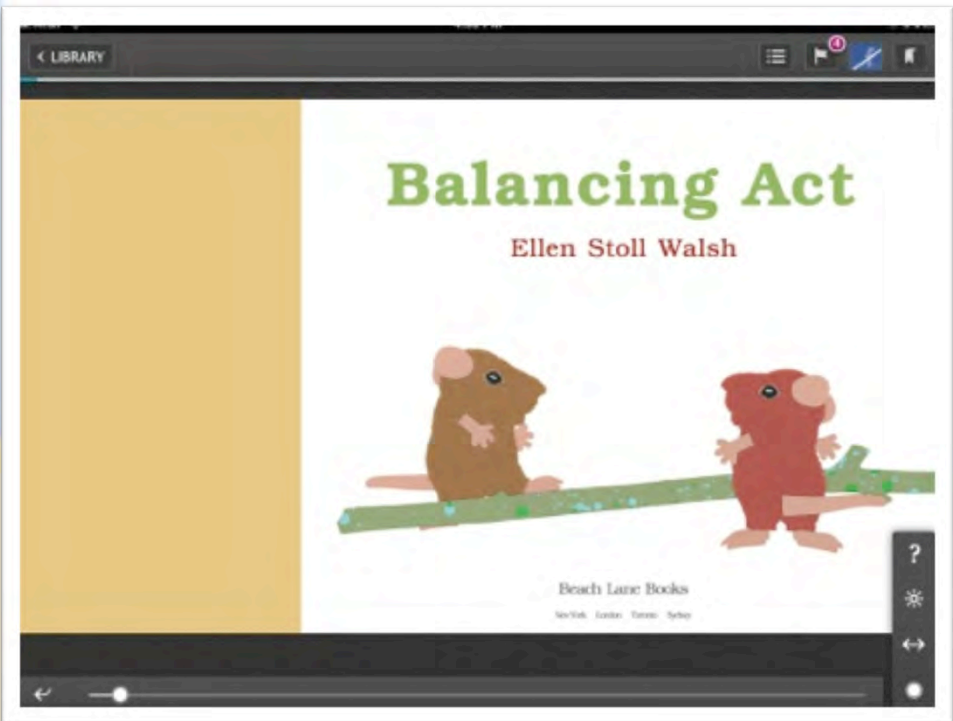
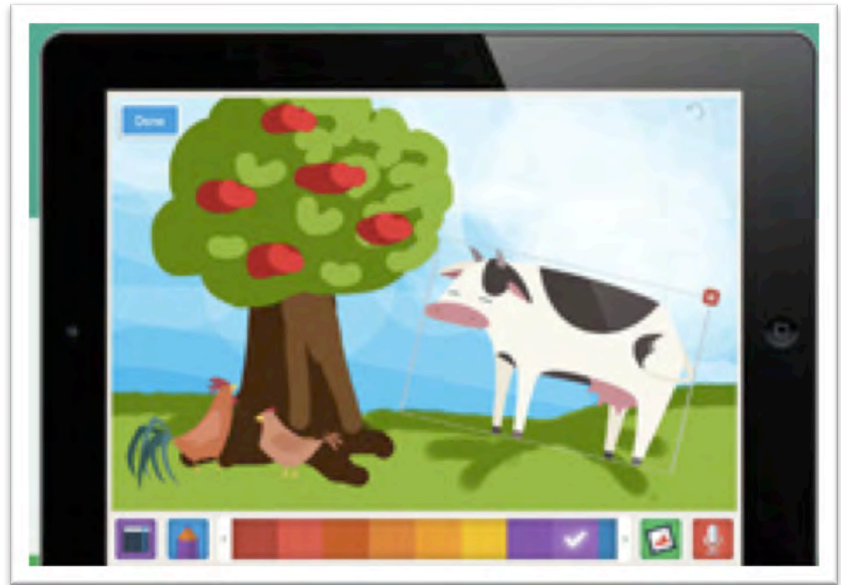


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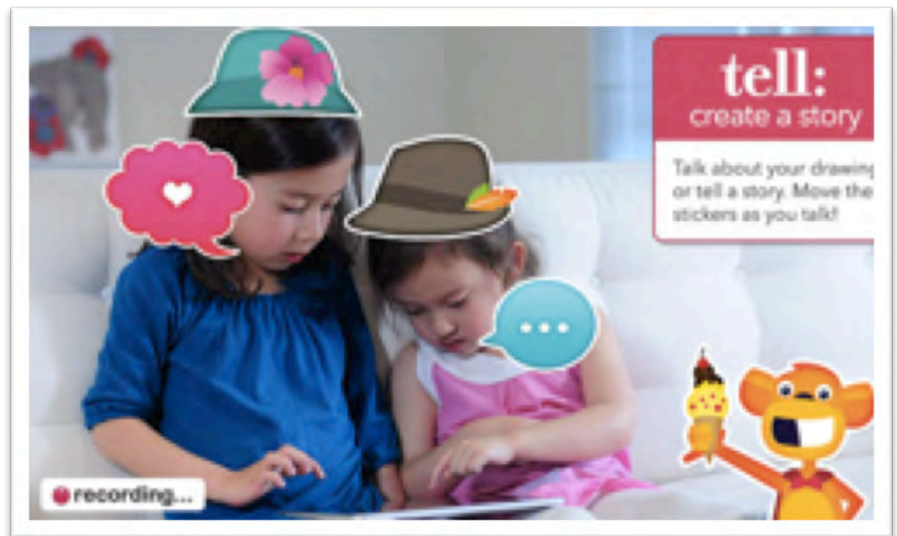
Digital storytelling



Voice Thread



My Story



Draw and Tell

Retelling after listening to a



read or told in these formats:

Narrative picture books
Predictable books
Oral storytelling



Retelling and reconstructing stories from narrative storybooks

2012 Research Report from



- Meta analysis of 11 studies including 687 toddlers and preschoolers
- Story retelling influenced both story-related comprehension and expressive vocabulary as well as nonstory-related receptive language and early literacy development
- Use of particular characteristics of story retelling were associated with positive child outcomes

Source: Dunst, C. J., Simkus, A., & Hamby, D. W. (2012). Children's story retelling as a literacy and language enhancement strategy. (CELLreviews Vol. 5, No. 2). Asheville, NC: Orelena Hawks Puckett Institute, Center for Early Literacy Learning. Retrieved Sept. 19, 2013, from http://www.earlyliteracylearning.org/cellreviews/cellreviews_v5_n2.pdf.

Research-based characteristics of good story retelling practices

Adult reading

- Relates story to child interests/experiences
- Uses visual aids
- Prompts child response
- Asks open-ended questions
- Reviews story
- Re-reads story

- Child retelling
- Makes books accessible to children
- Adult prompts child to retell
- Encourages child role play (book acting)
- Uses manipulatives
- Uses visual aids
- Adult prompts the child to elaborate

Research findings:

- Incorporating 3-4 of the story retelling strategies into a single retelling episode is likely to result in positive outcomes.
- 1-2 characteristics – not effective
- 3 or more had a larger effect
- 5-6 characteristics had the largest effect



Repeated,
interactive
read alouds



Story reconstruction

Sources: McGee, Lea M., & Schickedanz, Judith A. (2007). Repeated interactive read-alouds in preschool and kindergarten. *The Reading Teacher*. 60(8), 742-751. Article summary at <http://www.readingrockets.org/article/16287/>

Retelling stories from predictable books

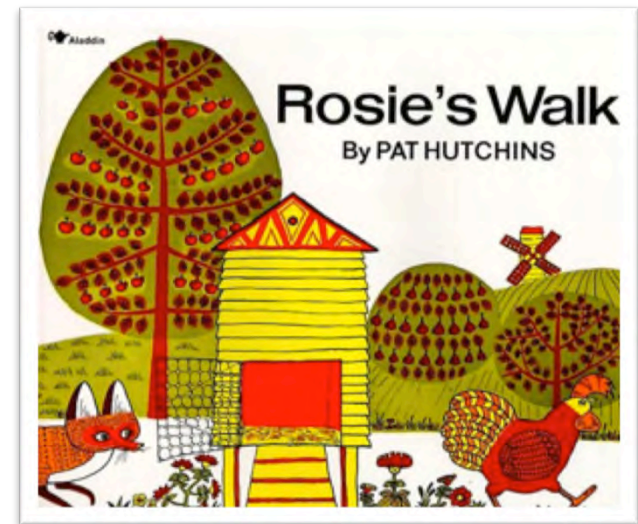
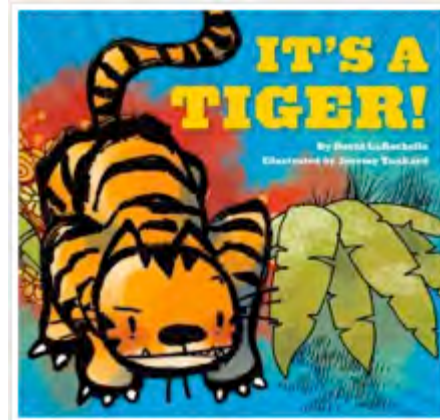
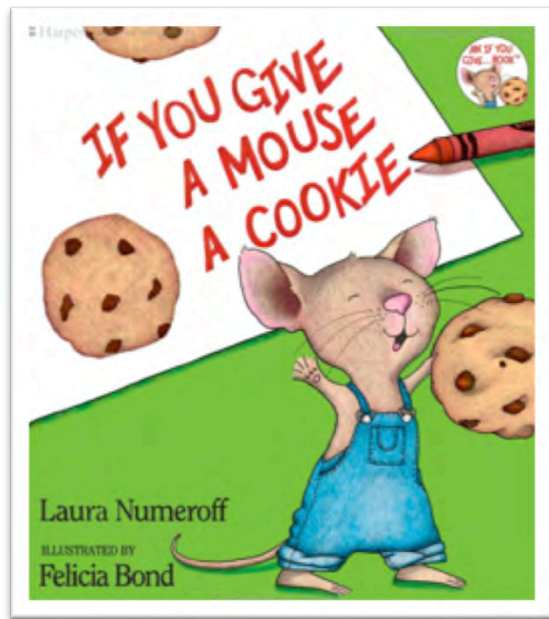


Benefits of predictable books

- Children see themselves as “readers”.
- Children learn the text quickly.
- Join in on key words and phrases.
- Children read along with simple texts.
- Retell many predictable books verbatim.
- As children acquire one-to-one matching of spoken to written words, they may begin to recognize words.

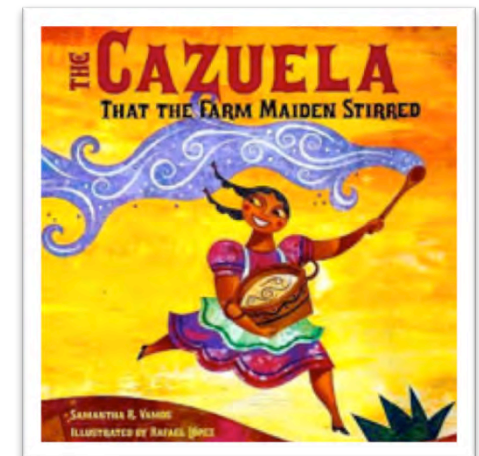
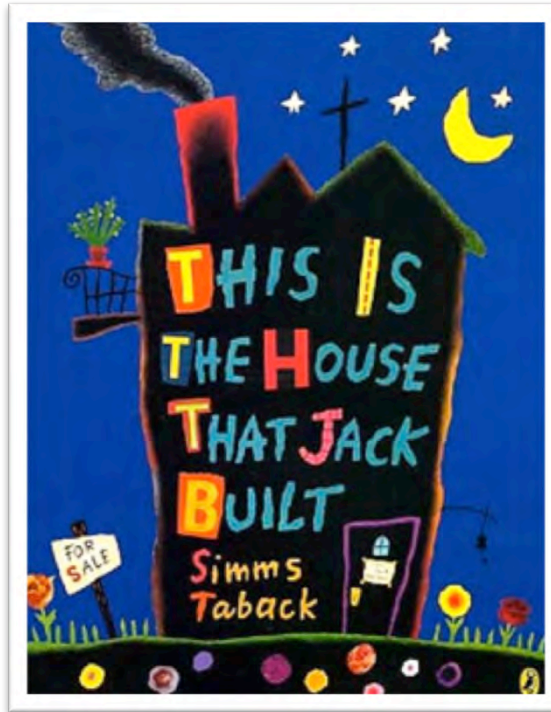
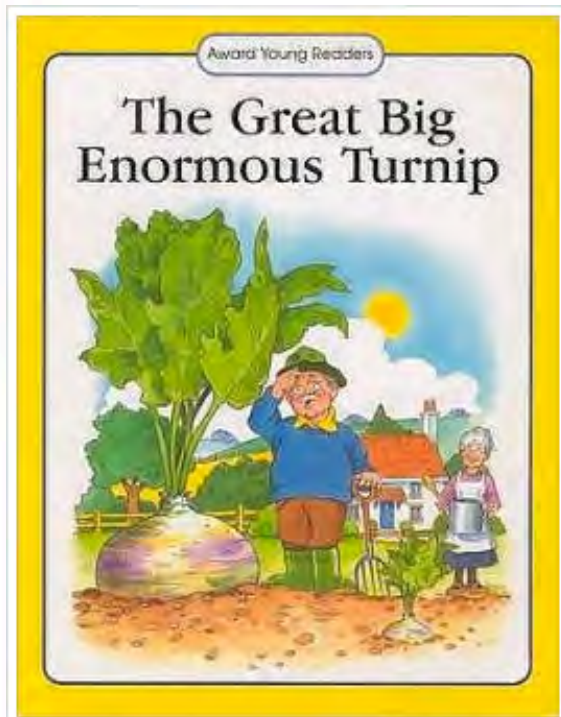
Chain or circular stories

The storyline is linked so that the ending of the book goes back to the beginning.



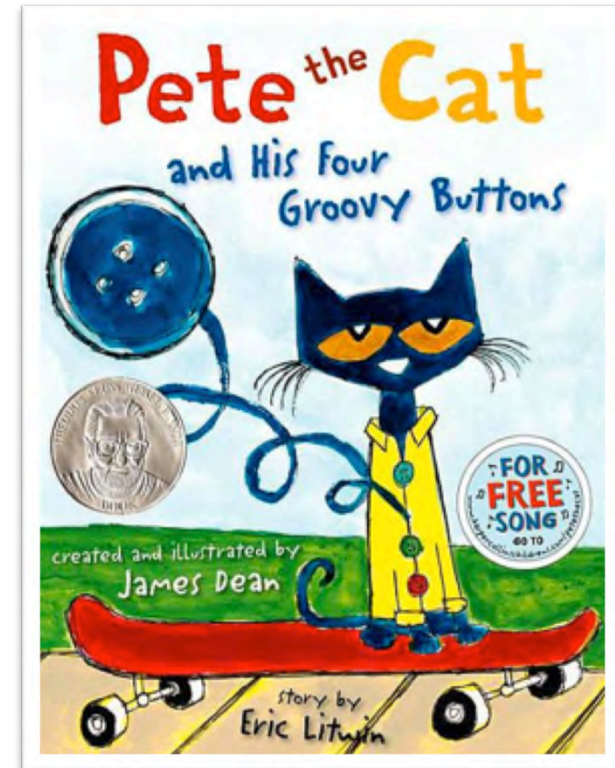
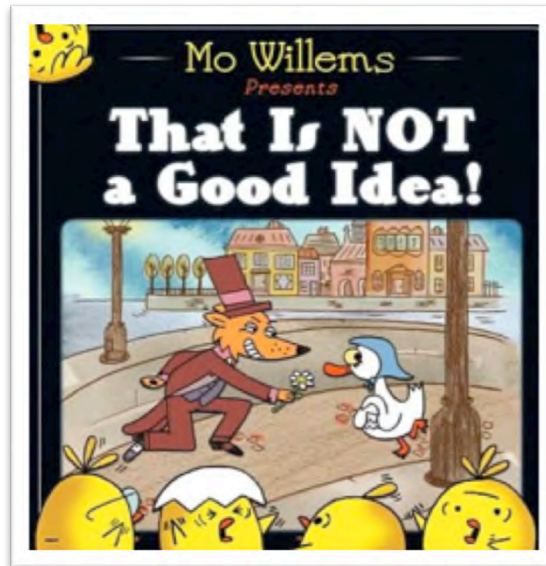
Cumulative stories

Each time a new event occurs in the story, all of the previous events are repeated.



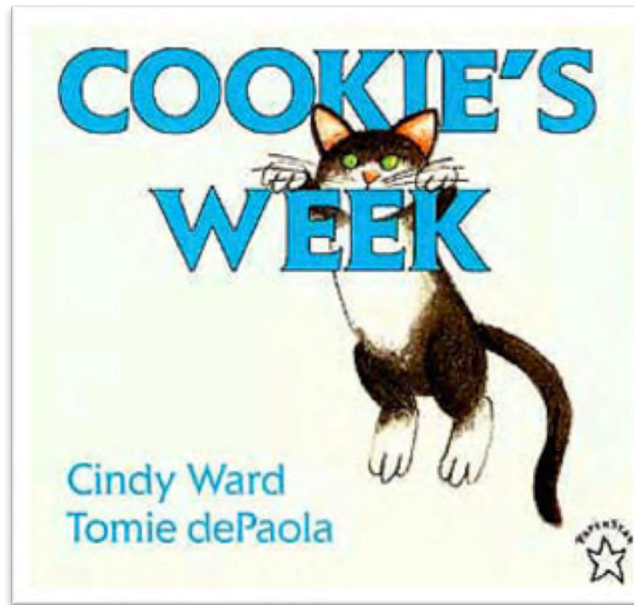
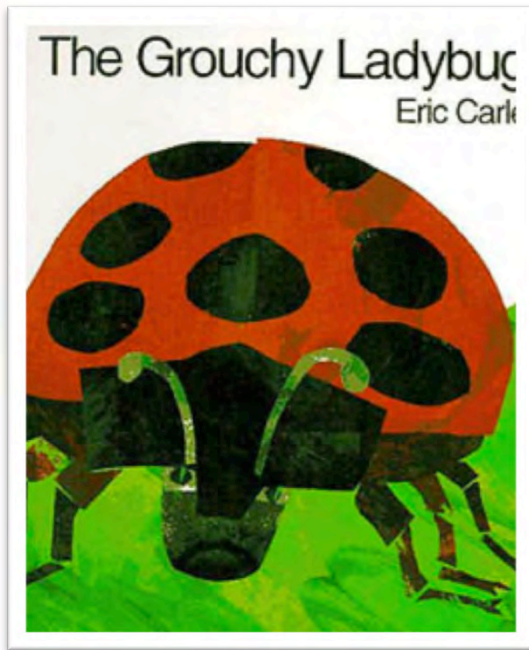
Repetition of a phrase

The same phrase, sentence or passage repeats throughout the story.



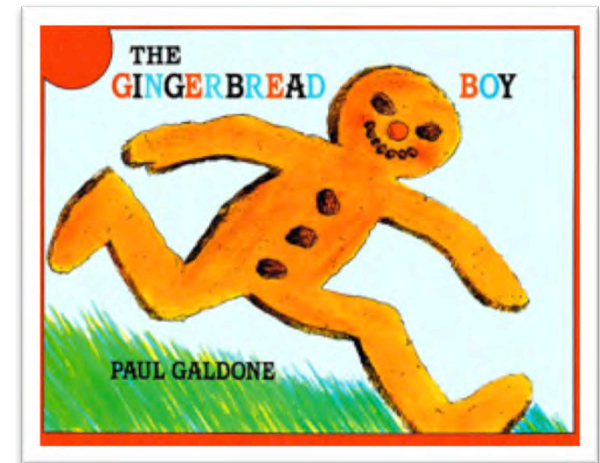
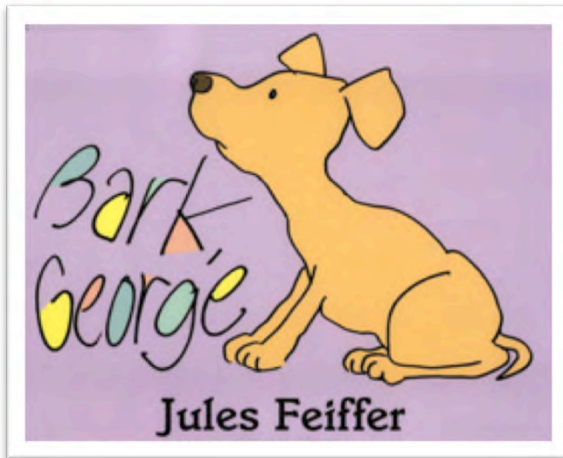
Familiar sequence

The story is organized around a recognizable concept, e.g., days of the week, numbers, alphabet, opposites.



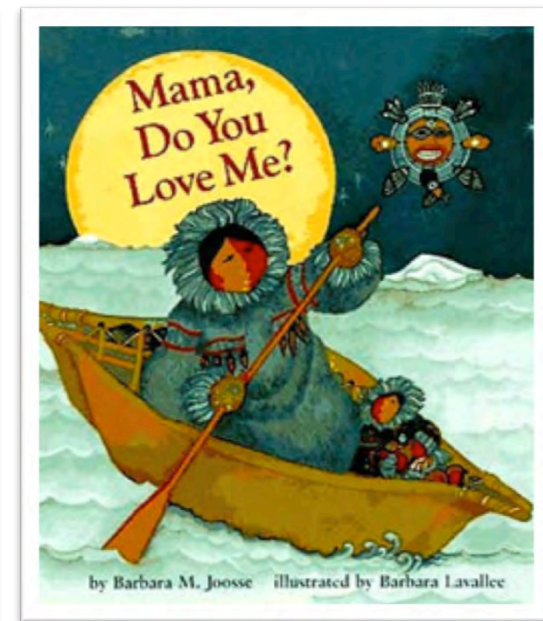
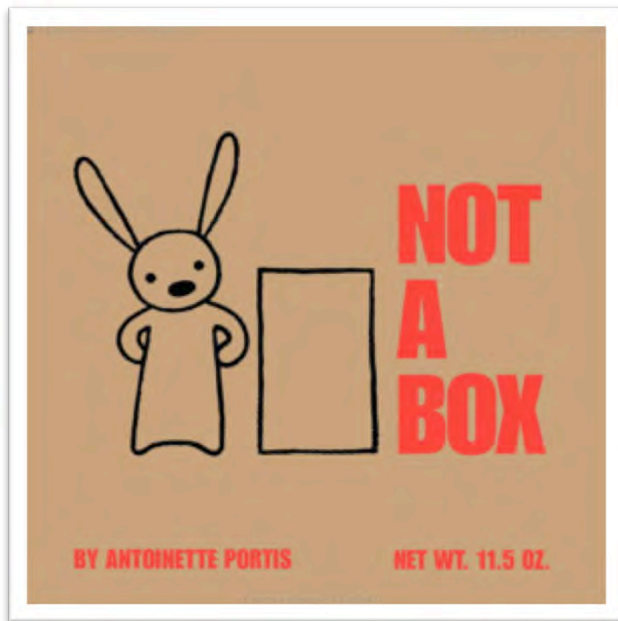
Pattern story

Scenes in the story are repeated with a little variation.



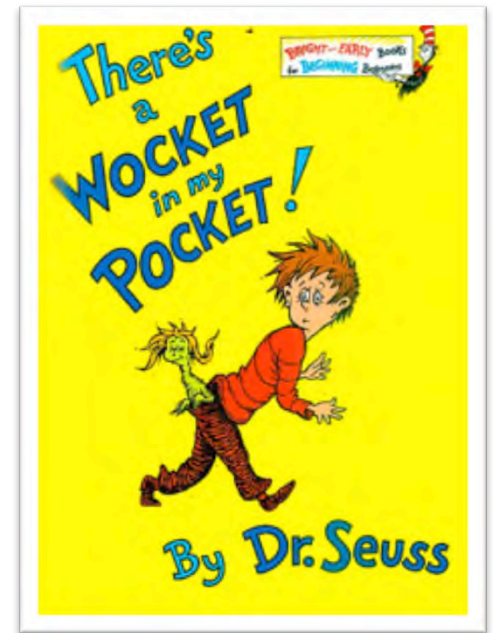
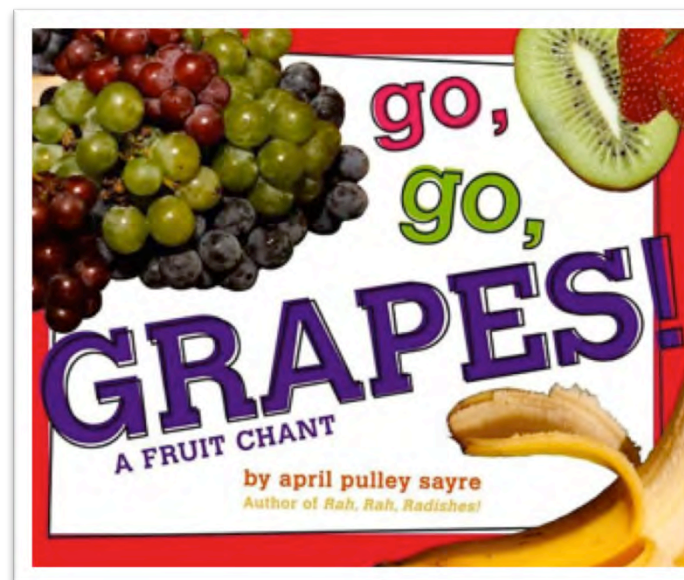
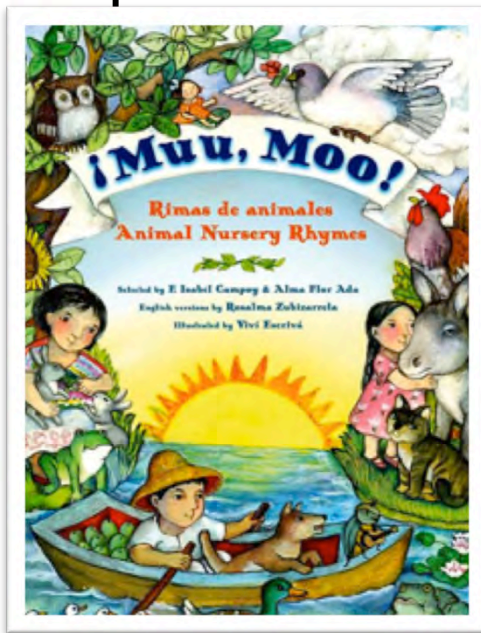
Question and Answer

Questions that are the same or similar are repeated throughout the story.



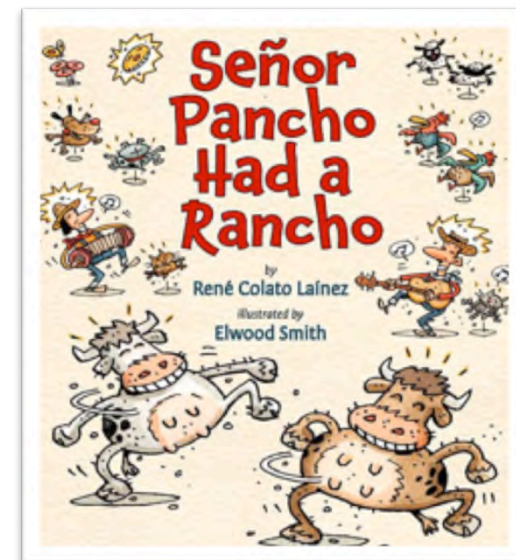
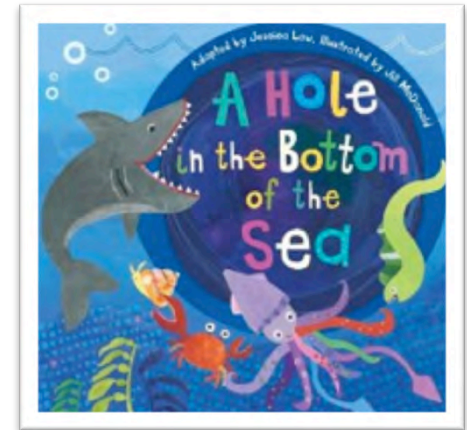
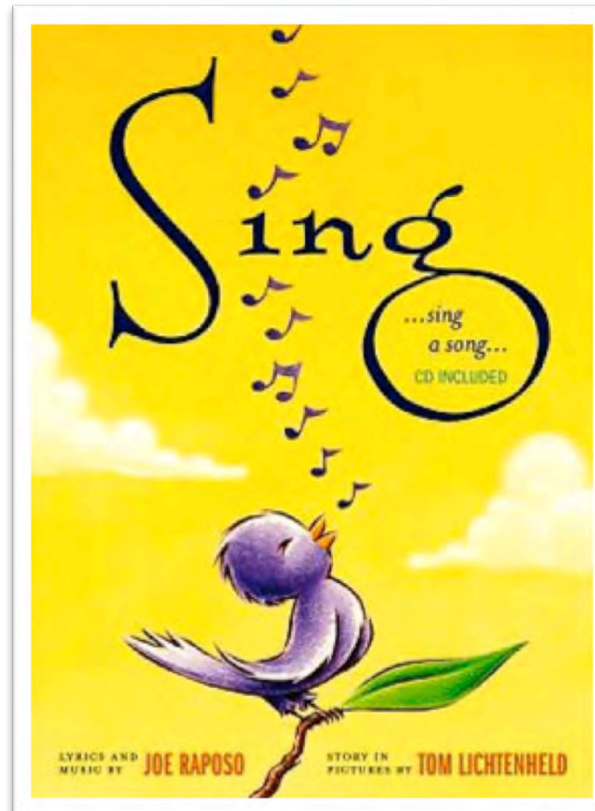
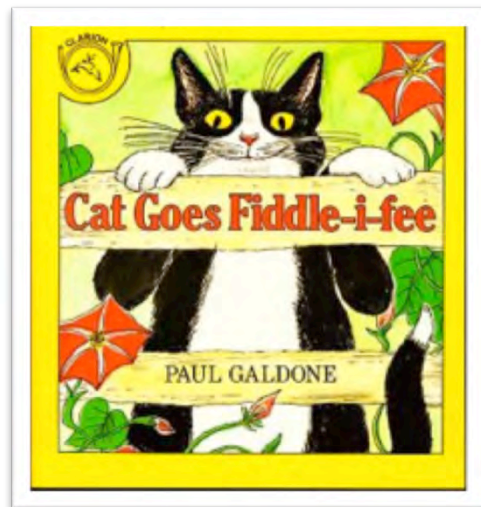
Rhyme

Rhyming words, refrains or patterns are repeated throughout the book.



Songbooks

These books include illustrated verses of children's songs.





Retelling stories heard after oral storytelling

Tips for oral storytelling

- Know the story well, but don't memorize it word-for-word.
- Use stories with familiar refrains and phrases that repeat and children can participate.
- Plan ways for children to take part in the action.
- Be expressive. Use gestures.
- Use eye contact.
- Vary the length of the story to match children's attention span.
- Practice!

Strategies for Supporting Teacher's Use of Story Retelling



- Help teachers acquire a high-quality classroom book collection.
- Start a story prop lending library.
- Video a read aloud, storytelling or guided retelling and analyze it together.
- Share professional articles.
- Start a Pinterest board of retelling ideas.
- Invite teachers to share story props at a team meeting.
- Provide materials and time to create props.

After this webinar...



- Look for an email with a booklist and references.



- Checkout our Pinterest page on retelling:

<http://www.pinterest.com/cateheroman/story-retelling-props/>



- Join us for a live twitter chat following this webinar - hashtag #ecelit



for joining us today!
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