



RETELL A STORY

Retelling builds story comprehension. Retelling is not recall. Retellings go beyond the literal and help children focus on a deeper understanding of the text. When children retell stories in a comprehensive manner, they reflect on the text and make distinctions between the actual words on the pages and the meaning behind them. (Gambrell, et al, 1991)

AS YOUR CHILD RETELLS SEE IF HE/SHE:

- * GRASPS THE MAIN IDEA OF THE STORY
- * SHOWS PROFICIENCY IN DESCRIBING THE MAIN EVENTS WITH ACCURACY
- * TELLS THE STORY SEQUENTIALLY (WITH A BEGINNING, MIDDLE AND AN END)
- * USES VOCABULARY OR PHRASES FROM THE TEXT
- * ACTIVATES PRIOR KNOWLEDGE (SCHEMA) TO ENHANCE UNDERSTANDING
- * DEMONSTRATES AWARENESS OF THE CHARACTERS AND SETTINGS
- * USES DETAILS TO ENHANCE THE RETELLING

Invite your child to retell the text as though he/she is telling it to a friend who has never heard it before.

RETELLING SHOULD BE FUN - DON'T USE IT EVERY TIME YOUR CHILD READS.

Five Finger Retelling - Each finger represents one of the following questions.

- ★ Who were the characters in the story?
- ★ What happened in the story?
- ★ Where did the story take place?
- ★ When did the story take place?
- ★ Why did the action happen the way that it did?

VISUAL PROPS HELP TO ORGANIZE YOUR CHILD'S THOUGHTS:

- FINGER PUPPETS
- ARTIFACT BOXES
- SIMPLE PUPPETS MADE BY PHOTOCOPYING AND GLUING THEM TO CRAFT STICKS
- FELT BOARDS / STORYBOARDS
- RETELLING ROPE
- SEQUENCING PICTURES

