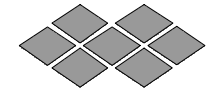


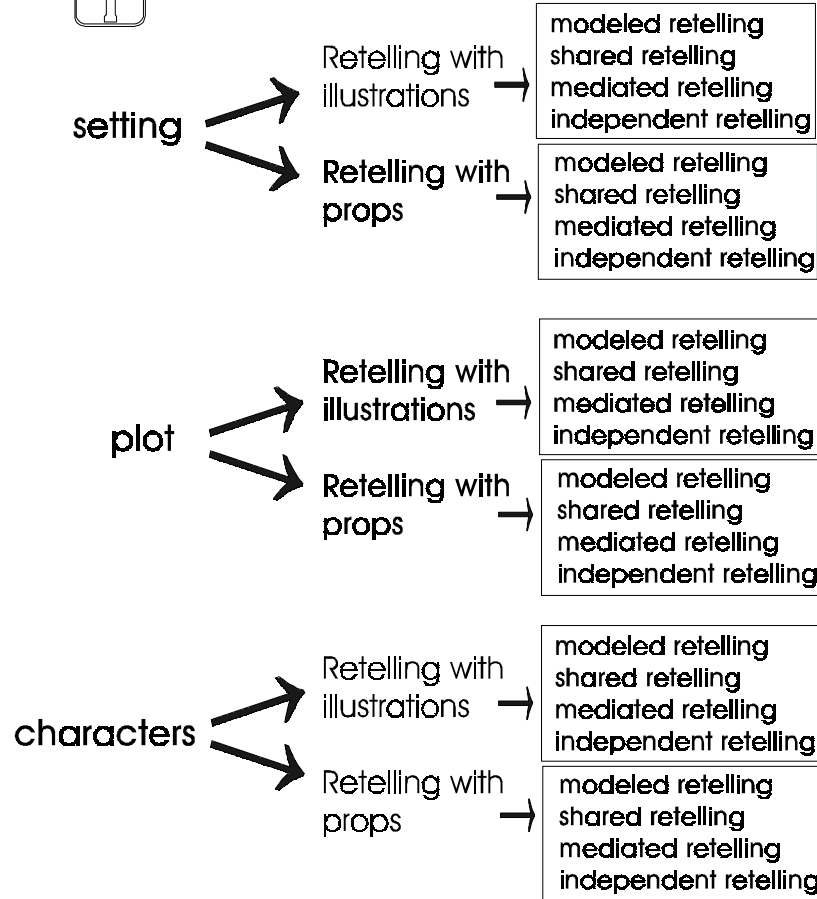
The Power of Retelling

by Vicki Benson and Carice Cummins

Pretelling: one activity daily for a week to help children think sequentially



Guided Retelling - 1X/week - 9 wks. - (3 wks. each element)



Use the GO! Chart for each lesson:
(Predictions, Vocabulary, and Understandings, etc., as appropriate)

(oral-to-oral form strongly recommended)
Includes Story Language activities such as making lists and building word banks, etc.
Children learn how to identify story elements and to anticipate story structure
uses concrete props to learn to identify what is important in the story.
*The teacher models sequencing the story props. Some teachers allow the children to sequence the props after they can independently retell with the story props sequenced.

2 StoryMap Retelling- 9 weeks - (3 weeks each element)

Retellings still revolve around setting, plot and characters, and the same time frame of 3 weeks for each element is recommended, but graphic organizers are introduced to help children see relationships, determine rules, and explore and create categories. (Children are moved from depending on illustrations and manipulable objects to using graphic representations to facilitate their retelling.)

Three new columns are added to the GO! Chart: Interpretations, Connections, and Retelling. The graphic organizer selected for retelling that story is represented in the Retelling column.

"Through daily modeling connected to the read-aloud story, teachers expose children to the different structures of graphic organizers." Children gradually begin to assume the responsibility for creating GO! Maps with the retelling story in the Retelling component of the process.

In Guided Retelling children learn to make lists. In StoryMap Retelling children learn to take lists and sort them, looking for reasons to group things that are alike and to label them. They start out by following a given rule, to guessing a given rule, to making their own rule. (many opportunities for cooperative learning)

3 Written Retelling--9 weeks - (3 weeks each element)

Fluency and organization are the focus of the daily read-alouds and mini-lessons, and the goal for the retelling is higher-level thinking and analysis. Instruction in the writing process is an integral part of this level.



Reading for Immersion (developing schema)

Daily, throughout the entire Developmental Retelling Process, the teacher reads a story to the class and relates it in some way (through a mini-lesson following the story) to the current focus.