

# Adventures of an SLP in FDK



Here's a tip from your Speech-Language Pathologist for your communication toolbox. We hope you find this useful in your classroom.

## Activity Focus:

**Story Retell** – Research indicates that story retelling helps **develop story comprehension, expressive vocabulary skills and is an early milestone in the development of narratives.**

## Activity:

Teacher/DECE/SLP **reads story to the class at least 3 times** considering the following format during each reading:

1. Introduce the book. Ask your students to **predict** what will happen in the story based on the cover. During the first reading **focus on vocabulary, setting, and introduction of characters**. Encourage active engagement from the children in class discussion through questions i.e. “What is a \_\_\_\_?” “Where does this story take place?” “Where does the \_\_\_\_ live?”
2. The second reading can focus more on concepts **of beginning, middle and end** as well as the **sequence of events**. Encourage participation from the children i.e. **Pause** and let the children say the next predictable word or encourage group participation for repetition of repetitive phrases. Following this second reading, invite the children to participate in a **group retell** using the book as a guide. Prompt with “What happened next?” “And then what?”
3. The third reading can focus on the **problem(s)** and discussion of the **solution**. Introduce props using story character finger puppets, masks/character pictures from websites or objects from the classroom and have children work together for another group retell. Encourage the students to focus on the characters, events and plot. Prompting may still be necessary.

## Characteristics of a good book for story retell include:

- Characters engaging in sequential activities
- Phrases for children to repeat
- Repetition in the plot
- Easily identifiable problem and resolution

Suggested Book: ***The Gruffalo*** by Julia Donaldson and Alex Scheffler

*This is a beautifully illustrated story of a little mouse who successfully outsmarts his predators in a delightfully clever way as he walks through the woods. Written for children ages 3 – 7 years old, it is ideal for the early learning kindergarten students.*

This book lends itself easily to three separate readings as suggested on the previous page.

Resources: Multiple activities including sequence pictures, animal finger puppets, masks, teaching ideas all available free of charge on a number of websites. **The official website is [www.gruffalo.com](http://www.gruffalo.com)**

## Extension Activities:

- Place the sequence picture cards at a centre for students to **order the pictures and recreate the story.**
- Have a centre where the children can make **finger puppets** (available on the website) or Popsicle stick puppets to **retell their own story and take it home to parents for the story retell.** A summary of the book to accompany the puppets can be sent home to parents so they can facilitate the story retell at home.
- Have students draw their **own “gruffalo” pictures** and discuss the features.
- Have the students create their **own ending** to the book etc.
- Download the **song “The Gruffalo Chorus”** on to the classroom computer/smart board from the website. It is an interactive collection of sounds made by the characters in the book.
- Put toy animals or masks/pictures (available on line) in the **dramatic play centre** and marvel at the creative plays/stories that the students will act out. The children can incorporate other props and develop different story lines....really quite exciting to see 😊
- **Please contact your SLP for more great books for story retell.**

## FDK Curriculum Links:

Language 1.10 - Orally retell simple events and simple familiar stories in proper sequence by and with the EL-K team using pictures in books and/or props

Language 2.5 – Make predictions regarding an unfamiliar text that is read by and with the EL-K team, using prior experiences, knowledge of familiar texts and general knowledge of the world around them

Language 2.9 – Retell stories in proper sequence that have been read by and with the EL-K team using pictures and props

**Resources:**

Blaxley, L., Kyte, C., Legget, J., McWhirter, S., and Minor-Corriveau, M. (2014). *Oral-Language at Your Fingertips*. OSLA, Toronto.

Donaldson, J. & Scheffler, A. (1999). *The Gruffalo*. Macmillan Children's Books.