

DIDACTIC TOOLS FOR THE OPTIMIZATION OF TEACHING RETELLING

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Rezumat. *Articolul „Didactic tools for the optimization of teaching retelling” identifică și descrie instrumentele eficiente pentru formarea competențelor de relatare/ povestire a diverselor istorioare. Acest articol denotă importanța formării acestei competențe. Sunt prezentate pe scurt și opinia lingviștilor referitor la acest subiect. Acesta nu este altceva decât „un ghid practic” de conștientizare a importanței utilizării a diferitor instrumente/strategii.*

Cuvinte cheie: *instrumente, creațivitate, povestire, predare, stil.*

Keywords: *tools, creativity, retelling, teaching, style.*

Each day we are on a quest – a quest to build readers. We want our growing learners to know that reading is so much more than simply calling words with lyrical expression. The purpose of reading is to gain meaning and a strategic way to build that meaning is through **retelling**. By its very nature, retelling invites learners to read for deeper meaning, make personal interpretations, and communicate understanding to others. Readers of all ages can boost their comprehension skills through the practice of retelling [6, p.38].

Purposeful retelling goes deeper than the usual question and answer format [4, p.56]. Through retelling, students focus on key details and construct meaning [5, p.88]. They are challenged to read, organize their thoughts, and then put the text into their own words. One way to build the skill of retelling is to remind student to give you five – **characters, setting, beginning, middle, and end** [2, p.67].

Learners must truly engage and attempt to recall as much content as possible. Readers are not limited to the mere checking of a box or a quick answer to a limiting question [1, p.67]. This process allows for a positive interaction between teacher and student as the learner shares a personal interpretation of a text. Retelling is a comprehension strategy, assessment tool, and a social interaction process. Three great reasons to add this tool to your reader’s toolbox [3, p.27].

Teaching retelling is absolutely crucial and a good teacher has to motivate pupils retelling a lot using different tools: [7, p.90].

- **5 Finger Retell**

Jan Richardson (author of *The Next Step Forward in Guided Reading*) recommends this strategy for transitional readers. Each finger represents a different part of the story: character, setting, problem, events, and ending. Students can use this strategy to retell the story orally or in writing. When writing students create a 3 paragraph retelling. Students write about the character, setting, and

problem in the 1st paragraph. The 2nd paragraph summarizes the events from the beginning and middle while the 3rd paragraph describes how the story ends.

- **Finger Puppets**

Finger puppets are a fun way for early readers to retell a story. Students can use the puppets to act out the story. The puppets also act as a scaffold for kinesthetic learners. Students can also use this engaging tool while performing a Readers Theater script!



- **Chatterpix Retelling**

Students are guaranteed to enjoy retelling a story with the **Chatterpix App** by DuckDuckMoose. Students use the app to make any picture or drawing talk. They take a picture and draw a line over the mouth. They record the voiceover. Then add decorations to the image and watch it back. Such an engaging and fun way to retell a story!

- **Reading Path**

A *Reading Path* is effective for kinesthetic learners as they can walk through the story as they retell! You can make your own path, or use this **story path** that incorporates the same components as the 5 finger retell: setting, characters, problem, events, & solution.



- **Retelling Dice Boards**



Roll-a-Retell is a reading comprehension dice game for literacy centers. Students roll a dice and answer a question that corresponds to the number rolled. They can answer the question orally or in a written response. Dice games allow students to respond to the text in a more engaging way! Find out more about the **Roll-a-Retell Literacy Center**.

- **Retelling Bracelet**

You can easily make a retelling bracelet with a pipe cleaner and some beads. Decide how many elements you want students to retell. Then pick a color bead to represent each part. Put them on the pipe cleaner to turn it into a bracelet for students! Some ideas for beads: beginning, middle, end / first, then, next, last / setting, characters, problem, events, ending.

- **Retelling Rope**

A retelling rope is a ribbon with images to help students retell the story. The rope guides students as they retell: setting, characters, beginning, middle, and end. You can use this after a read-aloud or guided reading group.



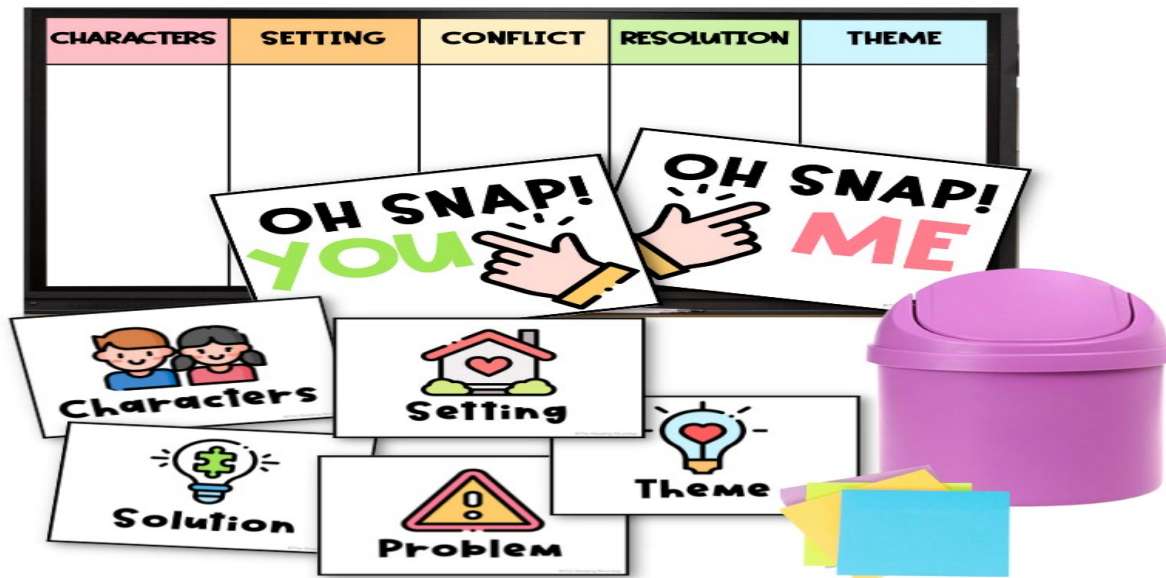
- **Story Map Graphic Organizer**

A Story Map graphic organizer typically includes the same components as the 5 finger retell: setting, characters, problem, events, and solution. Rather than orally telling components, students use this graphic organizer to write the details to retell the story.

- **Story Stones**

Story stones are small rocks with images painted on them. The images may represent various settings or popular characters. **Etsy** has thousands of story stones sets that are already created. You can also **paint-your-own story stones** based on what your students would use the most!

- **Story Elements Game**



This game is a fun way to practice retelling a story. Students must work together to identify the story elements for a story that they've read. It is essentially the same concept as completing a story elements graphic organizer after reading, just in a game format! Find out how to play this **FREE Story Elements Game**.

Conclusion

There are various strategies and tools for teaching retelling. In fact, it may be overwhelming to have so many options available. So how do you decide which ones to use? Begin by taking the individual learning styles of your students into consideration. Some students benefit from verbal retelling, while others perform better with visual supports. Identify which strategies will be the best fit for your students – or introduce multiple tools and allow students to decide for themselves.

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