

Preparing for a retell

Continuity of curriculum and pedagogies

Transcript of video 2 of 2

This video is available from www.qcaa.qld.edu.au/37160.html

Teaching excerpt

Lisa Wallace
Prep teacher

So today in groups we're going to practise retelling the story of *The Three Little Pigs*. Who can remember what you need to do if you're retelling a story? Lucy?

Lucy

Expression.

Lisa

Expression, that's right. You need to use expression.

End of teaching excerpt

Lisa

In Prep, we start with the retell in Term One when they first start because they're very young and they're not used to school yet. So we start with their favourite story and we read it lots and lots of times. And after a few weeks, we take each individual and give them a little turn of telling us the story one on one.

Once we work out the skills that they've got, we group them according to those skills. So we explicitly teach from where they're at, because they're all diverse learners and starting at different points.

Teaching excerpt

Lisa

'Little pig, little pig, let me in,' said the wolf. 'No, no, no,' cried the second little pig. 'Not by the hair of my chinny chin chin.' 'Then I'll huff and I'll puff and I'll blow your house in.'

End of teaching excerpt

Lisa

We do lots of practice in the groups, and it's not with myself but with my teacher aide and volunteer parents in the room. I normally give them a run sheet and explain what needs to be done in the group for that day and the skills that [the children] might be practising. So it's not just my responsibility.

So once they've been in groups, after lots of observations and checklists, the next step would be to have like a check-in. So we might divide up into groups and actually do the retells to each other. And that's also ... I give the responsibility of that to the teacher aide and the parent helpers as well, and then they report back to me on how the children went.

[Children retelling the story.]

Sometimes the groups change because the children have had the opportunity to develop and learn the skills that they need to move to the next step. So the groups are flexible.

My strategy is to scaffold the children in retell are playful. They're making masks, using the masks for retelling the story. They might be sequencing pictures out of the story. They might be writing about the story, drawing pictures about the story, talking to each other about the story.

Teaching excerpt

- Child 1 You have to go: Little pigs, little pigs, let me in.
- Child 2 Little pigs, little pigs, let me come in.
- Child 1 No, no, no. Not by the hair of my chinny chin chin.
- Child 2 Then I'll huff and I'll puff and I'll blow your house in [blows, then moves to next house].
Little pig, little pig, let me come in.
- Child 3 No, no, no. Not by the hair of our chinny chin chins.
- Child 2 Then I'll huff and I'll puff and I'll blow your house in [blows].
- Child 4 The wolf's coming! Put the pot under ... Wolf you can come up the chimney and get us. Come up.

End of teaching excerpt

- Lisa The ways that we then might assess the retell is looking at the children as they're acting out the story using their masks. We also use video and we video the children telling us the story individually and in groups.

Teaching excerpt

- Children And the pigs lived happily ever after.

End of teaching excerpt