

Promoting Language via Oral Storytelling



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Webinar Tips

- 1 Close any applications that use bandwidth or resources on your device
- 2 To submit a question, click “Questions” in the webinar panel and type in your question
- 3 To minimize the webinar panel, click the orange arrow in the upper left of the panel
- 4 If you experience computer audio issues, you can switch to “Phone call” in the “Audio” section of the webinar panel and use the dial-in information provided

WHY?

WHAT?

HOW?



Narrative (aka story) - **monologic telling or retelling of a specific event, real or fantasy; causally related events told in sequence**



WHY?





Why Oral Storytelling?

Advantages of Oral Storytelling Over Book Reading



Families from all SES groups use oral storytelling. Do not need to be literate or to have access to books.



Oral stories are more likely to be child friendly, personally relevant, and culturally grounded.



Oral storytelling reduces the need for background knowledge needed to understand the story.



Adults naturally use more sophisticated talk during oral storytelling than they do in shared book reading.



Oral storytelling allows for more intimate talk around emotions. Children whose parents encouraged this type of storytelling have fewer behavior problems and better social skills.



Oral stories are flexible, adjustable, and developmentally appropriate.



Easier to repeat which increases the impact on language production and comprehension skills.





vocabulary

informational
discourse

reading
comprehension

domain
knowledge

writing

ORAL NARRATIVE LANGUAGE

ORAL STORYTELLING



Eye contact



Turn taking



Theory of mind

Emotions 

Problem solving 

Protection 



WHAT?



Narratives contain...

⚛ Story grammar

character, problem, feeling,
action, and ending

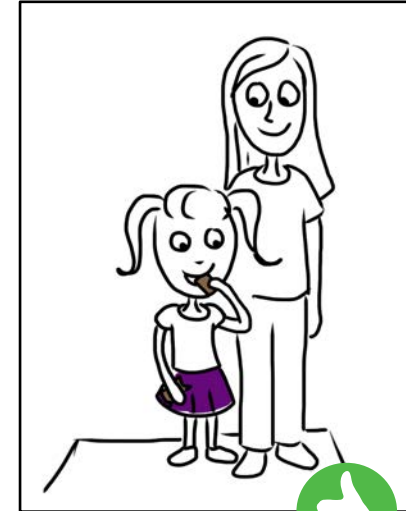
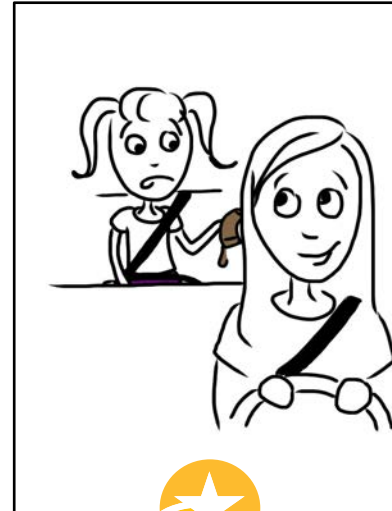
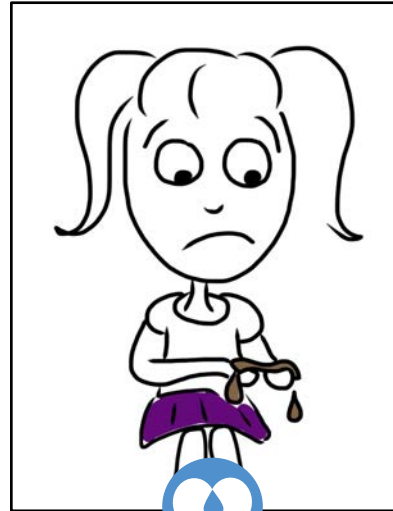
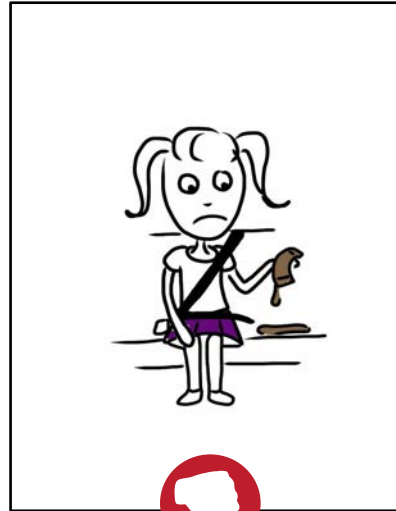
⚛ Complex language

because, so that, when, after
modifiers

⚛ Vocabulary

less common, but useful words

Photo scenes are part of the ALPS material ● www.trinastoolbox.com



Illustrations and icons are part of the Story Champs program ● www.languagedynamicsgroup.com



Yesterday, Nola was playing on the playground. Some of the children started to make fun of her. Nola felt sad **because** her friends were being mean. She talked to her teacher about it. Her **patient** teacher said, "I will talk to them." **After** Nola's teacher talked to the children, they **apologized**. Nola was happy they *said they were sorry*.



HOW?

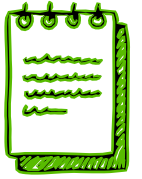
Start with
easy
stories &
build
toward
more
difficult
storytelling
tasks



Oral



Written



Retell



Generation



Personal



Fictional



Pictures



No Pictures



Model child
relevant stories
with all the
story grammar
elements

Use many different stories rather
than repeat the same story on
consecutive sessions

Character
Problem
Feeling
Action
Ending

Have children
retell the
stories using all
the story
grammar
elements

Avoid lengthy definitions and
explanations – just name the parts
and move on



Use pictures, icons, props, or gestures
to support learning and practicing



Fade the visual supports quickly

Model
complex
sentences and
unfamiliar
words

Model a variety of complex sentences and unfamiliar words, but prompt children to use sentences that are within their ZPD.

because
when
after
so that
before
although

Prompt
children to use
complex
sentences and
unfamiliar
words

Model the sentence and have the child repeat it. "Listen. He was sad because he got injured. Now you say it."

"Has something like that ever happened to you?"

"Tell me/friend a story about a time when you were sad/sick."



Pictography • Turn and Talk • Snack and Share • Transition Listen



Encourage Spillover

story grammar, complex language, & vocabulary



Drawing, dictating, and writing



Take home telling



Shared story book reading



Draw attention to students' use of complex sentences



Use the new words intentionally in other contexts



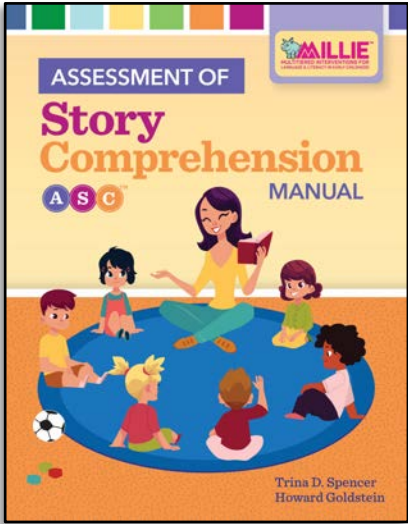
Encourage children to use and define new words



Use story grammar to promote social emotional health



Use story grammar framework to teach problem solving



Assessment of Story Comprehension **ASC**

1 Carlos and the Big Hill

Child Name _____
Examiner _____
Date _____

You are going to listen to a story. It is called *Carlos and the Big Hill*.

Hmm. I wonder what will happen in this story. Let's think about the title, *Carlos and the Big Hill*. What do you think will happen?

1.		0 1 2
----	--	-------

Now you are going to listen to the story. Listen carefully because I'm going to ask you some questions about the story. Are you ready?

A few days ago, Carlos was riding his new black bike on the sidewalk. He rode up and down the sidewalk in front of his house.

When Carlos rode past his neighbor's house, he started going down a big hill. Then Carlos' bike hit a bump in the sidewalk. He fell off his bike and injured his arm. Carlos cut his arm on the rough ground.

Carlos was sad.







He picked up his bike and slowly walked home. He found his mom and said, "Mommy, I fell and injured myself. My arm is cut."

His mom gently cleaned his cut. Then she put a bandage on his arm. After Carlos got a bandage, his mom gave him a hug. He asked his mom if she would watch him ride his new bike. She said, "Of course. I want to watch you, but don't injure yourself again." Carlos rode his bike so well that his mom clapped and cheered for him.

Thanks for listening. Now I'm going to ask you some questions.

Turn Over to Continue ASC Administration.

ASC 1. Carlos and the Big Hill (continued)

2.	What was Carlos doing in this story?	 	0 1 2
3.	In this story, Carlos was sad. Why was Carlos sad?	 	0 1 2
4.	Carlos fell off his bike and cut his arm. What happened next?		0 1 2
5.	Why do you think Carlos's mom gave him a hug?		0 1 2
6.	What happened at the end of the story?		0 1 2
7.	The next time Carlos rides his bike, do you think he will go down a big hill? Why / Why not? If child does not tell why, use the prompt: <input type="checkbox"/> <i>Ok... Now tell me why.</i>		0 1 2
8a.	Tell me, what does <u>injure</u> mean?		0 2 3

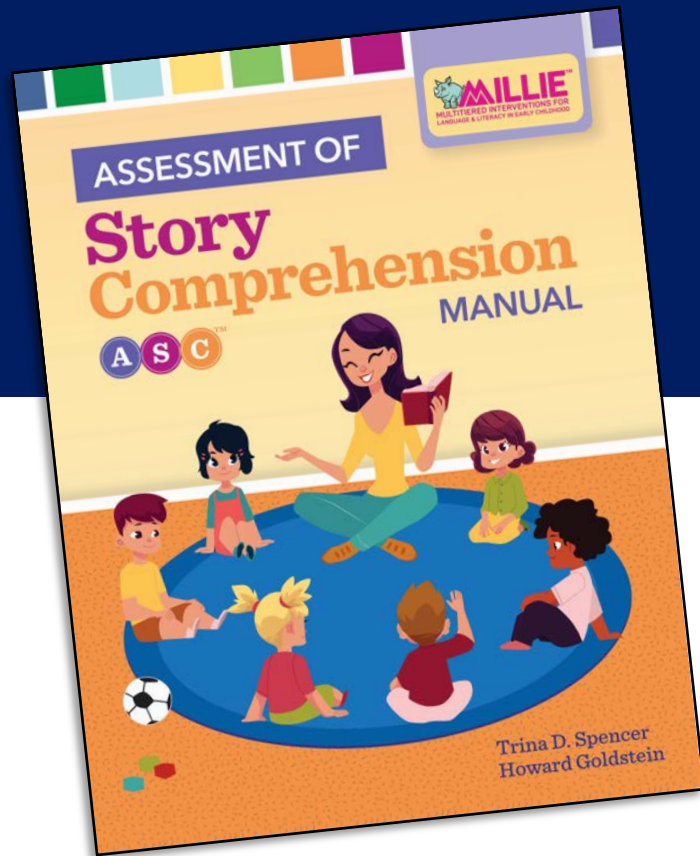
If child does not say "to hurt something" or "to get hurt," then ask:

8b.	Does <u>injure</u> mean to cook something or to hurt something? (Circle response)	0 1
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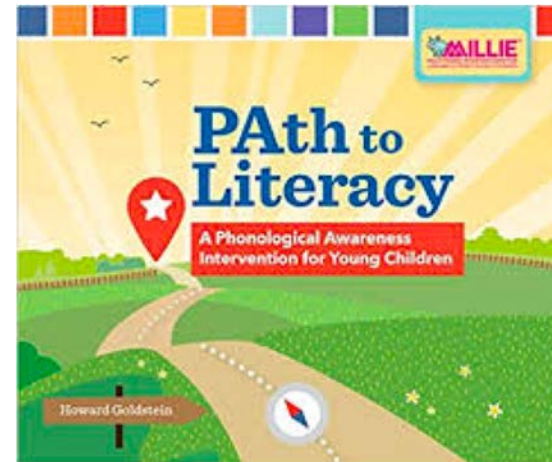
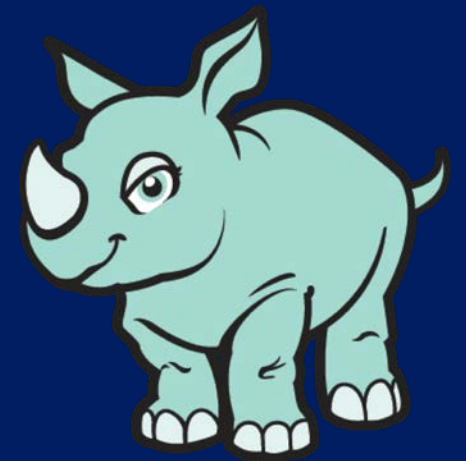
* For Items 3, 5, and 7, if child responds with the word "Because," use the prompt: Because why?

Total Score	17
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Child's performance was a valid representation of his/her ability <input type="checkbox"/> Yes <input type="checkbox"/> No	Examiner Notes: _____ _____ _____ _____ _____
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www.brookespublishing.com/ASC



Learn more about Story Champs:
www.languagedynamicsgroup.com

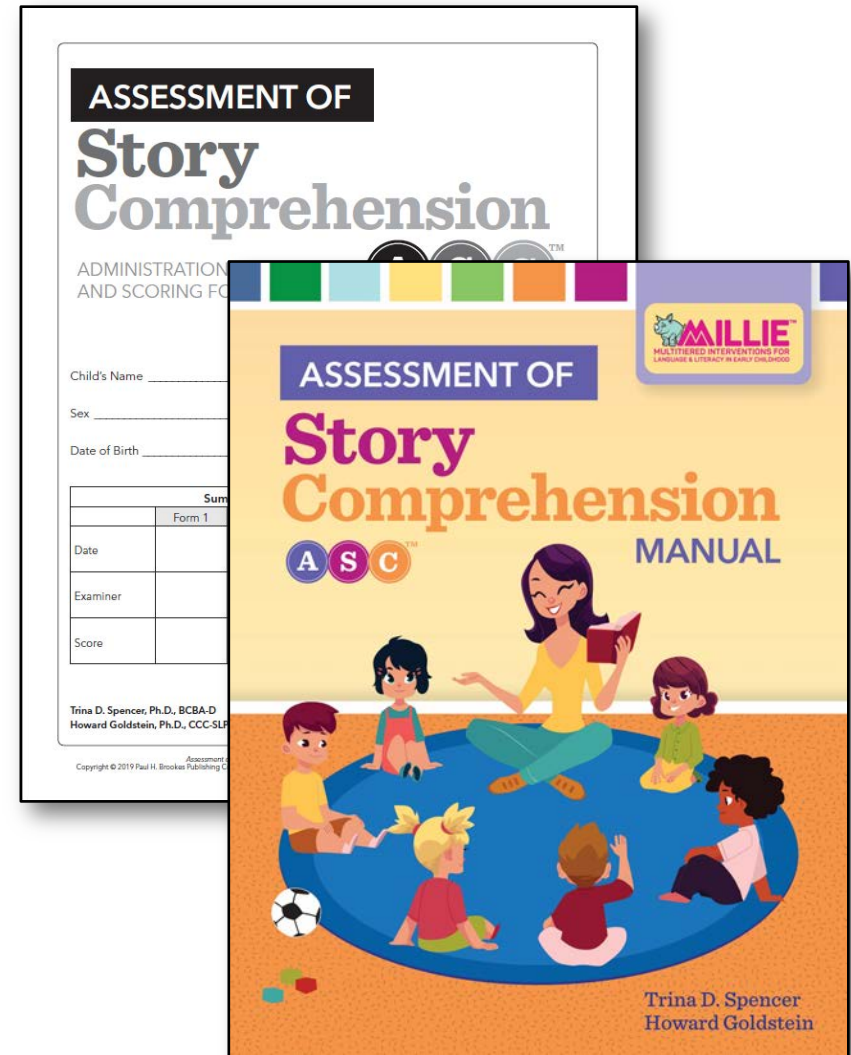


For many free resources:
www.trinastoolbox.com

Giveaway

We're giving away 3 FREE
copies of the
**Assessment of Story
Comprehension Set!**

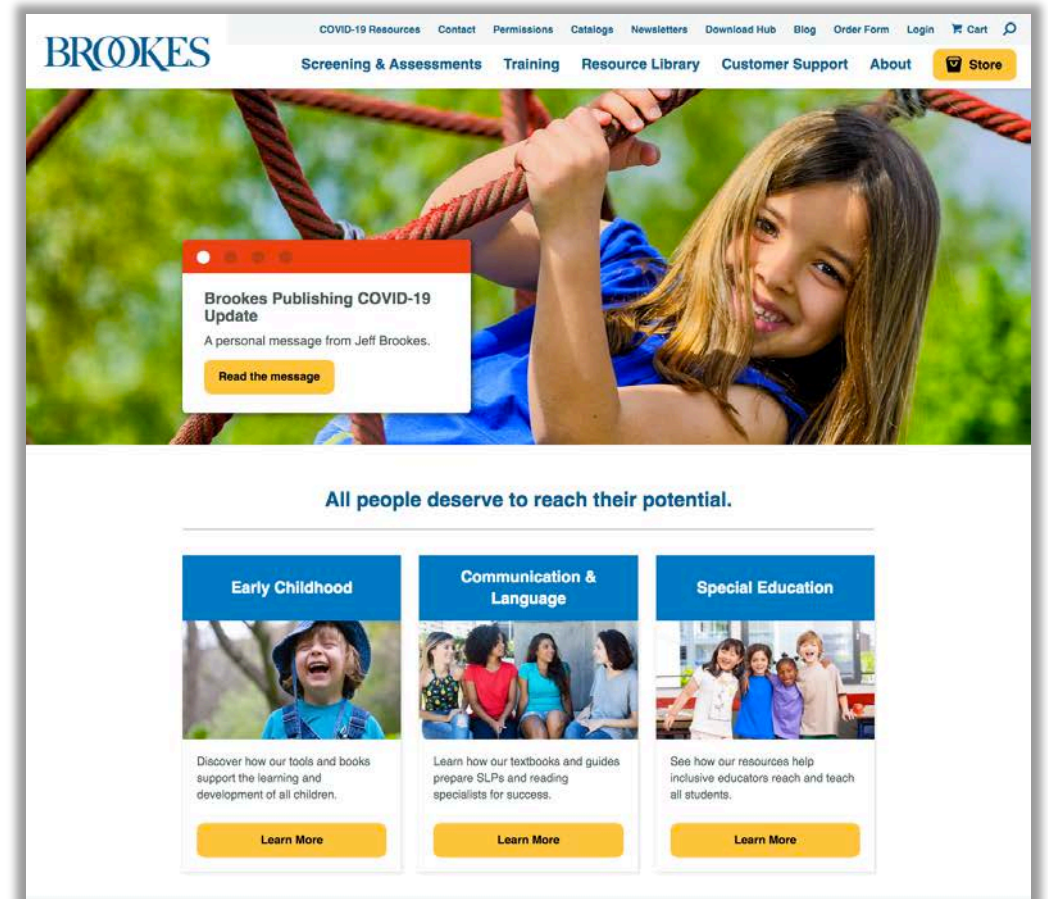
Three attendees will be selected at random
and emailed after the webinar.



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COVID-19 Resources

- Recommended reading
- Downloadable resources
- Professional development webinars

bit.ly/COVID-Brookes-EC



The screenshot shows the Brook's website with a dark blue header. The main navigation bar includes links for COVID-19 Resources, Contact, Permissions, Catalogs, Newsletters, Download Hub, Blog, Order Form, Login, Cart, and a Store button. Below this, a secondary navigation bar lists Screening & Assessments, Training, Resource Library, Customer Support, and About. The main content area features a large image of a woman and a young child looking at a laptop. To the right of the image is a section titled "Early Childhood Resources to Help During COVID-19" with a breadcrumb trail "Home » Early Childhood Resources to Help During COVID-19". Below the image, there is a text block titled "You're rising to the occasion. We're here to help." which discusses the challenges of COVID-19 and offers resources. To the right of this text is a graphic for "COFFEE CHATS WITH BROOKES" featuring a coffee cup with a 'B' on it.

BROOKES

COVID-19 Resources Contact Permissions Catalogs Newsletters Download Hub Blog Order Form Login Cart

Screening & Assessments Training Resource Library Customer Support About Store

Early Childhood Resources to Help During COVID-19

Home » Early Childhood Resources to Help During COVID-19



You're rising to the occasion. We're here to help.

We know you're facing unprecedented disruptions to your important work with families due to the spread of COVID-19. In our new reality, how can you stay connected with families, continue providing essential services, and keep promoting the healthy development of young children?

We've compiled a growing list of free resources to help you through these uncertain times. From blog posts to webinars, these expert resources will help you support young children and families and continue your professional development while you're staying safe at home.



COFFEE CHATS
WITH BROOKES

QUESTIONS?

