



Story Retell and Story Regeneration

Telling short stories and describing the events in a common sequence (e.g. brushing teeth, getting ready for bed, etc.) are important communication skills. Some children do not organize stories or descriptions clearly so they are difficult to understand. Stories should have a clear beginning, middle and end. When children use linking words such as “**first**”, “**then**”, “**next**”, “**before**”, “**after**” and “**last**” their stories are easier to understand because these words connect their ideas together.

Story Retell

- Recite a story or a sequence of events and ask your child to repeat it back to you.
- Use pictures or objects where appropriate to help your child remember specific details.

Story Generation

- Story generation is more advanced than story retell.
- Your child tells you a story or relates an event on their own.
- Pictures or objects can be used to help your child create and organize the story.

Strategies:

- If your child has difficulties, make the story shorter and less complicated by reducing the number of steps.
- Talk about a few pages in a book, instead of the whole story.
- Where possible, use pictures or objects to prompt your child. (e.g. Point to the jam jar and say “**After** the peanut butter we...”) and then let your child finish the sentence.
- Use questions to guide. (e.g. Say “And **then** what happened?” or “What did we do **next**?”)
- **Highlight** linking words when you tell your child stories, by saying the words louder or by stretching them out. (e.g. “We ate ice-cream **before** we went to the park.”)
- Ask questions to check your child’s understanding of linking words. (e.g. What did we do **first**? What did we do **last**? What did we put on **after** the peanut butter?)



Activities:

Activity Suggestions	Story Retell	Story Generation
<p>Talk about everyday routines that involve a series of steps. For example: making a sandwich, brushing teeth or taking a bath.</p>	<p>As you complete each step in the routine, talk about what you are doing. For example: First I get out the bread, then I put on the peanut butter, next I put on the jam, and last, I eat my yummy sandwich.”</p> <p>Notice the use of the linking words mentioned above. When you are finished, encourage your child to retell you all the steps.</p>	<p>Get all the items that are needed to complete the task of making a sandwich. Ask your child to describe each of the steps involved. Do not provide an example first, just encourage your child to use the linking words in their description.</p>
<p>Talk about an enjoyable event or activity you and your child experienced in the recent past - earlier in the day or the day before. For example: going to the park, a birthday party or visiting Grandparents.</p>	<p>Describe what happened, using linking words in your description. Then ask your child to retell the story. For example: Tell your child, “We went to Sam’s Birthday party. First we played games, next we ate cake and after cake, Sam opened his presents. Last we got loot bags! Now it’s your turn to say what happened!”</p>	<p>Ask a leading question that prompts your child to describe the event or story. For example: You say, “We had so much fun today at Sam’s party, didn’t we? Can you tell Daddy what we did?”</p> <p>As your child relates the story, encourage the use of linking words in the description.</p>
<p>Read a familiar story book with your child. Books with pictures are especially helpful.</p>	<p>Tell the story to your child. Remember to use the linking words. Remind your child to listen carefully because it will be their turn to tell the story next. After you are finished, encourage your child to retell the story to you or another listener.</p>	<p>Turn to the first page of the story. Pretend that you forgot the words to the story. For example, “Silly me! I can’t remember the story. Can you tell it to Mommy?” Encourage your child to use the linking words in their description.</p>

Daily practice will help your child develop their language. Choose a time each day when there are limited distractions or time pressures to practice one or two suggested play activities.