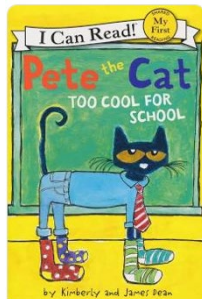


SILLY CLOTHING SWAP WITH PETE THE CAT

LEARNING TO RETELL STORIES THROUGH PLAY AND LSL STRATEGIES

THINK ABOUT . . .

There are simple and silly ways to help a young child practice retelling stories. Some of the many strategies that can be implemented are auditory bombardment, auditory closure, acoustic highlighting, and sabotage. For example, with auditory bombardment, words or phrases can be repeated over and over in differing contexts to help increase exposure to a desired vocabulary word or phrase. Books that use repetition are also great for auditory closure. In auditory closure, the caregiver begins a song, rhyme or sentence and then stops, looking expectantly at the child to wait for them to vocalize a response. In acoustic highlighting, stress is used to emphasize a specific sound, word or phrase (stretch out the word, change your pitch or volume). Sabotage is a simple, easy way to help elicit expressive language. The adult creates an element of surprise with a purposeful mistake or by being silly (e.g., child puts on adult's clothes and adult attempts to put on child's clothes). These are great skills to develop that will help children learn to listen and attend to auditory information.



ACTIVITY

- 1- First, listen and pause or read the story, "Pete the Cat- Too Cool for School"
- 2- The book is very repetitive, so try using strategies listed above to engage the child
- 3- After reading the book, you will participate in a silly and engaging "acting out" of the book by reading the narration (found below) to help with story retell capabilities and encourage an increase of the child's auditory memory.
- 4- While going through the narration, encourage the child to use descriptor words to describe the clothes that you and your child will wear. You can use sabotage to grab the wrong item even if you know what their intent is.
- 5- At the end of the retell "act out", you can encourage your child to describe their favorite clothing items and why.

MATERIALS NEEDED:

- YouTube reading: <https://www.youtube.com/watch?v=AuclEFdWHjc>
- Favorite clothing items (listed below)
- Narration (found attached)

PREPARATION:

- 1- Prior to reading, find the child and adult's favorite...
 - Shirt
 - Pants
 - Shorts
 - Socks
 - Shoes
 - Accessory (bracelet, necklace, ring, glasses, etc.)
 - Hat/Hair accessory
- 2- Print or have attached narration accessible.

VOCABULARY:

- Favorite
- Wear
- Change
- Clothes (as a category)

HELPFUL TIPS:

- Literacy is a powerful tool that is often overlooked. Think of ways to incorporate literacy into your daily routines.
- Remember- you can go "beyond reading the book" and really engage the child, making it an experience by imbedding multiple LSL strategies.
- Choose books with varying vocabulary and concepts.

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NARRATION

(Read black font out loud and insert personalized names into Child and Adult)

Adult:

Child wants to look cool. Child asks,

Child:

What should I wear?

Adult:

Wear the _____, it/they is/are my favorite.

*Adult instructs child to put on their (adult's favorite *shirt)*

So child does.

Child:

Adult wants to look cool. Adult asks,

Adult:

What should I wear?

Child:

Wear the _____, it/they is/are my favorite.

*Child instructs adult to put on their (child's favorite *shirt)*

So adult does.

*Repeat this narration between adult and child until the whole list of *favorite items is complete, then proceed to NARRATION CONCLUSION.*

*Favorite items (these are the same as the book, can exchange as necessary)

- Shirt
- Pants
- Shorts
- Socks
- Shoes
- Accessory (bracelet, necklace, ring, glasses, etc.)
- Hat/Hair accessory

NARRATION CONCLUSION

Adult:

Do Adult and Child look cool?

No.

They look silly and feel hot.

Adult and Child go home and change their clothes.

Adult and Child put on THEIR favorite clothes.

Now, they are cool.