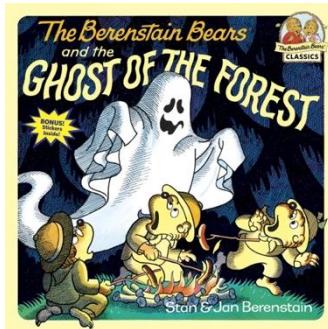


LITERACY

THE BERENSTAIN BEARS AND THE GHOST OF THE FOREST

THINK ABOUT . . .

As children's auditory skills increase, it is important to provide more complex auditory tasks to support their auditory development. One way to do this, is to help children establish the skills they will need to be successful in both academic and social settings. Understanding the underlying structure of a story and being able to recognize and differentiate between the different story elements, can support your child in both their academic skills and social abilities.



ACTIVITY

- 1- Find a quiet, comfortable place to read *The Berenstain Bears and the Ghost of the Forest* aloud to your child.
- 2- Before you read, look at the pictures and try to determine what the story is about and what is going to happen. **Ask open-ended questions** to encourage participation (e.g. "I wonder why they're scared?" "What do you think will happen next?").
- 3- After reading the book, explain that stories can be broken down into different parts and that listening for these different parts can help us better understand and remember the story.
- 4- Introduce the story element cards by demonstrating how each element is part of a familiar story (preferred book).
- 5- Read through *The Ghost of the Forest* again, using **auditory first**, and identify the different story elements. **Expand** your child's utterances by adding details or making their sentence longer.
- 6- Using the story element cards as a guide, have your child retell the story to a family member or friend. When necessary, provide **auditory clues** to help your child remember the different story elements.

HELPFUL TIPS:

- While reading the story and during story retell, you can support your child's language skills by using wh- questions, such as "who", "where", "when", "why", and "how", to help your child identify the different story elements.
- When identifying feelings in the story, ask "How do they feel?" and follow your child's response with "Why?". If your child needs prompting, model, "They feel scared **because...**" This helps your child build causal relationships between the different elements in the story and can help support their story retell.

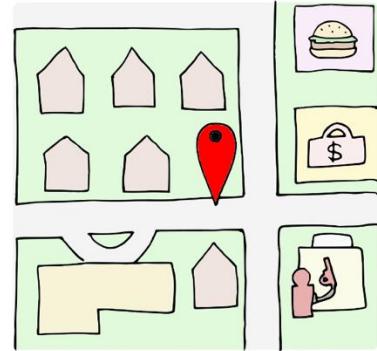
Special thanks to graduate students in the Listening and Spoken Language Deaf Education graduate training program at Utah State University. These pages can be reproduced for educational purposes.



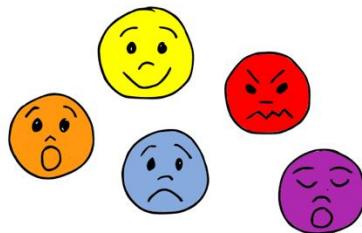
Story Element Cards



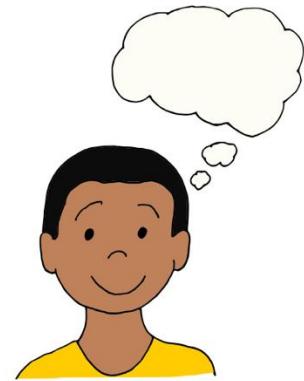
Character(s)



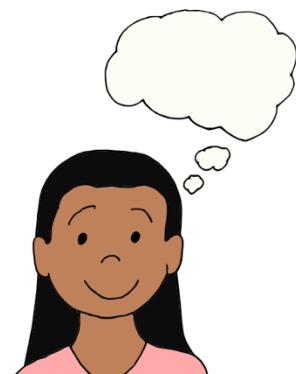
Setting



Feelings



Plan(s)



Plan(s)



Start



End

Story Element Glossary:

Character(s)—Person/animal/object, Who/what the story is about

Setting—Where the story takes place

Feelings—How the character feels about something that's happening or happened

Plan(s)—What the character does to address what's happening or happened

Start—How the story starts

End—How the story ends