

Retelling

Retelling involves either viewing or reading and then recalling the significant parts of the text in a logical way.

Retelling can be:

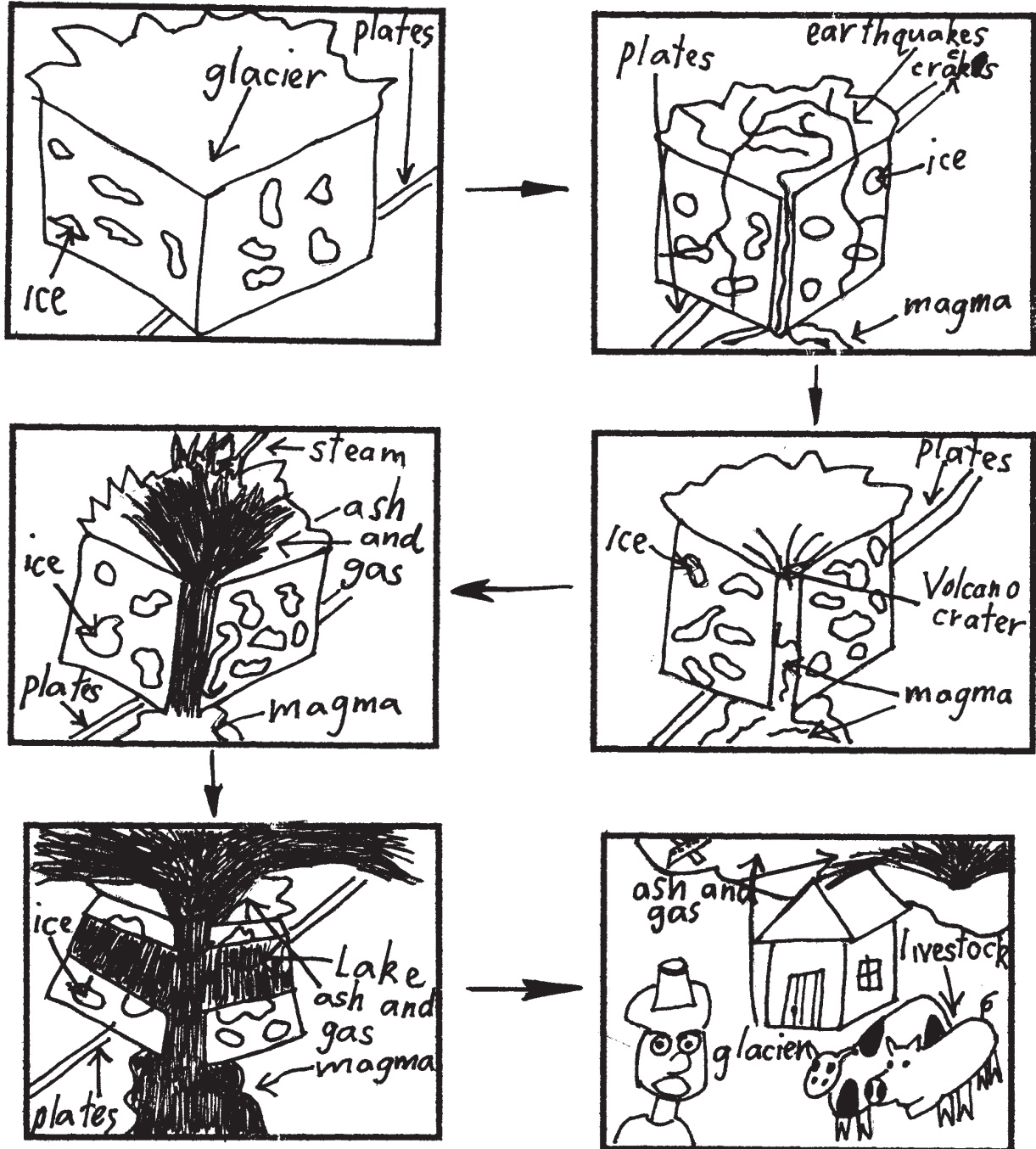
- written e.g. a book review
- spoken e.g. an oral report on a video
- visual e.g. drawing a series of visuals to show the sequence of an explanation
- performance e.g. miming the life-cycle of a butterfly.

It is important that students revisit the original text to confirm or modify their retellings.

Retelling	Stage 2
<p data-bbox="338 741 887 775"><i>How I used this strategy with my class</i></p> <p data-bbox="338 815 1366 875">I used this strategy with my class, who were in the middle of a unit of work on natural disasters and showed an interest in a report about volcanic activity in Iceland.</p> <p data-bbox="338 911 1321 972">The work sheet was designed to allow them to gain information from a newspaper article on the topic.</p> <p data-bbox="338 1008 596 1041">The students in pairs:</p> <ul data-bbox="338 1070 906 1227" style="list-style-type: none">• anticipated the content of the article• discussed the structure of the text• scanned for key words and underlined these• read the text• visually recorded information from the text. <p data-bbox="338 1292 740 1326"><i>My thoughts on the strategy</i></p> <p data-bbox="338 1357 1345 1480">Though the students had existing field knowledge about the topic, they found it difficult to translate their knowledge into other forms. A teaching point could be to take the visual text only and elicit as much information as possible about it, and then refer this back to the written text.</p>	

Title of text: Meltdown in Iceland.

A statement about the topic: The loki Volcano erupted in Iceland



Concluding statement about the topic: Farmers have evacuated and all airlines have been banned from the area.