

Oral Narrative Structure Intervention

A 6-week intervention program

*for school-age children with oral narrative comprehension
difficulties*

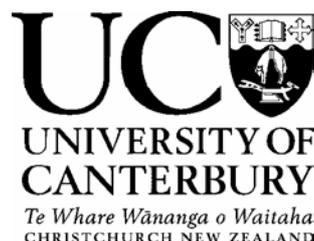
Program Handbook

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ABOUT THE PROGRAM AUTHORS

Marleen Westerveld, PhD, CPSP



Marleen has been a practising speech-language therapist since 1987 and has extensive experience in working with children with speech, language, and reading difficulties. She completed her PhD (with Dean's List Distinction) in 2007 at the University of Canterbury, under supervision of Professor Gail Gillon. The project "Investigating the relationship between oral narrative skills and reading comprehension in children with mixed reading disability" comprised an intervention component, which forms the basis of the current handbook.

Marleen's research focuses on investigating children's spontaneous language skills that are needed to participate in daily activities at home and at school. Special interests include spontaneous language sampling and analysis, narrative language development and intervention, and reading comprehension difficulties. After almost seven years of involvement in the Bachelor of Speech-Language Therapy program at Massey University, Auckland, New Zealand, Marleen joined the Master of Speech Pathology Program at Griffith University, Gold Coast, Australia in 2011. She also holds an adjunct senior research fellowship in the school of teacher education at the University of Canterbury.

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Gail Gillon, PhD



Professor Gail Gillon completed her qualifications in education, teaching, and speech-language therapy. After graduating in 1983, she spent several years working in New Zealand and Australia in the special education sector, before completing her PhD in Speech and Hearing at the University of Queensland. Gail was appointed as Pro Vice Chancellor, College of Education, in September, 2007. She is well known internationally for her research in reading disorder and the prevention of reading disorder for children at risk. Her innovative work in phonological awareness intervention has received particular

international acclaim.

1. INTRODUCTION

Oral narrative ability has received increasing attention over the past three decades, and the importance of children’s oral narrative skills to academic achievement has been well established. Children with reading disabilities are known to demonstrate difficulties in the ability to produce and comprehend oral narratives (Roth & Spekman, 1986; Snyder & Downey, 1991). Given that oral narrative difficulties can also affect relationships with peers and teachers (Asher & Gazelle, 1999; Reed & Spicer, 2003), the importance of progress in oral narrative competence to a child’s social-emotional wellbeing should not be underestimated.

The oral narrative intervention program, as described in this handbook, was developed by Marleen Westerveld as part of her doctoral research (Westerveld, 2007) into the relationship between oral narrative skills and reading comprehension ability in children with a mixed reading disability (MRD: i.e., children who demonstrate both word recognition and listening comprehension deficits). The 2-year longitudinal phase of the research revealed persistent oral narrative comprehension deficits in this group of children (Westerveld, Gillon, & Moran, 2008). Results from the 6-week intervention program aimed at enhancing children’s story structure knowledge showed significant treatment effects for oral narrative comprehension performance (Westerveld & Gillon, 2008). Moreover, follow-up assessments 6 months post-intervention indicated sustained improvements in oral narrative comprehension for the children with MRD (Westerveld & Gillon, 2007).

1.1. PROGRAM OVERVIEW & RATIONALE

This intervention program is intended for young school-age children who demonstrate poor oral narrative comprehension skills, as indicated by their performance on a story comprehension task.

1.1.1. ASSESSMENT INFORMATION

Oral narrative / story comprehension may be assessed using the following tasks:

- Understanding Spoken Paragraphs subtest from the Clinical Evaluation of Language Fundamentals, 4th Edition (CELF-4; Semel, Wiig, & Secord, 2006).
- The story comprehension component of the task *Ana Gets Lost* (Swan, 1992). See (Westerveld & Gillon, 2010; Westerveld, Gillon, & Boyd, 2012) for more information.
- The Test of Narrative Language (TNL; Gillam & Pearson, 2004), oral narrative comprehension component.
- The Neale Analysis of Reading Ability – Revised (NARA; Neale, 1999) by reading the paragraphs to the child and scoring the child’s listening comprehension performance.

1.1.2. PROGRAM AIMS

The program aims:

- To increase knowledge of text structure in fictional stories
- To apply this knowledge to re/telling fictional stories

1.1.3. PROGRAM STRUCTURE & PRINCIPLES

The program is designed to be implemented by a speech-language therapist (SLT) in 2 one-hour sessions per week, over a 6-week period. The intervention systematically and explicitly introduces 7 story grammar elements (see Stein & Glenn, 1979): Characters, Setting, Problem, Goal/Plan, Attempts, Resolution, and Ending. Each session builds on knowledge gained from the previous session. Although the program was used with small groups of children (3-4), it is suitable for one-on-one client sessions, as well as group settings.

Principles

All sessions adhered to the following four principles adapted from (Hutson-Nechkash, 2001):

- Exposure to well-formed literature and a literate style of language. The children were introduced to existing children's stories (using trade books) that contained a well-defined story structure, e.g., "Grandpa's Cardigan," (Elliot, 1999; Watson, 1993). See [Appendix D](#) for a complete list of books used in the intervention. Although new vocabulary was explained, and difficult sentences were analysed or discussed, no focused activities were undertaken to systematically enhance vocabulary or syntax.
- Development of meta-narrative awareness. The children were encouraged to think and talk about stories by discussing what makes a *good* story, identifying story grammar elements in stories, and providing each other with feedback when re/telling stories (e.g., on the number of story grammar elements included).
- Use of scaffolding techniques by the speech-language therapist to assist the children in oral narrative construction. The children were provided with varying degrees of assistance during intervention (e.g., when identifying story grammar elements of a story, or when retelling a story) until they were able to perform a task independently. Examples of scaffolding questions are: "From the clues in the story, what can you tell me about the setting?" and "What was the problem in the story?"

- Use of graphic organisers. A *story map* (see Idol & Croll, 1987) and laminated story grammar labels were used to help the children understand, structure, and remember oral narratives and specific story grammar elements. Examples of the story map and labels are included in the appendix.

Based on these four principles, a typical session would contain the following key points:

- Discuss/explain/review a story-grammar element.
- The speech-language therapist reads (part of) a story.
- The child identifies story grammar element/s using the story map.
- The child retells part of the story, including the story grammar element/s discussed in the intervention session. The other children in the group provide feedback about the number of story grammar elements included in the retelling.

Structure

- Week 1: Introduction of the Story Map. The emphasis in this week is on the story grammar elements Characters and Setting.
- Week 2: The emphasis is on Problem and Goal/Plan
- Week 3: The emphasis is on Attempts
- Week 4: The story grammar elements of Resolution and Ending are introduced
- Week 5 & 6: Children identify all 7 story grammar elements in fictional stories and take turns retelling the story. Children also make up complete stories using Problem Cards and title prompts. The concept of story Theme is discussed.

In the first session, the *story map* is presented and the *story grammar elements* are introduced (see Appendices [A](#) & [B](#)). From there, each session focuses on specific story grammar elements. Every session includes activities to assist children to become more familiar with oral narrative structures, culminating in the child retelling a story using all story grammar elements learnt. Examples of story maps, created by children involved in the research project, can be viewed in Appendix N: Real Story Map Examples.

Throughout the program, progress can be measured tallying children's performance on one of the progress tracking sheets, or by appraising children's story retelling and comprehension performance on one of the Mercer Mayer Frog stories (Appendix M Frog Stories)

1.2. PROGRAM MATERIALS

*NB: It is recommended that the materials denoted with ** are printed out in colour.*

- Laminated Story Grammar Element headings and sub headings ([Appendix A](#)).
- Story Map ([Appendix B](#))
- Laminated A3 My Story Map** (and whiteboard marker) ([Appendix C](#))
- Books from Book List ([Appendix D](#)) or any other books that conform to a traditional story grammar (i.e., setting, problem, plan, resolution, conclusion).
- Laminated Character Cards ([Appendix E](#))
- Laminated Setting Cards – time and place ([Appendix F](#))
- Laminated Problem Cards ([Appendix G](#))
- Performance Recording Sheets: Progress Tracking Sheet Story Grammar Labels ([Appendix H](#)) and Progress Tracking Sheet Story Re/telling ([Appendix I](#))
- Problem Picture Cards. For example LDA Cards**– “what would you do” (Living and Learning Cambridge Ltd) and WP Problem-solving Sequences (Winslow Press, UK)¹
- Story Starters ([Appendix J](#))
- Problem Photos** ([Appendix K](#))
- Story Titles ([Appendix L](#))
- Games for motivation (e.g.,: Pop-up-Pirate Game, Kerplunk, Snakes and Ladders)
- Tell a story. An imaginative memory and storytelling game (Ravensburger) or a similar package containing small picture cards with characters and short stories (e.g., story talk from <http://www.loveandreilly.com.au>).

¹ Please note: LDA Cards and WP Problem-solving Sequences would need to be purchased. Otherwise use any picture cards showing a real life problem e.g.,: a cat stuck in a tree, someone stealing a wallet etc.)

2. INTERVENTION PROGRAM DELIVERY

Please note:

- The term '*review*' is used throughout the program. In some cases, an activity is provided to remind children about previously introduced work. However, unless otherwise stated, '*review*' means to, initially remind children about what was previously introduced in a general way, without providing actual terminology. For example: you could say: "in the last session we talked about the Story Map and that it contains certain elements – can you name the 7 story grammar elements?"
- Once children have attempted to answer a review question, then the SLT can prompt if required. It is important to remember to scaffold a child's performance at all times.
- Remember to record the children's responses on the relevant tracking sheet as well as if prompting was necessary.
- All sessions end with a game. The game is used for drill-play (i.e., to review concepts, new terms) and as a reward.

2.1. WEEK 1

Overview: the story map is introduced. One familiar story, *The Three Little Pigs*, is used to identify the story grammar elements displayed on the story map. During this week's sessions the emphasis is on the story grammar elements, *Characters* and *Setting*. It is explained that a story contains main characters and supporting characters; the setting informs the listener where and when the story started and what happened right at the beginning of the story.

2.1.1. SESSION 1:

Resources

- Book: *The Three Little Pigs*
- Story Grammar Element Headings
- Story Map
- Game

Goal A

Teach the labels of the seven story grammar elements: setting, characters, problem, goal & plan, attempts, resolution, and ending.

Activity

Resources required:

- ✓ Story Grammar Element headings

Read the story, *The Three Little Pigs*. Explain to the child that this story, as well as most fictional stories, contains special parts that make up the story.

Then introduce the story grammar elements:

- a) The *characters* are introduced in the beginning of the story. We often have main characters and supporting characters.
- b) The *setting* begins the story. It tells us two things: where the story takes place, and when the story happens/starts. The *setting* usually also tells us what happened right at the beginning of the story. Sometimes this is part of the problem.
- c) The *problem* is what the story is all about. And it usually needs to be fixed.
- d) The *goal* is what the character wants to happen. Sometimes the *goal* is obvious. Sometimes you have to figure it out. The *plan* is how the character tries to reach the *goal*. The *plan* might be very easy to identify, or we may have to figure it out, based on the actions in the story.

- e) The *attempt/s* is/are the character's actions to complete the plan. This is how the character tries to achieve the goal.
- f) The *resolution* tells us if the attempt/s to reach the goal (and carry out the plan) has worked. The *resolution* is usually linked to the first event in the story.
- g) The *ending* tells us what happened last in the story.

When a story has all seven parts we can call it a COMPLETE story!

Goal B

Group the story grammar elements into the following categories: beginning, things that happen (middle), ending.

Activity

Resources required:

- ✓ Story map
- ✓ Story Grammar Element headings

Using the story map, group the story parts, a) to g) from the activity above, into the following categories:

- Beginning: characters & setting
- Things that happen
- Ending: resolution, ending

2.1.2. SESSION 2:

Resources

- A3 Laminated Story Map and white-board marker
- Books:
 - The Three Little Pigs
 - Jack and the Beanstalk
 - Cinderella
 - The Earnslaw Dragon
 - Little Red Riding Hood
 - The Lighthouse Keeper's Lunch
 - Grandpa's Slippers
 - Sydney and the Whalebird
- Character cards
- Story Grammar Element headings:

- Character/s
- Setting: where, when, what happened
- Place Cards
- Game

Goal

Review goals A & B from Session 1 by working through the activity below.

Activity

Resources required:

- ✓ A3 Laminated Story Map with whiteboard marker
- ✓ Book – *The Three Little Pigs*

Break up one very familiar story, *The Three Little Pigs*, into the story grammar elements. Point them out or write them on the laminated story map.

- Main: three little pigs and wolf
- Support: perhaps the mum
- Setting: once upon a time; Mum's house, Pigs decide to leave home and build their own homes
- Problem: the wolf wants to eat them, but he needs to catch the little pigs first!
- Plan: he's going to blow their houses down.
- Attempts: straw house, house of sticks, house of bricks, chimney.
- Resolution: pot of boiling water – end of the wolf
- Ending: little pigs lived happily ever after in their house of bricks.

Goal C

Identify the characters in a story: main and supporting

Activity

Resources required:

- ✓ Books
 - Jack and the Beanstalk
 - Cinderella
 - The Earnslaw Dragon
 - Little Red Riding Hood
 - The Lighthouse Keeper's Lunch
 - Grandpa's Slippers

- ✓ Story Grammar Element heading – Characters

Offer the child a choice of books from the list above. Read the first page of the book with the child. Identify the main character. Identify supporting characters when they are mentioned.

Goal D

Provide character descriptions

Activity

Resources required:

- ✓ Books from Goal C
- ✓ Character Cards

Using the same books from Goal C, and Character Cards, ask the child to provide at least 3 character descriptions that could include the following:

- Looks
- Likes
- Family
- What is s/he like
- Age
- Name

NOTE: Before going on to Goal E, review the story grammar elements and character descriptions.

Goal E

Identify and describe the components of the setting story grammar element of a story: time, place & situation, when, where, & what happened

Activity

Resources required:

- ✓ Story Grammar Element heading – Setting
- ✓ Books
 - Little Red Riding Hood
 - Cinderella
 - Sydney & the Whalebird
 - Lighthouse Keeper's Lunch

- The Earnslaw Dragon*
- Grandpa's Cardigan*

(*denotes book examples that do not have a 'time' in the Setting)

Together with the child, read the first few pages of one of the books from the list above. Remind the child that information sometimes comes from pictures as well, not just words.

Ask child to identify:

- Time – when
- Place – where
- Situation – what happened right at the beginning of the story

Example: ***Jack and the Beanstalk:***

Once upon a time

Lived in a small cottage (from pictures)

They were poor; Jack went to sell the cow.

Goal F

Child relates the beginning of a story using Character and Setting cards.

Activity

Resources required:

- ✓ Character Cards
- ✓ Setting Cards – time, place

- Using Character and Setting Cards, create three stacks of cards: Time, Place, and Character. Ask the child to select a card from each pile and then identify the correct story grammar element and sub element.
- Using the same three cards, ask the child to make up the beginning of a story.
Example: Yesterday, a little girl called Emily went to her nana's bach.
- Using the same cards once more, ask the child to make up a situation – what happened.
Example: Emily loved going for walks on the beach. (Story Grammar elements headings: Character/s, Setting: where, when, what happened.)

Repeat with the next set of three cards.

Use a game e.g.,: The Pop-Up-Pirate Game to motivate the child if required.

2.2. WEEK 2

Overview: The story map is reviewed, and the children are asked to list all 7 story grammar elements. The emphasis this week is on the elements, *Problem* and *Goal/Plan*. Picture cards and story books are used to help identify the *problem*. *Goals* and *plans* are devised to help fix the *problems*. For example in “Grandpa’s Cardigan” (Watson, 1993), the *problem* is that grandpa’s old cardigan has worn out, and grandma has decided to get rid of it. The *goal* is for grandpa to get a new cardigan. The *plan* is to go shopping and find one that is just as comfortable as his old one.

2.2.1. SESSION 3:

Resources

- Laminated Story Grammar Element headings
- Laminated My Story Map
- Progress tracking sheet Story Grammar Labels
- Books:
 - Little Red Riding Hood
 - Are you my Mother?
 - Donkey
 - Grandpa’s Cardigan
 - Three Little Pigs
 - Sydney & the Whale Bird
- LDA cards: “what would you do” (Living and Learning Cambridge Ltd)
- Laminated problem cards
- Game for motivation

Goal A

Review the 7 story grammar elements: setting, characters, problem, goal & plan, attempts, resolution, and ending by working through the activity below. Scaffold child’s performance at all times.

Activity

Resources required:

- ✓ Laminated Story Grammar Elements
- ✓ Progress Tracking Sheet Story Grammar Labels

Remind the child about the story map.

For example: “we’ve been learning about the elements that make up a story – we’ve been using our Story Map and learning the names of the elements that make up the story map. Can you remember the names of the 7 elements we’ve been talking about?”

Then ask them to try to identify all 7 story grammar parts.

Record their performance on the tracking sheet.

Goal B

Review Character and Setting story grammar elements from last week by working through the activity below.

Activity

Resources required:

- ✓ Story Map
- ✓ Progress Tracking Sheet Story Grammar Labels
- ✓ Books:
 - Little Red Riding Hood
 - Are you my Mother?
 - Donkey
 - Grandpa’s Cardigan

Read allowed the first page of a book e.g.,: Little Red Riding Hood, Are You My Mother, Donkey, or Grandpa’s Cardigan. Ask the child to identify the main character, setting – time, place, situation. Record the child’s performance on their progress tracking sheet. If you are working with a group of children, give each child a turn to do this.

Goal C

Identify the Problem element in a picture card.

Activity

Resources required:

- ✓ Story Map
- ✓ Three Little Pigs book
- ✓ Story grammar elements headings.
- ✓ LDA cards: “what would you do” (Living and Learning Cambridge Ltd)

Introduce the Problem element on the Story Map. Explain that most stories have a problem/s, e.g.,: in The Three Little Pigs – problem is the wolf wants to eat them, but he needs to catch the little pigs first.

Using the LDA cards: “what would you do” (Living and Learning Cambridge Ltd), ask the child to pick up a picture card. Discuss the problem on the card.

Examples: Forgot your house keys; boys vandalising phone booth; girls bullying a little girl; finding a handbag; spotting a burglar in action; a little boy falling into the creek; at home alone when a stranger rings the doorbell; dropping a box full of eggs.

Goal D

Identify the main character’s response to a problem.

Activity

Resources required:

- ✓ LDA cards: “what would you do” (Living and Learning Cambridge Ltd)
- ✓ Laminated Problem Cards
- ✓ Game (if required)

Using the LDA cards and laminated problem cards, ask the child to identify the main character’s response to the problem. Provide an example: boy dropping eggs, starts to cry; feels embarrassed, feels angry.

Goal C & D

Identify the problem and the character’s response in a story.

Activity

Resources required:

- ✓ A3 Laminated Story Map
- ✓ Books:
 - Are you my Mother?
 - Donkey
 - Grandpa’s Cardigan
 - Little Red Riding Hood
 - Sydney & the Whale Bird

Read the appropriate section of a book, preferably the book used in Activity 2 (Goal B). Ask the child to identify the problem and the character's response to it. Write at least 1 story down on the laminated story map.

Goal E

Child retells story.

Activity

Resources required:

- ✓ Laminated Story Map
- ✓ Book from Goal B, C & D

Ask the child to retell the story using the A3 laminated My Story Map and the book they have been using in the above activities.

WEEK 2

2.2.2. SESSION 4:

Resources

- Laminated Story Grammar Elements
- A3 Laminated My Story Map
- Books:
 - Jack and the Beanstalk
 - Goldilocks
 - Frog is a Hero
 - Little Red Riding Hood
 - Are you my Mother?
 - Donkey
 - Grandpa's Cardigan
 - Three Little Pigs
- LDA "what would you do" cards
- Laminated problem cards
- Character cards
- Setting cards – time, place
- Games for motivation

NOTE: Before continuing with new information review Session 3 using the laminated story grammar elements – story grammar parts, plus problem and character’s response.

Read Donkey story.

Goal E

Identify the type of problem (Note: This goal may be too advanced for pre children).

Activity

Resources required:

- ✓ Books:
 - Jack and the Beanstalk (type 2)
 - Goldilocks (type 3)
 - Frog is a Hero (type 1)
 - Little Red Riding Hood (type 2)

Explain that each story has a different type of problem.

Types of problems include:

1. A change in nature or the environment
2. An action by another character
3. A change in what the character hears, sees, feels, thinks or remembers.

Using the books listed above, discuss which type of problem is featured in each story.

Goal F

Identify a goal and then devise a plan to ‘fix’ the problem in the picture cards.

Activity

Resources required:

- ✓ LDA “what would you do” cards
- ✓ Cards from “Tell a story” (Ravensburger)

Explain that goals and plans are devised to help fix the problems. Remind them of the story “Grandpa’s Cardigan” (Watson, 1993), where the problem is that grandpa’s old cardigan has worn out, and grandma has decided to get rid of it. The goal is for grandpa to get a new cardigan. The plan is to go shopping and find one that is just as comfortable as his old one.

Provide one example: Show the boy dropping the eggs.

- Goal: needs to get rid of the mess
- Plan: he decided to tell the shopkeeper.

Using the LDA “what would you do” cards and the character cards from “Tell a story” (Ravensburger), play a guessing game by asking the child to guess the goal and plan for each picture.

SLT can use the prompt: He thought “How....” (“How do I get rid of this mess?” or “How will grandpa get a new cardigan?”)

Goal G

Identify the goal and the plan in a story.

Activity

Resources required:

- ✓ A3 Laminated Story Map
- ✓ Books:
 - Are you my Mother?
 - Donkey
 - Grandpa’s Cardigan
 - Three Little Pigs

Together with the child, read the appropriate pages of any of the books listed above. Ask the child to identify the goal and the plan. (These can be written down on a story map).

Goal H

Devise a response and a plan based on a problem card.

Activity

Resources required:

- ✓ Laminated Problem Cards

Using the laminated problem cards, ask the child to pick up a card. Ask them to identify a possible response, then, devise a possible plan. Work through all the cards.

If time allows:

Goal 1

Child relates part of a story using character / setting (time, place) / problem cards.

Activity

Resources required:

- ✓ Laminated Character Cards
- ✓ Laminated Setting Cards – time and place
- ✓ Laminated Problem Cards

Create 4 stacks of cards using laminated character, setting – time and place, and problem cards. Ask the child to pick a card from each pile and make up a story using these cards.

2.3. WEEK 3

Overview: The story map is reviewed again. In Week 3 the emphasis is on *Attempts*. It is explained to the children that once you have a plan to try to solve the *problem*, you need to *attempt* to solve it. Children are asked to make up *attempts* using picture cards depicting *problems* and to identify *attempts* in fictional story books.

2.3.1. SESSION 5:

Resources

- Laminated Story Grammar Elements
- Laminated A3 Story Map
- LDA “what would you do” cards
- Laminated Problem cards
- Book
 - Sydney and the Whalebird
- Progress Tracking Sheet

NOTE: Before continuing with new information, review the following by:

- asking the child to identify all 7 story grammar parts
- asking the child to identify story grammar parts that belong in the beginning of a story
- asking the child to identify 5 ways to describe characters
- asking the child to identify 3 components of the setting

Record progress on the tracking sheet.

Goal A:

Identify character, setting, problem, goal & plan in a story.

Activity

Resources required:

- ✓ Story Grammar Elements
- ✓ A3 Laminated Story Map
- ✓ Progress Tracking Sheet Story Grammar Labels
- ✓ Book:
 - Sydney and the Whalebird

Read the appropriate pages in the book – Sydney and the Whalebird. Ask the child to identify the main character, setting – time, place, situation, problem, goal and plan. Write these on the laminated story map. Record performance on the progress tracking sheet.

Goal B:

Identify the attempts in a story.

Activity

Resources required:

- ✓ A3 Laminated Story Map
- ✓ Book:
 - Sydney and the Whalebird

Explain that once you have a goal and a plan, you need to attempt/try to achieve this goal by putting your plan into action!

Finish reading Sydney and the Whalebird, then fill in the laminated story map using a whiteboard marker.

Goal C

Retell story from Goals A&B including attempts.

Activity

Resources required:

- ✓ Laminated Story Map
- ✓ Progress Tracking Sheet Story Grammar Labels

Using the story map, ask the child to retell the story, Sydney and the Whalebird, from the beginning including the attempts element. If you are working with a group, give all children a turn.

Record their performance on the progress tracking sheet.

Goal D:

Make up a plan with 2 or 3 attempts to go with the LDA problem cards.

Activity

Resources required:

- ✓ LDA “what would you do” cards
- ✓ Laminated problem cards

Using the LDA “what would you do” cards, ask the child to select a card then make up a plan that has 2 or 3 attempts.

Provide an example:

Problem: Forgot his house keys

Identify the goal: Get inside!

Attempt 1 - first he tried all the doors and windows....

Attempt 2: then he checked if his neighbour was at home

Attempt 3: then he rang his mum from a phone booth

Other problems include:

- Sister fell into the river
- Watched some boys vandalising a phone booth
- Noticed some big girls bullying a little girl

Use laminated problem cards if needed.

WEEK 3

2.3.2. SESSION 6:

Resources

- Laminated Story Grammar Elements
- Laminated A3 Story Map
- LDA “what would you do” cards
- Laminated Problem cards
- 4 Story Starters
- Progress Tracking Sheet

NOTE: Before continuing with new information, review Session 5.

Record progress on the tracking sheet.

Goal E

Identify setting, character, problem, goal & plan, attempts in a story.

Activity

Resources required:

- ✓ A3 Laminated Story Map

- ✓ Books:
 - Grandpa’s Cardigan
 - Donkey

Read one or two books: Grandpa’s Cardigan and/or Donkey. Ask the child to identify the story grammar parts – write on laminated A3 story map.

Goal F

Retell a story from Goal E, using the story map, including the attempts.

Activity

Resources required:

- ✓ A3 Laminated Story Map
- ✓ Progress Tracking Sheet Story Grammar Labels
- ✓ Books:
 - Grandpa’s Cardigan
 - Donkey

Ask the child to retell the story that was used in Goal E, using the story map.

Record progress on the tracking sheet.

If you are working with a group of children, ask 1 or 2 children to retell the story.

Goal G

Identify setting, character, problem, goal & plan, attempts in a story.

Activity

Resources required:

- ✓ 4 x story starters

Read a story starter – do not provide any picture cues. Ask the child to fill in the gaps, orally. Work through all the story starters.

Goal H

Devise a goal, plan and attempts based on a problem card.

Activity

Resources required:

- ✓ Laminated Problem Cards

Using the laminated problem cards, ask the child to select a card from the pile. Ask the child to devise a possible plan, with at least 2 actions, for solving the problem and acting out the plan.

If time allows:

Goal 1

Make up a story using problem cards – including characters, setting, problem, plan, 2 actions.

Activity

Resources required:

- ✓ LDA “what would you do” cards
- ✓ Progress Tracking Sheet Story Grammar Labels

Using the LDA “what would you do” cards, ask the child to take a card and then make up a story that includes characters, setting, problem, plan, 2 actions. If you are working with a group, have the children take turns.

Record performance on the tracking sheet.

2.4. WEEK 4

Overview: After reviewing the story map and its story grammar elements, it is explained to the children that most stories have a *Resolution* (to tell you if the problem has been solved) and an *Ending* (to tell you how the story ends). Children are asked to identify *resolutions* and *endings* in several fictional story books. In addition, the children are asked to make up complete stories using picture cards that depict problems.

2.4.1. SESSION 7:

Resources

- Laminated Story Grammar Elements
- Laminated A3 Story Map
- Laminated Problem cards
- Book
 - Are You My Mother
- Progress Tracking Sheet Story Grammar Elements

NOTE: Before continuing with Session 7, review the following:

- *ask the child to identify the story grammar elements that belong to the beginning/middle/end of a story*
- *ask the child to identify 3 components of the setting*

Record progress on the tracking sheet.

Goal A

Identify setting, character, problem, goal & plan, attempts in a story.

Activity

Resources required:

- ✓ A3 Laminated Story Map
- ✓ Book:
 - Are You My Mother

Read the appropriate pages in the book. Ask the child to identify the main character, setting – time, place, situation, problem, goal and plan, and attempts.

Write these down on the laminated story map.

Goal B

Identify the resolution and the ending in a story.

Activity

Resources required:

- ✓ A3 Laminated Story Map
- ✓ Book:
 - Are You My Mother

Explain to the child that the resolution will tell us if the problem has been solved! The ending tells us how the story ends.

Read the same book from Goal A again until the end. Ask the child to identify the resolution and the ending. Fill in these details on the laminated story map used in Goal A.

Goal C

Retell a story including all elements discussed so far.

Activity

Resources required:

- ✓ Progress Tracking Sheet Story Retelling
- ✓ Story Map

Ask the child to retell the story including all the story grammar elements that have been discussed so far. Record the child's performance on the Progress Tracking Sheet Story Retelling.

If you are working with a group of children, allow all children to retell a story.

Goal D

Think of a problem, a goal & plan, an attempt, and a resolution to a problem.

Activity

Resources required:

- ✓ LDA "what would you do" cards

Ask the child to think of a problem (use the LDA cards for ideas if necessary), then ask them to make up a goal & plan, an attempt, and a resolution to the problem.

For example: problem is little brother fell into the river, goal is to save him, how: dive in, resolution: rescued him.

WEEK 4

2.4.2. SESSION 8:

Resources

- Laminated Story Grammar Elements
- Laminated Problem cards
- Books:
 - Cinderella
 - Three Little Pigs
 - Donkey
 - Little Red Riding Hood
- Progress Tracking Sheet Story Grammar Elements
- Problem Photos
- Story Map
- Game

NOTE: Before continuing with Session 8, review Session 7.

Record progress on the tracking sheet.

Goal E

Identify problem, resolution/s and ending/s in very familiar stories

Activity

Resources required:

- ✓ A3 Laminated Story Map
- ✓ Books:
 - Cinderella
 - Three Little Pigs
 - Donkey
 - Little Red Riding Hood

Ask the child to choose a book from the list above. Ask them to identify the problem, resolution/s and ending/s in the selected book. If you are working with a group of children, ask them all to choose a book and give them all a turn.

Optional: Write their answers down on laminated story maps.

Goal F

Make up a story using 4 photos depicting problems. Include: Character/s, setting, problem, goal/plan, 1 or 2 actions, resolution and ending.

Activity

Resources required:

- ✓ Problem Photos
- ✓ Story Map
- ✓ Laminated Story Grammar elements

Ask the child to choose one photo.

Problems include:

- Child stuck in a tree
- Hat fallen into the creek
- Torn dress / T-shirt
- Hurt knee (fallen off bike)

Using the Story Grammar elements and Story Map as a guide, ask the child to make up a story about the photo they have chosen that is depicting a problem. Remind them to include character/s, setting, problem, goal/plan, 1 or 2 actions, resolution and ending.

If you are working with a group of children, allow each child to choose a photo and make up a story.

Record their performance on the progress tracking sheet.

Goal G

Think of a resolution to a problem.

Activity

Resources required:

- ✓ Laminated Problem Cards

Using the problem cards, ask the child to pick a card and make up a resolution to the problem.

Problems include:

- Kicking your rugby ball through your neighbour's window
- Your house gets flooded during heavy rain
- Want to catch a bird for a new pet

If time allows:

Goal H

Make up a setting and characters

Activity

Resources required:

- ✓ Laminated Problem Cards

Using the problem cards again, ask the child to make up a setting and characters.

2.5. WEEK 5

Overview: Children are asked to identify all seven story grammar elements in a fictional story. For example, “Frog and the Treasure” (Velthuijs, 2002). Children take turns retelling the story. In addition, children make up complete stories using either picture cards or title prompts.

2.5.1. SESSION 9:

Resources

- Laminated Story Grammar Elements
- Laminated A3 Story Map
- Book
 - Frog and the Treasure
- Story titles
 - The accident
 - The bee sting
 - My day in hospital
 - Why I didn’t go to school on Monday
- Progress Tracking Sheets
- Game

NOTE: Before continuing with Session 9, review the story grammar labels discussed in all previous sessions. Record progress on the tracking sheet.

Goal A:

Identify all 7 story grammar parts in a story.

Activity

Resources required:

- ✓ A3 Laminated Story Map
- ✓ Progress Tracking Sheet Story Grammar Elements
- ✓ Book
 - Frog and the Treasure

Read the book, Frog and the Treasure. Ask the child to identify the main character, setting – time, place, situation, problem, goal and plan, attempts, resolution, and ending. Fill in the A3 laminated story map. Record performance on the tracking sheet.

Goal B

Identify the theme in a story.

Activity

Resources required:

- ✓ Book
 - Frog and the Treasure

Discuss the **theme** element. Explain that stories often contain an important message. Ask the child to identify the theme in the book, Frog and the Treasure – never break a promise!

Goal C

Retell a story including all elements

Activity

Resources required:

- ✓ Book
 - Frog and the Treasure
- ✓ Progress Tracking Sheet Story Retelling

Ask the child to retell the story, Frog and the Treasure. Record their performance on the tracking sheet. If you are working with a group of children allow each one to have a turn, if time allows.

Goal D

Fill in a story map with the setting – where, when, what happened, character/s – include description, problem, goal & plan, attempt, resolution, ending.

Activity

Resources required:

- ✓ A3 Laminated Story Map
- ✓ Story Titles
 - The accident
 - The bee sting
 - My day in hospital
 - Why I didn't go to school on Monday.

Select one of the story titles above. Ask the child to make up a story relating to the chosen title. Fill in the A3 laminated story map with the made up story elements before asking the child to retell the whole story. If you are working with a group of children let the children make up a story together, help them to fill in the story map. One child will tell the story at the end.

WEEK 5

2.5.2. SESSION 10:

Resources

- Laminated Story Grammar Elements
- Laminated A3 Story Map
- Progress Tracking Sheets
- WP Problem-solving Sequences (Winslow Press, UK)
- Story titles (theme-related)
 - Sam is jealous
 - Why ___ is my best friend
 - The rescue
 - Elephant is lonely
- Game

Goal E

Make up a story using cards depicting problems. Include character/s, setting, problem, goal & plan, 1 or 2 actions, resolution, and ending.

Activity

Resources required:

- ✓ Laminated Story grammar elements – headings and subheadings
- ✓ WP Problem-solving Sequences (Winslow Press, UK)
- ✓ A3 Laminated Story Map
- ✓ Progress Tracking Sheet

Using the WP Problem-solving Sequences resource, ask the child to choose a card. Ask them to make up a story about the problem on the card. The story must include character/s, setting, problem, goal & plan, 1 or 2 actions, a resolution, and an ending. Using the story map, go through all the parts/elements before asking the child to tell the story.

Record their performance on the progress tracking sheet.

If you are working with a group of children, ask each child to select a card and take turns working through the activity.

Problems could include:

- Untidy bedroom

- Missing the bus
- Accident: man has fallen on the ground
- Forgotten purse
- Car breakdown

Goal F

Fill in a story map with setting – where, when, what happened, character/s – include description, problem, goal & plan, attempt, resolution, ending.

Activity

Resources required:

- ✓ A3 Laminated Story Map
- ✓ Story titles (Theme-related):
 - Sam is jealous
 - Why ___ is my best friend
 - The rescue
 - Elephant is lonely

Select one of the story titles above. Ask the child to think of the problem first. Ask the child to make up a story. Fill in the A3 laminated story map with the elements from the made up story. Once all the elements have been completed, ask the child to retell the whole story.

If you are working with a group of children let the children make up a story together, help them to fill in the story map. One child will tell the story at the end.

NOTE: If time allows:

Using the WP cards identify parts of the story i.e.,: character/s, problem & plan, attempt, resolution, ending.

2.6. WEEK 6

Overview: Children are asked to identify all seven story grammar elements in a fictional story. For example, “Frog and the Treasure” (Velthuijs, 2002). Children take turns retelling the story. In addition, children make up complete stories using either picture cards or title prompts.

2.6.1. SESSION 11:

Resources

- Laminated Story Grammar Elements
- Laminated A3 Story Map
- Progress Tracking Sheet Story Grammar Labels
- Story Titles
 - The accident
 - The bee sting
 - My day in hospital
 - Why I didn’t go to school on Monday
 - Sam is jealous
 - Why ___ is my best friend
 - The rescue
 - Elephant is lonely
- Book
 - Sydney and the Sea Monster
- Game

NOTE: Before continuing with Session 11, review all the story grammar elements. Record performance on the progress tracking sheet.

Goal A

Identify all 7 story grammar parts in a story

Activity

Resources required:

- ✓ A3 Laminated Story Map
- ✓ Progress Tracking Sheet Story Grammar Labels
- ✓ Book
 - Sydney and the Sea Monster

Read the appropriate pages in the above book. Ask the child to identify the main character, the setting – time, place, situation, problem, goal and plan, attempts, resolution, and ending. Record performance on progress tracking sheet.

DO NOT WRITE ON THE STORY MAP.

Goal B

Retell a story including all elements.

Activity

Resources required:

- ✓ Progress Tracking Sheet Story Retelling
- ✓ Laminated Story Grammar Elements

Ask the child to retell the story and to include all the elements. Only use the story grammar elements to prompt if required. Record performance on tracking sheet.

Goal C

Identify the theme in a book.

Activity

Resources required:

- ✓ Book
 - Sydney and the Sea Monster

Ask the child to identify the theme in Sydney and the Sea Monster. (Could be: how the animals stayed safe. Or how the small animals defeated the intruders by using their brains)

Goal D

Fill in a story map with setting – where, when, what happened, character/s – include description, problem, goal & plan, attempt, resolution, and ending.

Activity

Resources required:

- ✓ A3 Laminated Story Map
- ✓ Story titles:

- The accident
- The bee sting
- My day in hospital
- Why I didn't go to school on Monday.
- Sam is jealous
- Why ___ is my best friend
- The rescue
- Elephant is lonely

Select one of the story titles above. Ask the child to make up a story relating to the chosen title. Fill in the A3 laminated story map with the made up story elements before asking the child to retell the whole story. If you are working with a group of children let the children make up a story together, help them to fill in the story map. One child will tell the story at the end.

NOTE: If time allows:

Make up parts of a story using WP or LDA cards.

WEEK 6

2.6.2. SESSION 12

Resources

- Laminated Story Grammar Elements
- Laminated A3 Story Map
- WP Problem-solving Sequences (Winslow Press, UK)
- Progress Tracking Sheet Story Grammar Labels
- Books:
 - Frog and the Treasure
 - A Piece of Cake
 - Grandpa's Shorts

NOTE: Before continuing with Session 12, review Story Grammar Elements including Theme. Record performance on the progress tracking sheet.

Goal E

Make up a story using cards depicting problems. Including character/s, setting, problem, goal & plan, 1 or 2 actions, resolution and ending.

Activity

Resources required:

- ✓ Laminated Story Grammar Elements
- ✓ WP Problem-solving Sequences (Winslow Press, UK)
- ✓ Progress Tracking Sheet Story Grammar Labels

Using the WP Problem-solving Sequences cards, ask the child to select a photo then tell a story about the card. Remind them to include character/s, setting, problem, goal & plan, 1 or 2 actions, a resolution and an ending. Use the laminated story grammar elements as prompts if required.

Problems include:

- Frog and the Treasure
- Untidy bedroom
- Missing the bus
- Accident: man has fallen on the ground
- Forgotten purse
- Car breakdown
- Hat fell into the water
- Ripped dress

Record their performance on the tracking sheet.

If you are working with a group of children, allow them to select a photo each and take turns telling a story.

Goal F

Retell a story using all 7 story grammar parts.

Activity

Resources required:

- ✓ Laminated Story Grammar Elements
- ✓ A3 Laminated Story Map
- ✓ Progress Tracking Sheet Story Retelling
- ✓ Books:
 - Frog and the Treasure

- A Piece of Cake
- Grandpa's Shorts

Read one of the stories from the list above. Ask the child to retell the story. You can provide them with a blank story map to use as a prompt.

If you are working with a group of children have at least one child retell the story.

Character/s

Setting

Problem

Goal + Plan

APPENDIX A CONTINUED: STORY GRAMMAR ELEMENT HEADINGS
AND SUB HEADINGS

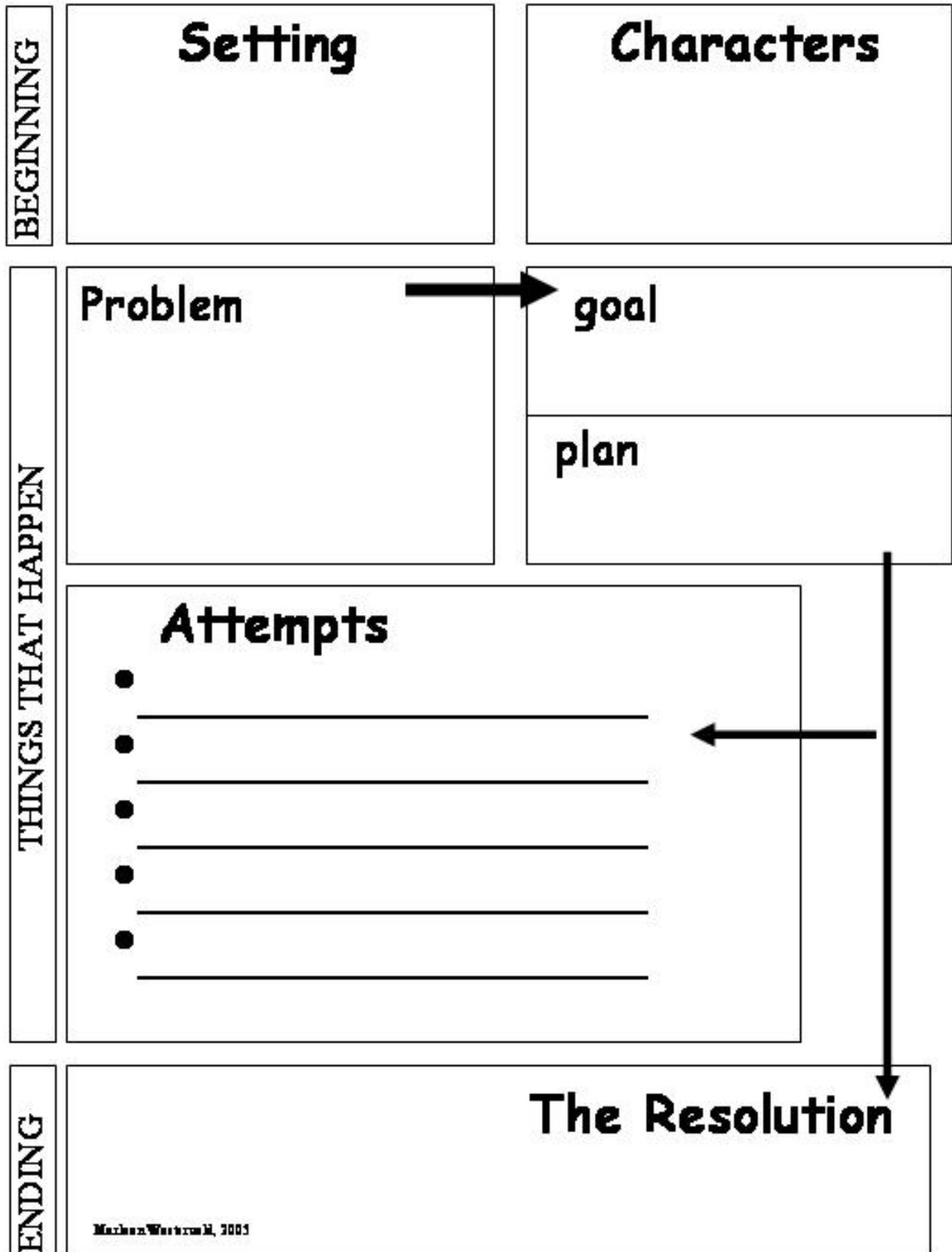
Attempts

Resolution

Ending

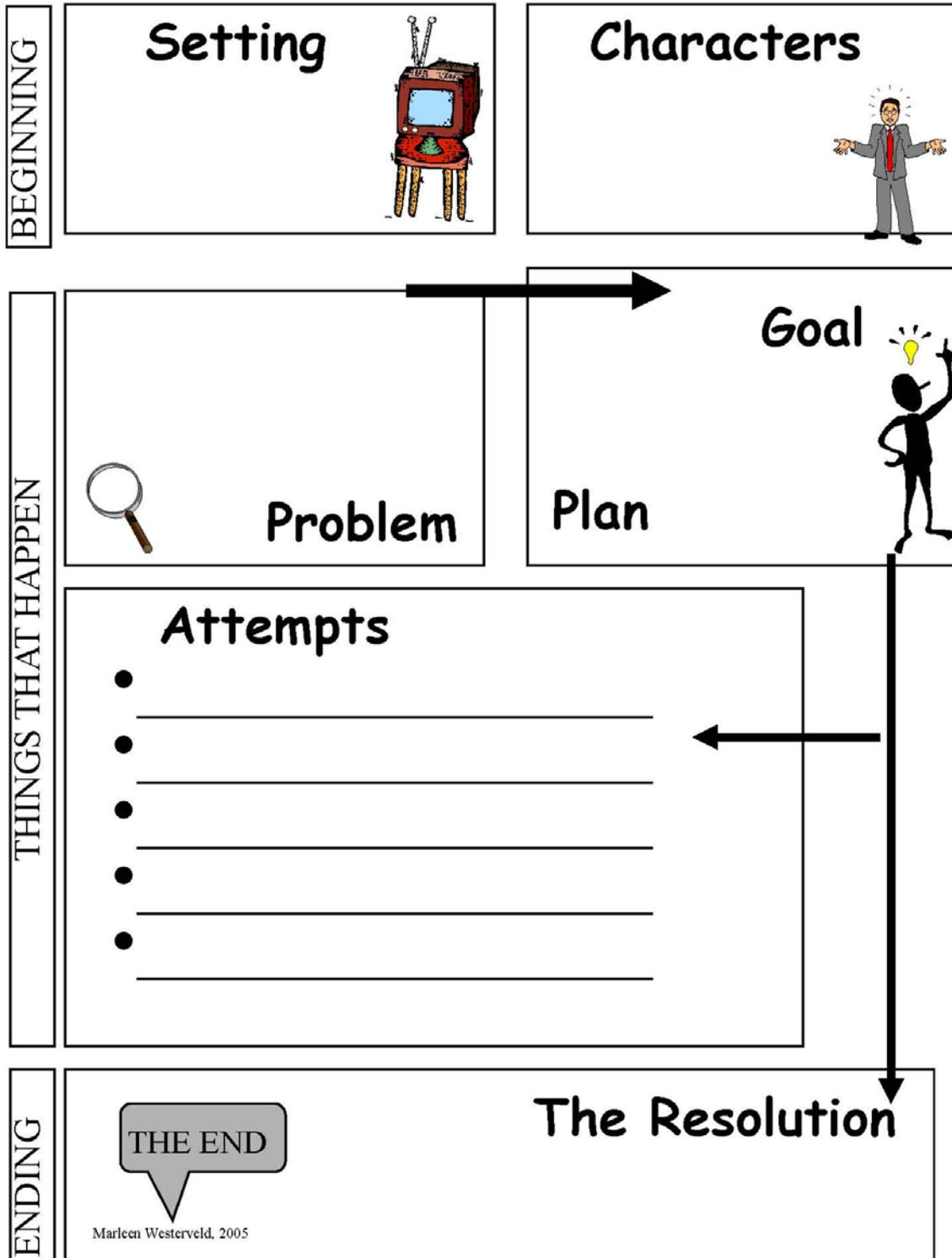
APPENDIX B: STORY MAP

Story Title:



APPENDIX C: A3 MY STORY MAP

My Story - Map



APPENDIX D: BOOK LIST

Armitage, R., & Armitage, D. (1977). *The lighthouse keeper's lunch*. London, England: Penguin Group.

Eastman, P. D. (1960). *Are you my mother?* New York: Random House.

Elliot, D. (1999). *Sydney and the sea monster*. Auckland, New Zealand: Random House.

Elliot, D. (2000). *Sydney and the whalebird*. Auckland, New Zealand: Random House.

High, B. (1988). *The Earnslaw dragon*. Timaru, New Zealand: Pope Print Timaru.

Moore, M. (2001a). *Jack and the beanstalk*. London: Franklin Watts.

Moore, M. (2001b). *Little red riding hood*. London: Franklin Watts.

Moore, M. (2001c). *The three little pigs*. London: Franklin Watts.

Murphy, J. (1989). *A piece of cake*. London: Walker Books.

Root, B. (1989). *Donkey*. Essex: Jolly Learning.

Velthuijs, M. (1995). *Frog is a hero*. London: Andersen Press.

Velthuijs, M. (2002). *Frog and the treasure*. London: Anderson Press.

Wade, B. (2001a). *Cinderella*. London: Franklin Watts.

Wade, B. (2001b). *Goldilocks and the three bears*. London: Franklin Watts.

Watson, J. (1989). *Grandpa's slippers*. Auckland, New Zealand: Ashton Scholastic.

Watson, J. (1993). *Grandpa's cardigan*. Auckland, New Zealand: Scholastic.

Watson, J. (2001). *Grandpa's shorts*. Auckland, New Zealand: Scholastic.

APPENDIX E: CHARACTER CARDS

a little girl
called Emily

my neighbour

a pretty mouse

my dad

my auntie

my best friend

the nurse

three scary
creatures

Appendix E continued: Character Cards

my teacher

**a three- headed
dragon**

**two naughty little
boys**

**an 8-year-old boy
called Max**

a policeman

**a prince and a
princess**

a big bad wolf

my family

APPENDIX F: SETTING CARDS – TIME & PLACE

yesterday

once upon a time

in the winter of the
year 2000

one day

one sunny Monday
morning

last night at eight
o'clock

once

last year

Appendix F continued: Setting Cards

a long time ago

on Saturday

last week

five years ago

before school

a billion years ago

**in the summer
holidays**

next year

Appendix F continued: Setting Cards

**in a dark,
howling cave**

at the gym

at school

**in your house
during a
thunderstorm**

in the hospital

**at the cinema
watching a funny
movie**

at the zoo

**in line waiting to
get a needle**

Appendix F continued: Setting Cards

**in the bus on the
way to school**

in the back yard

on Mount Tongariro

on Waiheke Island

nana's bach

**in a small town by
the sea**

**at a birthday
party**

in the treehut

APPENDIX G: PROBLEM CARDS

broke a leg

**broke my fish
bowl**

**found a lotto ticket
that had won a
prize**

**saw a house on
fire across the
road**

**crashed a bike
into a parked car**

**saw a dog
chasing a little
girl**

**forgot to close
the gate**

**broke my sister's
favourite toy**

APPENDIX G CONTINUED: PROBLEM CARDS

left my car keys
in the house

your house gets
flooded during
heavy rain

trapped in a hut in
the woods during a
thunderstorm

want to catch a
bird for a new
pet

forgot your house
keys

the apples from
your apple tree
are stolen during
the night

heavy rain is
expected and
may flood your
paddocks

kicked your rugby
ball through your
neighbour's
window

Appendix G continued: Problem Cards

**the big bad wolf
wanted to eat
the little pigs**

**he needed a
new grey
woollen cardigan**

**forgot your lunch
box**

APPENDIX H: PERFORMANCE RECORDING SHEETS - PROGRESS TRACKING SHEET STORY GRAMMAR LABELS

Group: _____

Name: write date achieved:								
Identified:	Spontaneous	Prompted	Spontaneous	Prompted	Spontaneous	Prompted	Spontaneous	Prompted
7 story grammar parts								
3 setting elements								
5 character descriptions								
story grammar parts - beginning								
story grammar parts – middle								
story grammar parts – ending								

APPENDIX I: PERFORMANCE RECORDING SHEETS - PROGRESS TRACKING SHEET STORY RE/TELLING

Task: _____ Date: _____

Name:								
Story:								
	Spontaneous	Prompted	Spontaneous	Prompted	Spontaneous	Prompted	Spontaneous	Prompted
Setting: time place situation								
Characters								
Problem								
Response								
Plan / Goal								
Attempts								
Attempts								
Resolution								
Ending								

APPENDIX J: STORY STARTERS

STORY STARTER 1



Story Starter 1

Setting

Max is a ten-year-old boy who loves playing computer games. Last week, he borrowed a game from his best friend Tom. Max thinks it is the best game ever. This morning he noticed it was missing and now he can't find it anywhere. Max decides that he needs to buy Tom a new game so that Tom won't realize that he has lost it. Max counts his money and discovers he has only \$5 left.

Problem:

Goal:

Plan:

Max decided to talk to his parents about ways he could earn money.

Attempts:



Appendix J: Story Starters

STORY STARTER 2



Story Starter 2

Setting

Tim and Mandy have discovered that the tree in the paddock across the road is full of yummy red apples. Unfortunately, a scary looking bull lives in the paddock.

Problem:

Goal:

Tim and Mandy want to pick apples.

Plan:



Attempts:

Appendix J: Story Starters

STORY STARTER 3



Story Starter 3

Setting

Sally and Libby got a little grey kitten for their birthday. They play with the kitten every day after school. One day, when they come home from school, they notice the kitten is missing. They call her name and look everywhere for her. Suddenly, they hear a 'meow' and notice that their kitten is stuck up in a big tree.

Problem:

Goal:

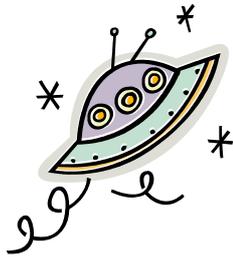
Plan:



Attempts:

Appendix J: Story Starters

STORY STARTER 4



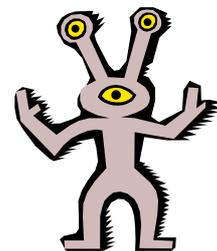
Story Starter 4

Setting

Mike was a little boy who wanted to be an astronaut. He dressed up in spaceship clothes and pretended to speak an alien language. One day on his way to school, Mike noticed something shiny in the bushes. He went to investigate and to his amazement he discovered a flying saucer. Before he had time to think, a door opened and an alien walked out. It looked rather scary.

Problem:

Goal:



Plan:

Attempts:

APPENDIX K: PROBLEM PHOTOS



Appendix K continued: Problem Photos



Why ___ is my
best friend

The rescue

Sam is jealous

Elephant is lonely

The accident

Why I didn't go to
school on Monday

The bee sting

My day in hospital

APPENDIX M FROG STORIES

For complete scripts and audio recordings of the stories go

to: <http://www.saltsoftware.com/resources/elicitationaids/frogStories/index.cfm>

“A BOY, A DOG AND A FROG” (MAYER, 1967)

One day, a boy and his dog decided to go to the woods to search for a pet frog.

The boy took a bucket and a net with him.

Once they got to the woods, the boy looked in a tree for a frog.

But he didn't find one.

Then, when the boy looked toward the pond, he saw a frog sitting on a lily pad.

The boy was very excited to find a frog.

The boy and the dog started running toward the pond.

The boy thought he would catch the frog with his net.

All of a sudden the boy and the dog tripped on a tree branch and went flying into the pond.

The frog was afraid that they were going to land right on top of him!

The boy and the dog landed head first in the pond and splashed the frog.

The frog was now getting annoyed because the boy and the dog were disturbing him.

When the boy came to the surface, he had a bucket on his head and was face to face with the frog.

But when the boy tried to grab the frog, the frog jumped off the lily pad.

He landed on a branch and was happy to have escaped from the boy.

The boy then planned to trap the frog on the tree branch.

He told the dog to go around to the other side of the branch.

The frog was now getting scared.

He didn't want the boy and the dog to catch him.

The boy and the dog were closing in on the frog.

The dog growled at the frog while the boy got his net ready.

The frog was scared of the dog.

The boy slammed his net down.

But he caught the dog instead of the frog!

The dog was stuck in the boy's net.

Meanwhile the frog climbed onto a rock.

He didn't understand why the boy and the dog were trying to catch him.

Why wouldn't they leave him alone?

The boy was frustrated.

He yelled at the frog, "Fine!"

I don't want you as my new pet anyway!

Now the frog felt sad because the boy was so upset with him.

The boy gave up on catching the frog and walked away with his dog.

This made the frog even sadder because he was left all alone in the pond with no one to play with.

The boy and the dog left the woods to go back home.

They left footprints because their feet were covered with mud.

Now the frog was really lonely.

He didn't like being the only one in the pond.

He wondered where the boy and the dog had gone.

So the frog followed their footprints through the woods and into the boy's house.

The boy and the dog were taking a bath because they had gotten so dirty in the woods.

The frog hopped all the way to the bathroom door.

He saw the boy and the dog in the bathtub.

It looked like they were having fun.

The frog asked if he could play with them.

The boy said, "Sure, you can play with us."

"Hop in!"

So the frog jumped in the bathtub and landed on the dog's head.

The boy, the dog, and the frog were happy that they were all going to be friends.

Number of communication units: 49

Word count: 561

Number of different words: 181

MLCU in words: 11.45

Appendix M continued Frog Stories

“ONE FROG TOO MANY” (MAYER, 1975)

There was a boy who had three pets, a dog, a frog and a turtle.

One day he saw a large box with a bow on it.

The card on the box said that the present was for him.

So he opened the box and was very excited when he saw what was in it.

Inside the box was a little frog.

The boy, the dog, and the turtle liked the little frog.

But the big frog didn't.

He was used to being the boy's favourite frog.

The boy set the little frog down next to his pets and said “This is my new little frog.”

“Say hello everyone.”

The big frog said, “I am the oldest and biggest frog here.”

“I don't like you.”

Then the big frog bit the little frog's leg.

The little frog cried, “Ouch, ouch!

The boy couldn't believe that the big frog would do something so mean.

Everyone was angry at the big frog.

The boy picked up the little frog and told the big frog off.

“That was a very mean thing to do frog.”

You had better be nice to my new little frog.

The boy's pets followed him outside to play.

The two frogs rode together on the turtle's back.

But the big frog still didn't like the little frog.

The boy, who was dressed up like a pirate, led the way.

The big frog thought nobody was looking.

So he kicked the little frog off of the turtle's back.

But when the others heard the little frog crying, they knew what had happened.

They were all angry at the big frog for being mean to the little frog again.

The boy led them all to a pond where he had a raft.

He wouldn't let the big frog get on the raft with them.

He told the frog that he wasn't welcome because he was being mean to the little frog.

The big frog didn't like being told off, and he didn't want to be left behind.

So he ignored what the boy told him and jumped on the raft, just as it was leaving the shore.

The little frog was the only one who noticed that the big frog had jumped on the raft.

The big frog glared at the little frog.

Then he kicked the little frog off the raft and stuck out his tongue at him.

"That will teach him," he thought.

The turtle saw what had happened and was scared for the little frog!

The big frog was happy with himself.

Now he was the only frog.

Just the way it used to be.

Meanwhile, the turtle tapped the boy on the leg to get his attention.

When the boy turned around, he was shocked at what he saw.

"How did the big frog get there?"

"And where was the little frog?"

The dog was worried about the little frog too.

The turtle looked so angry at the mean frog, that the frog got scared.

He thought the turtle might bite him.

The boy and his pets got off the raft and searched for the little frog.

They looked all around the pond and called, "Little frog, where are you?"

They couldn't find the little frog anywhere.

The boy was so sad, he began to cry as he walked home.

The dog growled at the frog because it was his fault that they lost the boy's new pet.

The frog felt sorry for what he had done.

When the boy got home, he went to his room and cried some more.

His pets were sad too.

Even the big frog was sad.

Then they heard a noise out the window "Ribbit, ribbit".

It sounded like a frog.

All of a sudden the little frog jumped through the open window.

Everyone was excited to see the little frog.

They had thought they would never see him again.

But there he was.

The little frog landed right on the big frog's head and laughed.

The big frog decided to be nice to the little frog from now on.

Everyone was happy.

Number of communication units: 63

Word count: 683

Number of different words: 204

MLCU in words: 10.84

Appendix M continued Frog Stories

“FROG, WHERE ARE YOU?” (MAYER, 1967)

There once was a boy who had a dog and a pet frog.

He kept the frog in a large jar in his bedroom.

One night, while he and his dog were sleeping, the frog climbed out of the jar and jumped out of an open window.

When the boy and the dog woke up the next morning, they saw that the jar was empty.

Where was the frog?

The boy and the dog looked everywhere for the frog.

The boy even looked inside his boots.

When the dog tried to look in the jar, he got his head stuck.

The boy called out the open window, “Frog, where are you?”

The dog leaned out the window with the jar still stuck on his head.

The jar was so heavy that the dog fell out of the window head first!

The boy picked up the dog to make sure he was ok.

The dog wasn't hurt, but the jar was smashed.

The dog knew he was in trouble for breaking the jar, so he licked the boy to say he was sorry.

The boy and the dog looked outside for the frog.

The boy called for the frog.

He called down a hole in the ground while the dog barked at some bees in a beehive.

A mole popped out of the hole and bit the boy right on his nose for disturbing him.

The boy yelled “Ouch, that hurt!”

Meanwhile, the dog was still bothering the bees, jumping up on the tree and barking at them.

The beehive fell down, and all of the bees flew out.

The bees were very angry at the dog for ruining their home.

The boy wasn't paying any attention to the dog.

He had noticed a large hole in a tree and wanted to see if his frog was hiding in it.

So he climbed up the tree and called down the hole, “Frog, are you in there?”

All of a sudden an owl swooped out of the hole and knocked the boy to the ground.

The owl was angry.

He told the boy off and told him to go away.

The dog ran past the boy as fast as he could because the swarm of bees was chasing him.

He was afraid he would get stung by all those bees.

Meanwhile, the angry owl chased the boy all the way to a large rock.

The boy climbed up on the rock and called again for his frog.

He held onto some branches so he wouldn't fall.

But the branches weren't really branches!

They were deer antlers.

The deer picked up the boy on his head and started running.

The dog ran along too, barking at the deer to put the boy down.

They were getting close to a cliff.

The deer stopped suddenly, and the boy and the dog fell over the edge of the cliff.

Luckily, there was a pond below the cliff.

The boy and the dog landed with a splash right on top of one another.

Then they heard a familiar sound, "Ribbit, ribbit."

The boy told the dog to be very quiet.

They crept up and looked behind a big log to find out who was making that sound.

There they found the boy's pet frog.

He had a mother frog with him.

They had lots of baby frogs, and one of them jumped towards the boy.

The baby frog liked the boy and wanted to be his new pet.

The boy and the dog were happy to have a new pet frog to take home.

As they walked away the boy waved and said "Goodbye" to his old frog and his family.

Number of communication units: 54

Word count: 615

Number of different words: 205

MLCU in words: 11.39

Appendix M continued Frog Stories

“FROG GOES TO DINNER” (MAYER, 1974)

A boy was getting dressed in his bedroom.

His pet dog, frog, and turtle watched as he put on his best clothes.

They were sad because they knew he was going somewhere without them.

While the boy was petting the dog, the frog jumped into his coat pocket.

The boy didn't know he was there.

As the boy left with his family, he waved and said “Goodbye” to his pets.

The frog waved goodbye too.

When the boy and his family arrived at a fancy restaurant, the doorman helped them out of the car.

The frog peeked out of the boy's pocket.

But no one noticed him.

The boy and his family sat down at a table in the restaurant.

While they were looking at menus, the frog jumped out of the boy's pocket towards the band.

The frog landed right in the man's saxophone!

“Squeak,” went the saxophone.

The man looked inside the saxophone to see why it made that awful noise.

The other members of the band were confused too.

Then the frog fell out of the horn and landed right on the saxophone player's face!

The saxophone player was so surprised by the frog, that he fell backwards into the drum.

The drummer was angry because his drum was ruined!

The drummer yelled at the saxophone player, “Look what you did to my drum.”

“It's broken!”

“Now what am I supposed to play?”

While they were arguing, the frog jumped away on a plate of lettuce salad.

The waiter didn't notice the frog.

He served the salad to a woman.

Just as she was about to take a bite, the frog popped out of the lettuce.

The woman was shocked to see the frog.

She screamed and fell back on her chair.

The frog was frightened, and he jumped away.

There was a man at the next table who was having a glass of wine with his wife.

The frog landed right in his glass.

The woman complained to the waiter about getting a salad with a frog in it.

She was very angry!

Meanwhile, when the man went to take a sip of his drink, the frog kissed him right on the nose.

The angry waiter was about to grab the frog, who was waving goodbye to the man and his wife.

The man and his wife were leaving the restaurant because they didn't feel like eating anymore.

The waiter, who had caught the frog, was going to throw him out of the restaurant.

But the boy saw the waiter carrying his frog and shouted, "Hey, that's my frog!"

The boy's mother told him to be quiet because he was making a scene.

The boy was worried that the waiter was going to hurt his frog.

He asked the waiter to give him back his frog.

The angry waiter told the boy and his family, "Take your frog and get out of this restaurant at once."

"Don't you ever bring that frog in here again!"

On the way home the boy's family was angry with him.

The frog had ruined their dinner!

When they got home the boy's father scolded him, "You go to your room and stay there."

"That frog ruined our evening!"

His family was still very upset.

The dog and the turtle peeked around the corner to see what was going on.

When they got in his room, the boy and the frog laughed about everything that had happened at the restaurant.

The more they thought about it, the more they laughed.

Number of communication units: 52

Word count: 589

Number of different words: 209

MLCU in words: 11.33

APPENDIX N: REAL STORY MAP EXAMPLES

Story Title: **Donkey**

BEGINNING	<p>Setting Sary hane On a summer day he had core box</p>	<p>Characters</p> 
THINGS THAT HAPPEN	<p>Problem he had no one to feed him</p>	<p>goal Saw he fat man am I plan going to feed her</p>
	<p>Attempts</p> <ul style="list-style-type: none"> • farmore ***** • postman • postman • I has a onete • _____ 	
ENDING	<p>So he can old home what's the pass</p>	<p>The Resolution the man tack her home</p>

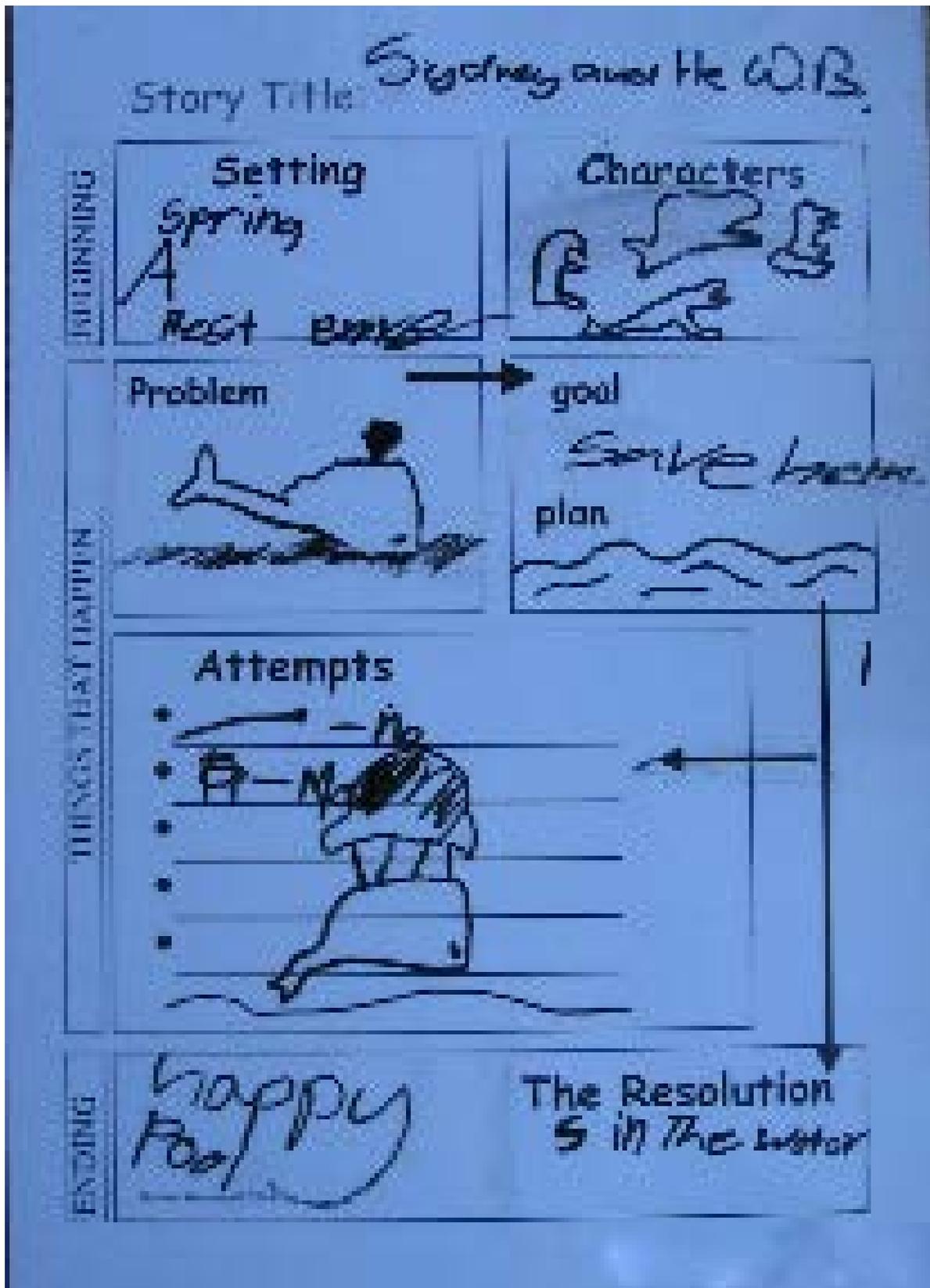
Appendix N continued: Real Story Map Examples

Story Title: Tom is Jealous

BEGINNING	Setting last year school friend has toy	Characters Jerry Tom
THINGS THAT HAPPEN	Problem Super man No Money	goal avoid money plan Sell Toys
	Attempts <ul style="list-style-type: none"> • <u>Sold Toys - No</u> • <u>Call friends - Yes</u> • _____ • _____ • _____ 	
ENDING	Jerry Money come to friend	The Resolution he got avoid Money to get Soft money to...



Appendix N continued: Real Story Map Examples



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