

About the Developmental Studies Center

Our Mission

Developmental Studies Center (DSC) is a nonprofit organization dedicated to children's academic, ethical, and social development. Since 1980, DSC has developed school-based and after-school programs that help children develop capacities to think deeply and critically so they will continue learning throughout their lives and strengthen their commitment to such values as kindness, helpfulness, personal responsibility, and respect for others.

DSC's Programs Develop Skills and Community

Programs for use in classrooms

Caring School Community™ • Grades K–6

The Caring School Community (CSC) program is a nationally recognized, research-based program that builds community—in the classroom, across grades, schoolwide, and with families.

Making Meaning® • Grades K–8

The Making Meaning program is a reading comprehension curriculum that teaches comprehension strategies through read-alouds, collaborative structures, and reflective partner work.

SIPPS® (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) • Grades K–12

The SIPPS program teaches decoding systematically. It is designed specifically for intervention and covers single-syllable decoding, short vowels, simple consonants, complex vowels, consonant digraphs, polysyllabic strategies, and high-frequency sight words.

Being a Writer™ • Grades K–5

The Being a Writer program is a yearlong writing curriculum—the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. (Available August 2007)

Programs for out-of-school time

AfterSchool KidzLit® • Grades K–8

The AfterSchool KidzLit program is a literacy enrichment program consisting of terrific read-aloud books, and discussions and activities that help kids make connections between the stories, their own lives, and the world.

AfterSchool KidzMath™ • Grades K–6

The AfterSchool KidzMath program provides academic enrichment using cooperative math games and literature-based activities. Kids deepen their understanding and practice important math skills—and have fun.

Science Explorer • Grades K–6

Science Explorer is an inquiry-based, interactive program of experiments using ordinary materials that inspire students to explore scientific principles.

Math Explorer • Grades 6–8

Math Explorer invites children to fly planes, launch rockets, learn card tricks, and make cool stuff to take home—all while practicing the important math skills middle-school students need extra help with.

For more information, please visit www.devstu.org or contact us by phone at 800.666.7270.



**DEVELOPMENTAL
STUDIES CENTER™**

Nonprofit. Research Based. Mission Driven. Since 1980.

Storytelling

Before Sending Home the Activity

Tell a story to the class. Help students reflect on the differences between oral and written storytelling.

Follow-Up

Have students share their stories and pictures with the class. If students become interested in storytelling, you might do one of the following:

- Invite a storyteller (a family member, friend, or professional) to the classroom.
- Have students practice telling a favorite story and then tell it to the class (or to parents or upper- or lower-grade buddies).
- Read the book *Storm in the Night*, by Mary Stolz, in which a grandfather tells his grandson a story from his childhood. (You could also do this before sending home the activity.) A book in Spanish that deals with the same topic is *El cuento interrumpido*, by Pilar Mateos.



Storytelling

Dear Family Member or Family Friend,

All through history, people have used storytelling as a way to pass ideas from one generation to the next. Even today, with so many of our stories written down in books, storytelling continues to have a special appeal. Children especially enjoy hearing stories, and this can be an important part of their learning communication skills.

For this activity, you will have a chance to tell your child a favorite story of your own. This can be a story in which your child is the main character, a story about something you did as a child, a story about someone else in the family, the retelling of a story from a book (but not reading the book) or movie, or a story you make up yourself. Afterwards, you can use some of the Activity Starters to talk with your child about the storytelling. Then have your child draw a picture of his or her favorite part of your story.

Thanks for your time, and have fun!

Activity Starters

- 1 Find a quiet time and tell your child a favorite story (without using a book).
- 2 Talk with your child about the storytelling experience, using the ideas below or your own questions:
 - Describe how it felt to *tell* a story instead of reading a story from a book.
 - Ask your child how hearing you tell a story was different from hearing a story read from a book.
 - Ask your child to describe his or her favorite part of your story.
 - Ask what pictures were in your child's mind while he or she was listening to the story.
- 3 On the back of this page, have your child draw a picture of his or her favorite part of your story.

HOMESIDE ACTIVITY



In the space below, have your child draw a picture of his or her favorite part of your story. If you'd like, help your child write a caption for the picture.

Comments

After you have completed this activity, each of you please sign your name and the date below. If you have any comments, please write them in the space provided.

Signatures

Date

Please have your child return this activity to school. Thank you.

STORYTELLING



Cuéntame un cuento

Estimados padres, familiares o amigos:

A través de la historia, los seres humanos han contado cuentos como una manera de transmitir sus ideas de una generación a otra. Aún hoy, cuando hay tantos relatos escritos en los libros, el contar un cuento sigue teniendo una atracción especial. Los niños en particular disfrutan mucho al oír contar un cuento, y esta experiencia puede ser una parte importante del desarrollo de sus habilidades de comunicación.

Para esta actividad, usted tendrá la oportunidad de contarle a su hija o a su hijo uno de sus cuentos favoritos. Puede ser un cuento inventado, quizá uno en el cual su hija o su hijo es el personaje principal. También podría ser un cuento sobre algo que le sucedió a usted en su niñez, algún relato familiar, un cuento que vio en una película o un cuento que aparece en un libro (con tal que no lo lea sino que lo cuente). Cuando termine, pueden utilizar algunas de las ideas que aparecen a continuación para conversar acerca del cuento. Luego invite a su hija o a su hijo a que dibuje su parte favorita del cuento.

Gracias por su atención y ¡que se diviertan!

Para iniciar la actividad

- 1 Busque un rato tranquilo y cuénteles un cuento a su hija o a su hijo (sin usar un libro).
- 2 Converse con su hija o con su hijo acerca del cuento, utilizando las ideas a continuación o sus propias preguntas.
 - Hable de cómo, para el narrador, el *contar* un cuento es diferente de leerlo en voz alta de un libro.
 - Pregúntele a su hija o a su hijo qué diferencia sintió al oír *contar* un cuento en vez de oír la *lectura* de un cuento.
 - Pregúntele cuál fue su parte favorita del cuento.
 - Pregúntele qué imágenes se le formaban en la mente mientras escuchaba el cuento.
- 3 Pídale que dibuje su parte favorita del cuento en el dorso de la hoja.

ACTIVIDAD FAMILIAR



Pídale a su hija o a su hijo que haga un dibujo de su parte favorita del cuento en el espacio a continuación. Si gusta, puede ayudarlo a escribir algo sobre su dibujo.

Comentarios

Después que hayan completado esta actividad, haga el favor cada uno de firmar y de escribir la fecha en el lugar indicado. Si Ud. quisiera hacer cualquier comentario, por favor escríbalo aquí.

Firmas

Fecha

Favor de enviar esta actividad de vuelta a la escuela con su hijo o con su hija. Muchísimas gracias.

CUÉNTAME UN CUENTO