Story Sequence and Retelling - Grade 1 Teaching Pack

Learning goal

Retell a short English story in order and use a text detail to explain an action.

Before assigning

Listen to or read short sentences; an adult may read while the child follows.

Suggested use

Use across three short sessions: start check and supported practice; independent practice and application; exit check and discussion. Allow about 15-20 minutes per session and adjust to readiness.

Choose support

If the start check is difficult, model with objects or read aloud, then retry a parallel example. If it is comfortable, move to independent practice. Do not use a single score as a mastery label.

Watch for

Retell what happened in the text rather than adding a plausible event that was never stated.

Review the exit check

Look for an accurate response plus a relevant explanation or model. Revisit the supported page when the explanation is missing. Offer a new example when the learner can explain independently.

Language and review scope

Original practice with editorial and automated checks; no independent specialist review is claimed. In reading packs, English passages remain English in the Chinese support edition.

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Match the stage and question number to the student sheet.

1. First and next

1. Boots.
2. A bag.
3. No.

2. Use a sequence frame

1. Filled a small pot with soil.
2. Put a seed in the soil.
3. Added water.

3. Retell a new story

1. Puts a book in the bag; walks to class; gives the book to the teacher.
2. The teacher.
3. Then; the sentence order also supports the sequence.

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4. Fix a mixed-up retelling

1. Ana washed the apple, cut it, then ate a slice.
2. It had dirt on it.
3. No. The text says one slice; it does not say she ate all of it.

5. Retell and explain

1. Max sees rain; gets a coat; goes outside.
2. It was raining; accept a supported explanation.
3. Then or last.