Story Sequence and Retelling - Grade 1 Teaching Pack

Name: _____ Date: _____

1. First and next

Read or listen. Point to the sentence that helps.

Jo put on boots. Next, Jo picked up a bag. Jo went to the garden.

1. What did Jo put on first?

2. What did Jo pick up next?

3. Did the text say Jo ate lunch?

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Name: _____ Date: _____

2. Use a sequence frame

Use first, next, and last. An adult may write your spoken words.

Nia filled a small pot with soil. She put a seed in the soil. Then she added water.
Retell frame: First ___. Next ___. Last ___.

1. First, Nia ___.

2. Next, Nia ___.

3. Last, Nia ___.

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Name: _____ Date: _____

3. Retell a new story

Use the text, not your own routine.

Eli put a book in his bag. He walked to class. Then he gave the book to his teacher.

1. List the three main actions in order.

2. Who received the book?

3. Which words show that giving the book happened after walking?

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Name: _____ Date: _____

4. Fix a mixed-up retelling

Find the detail that corrects the retelling.

Ana saw dirt on an apple. She washed the apple. Then she cut it. Last, Ana ate a slice.

1. A reader says, "Ana ate, then washed the apple." Correct the order.

2. Why did Ana wash the apple? Use the text.

3. Did Ana eat the whole apple? Can we tell?

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Name: _____ Date: _____

5. Retell and explain

Try a retelling without the sentence frame.

Max saw rain at the window. Then he got a coat. Last, he went outside.

1. Retell the events in order.

2. Why did Max get a coat?

3. Name a word that helps show order.

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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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Match the stage and question number to the student sheet.

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.