



Story Sequence & Retell

LEARNING GOAL

Identify beginning, middle and end events and retell an original short story in order.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Identify beginning, middle and end events and retell an original short story in order.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Say the words, use them in conversation, then return to them during the activities.

Character

Use it in your own sentence or explanation.

Setting

Use it in your own sentence or explanation.

Event

Use it in your own sentence or explanation.

Sequence

Use it in your own sentence or explanation.

Retell

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to narrative comprehension.

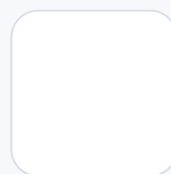
1

A retell keeps the important events in sensible order.

2

Use time words such as first, next, then and finally.

SHOW IT ANOTHER WAY



Say it, point to it, build it, read it, explain it.

Adult: model the first item. Child: explain what you notice or how you know.

- 1 Read an original story about a child finding a lost library book.

- 2 Order four events.

- 3 Name the character and setting.

- 4 Retell using four time words.

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Read an original story about a child finding a lost library book.

2 Order four events.

3 Name the character and setting.

4 Retell using four time words.

5 Which event could not happen first? Explain using the story.

SHOW YOUR THINKING

Use the idea in a new way

ENGLISH & LITERACY

Work carefully. Draw, mark, build or write when that helps your thinking.

- 1 Name the character and setting.
- 2 Retell using four time words.
- 3 Which event could not happen first? Explain using the story.
- 4 Change the ending while keeping the earlier events logical.
- 5 Read an original story about a child finding a lost library book.

SHOW YOUR THINKING

Talk 1 Which event could not happen first? Explain using the story.

Talk 2 Change the ending while keeping the earlier events logical.

Talk 3 What strategy, clue or observation helped you most with narrative comprehension?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Act out four story events with simple household objects as props.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Draw a four-box comic showing the story from beginning to end.

Use this space to draw, label, plan or draft.

Independent challenge

ENGLISH & LITERACY

Try without help first. Then explain or check your work with a grown-up.

1 Which event could not happen first? Explain using the story.

2 Change the ending while keeping the earlier events logical.

3 Create one new example that would help another Grade 1 learner practise narrative comprehension.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- Answers must match the story sequence and provide a reason.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

Review status: original BrightPencil draft. Educational and rights review required before public publication.