

Task 4 Script (Goldilocks and the Three Bears)

Title
Task 4: Story Retelling
Purpose
This task assesses listening comprehension and oral fluency through asking students to describe actions in the past using paragraph-level speech.
Language Functions
Narrating
Proficiency Level(s)
Intermediate High (IH) – Advanced Mid (AM)
Language Expectations
Connected sentences or paragraph-level language
Materials
A book of at least 8 pages with pictures that illustrate a story
Length of Time
Approximately 7-10 minutes
Administration Tips
<ul style="list-style-type: none">• Select a picture book that is familiar to students. If the book is too simple, it will not be appropriate for this task, so it is important to select a book that will elicit responses with connected sentences.• Choose 8 pages from the book that you would like students to talk about during this task. Cover any text on these pages so the text cannot be read.

Instructions

Show the students the cover of the book.

Now, we are going to talk about a story that I believe you already know. I am going to ask you to tell me what happened, and we will take turns talking about different parts of the story.

Alternate between the students by asking Student A to tell what happened on one page and then asking Student B to tell what happened on the next page.

[Student A], what happened here on this page? [Show first page.]

[Student B], what happened here on this page? [Show second page.]

[Student A], what happened here on this page? [Show third page.]

[Student B], what happened here on this page? [Show fourth page.]

[Student A], what happened here on this page? [Show fifth page.]

[Student B], what happened here on this page? [Show sixth page.]

[Student A], what happened here on this page? [Show seventh page.]

[Student B], what happened here on this page? [Show eighth page.]

If a student responds to a question with single sentences or less, ask follow-up questions to elicit additional language.

Who is this? [Point to character]

What did he/she/they do here?

If a student narrates easily but does not meet language expectations for the task, ask follow-up questions to elicit paragraph-level speech.

How did the little girl feel when _____?

How did the bear feel when _____?

How do you know?

Do you think [character's action] was a good idea? Why/Why not?

Transition to the next task:

Great! Thank you for telling me the story! Now, we will go on to the next part.

Next Task

If students are in Grade 1 or below, go on to Wind Down.

If one or both students (Grade 2 or above) had difficulty narrating the story or responded with single sentences or less, go on to Wind Down.

If both students (Grade 2 or above) easily narrated the story using connected sentences, go on to Task 5: School Rules.