

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.

Ahora vamos a hablar de una historia que creo que ya conoces. Voy a pedirles que me cuenten lo que ha pasado, y hablaremos por turnos de las distintas partes de la historia.

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], ¿que ha pasado en esta página? [Show first page.]

[Student B], ¿qué ha pasado en esta página? [Show second page.]

[Student A], ¿qué ha pasado en esta página? [Show third page.]

[Student B], ¿qué ha pasado en esta página? [Show fourth page.]

[Student A], ¿qué ha pasado en esta página? [Show fifth page.]

[Student B], ¿qué ha pasado en esta página? [Show sixth page.]

[Student A], ¿qué ha pasado en esta página? [Show seventh page.]

[Student B], ¿qué ha pasado en esta página? [Show eighth page.]

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

¿Quién es? [Point to character]

¿Qué ha hecho aquí?

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

¿Cómo se sintió la niña cuando _____?

¿Cómo se sintió el oso cuando _____?

¿Cómo lo sabes?

¿Crees que [acción del personaje] fue una buena idea? ¿Por qué? ¿Por qué no?

Transition to the next task:

¡Estupendo! Gracias por contarme la historia. Ahora, pasaremos a la siguiente parte.

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.