Mouse and Clock

Students recall details, sequence events, and orally retell a familiar rhyme.

K.RC.2 "With support, retell familiar stories, poems, and nursery rhymes, including key details."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE DETAILS

a	cat	bird	mouse
b	clock	wall	door
c	2	1	3

2 TELL IT

first	•	•	down
next	•	•	up
last	•	•	one

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HOW TO RUN THIS PAGE

Use the rhyme in Part 1's script as the shared text, then read each row's choices aloud. In Part 2, listen to each child's oral retelling and record accurate details and any prompts you gave in separate columns on a roster.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE DETAILS

SAY "Listen to our rhyme: 'Hickory dickory dock, the mouse ran up the clock. The clock struck one, the mouse ran down. Hickory dickory dock.' I will read the choices in each row; circle the answer to my question."

ROW	SAY	STUDENTS CIRCLE
a	Who ran up the clock?	**mouse**
b	What did the mouse run up?	**clock**
c	What number did the clock strike?	**1**

PART 2 · TELL IT

SAY "I will read the words on both sides. Draw lines to show what happened first, next, and last. Then tell me the rhyme in your own words, from start to finish."

- **first** matches **up**
- **next** matches **one**
- **last** matches **down**

WHAT TO ACCEPT

Circles: mouse, clock, 1. Matches: first to up, next to one, last to down. Accept an oral retelling that says the mouse ran up the clock, the clock struck one, and the mouse ran down, with or without the rhyme's exact words.