

Goldilocks Story Steps

Students orally retell a familiar story and mark its beginning, middle, and end.

K.RL.1.C "With prompting and support, orally re-tell a familiar story in sequential order (beginning, middle, end)."

NAME _____

DATE _____

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

1 TELL IT _____

a	Enters	Tries	Runs
b	Runs	Tries	Enters
c	Tries	Enters	Runs

2 STORY ORDER _____

Enters	•	•	Next
Tries	•	•	Last
Runs	•	•	First

HOW TO RUN THIS PAGE

After a shared reading or oral telling of Goldilocks, invite students to retell the story aloud in beginning, middle, and end order. Read every printed word and prompt aloud, and let students use pointing or gestures as they talk before they mark the page.

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

PART 1 • TELL IT

SAY “Think about the Goldilocks story. I will read the words in each row. Say what happened, then circle the word that fits.”

ROW	SAY	STUDENTS CIRCLE
a	At the beginning of the story, which word tells what Goldilocks does: Enters, Tries, or Runs?	Enters
b	In the middle of the story, which word tells what Goldilocks does: Runs, Tries, or Enters?	Tries
c	At the end of the story, which word tells what Goldilocks does: Tries, Enters, or Runs?	Runs

PART 2 • STORY ORDER

SAY “Tell the Goldilocks story out loud, using the three words on the left to help you. Then draw a line from each left word to the order word that fits: First, Next, or Last.”

- **Enters** matches **First**
- **Tries** matches **Next**
- **Runs** matches **Last**

WHAT TO ACCEPT

Circle answers are Enters, Tries, Runs. Match Enters to First, Tries to Next, and Runs to Last; accept oral retells that clearly place these events in that order.