

Cynthia Pérez

Lesson Plan: Sequencing

Grade: 3rd, Mrs. Hammons

Lesson Essential Questions:

- Overarching Question: How does knowing how to sequence make me a better reader?
- Lesson Questions: What are signal words for sequencing? How do I sequence events?

Standards:

- 3.1.3.A.1: recognize that printed materials provide specific information
- CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Learning Objectives and Assessments:

Learning Objectives	Assessments
<ul style="list-style-type: none">- Identify sequential connections among sentences and paragraphs.	<ul style="list-style-type: none">- Students will complete the assessment worksheet “A Great Day”. The teacher will then be able to assess their understanding of sequencing through reviewing this worksheet.
<ul style="list-style-type: none">- Recognize time-order words that signal a series of events.	<ul style="list-style-type: none">- Students will complete the assessment worksheet “A Great Day”. The teacher will then be able to assess their understanding of sequencing through reviewing this worksheet.

Materials:

- Anchor Text: Bat loves the Night by Nicola Davies
- “A Great Day”
- “Make a Hat”
- Sequence Map

Pre-lesson Assignments and/or prior knowledge:

- This will be the students’ second look at this anchor reading. They should be aware of the content of the story. Students should have an awareness of putting things in order (sequencing) in their daily routines such as getting up, getting ready for school, getting to school, etc.... which would help with their understanding of sequencing in the story.

Lesson Beginning:

- Today we are going to read a story about bats. While reading this story I want all of you to focus on important information.

Instructional Plan:

- Lesson beginning:
- We are going to be reading “Bat loves the Night”. This story deals with science. Often science selections contain information that follows a **sequence of events**.
- The sequence of events is the order in which actions happen. **What are some things we would do that have a sequence of events?** In a piece of writing/story, this structure helps readers make connections between sentences and paragraphs and understand the information.
- When you think about the sequence of events you should also think about clue words that often come up such as first, then, next, soon and words like these! All these words tell you the order an event has to happen and can help with retelling the story.
- Focus on clue words (the **Time order words**) such as first, next, then, later, last etc.... while I read the story. I want us to be able to talk about the story this way.
- Notice that on the left side of page 210 focuses on the sequence of events (read to the class) and the genre (read to the class)
- Cynthia will read the anchor text to the class.
- Cynthia asks guiding questions throughout the text
 - o **What time order word signals that the moth’s flight is the next event?**
 - o **What information from earlier in the text helps you predict what might happen next?**
 - o **How does the author use sequence to let you know the bat is going to sleep?**
- **What TIME ORDER words are we finding throughout the text?**
- **Why is the title of the story Bat is loves the Night? Let’s make a flow chart to write the sequence of events. Tell me what happened in the story first, next, then, etc...**
- **Why is it important to tell and describe events in the order they happen?**
- Students go back to their desk. With a graphic organizer that we will fill out together.
- **Throughout the selection, we looked for Time Order words, what are some other ones you can come up with? What do sequence words look like?**
- **What does sequence mean?**
- Students will then be asked to complete the “A Great Day” assessment.

Differentiation:

- For the students that finished early: They can read “Make a Hat” and rewrite the story in a correct sequence and draw the hat on the back of the page.

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Questions: Questions are bolded throughout the instructional plan.

Classroom Management:

- Students will be asked to go to the carpet with their text books. They will be asked to follow along in their texts and read the word that follows my pause. They will be asked to sit next to someone they know will help them make good choices and focus.

Transitions:

- Students will be at the rug for the reading of the anchor text and the flow chart/ graphic organizer.
- Students will be at their desk to complete an assessment.

Closure:

- Today we went over sequencing of events. **Why is it important? What are some time order words that show us the sequence an event happened in? Where are some other places that doing something in order is very important?** When you go home I want you to look around for examples of sequencing and try to figure out the steps needed to go through your daily events.

Name _____

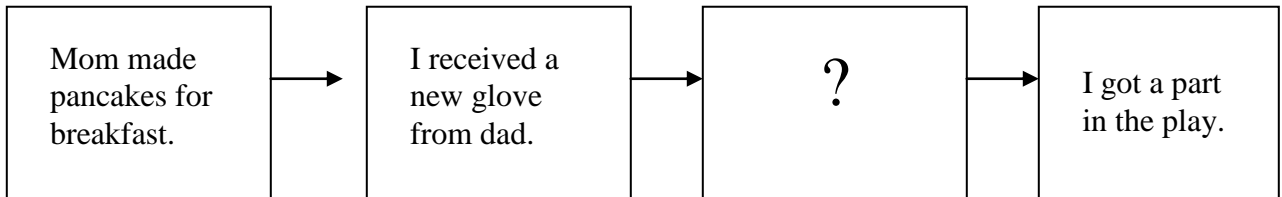
A Great Day

My name is Adam, and I had a great day! First, my mom made pancakes for our breakfast. After that, when it was time to leave for school, my dad surprised me with a new baseball glove. While Dad was driving me to school, he said that he would come to watch my ball game after school. When I got to school, I found out that I got the part I wanted in our class play. At lunch, I found an extra cookie in my lunch bag. Finally, our team won the ball game! I wouldn't mind having every day be like today!

1. In the story, what did Adam get first?
 - a. an extra cookie
 - b. pancakes
 - c. a part in the school play
 - d. a baseball glove
2. What happened last in the story?
 - a. Dad drove Adam to school.
 - b. Adam ate his lunch
 - c. Adam's team won the game.
 - d. Adam ate breakfast.
3. What happened right after Adam ate pancakes for breakfast?
 - a. He received a new glove.
 - b. He found an extra cookie in his bag.
 - c. His team won the game.
 - d. His dad drove him to school.
4. When did Adam find the cookie in his bag?
 - a. at breakfast
 - b. on the drive to school
 - c. during the ball game
 - d. at lunch
5. What is the best evidence that the events of the story are sequenced?
 - a. The story uses the words first, after that, and finally.
 - b. The passage is mostly about a great day.
 - c. Adam found a cookie in his lunch bag.
 - d. Adam was happy at the end of the story.
6. Which of these list the proper sequence for the story?
 - a. pancakes, ball game, cookie, play
 - b. pancakes, glove, cookie, won ball game
 - c. pancakes, won ball game, glove, cookie
 - d. play, pancakes, cookie, won ball game

7. In the second sentence, what did Dad surprise Adam with?
- a. a cookie
 - b. pancakes
 - c. a day off from school
 - d. a glove

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- a. Dad said he would come to my ball game.
- b. I found a cookie in my lunch bag.
- c. My team won the ball game.
- d. None of these.

Name: _____

SEQUENCE WORD MAP

