

Lesson Title: Sequencing: What Comes Next?
Created and Submitted by: Yadira Garcia
School Name: A. Gutierrez Elementary
District: United Independent School District
Role: School Librarian

Grade Level: 1st

Lesson Plan Objectives:

At the end of this lesson, students will be able to:

1. make predictions based on the illustrations.
2. sequence or put the events in order.
3. organize the events by determining what happened first, next, or last.

ELA-R TEKS:

110.12 (9) Reading /Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events.

Other Content Area Addressed:

Technology (extension)

Standards for the 21st-Century Learner Indicators

- 1.1.2 Use prior and background knowledge as context for new learning.
- 2.1.2 Organize knowledge so that it is useful.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.

Classroom Teacher – School Librarian Collaboration:

- The educators discuss and brainstorm what they are going to do in class.
- The school librarian will share the website kidsgoflash.com with the classroom teacher.
- The school librarian has the book and props for the book *I Know an Old Lady Who Swallowed a Fly* ready to use.
- Educators read the book to prepare for lesson.
- The classroom teacher will create her own story on the computer that shows sequencing; the story will be four to six sentences in length
- She will cut these sentences into strips and put them in Ziploc bags.
- The school librarian will find an app students can use to retell their stories.

Measurable Outcome or Final Product: Students will show the order of events by illustrating an everyday activity such as brushing their teeth on their graphic organizer. Students will write a sentence describing what is happening under each picture. The students will use the signal words they learned to tell their stories.

Assessment Tool: Student-created Graphic Organizer

Educators will distribute a plain white sheet of paper and instruct students to fold paper into four boxes. First they will make a hot dog fold. (This is when you fold the sheet of paper in half along the long side.) Once this is done, they must once again fold in half along the short side. The students will then open up the paper. The students will have created four boxes. This sheet will be their graphic organizer where they are to explain their everyday activity.

Resources:

- *I Know an Old Lady Who Swallowed a Fly* by Nadine Bernard Wescott (LB Kids 2003)
- “Sequence of Events” YouTube Video: <http://tinyurl.com/sequence-video>
- Kids Go Flash: <http://www.kidsgoflash.com> (Under learning games, click on “Tell the Stories.” Students will put pictures in order.)
- Signal Words on Chart Paper or the whiteboard (See below.)

Estimated Lesson Time: Two Days

Instructional Plan Outline:

Preparation:

- The classroom teacher divides students into groups of four.
- Educators distribute a sheet of paper and Ziploc bags containing sentence strips that the students will put in order later.

Motivation:

1. Show the students the YouTube video on sequencing: <http://tinyurl.com/sequence-video>
2. Educators go over list of signal words that they created on chart paper.
3. Educators post and review the lesson objectives.
4. Go over some sequencing activities as a class on www.kidsgoflash.com. Students will put pictures in the correct order to tell a story.

Presentation:

5. The school librarian reads the book *I Know an Old Lady Who Swallowed a Fly* by Nadine Bernard Wescott. (The school librarian can use props from Book Props Company. This set includes an old lady prop that velcros onto the Show –a –Tale Apron. The old lady’s mouth opens allowing her to eat the fly and everything that follows. The eyelids can be folded down to cover the eyes and the set also includes hands with a rose that attach to the apron below the old lady to show that she has died.) Note: Educators can make their own props, draw the animals on the board, or just list them.
6. The classroom teacher wears the apron featuring the old lady. As the school librarian reads, she is feeding the animals to the old lady.
7. Students make predictions about which animal is next by looking at illustrations as the school librarian is reading.
8. Educators refer back to the video and point out that stories have an order, a sequence.
9. The classroom teacher tells student to take the sentence strips (from the teacher-created story) out of the bag. As a group the students are to put these in order based on what they think happened first.

Guided Practice

10. The educators walk around the room and monitor the students as they are working and discussing the sequence of the sentences.

Closure:

11. The students will now share the story with the class.

Day 2

Presentation:

1. Educators ask the students to think of an activity they do on a day-to-day basis such as brushing their teeth.
2. As a model, educators sequence the act of brushing their teeth.
3. One educator writes the step-by-step example and underlines the signal words in a 4-square sample on the board.

Guided Practice

4. Educators monitor as students fold a sheet of paper in half and then again to create four squares. Using signal words the students write about an everyday activity of their choice. Students underline the signal words they are using. Students write step-by-step process of how to do this in each box.
5. Educators especially note the students' use of signal words.
6. Students finish by illustrating their graphic organizers.

Closure:

12. Educators emphasize that everything has an order. They ask students for examples from their graphic organizers.
13. Educators ask students to name some of the signal words that can be used when writing an event in sequence.

Assessment:

14. The educators review the students' graphic organizers.

Extension:

15. The students use an app called *Sock Puppets* to retell the order of events on a specific topic.

Signal Words

These words describe the sequence or order in which things happened.

- | | |
|----------------|-----------|
| • First | • After |
| • Next | • Last |
| • And then | • Now |
| • In the end | • Finally |
| • Second | |
| • Third | |
| • First of all | |
| • Then | |
| • Before | |