

Sequencing Lesson Plan
Date: 11/12/18

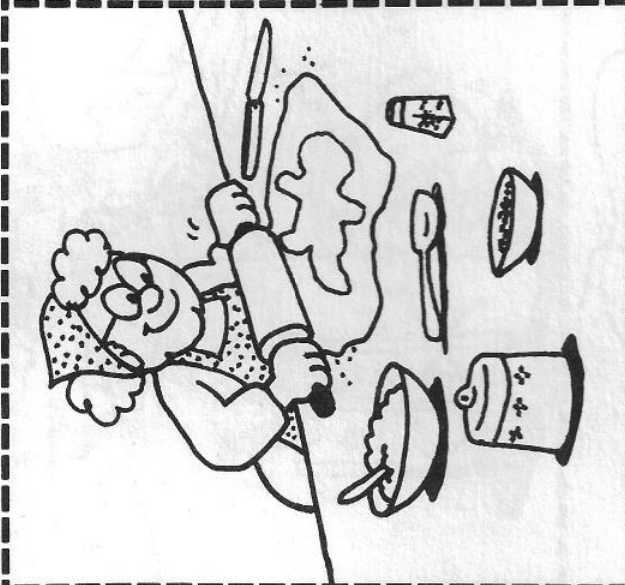
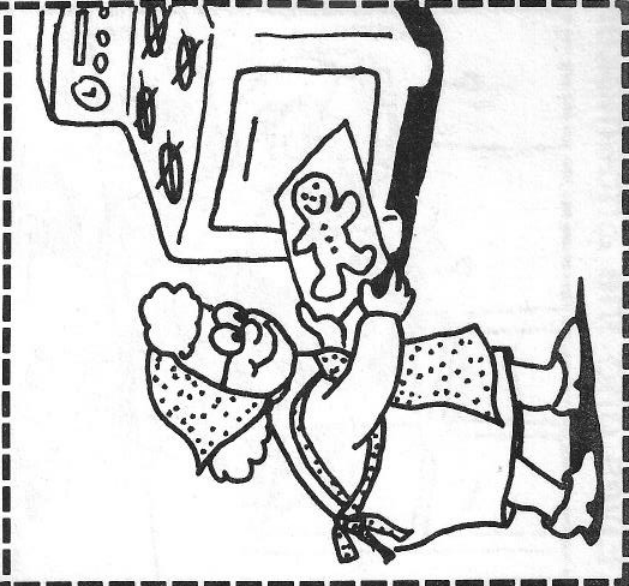
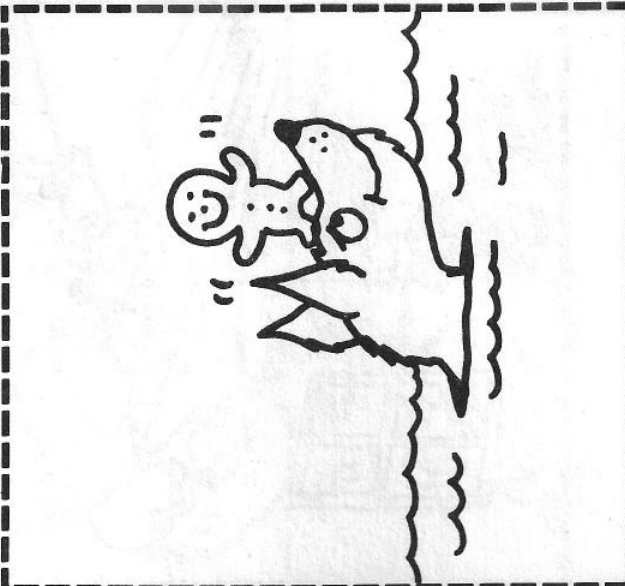
Grade: 2nd		Subject: Language arts	
Materials: paper		Technology Needed: none	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) RL.5- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		Differentiation Below Proficiency: Student will pair up with another student to tell the story. Above Proficiency: Student will expand on their section of the story. Approaching/Emerging Proficiency: Student will do lesson as is with adjustments as needed. Modalities/Learning Preferences: Visual/Spatial – Write words and terms on board Auditory- Tell students instructions. Tactile- Have students hold pieces of paper.	
Objective(s) By the end of the lesson, students will be able to identify the beginning, middle, and end through a practice story. By the end of the lesson students will know how to sequence a story and apply it to a real story. Bloom's Taxonomy Cognitive Level: application			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will start lesson on the floor in whole group form. After the explanation, students will go into groups according to the drawing of sticks. Groups will disperse around the room and work on their stories. When I ring bell, students will come back to the carpet. Depending on their decision, they will either break into two groups and share stories like that or stay in the same place and do large group share.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will listen to instructions and follow them. Students will raise their hand for permission to talk. Students will use walking feet to find their groups.	
Minutes	Procedures		
2	Set-up/Prep: Sticks with student's names on them. Printed off stories below and cut them out.		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Write the word "Sequencing" on the board to give students a visual cue. Also write the words 'beginning, middle, and end' on the board. Today we will learn about sequencing. I want you to talk to the people around you about your morning routine (wake up, brushing teeth, etc.) While you describe your morning, think about how you tell the story. Give them a couple minutes and then call on one student to tell them their morning. Then tell them about your morning: "This morning, I woke up and ate dinner. Then, I put my pajamas on and went to school. Next, I brushed my teeth played with my friend."		
5	Explain: (concepts, procedures, vocabulary, etc.) Does my morning sound any different than yours? Why? (It's out of order and doesn't make sense.) Sequencing is identifying the beginning, middle, and end, and to the ability to retell the events within a given text in the order in which they occurred. What makes a story have the beginning, middle, or end? Beginning- character is introduced and a setting described Middle- some sort of action or problem takes place, or something happens to the characters. End - the characters are different in some way or the problem was solved. Ask students: Why would sequencing be important? What kind of words do you use to sequence a story? Write the words on the board. If students need an example, help them out. If they don't get all the words write the other ones on the board. List: Once upon a time, One day, First, Today, Yesterday, Then, The next day, After that, Later, Later that day, Later that night, Finally, In the end		
10	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Pick one of the stories below and demonstrate how to do the presentation. Show them that the cards are mixed around. Put them in order. Next, determine what is beginning, middle, and end by thinking out loud. Make-up a story using the words on the board. We will be doing four different stories- The Three Little Pigs, Jack and the Bean stock, The Gingerbread Man and the Tortoise and the Hare. Ask students if they are all familiar with the stories and review any that they aren't familiar with. Ask		

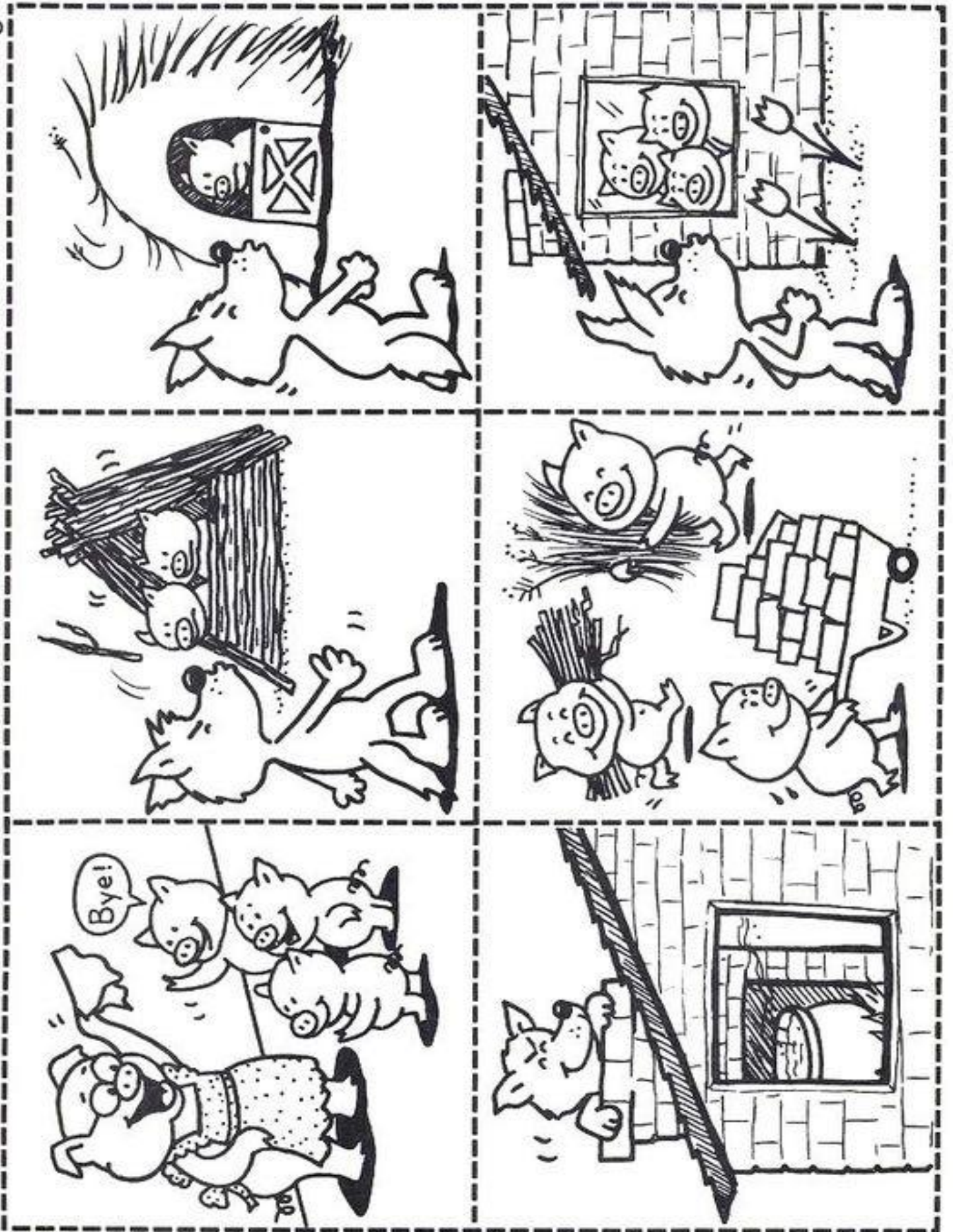
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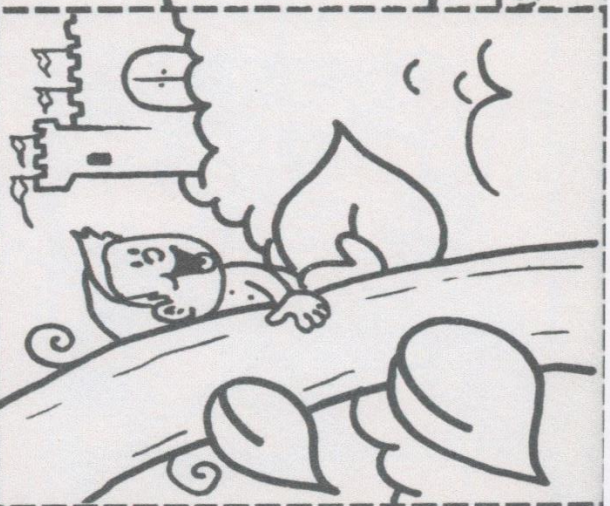
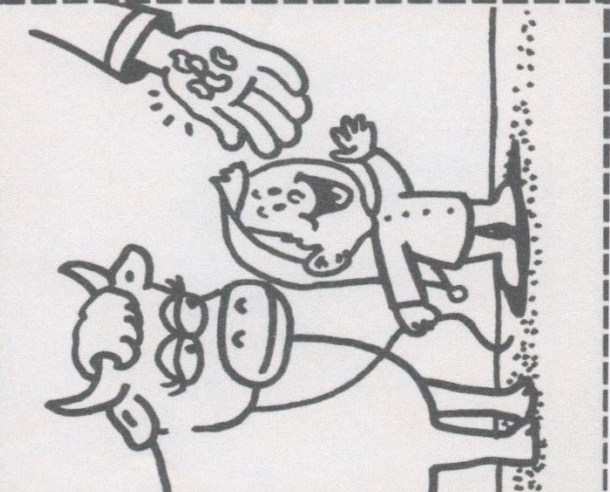
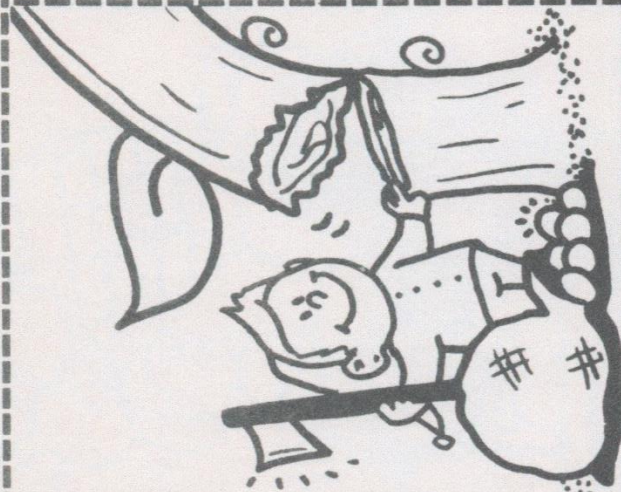
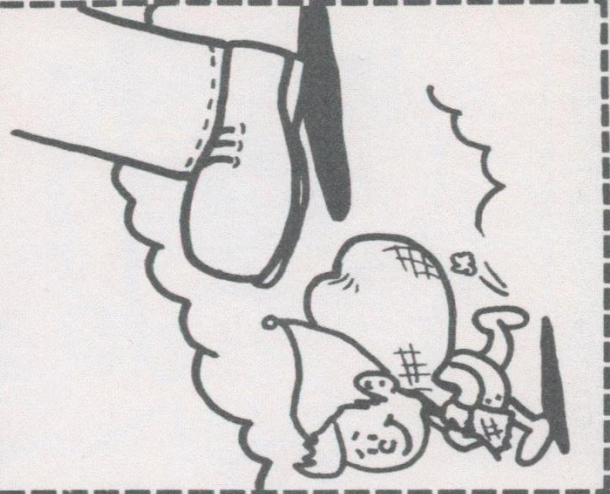
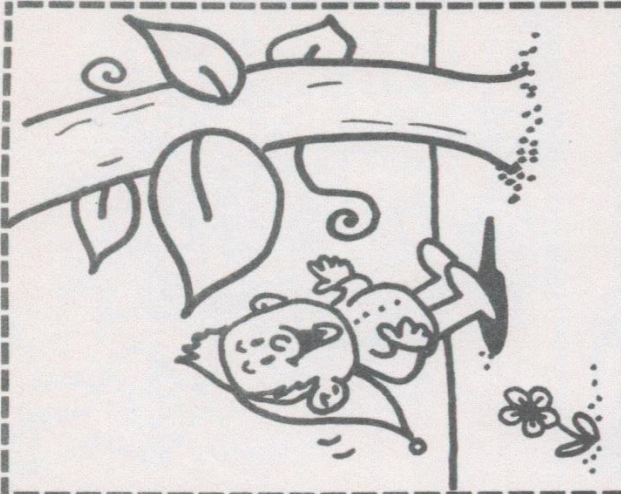
	<p>students if they have questions. Now I am going to put you into four groups (pull sticks). Hand out the stories to each group. You will tell your story for the rest of the class. I want you to put the stories in order and talk about how you want to tell it. The stories must make sense and I want you to use the words on the board to sequence your story. Each person in your group will tell one picture of your story. Each person will have to use a different sequencing word. Walk around the room and see how students are doing. Give suggestions about structure and ask them what kind of sequencing word they will use.</p>
5	<p>Review (wrap up and transition to next activity): Have students tell stories. Ask students if they'd rather share to the whole class or to another group. Ask for raise of hands. How could this help you when you read a book? What did you notice about the sequencing words? Which ones were popular? Why? Where in your life, would it be helpful to know these sequencing words. If you read a book, how could you know where your at? What are the key parts of a story? How do you know?</p>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">Progress monitoring throughout lesson (how can you document your student's learning?) <p>Listen to students' sequencing words. Have students answer questions. Ask questions during the story sequencing section. Listen for sequential information as students read their stories.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>This was an introduction into sequencing, so there was not a summative assessment.</p> <p>To create a summative assessment, students could write their own story and use sequencing words. By using these sequencing words, students will be able to clearly show the beginning, middle, and end. This would take an additional 10 minutes.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson was one of the best I've written and taught. The main reason this lesson went so well was because there was a lot of movement throughout it. The students had the opportunity to be engaged throughout because I was continuously asking them questions or moving them around. Looking back on this lesson, I added a few more reflective questions to probe more deeply into their understanding of sequencing. I also added more to my assessments, because I felt that they were lacking information. I added a potential summative assessment if this was a concluding lesson to sequencing.</p>	

6. The Gingerbread Man





5. Jack and the Beanstalk



14. The Tortoise and the Hare

