

Sequencing

By: Alejandra Mendez

Subject: Reading Grade Level: Third

Objective(s):

- The student will be able to recognize and identify a series of causes and effects by pointing them out from within a text, acknowledge these situations during an activity, as well as produce his own examples.

- **TEKS:**

§110.5. English Language Arts and Reading, Grade 3, Adopted 2017. (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (C) Analyze plot elements, including the sequence of events, the conflict, and the resolution.

Introduction

- Entry/Daily Review/Anticipatory Set:

I will begin the lesson by first showing him a video on YouTube of an old SpongeBob SquarePants episode where SpongeBob learns how to tie his shoes through a song. The song gives specific steps and instructions to how to tie your shoes. Once having heard the song/viewed the video, I will ask him about the steps told to him in the song and explain how these specific orders on how to tie your shoes shows sequencing.



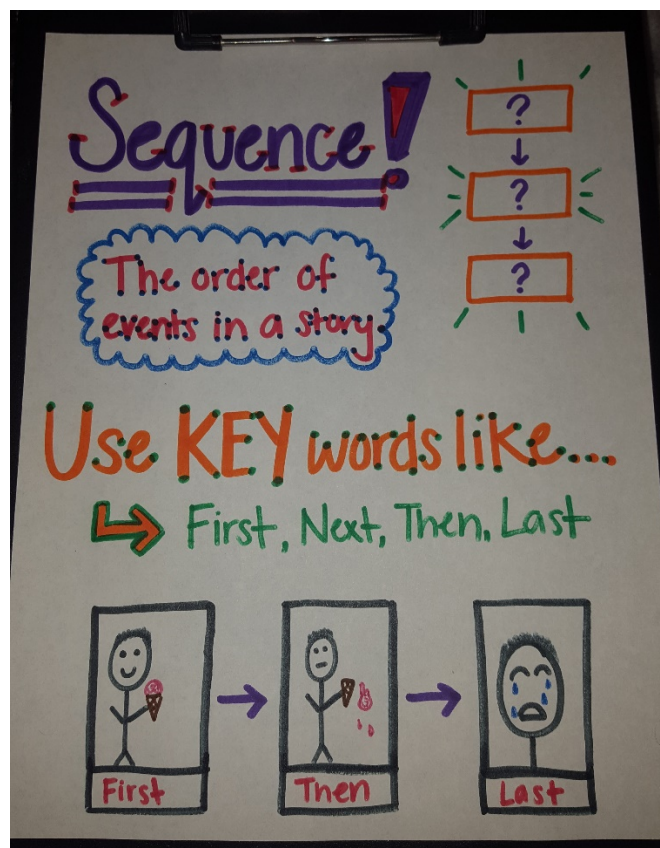
- Lesson Rationale:

After going over some examples of causes and effects with him, I will explain to him how we will be using these ideas and knowledge of sequencing with the book I have brought for him and I to read together and the activities I have brought for him as well. I will emphasize to him how important it is for us to be able to distinguish these sequences to be better and more fluent readers. I will explain, “We become better readers by understanding these methods used by authors because by doing so, we can paint an accurate picture in our minds of the information we are reading. Knowing the sequence of events in texts not only helps us understand what the author is trying to tell us as readers, but it can also help us remember the plots in a story.”

Body

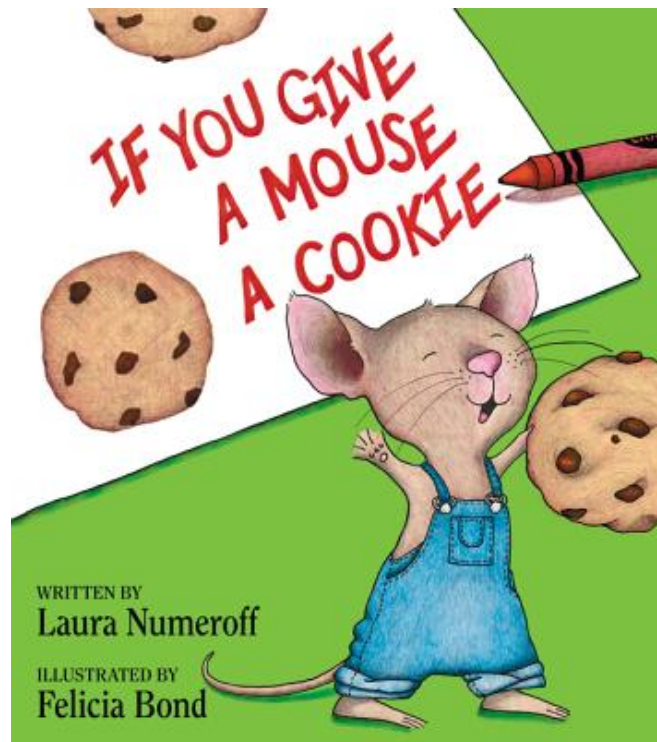
- Input/Presentation/Modeling:

We will begin the main part of the lesson by going over what sequencing is. I will have an anchor chart with the explanation of the method and an example he has seen or can possibly easily relate to as well. We will read this together, and I will read to him some common words used to show where sequencing might be used.



- Guided Practice/Monitoring and Adjusting/Checking Understanding:

I will then present my tutee with the book I have brought for him. I will ask him to read the title and see the illustration, so he can tell me what he thinks the story will be about based on the observations he has made on just the cover alone. I will have him read through the book as I carefully follow along with him. As he reads, I will stop him to see if he can identify some words that could be used to signify sequencing.



As we read through the descriptions, I will ask my student questions such as:

Q- Can you think of something else the mouse may want?

Q- What else did the mouse ask for?

Q- What is another prediction that can could go along with this?

By the end of the descriptions, he should feel comfortable with identifying sequence of events in a story.

- Independent Practice/Opportunities for Practice:

As independent practice, I will have my student complete a sequencing worksheet based on the story by pasting the items in the correct order. By doing so, he will not only learn how to identify sequence of events but also apply those sequence of events to test his knowledge of them.

Name: _____

If You Give A Mouse A Cookie
Story Sequencing

Cut & Glue

Cut out the picture circles and glue them in the correct order of the story. Start gluing at the top of the page onto the circle that is above the star. Continue gluing the story pictures (going clockwise) until the circle story is complete.

Name: _____

If You Give A Mouse A Cookie
Story Sequencing

Cut & Glue

Cut out the picture circles and glue them in the correct order of the story. Start gluing at the top of the page onto the circle that is above the star. Continue gluing the story pictures (going clockwise) until the circle story is complete.

Conclusion

- Assessment for Learning:

This will be determined by how well the student is able to define what the method of sequencing as well as how well he is able to fill out the worksheet I have brought for him. He should be able to explain to me what and why an event happened after the one before it.

- Extension

I will have my student do an activity where he must follow a recipe for a peanut butter and jelly sandwich. He must read the instructions and then follow along with the actual items I've printed and cut out for him as if he were making it in real life.

Peanut Butter and Jelly Sandwich Recipe

Ingredients:

- Bread
- Peanut Butter
- Any jelly or jam
- Butter knife

Instructions:

1. Collect all of your ingredients
2. Grab two slices of bread and put the rest of the bread away
3. Grab your butter knife
4. Open your jar of peanut butter
5. With your butter knife, scoop out some peanut butter
6. Spread peanut butter on one side of a slice of bread
7. Close the peanut butter jar
8. Open your jar of jelly
9. With your butter knife, scoop out some of the jelly
10. Spread the jelly on one side of the other slice of bread
11. Close the jelly jar
12. Put the butter knife aside
13. Grab both slices of bread and bring them together with the peanut butter and jelly sides facing each other forming a peanut butter and jelly sandwich.
14. Enjoy!



PB&J



- Closure

To finish our lesson, I will review everything we've learned in that lesson. I will remind him of tools and skills we used as well. I will then ask him if he has any questions or still finds the lesson difficult. I will also ask what he has learned on this session. Once he feels content with what he's learned, we will pack up and head back to the classroom.

Materials Needed

Sequencing Chart

If You Give a Mouse a Cookie Activity

PB&J Activity

Glue Stick

Tape

"If You Give a Mouse a Cookie" by Laura Numeroff

Resources:

Numeroff, Laura. "If You Give a Mouse a Cookie" Scholastic Inc., 1985.

Regina and Angela. "Laura Numeroff Is Such A Smart Cookie!" Fairy Tales and Fiction By 2., Nov. 2, 2013.

fairytaleandfictionby2.blogspot.com/2013/11/laura-numeroff-is-such-smart-cookie.html

"Spongebob-Loop De Loop-Sing-a-long"

<https://www.youtube.com/watch?v=yIBjiF58lWs>