Introduction
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TSL 518
1/28/16

Unit Information

Lesson #1-3
Title of Unit: Sequencing
Grade 3
Mainstream Class with Integrated ELLs

Reading Materials
*Romall at the beach* (Story Online)
*Jose’s baseball routine* (Short Story)
*Sarah’s perfect day* (Short Story)
*Cameron the relay machine* (Short Story)

Other Lesson Resources

Goals of the Unit

I want my students to know how to organize information from a text by classifying or sequencing.
I want my students to know how to analyze the sequence of events in a fictional text using textual evidence.

I want my students to know how to refer explicitly to the text as the basis for answers when asking and answering questions to demonstrate understanding of a text.

I want my students to know how to determine the order of events in a story to understand the author's purpose.
Lesson 1
Content Objectives:

1. Students will be able to describe major events in a story using illustrations, details, and sequence vocabulary.
2. Students will be able to sequence 3 events of the story using the terms beginning, middle, and end by selecting 1 event for each of the 3 descriptors.

Language Objectives:

1. In whole group discussion, students will be able to classify orally events, words, and phrases of the story as the beginning, middle, and end.
2. Students will be able to independently identify 1 event in the beginning, middle, and end of the story by writing 1 sentence and illustrating a picture for each event in each of the 3 descriptors.

Performance Indicators:

<table>
<thead>
<tr>
<th>Function</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Students will classify events, words, and phrases using the words</td>
<td>Students will classify events, words, and phrases by contributing to a</td>
<td>Students will classify events, words, and phrases by contributing</td>
<td>Students will classify events, words, and phrases by contributing</td>
<td>Students will classify events, words, and phrases by contributing to</td>
</tr>
<tr>
<td>Classify events, words, and</td>
<td>beginning, middle, and end in complete sentences by orally contributing</td>
<td>to a whole class discussion using language prompts provided by the</td>
<td>to a whole class discussion with the use of their L1, pointing to the</td>
<td>to a whole class discussion with the use of their L1, pointing to the</td>
<td>to a whole class discussion with the use of their L1, pointing to the</td>
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<td>phrases as beginning, middle, and</td>
<td>to a whole class discussion.</td>
<td>teacher.</td>
<td>appropriate section (beginning, middle, end) or pointing to the</td>
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<td>appropriate section (beginning, middle, end) or pointing to the</td>
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<td>end</td>
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<td>picture clues on the book, or repeating after the teacher.</td>
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<td>picture clues on the book, or repeating after the teacher.</td>
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<tr>
<td>Writing</td>
<td>Students will identify 1 event in each of the three descriptors by</td>
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<td>Students will identify 1 event in each of the three descriptors by</td>
</tr>
<tr>
<td>Identify 2 events in each of the</td>
<td>writing a sentence and drawing a picture using the sequence</td>
<td>writing a sentence and drawing a picture using the sequence</td>
<td>writing a sentence and drawing a picture with the support of</td>
<td>writing a sentence and drawing a picture with the support of</td>
<td>writing a sentence and drawing a picture with the support of</td>
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<td>three descriptors (beginning,</td>
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<td>middle, and end)</td>
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<tr>
<td>Function</td>
<td>Situation</td>
<td>Expressions</td>
<td>Words/Phrases</td>
<td>Grammar</td>
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<td>------------------------------------------------------------------------------</td>
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<tr>
<td>Classify</td>
<td>Events, words, and phrases as beginning, middle, and end</td>
<td>The phrase <strong>A</strong> is found at the <strong>B</strong> of the story. In the <strong>B</strong> of the story, the caterpillar <strong>C</strong>.</td>
<td>A [Once upon a time, The End, They lived happily ever after, The next day, After several months, Finally] B [beginning, middle, end] C: was born; ate one apple, four strawberries, and one green leaf; built a Cocoon</td>
<td>Sequential lexis Nouns Action verbs Adjectives</td>
<td></td>
</tr>
<tr>
<td>Identify</td>
<td>2 events in the beginning, middle, and end of the story</td>
<td>In the <strong>A</strong> of the story, <strong>1</strong>. In the <strong>A</strong> of the story, the caterpillar ate <strong>2</strong>. At the <strong>A</strong> of the story, the caterpillar <strong>3</strong>.</td>
<td>A [beginning, middle, end] 1 [the warm sun came up, the caterpillar was hungry] 2 [two pears, three plums, five oranges, one piece of chocolate cake, one ice-cream cone, one pickle, one slice of swiss cheese, one slice of salami, one lollipop, one piece of cherry pie, one sausage, one slice of watermelon, one green leaf] 3 [bite a hole in the cocoon, changed into a beautiful butterfly]</td>
<td>Sequential lexis Nouns Action verbs Adjectives</td>
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</tbody>
</table>
Lesson #1

Main Lesson: Sequencing for *The Very Hungry Caterpillar*

Age Level: 1st Grade

Lesson Time: 55 minutes

Materials:
- *The Very Hungry Caterpillar*, by Eric Carle
- A chalkboard, white board, or chart paper to record information from the text
- Beginning, Middle, and End Graphic Organizer
- Blank paper, pencils, and crayons or markers
- Differentiated independent writing assignment

**Hook/Engagement**
Initiation (10 minutes):
Teacher will tell students that they will learn about the beginning, middle, and end of a story. Teacher will begin the lesson by explaining beginning, middle, and end with an activity.

- **Students will begin by discussing in a whole group discussion the beginning, middle, and end of their school day.** Teacher will model first the beginning, middle, and end of his/her school day. While I model, I will write my example on the white board as 3 different sections and gesture beginning, middle, and end. For example, “at the beginning of my school day I teach language arts, at the middle of my school day I eat lunch, and at the end of my school day I go home”. Teacher will put a picture in each section as visuals for ELLs such as teaching language arts, eating lunch, going home, etc.
- Students will take turns and share their ideas as a whole group discussion. Teacher will separate the school day schedule with pictures into beginning, middle, and end on the board and students use it for their discussions. It will assist students with providing ideas and with visuals.

The teacher will discuss how there may be more than one event that can be classified as the beginning, middle, or end.

- Teacher will model how there can be more than one event by using her first example and writing on the white board one additional event in each section. For example, “at the beginning of my school day I read a book and teach language arts...” Teacher will also put pictures in each section as visuals such as a picture of reading a book.
- Students will take turns and share their ideas as a whole group discussion of naming two events in the beginning, middle, or end of their school day. Students will also use the school day schedule with pictures to name the two events for each section.
Teacher will then build background knowledge by discussing how certain words and phrases in a story give clues about whether it is at the beginning, middle, or end.

- Teacher will introduce six phrases and words written as a list on chart paper. There will be a table drawn as well labeled as beginning, middle, and end (Appendix A).
- **Teacher will ask them to tell where these words and phrases would be found: at the beginning, middle, or end. If it’s not clearly the beginning or the end, it’s probably the middle**.
- If students are not familiar with the words or phrases, the teacher will demonstrate the words and phrases in a book as a visual cue.

**Oral Modifications to use during both activities:**
- Level 5: Students will identify the beginning, middle, and end of their school day and classify words and phrases of a story as beginning, middle, and end by orally contributing to a whole class discussion using complete sentences.
- Level 4: Students will identify the beginning, middle, and end of their school day and classify words and phrases of a story as beginning, middle, and end by orally contributing to a whole class discussion using phrases and short sentences.
- Level 3: Students will identify the beginning, middle, and end of their school day and classify words and phrases of a story as beginning, middle, and end by orally contributing to a whole class discussion using language prompts provided by the teacher.
- Level 2: Students will identify the beginning, middle, and end of their school day and classify words and phrases of a story as beginning, middle, and end by orally contributing to a whole class discussion using 2-3 word phrases in response to teacher questions.
- Level 1: Students will identify the beginning, middle, and end of their school day and classify words and phrases of a story as beginning, middle, and end by orally contributing to a whole class discussion using their L1, pointing to labeled section and pictures, or repeating after the teacher.

**Procedure (20 minutes):**
Teacher will then model for students the task that they will be completing independently at their seats.

- **Teacher will introduce the book** and read the title. Teacher will introduce the vocabulary “caterpillar” with a simple definition, an illustration (Appendix B), and a real life worm (realia).
- **Teacher will ask, “What do you think a caterpillar eats?”** “What fruit can a caterpillar eat?” “Can a caterpillar eat a banana?” **Teacher will allow students an opportunity to turn and talk and share their ideas.** Teacher will wait for students to get the opportunity to think and talk.
- **Teacher will begin reading the book to the class (Appendix C). As the teacher read, the teacher will pause to identify the parts of the text.** Teacher will emphasize where is the beginning, middle, and end. Teacher will
begin reading the book and will say, “Let’s see what happens at the beginning of the book.” “We know it’s the beginning of the story, because this is where we start the book. Teacher will put a blue sticky note at the beginning of the story to indicate that it’s the beginning of the story. **Teacher will have chart paper on the board with the column labels, “Beginning,” “Middle,” and “End.”** Teacher will put a blue sticky note on the beginning column as a visual cue and so that students can remember the correct events in each section. Students will listen carefully to the events in each section, because at the end of the book the teacher will go back and use the illustrations to remember the events in each of the sections.

- **Teacher will reach the middle and say, “Here comes the middle of the story.”** “We know it’s the middle of the story, because this is where we can find the problem of the story. Teacher will put a yellow sticky note where the middle begins as a visual cue as well on the column on the chart paper where “Middle” is labeled. Students will listen carefully to the events, as teacher will go back at the end of the book.

- **Teacher will reach the end and say, “I think this is the ending of the book.”** “We know it’s the end of the story, because we can see the solution to the problem or the ending of the story. Teacher will put a green sticky note where the end begins as a visual cue as well on the column on the chart paper where “End” is labeled. Students will listen carefully to the events, as teacher will go back at the end of the book.

- **Teacher will model for students, think aloud, and go back through the book to do a picture walk. Teacher will say, “What happened at the beginning of The Very Hungry Caterpillar?”** “Well, in the beginning, the caterpillar was born.” Teacher will go back to the beginning of the story and will use the illustrations and read from the book to verify her event. She will use the blue sticky note as a reference of where the beginning is. Teacher will write the event on the “Beginning” column. Teacher will only record one event, as students will have to write about another event during their independent assignment.

- **Teacher will complete the next part of the chart with the students, asking the question, “What happened in the middle of the story?”** Teacher will turn to the yellow sticky note as reference to indicate it’s the middle of the book. Students will turn and talk and identify any event they remember from the middle of the story. Teacher will give them time to think and answer the question. We will record 3 events on the chart paper, as students will have to write about the other events during their independent assignment. Teacher will verify the events using the illustrations and reading from the book. **If a student offers an idea that fits better in another section of the chart, teacher will reply with a comment such as, “Oh, I remember that part, too. Let’s find that illustration in the story.”** Teacher will remind students that they have to make sure they look at the illustrations and read from the book to verify the events are in the correct section. Teacher will repeat this procedure when discussing one event for the
end of the book, as students will have to write about the other events during their independent assignment.

Oral Modifications to use when identifying the events:
Level 5: Students will identify events from the book in the middle and end by orally contributing to a whole class discussion using complete sentences.
Level 4: Students will identify events from the book in the middle and end by orally contributing to a whole class discussion using phrases and short sentences.
Level 3: Students will identify events from the book in the middle and end by orally contributing to a whole class discussion using language prompts provided by the teacher.
Level 2: Students will identify events from the book in the middle and end by orally contributing to a whole class discussion using 2-3 word responses to teacher questions.
Level 1: Students will identify events from the book in the middle and end by orally contributing to a whole class discussion with the use of their L1, pointing to the appropriate section or pointing to the illustrations on the book, or repeating after the teacher.

Closure (20 minutes)
Students will be asked to complete a writing assignment at the end of the lesson, where they should be able to minimally write the following sentences:

- In the _______ of the story, _______.
- In the _______ of the story, the caterpillar ate _______.
- At the _______ of the story, _______.

Teacher will then ask students to return to their seats and complete the writing assignment in order to assess students understanding of sequencing using beginning, middle, and end from the book that we discussed as a class.
Students will identify 3 events in the beginning, middle, and end from the book we read, *The Very Hungry Caterpillar*. Students will write a sentence in each section and an illustration that matches the event. Each student will have a copy of the book and will identify events that are not on the chart. Students may use the sticky notes and the chart for reference and as visual cues. The teacher will circulate and guide students to assess mastery.

Written Modifications for the writing assignment:
Level 5: Students will identify 1 event in each section (beginning, middle, and end) by writing a sentence and drawing a picture in each section using the sequence vocabulary on their notebooks.
Level 4: Students will identify 1 event in each section (beginning, middle, and end) by writing a sentence and drawing a picture in each section with the help of a graphic organizer (Appendix D).
Level 3: Students will identify 1 event in each section (beginning, middle, and end) by writing a sentence and drawing a picture in each section with the support of sentence starters (Appendix E)
Level 2: Students will identify 1 event in each section (beginning, middle, and end) by writing a sentence and drawing a picture in each section by filling in the blanks with the support of a word bank (Appendix F).

Level 1: Students will identify 1 event in each section (beginning, middle, and end) by cutting and pasting a picture in the appropriate section and writing a sentence by copying the sentence from each box (Appendix G) or sequencing the events as beginning, middle, and end with the support of picture cards (Appendix H).
### Appendix A: Finished table with 6 phrases:

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once upon a time...</td>
<td>The next day...</td>
<td>They lived happily ever after.</td>
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<tr>
<td>Henry was born...</td>
<td>After several months...</td>
<td>In the end...</td>
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</table>

### Appendix B

![Caterpillar images]
Appendix C

The Very Hungry Caterpillar

By Eric Carle

In the light on the moon a little egg lay on a leaf.

He started to look for some food.
On Monday he ate through one apple,

One Sunday morning, the warm sun came up
and POP! — out of the egg came a tiny and very
hungry caterpillar.

But he was still hungry.

On Tuesday,
he ate through two pears,

But he was still hungry.

On Saturday he ate through one piece of chocolate cake,
one ice-cream cone, one pickle, one slice of swiss cheese,
one slice of salami, one lollipop, one piece of cherry pie,
one sausage, one cupcake, and one slice of watermelon.
That night he had a stomachache!

Then he nibbled a hole in the cocoon, pushed
his way out, and

He was a beautiful butterfly.
<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
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</table>
### Appendix E (Level 3)

<table>
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<th>Beginning</th>
<th>Middle</th>
<th>End</th>
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</thead>
</table>

In the beginning of the story,

____________________

____________________

____________________

____________________

In the middle of the story,

____________________

____________________

____________________

____________________

At the end of the story,

____________________

____________________

____________________

____________________
1) In the beginning of the story, ________________________________.
   a) the warm sun came up
   b) the caterpillar ate two pears
   c) the caterpillar bit a hole in the cocoon

2) In the middle of the story, the caterpillar ate ____________________________.
   a) one piece of bread
   b) one slice of watermelon
   c) two big pieces meat

3) At the end of the story, the caterpillar ________________________________.
   a) was hungry
   b) ate two pears
   c) changed into a beautiful butterfly
Appendix G (Level 1)
Cut and paste the picture in the appropriate box (beginning, middle, and end).
Write a sentence by copying the sentence from the box.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
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</thead>
<tbody>
<tr>
<td>The caterpillar was born.</td>
<td>It ate four strawberries.</td>
<td>It turned into a butterfly.</td>
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</tbody>
</table>

1. (Beginning) ____________________________.

2. (Middle) ________________________________.

3. (End) ________________________________.

He was a beautiful butterfly.
On Thursday, he ate through four strawberries,
One Sunday morning, the warm sun came up and POP! — out of the egg came a tiny and very hungry caterpillar.
But he was still hungry.
Appendix H (Picture Cards)

Beginning

One Sunday morning, the warm sun came up and POP! – out of the egg came a tiny and very hungry caterpillar.

End

He was a beautiful butterfly.

Middle

On Thursday, he ate through four strawberries,

But he was still hungry

Middle

On Wednesday, he ate through three plums,

But he was still hungry

End

He built a small house around himself, called a Cocoon.

And he stayed inside for more than two weeks.
Narrative

Throughout lesson 1, I chose to use several different modifications strategies in order to make content comprehensible for ELLs and their opportunity to talk. Some of the strategies that I chose included: modeling, illustrations/pictures, realia, collaborative work opportunities, use varying question techniques, use graphic organizers, and activate background knowledge.

Modeling what students are supposed to learn and do was the most commonly used throughout this lesson. It helps students, especially ELLs in developing understanding of the concept of the lesson (sequencing). Modeling was used very time before the teacher wanted students to know or do something, in order for students to be able to see how something was done step by step. Illustrations/pictures were also used before reading the book and throughout the lesson through the book. It assisted students in identifying a caterpillar and making a connection to the book. Illustrations are used throughout the lesson through the book, in order for ELLs to refer back to them as they work to develop their knowledge of sequencing through beginning, middle, and end and make content more comprehensible. Realia was used before reading the book, to help students to further grasp unfamiliar terms.

It is also important to build a shared history when teaching ELLs. Therefore, I chose to use two distinct activities to build background knowledge. The first activity was related to their real life experiences, which will also give them the opportunity to share their prior knowledge of beginning, middle, and end. The second activity
was related to phrases/words to books. It will not only identify their prior knowledge, but also build on it.

Each writing assignment has varying modifications and a graphic organizer, in order to assist ELLs in producing output. By providing ELLs with a graphic organizer, we are contextualizing the lesson, making it more comprehensible for students. Graphic organizers will serve as a guide for ELLs in order to complete their writing assignments. Also, by utilizing various questioning techniques, as well as modify some of the discourse I used while teaching, I believe that I was able to make text and content comprehensible. For example, some of the strategies I used include: Yes/No questions, Why questions, What do you think questions...By altering my questions, I have provided ELLs the opportunity to answer higher order thinking questions.

It is also important for students to be able to negotiate meaning. One way that students can do that is through interaction. Throughout my lesson I used whole group discussions, pairs (turn and talk), and in addition to independent work in order to provide students with the opportunity to negotiate meaning with the teacher and peers. Lastly, by using various teaching strategies throughout this lesson, I believe that I have been able to modify the content for ELLs presented as 1-5 levels and give them the opportunity for output in a mainstream classroom.
Lesson 2
Content Objectives:

1. Students will be able to classify major events in a story using illustrations, details, and sequence vocabulary.
2. Students will be able to sequence 6 events of the story using the terms beginning, middle, and end by selecting 2 events for each of the 3 descriptors.

Language Objectives:

1. In whole group discussion, students will be able to arrange orally events of the story as the beginning, middle, and end.
2. Students will be able to independently identify 2 events in each section, beginning, middle, and end, of the story by writing 1 sentence for each event and arranging the events in order for each of the 3 descriptors.

Performance Indicators:

<table>
<thead>
<tr>
<th>Function</th>
<th>Level 5</th>
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</tr>
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<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td>Students will arrange events using the words beginning, middle, and end in complete sentences by orally contributing to a whole class discussion.</td>
<td>Students will arrange events using the words beginning, middle, and end by contributing to a whole class discussion using phrases and short sentences.</td>
<td>Students will arrange events by contributing to a whole class discussion using language prompts provided by the teacher.</td>
<td>Students will arrange events by contributing to a whole class discussion with the use of their L1, pointing to the appropriate section (beginning, middle, end) or pointing to the picture clues on the book, or repeating after the teacher.</td>
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<tr>
<td><strong>Writing</strong></td>
<td>Students will identify 2 events in each of the three descriptors by writing a sentence and arranging the events in order using the sequence</td>
<td>Students will identify 2 events in each of the three descriptors by writing a sentence and arranging the events in order using the sequence</td>
<td>Students will identify 2 events in each of the three descriptors by writing a sentence and arranging the events in order with the support of filling in the</td>
<td>Students will identify 2 events in each of the three descriptors by pasting pictures and writing a sentence by copying the sentence from the box or</td>
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<tr>
<td>Function</td>
<td>Situation</td>
<td>Expressions</td>
<td>Words/Phrases</td>
<td>Grammar</td>
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<tr>
<td>Arrange</td>
<td>Events as beginning, middle, and end</td>
<td>In the <em>A</em> of the story, <em>C</em>.</td>
<td>A [beginning, middle, end]</td>
<td>Sequential lexis Nouns</td>
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<td></td>
<td>C: [school was over; Paul stuck his head out the window; Romall unpacked his bag; Romall leaped on the water; lunch was over; Romall and Paul stared at the light house]</td>
<td>Action verbs Prepositions</td>
<td></td>
</tr>
<tr>
<td>Identify</td>
<td>2 events in the beginning, middle, and end of the story</td>
<td>In the <em>A</em> of the story, <em>1</em>. In the <em>A</em> of the story, <em>2</em>. At the <em>A</em> of the story, <em>3</em>.</td>
<td>A [beginning, middle, end] 1 [summer arrived; Romall packed his bag; Paul bounced out the porch; Romall is singing out loud]</td>
<td>Sequential lexis Nouns Action verbs Prepositions</td>
<td></td>
</tr>
</tbody>
</table>

2 [Romall searched for a sandy path; the wave tossed Paul around; Romall floated on the water; Romall made a fountain; a Seal honked really loud; Romall surfed with a surf boarding guy; Paul surfed with Romall; Romall paddled through a wave; Romall and Paul ate lunch; Seagulls ate the crumbs]
3 [Romall climbed 4 rocks; Romall danced on the]
rocks; Paul climbed on top of Romall; the sun came down; Romall and Paul went home]
Lesson #2

Main Lesson: Sequencing

Age Level: 1st Grade

Lesson Time: 60 minutes

Materials:
- *Romall at the beach*, story online
- A chalkboard, white board, or chart paper to record information from the text
- Sequencing activity on Word
- Sequencing worksheet
- Differentiated independent writing assignment

Hook/Engagement

Initiation (5 minutes):
The teacher will review the concept of sequencing referring to the previous lesson charts of beginning, middle, and end. Teacher will remind students that events in a story can be put into a sequence, because it helps us understand the book better. Teacher will review with students the order of events that we put together of our school day and the events we sequenced together as a class from the story, *The Hungry Caterpillar*. Teacher will remind students that we use the sequence words: beginning, middle, and end. Teacher will use the sequence words with the examples we have from the charts to activate prior knowledge.

The teacher will then ask the students things of what they like to do at the beach and what they like to bring with them to the beach. Students will take turns and share their ideas as a whole group discussion. Teacher will model first of what she likes to do and what she likes to bring to the beach. Teacher will provide pictures and write them down on chart paper as a list as she mentions what she likes to do and what she likes to bring. Then, the teacher will ask what things students would bring with them. The teacher will write a list of these things on the chart paper and try to draw these things to provide visuals for ELLs.

Procedure (35 minutes):

After creating a list of things that students like to bring to the beach with them, the teacher will help the students make a step-by-step sequence of how they would pack for the beach.

- Teacher will model first the step-by-step of how she will pack for the beach. While I model, I will write my example on the white board as a sequence putting the steps in order. For example, “I will make sure my bag is clean and empty. I will put my hair gel, hair spray, and brush. I will fold my beach towel and put it in the bag. I will take my swimsuit and put it in the bag. I will put 1 pair of sandals and 1 pair of shoes and put it in the bag. I will fold some change of clothes. I will put my clothes in the bag. I will put my bag in the trunk.” Teacher will put a picture in each sentence as visuals for ELLs.
• The teacher will ask the students questions such as, “Why couldn’t I put my bag in the trunk first?” “Why do think I have to fold up my clothes before I put them in the bag?” “What do you think would happen if my bag wasn’t clean first?” Teacher will vary the questions to different ELL levels such as, “Can I put my bag in the trunk before putting my clothes?” “Do I fold my clothes before I put them in the bag?”

• The teacher will discuss as a whole group how we can put the class list in order. Students will take turns and share their ideas as a whole group discussion of putting the class list in sequence. Teacher will pace her speech. (Each thing in the list will have a drawing or a picture for ELLs). Teacher will make sure some specific things are included in the list to elicit questions after. Then, the teacher will ask if some things could be changed around, such as packing lotion before your swimsuit. Some things can be done in different orders, and other things cannot. Teacher can ask questions such as, “Can I pack lotion before a swimsuit?” “Why?” “What would happen if I put my bag in the trunk before putting my clothes?” Then, based on the answers from the questions the teacher will discuss what sorts of things have to be done in a sequence and what sorts of things don’t have to be done in a sequence and why. For example, teacher will say that you can pack shoes before your clothes or pack your clothes before your shoes, because I will have the same amount of space. However, I can’t pack my clothes before folding them, because I wouldn’t have space in the bag for other things. Or, I have to have a clean bag before packing my things, because I need space in the bag.

• The teacher will tell the students that we are going to listen to a story, and then discuss the sequence of events that happen in the story.

• The short story has been modified for levels 4/5, level 3, and level 1/2 students.
  1. Short story for level 4/5 students can be found on appendix 1A.
  2. Short story for level 3 students can be found on appendix 2A.
  3. Short story for level 1/2 students can be found on appendix 3A. Each event in the story will be colored.

• Teacher will play the online story, “Romall at the Beach” (Appendix A). Teacher will read the story before students listen to it. The students will listen to the story twice. During independent writing, the students will receive a modified copy of the story and will be split into 3 sections (beginning, middle, and end). Teacher will then model for students the task that they will be completing independently at their seats.

• Teacher will introduce the book and read the title. Teacher will introduce the vocabulary “excited, bounced, load, dash board, tempting, wave, receded, paw, floats, fountain, Seal, surf boarding, paddles, starving, devours, Seagulls, crumbs, boulders, and conquered with a simple definition, an illustration (Appendix B).

• Teacher will ask, “Who has gone to the beach?” “What is your favorite part of going to the beach?” “Do you like going to the beach?” “What kinds of animals do you see at the beach?” “What do you like to do at the beach?” Teacher will allow students an opportunity to turn and talk and share their ideas.

• Teacher will read the story before the students can listen to the story. While the teacher reads, she will gesture throughout the book such as, “stretching, singing,
dancing, getting hungry, climbing, raising arms high, etc." This way student will have
an idea of the vocabulary. The story will have visuals as well for students to see
what the story is saying.

- **Teacher will pause the story several times to discuss what is happening, to
predict what will happen next, and ask questions to monitor comprehension.**
  Teacher will emphasize where is the beginning, middle, and end. Teacher will say,
  "Let's see what happens at the beginning of the book." "We know it's the beginning
  of the story, because this is where we start the book. The students will write
  beginning on their copy of the book. Teacher will ask questions such as, "What is
  happening in the story?" "What is Romall and Paul doing" "Why?" "What do you
  think will happen next?" "Do you think that...?" "What makes you think that?" These
  questions will not only help them sequence the events, but also monitor their
  comprehension. **If students are not answering questions correctly, teacher will
  go back and replay the story.** Teacher will have chart paper on the board with the
  column labels, "Beginning," "Middle," and "End." Students will listen carefully to the
  events in each section, because at the end of the book the teacher will go back and
  use the illustrations if necessary and students will use their copy to remember the
  events in each of the sections.

- **Following the story, discuss what happened as a class. Sequence events that
  happened in the story as a class.** Teacher will have 6 events using pictures and a
  sentence description of the picture that will not be in order. Students will have to
  arrange the events in order as a whole class and as beginning, middle, and end.
  Students will have time to think, turn, and share their ideas as a whole group. They
  can use their copy of the story to assist them in sequencing the events. For example,
  I will have a picture of "school was over" and "Romall leaping on the water" with a
  sentence on the bottom describing it. Students will have to sequence those events
  and where it belongs in the chart (beginning, middle, or end). **If students are
  having difficulty remembering, they will look at the story and the teacher will
  go back at the story online.**

- Teacher will model for students, think out loud, and go back through the copy of the
  story and go back through the story online. Teacher will model for students using
  two pictures, think aloud, and go back through the book. Teacher will say, "Let me
  see which picture comes first." "Well, I remember, "the wave tossed Paul around
  before Romall made a fountain." "These are found in the middle of the book, because
  these events happened when Romall and Paul were at the beach." Teacher will go
  back to the middle of the story and will use the copy of the story, which is labeled to
  read from and go back through the story online to verify her events. Teacher will
  gesture pasting the event on the "Middle" column since the class will sequence the
  other 6 events. Teacher will model how to use the book or the picture, which has
  text to write the sentence to assist students in their independent assignment.

- Students will arrange the events they remember from the story. We will record the
  6 events on the chart paper, as students will have to arrange and write about the
  other events during their independent assignment. Teacher will verify the events
  using the copy of the story and going back on the story online. If a student offers an
  idea that fits better in another section of the chart, teacher will reply with a
comment such as, “Oh, I remember that part, too. Let’s find that in the story.”
Teacher will remind students that they have to make sure they read from the story
to verify the events are in the correct sequence and section. Teacher will put the
events in the correct section and then put them in the correct sequence.

Oral Modifications to use when identifying the events:
Level 5: Students will arrange events using the words beginning, middle, and end in
complete sentences by orally contributing to a whole class discussion.
Level 4: Students will arrange events using the words beginning, middle, and end by
contributing to a whole class discussion using phrases and short sentences
Level 3: Students will arrange events by contributing to a whole class discussion using
language prompts provided by the teacher.
Level 2: Students will arrange events by contributing to a whole class discussion by giving
one-two word responses to teacher questions.
Level 1: Students will arrange events by contributing to a whole class discussion with the
use of their L1, pointing to the appropriate section (beginning, middle, end) or pointing to
the pictures used by the teacher, or repeating after the teacher.

Closure (20 minutes)
Students will be asked to complete a writing assignment at the end of the lesson, where
they should be able to minimally write the following sentences:
• In the ________ of the story, ________.
• At the _________ of the story, ________.
Teacher will then ask students to return to their seats and complete the writing assignment
in order to assess students understanding of sequencing using beginning, middle, and end
from the book that we discussed as a class.

Teacher will show the students the activity that they will complete. The activity
shows 6 snapshots of events in the story with text from the story. The students will put
these events in order by the way they happened in the story by pasting the pictures in
order. Teacher will have cut 6 snapshots of events, which every student will receive and
paste them in order. After, the students will write a sentence for each event on the bottom
of the page. There will be 2 events in each of the three sections so that students can follow
that. Each student will have a copy of the book and will identify events that are not on the
chart. Students may use the book to write the sentences and may use the chart for
reference and as visual cues. The teacher will circulate and guide students to assess
mastery.
Written Modifications for the writing assignment:
Level 4/5: Students will identify 2 events in each of the three descriptors by writing a sentence and arranging the events in order using the sequence vocabulary with the help of a graphic organizer (Appendix C).
Level 3: Students will identify 2 events in each of the three descriptors by writing a sentence and arranging the events in order with the support of sentence starters (Appendix D).
Level 2: Students will identify 2 events in each of the three descriptors by writing a sentence and arranging the events in order by filling in the blanks with the support of a word bank (Appendix E). Students will work on this task in pairs or in a small teacher guided group.
Level 1: Students will identify 1 event in each of the three descriptors by drawing pictures and writing a sentence by copying the sentence from the box or sequencing the events as beginning, middle, and end with the support of picture cards (Appendix F). Students will work on this task in pairs or in a small teacher guided group.
Appendix A

Romall at the Beach

Beginning

Romall is excited and it is getting clear that school is finally over and summer is here. Vacation is coming. He packed up his bags with swimsuits, sandals, and big suitcase tags. Paul is a puppy and he just can't wait. He bounced out the porch. He is really excited. Vacation is here and he needs to hurry and load up his gear. With a map on the dashboard and music too loud, Romall is laughing and singing out loud. Paul sticks his head out the window with ease and smiles as his tongue is flapped in the breeze.

Middle

The beach house is perfect. He unpacks, stretches, and makes up a name. "I'll call it, "My beach house." Romall searches to find just the right sandy path. The water is tempting and Romall can't wait to get in and try it. He really feels great. A wave freshest in and he's having a blast. He leaps, but the wave just receded to fast. Paul, on the other hand, tried to stay dry. He stuck one paw in while the wave was still high. He didn't know that the wave would crash down and rush up to meet him and toss him around. Romall floats all around. His trunk makes a fountain and big squishy sound. A Seal pops his head out and hunks really loud. Then, more Seals joined in. It becomes quiet a crowd. Romall is getting hungry and lunchtime is here. The big picnic basket is way over there. He quick grabs a ride from a surfboarding guy. Then, rides on the way with arms high in the sky. Paul runs and barks at Romall. He wants to go too on the surfboard that day. Romall very carefully carries him out and circles so happily right in his mouth. They wait for a wave that is just the right size. Then, paddles really fast as the wave starts to rise. Romall is starving. He runs through the sand and grabs a big sandwich in both of his hands. Paul has his own kind of puppy delight. He devours bones and dog food and all that is in sight. Lunchtime is over. The food is all gone. Seagulls start circling and clean up the ground of every crumb Romall dropped in the sand. He also breaks chunks and threw them by hand. Huge boulders were right in the surface of the shore.

End

Romall decided to climb at least four. The rocks were all huge and were slippery a lot. So, he carefully climbed them and stood on the top. He trumped and he danced, because he conquered the rocks. Then, he stood at the top and smiled wide when he thought that the most perfect light house there ever could be was the light house that shone for the ships. Paul quickly climbed on top of his head. He struck a good pose and stared straight ahead. They ended the day loving all they have done. With the sun going down, getting ready to set, they headed for home. They were very tired. They had a great time at the beach in the sand and made a decision, "Vacations are great!"
Romall at the Beach

Beginning

Romall is happy. School is over and summer is here. He packed his bags with swimsuits and sandals. Paul is a puppy. He bounced out the porch. He is happy. He needs to pack his stuff. With a map on the dashboard and music, Romall is laughing and singing. Paul smiles and sticks his tongue out.

Middle

Romall has a beach house called, “My beach house.” Romall unpacks. He finds a sandy path. He wants to get in the water. He feels great. A wave comes in. He leaps, but the wave moved away. Paul wants to stay dry. He stuck one paw and a wave tossed him around. Romall floats around. His trunk makes a fountain. A Seal hums loud. More Seals come. Romall is hungry. It is lunchtime. The picnic basket is far. He rides with a surfingboarding man. His hands are high. Paul wants to surfboard. He rides with Romall. Romall is hungry. He eats a big sandwich. Paul eats bones and dog food. Seagulls eat the crumbs. Romall sees big rocks.

End

Romall climbs four rocks. The rocks are slippery. But, he stood on top. He was happy and danced. He smiled wide. He thought the lighthouse was perfect. Paul climbed on his head. Paul looked at the lighthouse too. They had fun that day. The sun was going down. They went home. They were tired. They thought, “Vacations are great!”
Romall at the Beach

Beginning

Romall is happy. School is over and summer is here. He packed his bags with swimsuits and sandals. Paul is a puppy. He bounced out the porch. He is happy. He needs to pack his stuff. With a map on the dashboard and music, Romall is laughing and singing. Paul smiles and sticks his tongue out.

Middle

Romall has a beach house called, “My beach house.” Romall unpacks. He finds a sandy path. He wants to get in the water. He feels great. A wave comes in. He leaps, but the wave moved away. Paul wants to stay dry. He stuck one paw and a wave tossed him around. Romall floats around. His trunk makes a fountain. A Seal hunks loud. More Seals come. Romall is hungry. It is lunchtime. The picnic basket is far. He rides with a surfboarding man. His hands are high. Paul wants to surfboard. He rides with Romall. Romall is hungry. He eats a big sandwich. Paul eats bones and dog food. Seagulls eat the crumbs. Romall sees big rocks.

End

Romall climbs four rocks. The rocks are slippery. But, he stood on top. He was happy and danced. He smiled wide. He thought the lighthouse was perfect. Paul climbed on his head. Paul looked at the lighthouse too. They had fun that day. The sun was going down. They went home. They were tired. They thought, “Vacations are great!”

* The bold words are found on the vocabulary sheet (Appendix B). Students will have a copy of the vocabulary as a resource.
Romall at the Beach

Beginning

School is over and summer is here.
He packed his bags.
Paul is a puppy. He bounced out the porch.
He needs to pack his stuff.
Romall is laughing and singing.

Middle

Romall has a beach house.
Romall unpacks.
He wants to get in the water.
Romall floats around.
His trunk makes a fountain.
A Seal makes a loud noise.
Romall is hungry.
The picnic basket is far.
He rides with a surfboarding man.
Paul rides with Romall too.
Romall eats a big sandwich.
Paul eats bones and dog food.
Seagulls eat the crumbs.

End

Romall climbs four rocks.
He was happy and danced.
He thought the lighthouse was perfect.
Paul climbed on his head.
They had fun that day.
The sun was going down.
They went home.
Appendix B

Vocabulary

**Excited** = feeling very happy

**Bounce** = to move in one direction by hitting a surface/Teacher will provide an example by gesturing

**Load** = to put into or onto something/Teacher will provide an example by gesturing

**Dashboard** = the part inside a car that has the controls on it

**Tempting** = that feeling of doing something

**Wave**

**Receded** = to move away/Teacher will provide an example by gesturing

**Paw** = the foot of an animal
Floats = to rest on top of liquid (water)

Fountain = something that rises into the air

Seal

Surf boarding = a long board use to surf

Paddles = to swim by moving your hands, feet, or with a paddle/ Teacher will provide an example by gesturing

Starving = really hungry

Devours = to quickly eat something
Seagulls

Crumbs

Boulders = large rocks

Conquered = to take control of something/win something

Slippery = difficult to stand on

Lighthouse
<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
</table>

1. In the beginning of the story, ________________________________.

2. In the beginning of the story, ________________________________.

3. In the middle of the story, ________________________________.

4. In the middle of the story, ________________________________.

5. At the end of the story, ________________________________.

6. At the end of the story, ________________________________.
1. In the beginning of the story, ____________________________.
   a) a Seal made a loud noise
   b) Romall climbed 4 rocks
   c) Romall packed his bags

2. In the beginning of the story, ____________________________.
   a) Romall floats around
   b) Romall was singing
   c) Romall unpacked

3. In the middle of the story, ____________________________.
   a) school was over
   b) Romall and Paul went home
   c) Paul bounced out the porch

4. In the middle of the story, ____________________________.
   a) Romall was singing
   b) summer arrived
   c) Romall made a fountain

5. At the end of the story, ____________________________.
   a) Seagulls ate the crumbs
   b) Paul rides with Romall
   c) Romall climbed 4 rocks

6. At the end of the story, ____________________________.
   a) Romall and Paul went home
   b) summer arrived
   c) Romall ate a big sandwich
Draw a picture in the appropriate box (beginning, middle, and end). Write a sentence by copying the sentence from the box.

*Romall at the Beach*

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul bounced out the porch.</td>
<td>Romall made a fountain.</td>
<td>Romall climbed 4 rocks.</td>
</tr>
</tbody>
</table>

1. (Beginning) ________________________________.

2. (Middle) ________________________________.

3. (End) ________________________________.
**Narrative**

Throughout lesson 2, I chose to use several different modifications strategies in order to make content comprehensible for ELLs and their opportunity to talk. Some of the strategies that I chose included: modeling, illustrations/pictures, collaborative work opportunities, use varying question techniques and pacing of speech, use graphic organizers, activate and build background knowledge, and build vocabulary.

Modeling what students are supposed to learn and do was the most commonly used throughout this lesson. It helps students, especially ELLs in developing understanding of the concept of the lesson (sequencing). Modeling was used very time before the teacher wanted students to know or do something, in order for students to be able to see how something was done step by step. Illustrations/pictures were also used before reading the book, throughout the lesson through the book, and to build vocabulary. It assisted students in identifying the vocabulary such as Seals, paw, fountain, etc. Illustrations are used throughout the lesson through the online book and to arrange the events of the story, in order for ELLs to refer back to them and sequence the events as they work to develop their knowledge of sequencing through beginning, middle, and end and make content more comprehensible. Pacing of speech was used when asking questions, to help students to develop their ideas and give them the opportunity to talk.

It is also important to build a shared history when teaching ELLs. Therefore, I chose to use one distinct activity to build background knowledge and review a previous example of sequencing. By reviewing, I will activate student's prior knowledge and relate that to the new lesson to get their minds thinking. The activity was related to their real life
experiences. It will not only build background knowledge, but will also give them the opportunity to share their prior knowledge of beginning, middle, and end.

Each writing assignment has varying modifications and a graphic organizer, in order to assist ELLs in producing output. By providing ELLs with a graphic organizer, we are contextualizing the lesson, making it more comprehensible for students. Graphic organizers will serve as a guide for ELLs in order to complete their writing assignments. Also, by utilizing various questioning techniques, as well as modify some of the discourse I used while teaching, I believe that I was able to make text and content comprehensible. For example, some of the strategies I used include: Yes/No questions, Why questions, What do you think questions...By altering my questions, I have provided ELLs the opportunity to answer higher order thinking questions.

It is also important for students to be able to negotiate meaning. One way that students can do that is through interaction. Throughout my lesson I used whole group discussions, pairs (turn and talk), and in addition to independent work in order to provide students with the opportunity to negotiate meaning with the teacher and peers. Lastly, I provided students with the opportunity to build vocabulary through simple definitions, gesture, and pictures. By using various teaching strategies throughout this lesson, I believe that I have been able to modify the content for ELLs presented as 1-5 levels and give them the opportunity for output in a mainstream classroom.
Lesson 3
**Content Objectives:**

1. Students will be able to analyze the sequence of events in a fiction story using textual evidence in a graphic organizer.

**Language Objectives:**

1. In whole group discussion, students will be able to identify orally events using a graphic organizer.
2. Students will be able to independently analyze sequence of events in the story by completing a graphic organizer.

**Performance Indicators:**

<table>
<thead>
<tr>
<th>Function</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td>Students will identify events using a graphic organizer in complete sentences by orally contributing to a whole class discussion.</td>
<td>Students will identify events using a graphic organizer by contributing to a whole class discussion using phrases and short sentences.</td>
<td>Students will identify events using a graphic organizer by contributing to a whole class discussion using language prompts provided by the teacher.</td>
<td>Students will identify events using a graphic organizer by contributing to a whole class discussion with the use of their L1, pointing to the appropriate answer or repeating after the teacher.</td>
<td>Students will identify events using a graphic organizer by contributing to a whole class discussion with the use of their L1, pointing to the appropriate answer or repeating after the teacher.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Students will analyze sequence of events by writing an appropriate event in the boxes provided and answering a question in a sentence in a graphic organizer.</td>
<td>Students will analyze sequence of events by writing an appropriate event in the boxes provided and answering a question in a sentence in a graphic organizer.</td>
<td>Students will analyze sequence of events by completing a multiple-choice question in a graphic organizer.</td>
<td>Students will analyze sequence of events by filling in the blanks with a word bank with modified answers in a graphic organizer.</td>
<td>Students will analyze sequence of events by filling in the blanks with a word bank with modified answers in a graphic organizer.</td>
</tr>
</tbody>
</table>
### Functional Language Chart:

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Words/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>Events using a graphic organizer</td>
<td>In the <em><strong>A</strong></em> of the story, <em><strong>B</strong></em>. In the <em><strong>A</strong></em> of the story, Jose <em><strong>C</strong></em>.</td>
<td>A [beginning, middle, end] B: [baseball season started, Jose ran all the way to the field] C: [prepared for every baseball game, got dressed in his uniform, put his lucky socks, didn't washed his socks, ran around the bases, tried an old baseball mitt, took 7 practice swings; is ready to play, hoped his team wins]</td>
<td>Sequential lexis Nouns Action verbs Past tense verbs</td>
</tr>
<tr>
<td>Analyze</td>
<td>Sequence of events in the story</td>
<td>In the <em><strong>A</strong></em> of the story, <em><strong>1</strong></em>. In the <em><strong>A</strong></em> of the story, Sarah <em><strong>2</strong></em>. At the <em><strong>A</strong></em> of the story, <em><strong>3</strong></em>.</td>
<td>A [beginning, middle, end] 1 [the sky was bright, the sun was shining, Sarah began a new school] 2 [lay her clothes, spent days shopping, wanted to shower, wanted to do her hair, wanted to eat breakfast, kissed her mother goodbye, walked to school, saw a big furry thing, the dog ran towards her, was knocked over by a dog] 3 [stared angrily at the dog, Sarah's hair was wet, the dog stole her lunch, Sarah went home]</td>
<td>Sequential lexis Nouns Action verbs Past tense verbs</td>
</tr>
</tbody>
</table>
Lesson Plan Key
Bold = Original lesson plan
Black = New or Modified

Lesson #3

Main Lesson: Sequencing

Age Level: 1st Grade

Lesson Time: 50 minutes

Materials:
- Jose's Baseball Routine and Sarah's Perfect Day short story
- A chalkboard, white board, or chart paper to record information from the text
- Graphic Organizers
- Pencils
- Differentiated independent graphic organizers
- Color pencils or markers

Hook/Engagement
Initiation (5 minutes):
Teacher will review the concept of sequencing. The teacher will review the concept of sequencing referring to the previous lesson charts of beginning, middle, and end. Teacher will remind students that events in a story can be put into a sequence, because it helps us understand the book better. Teacher will review with students the order of events that we put together on our beach day and the events we sequenced together as a class from the story, Romall at the Beach. Teacher will remind students that we use the sequence words: beginning, middle, and end. Teacher will use the sequence words with the examples we have from the charts to activate prior knowledge. Teacher will introduce the idea that we sequence events in a story to analyze the story. We analyze the story by thinking about the main ideas of the story and help us understand the story. Analyze means to study something or think about something carefully. For example, we can analyze a book, blood, bones to see how old a bone is, etc. Sequencing is important because we understand events in our lives by understanding the order in which they occur. When we know the order of events in a book, we have a better idea of what the story is about.

Procedure (25 minutes):
- Teacher will explain that we can use different types of graphic organizers to plot the sequence of events in a story. Teacher will introduce and explain the two graphic organizers that we will use to analyze the sequence of events from a passage. Today, we will work on a graphic organizer that includes 6 events from a short story I will read to show you and from a story you will read on your own. It includes 3 missing events and a last question that I will show you later.
- So, each graphic organizer gives us some of the events in the text and we have to decide what comes after and before these events. The graphic organizer is broken into beginning, middle, and end. So, two events are in the beginning, two events in the middle, and two events at the end. This way we can practice our sequence words. Remember our sequence words? Teacher will tell students to
repeat the three sequence words.

- **In the first graphic organizer, the first two events are given** (Appendix A). Those two events happened in the beginning and happened in order. Teacher will remind students the activity we did as a whole class. The events of the story were in order and at the same time we put the into the beginning, middle, and end section. **We have to identify/know an event that happened in the middle and an event that happened at the end. So, we need to know what happened after Jose ran all the way to the field, but before he hoped his routine would help his team make the league championships. Teacher will demonstrate the graphic organizer and gesture while she discusses the graphic organizer and models for students how to do this. Teacher will read "Jose's Baseball Routine" (Appendix B) and model using the graphic organizer to identify the two missing events in sequence.

- Teacher will introduce the book and read the title. Teacher will introduce the vocabulary “baseball game, routine, luck, uniform, socks, won, league championship, bases, baseball mitt, swings, bat, hoped, ready, play, and season with a simple definition, an illustration (Appendix c).

- Teacher will ask, “Who has gone to a baseball game?” “What is your favorite part of going to a game?” “Do you like going to baseball games?” “What is your favorite baseball team?” “What do you like to do at baseball games?” Teacher will allow students an opportunity to turn and talk and share their ideas.

- Teacher will read the story. While the teacher reads, she will gesture throughout the book such as, “dressed, put on, run around, swings, etc.” This way student will have an idea of the vocabulary. Additionally, the teacher will use visuals with the vocabulary for students to see what the story is saying.

- Teacher will emphasize where is the beginning, middle, and end. For example, teacher will say, “Let’s see what happens at the beginning of the book.” ”We know it’s the beginning of the story, because this is where we start the book.

- Following the story, I will discuss what happened to model for students. Sequence events that happened in the story by completing the graphic organizer. Teacher will model for students. For example, teacher will ask, “What event happened in the middle of the story before Jose ran the bases three times?” Teacher will go back to the story and reread that section, which will help me confirm my answer with evidence from the text. Teacher will then choose an event. For example, the teacher will read until she reaches the event, “Jose ran the bases three times.” Teacher will then know that she can choose an event before that. The teacher will choose any event before that and will write it on the missing box. Teacher will model how to use the book to write the sentence to assist students in their independent assignment. Teacher will repeat the same steps for the other event missing in the graphic organizer. After, teacher will ask the question: “How do you think I use the graphic organizer to analyze the sequence of events?” Students should respond that the teacher read the events that were given in the graphic organizer and thought about the main events came
before and after them in the story. Teacher can vary the question such as, “Can I analyze the events in the story by putting them in order?” “Do I analyze events by sequencing or reading events?” Teacher will use wait time for each question and paced her speech for students to answer this question.

- The second part of the graphic organizer, the first two events are also given. **Teacher will reread, Jose’s Baseball Routine, and work together to determine which events fit in the missing steps on the second part of the graphic organizer** (Appendix D). **We will confirm our answers with evidence from the text.** Those two events happened in the beginning and happened in order. We have to know the two events that happened in the middle of the story. Teacher will ask, “What do we need to know first?” Students should respond, “We need to know what two events happened in the middle of the story”. If students get stuck on the question, teacher will ask questions such as, “Which two boxes are missing that gives us a clue of where to look for?” “Where can we find those two events?” “Can we find those two events that we know in the beginning and at the end?” “What is the section we need to reread?” “Why?” Teacher will use wait time for each question and paced her speech for students to answer these questions. After, we have decided on a section, as a whole class we will reread the section we decided on and choose two events to pick from, which will help us confirm our answers with evidence from the text. Teacher will say, “When we pick our events we need to make sure the two events are in order.” “We can do that by choosing an event and write it in the box and choose another event that follows it.” Teacher will work with the whole class to figure out the last question. We will follow the same steps above to find the answer to the last question. We will use the same section we used as a class and find an event that can fit in the box.

Oral Modifications to use when identifying the events:

Level 5: Students will identify events using a graphic organizer in complete sentences by orally contributing to a whole class discussion.

Level 4: Students will identify events using a graphic organizer by contributing to a whole class discussion using phrases and short sentences.

Level 3: Students will identify events using a graphic organizer by contributing to a whole class discussion using language prompts provided by the teacher.

Level 2: Students will identify events using a graphic organizer by contributing to a whole class discussion by giving one-two word responses to teacher questions.

Level 1: Students will identify events using a graphic organizer by contributing to a whole class discussion with the use of their L1, pointing to the appropriate answer or repeating after the teacher.
Closure (20 minutes)
Students will be asked to complete a writing assignment at the end of the lesson. Teacher will then ask students to return to their seats and complete the writing assignment in order to assess students understanding of sequencing using the graphic organizer that is broken into beginning, middle, and end. Students will read, Sarah’s Perfect Day, (Appendix E) and use the graphic organizers to analyze the sequence of events in the story. Students will base their answers on evidence from the text. Teacher will read this second short story for students to assist them in understanding the story. Each student will have a copy of the short story. Students may use the story to write the sentences and may use the completed graphic organizer for reference and as visual cues. The teacher will circulate and guide students to assess mastery.

- The short story has been modified for levels 4/5, level 3, and level 1/2 students.
  1. Short story for level 4/5 students can be found on appendix 1E.
  2. Short story for level 3 students can be found on appendix 2E.
  3. Short story for level 1/2 students can be found on appendix 3E. Each event in the story will be colored.

Written Modifications for the writing assignment:
Level 4/5: Students will analyze sequence of events by writing an appropriate event in the boxes provided and answering a question in a sentence in a graphic organizer (Appendix F).
Level 3: Students will analyze sequence of events by completing a multiple-choice question in a graphic organizer (Appendix G). Students will work on this task in pairs.
Level 2: Students will analyze sequence of events by filling in the blanks with a word bank with modified answers in a graphic organizer (Appendix H). Students will work on this task in pairs or in a small teacher guided group.
Level 1: Students will analyze sequence of events by drawing a picture in the appropriate box and writing a sentence by copying the sentence from the box in a graphic organizer (Appendix I). Students will work on this task in pairs or in a small teacher guided group.
Narrative

Throughout lesson 3, I chose to use several different modifications strategies in order to make content comprehensible for ELLs and their opportunity to talk. Some of the strategies that I chose included: modeling, illustrations/pictures, collaborative work opportunities, use varying question techniques and pacing of speech, use graphic organizers, activate and build background knowledge, and build vocabulary.

Modeling was used to demonstrate what students are supposed to learn and do. It helps students, especially ELLs in developing understanding of the concept of the lesson (sequencing). Modeling was used very time before the teacher wanted students to know or do something, in order for students to be able to see how something was done step by step. Pictures were also used before reading the book, when reading through the short story, and to build vocabulary. It assisted students in identifying the vocabulary such as, baseball game, baseball mitt, socks etc. Pictures are used when reading the short story in order for ELLs to understand the story and sequence the events as they work to develop their knowledge of sequencing through beginning, middle, and end and make content more comprehensible. Pacing of speech was used when asking questions, to help students to develop their ideas and give them the opportunity to talk.

It is also important to build a shared history when teaching ELLs. Therefore, I reviewed a previous example of sequencing. By reviewing, I will activate student’s prior knowledge and relate that to the new lesson to get their minds thinking. I also gave them the opportunity to relate or make connections of the book to their real life experiences. It will not only build background knowledge, but will also give them the opportunity to share their prior knowledge.
Each writing assignment has varying modifications and a graphic organizer, in order to assist ELLs in producing output. By providing ELLs with a graphic organizer, we are contextualizing the lesson, making it more comprehensible for students. Graphic organizers will serve as a guide for ELLs in order to complete their writing assignments. Also, by utilizing various questioning techniques, as well as modify some of the discourse I used while teaching, I believe that I was able to make text and content comprehensible. For example, some of the strategies I used include: Yes/No questions, Why questions, How do you think questions, Either/Or questions...By altering my questions, I have provided ELLs the opportunity to answer higher order thinking questions.

It is also important for students to be able to negotiate meaning. One way that students can do that is through interaction. Throughout my lesson I used whole group discussions, pairs (turn and talk), teacher guided grouping, and in addition to independent work in order to provide students with the opportunity to negotiate meaning with the teacher and peers. Lastly, I provided students with the opportunity to build vocabulary through simple definitions, gesture, and pictures. By using various teaching strategies throughout this lesson, I believe that I have been able to modify the content for ELLs presented as 1-5 levels and give them the opportunity for output in a mainstream classroom.
Sequence of Events
Jose's Baseball Routine

1. Jose loved baseball.
2. Jose ran to the baseball field.
3.
4. Jose ran around the bases three times.
5.
6. Jose hoped his team makes it to the league championship.
Jose’s Baseball Routine

Beginning

It was time for Jose’s first baseball game of the season. Jose loved baseball, and he was so excited to play in the game that he ran all the way to the field.

Middle

Jose prepared for every baseball game the same way. He thought that if he followed the same routine before each game, it would bring him luck. First, he got dressed in his uniform. He made sure to put on his lucky socks. He was wearing the same socks he had worn when his team won the league championships last year, and he hadn’t washed them since. Next, he would run around the bases three times before the game started. Then, he took his father’s old baseball mitt and tried it on. Finally, he took exactly seven practice swings with his lucky bat.

End

After Jose went through these steps, he knew he was ready to play his baseball game. He hoped that his routine would help his team make it to the league championships again this season.
Appendix C

Vocabulary

Baseball game = is a bat and ball game between two teams

Routine = doing things in order/ Example: our school day schedule

Luck = when things happen without being planned/ Example: I won the lottery by luck.

Uniform – a special kind of clothes a group wears/ Examples: for school and teams

Socks

Won = when you have victory/ Example: win a game

League Championship = when a player/team wins to another player/team
**Bases** = part of a baseball game

**Baseball mitt** = it helps baseball players catch a ball

**Swings** = to move the baseball bat backward and forward to hit the ball

**Bat** = tool to hit a baseball ball

**Hope** = to think that something can happen

**Ready** = prepare to do something

**Play** = to do an activity for fun

**Season** = 4 seasons (summer, winter, autumn, spring)
Jose’s Baseball Routine

1. Jose was excited about his first baseball game.
2. Jose ran all the way to the field.
3. Jose dressed in his uniform.
4. 
5. Jose was ready to play his baseball game.
6. Jose hoped his team makes the league championship.
Sarah’s Perfect Day

The sky was bright and the sun was shining! It was the beginning of a great day for Sarah Mitchell. She was going to start a new school, and she wanted everything to be just perfect.

Sarah knew exactly what she had to do to make sure the day went well. First, Sarah needed to lay out her clothes. She had spent days shopping with her mother for the coolest first-day outfit. Second, she wanted to shower and do her hair. Third, she wanted to eat breakfast and make her lunch for the day. Nothing was more embarrassing than a growling stomach during independent reading!

After Sarah went through her morning routine, she kissed her mother goodbye and started her walk to school. Everything was going well, when suddenly she saw a big furry thing running down the block. The big furry thing was her neighbor’s dog and it was running right towards her! Before Sarah knew what was happening, she was knocked over by the dog!

Sarah stared angrily at the big dog. Then she stared down at her ruined clothes. Next, she felt her head. Her hair was wet and stinky! Lastly, she realized the dog had stolen her lunch!

Sarah began the long walk home. There was no way that she would start her first day of school like this! Her perfect day had ended.
Sarah’s Perfect Day

Beginning

The sky was bright. The sun was shining. Sarah was going to start school. She wanted the day to be perfect.

Middle

Sarah wanted the day to go well. First, Sarah needed to lay her clothes. She spent days shopping with her mom. She shopped for outfits. Second, she wanted to shower and do her hair. Third, she wanted to eat breakfast and make lunch. Her stomach would growl during reading. After, Sarah kissed her mom goodbye. She went to school walking. Then, she saw a big furry thing. It was a dog. It knocked her over!

End

Sarah was angry at the big dog. Her clothes were ruined. Next, she felt her head. Her hair was wet and stinky. Lastly, the dog stole her lunch! Sarah walked home. She didn’t want to go to school. Her perfect day was over!
Sarah’s Perfect Day

Beginning

The sky was bright. The sun was shining. Sarah was going to start school. She wanted the day to be perfect.

Middle

Sarah wanted the day to go well. First, Sarah needed to lay her clothes. She spent days shopping with her mom. She shopped for outfits. Second, she wanted to shower and do her hair. Third, she wanted to eat breakfast and make lunch. Her stomach would growl during reading. After, Sarah kissed her mom goodbye. She went to school walking. Then, she saw a big furry thing. It was a dog. It knocked her over!

End

Sarah was angry at the big dog. Her clothes were ruined. Next, she felt her head. Her hair was wet and stinky. Lastly, the dog stole her lunch! Sarah walked home. She didn’t want to go to school. Her perfect day was over!

1. Outfits = set of clothes that you wear

2. Growl = a low sound

3. Furry = covered with fur

4. Angry = upset or mad

5. Ruined = destroyed or broken

6. Stinky = a bad smell

7. Stole = to take something away
Sarah's Perfect Day

Beginning

The sky was bright.
The sun was shining.
Sarah was going to start school.

Middle

First, Sarah needed to lay her clothes.
She went shopping with her mom.
She shopped for clothes.
Second, she wanted to shower and do her hair.

Third, she wanted to eat breakfast and make lunch.
She would be hungry during reading.
After, Sarah kissed her mom goodbye.
She went to school walking.
Then, she saw a dog. It knocked her over!

End

Sarah was mad at the dog.
Next, she felt her head.
Her hair was wet. Her hair smell bad.
Lastly, the dog took her lunch!
Sarah walked home.
She did not go to school.
Sequence of Events
Sarah’s Perfect Day

Beginning
1. The sky was bright.
2. Sarah was going to start school.

Middle
3.
4. Sarah kissed her mom goodbye.

End
5.
6. Sarah walked home.
Sarah’s Perfect Day (continued)

Beginning

1. The sun was shining.

2. Sarah was going to start school.

Middle

3. Sarah spent days shopping with her mom.

4. 

End

5. She began to walk home.

6. Sarah’s perfect day was over!

End

What other event will fit in step 4?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
1. Which event fits in Step 3?
   A. Sarah kissed her mom goodbye.
   B. Sarah was knocked over by a dog.
   C. The dog stole Sarah’s lunch.
   D. Sarah wanted to make lunch.

2. Which event fits in Step 5?
   A. Sarah’s hair was wet and stinky.
   B. The sun was bright.
   C. Sarah spent days shopping with her mom.
   D. Sarah’s perfect day was over!
Sarah’s Perfect Day (continued)

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The sun was shining.</td>
<td>2. Sarah was going to start school.</td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td>3. Sarah spent days shopping.</td>
<td>5. She began to walk home.</td>
</tr>
</tbody>
</table>

End

6. Sarah’s perfect day was over!

3. Which event fits in Step 4?
   A. Sarah wanted to shower and do her hair.
   B. Sarah’s hair was wet and stinky.
   C. Sarah needed to lay her clothes.
   D. The sky was bright.

4. What other event will fit in Step 4?
   A. Sarah was going to start school.
   B. Sarah started to cry.
   C. Sarah was angry at the big dog.
   D. Sarah wanted to eat breakfast and make lunch.
Sequence of Events
Sarah's Perfect Day

1. The sky was bright.
2. Sarah was going to start school.
3. _____________________
4. Sarah kissed her mom goodbye.
5. _____________________
6. Sarah walked home.

3) In the middle of the story, Sarah ________________________.

   a) the sun was shining
   b) shopped for clothes
   c) felt her head

5) At the end of the story, ________________________.

   a) Sarah saw a dog
   b) the sky was bright
   c) Sarah was mad at the dog
Sarah's Perfect Day (continued)

1. The sun was shining.
2. Sarah was going to start school.
3. Sarah went shopping with her mom.
4. 
5. Sarah walked home.
6. Sarah did not go to school.

4) In the middle of the story, Sarah ________________________.
   a) the sky was bright
   b) went to school walking
   c) was mad at the dog

4) In the middle of the story, Sarah ________________________.
   a) lay her clothes
   b) shopped for clothes
   c) wanted to make lunch
Draw a picture in the appropriate box (beginning, middle, and end). Write a sentence by copying the sentence from the box.

Sarah’s Perfect Day

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
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</thead>
<tbody>
<tr>
<td>The sky was bright.</td>
<td>Sarah saw a dog. It knocked her over!</td>
<td>Sarah’s hair was wet and smell bad.</td>
</tr>
</tbody>
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1. (Beginning) ________________________________

2. (Middle) ________________________________

3. (End) ________________________________
Checklists
Appendix A/Language Function

Lesson 1
Classify
Identify

Lesson 2
Arrange
Identify

Lesson 3
Identify
Analyze
Appendix A/Grammar Index

Lesson 1
Sequential lexis
Nouns
Action verbs
Adjectives

Lesson 2
Sequential lexis
Nouns
Action verbs
Prepositions

Lesson 3
Sequential lexis
Nouns
Action verbs
Past tense verbs
TSL 518: Sheltered ELL Strategies Checklist
6/13

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Original Lessons
Cid Muniz

Dr. Lorrie Stoops Verplaetse

TSL 518

1/28/16

Unit Information

Lesson #1-3

Title of Unit: Sequencing

Grade 3

Mainstream Class with Integrated ELs

Reading Materials


Romall at the beach (Story Online)

Jose's baseball routine (Short Story)

Sarah's perfect day (Short Story)

Cameron the relay machine (Short Story)

Other Lesson Resources

www.teachervision.com/skill-builder/lesson-plan/48780.html

www.teachervision.com/reading/graphic-organizers/4308.html

www.readworks.org/lessons/grade3/sequence/lesson-1

www.lessonplanspage.com/sequencing-lesson-2/

Goals of the Unit

I want my students to know how to organize information from a text by classifying or sequencing.
I want my students to know how to analyze the sequence of events in a fictional text using textual evidence.

I want my students to know how to refer explicitly to the text as the basis for answers when asking and answering questions to demonstrate understanding of a text.

I want my students to know how to determine the order of events in a story to understand the author’s purpose.
Original Lesson 1

Hook/Engagement

The teacher will tell the students that they will learn about sequencing a story by learning about beginning, middle, and end of a story. The students will then identify the beginning, middle, and end of their day. The students will draw pictures that illustrate events from the beginning, middle, and end of their day. Teacher will discuss how there may be more than one event that can be classified as the beginning, middle, or end, and how some endings are really the beginnings of a new process. Teacher might also talk about how certain words and phrases in a story give clues about whether it is at the beginning, middle, or end. Teacher could give students this list and ask them to tell where these words and phrases would be found—at the beginning, middle, or end (Appendix A). (A clue: if it's not clearly the beginning or the end, it's probably the middle.) (5 min.)

Instruction

Teacher will introduce the book (Appendix B) by asking students to consider the title. Ask, "What do you think a very hungry caterpillar eats?" and will allow the students an opportunity to share their ideas. Teacher will begin reading the book to the class. As the teacher reads, he/she will pause to identify the parts of the text. After the teacher has read the book, he/she will draw a three-column chart on the board or chart paper, with the column labels, "Beginning," "Middle," and "End." The teacher will model this for students by think aloud and going back through the book to do a picture walk while the teacher says something. (15 min.)

Guided Practice

The teacher will complete the next part of the chart with students, asking the question, "What happened in the middle of the story? What happened at the end of the story?" If a student offers an idea that fits better in another section of the chart, teacher might reply with a comment such as, "Oh, I remember that part, too. Let's find that illustration in the story. Here it is, near the end of the book. I think it would be great to add that to the 'end' section of our chart." By the end of the discussion, the chart should include several ideas. (15 min.)

Independent Practice

For independent practice, the students will identify events in the beginning, middle, and end of the story, writing a sentence and drawing a picture for each section. The teacher will circulate and guide students to assess mastery. (20 min.)
Original Lesson 2

Anticipatory Set

The teacher will review the concept of sequencing referring to the previous lesson charts of beginning, middle, and end. The teacher will then ask the students things what they like to do at the beach and what they like to bring with them to the beach. Then, ask students how they would pack for the beach and what things they would bring with them. Write a list of these things on the Smartboard or chart paper. The students will review how to sequence events in a story. (5 min.)

Instruction

After creating a list of things that students like to bring to the beach with them, the teacher will help the students make a step-by-step sequence of how they would pack for the beach. Create a list on chart paper of how you would pack for the beach, putting the steps in order.

The teacher will ask the students questions such as, “Why couldn’t I put my bags in the trunk first?” “Why do you have to fold up your clothes before you put them in your suitcase?”

Then, the teacher will ask if some things could be changed around, such as packing your toothbrush before your bathing suit. Some things can be done in different orders, and other things cannot. Then, the teacher will discuss what sorts of things have to be done in a sequence and what sorts of things don’t have to be done in a sequence.

The teacher will tell the students that we are going to listen to a story, and then discuss the sequence of events that happen in the story. (15 min.)

Guided Practice

1. Play the online story, “Romall at the Beach.”

2. Pause the story several times to discuss what is happening, to predict what will happen next, and ask questions to monitor comprehension. If students are not answering questions correctly, go back at the end and replay the story.

3. Following the story, discuss what happened as a class. Sequence events that happened in the story as a class. Teacher will choose one student to start, then another to say what happened next, etc. If students are having difficulty remembering, look back at the story. (20 min.)

Independent Practice

Teacher will show the students the activity from Microsoft Word that they will
complete on their computers. The activity shows snapshots of events in the story with text from the story. The students will put these events in order by the way they happened in the story by using drag and drop. Teacher will model how to drag and drop the pictures and text boxes. If each student has an individual computer, everyone will be able to look on his or her own computers at the activity and complete at the same time. If there are a limited number of computers, students that are not working on the computer will complete a practice sequencing worksheet. On the worksheet, students will read a short fiction story and place the events to go in the correct order according to the story (Appendix C). (20 min.)

Differentiated Instruction

If some students are unable to use the computer, they will cut and paste the events and put them in order on a printed out sheet. Some students may only sort the pictures if they have a lot of difficulty reading. If students finish early, they will listen to books on tape or read, and practice sequencing events from the story verbally with a partner.
Original Lesson 3

Teacher will review the concept of sequencing. Teacher will introduce the idea that we sequence events in a story to analyze the story. Sequencing is important because we understand events in our lives by understanding the order in which they occur.

Teacher Modeling

Teacher will explain that we can use different types of graphic organizers to plot the sequence of events in a story. Teacher will introduce and explain the two graphic organizers (Appendix D) that we will use to analyze the sequence of events from a passage. For example: Each graphic organizer gives us some of the events in the text and we have to decide what comes after and before these events. In the first graphic organizer, the first two events are given. We have to identify what happens after Jose got dressed in his uniform but before Jose runs around the bases three times. I will read “Jose’s Baseball Routine” (Appendix E) and model using the graphic organizer to identify the two missing events in sequence.

Think Check

Ask: How did I use the graphic organizer to analyze the sequence of events? Students should respond that the teacher read the events that were given in the graphic organizer and thought about what main events came before and after them in the story.

Guided Practice

Teacher will reread “Jose’s Baseball Routine” and work together to determine which events fit in the missing steps on the second graphic organizer. We will confirm our answers with evidence from the text.

Independent Practice

Students will read “Sarah’s Perfect Day” (Appendix F) and use the graphic organizers (Appendix G) to analyze the sequence of events in the story. Students will base their answers on evidence from the text.
Word or Phrase Chart

<table>
<thead>
<tr>
<th>Word or Phrase</th>
<th>Where in the Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once upon a time...</td>
<td>beginning</td>
</tr>
<tr>
<td>The End</td>
<td></td>
</tr>
<tr>
<td>They lived happily ever after.</td>
<td></td>
</tr>
<tr>
<td>The next day...</td>
<td></td>
</tr>
<tr>
<td>After several months...</td>
<td></td>
</tr>
<tr>
<td>Finally...</td>
<td></td>
</tr>
</tbody>
</table>

Another version of a table could look like this:

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once upon a time...</td>
<td>The next day...</td>
<td>They lived happily ever after.</td>
</tr>
<tr>
<td>Henry was born...</td>
<td>After several months...</td>
<td>In the end...</td>
</tr>
</tbody>
</table>
The Very Hungry Caterpillar
By Eric Carle

In the light on the moon a little egg lay on a leaf.

He started to look for some food.
On Monday he ate through one apple.

One Sunday morning, the warm sun came up
and POPO! - out of the egg came a tiny and very hungry caterpillar.

But he was still hungry.

On Tuesday, he ate through two pears,

But he was still hungry.

On Wednesday, he ate through three plums,

But he was still hungry.

On Saturday he ate through one piece of chocolate cake,
one ice-cream cone, one pickle, one slice of swiss cheese,
one slice of salami, one lollipop, one piece of cherry pie,
one sausage, one cupcake, and one slice of watermelon.
That night he had a stomachache!

He built a small house around himself,
called a Cocoon.

And he stayed inside for more than two weeks.
Then he nibbled a hole in the cocoon, pushed his way out, and

He was a beautiful butterfly.
Understanding Story Sequence

In the story below, pay particular attention to the order of events within the passage. There are many signal words that can indicate the order of events. Read the following entry and then order the events at the bottom of sheet with the numbers 1-6; based on sequence of events that took place.

Cameron the Relay Machine

Cameron was a star swimmer at Eldred Middle School. He had been swimming competitively since he was five years old. He was to swim in three events and one relay at the meet on Tuesday.

As always, Cameron had his signature bowl of spaghetti and meatballs before preparing for the meet. He also always has a Rice Krispies bar immediately following his warm up routine.

When he prepares for a meet, the first thing that he does is stretch his muscles and warm-up by running in place, immediately after stretching. Then, he does ten push-ups followed by a run up and down the middle school bleachers.

Cameron swam well. He placed first twice and got a third place in the 500-meter butterfly stroke. He truly dominated the relay getting his team a two-lap lead by the time he got out of the water.

Place the events in order (1 being first) by using 1-6:

___ Cameron ate a Rice Krispies bar.
___ Cameron ran up and down the bleachers.
___ He did pushups.
___ Cameron won his first swimming event.
___ Cameron ate meatballs and spaghetti.
___ He stretched his muscles.
Jose’s Baseball Routine

It was time for Jose’s first baseball game of the season. Jose loved baseball, and he was so excited to play in the game that he ran all the way to the field.

Jose prepared for every baseball game the same way. He thought that if he followed the same routine before each game, it would bring him luck. First, he got dressed in his uniform. He made sure to put on his lucky socks. He was wearing the same socks he had worn when his team won the league championships last year, and he hadn’t washed them since. Next, he would run around the bases three times before the game started. Then, he took his father’s old baseball mitt and tried it on. Finally, he took exactly seven practice swings with his lucky bat.

After Jose went through these steps, he knew he was ready to play his baseball game. He hoped that his routine would help his team make it to the league championships again this season.
**Sarah's Perfect Day**

The sky was bright and the sun was shining! It was the beginning of a great day for Sarah Mitchell. She was going to start a new school, and she wanted everything to be just perfect.

Sarah knew exactly what she had to do to make sure the day went well. First, Sarah needed to lay out her clothes. She had spent days shopping with her mother for the coolest first-day outfit. Second, she wanted to shower and do her hair. Third, she wanted to eat breakfast and make her lunch for the day. Nothing was more embarrassing than a growling stomach during independent reading!

After Sarah went through her morning routine, she kissed her mother goodbye and started her walk to school. Everything was going well, when suddenly she saw a big furry thing running down the block. The big furry thing was her neighbor's dog and it was running right towards her! Before Sarah knew what was happening, she was knocked over by the dog!

Sarah stared angrily at the big dog. Then she stared down at her ruined clothes. Next, she felt her head. Her hair was wet and stinky! Lastly, she realized the dog had stolen her lunch!

Sarah began the long walk home. There was no way that she would start her first day of school like this! Her perfect day had ended.
Sequence of Events
Sarah's Perfect Day

1. Sarah woke up to a beautiful sunny day.
2. Sarah got ready for her first day of school.
3.
4. Sarah's clothes were ruined.
5.
6. Her perfect day was over!

1. Which of these best fits Step 5?
   A. Sarah kissed her mother goodbye.
   B. Sarah was knocked down by a big dog.
   C. The dog stole Sarah's lunch.
   D. Sarah made her lunch.

2. Which of these best fits Step 3?
   A. Sarah's hair was wet and stinky.
   B. Sarah was knocked down by a big dog.
   C. Sarah began to walk home.
   D. The dog stole Sarah's lunch.
Sarah's Perfect Day (continued)

1. Which event fits best for Step 3?
   A. A big dog knocked Sarah down.
   B. Sarah realized the dog stole her lunch.
   C. Sarah wanted to eat breakfast so her stomach wouldn't growl.
   D. Sarah ran away from her neighbor's dog.

2. Which event fits best for Step 4?
   A. Sarah realized her perfect day was over!
   B. Sarah started to cry.
   C. Sarah noticed the sun was shining.
   D. Sarah was angry at the big dog.

3. Which two events would fit for Steps 3 and 4?
   A. Sarah got dressed and then ate breakfast.
   B. Sarah made her lunch and then kissed her mother goodbye.
   C. Sarah noticed her clothes were ruined and then felt her head.
   D. Sarah went home and then told her mom what had happened.
Sequence of Events

Jose's Baseball Routine

1. Jose ran to the baseball field.
2. Jose got dressed in his uniform.
3.  
4. Jose ran around the bases three times.
5. Finally, Jose is ready to play the game.

1. Which of these best fits Step 5?
   A. Jose takes seven practice swings.
   B. Jose hopes his team will make it to the League Championships.
   C. Jose puts on his lucky socks.
   D. Jose waits for his dad to arrive at the game.

2. Which of these best fits Step 3?
   A. Jose puts on his lucky socks.
   B. Jose tries on his father's old baseball mitt.
   C. Jose's team won the League Championship.
   D. Jose takes three practice swings.
Jose’s Baseball Routine

1. Which event fits best for Step 3?
   A. Jose runs around the bases seven times.
   B. Jose puts on his uniform.
   C. Jose runs to the baseball field.
   D. Jose runs around the bases three times.

2. Which event fits best for Step 4?
   A. Jose knows he is ready to play.
   B. Jose takes two practice swings.
   C. Jose tries on his dad’s old baseball mitt.
   D. Jose puts on his uniform.

3. Which two events would fit for Steps 3 and 4?
   A. Jose takes practice swings, then runs around the bases.
   B. Jose tries on his dad’s old baseball mitt, then runs around the bases.
   C. Jose runs around the bases, then takes practice swings.
   D. Jose takes practice swings, then puts on his baseball hat.