

## Mini-Lesson Planning for Sequencing

**Benchmark(s)/Standard(s):** *What is the next benchmark(s) on my course curriculum guide or FCIM calendar?*

**LA.3.1.7.3; LA.4.1.7.3; LA.5.1.7.5**

- The student will determine explicit ideas and information in text, including main idea, supporting details, implied message and inference, and chronological order.
- The student will identify text structure an author uses (e.g. comparison/contrast, cause/effect, and sequence of events) and explain how it impacts the meaning.

### Definition

Sequencing refers to putting events or actions in order. One example is chronological order, as is common with historical events and literary stories. Another is the ordering of steps to carry out procedures such as instructions, recipes, and manuals. Time life cycle also uses the sequential format.

The reader is able to organize the events of the passage by determining what happened first, next, or last. Characters, settings, feelings, and problems may also be sequenced.

**Essential Question(s):** *How is chronological order used to summarize a story? How can a sequencing graphic organizer be used to show how text is organized? How do readers use sequencing to understand and retell the text?*

### FCAT Stem Questions

- What happened just BEFORE \_\_\_\_\_?
- What happened just AFTER \_\_\_\_\_?
- What happened FIRST, LAST, etc. \_\_\_\_\_?
- What happened between \_\_\_\_\_ and \_\_\_\_\_?
- What is the first step in \_\_\_\_\_?
- Retell the events leading up to \_\_\_\_\_.
- Retell the events following \_\_\_\_\_.

**Materials/Resources:** *What do I have or need to teach this lesson objective(s)?*

**Teacher:** Picture book or other text samples, sentence strips, envelopes, chart paper, overhead (LCD projector or doc camera), graphic organizer templates (students can draw these on paper)

**Student:** Paper, pencil

**Lesson Agenda:** *How will I deliver this lesson to help my students answer the essential question(s)?*

**FCIM Mini-Lesson:**

Day One: Explicit Instruction (10 min)

Day Two: Modeled Instruction (15 min)

Day Three: Guided Practice (15 min)

Day Four: Independent Practice (10 min)

Day Five: Mini-Assessment (10 min) & Review Student Responses

**Special Note:** Day One could be Explicit and Modeled Instruction; Days Two and Three could be Guided Practice; Day Four could be Independent Practice. This depends upon your Instructional Focus Calendar.

**Suggested Read-Aloud: *The Mitten* by Jan Brett**

Pre-read the book, *The Mitten* (or other appropriate piece of text). Anticipate where background knowledge needs to be built. Highlight places to stop, question, make predictions or make connections. Identify the author, title, setting, main characters, etc. Activate prior or common knowledge. Take a picture walk. List the important words in the story. During oral reading of this book on Day 2, conduct several teacher think-alouds. Include statements like "This story takes place. . ." "This reminds me of . . ." "This character \_\_\_\_\_ is like \_\_\_\_\_ because . . ." "I predict that . . ." "The events in the story are . . ." Students need to hear your thinking so they can do this as they read independently.

**Special Note:** This is a suggested text. Use any story, informational text, literature from Trophies or other familiar text that is appropriate for your students. The format for presentation would be similar.

**Activating Strategy: Draw a Picture**

Students will fold a piece of paper into fourths. They will then number the boxes 1, 2, 3, and 4. Next, the students will draw a picture in each box showing the step-by-step sequence of how to ride a bike, brush their teeth, wash their hands, etc. Finally they will share their pictures with a partner.

**Mini-Lesson Delivery for Sequencing**

**Day One: Explicit Instruction:** *How will I focus my students on what they need to learn? Which important vocabulary will I introduce/review?*

**Signal Words and Phrases**

*Add the following signal words and phrases to interactive word wall: chronological order, sequence, before, after, first, last, middle, between, first step, retell, events, when, next, right after, now, afterward, following, then, finally*

Explain that stories have a structure that includes the setting, main characters, a problem, events and a final resolution. As we read, we notice the story has events that happen one after another. The sequence or order of these events helps us to comprehend and retell what we have read.

The order of events in time is called chronological order.

Present sentence strips that relate to a particular sequence. Vary the number and complexity of the sentences for the group being taught. Read the sentences to the students and demonstrate how to choose the correct sequence / chronological order by thinking aloud. Move the sentence strips around until you have arranged the events in the proper sequence. Finally, reread the story to the students.

Example: The boys counted the money they earned.

Mario and Mike raked the leaves.

The neighbor asked if the two boys wanted to earn some money.  
 They put the piles into large brown bags.  
 The neighbor looked out the window and saw the lawn covered with leaves.

**Day Two: Modeled Instruction:** *How will I show my students what they are expected to do to answer the essential question(s)?*

**Activity 1** – In many stories, transitional or signal words will signal you when one event is completed or the next event is beginning. Understanding these words helps you understand the sequence of events. Refer to the chart below for examples.

<b>SIGNAL / TRANSITION WORDS FOR RECOGNIZING SEQUENCE</b>	
first, second, third, etc.	at the beginning
finally	prior to
afterwards	shortly thereafter
while	subsequently
soon	next
simultaneously	at the same time
then	following that
when	later
now	soon
during	at (in) the end
the first/next/last thing	before
last	after

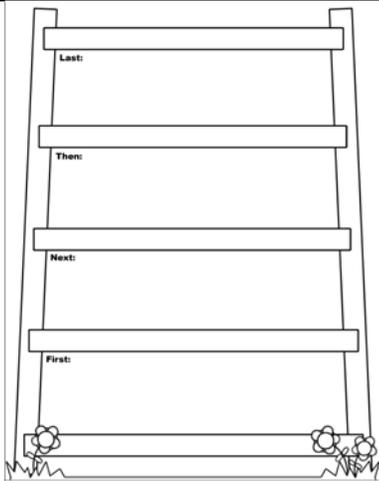
Read the following passage to the students. Then reread it again identifying the sequencing signal words used throughout. If the passage is projected for the class, circle or underline each of the signal words and explain why they were chosen.

**In the beginning**, the girls were just talking **while** they waited for the bus. **Suddenly** a car pulled up and blew its horn loudly. **Next**, a woman jumped out with her hair flying. **At the same time**, the driver put the car in park and stepped into the street. **When** he did this, cars began stopping. **Next**, the bus arrived and joined the line of stopped cars. **Following that**, the police arrived. **Soon** they had the woman calmed down. **Then** they asked the driver to move his car out of the way. **When** the street was clear, the line of cars moved on. **Subsequently**, the girls got on the bus. **The last thing** they saw was a happy dog jump into the arms of the woman.

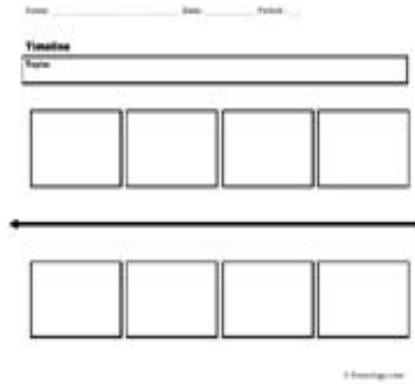
(Chart / Passage from Cassandra York, Department of Multicultural Education, Palm Beach County)

**Activity 2** – Graphic organizers can be used to identify the sequence of events in a story. Select and complete one of the graphic organizers below while you read and do think-alouds. The teacher is modeling without student input.

**Read-Aloud – *The Mitten* by Jan Brett (or other familiar text)**



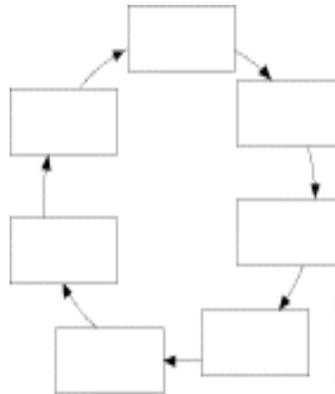
**Four Event Sequence Ladder**



**Eight Event Timeline**



**Six Link Chain of Events**



**Seven Event Cycle**

**Day Three: Guided Practice:** *How will I help my students practice answering the essential question(s)? (How will I incorporate collaborative structures and checks for understanding?)*

**Practice 1 – Scramble**

Prepare several sets of the same sentence strips that can be formed into a paragraph. Divide the class into small teams of 4 students. Give an envelope containing the sentence strips to each team. The teams will collaborate to arrange the sentences into a logical sequence of events. Using numbered heads together, select one “number” / student from each team to explain his team’s decision. The teacher should conclude this practice activity by using the FCAT Stem Questions to check for understanding.

One variation of this game uses a sentence that has been cut into words or phrases.

**Practice 2 – Sequence of Events**

Divide the class into small teams of 4 students. Each team needs one piece of paper. Each student will need a pencil. Remind the students that sequence signal words tell when one event is completed or the next event is beginning. As a team, they will create a story that uses sequence signal words to explain something that happened. (real or imagined) Using a collaborative structure of round table, students take turns making a contribution to the team story. Each student will add one sentence to the story before passing the paper to the next teammate. Encourage the teams to use as many signal words as possible. Upon completion, one team member from each group will stray to a new team to share their story.

Option: The stories can be placed in a literacy center in a plastic sleeve where classmates can read all of the stories and mark the sequencing words. A short summary statement can then be written about each original story.

**Practice 3 –**

Signal words are not always located at the beginning of the sentence. Students need to practice interpreting the sequence of events when the signal word is embedded within the sentence structure.

Prepare sentences or brief passages that have a sequence of events or activities. Have students work in collaborative pairs to answer the questions posed and then discuss how they arrived at their answers.

Example: Bill took out the garbage after he cleaned his room.

What did Bill do first?

What did Bill do next?

What helped you decide on the sequence?

Jessica left home before Katie.

Who left last?

What helped you decide on the sequence?

Taquila is going shopping prior to her trip.

What event happened first?

What helped you decide on the sequence?

**Day Four: Independent Practice / Processing Activities**

**Practice 1** – Ask students to think about events in their daily lives. Provide each student with one of the sequencing graphic organizers (or have students draw one). With a partner, the students should take turns briefly describing what they do in the morning between getting out of bed and coming in the door of the classroom. After sharing their ideas, each student will complete the organizer independently.

**Practice 2** – Provide the students with a passage or short story. After reading it independently, the students answer sequence FCAT Stem Questions that you have selected.

Option: The students retell the events in their own words by writing a brief summary on the back of the paper.

**Special Note:** It is important that students are able to recognize the sequence of events in a written passage and use the vocabulary terms associated with sequence. This skill extends into content area passages as well (e.g. writing, science, social studies, math, health, physical education, art, music).

**Day Five: Assessment:** *How will I know if my students can answer the essential question(s)?*

**Extended and Refining Activity: Writing Prompt**

Have the students write a paragraph that describes the sequence of events that happens when they do their homework. Remind them to use sequence signal words in their paragraph.