

Name of Student: Ariana Bakalo

School: Otsego Elementary School

Child Study Course #: CS 301E

Date of Lesson: 10/12/2022

Cooperating Teacher: Mr.Kuschel

Grade Level: 2 Group Size: 20

Specific Lesson: Sequencing

Curriculum Area: ELA

Central Focus: Comprehension

Lesson Objectives:

- A. Students will be able to understand how one event can lead to another
- B. Students will be able to sequence the events of the story If You Give a Moose a Muffin

New York State Common Core Standards:

Reading Standards: Foundational Skills

4-Read with sufficient accuracy and fluency to support comprehension.

4a-Read grade-level text with purpose and understanding.

Curriculum Rationale:

In the past, students have used graphic organizers to map out important information in a story. In this lesson, students will learn what and how to sequence events. In the future, students will understand how one thing leads to another, not simply by recall.

Materials:

- If You Give a Moose a Muffin (Numeroff, 1991)
- Computer
- SMART Board
- Sequencing Worksheet (20)
- Scissors (20)
- Glue Sticks (20)
- Pencils
- Introduction Sequencing video: https://www.youtube.com/watch?v=4AMptAmS_xM

Developmental Procedures:

Introduction/Motivation:

Today we will learn about sequencing. I want you to talk to the people around you about your morning routine (wake up, brushing teeth, etc.) While you describe your morning, think about how you tell the story. Give them a couple minutes and then call on one student to tell them their morning. Then tell them about your morning, This morning, I woke up and ate dinner.

Then, I put my pajamas on and went to school. Next, I brushed my teeth and played with my friend. Does my morning sound any different than yours? Why? (It's out of order and doesn't make sense) Sequencing is identifying the beginning, middle, and end, and to the ability to retell the events within a given text in the order in which they occurred. What makes a story have the beginning, middle, or end? The teacher will then play a video introducing the class to sequencing.

Instructional Strategies:

1. The teacher will call students to the carpet area based on behavior. When students come to the carpet area, they will bring their chair.
2. Students will watch a video to further introduce the concept of sequencing.
3. The teacher will begin reading the book, *If You Give a Moose a Muffin*. The teacher will stress the importance of the story “flowing” from beginning to end, and emphasize the importance of labeling the events of the story in the order they occurred. *When you think about the sequence of events you should also think about clue words that often come up such as first, then, next, soon and words like these! All these words tell you the order an event has to happen and can help with retelling the story.*
4. *We will be working on a special activity to sequence what we read about the moose!* The teacher will then place the first worksheet in the blue bin, the second worksheet in the yellow bin.
5. The teacher will send each student back to their desk by behavior. The teacher will call one child at a time who is sitting well behaved to grab a sheet from both bins and sit at their desk.
6. The teacher will explain the directions for the first activity. *Boys and girls, for this activity we're going to cut out these pictures and put them in the order from what we read in the book! What was the first thing we read in the book?* The teacher then connects it to one of the pictures to start them off on the worksheet. The teacher will remind the students that if any student has a question, they must raise their hand.

Academic Language: Sequencing, Graphic Organizer, Describe, Cause, Remember

Differentiations:

- Academic: Provide students extra time if they need it to finish their graphic organizers/sequencing charts.
- Behavioral: Students with a behavioral issue will be monitored to make sure they are staying on task and don't get frustrated trying to complete the sequencing chart.
- Social: Students who are talkative will sit separated from peers that they normally talk to, and will be relocated to the front row.
- Linguistic: Students with a linguistic barrier will have a more advanced student help them out, or a teacher aide if one is available.

- Cultural: Cultural differences and possible gaps in learning will be addressed by teacher or teacher aide intervention.
- Physical: Students with an orthopedic impairment who may be struggling with writing, will receive help from a staff member (teacher aid, paraprofessional, teacher, etc)
 - Students who have visual problems will sit in the front row.
 - Students who have visual problems will be provided worksheets that have a larger font size.

Technology Component:

For the technology components of this lesson, I am introducing the concept through a YouTube video. I am then closing the activity with using the SMART Board for students to do an interactive sequencing activity.

Closure:

Once the students have finished the activities, and have been placed in the “turn it in bin”, the teacher will say, “*boys and girls, I am going to call you to the carpet*”. *The students will be called to the carpet. There the teacher will have the SMART Board on and have identical pictures from their sequencing worksheets. You all did great on your sequence charts, but I need a little help. Who can show me what the next picture is and can drag it there for me?*”. The teacher will then call students up based on their hand raised and good behavior to say which picture is next and then have them drag it to that area on the SMART board.

Assessment:

A. Informal:

- a. The informal assessment is where the students come up to the board and drag the picture to the next sequence block to show they understand sequencing. Additionally, as students complete the formal assessment, the teacher will walk around and see student progress.

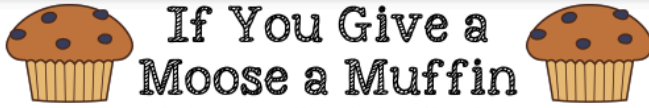
B. Formal:

- a. The formal assessment is through the worksheet sequencing activity that students will then hand in after they are done with it. This gives us an independent look at how the student understood the story and was able to sequence the activities.

Re-engagement:

Those students who are struggling and scored below 80% accuracy will be seated in the back individually with the teacher immediately following the assessments. From here, the teacher will review the sequencing activity with them, having the students sit it out with her as they reread the book. If further assistance is required. They will use another book and complete the same activity, this time with less teacher prompting.

Sequencing Chart Worksheets:



If You Give a Moose a Muffin

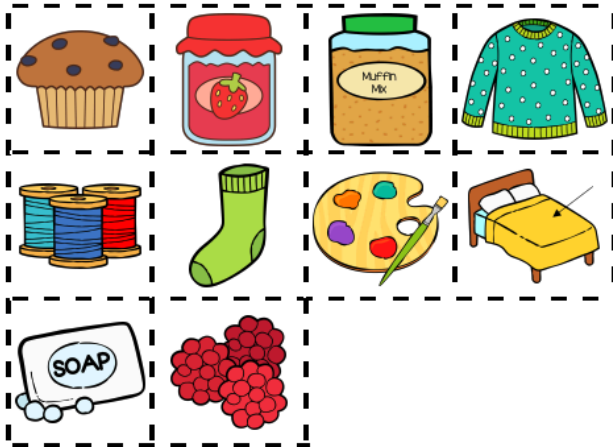
Literacy Printable Pack

Story Sequencing

Follow the story – *If You Give a Moose a Muffin*:

Instructions:

1. Cut out the picture cards
2. Present the cards with the story sequencing mat
3. Read and point to the ordinal numbers on the mat
4. Instruct the student to place the cards in the order of the story
5. Afterwards, the student can complete the Story Sequencing worksheet



If You Give a Moose a Muffin
Story Sequence Board

1 st	2 nd	3 rd	4 th	5 th
6 th	7 th	8 th	9 th	10 th