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Lesson Title: Sequencing

Suggested Grade Level:

1st grade, Language Arts

Estimated Lesson Time:

60 minutes

Student Prior Knowledge:

Students will have been working on reading comprehension skills prior to this lesson. They will know how to interpret words and process new vocabulary. They do not have any prior knowledge of practicing sequencing but their reading comprehension will help them in this activity.

Standards:

Benchmark Number: LA.1.1.7.6

Benchmark Description: arrange events in sequence

Goals:

Students will comprehend the book the teacher is reading them and then demonstrate what they have obtained by constructing, illustrating, and organizing the sequence of events in the If You Give a Mouse a Cookie.

Learning Objectives or “I can statements”:

I can listen to the teacher while she is reading the story and comprehend what is going on.

I can break up into groups and work with them to do my assignment.

I can use the knowledge I remember from the book and apply it into my assignment that the teacher gives me.

I can sequence the book in the correct order from beginning, middle, to end.

1. Resources:

If You Give A Mouse a Cookie by Laura Numeroff

Procedures:

1. First I will have the students all come to the carpet for story time. The book that will be used in this lesson is If You Give a Mouse a Cookie by Laura Numeroff. I will read aloud to the students. Then after I finish the book I will have them return to their desks and take out their reading books where the story would be located. Then we would continue on to the main activity.

2. I would go over with the class all of the key vocabulary words in the book. I would write the words on the board and have the class repeat them three times. Then I would have the students reread the story. I would ask students to volunteers to read one page at a time. All students will be able to follow the story in their reading books. When we are finished rereading the story I will have the students break off into smaller groups for an activity that will focus on their listening skills, reading comprehension by sequencing the events of the story from beginning, middle, to end.

3. The class will be divided into three groups based on their readiness level. Each student will be required to use his or her reading book throughout the assignment.

Each student will be given a piece of paper that is cut out to look like a cookie to complete his or her assignment.

The lowest readiness group will be asked to cut, paste, and color pictures and put them in the correct sequence order of the story. They will paste the pictures in order on their cookie sheet. They are able to use their reading book as a reference but this will test their ability to comprehend what is going on in the story.

The middle readiness group will be given a piece of paper of sentences from sentences in the story that are out of order. They will need to cut the sentences up and paste them in the correct order on their cookie. They will also be able to use their book as a reference. This will test their reading comprehension as well as their reading vocabulary.

The highest readiness group will be asked to write in complete sentences the events in order according to the story on their cookie. They will be able to use their book for help for sequencing of the story and spelling of vocabulary. This will test both reading comprehension and reading vocabulary while also teaching them how to spell and form complete sentences.

The last part of the assignment will require all students to flip their cookie over to the back. I will ask them what their favorite part of the book is. The first group will be required to draw a picture of their favorite part. The middle group will be asked to write one complete sentence stating their favorite part. The last group will be asked to state their favorite part and then be asked to explain in a few additional sentences why it is their favorite part.

Accommodations: Jamie’s Task: Jamie has difficultly with fine motor skills. She has lots of trouble cutting with scissors and pasting them onto paper. This is very frustrating for her because she has a lot of trouble with these skills. However she is very good with the computer. I will allow her to use the classroom’s computer to find clip art on the computer on Microsoft Word to sequence the correct order of the story. She will be asked to find pictures that match what is going on in the story.

Assessment: A rubric will be used to assess student charts.

Reflections: N/A