Sequential Order

Objective: Given parts of a short story, the student will put the ten parts of the story in sequential order with no more than 2 errors.

CCSS: 3.R.L.C.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)

Procedures:

I. Introduction
   a. Welcome students to the class.
   b. Remind students that we have been talking about healthy living throughout all of our lessons and trying to incorporate movement and PE in all of our lessons.
   c. Tell students that we are going to read a short story The Tortoise and the Hare.
   d. Read The Tortoise and the Hare to students. Ask appropriate before, during, and after questions.
   e. After reading, give each student a role as either the tortoise or the hare.
   f. Tell students that we are going to get active and moving again because we know how important it is to stay healthy. Tell students that we are also going to be preparing for our reading lesson today.
   g. Go outside and explain to students that they are going to “re-enact” with a partner (partner by tortoise and hare). Explain to students that their “re-enactment” must include all of the major events of the story including the mocking, the racing, napping (by the hare), etc.
   h. Allow students a few minutes to actively reenact the story.
   i. Go back in the classroom and discuss which event happened first, second, next, etc.
   j. Explain to students that today we are going to be focusing on identifying major events in the story and placing them in sequential order, as well as identifying key words that signal the order of events.
   k. Tell students that by the end of the day they will be able to put the parts of a story in sequential order.

II. Study/Learning
   a. Tell students that today we are going to focus on identifying events in sequential order when reading.
   b. Tell students to think back to our book and activity we just read. Watch the video that introduces key words and sequential order using The Tortoise and the Hare. https://www.youtube.com/watch?v=HwUpSSsTVc5Y
   c. After watching the video, ask students to identify the key words that signal the order of events in a story. Probe for first, second, next, then, etc.
d. Explain to students that when we read or write things, they need to be in order so that they make sense.
e. Give each student a copy of Selena’s Bicycle. Read the parts of the story together.
f. Discuss why the story doesn’t make sense. Explain it is difficult to follow because the parts of the story are out of order.
g. As a class, put the story in the correct sequential order and identify any key words appearing in the story. Also discuss which characters in the story made healthy decisions and which did not. (Selena was active while her brother was not). Discuss why this is important.
h. Read the story again together as a class once it is put in the correct order. Discuss why this makes more sense.
i. Ask students if they have any questions.
j. Tell students that now they are going to practice.

Guided Practice

k. Put student into groups of 3.
l. Give each group the (precut and laminated) sentence strips to Rocky Sings at Sunrise.
m. Explain to students that they are to work in their groups to put the story in correct order.
n. Allow each group approximately 10 minutes to complete the activity.
o. Read the story together in the correct sequence. Identify any key words that signaled the correct order.
p. Ask students if they have any questions.

Independent Practice

q. Tell students that now I want them to practice on their own.
r. Explain to students that they are going to write a short story in sequential order that includes a character doing something healthy. This can be eating healthly, being active, or helping the environment.
s. Explain to students that they must use key words such as first, next, then as their character goes throughout the story.
t. Allow students ample time to complete their stories.
u. Allow students to share their stories with the class and have the class sequence their stories and find the key words. Also discuss what the characters were doing that was healthy.
v. Ask students if they have any questions.

III. Culmination

a. Review with students what we learned today.
b. Ask students to discuss why reading and writing in sequential order is so important. Ask them to give key words that might help us identify events in order.
c. Tell students we are going to do one more activity as a class that is an interactive game online.

d. Go to

e. Go through the review and interactive passages and sequence them together as a class.

f. Ask students if they have any questions.

g. Prepare for follow up.

IV. Follow up
a. Have students clear their desks of everything except a pencil.
b. Give each student a copy of Summer Fun.
c. Explain to students that they are to read through the story and then order the events.
d. Tell students that if they finish early they can turn over on the back and write about what the characters did in this story that was a healthy choice.
e. Take up students’ papers when they are complete.

V. Evaluation
a. Grade students’ papers according to the answer key.
b. Remediate students missing more than 2.

VI. Materials
• Internet
• Paper
• Pencils
• Summer Fun worksheet
• Book The Tortoise and the Hare
• Selena’s Bicycle worksheet
• Rocky Sings at Sunrise (cut into strips and laminated; a set for each group)