

**Lesson Plan**

Candidate Nadiia Reber	Date 10/03/2013	Grade level 3
Subject & topic Language Arts	<input type="checkbox"/> Single-day lesson <input type="checkbox"/> Multi-day lesson	<input type="checkbox"/> Whole-class lesson <input type="checkbox"/> Small-group lesson
English Language Development levels of students in the class or group: <input type="checkbox"/> ELD 1 (Beginning) <input type="checkbox"/> ELD 2 (Early Intermediate) <input type="checkbox"/> ELD 3 (Intermediate) <input type="checkbox"/> ELD 4 (Early Advanced) <input type="checkbox"/> ELD 5 (Advanced) <input type="checkbox"/> RFEP (Redesignated Fluent English Proficient) <input type="checkbox"/> English Only		Name of instructional model <input type="checkbox"/> Direct instruction <input type="checkbox"/> Inquiry or problem-based lesson <input type="checkbox"/>
		Scoring rubric attached? <input type="checkbox"/> Yes <input type="checkbox"/> No

**Content Objective:** Students will be able to describe what sequence of events means. They will identify it in the stories “Here's My Dollar” and “The Boom Town” and they will use it as a tool to form their opinion about and describe Angel and Amanda, the characters of both stories. They will discuss how Amanda's and Angel's personalities and actions contributed to the sequence of events in both stories.

**Language Objective/s:** The students will define the term “sequence of events”, they will listen to the teacher reading the story called “Boom Town” and identify the main events. They will also read the story “Here's My Dollar” and identify the sequence of events during independent practice.

**Content Standard/s:**

**Common Core**

[CCSS.ELA-Literacy.RL.3.3](#) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

**ELA Content Standards:**

3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

**California English Language Development Standard/s:**

*Intermediate:* Describe in sentences the setting and main characters in a literary selection.

**Materials, Technology, Visual Aids:** 1 big poster with the chart for sequence of events, pictures, other presentation slides, smart board, 24 worksheets with the chart and class/individual profiles for students.

**Classroom Management Strategies, Room Arrangements, and/or Student Grouping Plan:**

Students are going to be seated in rows, however from time to time the teacher is going to ask them to turn to their desk partner and share their thought on various things (think-pair-share). At the end of the

lesson each student is going to work on their own to show how well they have mastered the concept.

**Differentiation, Modifications, and/or SDAIE/ELD Strategies to be implemented:** just like in the previous lesson, Simon and Alexa will be able to talk to their desk partners and discuss the things they are having a hard time understanding. The teacher will rephrase some of the sentences that might cause confusions for the EL students as well as students with somewhat limited vocabulary. There will be visuals, such as pictures and explicit modeling of the assessment task by the teacher.

**Academic Language and/or Vocabulary to be introduced:** “sequence of events”, “progression”, “plot”.

**Assessment or Evaluation Plan:** by the end of the lesson students will fill out a page from their Practice Books dedicated to the topic of story sequence for the stories “The Boom Town” as well as “Here's My Dollar”. In addition, the depth and complexity of students' responses/ideas/opinions regarding the main characters, the way the author portrays them and how their actions influence the sequence of events will be recorded in the class and individual profiles during the lesson. The rubric will be attached.

#	Activity	Time
1	<p><b>Teacher:</b> good morning boys and girls! I would like to show you a few pictures. After you look at these pictures, after I say “ Start”, I would like you to turn to your partner and discuss what these pictures have in common.</p> <p>These are the pictures students will see:</p>  	3 min

Morning Routine	
	Eat your Breakfast
	Get Dressed
	Brush your Teeth
	Brush your Hair
	Make your Bed
	Shoe & Socks on
	Pack Lunch in Bag
	In the Car with Bag & Hat

www.edaic.wordpress.com



**Teacher:** thank you boys and girls! So, what do you see? What details in the pictures make you think so? What you think we call it when something is changing and turning into something else.

Exactly, it's sequence. Events and various things happen in sequence.

2

**Teacher:** very good boys and girls, today we are going to talk about sequence of events in a story and how the characters in the story change affect or make the sequence of events happen. We are going to take a close look at Amanda, who I am sure all of you know, as she is the character from the story about "Boom Town" as well as Angel and see how their actions affected the change of events.

Less than 1 min

## Body of the Lesson

*(Engaging Instruction or Learning Activities + Demonstrations/Modeling/Examples + Checking for Understanding + Guided Practice)*

#	Activity	Time
1	<b>Teacher:</b> before we move on to our story, I would like to ask you a question.	5 -7 min

Who can tell me what sequence of events in a story means? What is it? Who can give me an example other than the ones we talked about?

Very good! Sequence of events is the order in which events happen in a story. Sometimes, but not always when reading a story you will find something that's called a signal word. Signal words such as *first*, *next*, *after*, *finally*, and *last* can help you figure out the sequence of events.

The way the events are ordered in a story is called PLOT. The plot is the actions that take place to make a story.

Here is an example for you:

“Bianca made a peanut butter and jelly sandwich. First, she spread peanut butter on one slice of bread. Next, she spread jelly on the other slice of bread. After spreading the jelly on, she put the two slices of bread together. Finally, she ate it. It was delicious!”

Now I would like you to look at the smart board. As you can see there are certain actions that Bianca did in this little story. Your task is to figure out the sequence of events that happened. What is the order Bianca used to make a sandwich?

These are the choices that students will see:

- Next, she spread jelly on the other slice of bread.
- Finally, she ate it.
- After spreading the jelly on, she put the two slices of bread together.
- First, she spread peanut butter on one slice of bread.

(Story copied from <http://www.beaconlearningcenter.com>)

*A few students come out to the smart board and move the events in the correct order.*

**Teacher:** here is another story for you -

Billy wants to tell a friend what he does in the morning before going to school. “First, I get out of bed. Next, I get dressed. Then, I eat breakfast. After breakfast, I brush my teeth and make my lunch. Finally, I get on the bus and go to school”. Put Billy’s morning in order.

Your task right now is to move the events around, and put them in order which Bill uses to get ready for school.

*A few students come out to the smart board and put the vvents in order.*

2

**Teacher:** very good! Now you know what the sequence of events means. I

2 min

	<p>would like to ask you. You think all of the stories have transitions or guide words like first, second, next, finally? Why or why not?</p> <p>Exactly, sometimes we come across longer stories and aside from the guide words, we need to look at the events themselves and see how they change. Right now we are going to look at the story we read earlier and together figure out the sequence of events in it. This is the story by Sonia Levitin called “Boom Town”. I am going to read it to you, where I will occasionally stop and we will talk about the sequence of events.</p>	
3	<p><i>Teacher reads the story to the students. She periodically stops and has the students identify the main events that happened in the story. The teacher guides the students and makes sure that they look at the big picture, main events that happened. At the beginning of the activity she will say say:</i></p> <p>“Looking at your sequence chart, how many events do you have to mention in your worksheet? (Answer: 7 because there are 7 boxes to fill out) How many events do you need to choose from the whole story? Who can tell me, are you going to look for every little detail on every page such as “I found an iron skillet and and decided to make a crust for my pie?” (Answer: no because it's not important) What about when Amanda says that she needed more pans and another bucket? Do you think that little details like these will affect the events in the story? This means that you need to choose the most important events. If I were you, I would read every 3 pages and identify one or two main ideas per these 3 pages.</p> <p>Let's try doing it together!</p> <p><i>The teacher has a poster with the sequence chart on the white board. Students identify the sequence of events together and she writes it down.</i></p> <p><i>During the reading of the story, the teacher will ask the students the following questions:</i></p> <ul style="list-style-type: none"> <li>• Think about the first two things that happen in the story.</li> <li>• What does Pa do every Saturday night once he gets home? How can you tell the sequence in which he does these things? Do you think this is one of the 7 main events in the story? Do you think we should write it down? (Answer: no, because this is one of many details in the story)</li> <li>• What steps does Amanda take to start baking her pies? Tell the sequence of these events.</li> <li>• What events took place after Amanda decided to bake another pie? What words help you figure out the sequence?</li> <li>• What kind of person is Amanda? What do her actions tell you about her character?</li> <li>• Think about the sequence of events in the story. What happens in the town after Amanda opens a bakery to sell her pies?</li> <li>• What causes the people to come to the town? What effect do the new</li> </ul>	10- 15 min

	people have on the town?	
<p><i>Students answer these question during short discussions, at the same time with the teacher's guidance they figure out the main events per each three pages and the teacher writes them down on the poster.</i></p>		

## Closing

*(Final Activity or Independent Practice + Formal Assessment or Informal Evaluation of Objective)*

#	Activity	Time
1	<p><b>Teacher:</b> very good! This is what I would like you to do now:</p> <p>Step 1: Open your anthologies to page 277.            Step 2: Open your Practice Books to page 73.            Step 3: you are going to read the story from our yesterday's lesson "Here's My Dollar" and try to figure out main events that happened in the story. You are going to stop every two or three pages and things about one or two main things that happened in the story.</p> <p>After you are done, you will share what you have written. Keep in ming that your sequence charts will be somewhat different. They will not be the same. I would like to know your thoughts on what you consider the main events to be.</p>	15 min
2	<p><b>Teacher:</b> thank you boys and girls! Please finish your last sentence. Who wants to share their sequence charts with us?</p> <p><i>A few students share their sequence charts with the whole class.</i></p>	3 min
3	<p><b>Teacher:</b> Who can tell me what you have learned today? Does anyone have any questions or comments?</p> <p>Now I would like you to turn in your sequence chart and get ready for recess. Thank you.</p>	2-3 min

Total time: 50-55 min