

Research-Based Lesson Planning and Delivery Guide: High School

Teacher:

Course:

Grade Level:

Date:

Mini-Lesson Planning for Sequencing

Benchmark(s)/Standard(s):

LA.910.1.7.5 – analyze a variety of text structures (e.g., comparison/contrast, cause/effect, **chronological order**; argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

LA.1112.1.7.5 – analyze a variety of text structures (e.g., comparison/contrast, cause/effect, **chronological order**; argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

Definition:

Chronological order or sequence is when authors write about things in the order in which they happened. The author may use signal words (such as first, last, finally, etc.) to help readers understand the sequence of events. Sometimes the sequence may need to be determined from details in the text.

Essential Question(s):

- How do I determine the chronological order or sequence of events in text?
- How can using outlines, graphic organizers, diagrams, logical notes, or summaries help me understand the sequence of events in informational and fictional texts?

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:

- bread slices
- peanut butter
- cups
- jelly cup
- plastic knives
- paper towels

Links to printable sequencing graphic organizers:

- <http://www.educationoasis.com/curriculum/GO/sequence.htm>
- <http://www.writedesignonline.com/organizers/sequence.html>
- http://edhelper.com/teachers/Sequencing_graphic_organizers.htm
- <http://www.enchantedlearning.com/graphicorganizers/chain/>

Student: Paper, pencil

Mini-Lesson Delivery for Sequencing

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

FCIM Mini-Lesson Sequence

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: **These FCIM Mini-lessons should be delivered for 10-15 minutes at the beginning of the class for December. This District's monthly focus skill does not align with the curriculum map timelines for reading. Please understand that it is the District's expectation that every teacher adhere to the monthly focus skill calendar in addition to following your content's curriculum map timelines.**

Day 1-- Explicit Instruction: *How will I focus my students on what they need to learn? Which important vocabulary will I introduce/review?*

Signal Words

Add the following signal words to interactive word wall: first, second, third, etc.; next, last, later, before, after, then, now, finally, prior to, at the beginning, shortly thereafter, subsequently, at the same time, following that, soon, at (in) the end; the first/next/last thing; during, when, simultaneously, soon, while, afterwards, respectively

Explain that sequence is an important skill that we must learn to be good readers.

Examples:

- Chronological order
- Developmental
- Stages of Progression
- Easy to Difficult
- Part to Whole
- Whole to Part
- Part to Whole
- Simple to Complex
- Recipes
- Thematic

List attributes on the chart in the three areas indicated.
Model with students as you write AND do Think Alouds throughout the lesson.

Beginning	Middle	End

Suggested Activity: Sending a Text Message

This is a suggested activity. Students should write down the steps on “how to *send a text message*” beginning with the purchase of their phone.

Activating Strategy: Partner Share

This is a fast-paced activity in which the teacher will direct students. Once their steps are completed they will then share with their partner. Discuss the important information that was perhaps left out, and why the recognition of sequence is vital. Briefly discuss other times and places in our lives we should recognize sequence.

The teacher should call on a few partners to have them briefly share their information.

Day 2-- Modeled Instruction: *How will I show my students what they are expected to do to answer the essential question(s)?*

Read Aloud– (Familiar text)

1. Use a familiar trade book.
2. Student input.
3. Next, conduct a think-aloud.

Day 3-- Guided Practice: *How will I help my students practice answering the essential question(s)? (How will I incorporate Teacher-Led Question and Answer, Student Accountable Talk, Collaborative Structures, and Checks for Understanding?)*

Practice 1:

Ask question: How can you relate sequence to people you know? What kinds of characteristics can you use to identify sequence?

Make a second list of how your classmates could be placed in sequence. (They could place them in order by birth year, birth month, birth date, height, etc.)

Practice 2:

Pair up the students, giving each pair a blank Flow Chart Map. Have them write on the diagram their goals for this year in sequence.

Additional strategies/activities:

- Repeat the above exercise using a Flow Chart Map.
- Do a Word Splash vocabulary activity using the sequence signal words.
- A/B partner Review: Pairs Review—Partner A: talks for one minute about everything he/she has learned about sequence. After one minute, Partner B: talks for one minute, trying to follow the rule of no repeats.
- With a partner, complete a Sequence Flow Chart Map graphic organizer (What is it? What is it like? What are some examples?)
- Display several cartoon picture frames for students (or use examples from math, science or social studies). Have pairs use the flow chart graphic organizer to place the pictures in their correct sequence.
- Prepare a Flow Chart Map for the sequence to these stories (application to text!).

Ex: Versions of the “The Three Little Pigs” or other familiar text (again, use content area texts as well). Students complete a graphic organizer giving the sequence of events for the story. Students should be able to answer the following questions: What changes to the story could occur if it were to be written out of sequence? What happens to our perspective when things are told out of sequence? Can you think of a time when you were told of

something out of sequence and it had a negative impact on the outcome?

Special Note: It is important that students are able to link the skill of sequence to **text**.

Day 4-- Independent Practice: *How will my students practice answering the essential question(s) individually?*

“Peanut Butter & Jelly Sandwich Test”

Have the students write down the steps to preparing and eating a peanut butter and jelly sandwich. These steps should be numbered in sequence. They will then exchange papers with their partner. The teacher will then lay out bread slices, peanut butter cups, jelly cups, plastic knives and paper towels for students to choose their needed items. Upon return to their desk partner #1 will read the directions as written to partner #2 to perform the task of preparing a PBJ sandwich. If steps are not in place properly then the sandwich will be unavailable for them to eat. Repeat the procedure with partner #2 reading while partner #1 prepares the sandwich. Discuss the outcome with your partner.

- Repeat the above exercise using a Flow Chart/Timeline.
- Give students two pieces of **short text** to read OR provide students with a brief list of selections with which they are familiar and have them write the sequence using one of the graphic organizers.
- Do a Word Splash vocabulary activity using the **sequence** signal words. Display the signal words for **SEQUENCE**. Individual students compose a scenario or create their own examples of utilizing sequence, incorporating the signal words.
- Independently, complete a Sequence Word Map graphic organizer (What is it? What is it like? What are some examples?)
- Display several pictures for student (or use examples from math, science or social studies). Have individuals use one of the graphic organizers to sequence these pictures.
- Sequence two familiar stories (application to text!). Ex: Versions of the “The 3 Little Pigs” or other another familiar text (again, you may use content area texts as well). The student independently completes a graphic organizer (Flow Chart or Chronological Timeline). Students should be able to answer the following questions: Why is understanding the sequence to these stories relevant? If you were a CSI Agent or in a court of law how important would the sequence to this familiar storyline be for you to defend?

Special Note: It is important that students are able to link the skill of Sequence to **text**.

Day 5-- Assessment: *How will I know if my students can answer the essential question(s)?*

Extended and Refining Activity: Connection to Writing

Using the graphic organizer created on either Day Three or Day Four to summarize their learning, students will use the content to write, why it is important to know or realize the sequence or the chronological order of an event or story. Students should be prompted to include signal words for **sequence** in their writing.

Ticket Out the Door: List three careers where sequence is of the utmost importance. Justify your choices.