

**Dakota State University
College of Education
LESSON PLAN FORMAT**

Name: Katie Stier
Grade Level: First Grade
School: _____
Date: _____
Time: 30 minutes (10:15-10:45am)

Reflection from prior lesson:

The students have been exposed slightly to sequencing prior to this lesson, but this lesson is more of a simple explanation of sequencing, by using a story with clear order of events. The students are very familiar with the anchor text and the events that occur in the story. This will provide an effective environment for instruction on sequencing for the majority of the students.

Lesson Goal(s) / Standards:

1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1.RL.3 Describe characters, settings, and major events in a story, using key details.

Lesson Objectives:

After the read aloud, students will, with 100% accuracy, determine parts of the anchor story by identifying the beginning, middle, and end.

When presented with single events in the story, students will connect the event to the appropriate order in the sequence.

Materials Needed:

Promethean Board
B,M,E popsicle sticks
Anchor Book- The Three Little Pigs and the Not So Bad Wolf
Group worksheet
Back pocket idea worksheet

Contextual Factors/ Learner Characteristics:

For this lesson, the contextual factors will be of utmost importance to remember in letting this lesson run smoothly. Allowing the children to work in groups, as well as on the carpet presents a few potential problems. There are a few students that have problems doing simple daily tasks together, such as standing in line next to each other, sitting on the carpet together, or being in the same group. In order to avoid this, these students will be placed in separate groups and given specific seating spots on the

carpet. There are also a small group of students that tend to get themselves in to trouble as soon as they sit on the carpet. For this reason, there will be a quick review of proper carpet sitting.

A. The Lesson

1. Introduction (3 minutes)

- getting attention
 - This class uses unique callbacks. In order to get attention, teacher will use “Class, class” with an expected “yes, yes” response. If this is not successful immediately, students will be given the call “hands, hands, hands and eyes”, and students will immediately be required to hold their hands together until I am finished speaking. If this is not successful, the unsuccessful students are given a consequence.
- relating to past experience and/or knowledge
 - “Raise your hand, and tell me how many of you go home and your parents ask you what happened in the story.” *wait for response* “Do they ask you questions about when things happen in the story?” *allow for the confusion questions to come in*
- creating a need to know (related to past knowledge)
 - “We need to be able to know what happened during different parts of stories. This will help you tell your mom and dad what happened even better! We need to be able to tell them what happened at the beginning or at the end or even in the middle!”
- sharing objective, in general terms
 - Today we are going to learn about the beginning, middle, and end of our story and talk about what these sequencing spots are. WE are going to learn about *sequence*. Everyone say *sequence*.

2. Content Delivery (20 minutes)

Read Aloud (3 minutes)

- The Three Little Pigs and the Not So Bad Wolf
- “As I read the story, pay attention the order that the events happen. Think about what makes sense to you, so that if I ask you what comes first, you can tell me.”

Activity (7 minutes)

- In this activity, students will recall the anchor story and test their ability to place events in the story in an order that is logical and accurate.
- “Let’s talk about when the wolf blew down the house made of straw. Decide who in your group should raise their popsicle (meaning which part of the story it is) and raise the stick you believe. Wait until I say 3,2,1. When I say 1, show up your stick. This will tell me what part of the story you think this is.”
- This activity will continue until either I feel the students have sufficiently grasped it, or until many students receive the chance to participate.

Group Worksheet (10 minutes)

- Students will remain in their groups and participate in an activity that also serves as an assessment. Students will raise their hand and be asked to come up and put the events in the correct order.
- “Here I have something that some of you might do every day. Let’s look at all of the things that you do when you do this. I want you to sort these and tell me the *sequence* that these things happen.”
- “Let’s do the first one together.”

3. Closure (7 minutes)

- Review
 - Return to the anchor story.
 - “As we wrap up here, let’s think back to the story. If I ask you ‘what happened at the beginning of the story’, raise your hand and tell me the answer.” *allow think time and response
- Recap
 - “We now know the beginning, middle, and end of this story, and what those words mean. You also learned about the order in which we do something. All of these things are called *sequence*. Everyone say *sequence*”
- Repeat at home
 - “I want you to work on this at home. After you read a story at home, review with your family the sequence of the story. Tell them about what happened in the beginning, middle, and end.”

B. Assessments Used

Worksheet

- Students will participate in completing a worksheet. This worksheet will be done as a whole group, on the Promethean. Students will look at the picture and put the events in the proper order in which they happen.

Informal Game / Observation

- Students will participate in a game in which they raise the popsicle stick that correctly identifies the part of the story. The teacher will correct or extend accordingly.

C. Differentiated Instruction

The popsicle sticks that the students will use will be colored red, green, and yellow, to signal beginning, middle, and end, as well as having a B, M, and E on the stick. This will provide a modification for those that did not quite grasp relating sequence to a stoplight. The colors would also provide a relief to the few students that may struggle with understanding the letters and their correlation to the words *beginning*, *middle*, and *end*.

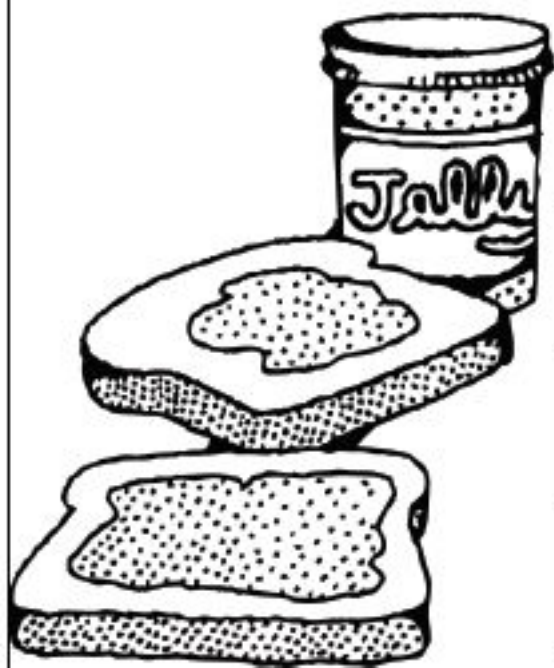
D. Resources

The Three Little Pigs and the Not so Bad Wolf
Cut & Paste Sequencing Events - I Heart Recess

Name _____

How to Make a Sandwich

1. Read 2. Cut 3. Paste in order



1

2

3

4

5

6

I Heart Recess © 2014

Cut the sandwich in two.

Open the jar of peanut butter.

Eat it up!


Get out the bread, peanut butter, and a knife.

Sit down and take a big bite.

Put a lot of peanut butter on the bread.

Name _____

How to Take a Bath

1. Read 2. Cut 3. Paste in order	
	1
	2
	3
	4
	5
	6

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Fill the tub with water.	Get out of the tub and dry off.
Add bubble bath.	Wash with soap and a rag.
Get into the tub.	Get dressed.