

<p>Grade: 1st grade</p>	<p>Subject: Language Arts-Sequencing</p>
<p>Materials: <i>The True Story of the Three Little Pigs</i> by Jon Scieska, list of groups of students, chromebook for each student</p>	<p>Technology Needed: SmartBoard, Chromebooks, https://www.education.com/game/sequencing-three-little-pigs/</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <p>The students will be separated into four groups to work on their specific sequencing part. The students will act out their sequencing event.</p>
<p>Standard(s)</p> <p>1.RL.2: Retell stories, including key/supporting details, and demonstrate understanding of their central or main idea</p>	<p>Differentiation</p> <p>Below Proficiency: Students will correctly place two of the events in the sequencing game in the correct order. Students will play minor roles in the acting out of sequencing events.</p> <p>Above Proficiency: Students will play major roles in the acting out of the sequencing events and will provide examples of another story's sequence of events.</p> <p>Approaching/Emerging Proficiency: Students will place all events in the correct sequence and participate in the acting out of their sequencing event.</p> <p>Modalities/Learning Preferences:</p> <p>Auditory: Students listen to the story and modeling of sequencing during the Read-Aloud.</p> <p>Visual: The students visually experience putting the sequence of events in order using the visual of my story. The students will see the visual through the sequencing game on their chromebooks.</p> <p>Kinesthetic: Students act out their sequencing event, and the groups physically move in the order of the events they acted out.</p>
<p>Objective(s)</p> <p>Students will place events that occur in a story in the correct order by acting out different parts of the story in groups.</p> <p>Bloom's Taxonomy Cognitive Level: Recognize</p>	

<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Students will be in one large group on the carpet for the reading. They will then be separated into four groups to work on their specific sequencing part. When I ring the bell, they will come back to the carpet and stand with their group to act out their part of the story. After each group has acted out each part, the students will put the groups in order of the events that they acted out.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students’ voices and bodies will be quiet for the reading. Students will raise their hands to answer questions. Students will work well with their friends in their group by allowing everyone to participate, letting everyone speak, and affirming each other. Students will transition when signaled to do so by the teacher. Students will quiet themselves and look at the teacher when asked to, “Give five”. Each student will have a role in the acting out of their event. Students will stay on task when on their Chromebooks and be responsible for getting them out and putting them away correctly.</p>
<p>Minutes</p>	<p>Procedures</p>
<p>5</p>	<p>Set-up/Prep:</p> <p>Label four tables with “First”, “Next”, “Then”, and “Last”. These will be the groups for those stations. (<u>First</u>-Addy, Christ, Emilio, Haile, Jayden, <u>Next</u>-Brayah, Briggs, Mikey, Patience, Ace, <u>Then</u>-Gabby, Kail B., Mequonaseah, Shelby, Korban, <u>Last</u>-Paxton, Kale R., Elizabeth, Eli). Write the following sentences on the SmartBoard utilizing different colors like so:</p> <p>One day, I read Junie B. Jones to Mrs. Brilz’s first grade class.</p> <p>I parked outside of Northridge Elementary school.</p> <p>I walked out of Mrs. Brilz’s classroom.</p> <p>I introduced myself to Mrs. Brilz and her First-Graders.</p> <p>Ensure they are not in order. Cover the SmartBoard so that the kids will not see. Gather the kids to the carpet.</p>
<p>7-9</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>“All right First-Graders, I am going to tell you a story. One day, I read Junie B. Jones to Mrs. Brilz’s first grade class, and then I parked outside of Northridge Elementary school, and then I walked out of Mrs. Brilz’s classroom, and then I introduced myself to Mrs. Brilz and her First-Graders. Does that make any sense?” (Write sentences on SmartBoard before lesson begins).</p> <p>Wait for a response and after a resounding “No!”, tell them that you know a secret that would make the story make sense.</p> <p>“The secret is called sequencing,” Define sequencing, “Sequencing is recognizing or placing events in a story in the right order so that they makes sense. In my story was the sequence of events right or wrong?” Wait for</p>

	<p>response. "Excellent, students. It was not right at all. We are going to practice putting events in the right order by fixing my story. We are going to move our sentences on the SmartBoard so that they are in the right order."</p> <p>Reread the sentences and ask if anybody know what the first sentence should be. If not, label first sentence. Proceed with that pattern until the story is placed in the right way.</p> <p>"You are going to practice putting events in the right sequence on your own using your Chromebooks. You are going to go to this link: https://www.education.com/game/sequencing-three-little-pigs/. You are going to complete the sequencing game, and I am going to come around and check your work." Allow the kids time to complete the sequencing activity. Bring the kids back to the carpet. "How did you know what the correct sequence was?" Allow for some discussion. Then introduce the book by, "Today we are going to practice putting events in a story in the right order to help us remember books and help us to write our own stories. We are going to practice with this story <i>The True Story of the Three Little Pigs</i> by Jon Scieska. I am going to read the story, and I need you to use your listening ears to figure out the sequence of the story, okay?"</p> <p>Read the story. Take the first two pages of the book and list the first couple of events in the book. Have the students put them in the correct order with as minimal help from you as possible. Make sure to write or draw the events so students can visually see the sequence. Throughout the rest of the book, ask students periodically "What is the sequencing event that we just read about on this page? What event do you think is going to happen next? Why is that?"</p>
5	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Ask the students what sequencing is and how they used sequencing to put your story and the story in the game together. "Students, today we are going to practice putting the events of this story in the right order by acting out the story. I am going to break you up into four groups, and each group is going to act out a different part of the story. After all the groups have acted out their part of the story, we are going to put the events in order, or show the sequence of the story. Each person in your group needs a role to play when you act out your event. Your voice should be at a level 2, so a whisper, so that we do not get too loud in here." Name the first group and inform them that they will act out what happened from the beginning of the story and what happened to the first pig. Dismiss the first group to start work. Call the second group and inform them they will act out what happened to the second pig. Dismiss them and call the third group. Repeat with the third group giving them responsibility for the third pig. Call the fourth group and tell them they will act out what happens at the end of the story.</p>
10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Allow ten minutes for group work time. Walk around the room aiding in brainstorming, ensuring all procedures are being followed, encouraging on-task behavior, allowing students to look at the book to ensure they remember events, and answering questions. Ask questions of the students like: "Why are you representing this event? Why is this event important? How are you going to show me what is happening? What happens at the beginning of the story? What happens at the end of the story?"</p> <p>Give students a one-minute warning and ring the chimes after the minute is up to call students back to the carpet. During the performances and placing the events in the correct sequence, complete a running record on the students' ability to recognize the sequence and perform the event.</p> <p>"Alright students, which group wants to act out their event first? (it is more challenging if the groups do not go in order so that the students have to put them in order). Great, let's have the third group go first. (Model appropriate responses after each group's performance by applauding. Repeat until all groups have acted out</p>

	<p>their event). Alright students, now that we have seen each group's event, we can place them in order. What happened at the beginning of the story? That's right, the wolf was trying to make a cake for his grandma and went to ask his neighbor the pig for some sugar. He then sneezed so hard that the pig's house blew down. So, this group is going to stand here (the left side of the room) because they acted out the first event in the story. What came next? That's right, the wolf went to ask the second pig for some sugar, and he sneezed and blew his house down. This group is going to stand next to the first group because it is the second event in the story. (Repeat with the last two groups).</p>	
5	<p>Review (wrap up and transition to next activity):</p> <p>"Great job, students. You acted out this whole story and put all of the events in the right sequence. You practiced retelling a story in the right sequence which is something that good readers and writers do! Why is it important to tell stories in the right sequence, again? That's right, because it makes the most sense."</p>	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <p>Results from the sequencing game on the Chromebooks.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Running record of group's performance and placing events in order.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>In my lesson today, the introduction, direct instruction, and guided practice went very well. The students were engaged and learning during the introduction, participated in correcting the sequence of my story, and actively listening to the story. The students learned the term sequencing and what it means. They also learned how it affects story and why it is important. I know this because they were able to recognize what sequencing was at the end of the lesson, they were able to correct a wrong sequence so that it made sense, and they were able to correct an incorrect sequence. The changes I would make would be in the group activity of the lesson. The students were not ready to be released into a group activity with less supervision, so I would have kept it as a whole group activity with close proximity so that I was better able to implement certain classroom management styles. Additionally, I would have been clearer in my expectations in regards to noise level and collaboration. I would have narrowed the scope of the activity to aid in that clarity. Lastly, I would have trusted my instincts enough to be able to stop the lesson and practice procedures and expectations and talk one-on-one with certain students who clearly needed it.</p>		