

Maddy Oldham
 Garden City Park Elementary
 CT: Dena Zornberg

Lesson Title:	Fall Sequencing Cont.
Grade Level:	1
Unit:	Fall Reading
Essential Question:	How can we use our knowledge of sequencing to tell our own fall stories?
Standards:	RL.1.1 Ask and answer questions about key details in the text E.S1.2 Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings
Learning Objectives:	1. Review the words “beginning” “middle” and “end” and “sequence” and determine why sequencing is important. 2. Determine key elements of a story that fit in the beginning, middle, and end. 3. Use sequence words to tell their own fall stories.
Vocabulary:	Beginning: What happens first in a story Middle: What happens in the middle of a story, often using words “next” or “then” End: What happens later on in the story or concludes the story Sequence: The order to events in a story
Syntax:	In the beginning of the story, we saw _____ happen. Next, _____ happened. In the end of the story, _____.
Prior Knowledge:	<i>Of students:</i> The class listened to several read-alouds this year and can recall details that happen in the text. The day before, they were introduced to the sequencing language and had to sequence events in a story. This lesson will review those vocabulary words and have them apply it to their own fall stories. <i>Of teachers:</i> Teachers should be prepared to keep students on track when they are telling their stories. The stories should be short so that multiple students can share.
Context for Learning:	Garden City Park Elementary School is part of the New Hyde Park-Garden City Park Union Free School District. It is a part of the suburban community that is not of low economic status. There are currently 14 in person students with a variety of levels in the classroom. Several students work one on one with a SPED co-teacher to help them with speech and language development.
Anticipated Difficulties:	Students may struggle to understand what would fall in the middle of a story, since it is a bit harder than beginning or end. In this case, the teacher

	should refer back to the book and ask “What happened after the first thing in the book? What is the main part of the book?” as these questions will prompt details that come from the middle of the book.
Common Misconceptions:	One part of the story is more important than another.
Materials:	● Selected book ● Smartboard ● Worksheets ● Pencil ● Crayons
Motivation: (Obj. 1) ~10 min	Students will be sitting down in the front of the room and the teacher will have the sequencing words up on the board. She will ask the students to remind her of the definitions of those words. 1. Why is it important to know the sequence of a story? 2. Is one part of a story more important than another?
Focus:	We previously discussed what sequencing is. Now we will look out for sequencing in this book. By the end of the lesson, we will be able to tell our own fall stories using sequencing words.
Instructional Activity: ~10 min	The teacher will read [insert selected fall book] aloud to the students. She will ask them to pay close attention to the order of events in the story. After reading the story, the teacher will ask the students what happened in the beginning, middle, and end of the story. She will write the events down on the white board. 1. What part of the story does this sentence belong in? 2. What would happen if I put a sentence in the wrong spot?
Assessment: ~15 min	Each student will receive a worksheet where they trace the letters for “In the beginning” “then” and “in the end.” They will draw pictures of what happened in their own story in each sequence category. After completing their tracing and pictures, they will share in front of the class using the sequence