

Grade: 5		Subject: Language Arts	
Materials: story race cards, sequencing student packets		Technology Needed: none	
Instructional Strategies: <ul style="list-style-type: none"> ø Direct instruction ø Guided practice ø Socratic Seminar ø Learning Centers ø Lecture ø Technology integration ø Other (list) 	<ul style="list-style-type: none"> ø Peer teaching/collaboration/cooperative learning ø Visuals/Graphic organizers ø PBL ø Discussion/Debate ø Modeling 	Guided Practices and Concrete Application:	
		<ul style="list-style-type: none"> ø Large group activity ø Independent activity ø Pairing/collaboration ø Simulations/Scenarios ø Other (list) <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Explain: </div>	<ul style="list-style-type: none"> ø Hands-on ø Technology integration ø Imitation/Repeat/Mimic
Standard(s) W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> • Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 		Differentiation Below Proficiency: Students will not be able to define the sequence of events or understand them. Students will also not be able to use a variety of transitional words, phrases, and clauses to manage the sequence of events. Above Proficiency: Students will use a variety of transitional words, phrases and clauses to signal shifts from one time frame or setting to another (foreshadowing, flashbacks)	
Objective(s) Objective 1: Students will be able to define and understand what the sequence of events are by sequencing a story. Objective 2: Students will be able to use a variety of transitional words, phrases, and clauses to manage the sequence of events by sequencing a story. Bloom's Taxonomy Cognitive Level: <ul style="list-style-type: none"> • Knowledge • Comprehension • Application 		Approaching/Emerging Proficiency: Students will be able to define the sequences of events and will be able to understand them. Students will be able to use a variety of transitional words, phrases, and clauses to manage the sequence of events. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Graphic Organizer of sequencing the story • Auditory: Reading the Story • Kinesthetic: Sequence Story Race • Tactile: Sequence Story Race 	

<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> ● Students will be grouped randomly using 1 & 2. ● Students will be called back and transition using 3, 2, 1 and paws. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> ● Rules <ul style="list-style-type: none"> ○ Students will come to class prepared to be a learner with all necessary materials and a positive attitude ○ Students will hold their answer until asked for it ○ Students will transition quickly and quietly ○ Students work toward completion of all tasks assigned ○ Students will keep hands, feet, and objects to themselves ○ Students will follow direction given by teachers and supervisors ● Expectations <ul style="list-style-type: none"> ○ Students will be respectful <ul style="list-style-type: none"> ■ Allow everyone the opportunity to learn by being respectful of his and her needs ○ Students will be responsible <ul style="list-style-type: none"> ■ Do the right thing, even if no one is looking ○ Students will be safe <ul style="list-style-type: none"> ■ Keep your body to yourself and remember that everyone deserves respect ○ Students will be invested <ul style="list-style-type: none"> ■ Show that you care about your work, and come to school everyday ready to learn something new
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Minutes	Procedures
5	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> ● Story Race Cards Necklace ● Class Set of Sequencing Student Packets
10-15	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Sequence Story Race</p> <ul style="list-style-type: none"> ● Students will be divided into teams of 5 with one group having 6 ● Explain to students that they will be racing to put an Aesop’s Fable, “The Ant and the Grasshopper” in the correct order ● Students will be wearing a portion of the story around their neck ● Working together they need to put the story in the correct order

<p>15-20</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> ● Ask students to share their own definition of sequences while having student reflect on how they put the fable in the correct order ● <u>Review</u> notes on sequencing using an anchor chart <ul style="list-style-type: none"> ○ Sequencing is the order in which events occur ○ In order to show sequence writers use words such as first, next, after, before, then, later ○ Transitioning words help to connect ideas and indicate the order in which events occur ○ Words, phrases, or dates that tell when something is happening and helps the reader figure out the sequence of events <p>Tips for Finding Sequence:</p> <ol style="list-style-type: none"> 1. Look for clue words such as first, next, then, last, finally, before or after 2. Pay attention to clues about time-time of day, the day of the week, month, season, year 3. Look closely at the steps or event and find a logical meaningful order <ul style="list-style-type: none"> ● Students will go in the open their package to the first sequence passage ● As a class we will read and complete the graphic organizer to demonstrate how to fill in the missing events from the passage to sequence the story
<p>10</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● Students will then work with partners to complete the second sequence reading. ● Students will then share out responses after completion ● Finally, student will work independently to find the sequence of the passage
<p>10</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● Students will share out their answers from sequence of the passage ● Ask students if they know what a sequence of events is? ● Ask students if they know how to do the order of events in a sequence? ● Would there be anything that you would do to change this lesson?
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> · Progress monitoring throughout the lesson (how can you document your student's learning?) <p>Formative assessment would be the students telling the teacher what the sequence of events is and what kind of words and phrases they used.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Summative assessment would be the three sequence passages and their graphic organizer.</p>

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

- **What Went Well:** Students seemed really interested in the activity. I gave great use of attention signals throughout the lesson. I also walked around which helped the students stay on task. I did scaffolding of students needing extra support. The engaging part of the lesson really got students listening and excited for what was going to come next in the lesson.
- **What Was Challenging:** The challenging part was keeping students on task after the engaging part of the lesson. Students were very excited and energetic and I think if I would have used a calming strategy that would have helped them still be excited for the lesson, but not so energetic.
- **What I Would Change:** I think I would change in this lesson, would be in between each part of the lesson I would use a calming strategy to get students relaxed. There were some students throughout the lesson that were distracting the rest of the learners. I kept teaching and I should have waited until all students were listening before providing more information and instruction. This would have helped me from repeating myself over and over throughout the lesson.
- **What the Students Learned:** The students learned how to sequence a story. They also learned about transition words. Students learned that sequencing is the order in which events occur. They learned that transition words help connect the ideas and indicate the order in which the events occur. They learned that words, phrases, or dates that tell when something is happening and helps the reader figure out the sequence of events

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