

**College of Saint Mary**  
**Lesson Plan Format with Evidence of Student Learning Analysis**

<b>LESSON/ACTIVITY INFORMATION</b>			
<b>Title:</b> The Breman Town Musicians: Sequencing			
<b>Your name:</b>  Miranda Bengé	<b>Age or Grade Level:</b>  2 <sup>nd</sup> grade	<b>Integrated Disciplines/Subjects:</b>  Reading	<b>Time frame for Lesson:</b>  20-25 minutes
<b>STANDARDS, OBJECTIVES, ASSESSMENTS &amp; MATERIALS</b>			
<p>LA 2.1.6.d Retell major events and key details from a literary text and/or media and support a prompted theme</p> <p>LA 2.1.6.j Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast).</p>			
<b>Objective</b>  Students will identify sequencing patterns and key details in text.			
<b>Assessment:</b>  The teacher will have the students come back to whole group and check the answers they got on the activity. To check the answers, the teacher will do a check BINGO. Each student will get Smarties and when the teacher calls number one answer and they get it correct they are to mark their box with Smarties. This will go on until the teacher gets to number 10 on the activity sheet.			

**Materials:** *Include any materials that will be essential to conducting the lesson.*

-Sequence poster

-Sequencing worksheet handouts

-Reading Street Textbook

-Writing utensil

-Smarties

### LESSON PROCEDURES

#### **Anticipatory Set:**

The teacher will gather the students in the front of the room and will ask the class what sequencing means. The teacher will then discuss sequencing and how it is important when reading. Sequencing helps a reader know what is happening in the story. The teacher will go over beginning, middle and end on the poster and discuss clues that can help them with sequencing.

**Input/Modeling/Guided Practice/Check for Understanding:** *The following section must include all of the steps the teacher needs to do in order to carry out the lesson and must also include all of the responses and activities that students will be expected to do.*

**DETAILS** are important here in order to demonstrate your thinking of what this will look like in the classroom. Write this section so that the lesson could be easily replicated.

#### **Teacher will do:**

-Call students to carpet

-Introduce sequence poster (What is Sequence). Ask students what sequence means when relating it to reading. Tell students that sequence is the order of the events in a story.

-The poster will have the words beginning, middle and end on it. There will be three strips of paper with sentences. The

#### **Student will do:**

-Students will go to carpet

-Answer what sequence means.

-Listen to sequence definition and look at the poster.

students will help put them in order to determine beginning, middle and end.

-The teacher will tell students that there are clues that sometimes help us know the order of the story. These are called transition words or sequencing words. The teacher will ask students about what sequencing words they know of. She will continue to teach that texts have the words like first, next, last, then. You also can understand the sequence by dates, times and setting.

-The teacher will explain the sequencing activity.

-After the explanation of the activity, the teacher will call partners for the activity.

**Partners:**

-Look at sentence strips to see what they think goes under beginning, middle, and end.

-Answer teacher's questions about clues including transition/sequencing words.

-Listen to directions on sequencing activity

-Get into their partners

-Grab their books and start working with their partner.

-Look through their books to find paragraphs along with their page numbers. Once all the sentences have page numbers they will cut and paste it in order 1-10

-Listen to next directions

-Listen to the teacher call each box and check their answers

-Eat the candies when finished!

-The teacher will walk around the room to see if students are engaged and understand the activity.

-Once the teacher sees the students are done she will get their attention for the next direction.

-The teacher will tell the class that they are going to check their papers by playing check bingo

-Hand out small candies

-The teacher will go thru numbers 1-10 in order

-The teacher will walk around and check boards.

-Wrap lesson up

**Closure:** The teacher will wrap up the activity with a check BINGO. The students will check their work with their partners. When the teacher gives each answer they will get to put a candy on the box If it is correct.

**Differentiation:**

Student with speech articulation concerns: The teacher will ask them questions in whole group that can be answered with few words.

Students who meet with Reading Intervention Teacher: During 9:30 our reading interventionist comes in and takes four students. I will have these four students partner up and start on their activity. Mrs. Soden will come in during our whole group time. The students will work on their activity with the teacher when they come back.

Student with ADHD: The student will be paired with a partner to help them achieve the goal of completing the worksheet, the teacher will also assist the student with guiding them through the steps if needed.

Enrichment: For the students who finish early they can read the book with their partner.

**References:**

Mindy Newell Sequence Activity

**LESSON CONTENT AND STRATEGIES**

*Review all of the previous sections of your lesson plan **and** complete items in the following section prior to teaching your lesson.*

**Content Knowledge:** The students will have discussed The Bremen Town Musicians the day prior. They will already know what the story is about. We have discussed sequencing in previous lessons. This activity will help enhance their sequencing skills along with understanding the story.

**Teaching Methods/Strategies:**

The teaching methods I chose are whole group and partner work. I believe that it is important to have class discussions so that students can learn together and learn from each other. It is also important for students to work in groups so the students can communicate and finish a task together. I will walk around when they are in groups to see if they need any help or need anything explained.

**Reflection:**

During the whole group the students were engaged and grasped the concept of sequencing. The students were engaged with the lesson. The students did very well getting into partners after the whole group lesson. The students worked together to find the sentences in the book. After they found the ten sentences they worked together to put them in the correct order. The lesson ran smoothly and it was done in the time allotted.

Updated by Dr. Melanie K. Felton  
March 2016