

LESSON OVERVIEW

OBJECTIVES

Vocabulary Objectives

- Learn target vocabulary to enhance reading comprehension.
- Apply target vocabulary in written responses and oral language.

Comprehension Objectives

- Use *before* and *after* to describe the order of events in a sequence.
- Use a flow chart to represent the sequence of events in a text.

ESL MODIFICATIONS



Listening • Students will respond verbally or nonverbally to questions about the order of events acted out during the whole group discussion.



Reading • Students will use visual support and graphic organizers to identify an event missing from a sequence of events.



Speaking • Students will repeat new vocabulary and respond to questions about visuals.



Writing • Students will record the sequence of events from a simple text.

MATERIALS

GUIDED PRACTICE

- “Sequence in a Story,” Student Page 1

INDEPENDENT PRACTICE

- Passage “Babysitting Charlie” Level 3, Student Page 5
- “Sequence Chart,” Student Page 2

ESL MODIFICATIONS

GUIDED PRACTICE

LEVELS 1–3 • “Sequence in a Story,” Student Page 1

INDEPENDENT PRACTICE

- LEVEL 1** • “Babysitting Charlie” Level 1, Student Page 3
- “Sequence Chart,” Student Page 2
- LEVEL 2** • “Babysitting Charlie” Level 2, Student Page 4
- “Sequence Chart,” Student Page 2
- LEVEL 3** • “Babysitting Charlie” Level 3, Student Page 5
- “Sequence Chart,” Student Page 2

Performance definitions for levels of English language proficiency available as a downloadable Teacher Resource document at www.istation.com

VOCABULARY SUPPORT



Target Vocabulary Words

banner decorations creak appreciation

1. When introducing each word, first say the whole word. Next, say the word parts slowly while clapping them. Then say the word quickly again. Have students repeat the steps with you. Finally, write the word on the board or chart. Read the definition of each word to students and give examples or sample sentences to build meaning.

banner ban • ner (*'ba-nər*) A banner is a flag or long sign printed on paper or cloth. *A red, white, and blue banner hanging over Main Street welcomed the soldiers home.*

decorations dec • o • ra • tions (*,de-kə-'rā-shən*) Decorations are things that are added to make something, or someplace, look special. *Mindy helped make paper flowers and other decorations for the Cinco de Mayo celebration.*

creak creak (*'krēk*) Something creaks if it makes a squeaking or scraping sound when it moves or opens. *I tried to sneak past my brother, but he heard the door creak when I opened it.*

appreciation ap • pre • ci • a • tion (*ə-,prē-shē-'ā-shən*) Appreciation is what you feel when you are thankful to someone. *When Jake returned Ms. Silva's lost dog, she gave him a reward to show her appreciation.*

2. Have students write sentences using the Target Vocabulary Words in an ongoing Vocabulary Log. Call on volunteers to read one of their sentences to the class.

ESL MODIFICATIONS

Level 1 • Use each word in a simple sentence and act out the sentence using pictures, gestures, and pantomime. Have students repeat the sentence and do the actions with you. Then have students make a vocabulary card with the word and a picture to help them remember the meaning.

Level 2 • Have students write each Target Vocabulary Word at the bottom of an index card. Then have them draw a picture that helps show the meaning of the word. Invite them to share and explain their cards to the group or to a partner before adding them to their vocabulary card collection.

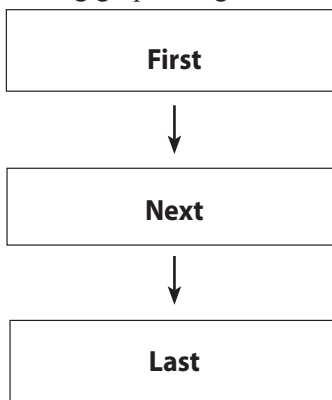
Level 3 • Ask students to work with a partner to write a sentence using each Target Vocabulary Word. Then have partners write one of their sentences on the board and leave a blank where the Target Vocabulary Word belongs. Invite the group or class to read and complete each sentence. Students should record words and sentences in an ongoing Vocabulary Log.

TEACH



USING COMPREHENSION STRATEGIES

- **Sequence is the order in which events happen. In a fiction story, the sequence of events usually includes a problem, attempts to solve the problem, and a solution.**
- **We can follow a sequence of events by paying attention to signal words, such as *first, second, third, next, then, last, finally, before, and after*. Write the signal words on the board. These words are sometimes called *order words*. If we retell a sequence of events, how can we be sure we are putting events in the correct order?** (*Follow the order shown by signal words and think about whether the sequence matches the storyline and makes sense.*) Affirm or provide corrective feedback.
- Draw the following graphic organizer on the board.



- **This is a sequence chart. It shows the order in which events happen. After you write events in the boxes, you can use the chart and the order words to retell the events in sequence.** Explain that the boxes may be drawn horizontally as well as vertically.
- **Now watch me as I act out a simple series of events. I want you to think about what I do first, next, and last. Then we'll use those events to fill in the sequence chart.** Pull out your chair, walk in a circle around it, and sit down. Then model for students how to write the events in the chart. (*First: I pulled out the chair. Next: I walked around the chair. Last: I sat down.*)

ESL MODIFICATIONS

Use these comprehension questions to help students identify and describe the sequence of events.

Level 1

1. **Show me what I did first.** (*Students pull out their chair.*) **Where did I write that on the chart?** (*Students point to the first box.*)
2. **Show me what I did last.** (*Students sit in their chair.*) **Where did I write that in the chart?** (*Students point to the last box.*)
3. **Show me what I did before I sat in the chair.** (*Students walk around their chair.*) **Where did I write that in the chart?** (*Students point to the middle box.*)

Level 2

1. **What did I do first?** (*pulled out the chair*) **Where did I write that on the chart?** (*Students point to or say the answer: in the top, or first, box.*)
2. **What did I do last?** (*sat down*) **Where did I write that in the chart?** (*Students point to or say the answer: in the bottom, or last, box.*)
3. **What did I do before I sat in the chair?** (*walked around the chair*) **Where did I write that in the chart?** (*Students point to or say the answer: in the middle box.*)

Level 3

1. **How did I decide where in the chart to write each thing that I did?** (*You put things in order starting in the top box and ending in the bottom box.*)
2. Direct students to use the chart. **What did I do before I walked around the chair?** (*pulled out the chair*) **How can you tell that by looking at the chart?** (*It is in the box before the one for walking around the chair.*)
3. Perform the same series of actions but clap at the end. **How should I change the chart to show what I did?** (*Add a box at the end of the chart. Write "clapped" in it.*)

GUIDED PRACTICE

**Let's practice using sequence.**

- Distribute “Sequence in a Story,” Student Page 1.
- Have volunteers read aloud the text under each picture. Guide them in identifying and underlining key phrases that tell the events of the story. Invite volunteers to summarize the events of the story in order.
- Finally, have students compare the events of the story to those in the sequence chart. Then have them write the missing event at the bottom of the page.

ANSWERS**Key phrases:**

- Box 1. Steve, Andy, and Tim blew up a lot of balloons; they made a big birthday banner*
- Box 2. the boys wrote a funny poem*
- Box 2. Tim read it to his mom while she hung the decorations*
- Box 3. the boys and their mother hid in the front closet; they heard the front door creak open*
- Box 4. the boys shouted as they rushed out of the closet*
- Box 4. the boys read their poem; he took everyone out for pizza*
- Missing event: The boys and their mother hid in the front closet.*

ESL MODIFICATIONS

Use these strategies to build vocabulary for the discussion and to help students follow the order of events in the story. For all levels, distribute Student Page 1.

Level 1

1. Point to and name things in each picture. Have students point to the same thing and repeat *This is ____*. Review by pointing to the items in random order and having students name them.
2. Use the same nouns to ask questions about the pictures. (Examples: **Is this a balloon? Is there a ladder in this picture?**) Have students respond by putting their thumbs up or down.
3. Read the passage to students. Then ask them to pay attention to the order of events as you reread it. Pause after each section and ask what happened in that part of the story. Have students respond by pantomiming, pointing to, or saying the answer. Model underlining key phrases that tell each event. After the story has been reread, have students point to the key phrases that correspond to each event in the sequence chart. Then have them point to the key phrase that names the missing event. Use students' responses to write the answer to the final question. Have students copy the answer on their paper.

Level 2

1. Name and describe things in the pictures. Pause and have students point to each thing you discuss. Then have partners take turns using the sentence stem *This is ____* to name the items for each other.
2. Read the passage to students and ask them to pay close attention to the order of events. Then reread the story, pausing after each section to have students identify story events and underline key phrases. After the passage has been reread, read the information in the sequence chart. Help students compare the events they underlined in the story to those in the sequence chart. Then have them identify the missing event and answer the last question.

Level 3

1. Ask students to name and describe things they see in the pictures.
2. Ask students to pay close attention to the order of events as you read the passage. Then have volunteers read the boxed sections of the text. After each section, have students identify and underline story events. Once the passage has been reread, ask volunteers to read the information in the sequence chart. After students compare their underlined events to those in the sequence chart, have them respond to the final question. Then have partners share and compare their answers.

INDEPENDENT PRACTICE



Now read another passage and pay close attention to the order of events in the story. Then write the events in order on the sequence chart.

1. Give each student a copy of “Sequence Chart,” Student Page 2; and a copy of “Babysitting Charlie,” Student Page 5.
2. Monitor students’ progress and remind them to pay close attention to the order in which things happen in the story. Have students record the story events in their sequence charts.

ANSWERS

Baby Charlie cried.



Zoey offered the baby food and bounced him.



Zoey rocked the baby in the rocking chair.



Nick put on a cowboy hat and hid.



Nick jumped out and yelled.



Nick pretended to ride a bucking bronco.



Charlie got quiet and watched Nick.



Charlie giggled and clapped.

ESL MODIFICATIONS

Have students work independently using the following modified passages and the sequence chart on Student Page 2. Level 2 Student Page 4 has a Word Study section that defines key vocabulary. Tell students they may use this to help with the meanings of some of the words in the text. Level 1 Student Page 3 includes a Picture Glossary.

Level 1 • Distribute a copy of “Babysitting Charlie” Level 1, Student Page 3.

Reread the first paragraph. **What does Baby Charlie do when he wakes up? Show me.** (*Students pantomime crying.*) Model writing the event in the first box of the chart. Have students do the same on their own chart. Continue reading one or two sentences at a time and having students tell or pantomime what happened. Record the events on a sequence chart for students to copy. Then read the events aloud and have students repeat each one after you.

Level 2 • Distribute a copy of “Babysitting Charlie” Level 2, Student Page 4.

Have students tell what happened in paragraph 1. Paraphrase their responses and model writing the event in the first box of a sequence chart. Have students point out or read the next thing that happened. Then ask them to point to the place on their chart where the event should be recorded. Fill in the second box of the chart and have students do the same. Continue having students read or point out events. Model or coach as needed as students find and record events on their sequence charts. Have volunteers take turns reading an event in their finished sequence chart.

Level 3 • Distribute a copy of “Babysitting Charlie” Level 3, Student Page 5.

Have students reread paragraph 1. Ask them how they could record the event on their sequence chart. Have pairs of students work together to reread the passage and complete their sequence chart. Invite them to meet with another pair to share and compare their finished charts. Have each student use their chart to retell the main events of the story.

RETEACH SUGGESTIONS

If students still have difficulty with the comprehension skill “Sequence,” provide additional opportunities for them to practice this skill. Repeat these activities as many times as necessary, varying the sources or prompts.

1. Sequence in an action game

- Give pairs of students a blank sequence chart and have them count the boxes. Then ask them to think of the same number of actions to perform.
- Have partners plan the order in which they will perform their actions and decide which action will be their “missing event.” Then have them record all of their actions on the sequence chart, leaving a blank box for the missing event they chose.
- Ask pairs to practice their actions, making sure to include the action that is not written on the chart.
- Create groups by combining two or three sets of partners. Have each pair perform their series of actions while the other students in the group follow along on the Sequence Chart for the “acting” pair. Then have the group tell what missing event belongs in the blank box.

2. Sequence in a treasure hunt

- Prepare clues and hide a “treasure” ahead of time. The treasure can be any familiar classroom item (globe, trophy, puppet, etc.). Write and hide around the school a series of clues leading to the hidden item. You may wish to give the clues to school staff or workers and have the group of reteach students go to each of the adults to ask for clues.
- Tell students that something is missing from the classroom and that they will follow clues in order to find it. Give each of them a sequence chart and ask them to record in order each step they follow to find the treasure.
- When students return with the treasure, ask them sequence questions about what they did before or after various steps. Have them answer in complete sentences, using the order words *before*, *after*, *then*, and *next*.
- Have students pair up and take turns using their sequence chart to tell the complete sequence of steps in their treasure hunt.

Sequence in a Story

Read the story and underline a key phrase that tells each event. Then study the sequence chart and write the missing event.

A Birthday Surprise!



1

It was Mr. Mason's birthday, and his family had a lot to do. His three sons Steve, Andy, and Tim blew up a lot of balloons. Then they made a big birthday **banner** to hang over the front door.



2

After that the boys wrote a funny poem about their dad. They were sure it would make him laugh. Tim read it to his mom while she hung the **decorations**.



3

When it was time for Mr. Mason to come home, the boys and their mother hid in the front closet. They heard his car in the driveway. They waited quietly until they heard the front door **creak** open.

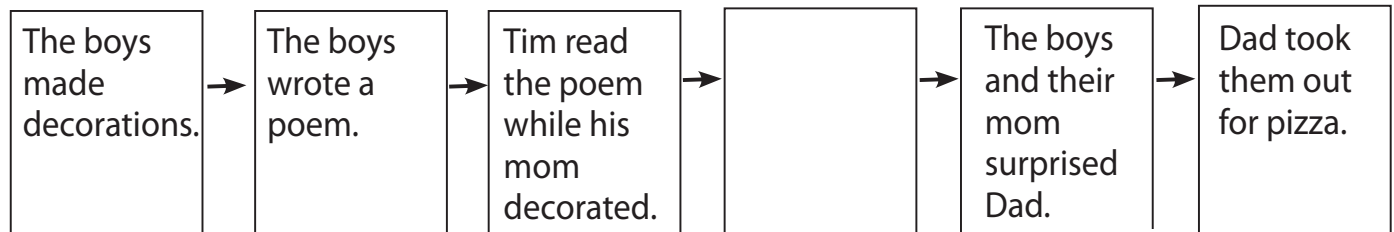


4

"Surprise!" the boys shouted as they rushed out of the closet.

Their dad was so pleased he couldn't stop smiling. When the boys read their poem, his smile turned to laughter. To show his **appreciation**, he took everyone out for pizza.

What event belongs in the empty box?



Sequence Chart

Think about the order in which the events happened. Then record the order of events in the chart below.

↓
↓
↓
↓
↓
↓

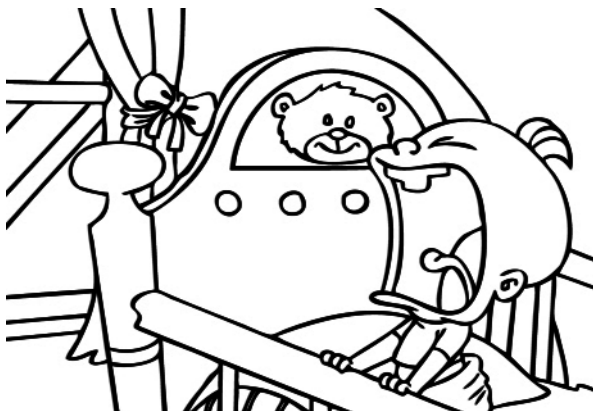
Babysitting Charlie

¹ Nick and his big sister Zoey are taking care of Baby Charlie. At first, the baby just sleeps, but soon he **wakes up**. He cries and cries.

² Zoey tries to make the baby feel better. First, she gives him **baby food**, but Baby Charlie won't eat. He keeps crying. Next, she **bounces** him on her knee. Charlie cries louder. Finally, she rocks him in the **rocking chair**. Charlie still cries.

³ Nick gets an idea. He finds a **cowboy hat** in the **toy chest**. Then he hides behind a big chair. He jumps out and yells, "Yeehawww!" Then Nick pretends to ride a **bucking horse**. He makes funny noises and jumps all around.

⁴ At first Charlie just looks at Nick. Then he laughs and **claps**. Charlie doesn't cry anymore!



Picture Glossary

wakes up



baby food



bounces



rocking chair



cowboy hat



toy chest



bucking horse



claps



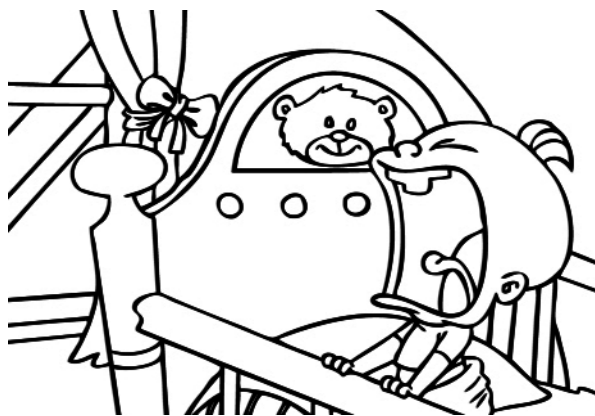
Babysitting Charlie

¹ Nick and his big sister Zoey were taking care of their baby **cousin**. When they arrived, Baby Charlie was **napping**. But soon he woke up. He cried and cried, even after Zoey got him out of his **crib**.

² Zoey tried to **calm down** Baby Charlie. She offered him baby food. Then she **bounced** him on her knee. Charlie just kept crying. Finally, she rocked him in the **rocking chair**. That didn't work either.

³ Nick got an idea. He pulled a cowboy hat out of the **toy chest** and **ducked** down behind a big chair. Then he jumped out suddenly and yelled, "Yeehawww!" Nick pretended to ride a **bucking bronco**. He made funny noises and jumped all around.

⁴ At first Charlie just stared at his cousin. Then he began to **giggle** and clap. Charlie didn't cry another tear all night!



Word Study

babysitting taking care of a baby while his or her parents are away

cousin the child of your aunt or uncle

napping sleeping for a short time

crib a baby bed with bars on the sides

calm down to make someone feel better when they are crying or upset

bounced made someone or something go up and down

rocking chair a chair that can go back and forth

toy chest a big box in which toys are kept

ducked got down quickly

bucking bronco a horse that jumps around to get a rider off its back

giggle a funny little laugh

Babysitting Charlie

¹ Nick and his teenage sister Zoey were babysitting their baby cousin. When they arrived, Baby Charlie was napping. But soon he woke up. He cried and cried, even after Zoey got him out of his crib.

² Zoey tried everything she could think of to calm him down. She offered him baby food. Then, she bounced him on her knee. Charlie just kept crying. Finally, she rocked him in the rocking chair. That didn't work either.

³ Nick got an idea. He pulled a cowboy hat out of the toy chest and ducked down behind a big chair. Then he jumped out suddenly and yelled, "Yeehawww!" Nick made funny noises as he jumped around pretending to ride an invisible bucking bronco.

⁴ At first Charlie stared at his cousin in stunned silence. Then he began to giggle and clap. Charlie didn't cry another tear all night!

