



Cycle 12 Comprehension: Sequence

Standards	Materials	ESL Modifications
CCSS: ELA-Literacy.RL.3.3 TEKS: 3.8A; 4.6A; Figure 19.E	<ul style="list-style-type: none">• highlighter• scissors• baggies• Student Pages 1, 2, 3	<ul style="list-style-type: none">• Students can draw pictures on the graphic organizer instead of writing sentences.• Provide small objects such as blocks for students to use to demonstrate sequencing signal words.
Embedded Standards		
CCSS: Literacy.RI.3.4; 5.4 TEKS: 3.4B, 4.2B, 5.2B		

Teach



- Distribute the passage “A Beach Vacation,” Student Page 1. **We are going to read a selection about a girl named Ariel who is going to the beach for the first time. Has anyone ever been to the beach?** Allow students to respond and, if necessary, show pictures of a beach to build background knowledge. Then, say: **Let’s read the selection to learn about Ariel’s trip.**
- Read the passage aloud or chorally, stopping after each paragraph for a quick comprehension discussion.
- After paragraph 1:
 - **What do we know from the text so far about Ariel?** (*She lives in the city and is traveling in a car to the ocean. She seems excited about seeing the ocean for the first time.*)
- **I also see the word *landscape* in bold print. When I break this word into parts, I see the word *land*, which tells me that this word has to do with the way the land looks. The sentence also gives me a clue when it says that it was different from the city landscape she was used to seeing. So, I think that landscape means the way the land looks.**
- **What is another way the word *landscape* is sometimes used?**
- After paragraph 2:
 - **How does Ariel feel about her vacation so far?** (*She is excited and happy.*)
 - **What in the text supports your answer?**
- After paragraph 4:
 - **I see two more words in bold print in this paragraph. The first word is *reluctantly*. Let’s use context clues to try to figure out what this word means.**
 - If necessary, use the following to guide students: **The text says that Ariel *reluctantly* walked back to the house to help. Since Ariel was having so much fun earlier, and she had to leave to do something that wasn’t very fun, like unpacking, I think that *reluctantly* means that she really didn’t want to do it, but she knew she had to.**
 - **The second word is *uncontrollably*. This word has a prefix and a suffix.**
 - **What is the root word?** (*control*)
 - **When I add the suffix –able or –ably to the word *control*, it becomes *controllable* or *controllably*. What does that mean?** (*able to be controlled*)
 - **What happens when the prefix un- is added to the word *controllable*?** (*not able to be controlled*)



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Teach (cont.)

- After paragraph 5:
 - **How did the plot of the story change?** (*Ariel almost drowned, and now she doesn't want to go back in the water.*)
 - **How did the plot change affect Ariel's feelings?**
- After paragraph 6:
 - **Why do you think Mom smiled when she knew that Ariel was scared?** (*Mom knew that even though Ariel was nervous, she would probably get back in the water and have fun again.*)
- After paragraph 7:
 - **How was the problem in this story resolved?** (*Ariel went back into the water and conquered her fear.*)

Guided Practice



- **Sequence is the order of events in a story. If an event is out of order, the story would not make sense to the reader.**
- **Think about when you are listening to a story a friend is telling you, and your friend keeps leaving out parts that they have to fill back in. It can make for a very confusing story that is difficult to listen to because it isn't in order. The same applies to reading stories: the sequence, or order, is important to understanding what you read.**
- **We are going to learn how the sequence of events moves the story line along. There are usually some clue words that can help with figuring out the sequence of events.**
- Write the following words on the whiteboard:

-until	-before	-on (date)	-at (time)
-after	-meanwhile	-finally	-not long after
-lastly	-initially	-first....last...	-first, second
-now...then			
- **These are words that can signal sequence in a story. Not all stories will have these words, but they can be used as a signal to your brain that the event is important to the sequence of the story.**
- **We are going to play a quick game to practice using some of these signal words to help us understand how important sequence is to the plot of the story. Have students all stand up. Students will listen to directions and practice following those directions.**
 - **"Before" you sit in the chair, give a friend a high five.** Students need to demonstrate that when you use the word before, it means you have to do that action first. Continue practicing with "before" by asking one student to line up "before" everyone else does.
 - **"After" you write your name on the board, go pick up the ruler.** Continue practicing with: **"After" you touch your toes, touch your nose and "then" kick your right foot.** If necessary, demonstrate for students.
 - **Nod your head "until" I tell you to stop. Draw circles on this paper "until" you have drawn five circles.**

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Guided Practice (cont.)

- o Remind students that all of these signal words tell you which order you are supposed to do something. **It is the same when you are reading. The signal words will show you the order of events for the story.**
- **Now that we have a better understanding of what some of the signal words actually mean, let's read the story again to find out how we can apply our new knowledge. While you are reading, pay attention to the signal words in the story that help to move the plot along.**
- After students have read the story again, guide them in highlighting the sequencing signal words.
 - o Paragraph 2: *A few minutes later, as soon as*
 - o Paragraph 3: *After, as soon as, finally, while, until*
 - o Paragraph 4: *After, soon, At first, after, finally, before, In the next second*
 - o Paragraph 5: *The next morning*
 - o Paragraph 6: *When, then*
- **What is one thing that you notice after highlighting all of the signal words in the story?** (Possible responses: *I never realized how many signal words are in a story. As I am reading, I sometimes don't notice or pay attention to the signal words, but they really help move the story from one event to another.*)
- **Now that we have reread the story and found the signal words, let's use the graphic organizer to put the events from the story in the correct order.**
- Distribute Student Page 2 and 3 to students. Tell students that this sequencing graphic organizer can be done either vertically or horizontally. Allow students to choose which graphic organizer they like best.
- **We are going to do the first two events together, and then you will finish the graphic organizer with a partner.** Students will work with a partner to look back in the story and put the events from the story in order. Remind students that they only have 6 spaces for events, so they aren't looking to retell the story step by step. They need to find only the main events that are important to the plot of the story. Walk around to help students as needed and clear up any misconceptions as they complete the graphic organizer.
- Key: Event #1: Ariel and her family arrive at the beach house, where Ariel feels the ocean for the first time.
Event #2: Ariel and Dad play in the ocean until lunch.
Event #3: Ariel has fun jumping with the waves, but gets pulled under the water.
Event #4: Dad saves her from drowning.
Event #5: The next day, Ariel doesn't want to go back in the water, but realizes that the beach isn't as much fun without playing in the water.
Event #6: Ariel is brave and goes back in the water to play.



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Independent Practice



- After students have finished their graphic organizer, have them cut the strips or boxes and put them into a baggie. The students should switch baggies and try to put the events in the correct sequence. Walk around and check students' work. After all students have completed the task, have students close their eyes while you take one strip out of each student's sequencing strips. Students will then stand up and move clockwise to the next set of strips. Students should try to figure out what event should go in the blank space. Continue playing until you feel that students have a firm grasp on the concept.

Extension or Extra Practice:

- Students complete an additional graphic organizer using a book of their choice.



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Name: _____

Date: _____

A Beach Vacation

- 1 Ariel blinked awake. She gazed out the car window and saw nothing but water. Still sleepy, Ariel stretched to work the **kinks** out of her body. She felt as if she had been asleep for days. When she left with her family that morning, she saw only busy streets and tall buildings for miles. What she saw now was completely different from the city **landscape** she was used to. A huge smile spread across Ariel's face. The ocean was beautiful!
- 2 Ariel enjoyed the scenery for a bit longer, but she could barely contain her excitement once her dad pulled into a driveway. Ariel's family had rented a beach house for the week. The car had barely stopped when Ariel jumped out. Kicking her shoes off, she ran across the wooden bridge that stretched over the sand **dunes**. She didn't stop until she reached the spot where the water met the sand. The ocean felt so cool lapping against her toes that she let out a squeal of excitement. Seashells of all sizes were scattered along the beach. Ariel raised her hands to the sky and twirled around in the surf as she laughed.
- 3 Ariel had spent only a few minutes on the beach before she heard Mom calling her back. "Ariel! We need you to help unload the car!" Ariel groaned, but **reluctantly** went back toward the house to help, chasing little sand crabs on the way. Mom was waiting for her and said, "Don't worry, sweetie. As soon as we are unpacked, we will go back to the beach for a while."
- 4 After all the supplies they needed for the week were unloaded and unpacked, Mom made a picnic. Ariel and Dad gathered the chairs, towels, sand toys, umbrella, and body boards. Ariel and her parents each carried some of their things across the bridge to the beach. While Mom and Dad set up the chairs and the picnic, Ariel ran straight into the water. As the waves rolled in, Ariel jumped with each one. She was having so much fun that she didn't notice someone sneak up behind her. Suddenly, someone grabbed Ariel from behind and pulled her under the water. When she came up sputtering, she saw Dad there laughing. "Hey! No fair!" Ariel giggled. She splashed him, and Dad splashed her back. They both laughed **uncontrollably** as they splashed in the waves. Ariel couldn't remember a time she'd had this much fun. She and Dad played until Mom called them both out of the water to eat.

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Cycle 12 Comprehension: Sequence

A Beach Vacation (cont.)

- 5 After lunch, Ariel built a sandcastle and looked for interesting shells. It wasn't long before Ariel wanted to go back into the water. She waded out until the water reached her waist, and she continued her game of jumping with each crashing wave. Some of the bigger waves knocked Ariel over, but she just got back up again. When the biggest wave of the day crashed over her head, she felt as if someone had grabbed her ankle and pulled her under. At first, she thought it was Dad playing around with her again. But when Ariel tried to find her footing to stand up, everything seemed upside down. She couldn't tell which way was up and which way was down. Ariel started to panic. It seemed like every time she was about to stand up, she got knocked over again. The worst part was she couldn't even call for help. After getting tossed around some more, Ariel finally reached the surface of the water. She took a deep breath of air before another wave crashed and pushed her under again. *How am I ever going to get out of this? Am I going to drown?* Ariel's mind raced. In the next second, she felt strong arms pulling her out of the water. She was saved.
- 6 Ariel clung to Dad's neck and sobbed. She had never been so scared in her life. Dad carried her out of the water and put her down on the sand. Then he and Mom checked her over to make sure she was okay. She coughed a few times and could still taste the salty water, but otherwise, she was fine. She was just a little shaken up, but one thing Ariel knew for certain: she never wanted to go back in the water again.
- * * *
- 7 The next morning at breakfast, Mom and Dad told Ariel that they would be going down to the beach again. Ariel trembled with fear and bit her lower lip. "That's fine," she said, "but I am NOT going in the water today." Mom smiled, patted her on the shoulder, and told her everything would be okay.
- 8 When they got down to the beach, Ariel sat in one of the chairs and watched the waves roll in. She drew pictures in the sand with a stick for a little while. Then she spent some time looking for seashells. She still didn't want to go into the ocean, but as she sat staring out at the waves, she noticed the water seemed calmer today. Ariel started to get that excited feeling again. Then she knew there was only one way she would go back in the water.



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A Beach Vacation (cont.)

"Dad?" Ariel asked. "Will you go into the ocean with me?" Ariel's dad smiled and nodded. The pair walked hand in hand to where the waves hit the sand. After she stood there for a bit, Ariel felt the joy rising in her again as the cool water licked her toes. She kicked and splashed with Dad, and before she knew it, she was waist deep in the ocean jumping along with the waves once again.



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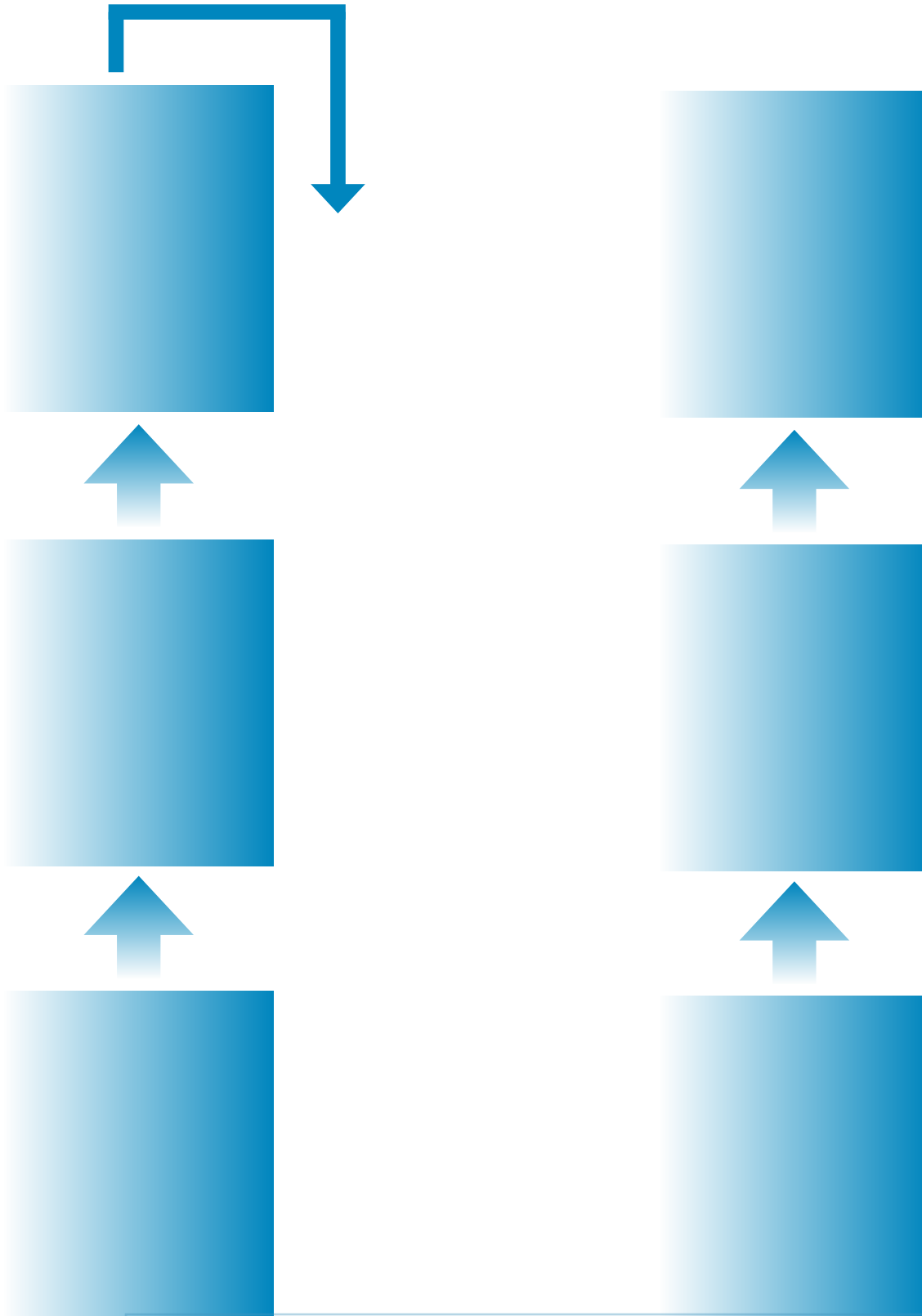
Student Page 2





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Student Page 3



Student Page

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Istation Lesson: Teacher Observation Page

Use Istation's Teacher Observation chart to make anecdotal notes about reading behaviors, skills, strategies, and needs, or to take a short running record of reading accuracy. The information noted can then be used in addition to the Priority Report to shape instructional decisions and groupings.

Student	Observations