

# Lesson Planning Page: Reading: Literature & Informational Text: Craft and Structure: Sequence of Events



## Lesson Title:

### Story Strips Sequencing

#### Lesson Introduction:

Review: Most stories have a beginning, a middle and an end

#### Lesson Closure/Summary:

- Summarize the story and skills used

#### Related Common Core State Standards:

##### 6<sup>th</sup>-8<sup>th</sup> Grades: Craft and Structure

- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

##### 3<sup>rd</sup> Grade: Integration of Knowledge and Ideas

- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

##### 3<sup>rd</sup> Grade: Key Ideas and Details

- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Common Core State Standards  
Authors: National Governors Association Center for Best Practices, Council of Chief State School Officers  
Title: Common Core State Standards (insert specific content area if you are using only one)  
Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers,  
Washington D.C.  
Copyright Date: 2010

#### DesCartes Statements:

<b>RIT 211-220</b> <ul style="list-style-type: none"> <li>Identifies sequential or chronological order in informational text</li> </ul>	Students:
<b>RIT 201-210:</b> <ul style="list-style-type: none"> <li>Identifies sequence of events in informational text (first)</li> </ul>	Students:
<b>RIT 191-200:</b> <ul style="list-style-type: none"> <li>Identifies sequence of events in informational text (first)</li> </ul>	Students:
<b>RIT 181-190:</b> <ul style="list-style-type: none"> <li>Identifies sequence of events in literary text (last)</li> <li>Paraphrases sequence of events in literary text</li> </ul>	Students:
<b>RIT 171-180:</b> <ul style="list-style-type: none"> <li>Identifies sequence of events in literary text (first)</li> <li>Identifies sequence of events in literary text (second)</li> <li>Identifies sequence of events in literary text (last)</li> <li>Identifies a specific event in a literary sequence</li> <li>Paraphrases sequence of events in literary text</li> <li>Orders sentences to create a paragraph that makes sense in literary text</li> </ul>	Students:
<b>RIT Below 171:</b> <ul style="list-style-type: none"> <li>Identifies sequence of events in literary text (first)</li> <li>Identifies a specific event in a literary sequence</li> </ul>	Students:

#### Higher-Level Activity:

##### Lesson/Activity:

- Give students all of the sentence strips for their story and have them arrange them in order based on the story. Have them orally summarize the story.
- Have a student select a sentence strip and remove it from the list.
- Discuss: How might the rest of the story change as a result?
- Replace sentence strip. Have a student select a different sentence to remove and repeat the discussion question.

##### Resources:

- Fictional book at an appropriate reading level
- Sequence strips for that story (created ahead of time)

**Means of Assessment:** Observation, response to questions

#### Mid-Level Activity:

##### Lesson/Activity:

- Give students 6-10 of the sentence strips. Have them identify which strips come first and last in the story.
- Have them work together (groups of 2-3) to arrange the rest of the 6-10 strips in order based on the story. Have them summarize the story orally.
- Repeat with a different selection of sentence strips.

**Resources and Means of Assessment:** same as above

#### Lower-Level Activity:

##### Lesson/Activity:

- Give students three-five of the sentence strips, one each from the beginning, middle and end of the story. Read the sentences to the student(s) and identify which event comes first in the story.
- Repeat with a different selection of sentence strips.

**Resources and Means of Assessment:** same as above

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### Story Sequence Strips:

- Create and cut out prior to the lesson.
- The number of strips you make for a story will depend on the story itself and the readiness of the students.
  - Suggestion for older students: Have the students create the story strips alone or with a partner one day, then switch sets of story strips with another student or pair of students the next day for this activity.
- If working with a large group of students, you may want to copy the strips onto an overhead transparency and project the sentences onto a wall or screen.

### Example of Story Strips for The Three Little Pigs:

The three little pigs are friends.

The little pigs want to build houses to keep themselves safe from the wolf.

The first little pig builds a house of straw.

The wolf blows down the straw house.

The second little pig builds a house of sticks.

The wolf blows down the stick house.

The third little pig builds a house of bricks.

The wolf tries to blow down the brick house.

The brick house was too strong for the wolf to blow down.

The little pigs were safe.