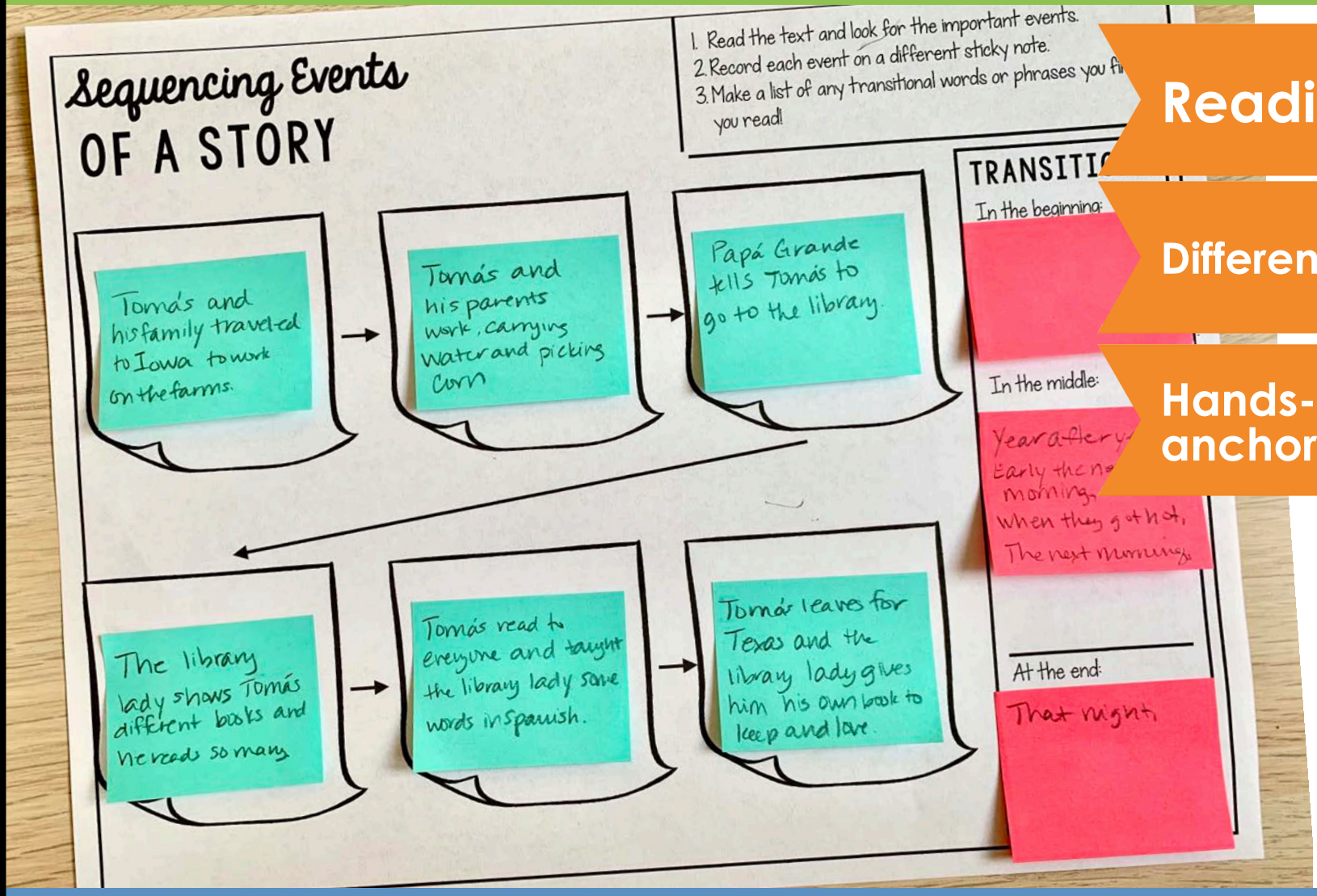
SEQUENCING EVENTS FOR 3-5



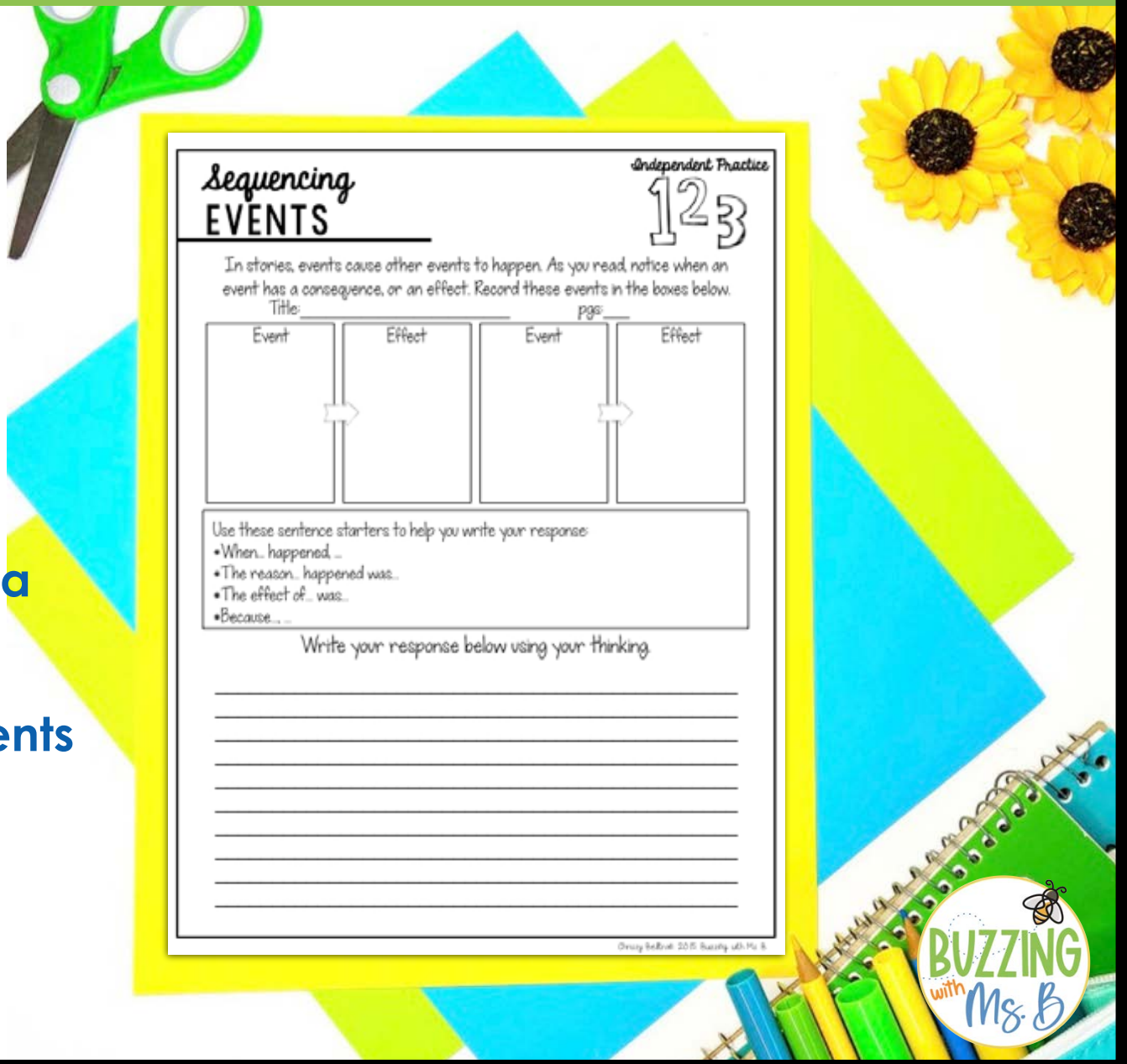
- Reading passage
- Differentiated task cards
- Hands-on activity & anchor chart

BUZZING with Ms. B

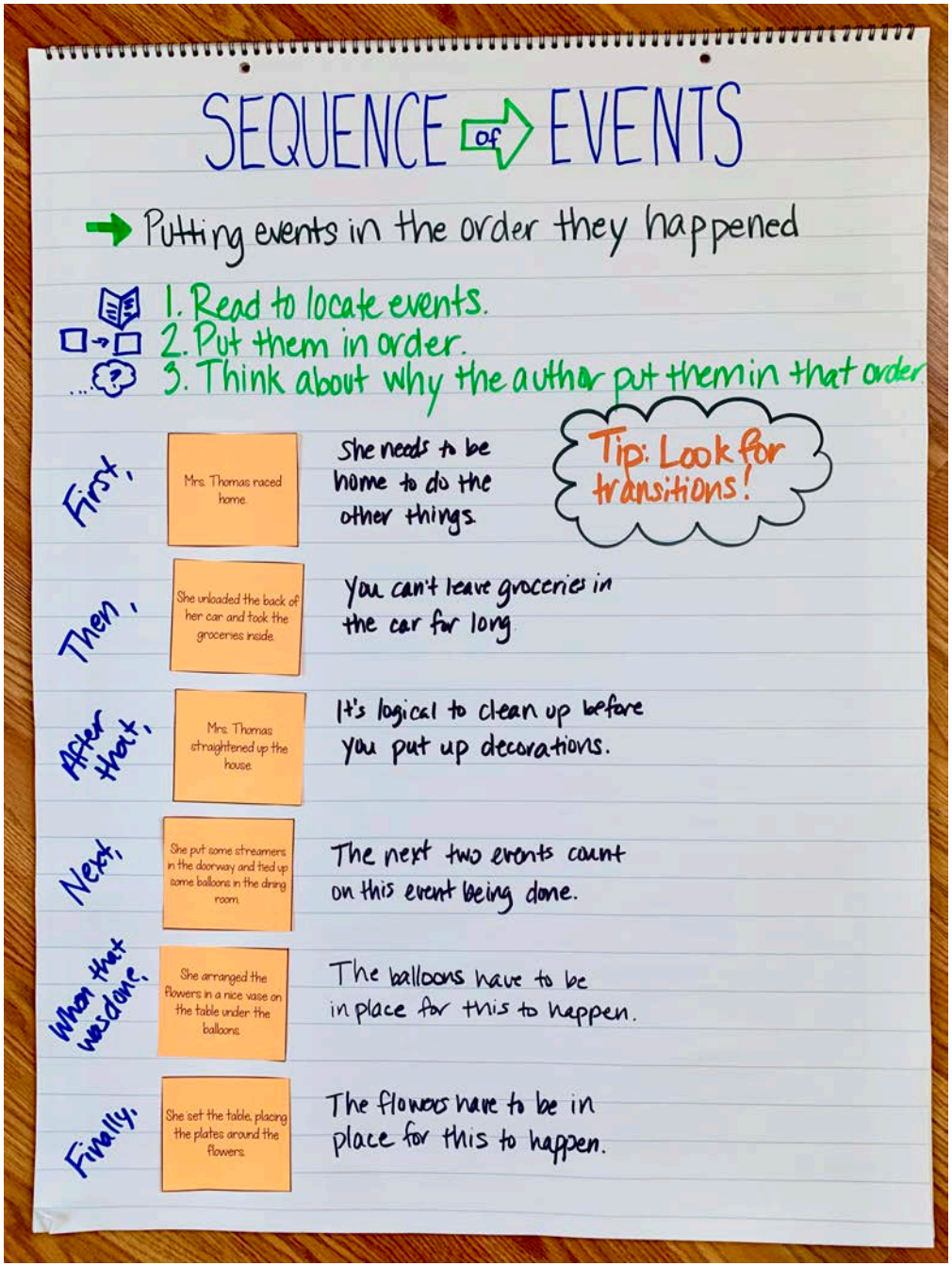
ENGAGE + MODEL + PRACTICE

These lessons will help you...

- ✓Introduce the skill of sequencing events
- ✓Model how to sequence events and identifying transitions
- ✓Help kids build comprehension through a hands-on activity
- ✓Practice sequencing events
- ✓Connect to reading with graphic organizer and reading response



Start with an engaging activity.

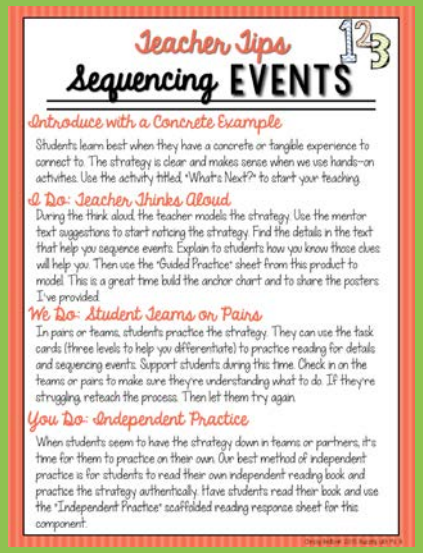


Students will…

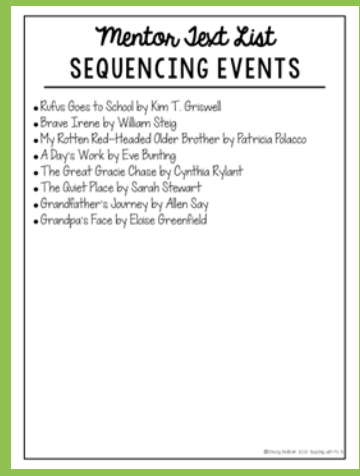
- ✓ Sequence event cards based on reasonable predictions
- ✓ Share their sequences and justify them with evidence
- ✓ Listen to a story and check their sequences

TEACHER TOOLS: A STEP-BY-STEP GUIDE

GRADUAL RELEASE MODEL

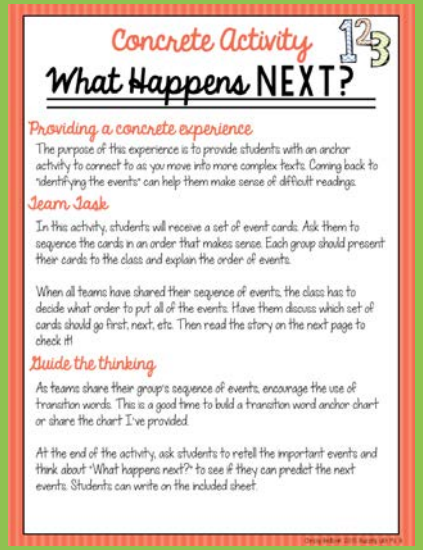

Teacher Tips
Sequencing EVENTS
1 2 3
Introduce with a Concrete Example
Students learn best when they have a concrete or tangible experience to connect to. The strategy is clear and makes sense when we use hands-on activities. Use the activity titled "What's Next?" to start your teaching.
I Do: Teacher Thinks Aloud
During the think aloud, the teacher models the strategy. Use the mentor text suggestions to start noticing the strategy. Find the details in the text that help you sequence events. Explain to students how you know those clues will help you. Then use the "Guided Practice" sheet from this product to model. This is a great time build the anchor chart and to share the posters I've provided.
We Do: Student Teams or Pairs
In pairs or teams, students practice the strategy. They can use the task cards (three levels to help you differentiate) to practice reading for details and sequencing events. Support students during this time. Check in on the teams or pairs to make sure they're understanding what to do. If they're struggling, reteach the process. Then let them try again.
You Do: Independent Practice
When students seem to have the strategy down in teams or partners, it's time for them to practice on their own. Our best method of independent practice is for students to read their own independent reading book and practice the strategy authentically. Have students read their book and use the "Independent Practice" scaffolded reading response sheet for this component.


TIPS FOR USING MENTOR TEXTS
Tip #1
Read the text in its entirety first, before you read it as a mentor text. A read-aloud at the beginning of the year is a great time to read any book you plan to use as a mentor text later in the year. You can actually build a list of mentor texts that you'd like to read at the beginning of the year because you know you're going to come back to them later for minilessons! There's a page to make your list in this download.
Tip #2
When you read the book during a minilesson for reader's or writer's workshop, just read the part that highlights the skill/strategy you want to teach that day. If you reread the whole book, it'll take up all of your writing time, and it'll be too much information for kids to process anyway. It's best to focus on the bit that will help kids learn what you want them to learn from that lesson.
Tip #3
Train kids to "notice". Start by modeling what you notice. This builds academic language and shows kids that there is value in appreciating what other writers do. Over time, you can start asking, "What do you notice?" and they will have valuable input!
Tip #4
Build your collection and mark your texts! When you find a book that is perfect for teaching a certain reading or writing skill or strategy, add it to your list. Bonus points for adding a sticky note bookmark to the book that marks the exact part of the text that you can use to teach that skill or strategy. I recommend keeping a special basket for mentor texts.


Mentor Text List
SEQUENCING EVENTS
- Rufus Goes to School by Kim T. Griswell
- Brave Irene by William Steig
- My Rotten Red-Headed Older Brother by Patricia Polacco
- A Day's Work by Eve Bunting
- The Great Gracie Chase by Cynthia Rylant
- The Quiet Place by Sarah Stewart
- Grandfather's Journey by Allen Say
- Grandpa's Face by Eloise Greenfield

MENTOR TEXT LIST

HANDS-ON ACTIVITY


Concrete Activity
What Happens NEXT?
1 2 3
Providing a concrete experience
The purpose of this experience is to provide students with an anchor activity to connect to as you move into more complex texts. Coming back to "identifying the events" can help them make sense of difficult readings.
Team Task
In this activity, students will receive a set of event cards. Ask them to sequence the cards in an order that makes sense. Each group should present their cards to the class and explain the order of events.
When all teams have shared their sequence of events, the class has to decide what order to put all of the events. Have them discuss which set of cards should go first, next, etc. Then read the story on the next page to check it!
Guide the thinking
As teams share their group's sequence of events, encourage the use of transition words. This is a good time to build a transition word anchor chart or share the chart I've provided.
At the end of the activity, ask students to retell the important events and think about "What happens next?" to see if they can predict the next events. Students can write on the included sheet.

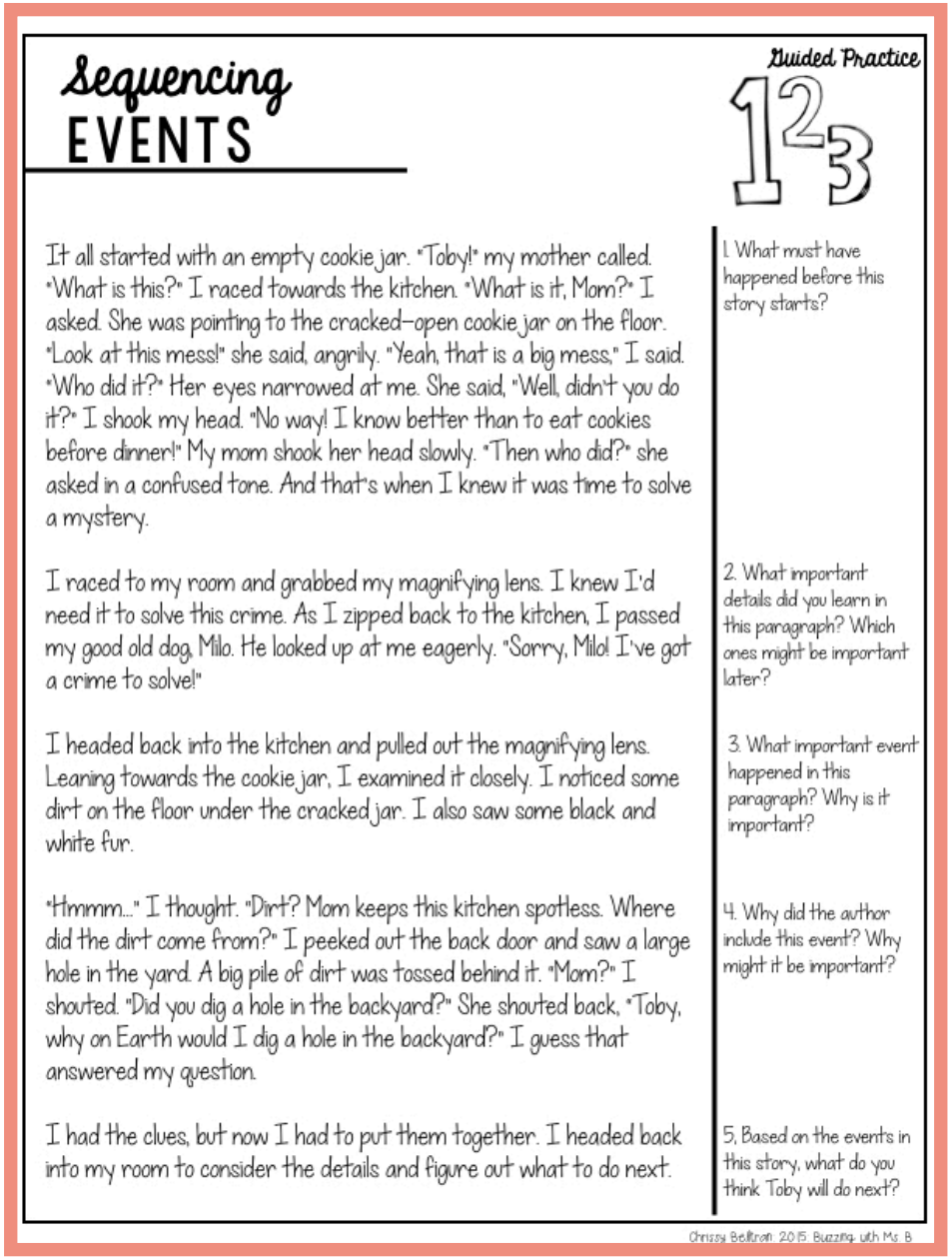

Sequencing EVENTS
1 2 3
Putting the text's events in order.
To sequence events...
1. Read to locate events.
2. Record them in order.
3. Think about why the author put the... that order.
Say...
First, ... Then, ... Finally, ...
This event happened before that ev...
This event is important to the stor...
Sequencing EVENTS
1 2 3
Using Transition Words
In the beginning,
At first,
First,
Initially,
In the first place,
Once upon a time,
In the middle,
Then,
After that,
Later,
Next,
Afterward,
Suddenly,
At the end,
Finally,
In the end,
In conclusion,
Eventually,
After that,
Last,

PRINTABLE POSTERS

GET ALL THE TOOLS YOU NEED TO TEACH ABOUT QUESTIONING!

- ✓One page passage focused on sequencing events
- ✓Guiding questions & answer key
- ✓Focus on thinking about how each event moves the story
- ✓Project or copy for each student

Model with a think aloud



Sequencing EVENTS

Guided Practice 1 2 3

It all started with an empty cookie jar. "Toby!" my mother called. "What is this?" I raced towards the kitchen. "What is it, Mom?" I asked. She was pointing to the cracked-open cookie jar on the floor. "Look at this mess!" she said, angrily. "Yeah, that is a big mess," I said. "Who did it?" Her eyes narrowed at me. She said, "Well, didn't you do it?" I shook my head. "No way! I know better than to eat cookies before dinner!" My mom shook her head slowly. "Then who did?" she asked in a confused tone. And that's when I knew it was time to solve a mystery.

I raced to my room and grabbed my magnifying lens. I knew I'd need it to solve this crime. As I zipped back to the kitchen, I passed my good old dog, Milo. He looked up at me eagerly. "Sorry, Milo! I've got a crime to solve!"

I headed back into the kitchen and pulled out the magnifying lens. Leaning towards the cookie jar, I examined it closely. I noticed some dirt on the floor under the cracked jar. I also saw some black and white fur.

"Hmmm..." I thought. "Dirt? Mom keeps this kitchen spotless. Where did the dirt come from?" I peeked out the back door and saw a large hole in the yard. A big pile of dirt was tossed behind it. "Mom?" I shouted. "Did you dig a hole in the backyard?" She shouted back, "Toby, why on Earth would I dig a hole in the backyard?" I guess that answered my question.

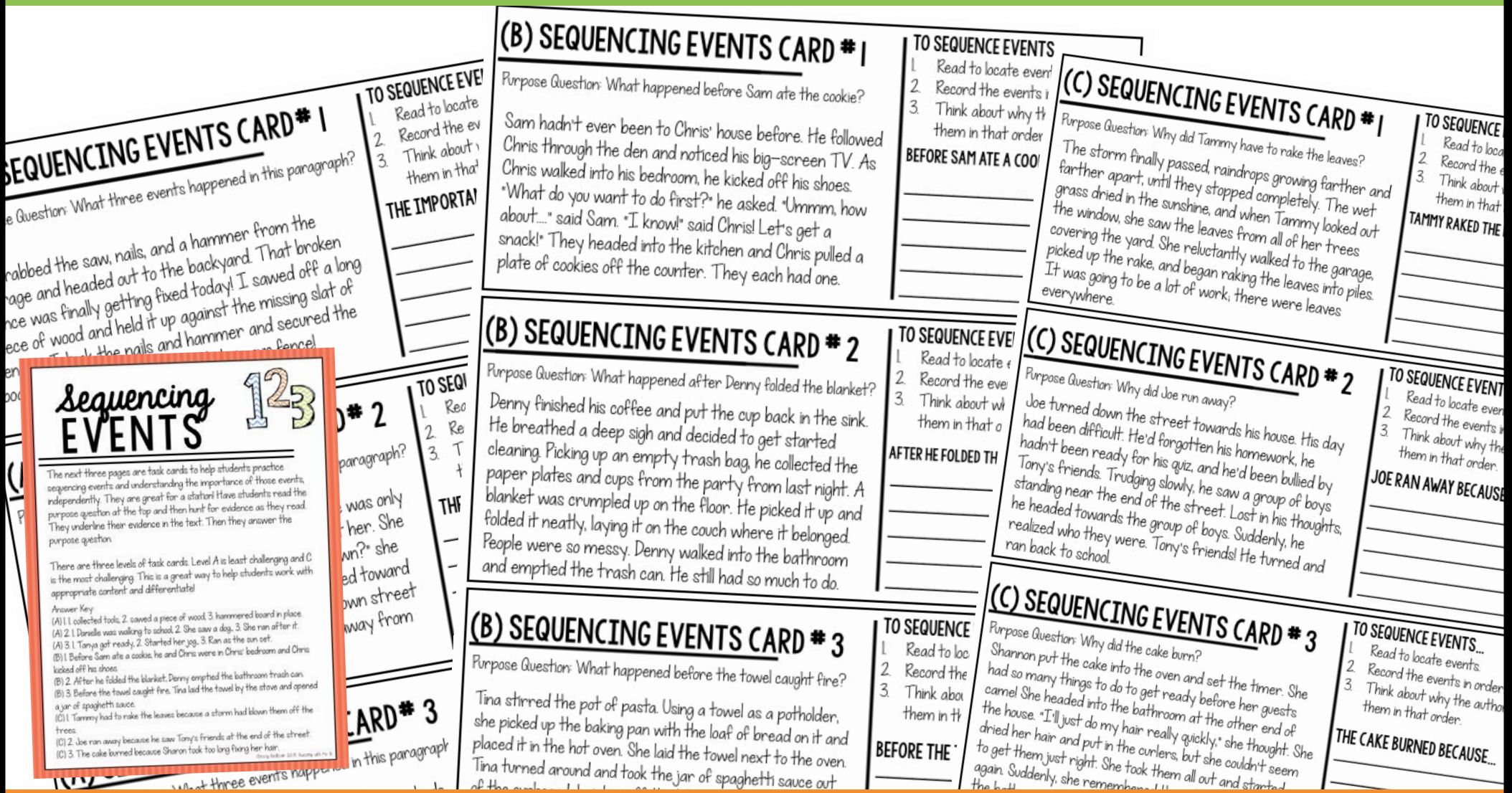
I had the clues, but now I had to put them together. I headed back into my room to consider the details and figure out what to do next.

1. What must have happened before this story starts?
2. What important details did you learn in this paragraph? Which ones might be important later?
3. What important event happened in this paragraph? Why is it important?
4. Why did the author include this event? Why might it be important?
5. Based on the events in this story, what do you think Toby will do next?

Chrissy Bellknap 2015 Buzzing with Ms. B

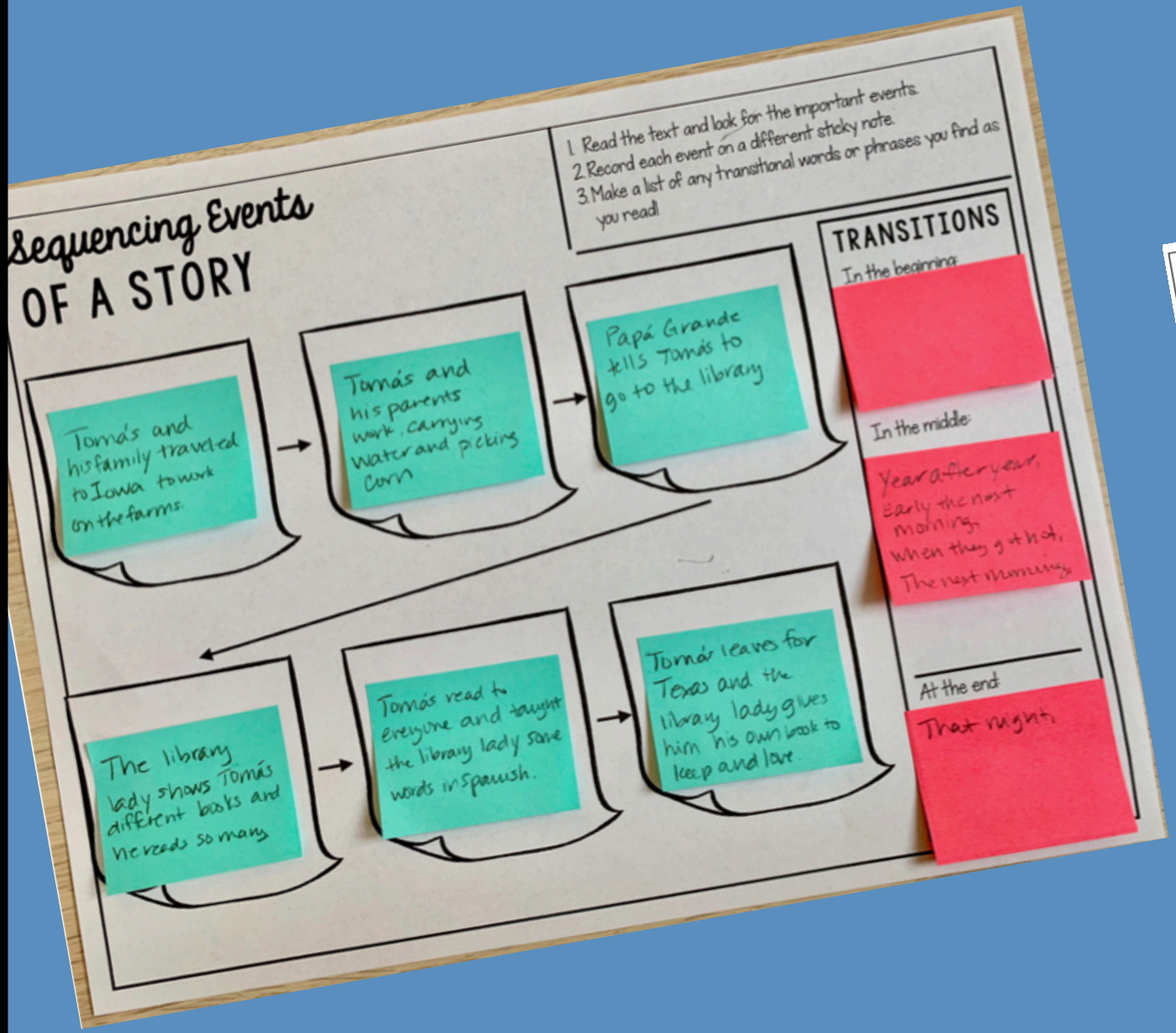
BUZZING with Ms. B

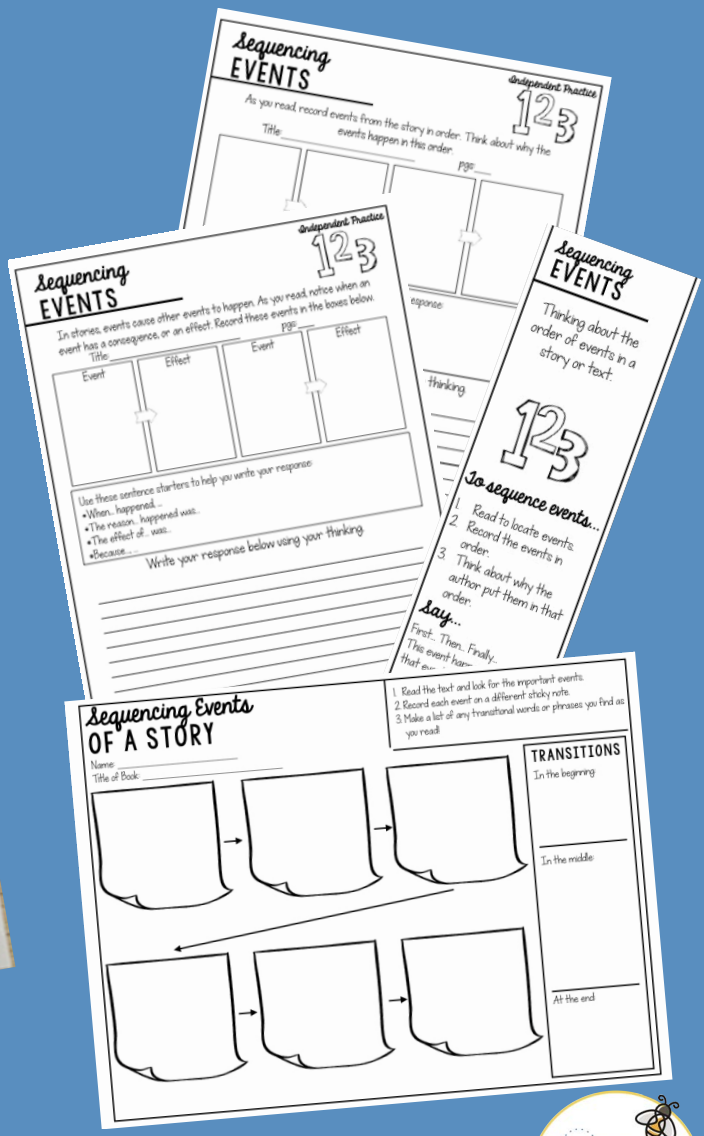
DIFFERENTIATED TASK CARDS



THREE DIFFERENT LEVELS WITH ANSWER KEYS

Graphic organizer & reading response





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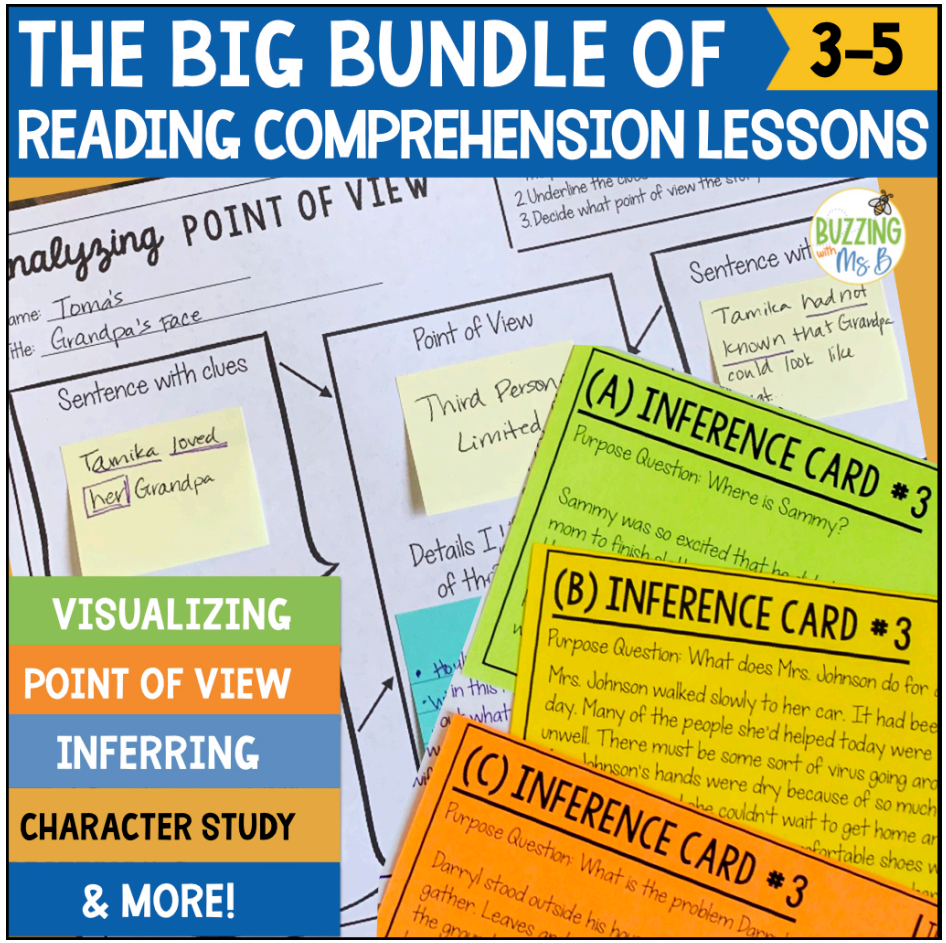
WHAT TEACHERS ARE SAYING

"I absolutely love this resource!! My students were so engaged. This took us a couple of days to get through all the parts. This is a great I do, we do, then you do activity."

"These lessons are great! I appreciate that the longer passage has guided questions to draw out the students' thinking. I also appreciate the differentiated task cards. These frequently come in handy!"

BUZZING with Ms. B

Get this in the Reading Strategy Lessons Bundle!!



This bundle includes...

- ✓Analyzing Characters
- ✓Asking Questions
- ✓Making Inferences
- ✓Visualizing Sensory Details
- ✓Author's Purpose
- ✓Story Elements
- ✓Main Idea & Details
- ✓Cause and Effect
- ✓Fact and Opinion
- ✓Point of View
- ✓Sequencing Events
- ✓Nonfiction Text Structure

GET THE READING STRATEGY LESSONS BUNDLE!!