



Sequencing Lesson Plan

Name: _____ Course: _____

School: _____ Grade Level: _____

Teacher's
Signature: _____ Date: _____

Georgia Performance Standards:

ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. The student

- d. Recalls explicit facts and infers implicit facts.
- e. Summarizes text content.

Relevance:

The purpose of this lesson is to teach the children how to realize the order of a story, so that in turn they can know in real life how things are supposed to be in order.

Goals:

The students should be able to hear a story, and then they should be able to tell what happened in the story in the order that it happened.

Prerequisites:

The students must be able to sit quietly and listen to a story, while at the same time they should comprehend the story.

Objectives:

The student will be able to correctly sequence a story or everyday events.

Materials/Equipment:

Pumpkin, Pumpkin by Jeanne Titherington
Sentence strips
Word/picture cards
Pumpkin life cycle sheet
Paper plates
Yarn/Stapler
Markers

Procedures:**Teacher Preparation:**

1. Print the pumpkin life cycle sheet on-line and. The website is http://www.atozteacherstuff.com/pdf.htm?pumpkin_lesson.pdf
2. Make sentence strips for the child to fill in the blank of what comes next.

Anticipatory Set:

1. The teacher will bring in a pumpkin and talk about pumpkins and Halloween.
2. The teacher will then ask the students how they think that a pumpkin grows to be so big.
3. The teacher will show the students the pumpkin seed and ask them how something so small can grow into something so big.
4. The teacher will explain that they will hear the story of Pumpkin, Pumpkin, and they will find out just what stages a pumpkin seed goes through to become a pumpkin.

Developmental Activities:

1. The teacher will read the story, Pumpkin, Pumpkin.
2. The teacher will review all the stages that Jamie's pumpkin went through.
3. Then the teacher will explain to the students how to make the pumpkin mobile by putting the events in order. That way when they tell the story they can pull the next part out to show what happens to the pumpkin next.

Closing Activities:

1. The teacher will pair the students and ask them each to tell the different steps of a pumpkins life with their mobile to their partner.

2. The teacher will explain that all plants go through a process similar to that. She will also explain that there are a lot of other things in life that happen in order.

Evaluation:

The teacher will pass out the sentence strips and have each child lay them out on a pumpkin sheet. When the teacher has told each child that theirs is correct, they will glue it onto the pumpkin.

Accommodations:

If a student is having difficulty, the teacher may prompt the student with the pumpkin mobile she has already made.

Enrichment:

The students will plant pumpkin seeds. They will place them in a plastic bag with wet paper towel until they sprout, then they will place in soil. They will keep track of and sequence steps.

Follow-up:

Upon completion of this lesson, the students should have more of an understanding of how a pumpkin has an order in which it grows. Also, many other things in life have an order.

Reflection:

This was a very fun lesson to use with 2nd graders. The pumpkin theme was a little out of season, but the students seemed not to mind. When I first asked the students a couple of the students to tell me the sequence of the story, most of them could not get it in order. However, after we spent time making the mobiles, most of the students knew the lifecycle of a pumpkin in order. There were a couple of them that I had to prompt, but they got the correct order in the end. It was so interesting to see the change in the students' understanding of sequencing after they made their mobiles. Although some students can learn by just hearing, the majority of the class needed the hands-on activity to really grasp the concept of sequencing. Making the mobiles with the students was a very fun activity, and the teacher knew they enjoyed it so much that she completed the lesson with her whole class and hung the mobiles from the ceiling. However, she pointed out that the lesson with my EIP students may have been easier if I would have the seeds cut

out for them already since some of them still struggle with their fine motor skills.

Jamie planted a pumpkin seed.

And the pumpkin seed grew a pumpkin sprout.

And the pumpkin sprout grew a pumpkin plant.

And the pumpkin plant grew a pumpkin flower.

And the pumpkin flower grew a pumpkin.

*And the pumpkin grew, and grew,
and grew until Jamie picked it.*

Jamie planted a pumpkin seed.

And the pumpkin seed grew a pumpkin sprout.

And the pumpkin sprout grew a pumpkin plant.

And the pumpkin plant grew a pumpkin flower.

And the pumpkin flower grew a pumpkin.

*And the pumpkin grew, and grew,
and grew until Jamie picked it.*



