

Overview	Key Lesson Elements	
<p>Unpacked Benchmark, CDAS, CRS, or IL State Standards.</p> <p>(1.3.23) Identify or summarize the order of events in a story in sequence in a text</p>	What is the Teacher Doing?	What are the Students Doing?
	<p>Do Now (3-5 minutes):</p> <p>Do now will be passed out on students' desks when they walk into the room first thing in the morning. Do Now is a review of sequence of events. This is a review from a previous lesson, but also a lead-in to today's lesson on writing a summary in sequence.</p> <p>Hook Tell students a story about "my brother's crazy weekend": "Then it knocked it over. He went there. He laughed so hard. It was night."</p> <ul style="list-style-type: none"> • Wasn't that such a crazy weekend???? Oh my goodness! When he told me about it, I couldn't believe it!!! Has that happened to any of you before?! • (Students should respond with confusion..."We don't know what happened, There is not enough information, etc." • Why is that so confusing? • What would make the summary better? • I noticed when I was grading your exit slips yesterday that many of you did an awesome job picking the important parts of stories, but one thing I noticed was that some of you didn't include ENOUGH information! Also, a few people put the events out of order! If I didn't know what the story was, I might have been a little bit confused. Today, we will make sure that when we do our summary we include enough important events, and that we put them in order. • Why might it be important to put the events of the story in order? 	<p>Students enter the classroom at a Level 0. They eat breakfast at their desks (Level 0), while completing their do-now within the allotted time.</p> <p>Students will be seated on the carpet in position A. They track the speaker at all times. When asked a question, or to respond, they raise their hands and wait to be called on before they speak.</p>
<p>Anchor Chart (s):</p> <p>Story for the anchor chart (see attachment).</p> <p>Enlarged version of the summary graphic organizer.</p>	<p>State Lesson Objective & Lesson Agenda</p> <p>By the end of today's lesson, you will be able to write a summary of a story using the correct sequence of events.</p> <p>"I Do" Input (1-2 Key teaching points):</p> <p><i>Review previous day's teaching points</i> What did we learn about summarizing yesterday?</p> <ul style="list-style-type: none"> • Authors use key words to show the reader when something is happening. • Examples of key words: meanwhile, during, first, next, then, after, last, finally, previously, etc. <ul style="list-style-type: none"> - Pull in good student examples from previous day's exit slips. <p><i>Introduce new teaching points</i></p> <ul style="list-style-type: none"> • A summary gives the main points from the text written in your own words. • Summaries should include the most important events and not the small details. • A summary does not just retell all of the events of a story. It focuses on key points. • Show students the anchor chart with my sample story written on it. Read it out loud to the students. (See attachment) <ul style="list-style-type: none"> - As I read aloud, I want you to really focus on what you think the big events are—I will be modeling my thinking about summarizing afterward. • Model my thinking out loud as I determine the important 	<p>Students are seated on the carpet in position A. They track the speaker at all times.</p> <p>Students are seated on the carpet in position A. They track the speaker at all times. When asked a question, or to respond, they raise their hands and wait to be called on before they speak.</p>

	<p>parts of the story.</p> <ul style="list-style-type: none"> - I know that this whole story is about Nick’s experience at the store, so I’m going to circle this part, and put it in the graphic organizer. (See graphic organizer attached) This is my main character and he is in the store. - In the beginning of the story, he went to the cheese aisle. This is the “FIRST” thing that happens in this story. - Then what happens? Hmm...I want to start thinking about what the problem is in this story? (<i>Reference the plot chart on the wall</i>) What is the problem? Is it the lady screaming? Mmmm...not really the big problem. I know the problem is the bird sitting on the cheese shelf. That’s what this whole story is about! The bird in the store! I know that I’m not just copying a sentence from the text...I have to paraphrase it. Hmm...how would I summarize the big problem here? - (Model putting it in the graphic organizer) - Next, I want to think about how this situation got resolved. How this problem got solved! Is the solution that the lady goes and gets the man? Well....hmm..that helps! But does it get the bird out of the store? What did they have to do? They caught it in a box, and took it outside. - Finally, let’s think about the ending of the story. What happens? Nick finished his shopping with a smile on his face imagining the bird on the chocolate milk. <p><u>Check for Understanding:</u></p> <ul style="list-style-type: none"> • What sequence words did we use in our graphic organizer? • Why is it better that I tell my summary in sequence? • Why is it better that I told this summary with more details? • What would happen if I included a lot of details, but I told this story out of sequence? 	
<p>Objective(s) SWBAT:</p> <p>*SWBAT write a summary of a story using the correct sequence of events.</p> <p>Sub-Objective</p> <p>*SWBAT identify key words of sequence within a text.</p>	<p><u>“We Do” Guided Practice:</u></p> <ol style="list-style-type: none"> 1. We will do a shared reading of the story “Mini Vacation” by Kelly Hashway (See attached) I will read aloud, stopping periodically. Students will read the words that I stop on. <ul style="list-style-type: none"> - While we read, I want you to be thinking of the big ideas that are most important in this story. 2. Students will work with a partner to determine who the story is about, and where it takes place. 3. Students will use the graphic organizer (which uses sequence words) to record who the story is about and where it takes place. (Remind them to summarize this info in a sentence or two. 4. Students will share out their answers, and I will “Ask, ask, ask” other students to share out their answers. 5. We will come to a group consensus and I will record the “Who and Where” in the graphic organizer on the anchor chart. 6. Students will work with a partner to determine the first important event of the story. 7. Repeat steps 3-5 for the “First,” column on the chart. 8. Students will repeat steps 2-5 for finding the “Then” (What is the problem?), “Next” (How is the problem solved?), and the “In the end” (How does the story end?). <p><u>Check for Understanding:</u></p> <ul style="list-style-type: none"> • Why did you decide that event in the story was particularly important? • What if you didn’t have this? Would it change the 	<p>Students are seated on the carpet in position A.</p> <p>They track the speaker at all times. When asked a question, or to respond, they raise their hands and wait to be called on before they speak.</p> <p>During partner work, students will turn and face their partner. They will speak at a level 1. When teacher gives the signal, they will turn to face the teacher and return to position A at a level 0.</p>

	<p>story at all?</p> <ul style="list-style-type: none"> • Would the summary still make sense without that detail? • What if we include this detail? Would the summary make sense without it? 	
<p>Vocabulary words/Key Concepts:</p> <p>Sequence Summary</p>	<p><u>“You Do” Independent Practice:</u></p> <ul style="list-style-type: none"> • You will complete the same graphic organizer that you saw me complete for the story about Nick, and that you completed for the story, “Mini-Vacation.” This time you will do it for the story, “ • We will do a shared reading of the story, “Making Fun,” on the carpet (See attached). • (send students back to their desk after the shared reading is complete). <p><u>Check for Understanding:</u></p> <ul style="list-style-type: none"> • Teacher circulates while students are at their desks working on the independent practice, clarifying any major misconceptions. 	<p>At the carpet, students will return to their desks and complete the summary graphic organizer, independently at a level 0.</p>
<p>Modifications/ Accommodations</p> <ul style="list-style-type: none"> • For students whose reading level is below the level of the independent practice text, the whole class will engage in a shared reading of both the guided practice text, and the independent practice text. • Graphic organizer has question prompts to help students who may not know what to put next. • Student seating arrangement on the carpet is situated so that students who have trouble seeing, and staying focused are at the front, closest to the anchor chart and the teacher. 	<p><u>Exit Ticket (aligned to lesson objective) or assessment:</u></p> <ul style="list-style-type: none"> • Students’ final summary on the graphic organizer will be their exit slip. • Exit slips will be graded according to their accuracy of sequence and paraphrasing of story, as our objective stated. 	<p>Students will complete their exit slip at their desks or in the library, independently at a level 0.</p>
<p>Materials & Technology</p> <ul style="list-style-type: none"> • Do Nows • Anchor Chart with story • Anchor Chart with summary organizer • Markers • Double-sided copies of graphic organizer • Copies of “Mini Vacation” story • Copies of “Making Fun” story 	<p><u>Closing/Preview for next lesson:</u></p> <p>Today, we learned how to write a summary using sequence words to help organize it.</p> <ul style="list-style-type: none"> • Why is it better that when we are summarizing, we do it in sequence? • Why is it better that we include plenty of details (but not too many!) in a summary? • I saw a really great example of a summary from (name of student) that I think we could all learn something from. Would you care to share with the class what you wrote? <p>Tomorrow, you will be working with Ms. D to continue working on writing a summary. But this time you will be looking at the main idea, or the big picture of the text.</p> <ul style="list-style-type: none"> - Address any major misconceptions that occurred during the lesson. - Answer any questions that students may have at the end, pertaining to summaries. 	
<p>Homework:</p> <ul style="list-style-type: none"> • Summarizing homework page from pacing guide with three short paragraphs to summarize. 		

Story for the Anchor Chart:

Nick was headed to the store on Friday night to get some ingredients to make a home-made pizza for dinner. When he went in the door, he headed to the cheese aisle to get some cheese. When he got there, he saw a bird sitting on top of the shelf. A lady behind him screamed and the bird started flying around, startled and confused. Someone opened the giant see-through fridge, and the bird flew in it. The bird landed on top of a jug of chocolate milk. Nick started laughing when he saw the bird sitting there because he never saw a bird on top of chocolate milk before. He stayed by the fridge to guard it while the woman ran to get an employee of the store. Finally, the store employee came and had a box. They carefully opened the fridge and the bird flew into the box. They took the box outside and let the bird go free. Nick continued to shop for his pizza ingredients, but this time he had a smile on his face the whole time.