

**English Language Arts Lesson Day 2**  
**“Mix it Up”****Rationale**

- ✚ The intent of this lesson is to prepare students for the Common Core State Standards by reviewing and practicing how sequencing words assist in organizing writing pieces.

**Goal**

- ✚ To maintain a single focus and clear sequence in a story

**Standards**

- ✚ **W.4.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- ✚ **W.4.3c** Link ideas within categories of information using words and phrases (e.g. another, for example, also, because)
- ✚ **W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Objectives**

- ✚ Students will be able to rearrange the order of two stories.
- ✚ Students will highlight words and phrases that depict transitional flow of the stories.
- ✚ Students will title each story.
- ✚ Students will draw the main idea of each scene to visually display the order of events.

**Materials**

- ✚ Construction Paper
- ✚ Scissors
- ✚ Glue Sticks
- ✚ Highlighters
- ✚ Activity: *Sequencing Stories*
- ✚ Follow Up Activity: *Sequencing Organizer*

**Procedure**

- ✚ Ask the students to reflect on the steps for writing on the board. Then, call on students to provide the steps. As the steps are given, the teacher acts out the actions based on the how-to directions. Be literal; clearly follow students' instructions.
- ✚ Connect the activity to story writing. Explain that ordering and sequencing events matter in the organization and flow of a written piece.
- ✚ Break students up into pairs and distribute *Sequencing Stories*. Students will be detectives by reorganizing two mixed up stories. The students must analyze the textual

excerpts and rearrange the order by cutting, arranging on construction paper, and then gluing. Remind students that they need at least two pieces of construction paper; one for each story.

- ✚ After pairs are satisfied with the order, they may provide meaningful titles to both stories. After completion, the students should highlight specific phrases that provided insight for the ordering.
- ✚ Switch partners and compare their orderings.

### **Teacher & Teachers' Aide Observations During the Group Activity**

- ✚ The activity requires movement and space. Teachers should be moving around the room monitoring the activity.
- ✚ It is insightful to observe how the students determine the order. Ask *why* they selected specific strategies.

### **Assessment**

- ✚ Students should show complete understanding of the objective by accurately ordering events for both stories.

### **Follow Up**

- ✚ Students may use the *Sequencing Organizer* to illustrate the main idea for each paragraph. Brief sketches are sufficient.
- ✚ Upon completion, encourage students to retell the story using their drawings.



## Sequencing Stories

### A.

For the next few months, Serena and her new friend Carmine went everywhere together. She made a travel case for him out of her brother's old toolbox which she would fasten to the front of her bike when she rode. At home, Carmine loved to crawl around her room or slide under the couch when her family watched a movie. Though silent, Carmine really was one of the kids and was therefore treated as such, even celebrating a birthday at the end of October.

### B.

For the next twenty minutes, he listened to his mother go on and on about how worried she was. His behavior and lack of communication were, at least she thought, somewhat alarming. Jasper heard his grandpa put his cup in the sink and wash it. "Sounds to me like all he needs is some fishing."

### C.

Serena would often name her new friends after people she met at school. There was Larry the blue-jay, Tom the cat, and Jose the chipmunk. Each day after school, she would get off the bus and run straight to her backyard – ready to see her friends and tell them about her day. One afternoon, as she lay in a pile of leaves at the edge of the yard, she saw something beside her move. At first she thought she was imagining things, like the time she swore Larry had actually answered one of her rhetorical questions.

### D.

At first she assumed her eyes were playing tricks on her for it seemed like the leaves had formed a shape – an animal made out of leaves! But as she walked closer, she noticed that it wasn't the leaves that were alive, but a creature underneath - one with a hardened shell, the color of grass and dirt.

### E.

The small ripples in the lake made him feel relaxed. Grandpa must have noticed a change in his expression, because when it was time to put the poles and the fishing lures back into the locked shed and go home, he handed Jasper a key. "Son, not even your grandmother has the key to this place, but I trust you. You can visit any time you like to do a little fishing." "Thanks, Grandpa. I think I will." The two nodded and headed back home.

## F.

One day the two friends shared a bike ride to a nearby park and sat underneath a large willow tree. The calming breeze felt wonderful as Serena closed her eyes and stretched out beneath the shade. She lay asleep for some time until she was awakened by an unfamiliar, uneasy feeling. Her eyes frantically scanned the grass to no avail. Carmine was gone. For six hours, Serena walked around the park but she never saw her friend again.

## G.

Jasper listened to his Mom and Grandpa talking downstairs. The smell of their coffee made it all the way up to his bedroom, where he was trying to distract himself by looking through a *Sports Illustrated* magazine. As usual, they were talking about him. Jasper could hear the worried tone in his mom's voice.

## H.

As she sat on the wooden stairs and faced the yard, Serena couldn't help but think about the day she first found Carmine amongst the brown and red leaves at the edge of her yard. She craned her head toward the sky and thought about how much she missed her constant companion. Even though he couldn't speak, she knew he was always by her side. Most of all, though, Serena felt guilty for sleeping as Carmine wandered off. She knew that had she been more responsible, Carmine would still be here. She stood up, ran into the garage and brought out the familiar tool box that had once been her best friend's home. Serena walked to the edge of the yard, placed the toolbox down on the ground, and wrote a little note on the bottom of the box: "You always have a home with me."

## I.

It bothered him, but he really didn't know what to do about it. Sure, he'd been acting differently lately, but there was nothing to talk about. School was harder this year, he didn't really like his teacher, and his best friend had moved away. What was there to discuss? He just had to wait for things to get better, and then maybe he'd be more cheerful around the house again.

## J.

She brushed the leaves aside and stared down at this creature. It was the biggest turtle she'd ever seen – much bigger than the ones she saw at the street fair every summer. "Hey there," she whispered as she took her hand and gently placed it on the turtle's back. "Would you like to come home with me?" she asked. Although he made no sound, the turtle's eyes told Serena that he was the newest member of her family.

## K.

After a while he almost forgot about the fishing pole in his hand. The fish weren't really biting; in fact, Grandpa said, it seemed like the fish were *never* biting. There was a calm breeze and some colorful birds to watch. A few ducks floated by, some squirrels raced around, and a scattering of bugs skipped along the surface of the water. Other than the occasional airplane that flew overhead, it was very peaceful. The best part of the whole thing was that Grandpa didn't ask him any questions.

## L.

It was the kind of day people wrote poems about. The sky never seemed so blue and the air was crisp with the smell of fall leaves. The girl sat on the edge of her porch, ignoring the beauty around her and contemplating what she thought was one of the biggest mistakes of her life. She had always loved animals, had surrounded herself with them in fact for as long as she could remember. She recalled all the days she spent collecting bugs from the woods, talking to the birds at the feeder, and following the small bunnies as they hopped through the yard like jumping beans.

## M.

Together they just stared at the rippling surface of the lake, and when lunchtime came, they munched on the sandwiches and apples they'd packed in little brown bags. It happened so slowly that Jasper almost didn't notice it, but the quiet kind of made him feel better. School and the teacher he didn't like, were a million miles away. His Mom and all of her questions seemed far away too.

## N.

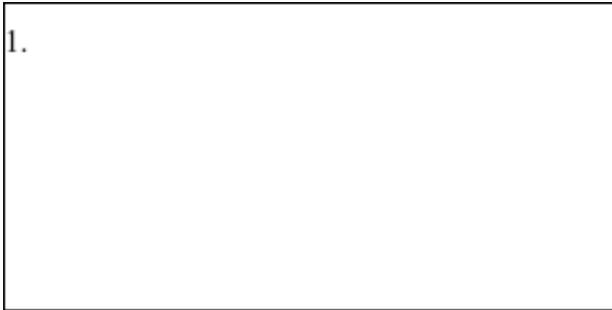
Upstairs, Jasper rolled his eyes. Grandpa thought the solution to every single problem in life was fishing; it was the family joke. Still, when he came up to Jasper's room to invite him to the lake, Jasper agreed. At least it was a nice day outside, and the lake was only a twenty-minute walk. It was better than hiding in his room to avoid Mom. When they arrived, they sat on a dock on the family property.

## O.

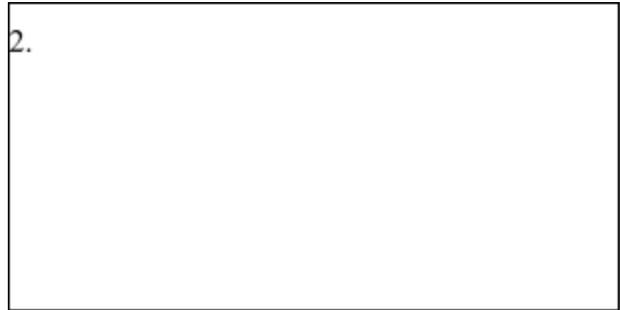
Then it happened again. "What's going on?" she said. "Who's there," she asked as her voice grew in volume. Silence. She stood up and stared at the section of now-still leaves. "Louis. Is that you?" she yelled with slight trepidation. Her brother was always trying to scare her and she had had enough. "That's it. I'm going inside. You can sit out here all you want." But just as she was about to walk away, she heard a rustling and quickly turned around.

# Sequencing Organizer

1.



2.



3.



4.



5.



6.



7.

