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| Sequence Plot Chart |
| Lesson Introduction: |
| If Sequencing is a new idea or if students need extra help with this skill, before this lesson spend a class period getting some practice with the plot diagram. Use wordless stories such as Tuesday by David Weisner so they can practice identifying the beginning, middle and end without having to also focus on reading, decoding, etc.  You may also have the students use the plot diagram to tell a personal story or to briefly retell a favorite movie. Have a student share a short story out loud with the class (such as what they did after school yesterday). As a class, identify the beginning, middle and end. Model on a board or poster how the chart would look for that story. Repeat several times. |
| Lesson Closure/Summary: |
| - Summarize the story and skills used |

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| **Related Common Core State Standards:**  **6th-8th 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).   **3rd 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).   **3rd 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

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| DesCartes Statements: |  |
| RIT 211-220   * Identifies sequential or chronological order in informational text | Students: |
| RIT 201-210:   * Identifies sequence of events in informational text (first) | Students: |
| RIT 191-200:   * Identifies sequence of events in informational text (first) | Students: |
| RIT 181-190:   * Identifies sequence of events in literary text (last) * Paraphrases sequence of events in literary text | Students: |
| RIT 171-180:   * Identifies sequence of events in literary text (first) * Identifies sequence of events in literary text (second) * Identifies sequence of events in literary text (last) * Identifies a specific event in a literary sequence * Paraphrases sequence of events in literary text * Orders sentences to create a paragraph that makes sense in literary text | Students: |
| RIT Below 171:   * Identifies sequence of events in literary text (first) * Identifies a specific event in a literary sequence | Students: |

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| FIRST STEPS: For All Students |
| - Have students draw a copy of the diagram on blank paper.  Have them fold the paper in half twice so that the fold lines  on the paper match the dotted lines on the example. Use the fold lines to guide the lines for the arch.  Reminder: Having students create the diagram (as opposed to giving them a photocopy) makes it more meaningful for them and makes it more likely that they will use the diagram on their own later. |
| Higher-Level Activity: |
| Lesson/Activity:  - Choose and article or story for which the events are not described in chronological order  - Use the simple plot diagram or - for more advanced students - use the more complex “Plot Curve Diagram.”  - Read the article/story as a class once through.  - Give students 5 minutes to identify the events they consider to be the first and last major events in the story – the beginning and the end. Record the choices on the diagram.  - Have students share and discuss their choices. There may be multiple choices that can be seen as correct. Have students explain their choices.  - Give students a few more minutes to identify three events from the middle of the story each student deems most significant. Remind them to list these events on their charts in the order they happened. Discuss.  Resources: Blank paper, Article/story at appropriate reading level(s)  Means of Assessment: Observation, completion of diagram |
| Mid-Level Activity: |
| Lesson/Activity: Same activity as above. Use the simple plot diagram and an article/story in which the events are generally in chronological order.  Resources and Means of Assessment: Same as above |
| Lower-Level Activity: |
| Lesson/Activity:  - Choose an article/story for which the events are described in chronological order  - Read the article as a class once through.  - As a group, determine:  1. The beginning – how everything starts. Record that event on the  simple plot diagram.  2. The end – how everything finishes. Record event on the diagram.  3. Which event in the story is the most important part of the middle?  Why? Discuss. (Answers will vary). Record chosen event on diagram.  Resources and Means of Assessment: Same as above |

**Sequencing: Simple Plot Diagram**

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| **The Beginning:** | **The Middle:**  **1.**  **2.**  **3.** |  | **The End:** |