Adult Education
Lesson Plan Template & Teaching Sequence

Literacy Volunteers
OF MARICOPA COUNTY, INC.

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1. CREATED BY (Instructor Full Name & Date)

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Date: 4/5/2019

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2. PROGRAM

ABE   1__   2 _x_   3 _x_   4 _x_   5 _x_   6__   **ELAA**   1__   2__   3__   4__   5__   6__

3. CONTENT AREA (Subject)

ABE	Reading _x_ Writing _x_ Mathematics___ Social Studies___ Science___
ELAA	Reading___ Writing___ Listening___ Speaking___

4. STANDARD(S) ADDRESSED

Reading: Block 3

Writing: Block 3

5. LESSON TITLE

Sequence of Events

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6. LESSON OBJECTIVE(S)

Determine the sequence of events in narrative passages

Identify sequence in procedural texts

7. CURRICULUM RESOURCES

Common Core Achieve: Reading & Writing (Chapter 2.1 Sequence Events, pp. 52-63)

New Readers Press, *Writing for the GED Test, #2 Reading Comprehension – Sequence of Events, pp. 18-22*

The Science of Sleep, **New Readers Press,** *Writing for the GED Test, #2 Reading Comprehension*, **pp. 20-21**

8. ANTICIPATORY SET/INTRODUCTION

To help students understand the concept of sequence, display a series of images that show a string of related events. For example, one image may show someone grocery shopping, another might show someone cooking, and a final image might show someone eating. Display the images in random sequence. Lead students to discuss the proper sequence of events and place the images n order. Then move the images into different sequences and discuss why these sequences don't make sense. Make sure that students understand the link between sequential organization and the reader's understanding of ideas.

9. CLASSROOM PROCEDURE

Input and Modeling	Use either *Common Core Achieve* text or *Writing for the GED* text. Explain to students that the understanding the patterns of organization of a text can help the reader understand the order of the information presented. Sequence of events is one of the most common patterns of organization. Begin by introducing time or chronological order. Read short passage from the text and ask students if they can place the events in order. Discuss transition words (copy chart p. 19) text on the board). Ask students to replace the time order words in the previous passage with transition words from the chart.
	Hand out *The Science of Sleep* passage. Give students time to read the passage silently. Then read aloud, pausing after each paragraph to discuss and respond to the Strategies questions. Model how students should mark text and annotate as they read. During discussion, students should be annotating and responding to the questions on their passage.
	Draw the sleep stage chart (p.21) on the board. Ask students to complete the exercise independently on their paper. As a group, review answers and complete the chart on the board.
Check for Understanding **Independent Practice**	Use end of chapter questions in *Common Core Achieve* or *Anne of Green Gables* (GED Practice Test question) handout. Students complete questions independently. Review answers as a group.

10. CLOSURE

Ask students what types of texts use a sequence of events organizational structure and why. Give a few examples of words that signal sequential organization.

11. EXTENDED LEARNING (Practice Outside of Classroom)

Provide copies of several passages from *Six-Way Paragraphs in the Content Areas* to scaffold and reinforce learning for struggling readers as well as those who are more proficient but still need practice. Books are leveled from Introductory to Advanced.

12. ASSESSMENT/DETERMINE PROFICIENCY (Formative, Standardized, Other)

Students write answers to text questions and annotate text. End of chapter review is completed independently and reviewed as a group.

13. UDL (Universal Design for Learning)

Material is presented visually and aloud. Students use text and study guide to write notes and respond to questions. Activities are independent and whole group.

14. AFTER LESSON REFLECTION

Did the lesson work?	_____
What would you add or take away?	_____