Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
Kindergarten	**Reading**	**N/A**	**Stop and Draw Intro Lesson to First, next, then, and last using The Doorbell Rang, and White Rabbit's Color Book, and Te Little Red Hen to identify key events in the story.**

Length of Unit	**Time of Year Taught:**	**Expected Prior Knowledge**
3-4 days, one lesson per day over 1-2 weeks	Early September	Students should be able to listen to a story, follow directions.

Unit Description

Stop and Draw allows a child to draw, and write if capable, the main parts of a story. The simple sequence of "first, next, then, and last" help children put stories into context. The teacher will read a story, then will stop at different points to allow children time to draw what happens first, next, then, and last. Various books will be used as examples, giving the student more and more autonomy with each lesson. This method is practiced and modeled randomly after initial lessons for those needing remediation and also helps the class to be cognizant of the sequence of a story.

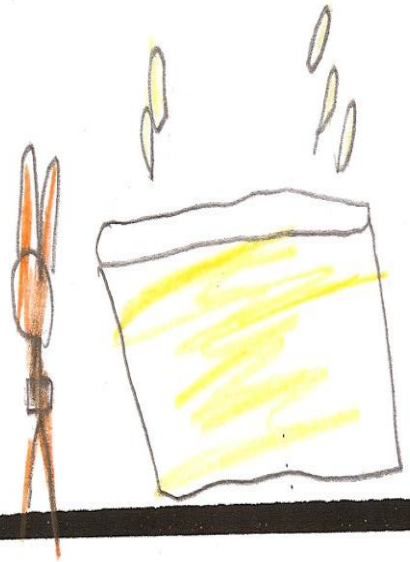
Strand(s), Concept(s), and PO(s)	**R00-S2-C1-PO2** **Strand 2: Comprehending Literary** *Identifies the comprehension strategies that are specific in the study of a variety of literature.* **Concept 1: Elements of Literature** *Identify, analyze, and apply knowledge of the structures and elements of literature.* **PO 2. Identify elements of a story including characters, setting, and key events.**
Summative Assessment	Student will create their own "First, next, then, last" sequence page for a book of choice.
Assessment Scoring	Scoring will be based on neatness, sequence, and accuracy. The rubric is attached and scoring will be based on a 3 point rubric.
Materials/Resources Needed	*Copy of the book, The Doorbell Rang by Pat Hutchins, White Rabbit's Color Book by Alan Baker, The Little Red Hen by large chart paper, paper and pencil for each student, crayons for each child.*

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Lesson Instruction	Teacher will explain to students, in a small group of 4-6, they will be hearing a story and will use paper and a pencil to write in the appropriate space what happens. We will do this one together. The teacher tells the name of the book and the author. After reading pages 1-5, the teacher stops. "Now we will stop and draw" Teacher asks what is happening in the story. "What do you think we should draw in the square that says "First"? Teacher listens to responses and draws on chart paper a table with 2 or 4 kids, sharing 12 cookies. Teacher continues with this story, reading a few more pages, stopping, and drawing in the appropriate boxes labeled first, next, last, and then. The end of the lesson has produced a paper that shows first, there are 12 cookies, shared between 2 and 4 kids. "Next" shows 12 cookies shared between 6 kids, "then" shows 12 cookies shared between 12 kids, and "last" shows Grandma at the door with a tray with more cookies.	Gather students for a sequence chart lesson. Remind them of the last lesson, and review what they remembered. "Today we are all going ot make a sequence chart together. You will each do your own, and I will help. Distribute to each student, paper with four squares labeled, first, next, then, and last, similar to the one used in the previous lesson. Be sure each student has their own set of eight crayons. Introduce the book, White Rabbit's Color Book by Alan Baker. Teacher reads the first few pages, then stops. "Please use the space that says First, and draw what has happened in the story. Give students about 5 minutes. While children are drawing, the teacher draws simultaneously on the large chart paper. Once everyone has finished, ask each to share. "I see a white rabbit who sat in yellow and red paint and turned orange." Continue reading the story while the rabbits washes, sits in red and blue to turn purple. The "next" box will reflect this. Use the previous method to continue with this, the "next" and "last" boxes as well. The last box will show a brown rabbit.	Choose a book, such as The Little Red Hen. Tell the students that many different authors have rewritten this story and was originally a Russian Folktale. Begin reading and stop at the point where the Little Red Hen decides she wants to bake bread. Students will be guided enough to be prompted to draw what has happened so far, but the teacher will not be involved in the drawing process. The teacher will continue reading, then stop at appropriate times so the basic sequence follows "First, the hen decided she wanted to make bread. Next she asked the other animals for help but no one helped. Then The Little Red Hen did all the work and made the bread. Last, all the animals came and wanted the bread but she said no because they didn't do any of the hard work it took to make the bread.	No specific lesson given by teacher. Teacher may refer to the sequence chart while reading stories to refresh students on the process. A child may decide to create a chart based on a book read by the teacher. The teacher at this point can encourage students to write a sentence to accommodate the picture if they haven't already. The student may dictate the sentence to the teacher if applicable.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Student Activities	Students are contributing to what the teacher is modeling as the process for stop and draw. Children will give responses to what they feel should be drawn. Students will continue to give ideas until lesson is complete.	Students are creating their own sequence chart with the teacher in a group. They will stop and draw at appropriate times and work with teacher to complete chart.	Students will work independently to create a chart of their own using the book read by the teacher, in this instance it is The Little Red Hen.	Students are free to choose any books they want to practice writing sequence books for. Either read independently, or by teacher, as appropriate. They may also be able to write sentences under their drawing or ask a teacher to write their dictated sentence down.

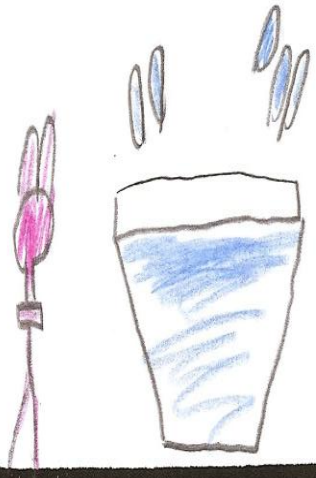
① First,

Red and yellow makes orange



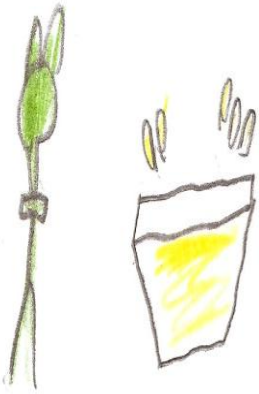
② Next,

Red and Blue makes purple



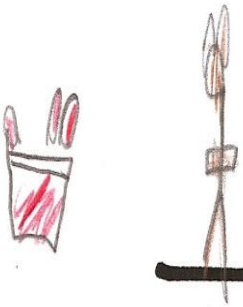
③ Then,

Blue and yellow make green



④ Last,

Blue, Red, and yellow make brown



Approved March 8, 2010

Attachment E

Summative Assessment

Students will create their own sequence story chart to draw about key events in a story. The story can either be read by an adult, or on their own. The students will use the provided chart to draw pictures for First, then, next, and last. Students will be scored on neatness, accuracy of sequence, and accuracy of sentences describing drawing either written by child or dictated by child.

Score: _____
9

Student _____

Assessor _____

Date _____

Scoring Rubric

Kindergarten Reading – Create a sequence chart for key events using first, next, then, last

	Above standard (3 points)	**Standard (2 points)**	**Attribute still a goal (1 point)**	**Score**
Sentences to describe picture	All 4 sentences relate correctly to picture	2-3 Sentences relate correctly to picture	1 or no sentences relate to picture.	
accuracy of sequence	Chart follows sequence with all 4 areas	Chart follows sequence with 3 areas	Sequence in two areas or less	
handwriting	neat and properly formed letters	somewhat neat and/or somewhat properly- formed letters	letters not neat and letters not properly formed	
total				

Grading Scale:

8-9 Exceeding

6-7 Meeting

5-4 Needs more practice

3 or less -Needs intervention