

LTK+ CURRICULUM: SEQUENCING

Level 1 Lesson Plan

This teaching resource was created to scaffold reading comprehension by integrating the elements of SRL into activities related to *Sequencing*. This lesson plan includes 4 activities and links to other existing print-based and multimedia resources.

LINKS TO MAJOR ELEMENTS OF THE QUEBEC EDUCATION PROGRAM

ePEARL	QEP	PROGRESSION OF LEARNING	NEW EVALUATION FRAMEWORK
<p>Self-Regulation Theory</p> <p><i>Goal setting</i> with a focus on learning rather than performance goals and the setting of hierarchical goals which show evidence of progress (Zimmerman, 2000).</p> <p><i>Reflection:</i> Self-evaluation comparing results to a standard goal.</p> <p>Look back in the text to try and solve a problem (NRP).</p> <p>Restate or paraphrase a text in terms more familiar to readers (NRP).</p>	<p>Cross-Curricular Competencies:</p> <p>Competency 5</p> <ul style="list-style-type: none"> To adopt effective work methods <p>Key features: to espouse the objective, understand the instructions and visualize the elements of the task and understand the context of the task.</p> <p>Evaluation Criterion:</p> <ul style="list-style-type: none"> Understanding of the task to be performed. Completion of the task. Analysis of the steps in the procedure. Perseverance in performing the task. Formulation of conclusions. <p>Competency 6:</p> <ul style="list-style-type: none"> To use information and communications technology (ICT) 	<p>Language-learning Processes:</p> <p>A. Response process: during reading/viewing:</p> <p>f. recognizes the most common rhetorical conventions to build meaning:</p> <ul style="list-style-type: none"> sequence/ chronology cause/ effect <p>B. Writing process:</p> <ul style="list-style-type: none"> Sequencing events or information to enhance reader's comprehension <p>Text Types, Structures and Features:</p> <p>The student understands the purpose of the following structures and features and uses this knowledge to construct meaning when reading, listening to, and producing spoken or written texts (narrative; literary and information---based): plot structures and features (e.g. sequence of events).</p>	<p>To read and listen to literary, popular and information-based texts– 33%</p> <p>Evaluation criteria:</p> <ul style="list-style-type: none"> Constructing meaning; Making connections; Using structures and features of the text <p>To write self-expressive, narrative and information-based texts – 34%</p> <p>Evaluation criteria:</p> <ul style="list-style-type: none"> Organizing texts; Applying structures and features of the text.

ePEARL	QEP	PROGRESSION OF LEARNING	NEW EVALUATION FRAMEWORK
	<p>Evaluation Criterion:</p> <ul style="list-style-type: none"> • Effective use of computer tools • Recognition of successes and difficulties. 		
<p>Goal setting and planning/standard setting sequencing, timing, completing time management and pacing.</p> <p>Keeping records and monitoring note-taking lists of errors made record of marks portfolio, keeping all drafts of assignments.</p>	<p>ELA Competency</p> <p>Competency 1:</p> <ul style="list-style-type: none"> • To Read and Listen to Literary, Popular and information-based texts. <p>Essential knowledge, reading strategies:</p> <ul style="list-style-type: none"> • Personal experience of the content of a text (semantic) • Perseverance when meaning making breaks down by making connections (p.77). 		

Planning

TIME

1-3 hours (2-4 ELA blocks)

MATERIALS

Computer, an ABRA activity, text, and ePEARL Level 1

OBJECTIVE

Students will be able to analyze the structure of the text and reflect on the text's events.

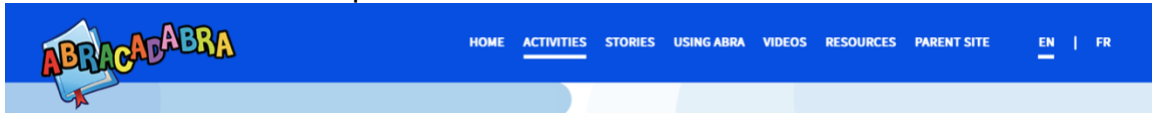
ABRACADABRA/ePEARL CONNECTION ACTIVITY

- ABRA: Sequencing activity
- ePEARL: My Readings: Reflection → Recording activity

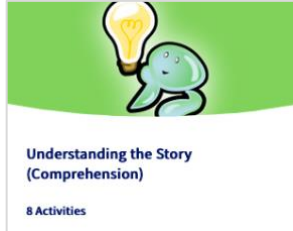


PROCEDURES

- 1) Go to your [ABRA Teacher Resources](#) page.
- 2) Select *Activities* in the top menu.



- 3) Press on the *Understanding the Story* button.



- 4) Press on the *Sequencing* button.



- 5) Review the activities and stories affiliated to this ABRA activity.
- 6) Select the most appropriate story for your students' current reading level.

In ePEARL

Use the 'Planning' teaching materials. Review these, and think about some goals (3-4) related to Sequencing that would be appropriate for your students. For example: "I will put this story in the right order." Prepare enough copies of the Planning worksheet for each of your students.

Doing

FIRST ACTIVITY

In ABRA

- 1) Setup a station with computers and use icon/logo to direct students to the appropriate activity (Sequencing) and Story (you selected).



- 2) Have students read the story as a whole class or individually.

Discussion

- Talk about the main elements of the story (beginning, middle, end)..
- Review main events

In ePEARL

Discuss the importance of Planning with your students and introduce the task goals you came up with and write them up on the board. Have students complete the Planning worksheet (when they are ready for this step, in the meantime do it orally). Each student should select one task goal.



Name: _____ Date: _____

PLANNING WORKSHEET - GOALS

Fill out this page. Ask your teacher to help you set some goals.

Edit Reading

Record a few pages of the book you are reading.

Text Title

Author

Illustrator

Who I am Reading With

Mom Dad Brother Sister

Date

September 21 2010

What I Want To Do

Record

<https://literacy.concordia.ca/resources/epearl/teacher/en>
ePEARL-WS-L1Planning-20211220.docx

Sample Goals

- I will put this story in order.
- I will find the first part of the story.
- I will know what comes after...
- I will understand the story.

Come up with your own:

Teacher Tip

These goals are examples of goals related to Sequencing. You may choose to create goals related to Reading, i.e. fluency, expression, etc. Just remember that whatever the goal is, the Reflection should be related to this goal.

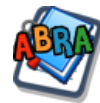
SECOND ACTIVITY

Discussion

- Talk about what you did last time and review the main elements of the story.

In ePEARL

- 1) Setup a station with computers and use icon/logo to direct students to the appropriate activity.
- 2) Pair up students.
- 3) Take your students to 'My Readings', and press on 'New ABRA Reading'.
- 4) Have them select the story they read in ABRA from the dropdown menu.
- 5) Press on 'Record'.
Have one student operate the recorder and the other reads the story
The Recording saves automatically and can be continued and/or erased.
- 6) Have students switch roles.
Don't forget to have students logout and have next student login with his/her information).
- 7) Remind them to save their Reading.



THIRD ACTIVITY

In ePEARL

- 1) Setup a station with computers and use icon/logo to direct students to the appropriate activity.
- 2) Take your students to 'My Readings', and press on 'New ABRA Reading'.



- 3) Have them select the story they read in ABRA.
- 4) Using their Planning worksheet they completed last time, have them type in their goal under "What I want to do".
- 5) If they read with a partner, have them add their partner's name under "Who I am reading with".

Text Title *

I Can Move Like a ...

Author *

CSLP

Illustrator

CSLP

Who I am Reading With

Date

December 21 2021

Record

What I Want To Do

Text

B *I* U Font Sizes Font Family **A** **A**

Sample Goals

- I will put this story in order.
- I will find the first part of the story.
- I will know what comes after...
- I will understand the story.

In ABRA

- 1) Use the icon/logo to direct students to the appropriate activity (Sequencing).



- 2) Have students complete the activity in pairs or individually.

Tip


Encourage your students to watch the demo at the beginning of each ABRA activity



Reflection

FOURTH ACTIVITY


In ePEARL




- 1) Setup a station with computers and use icon/logo to direct students to the appropriate activity.
- 2) Open the *Reading* that was previously saved by the student related to the Sequencing activity.
- 3) Click on *Edit*. 
- 4) Have students review their goal.
- 5) Guide them to the 'Reflection' tab and click on it.







- 6) Have the students Reflect on their goal. They can select a question from the dropdown menu, or answer a question you have asked them.
For example: "Did you meet your goal? Why or why not?"

Reflection

My Reflection 

Add Question 

Select a question from the list or write your own below.   

Students can answer the questions by:

- Typing
- Recording
- Illustration (file attachment)

