

Running Head: Text Structure: Sequencing/Listing

UTAH VALLEY UNIVERSITY

Text Structure Unit Part 2:

Sequencing/Listing

A Project submitted in partial satisfaction

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In

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By

Erica A. Decker

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Table Of Contents

Enduring Understanding Essential Questions	3
Lesson One: Sequencing/Listing Text Structure Lesson	4
Lesson Two: Steps/Directions.....	14
Lesson Three: Timelines	16
Lesson Four: Established Sequence (2 Days)	20

Enduring Understanding:

Students will be able to use Sequencing/Listing to better comprehend text and express themselves in writing.

Essential Questions:

1. How can I identify sequencing/listing in text?
2. How does sequencing/listing help me understand what I am reading?
3. How can my writing improve from my knowledge of sequencing/listing in text?
4. How can I use sequencing/listing to communicate my ideas?

Sequencing/Listing Text Structure Lesson

- Objectives: Students will understand that sequencing/listing is a text structure and there are signal words that can help them identify it.
- Anticipatory Set [hook]: (Access background knowledge) “Last week we studied description as a text structure. This week we will be studying sequencing/listing. Raise your hand if you have an idea of what this text structure might look like.” Write these ideas on the board.
- Standards:
 - Standard 1: Objective 1: Develop language through listening and speaking
 - Standard 2: Objective 1: Demonstrate an understanding that print carries “the” message
 - Standard 6: Objective 1: Learn new words through listening and reading widely
 - Objective 2: Use resources to learn new words by relating them to known words and/or concepts
 - Standard 7: Objective 1: Identify purposes of text.
 - Objective 2: Apply strategies to comprehend text
 - Standard 8: Objective 1: Prepare to write by gathering and organizing information and ideas

- ESL Connections:

SIOP Features:

- 3: Content concepts appropriate for age and educational background
 - 4: Supplementary materials used to a high degree
 - 6: Meaningful activities that integrate lesson concepts with language practice opportunities
 - 10: Speech appropriate for students’ proficiency levels
 - 12: A variety of techniques used to make content concepts clear
 - 13: Ample opportunities provided for students to use learning strategies
 - 15: A variety of questions or tasks that promote higher-order thinking skills
 - 16: Frequent opportunities for interaction and discussion
 - 21: Activities provided for students to apply content and language knowledge
 - 25: Student engaged approximately 90% to 100% of the time
- (Echievarria, Vogt, & Short, 2008)

Teaching strategies:

Visual scaffolding, realia strategies, interactive read-aloud, preview/review, total physical response, manipulative strategies, partner work, read-aloud plus, interactive writing (Herrell & Jordan, 2008)

- Materials:

Eagle passage, Olympic passages, Jane Goodall passage, graphic organizers for Jane Goodall, graphic organizers for Eagle and Olympic passages, highlighters, pencils

Teaching:

- * Display Signal Words Poster. Ask the students if they recall reading or writing anything that used those signal words.

- * Display the Eagle Passages with the pictures. Model to the students highlighting the signal words and then putting the information into a graphic organizer.

Guided Practice:

- Together with the students present the Olympic Example doing the same thing, highlighting the signal words and filling out the graphic organizer.
- With the second Olympic article have them practice with a partner

Independent Practice:

- * Hand the students the Jane Goodall article. Have the students highlight signal words and then fill out the graphic organizer.

Extensions:

- http://clerkkids.house.gov/laws/bill_begin.html
 - Have kids visit the above website about how a bill becomes a law

Articles came from:

Alpine School District Literacy Conference 2009

Sequence/Listing Signal Words

First

Second

Third

Next

Then

After

Before

Prior to

Not long after

While

Meanwhile

Simultaneously

At the same time

Following

Finally

At last

In the end

On (date)

At (time)

Directions

Numbers

Alphabet

Days of the Week

Months of the Year

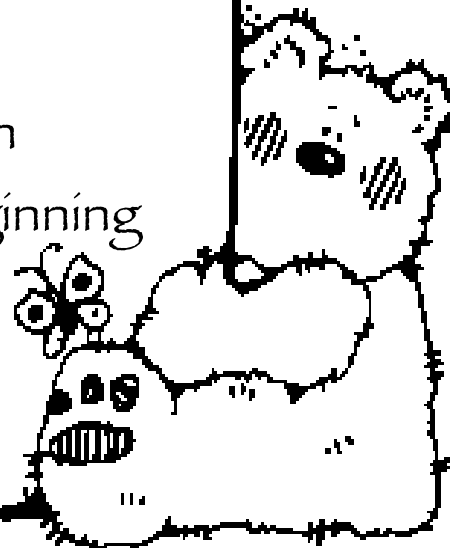
Centuries

Again

In addition

In the beginning

In the end



First, Golden Eagles soar high along ridges near their nests. While flying, they search for prey. When a meal is spotted, then they attack in a long swoop. Finally they use their sharp beak to tear the meat and then enjoy their meal.





Sequence

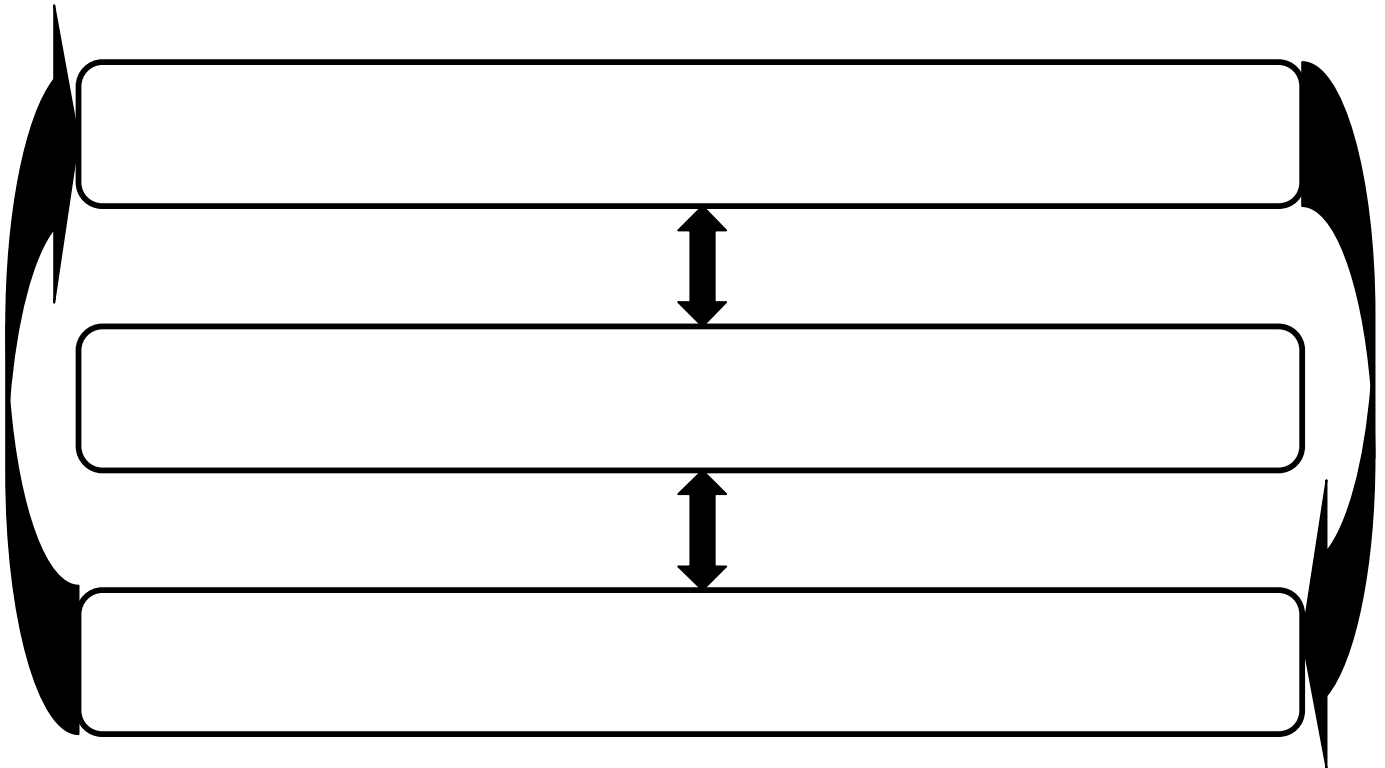
The Olympic games began as athletic festivals to honor the Greek gods. The most important festival was held in the valley of Olympia to honor Zeus, the king of the gods. The festival became the Olympic games in 776 BC. They were ended in AD 394. No Olympic games were held for more than 1,500 years. Then the modern Olympics began in 1896. Almost 300 male athletes competed in the first modern Olympics. In the 1900 games, female athletes were allowed to compete. The games have continued every four years since 1896 except during World War II. (Tomkins, 2007)





Listing

Athletes who participate in the Olympic games must take good care of their bodies. First, they must exercise. Sometimes they may spend as much as 8 hours each day practicing and working out. Then, they must get plenty of sleep. Rest helps the body recover from work. In addition, athletes must eat well. For is fuel for the body, so athletes make sure they eat foods rich in protein and carbohydrates.



Vocabulary

Jane Goodall

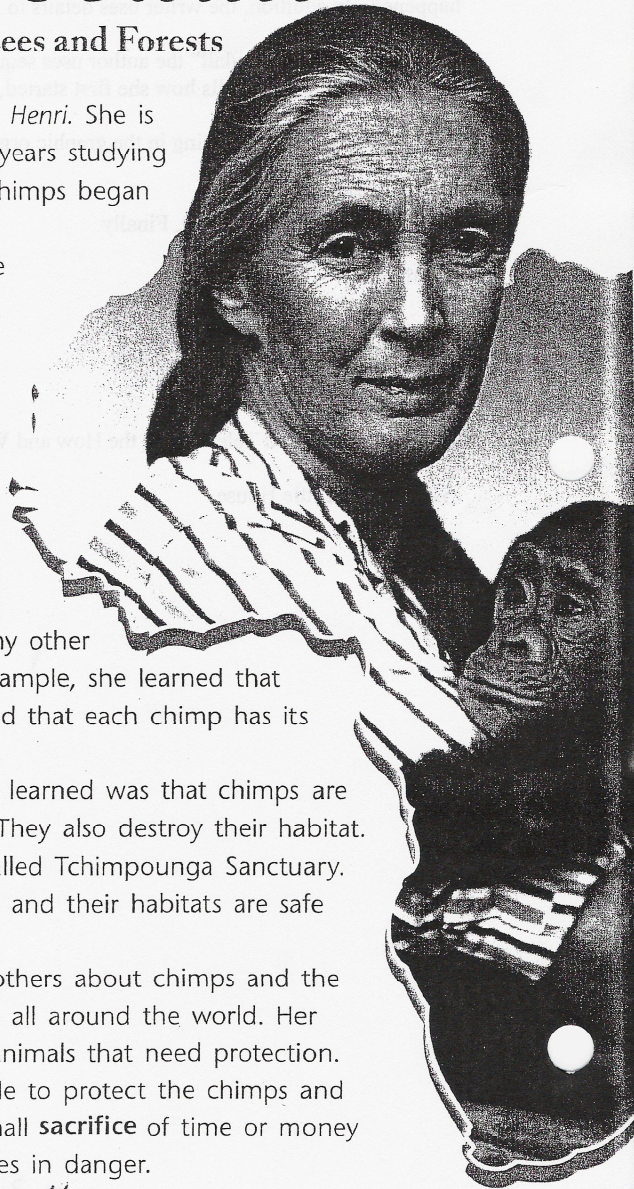
Friend to Chimpanzees and Forests

Jane Goodall wrote *Rickie and Henri*. She is a scientist who has spent many years studying chimpanzees. Jane's work with chimps began almost fifty years ago in Africa.

At first, Jane would watch the chimps from a distance with binoculars. But gradually the chimps allowed her to come closer. One day to her **bewilderment**, she saw chimps making tools to catch food. This was a big surprise. Before Jane's discovery, scientists believed that only people made tools. **Eventually** Jane made many other discoveries about chimps. For example, she learned that chimps eat meat. She also argued that each chimp has its own personality.

Another important thing Jane learned was that chimps are in danger. People hunt chimps. They also destroy their habitat. She created a protected place called Tchimpounga Sanctuary. Inside the sanctuary, the animals and their habitats are safe from hunters and loggers.

Jane also continues to teach others about chimps and the environment. She gives speeches all around the world. Her work is **beneficial** to the many animals that need protection. Her many efforts **convince** people to protect the chimps and preserve their habitat. Even a small **sacrifice** of time or money can be a big help to chimpanzees in danger.



JANE GOODALL GRAPHIC ORGANIZER

FIRST

NEXT

THEN

FINALLY

Steps/Directions

Objective: Students should be able to identify the importance of clear directions or steps and should be able to identify this sort of sequencing in reading and should be able to construct a “how to” essay.

Standards:

- Standard 1:
 - Objective 1: Develop language through listening and speaking
- Standard 2:
 - Objective 1: Demonstrate an understanding that print carries “the” message
- Standard 6:
 - Objective 1: Learn new words through listening and reading widely
 - Objective 2: Use resources to learn new words by relating them to known words and/or concepts
- Standard 7:
 - Objective 1: Identify purposes of text.
 - Objective 2: Apply strategies to comprehend text
- Standard 8:
 - Objective 1: Prepare to write by gathering and organizing information and ideas
 - Objective 2: Compose a written draft.

ESL Connections:

Feature 12: Shared Reading

Feature 4: Supplementary Materials

Feature 21: Application of Content Feature

Feature 15: Partner Work

Materials:

Bread, plate, knife, peanut butter (if nut allergies use something else), jelly, chart paper.

Lesson:

Introduction

Students are in a large group setting. Draw on student knowledge, Ask: Yesterday we talked about sequencing/listing, who can remember what we learned?

- Write some responses on the board under the word sequencing/listing

Teacher

You may have noticed that I have some items on my table (have the knife, peanut butter, bread, jelly and plate displayed on the table. I bet you can guess what I want to make....

You are going to give me instructions and I will follow the directions. Please raise your hand if you would like to tell me what I should do to accomplish my goal of making a peanut butter and

jelly sandwich. Hopefully your class will play into your hand by saying things like put the jelly on the bread (in which case you put the whole jar of jelly, unopened on the bread) or they may say put the peanut butter on....(on what? The whole jar? Etc) This will help them see that just because making a peanut butter and jelly sandwich is easy, it could be confusing if the directions aren't clear.

With The Students

After you have successfully built your peanut butter and jelly sandwich have the kids help explain the directions that made the recipe understandable. This will be a shared writing experience. Together as a class come up with the directions and write them on a chart.

Students With Partner

Now that the students have seen this done and practiced with you as a group it is time for them to try it with partners. Tell them to work with a partner and write directions of how to brush your teeth.

Give them a few minutes to complete this. Then have the partners share with another group of partners. Pull them back to whole class for a few minutes and ask, "Did you notice anything that you left out after talking to the other partners?" and "Were your directions exactly the same?"

Independent Work

Tell students that they will now be doing this on their own. They need to come up with an idea of something they can give directions for. Remind them to be sure to explain every detail so someone can follow their directions perfectly.

Extension/ (optional)

If they do an everyday thing they can try it on a family member or friend for extra credit.

Timeline

* **Objective:** Students will understand that timelines are a way to sequence. Students will learn about timelines, create a timeline with a partner and will create their own timeline.

* **Standards:**

Standard 1: Objective 1: Develop language through listening and speaking.

Standard 7: Objective 2: Apply strategies to comprehend text.

Standard 8: Objective 1: Prepare to write by gathering and organizing information and ideas.

Objective 2: Compose a written draft.

Objective 3: Revise by elaborating and clarifying a written draft.

Objective 6: Write in different forms and genres.

* **ESL Connections:**

SIOP Features:

3: Content concepts appropriate for age and educational background

4: Supplementary materials used to a high degree

7: Concepts explicitly linked to students' background experiences

10: Speech appropriate for students' proficiency levels

13: Ample opportunities provided for students to use learning strategies

15: A variety of questions or tasks that promote higher-order thinking skills

16: Frequent opportunities for interaction and discussion

18: Sufficient wait time for student responses consistently provided

21: Activities provided for students to apply content and language

knowledge

25: Student engaged approximately 90% to 100% of the time

29: Regular feedback provided to students on the output

Teaching strategies:

Visual scaffolding, realia strategies, interactive read-aloud, Total physical response (TPR), Read-aloud plus, interactive writing

Materials: long art paper or butcher paper. Lincoln Autobiographical sketch, internet access and projector, access to website

<http://www.animatedatlas.com/timeline.html>

* Teaching: Show the website animated atlas to the students and talk about how this atlas could help us better understand what we are reading and learning about in social studies.

Point out the details of the timeline and suggest that if we know what is going on before and after an event we can often understand that event a little better. Timelines are a form of text structure sequencing which we have been studying.

- Guided Practice:

Together we are going to look at a primary source document about Abraham Lincoln. This document is actually written by Lincoln to a journalist so that it could be printed in the Chester County Times, in West Chester, Pa.

Say: “I am going to read this short autobiographical sketch aloud. Please just follow along.”

After you have read it aloud ask them if they noticed any order to it....

Say: “We are going to slowly read this again, together, but this time we are going to highlight anything we think could be put into a timeline. We may have to do a little math.” Stop and add things to a large class timeline as you go. Point out that Lincoln didn’t think it was important to write his birthdays or each year of his life. Now it’s their turn

- * Independent Practice:

You are now going to practice making a timeline of your own life. I want you to add at least 10 events in your life to your

timeline but you can have many more if you want. Please start with your date of birth. Add events you think would be important for us to know about to now you better and understand you.

* Extension:

You can have this timeline extend to a homework assignment where they are going to add pictures and then it could lead into their autobiography. You can also allow them to create their timeline at

<http://www.readwritethink.org/materials/timeline/>.

Lincoln Sketch

Given out at a conference, in a packet from Gilder Lehrman.

*Lincoln's
Autobiographical
Sketch*

I was born Feb. 12, 1809, in Hardin County, Kentucky. My parents were both born in Virginia, of undistinguished families — second families, perhaps I should say. My mother, who died in my tenth year, was of a family of the name of Hanks, some of whom now reside in Adams, and others in Macon Counties, Illinois. My paternal grandfather, Abraham Lincoln, emigrated from Rockingham County, Virginia, to Kentucky, about 1781 or 2, where, a year or two later, he was killed by indians, not in battle, but by *stealth*, when he was laboring to open a farm in the forest. His ancestors, who were quakers, went to Virginia from Berks County, Pennsylvania. An effort to identify them with the New-England family of the same name ended in nothing more definite, than a similarity of Christian names in both families, such as Enoch, Levi, Mordecai, Solomon, Abraham, and the like.

My father, at the death of his father, was but six years of age, and he grew up, literally without education. He removed from Kentucky to what is now Spencer county, Indiana, in my eighth year. We reached our new home about the time the State came into the Union. It was a wild region, with many bears and other wild animals still in the woods. There I grew up. There were some schools, so called; but no qualification was ever required of a teacher, beyond "readin, writin, and cipherin" to the Rule of Three. If a straggler supposed to understand latin, happened to sojourn in the neighborhood, he was looked upon as a wizzard. There was absolutely nothing to excite ambition for education. Of course when I came of age I did not know much. Still somehow, I could read, write, and cipher to the Rule of Three; but that was all. I have not been to school since. The little advance I now have upon this store of education, I have picked up from time to time under the pressure of necessity.

I was raised to farm work, which I continued till I was twenty-two. At twenty one I came to Illinois, and passed the first year in Macon County. Then I got to New Salem (at that time in Sangamon, now in Menard County, where I remained a year as a sort of Clerk in a store — then came the Black-Hawk war; and I was elected a Captain of Volunteers — a success which gave me more pleasure than any I have had since. I went the campaign, was elated, ran for the Legislature the same year (1832) and was beaten — the only time I ever have been beaten by the people. The next, and three succeeding biennial elections, I was elected to the Legislature. I was not a candidate afterwards. During this Legislative period I had studied law, and removed to Springfield to practice it. In 1846 I was once elected to the lower House of Congress. Was not a candidate for re-election. From 1849 to 1854, both inclusive, practiced law more assiduously than ever before. Always a whig in politics, and generally on the whig electoral tickets, making active canvasses — I was losing interest in poli-

tics, when the repeal of the Missouri Compromise aroused me again. What I have done since then is pretty well known.

If any personal description of me is thought desirable, it may be said, I am, in height, six feet, four inches, nearly; lean in flesh, weighing, on an average, one hundred and eighty pounds; dark complexion, with coarse black hair, and grey eyes — no other marks or brands recollected.

Established Sequence

* Objective:

Students will understand other established sequence formats that fall under the text structure of Sequence/Listing. Students will choose an established sequence format and create their own.

* Standards:

Standard 1: Objective 1: Develop language through listening and speaking.

Standard 7: Objective 2: Apply strategies to comprehend text.

Standard 8: Objective 1: Prepare to write by gathering and organizing information and ideas.

Objective 2: Compose a written draft.

Objective 3: Revise by elaborating and clarifying a written draft.

Objective 6: Write in different forms and genres.

* ESL Connections:

SIOP Features:

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25: Student engaged approximately 90% to 100% of the time

29: Regular feedback provided to students on the output

(Echevarria, Vogt, & Short, 2008)

Teaching Strategies:

Realia strategies, interactive read-aloud, cooperative learning, imaging, writing (Herrell & Jordan, 2008)

* Materials:

ABC books, Days of the Week books, Number books and any other sequence book you can find to share, paper, pencil, the book Tomorrow's Alphabet (because it is a clever example), Sequence Categories Poster

* Anticipatory Set:

Read Tomorrow's alphabet as a whole class and hide the answer page. Have the kids guess what it is going to be. They will enjoy the pattern of the book.

* Teaching:

Talk about how in the category of sequencing there are many types of books. Ask for some examples from the students and write them on the board. They should mention the timeline, how-to or directions and maybe even chronological. Show them the poster with some of the various types of sequence formats.

* Guided Practice:

Next split up the books that you have put together that meet these categories and have the students get into groups and explore the various books. They can skim through them or read them. They need to be prepared to give a 20 word (or 30 second, depending on what you like) summary of the format of each book their group has and if they like it or not. Ideally have a book for each student to talk about. After they have read through and discussed their books as a group and are ready to share about them, tell the group to think about which format they like best.

* Independent Practice:

Finally, (this part of the lesson may need to be continued on another day) the students can choose one of the various formats and create their own sequencing book. You can have them try to make one based on a content area you are studying, or for their reading buddies (if you do this) or you can give them total freedom to choose their topic.

*Extensions:

You can have the students try more than one format or you can have them model specifically after one of the various books.

SEQUENCING/LISTING **FORMATS**

Number Books

ABC Books

Days of the Week Books

Months of the Year Books

Century Books

How to Books

Timelines

Chronological Order Books

Process Books

Biographies (in time order)

Autobiographies (in time order)

Lists