

Sequence Steps in a Character's Plan

Boy Soup - Grade 3 - Short lesson

TIME

OBJECTIVE

15 minutes Put Kate's plan in order and say what each step was for.

Essential question: What does Kate do first, and why does that come first?

Materials

Text to mark

PRODUCT

Rows for each step of the plan, in order, with a box for what it was for

- The book The pages of the plan copied in order
- Passage 5 - Kate standing on a huge page of faded writing
- Prepared passages: Passage 5, Passage 6, Passage 8
- Passage 6 - Kate at the edge of an open book, children running across it

Lesson sequence

1 She asks to read it - 4 min

- Passage 8 - children swarming over a cooking pot with ladles and bottles

Focus:	A plan that starts with reading
Teacher model:	Read this page and ask what Kate does first.
Prepared text:	Passage 5 2 The key - 6 min
Teacher direction:	Write what made the erasing possible and what the boys did.
Expected answer:	Their rubber running shoes, and they danced across the page until the words rubbed away.
Prepared text:	Passage 6 3 Then straight to work - 5 min
Teacher direction:	Write what Kate has them do next.
Expected answer:	Start cooking at once - carrots, peas, and then fleas.
Prepared text:	Passage 8

Support & extension

Above: Say why Kate reads the book before she erases it, and what would go wrong if she did it the other way round.

Below: Say what the boys did to the page and what they did it with.

Assessment

- Puts reading the book first
- Names the shoes as what made the erasing work
- Says why Kate had to read it before erasing it

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