

Analyze Sequence

Don't Forget to Come Back - Grade 1 - Short lesson

TIME

OBJECTIVE

19 minutes Find the girl's lists and work out how the book uses them to show its beginning, middle and end.

PRODUCT

Four rows of lists, and the item that comes back Essential question: She keeps saying she has important things to tell them. What changes about them?

Materials

Text to mark

• The book	• Passage 2 - standing on a chair, holding up a drawing of a baby
• One four-row sheet	• Passage 7 - a photographically painted moose on a white page
each	

- Prepared passages: Passage 2, Passage 7, Passage 27

Lesson sequence

1 Launch - 4 min

- Passage 27 - the house in falling snow, seen from outside

Focus:	The first list and the last one
Teacher direction:	Read the girl's very first list and her very last one, one after the other, skipping everything in between. Ask the class what has changed about her.
Prepared text:	Passage 2, Passage 27 2 Teacher model - 6 min

Teacher model:	I count how many times she makes a list. She makes one to argue, one to frighten, one to say goodbye, and one in the morning to report. All four are numbered and all four are called important or scary things. So the book has a shape I can see: the same move, four times, and what she puts in it changes each time.
Prepared text:	Passage 2, Passage 7 3 The four lists - 9 min

Focus:	Beginning, middle and end, all numbered
Teacher direction:	Using Passages 2, 7 and 27, write what each of the girl's lists is for and where it comes in the book.
Expected answer:	At the beginning both of her lists are arguments: the first says she is not a baby and does not need a babysitter, and the second is a set of frightening things that will happen if they go - the thunderstorm, the tummy ache and the moose. In the middle, when her parents are finally leaving, her list is a goodbye. And at the end, in the morning, her list is a report on how it went - and its last item is that no moose got into the house. So she uses exactly the same numbered form all through, and it goes from fighting to reporting.
Student product:	Four rows: the list, what it is for, where it comes
Prepared text:	Passage 2, Passage 7, Passage 27

Support & extension

Above: The girl's lists always have the same number of things in them. Explain whether that is because she plans them or because she likes the sound of it.

Below: Fill the four rows, then write about the item that comes back.

Assessment

- Says the girl makes numbered lists
- Says her first lists were arguments
- Says her last list was a report on the evening
- Says the moose is in a list at the beginning and at the end
- Says at the end the moose means everything was fine