


# Help! I'm "Stuck!"

## Story Sequencing

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| **Grade Level** | 1st Grade | **Time Frame** | 90 minutes |
| **Subject** | English/Language Arts | | |

## Essential Question

What is the sequence of events in a story? Why is it important?

## Summary

First-grade students learn to identify the sequence of events in a story plot using the book “Stuck” by Oliver Jeffers as a guide. Students learn what beginning, middle, and end mean when referring to a story. Students will understand story sequencing.

## Snapshot

### Engage

Students listen to the story "Stuck" by Oliver Jeffers and make predictions based on the cover and last picture of the book.

### Explore

Students listen and discuss the book "Stuck" by Oliver Jeffers. As a group, they use the strategy, "Somebody, Wanted, But, So, Then (SWBST)" to summarize the story.

### Explain

Students learn about the importance of sequencing events by watching a video about the beginning, middle, and end of a story. After watching the video, students participate in a fun activity called "Tree Sticking."

### Extend

Students use a graphic organizer to write and illustrate the steps they would take to retrieve a balloon from a tree.

### Evaluate

*A Fish Story* is read to students. Students then cut out corresponding pictures and place them in the correct story sequence.

## Standards

*Oklahoma Academic Standards for English Language Arts (Grade 1)*

**1.2.R.3:** Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text.

## Attachments

- Fish Sequence 3 cards cut and paste—Help, I'm Stuck - Spanish.docx
- Fish Sequence 3 cards cut and paste—Help, I'm Stuck - Spanish.pdf
- Fish Sequence 3 cards cut and paste—Help, I'm Stuck.docx
- Fish Sequence 3 cards cut and paste—Help, I'm Stuck.pdf
- Fish Sequence 5 cards cut and paste—Help, I'm Stuck - Spanish.docx
- Fish Sequence 5 cards cut and paste—Help, I'm Stuck - Spanish.pdf
- Fish Sequence 5 cards cut and paste—Help, I'm Stuck.docx
- Fish Sequence 5 cards cut and paste—Help, I'm Stuck.pdf
- Images for STUCK.docx
- Images for STUCK.pdf
- Large Images for STUCK.docx
- Large Images for STUCK.pdf
- My What If Story (No Stems)—Help, I'm Stuck - Spanish.docx
- My What If Story (No Stems)—Help, I'm Stuck - Spanish.pdf
- My What If Story (No Stems)—Help, I'm Stuck.docx
- My What If Story (No Stems)—Help, I'm Stuck.pdf
- My What If Story Stems—Help, I'm Stuck - Spanish.docx
- My What If Story Stems—Help, I'm Stuck - Spanish.pdf
- My What If Story Stems—Help, I'm Stuck.docx
- My What If Story Stems—Help, I'm Stuck.pdf
- Sequence of Events Graphic Organizer Tree—Help, I'm Stuck - Spanish.docx
- Sequence of Events Graphic Organizer Tree—Help, I'm Stuck - Spanish.pdf
- Sequence of Events Graphic Organizer Tree—Help, I'm Stuck.docx
- Sequence of Events Graphic Organizer Tree—Help, I'm Stuck.pdf
- Sequence of Events Graphic Organizer—Help, I'm Stuck - Spanish.docx
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- Sequence of Events Graphic Organizer—Help, I'm Stuck.docx
- Sequence of Events Graphic Organizer—Help, I'm Stuck.pdf

## Materials

- "Stuck" by Oliver Jeffers or YouTube read aloud
- YouTube video about sequence of events and/or beginning, middle, and end
- Tree "Sticking" activity materials:
  Large poster board of a tree picture or drawing, or b
  rown bulletin board paper to make a 3D tree on a wall
- Putty, tape, or Velcro dots for sticking the pictures
- Laminated pictures of "stuck" items from the story (attached)
- Graphic Organizer handout for balloon sequencing (attached)
- Tree Handout for illustrating the story (attached)
- Evaluation Story cut and paste handouts
  (attached)

12 minutes

# Engage

Show the class the cover of the book "Stuck" and ask, "What do you see or think about the cover?" Give students a minute to discuss their answers with the class. Students may give simple answers such as, *"I see a tree!" or "I think the boy wants to climb the tree!"* Then show the class the last page of the book. Together, discuss and make predictions about what will happen in the story based on the last page. Ask questions such as, *"Based on just this last page, what do you think will happen in the story?"* or *"What do you think will happen in the story?"*

After this discussion, it is time to read aloud the book "Stuck" by Oliver Jeffers or show a read-aloud Youtube video

**Embedded video**

https://youtube.com/watch?v=ZbjgDn0rqFg

10 minutes

# Explore

After finishing the story, lead a discussion about it. You can use the strategy "Somebody, Wanted, But, So, Then (SWBST)" to quickly orally summarize and help students understand the story. For example:

Sample **Q**uestions to ask students and sample **A**nswers students may respond with:

Q) **Somebody**: "Who is the character in the story?" (A) "The boy named Floyd."

Q) **Wanted**: Now what does Floyd want?" (A) "He wants to fly his kite!"

Q) **But**: "He wants to fly his kite, but what is the problem?" (A) "It's stuck in the tree!"

Q) **So**: "So what does Floyd decide to do?" (A) "He throws his shoe at the kite to knock it down, but it gets stuck too."

Q) **Then**: "Then what does he do?" (A) "He throws other things at the kite, but they all get stuck."

Finally, ask the class to name a few things stuck in the tree at the story's beginning, at the middle, and at the end.

25 minutes

# Explain

Now that the class has summarized the story and you have checked for understanding, ask students, "What do you think the sequence of events means?" Take a couple of minutes to listen to the answers. Then, tell students that they will discuss the order in which things come in a story. We call this the **sequence of events.** (You can place the word wall card on the board.) Place the cards **Beginning, Middle,** and **End** underneath the **sequence of events** card.

Let's look back at the book and think: “What happened at the beginning of the story?” and "What is the middle of the story?" and "What is the end of the story?" Give students time to answer each question. Write their responses on the board if you wish

The students are now ready to learn more about the importance of sequencing events. To give students a little practice, let them watch and participate in the following video about sequencing. Use the terms **Beginning**, **Middle**, and **End**.

**Embedded video**
https://youtube.com/watch?v=bS4bQ0gG8Oo

After the video, ask students to participate in a collaborative and fun activity called "Tree Sticking." Start by showing students a large tree. Next, give each student a laminated picture of an item stuck in the tree. (There is a handout with pictures available to reproduce.) Then have students stand in a large circle and work together to decide which student has the first item stuck in the tree. Once the first item (the kite) has been identified, the student will "stick" their picture onto the classroom tree. Students will continue this process, figuring out which image comes next until they identify the picture of the last item stuck. Through this activity, students practice sequencing events in a story.

25 minutes

# Extend

To help clarify the concept more concretely, have the students watch this second video. As the video plays, students will have a chance to practice using the sequencing words, **1st, 2nd, 3rd, First, Next, Then,** and **Last**. Add these to your wall.

**Embedded video**
https://youtube.com/watch?v=FKg1tAXC_-E

After the video:

1. Give each student a copy of the **Sequence of Events-Graphic Organizer.**
2. Explain that in this next story, there is a beautiful balloon stuck in a tree, and it is their job to write about how they would get it out.
3. Have students use the graphic organizer to describe step-by-step what things they would throw to retrieve the balloon.
4. Students will write out their steps.

Next, hand out the **Sequence of Events Graphic Organizer-Tree** handout. Tell students that it is a picture of a tree (similar to the one in the book) where students should draw the beautiful balloon and the items they would throw to get it down. Students should label which item to throw first, next, and last.

20 minutes

# Evaluate

Read to the students this simple fish story.

**A Fish Story**

The sun had just risen, and the day was starting. Since it was so lovely outside, my uncle went fishing in his boat. He caught five fish and gave me the gold one! I put it in a fishbowl with water. The fish was happy. Then, my cat came and stood by the fishbowl and meowed at the fish. My cat thinks the fish is fun!

After reading the story, give each student the **Fish Sequence 3 cards** handout with the three pictures at the bottom. Students should cut out the pictures and place them in the correct sequence that happened in the story.

For more advanced learners, use the **Fish Sequence 5 cards** handout with five picture cards they should place in the correct sequence.

20 minutes

# Opportunities for Advanced Learners

Have students write "What-If" stories. Students may use the attached **"My What If Story Stems"** handout. This handout has prewritten sentence stems and a place for students' illustrations.

Students can generate their list of possible topics for "What-If Stories" or choose from this list: dog, cat, bird, cow, farmer, policeman, nurse, doctor, mom, dad, grandpa, grandma, Walmart worker, custodian, mower, builder, babysitter, veterinarian, teacher, and so many more choices.

**Example of a Student "What-If Story"**

If I was a **dog** and got my **bone** stuck in a tree, I would throw my **bed** at the tree.

Next, I would throw my **leash.** Then, I would throw my **water bowl.**

Finally, I would throw my **doghouse** at it, and my **bone** would come down.

## Resources

- "Stuck" by Oliver Jeffers
- Beginning, Middle, and End: https://youtu.be/bS4bQ0gG8Oo
- Sequence of Events: https://youtu.be/FKg1tAXC_-E
- K20 Center (n.d.). Somebody, Wanted, But, So, Then (SWBST). https://learn.k20center.ou.edu/strategy/2346