

First to Last: Hamburgers and PB&Js

The Importance of Story Sequence

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Grade Level	1st – 2nd Grade	**Time Frame**	35 min sessions
Subject	English/Language Arts	**Duration**	3 class sessions
Course	Oklahoma Young Scholars/Javits		

Essential Question

What does it mean to sequence? How does correctly sequencing steps in a task affect the outcome? Why is correct sequence important in storytelling?

Summary

In most first-grade classrooms, students are introduced to various styles of writing, including "How To" writing. In this lesson, students will begin by sequencing story ideas and orally explaining how they ordered the steps. Throughout the lesson, transitional words will be introduced to help students move their stories forward. They will complete two or more appropriately sequenced writings, include details, use transition words to indicate the order of events, and provide a sense of closure. Students will learn the importance of following tasks in a specific order and writing sentences to describe the steps correctly.

Snapshot

Engage: Students are presented with a hamburger sandwich that is put together in an unusual order. The class discusses what is wrong with the burger. Answering the question *How can we fix it?,* students use the I Notice; I Wonder strategy.

Explore: Students help the teacher place the parts of a hamburger sandwich in the correct order. Each small group then sequences a set of task cards and the class writes a “We Do” story together.

Explain: A Transitional Word Anchor Chart is created from the “We Do” story. Students then listen to the book “If You Give a Mouse a Cookie” and use images to put the events from the story in the correct sequence.

Extend: Students show and tell the steps about a mouse who asks them for a PB&J sandwich. The class then writes a second “We Do” story.

Evaluate: Students are assessed by creating a short story draft where they sequence the events correctly and write sentences to match.

Standards

Oklahoma Academic Standards: English Language Arts (Grade 1)

1.2.W.2: Students will develop drafts by sequencing the action in a story or details about a topic through writing sentences.

Oklahoma Academic Standards: English Language Arts (Grade 1)

2.2.W.1: Prewrite and develop drafts by sequencing the action in a story or details about a topic through writing sentences.
2.4.W.2: Use language in speaking and writing according to purpose and audience.

Attachments

- Boy and Spaceship—First to Last Hamburgers and PB&Js.pdf
- How to Brush your Teeth—First to Last Hamburgers and PB&Js.pdf
- How to Get Ready for Bed—First to Last Hamburgers and PB&Js.pdf
- How to Make a Bed—First to Last Hamburgers and PB&Js.pdf
- How to Make a Pizza—First to Last Hamburgers and PB&Js.pdf
- How to Wrap a Present—First to Last Hamburgers and PB&Js.pdf
- Image Cutouts Mouse Sequence—First to Last Hamburgers and PB&Js.docx
- Image Cutouts Mouse Sequence—First to Last Hamburgers and PB&Js.pdf
- PB&J Writing Template—First to Last Hamburgers and PB&Js.docx
- PB&J Writing Template—First to Last Hamburgers and PB&Js.pdf
- Parts of a Hamburger Sandwich—First to Last Hamburgers and PB&Js.pdf
- Parts of a PB&J Sandwich—First to Last Hamburgers and PB&Js.docx
- Parts of a PB&J Sandwich—First to Last Hamburgers and PB&Js.pdf
- Transitional Word Anchor Chart Example—First to Last.docx
- Transitional Word Anchor Chart Example—First to Last.pdf
- Writing Template Transitional Words—First to Last Hamburgers & PBJs.docx
- Writing Template Transitional Words—First to Last Hamburgers & PBJs.pdf

Materials

- If you Give a Mouse a Cookie (digital book; link provided)
- Image Cutouts for If you Give a Mouse a Cookie (attached)
- Transitional Word Anchor Chart Example (attached)
- Parts of a Hamburger sandwich (attached)
- Parts of a PB&J sandwich (attached)
- PB&J Writing template (attached)
- Writing Template Transitional Words (attached)
- Sequence Card Sorts (6) one or two copies of each:
    - Boy and Spaceship (attached)
    - How to Wrap a Present (attached)
    - How to Get Ready for Bed (attached)
    - How to Make a Bed (attached)
    - How to Brush Your Teeth (attached)
    - How to Make a Pizza (attached)
- Chart paper and marker (attached)
- iPad or Chrome Book Camera (optional)

10 minutes

Engage

Teacher's Note: Sandwich Prep

You will need to bring a real hamburger sandwich to class. Make sure to switch the order of the ingredients. You can even put the patty on top of the bun! If you don't want to use a real sandwich, you can use the attached Parts of a Hamburger Sandwich and make a mixed-up paper sandwich by cutting the parts of the hamburger sandwich apart before class.

For the Explore part of the lesson, you can also use the paper version of the hamburger.

In addition, you will need to have the Sequence Card Sorts made (one card sort for each group). The card sorts attached are: How to Brush Teeth, Boy and Spaceship, How to Wrap a Present, How to Get Ready for Bed, How to Make a Bed, How to Make a Pizza.

Start the lesson by showing the students an actual hamburger sandwich. The sandwich should appear completely out of order, for instance the hamburger patty should be on top and the cheese under the bottom bun and so on.

Use the strategy "I Notice, I Wonder" to engage the students in discussing the problems with the sandwich. You can record their responses on chart paper or just keep it as verbal discussion.

Some possible responses: *"You can't have the bun in the middle!" "I notice this cheeseburger is made wrong." "I notice the cheese is on the bottom." "I wonder who made it?" "I wonder if it tastes different?"*

Ask students to think about how to fix the problem of the hard to eat sandwich.

25 minutes

Explore

Show the students the hamburger parts (real or picture) and have the class help you put the sandwich parts together in the correct sequence. You can tape the **Parts of a Hamburger Sandwich** pictures (attached) to your board or stack the real hamburger in front of you.

Ask students if they think it makes it easier to eat a sandwich when it is in the right order. Then tell students sometimes it is important for things to be done in a certain order. We call this a *sequence*.

Group Activity: Card Sorting

1. Divide students into groups.
2. Give each group a set of attached **Sequence Card Sorts** (Boy and Spaceship, How to Wrap a Present, How to Get Ready for Bed, etc.) with steps that need to be sequenced correctly.
3. Have students work together to decide the correct sequence.
4. When groups have finished, have each group share their sequence with the class using transitional words (First, Next, Then, Last, and so on). You will need to help students with the transitional words if they don't automatically use them.
5. Reflect on why the correct sequence is important for these given tasks.

Then, choose one of the sequence card sorts to write an "I Do" story together with the class on chart paper. This is considered the "I Do" because you as the teacher are the "I" and are making most of the writing decisions. As you write the story based on the story cards, make sure to include transitional words.

Using the spaceship card sort, your story may look something like this:

A boy was standing outside.

First, he saw a spaceship coming.

Next, the spaceship stopped right above him.

Then, he felt a strong power pulling him up.

Last, he was lifted into the spaceship.

40 minutes

Explain

Teacher Prep:

Print and cut out a copy of the Image Cutout Mouse Sequence cards ahead of time.

Optionally, you could give each pair of students the images and have them cut them out and set them aside until after the reading of the book. Students then place them in the order they think they came.

Read the "I Do" story aloud with the class and have your students help you identify the words that helped transition or move the story to the next event. Circle these words. Now, use these words and the Anchor Chart strategy to start your own transitional words Anchor Chart. (See the attached **Transitional Word Anchor Chart Example**.)

Have students share with their elbow partner why they think the transition words help to tell a story in order.

Next, read the book *If You Give a Mouse a Cookie* aloud to the students and have them focus on the order the events take place.

After reading the story, use the attached **Image Cutout Mouse Sequence** cards and have the class help you put the events in the correct sequence.

The Sequence of Story Events

- First the mouse gets a cookie.
- Second, he asks for milk.
- Then he wants a straw.
- After that he wants a napkin.
- Next, he wants some scissors.
- He also wants a broom.
- Before long he wants to take a nap.
- Then he wants you to read him a book.
- As a result, he wants to draw a picture.
- Last, he asks for another cookie.

As a class, discuss each step that happened and what happened because of that event. Have the class review the importance of following steps correctly. Make sure they are thinking about how the outcome could be dramatically different if the steps are out of order.

Guiding questions:

- *What happened first?*
- *How did [specific event] lead to [next event]?*
- *What might have happened if [specific event] didn't occur?*
- *Why do you think the author chose to tell the story in this order?*
- Find a part of the story where the sequence of events is particularly important. *Why is the order important here? (For instance, getting the broom after the scissors.)*
- *If you could change the order of events, how would you rearrange them? Why?*

20 minutes

Extend

In this part of the lesson, students will show and tell the steps about a mouse who asks them for a peanut butter sandwich.

Start by giving each student a handout of the **Parts of a PB&J Sandwich** (attached). Have students color the bread, peanut butter, and jelly, then cut all four pieces out. (*This can be done at a center ahead of time.)* Next, have students place the parts of the sandwich in the correct order to make a regular PB& J sandwich.

Have students share their steps with an elbow partner and give each other advice. Next, have a few students say their step-by-step directions aloud to the class as you use your own cutouts of the sandwich and follow their *exact* instructions to put your sandwich together. This helps students see how important it is to follow directions in the right sequence.

Write another "We Do" story together with the class on chart paper. Use a simple chart on the board with columns for Beginning, Middle, and End. Tape the parts of the PB&J sandwich in the correct column. Write the story based on the telling from the students under each column making sure to include transitional words. Attached is the **PB&J Writing Template** handout for the students to use so they can write along with you.

Ask and discuss the Essential Questions with students :

1. What does it mean to sequence?
2. How does correctly sequencing steps in a task affect the outcome?
3. Why is correct sequence important in storytelling.

30 minutes

Evaluate

Students will be assessed by creating a short story draft where they sequence the events correctly and write sentences to match.

- Start by reviewing the **Transitional Words Anchor Chart**. If it has been a couple of days since you worked on this concept, you may also need to revisit one of the stories you have sequenced together as a class.
- Pass out the **Writing Template Transitional Words** (attached) and go over the instructions.
- Have students choose a topic from this list: how to tie my shoes, how to make cereal, or how to make chocolate milk.
- You may want to have your students draw the pictures first and then write sentences explaining the step-by-step instructions on how to complete the task. For students who cannot write, they can draw pictures of the correct steps, record their instructions on an iPad, or tell them to you.
- Have students share their sentences with a partner and discuss whether the events are in the correct order. Students should then correct and revise their work.

Collect for a grade or save it for parent conferences, writing portfolios, etc.

Differentiation for Advanced Learners or Integrated Technology

Students can create a sequence story by using their **iPad or Chrome Book Camera** and taking pictures of classmates performing tasks in order. They can then print them off to make additional card sorts. Or as an alternative, students may want to write a step-by-step story that follows the photos.

Students can share their project with the class and receive suggestions for changes that need to be made. Then, they can take additional photos or use index cards to revise their card sorts.

Resources

K20 Center. (n.d.). Anchor charts. https://learn.k20center.ou.edu/strategy/58

K20 Center. (n.d.). Card sort https://learn.k20center.ou.edu/strategy/147

K20 Center. (n.d.). I notice, I wonder https://learn.k20center.ou.edu/strategy/180.

Numeroff, L.J. (2024). *If You Give A Mouse a Cookie*. https://online.fliphtml5.com/drmcj/eesc/