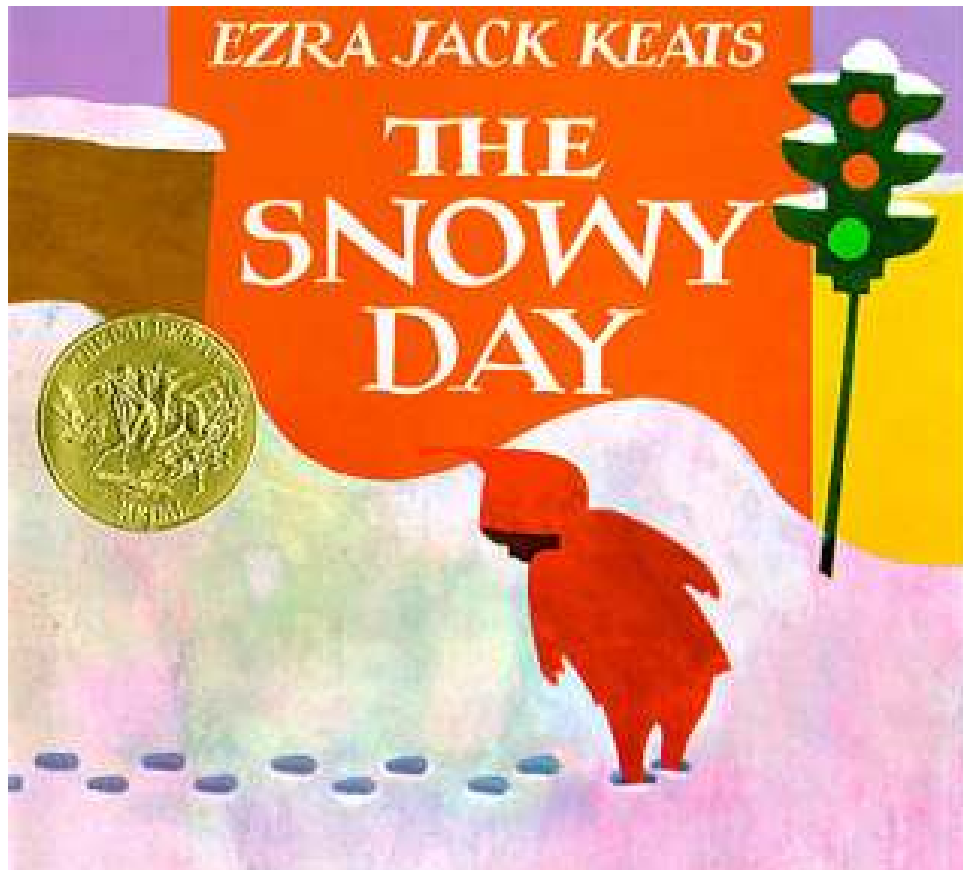
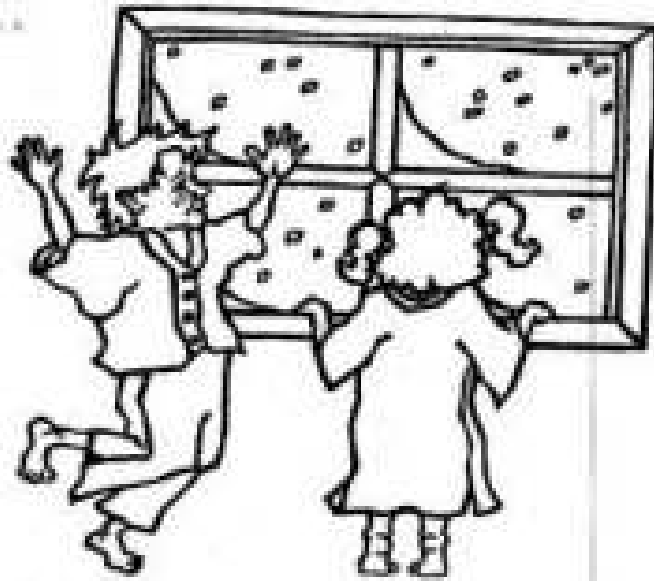


## **How to Teach a Sequence Story by JoAnne Moore**

**Start by reading a book which shares the theme of the Sequence Story**



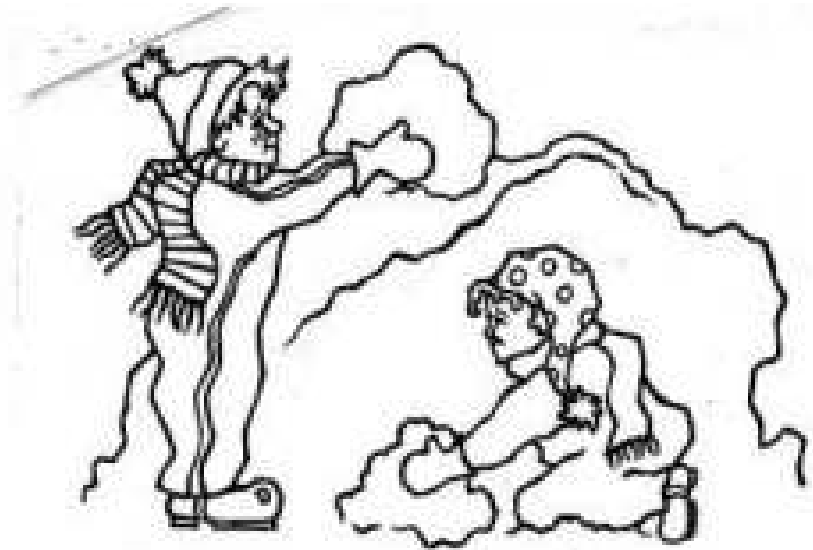


Seth and Hanna peeked  
out the window.  
Snowflakes softly  
floated down to the  
ground. Yippy! It's  
snowing! Let's go play!



Yelled Hanna. It's going  
to be fun said  
Seth as they zipped  
up their jackets. Hopping  
into their boots, they  
dashed out the door.

Hanna grabbed one end of the sled and Seth grabbed the other end of the sled. Trudging up the hill they leaped onto the sled. Whee! They wizzed down the hill. Suddenly they smacked a tree stump. Aaaa! Thump! they flew off.



Hey said Hanna Do you know where we are? No said Seth I'm scared and hungry. I have an idea! shouted Hanna. Let's build a snow

fort. Picking snow blocks they built a fort. They rested inside and crunched some snow. Suddenly Hanna heard voices calling. MOM! DAD! We're here! shouted the children. Dashing out of the fort they hugged their parents and raced all the way home. The End



### Steps for Teaching a Sequence Story:

**1. Choose character clip art graphics or a series of sequenced pictures (minus the text) for the sequence story. Establish the setting. Research what the characters can do and the sensory imagery language for the setting from other books which use the same setting if necessary.**

#### **2. Preparation for the teaching lesson:**

- Create a dictionary containing all the words on your word wall. Laminate it on coloured paper. This dictionary will grow and be changed each month as new words are added to the word wall.
- One sheet of scratch paper per student. Scratch paper is used for giving students additional vocabulary or for spelling the names of characters.
- Webbing prepared ahead of time for lesson, photocopied (maybe on coloured paper), and cut up.
- One photocopy per student of the sequence story.
- Coloured, laminated sheet of a class list used for choosing character's names.

#### **3. Teaching Process:**

- Read a book which uses the same theme as the sequence story. Discuss how the book and pictures reflect the same theme/plot structure.
- Guided Research (if necessary).
- Create word web of nouns and verbs together (sensory imagery or showing) Dramatize strong verbs.
- Teacher models sentence using the word web.
- Children receive photocopy of the sensory imagery or showing web. They circle vocabulary from the web they will use to create sentences.
- Children write (one to four sentences) using the language they circled or language springboarded from the web. Those who finish earlier, colour their pictures and draw in details.
- Children share with each other. Have some share with the whole class what they have written.
- Children edit. Fix any errors noticed when sharing. Check for capitals and punctuation.
- Process begins again at letter c. The same process is repeated from the beginning of the story through to the end.

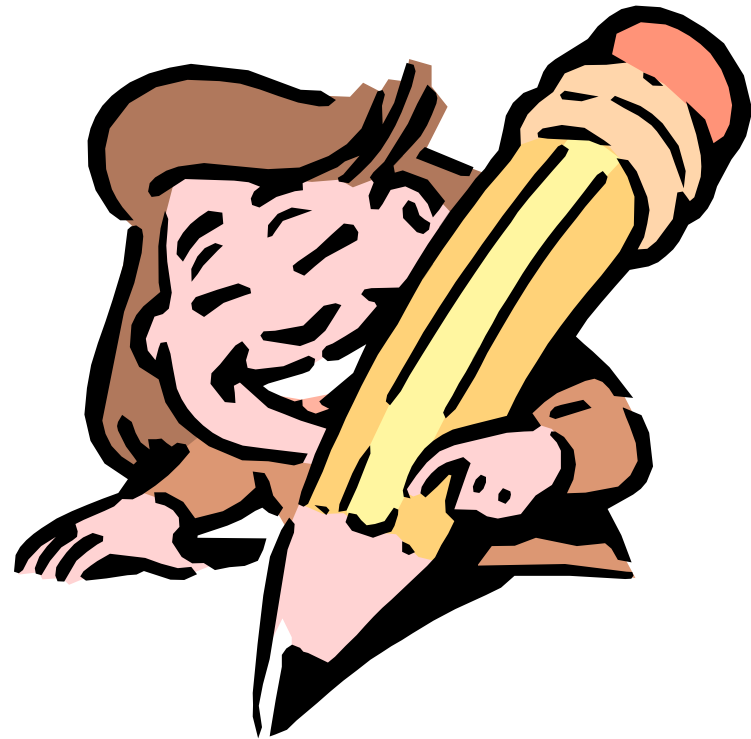
#### **Sight Word Dictionary**

<b>A</b>	about are	after around	again at	all ate	always as	am ask	an away	and	any
<b>B</b>	back better by	be big	beautiful black	beauty blue	been both	because bring	before but	best brown	buy
<b>C</b>	call	came	can	carry	clean	come	cold	could	cut
<b>D</b>	did	didn't	do	does	done	don't	down	draw	drink
<b>E</b>	eat	eight	enough	every	everybody	everything	everyone		
<b>F</b>	fall full	fast funny	find	first	five	fly	for	found	four
<b>G</b>	gave	get	give	go	goes	going	good	got	grow
<b>H</b>	had his	has hold	have hot	he how	help hurt	her	here	herself	him
<b>I</b>	if	in	into	is	it	its	itself		
<b>J</b>	jump	just							
<b>K</b>	keep	kept	kind	knew	know				
<b>L</b>	laugh	let	light	like	little	live	long	look	
<b>M</b>	made	make	many	may	me	much	must	my	
<b>N</b>	never	new	no	not	now				
<b>O</b>	of our	off out	old own	on	once	one	only	open	or
<b>P</b>	pick	play	please	pretty	pull	put			
<b>Q</b>	queen	quiet	quiet	quieter	quite				
<b>R</b>	ran	read	red	ride	right	round	run		
<b>S</b>	said sit	saw six	say sleep	see small	seven so	shall some	she soon	show stop	sing
<b>T</b>	take then to	tell their today	ten there too	than these together	thank they try	thank-you think two	that this	the those	them three
<b>U</b>	under	up	upon	us	use				
<b>V</b>	very								
<b>W</b>	walk were wish	want what with	warm when without	was where work	wash which would	we white write	well who	we'll why	went will

# Process

## Writing Together:

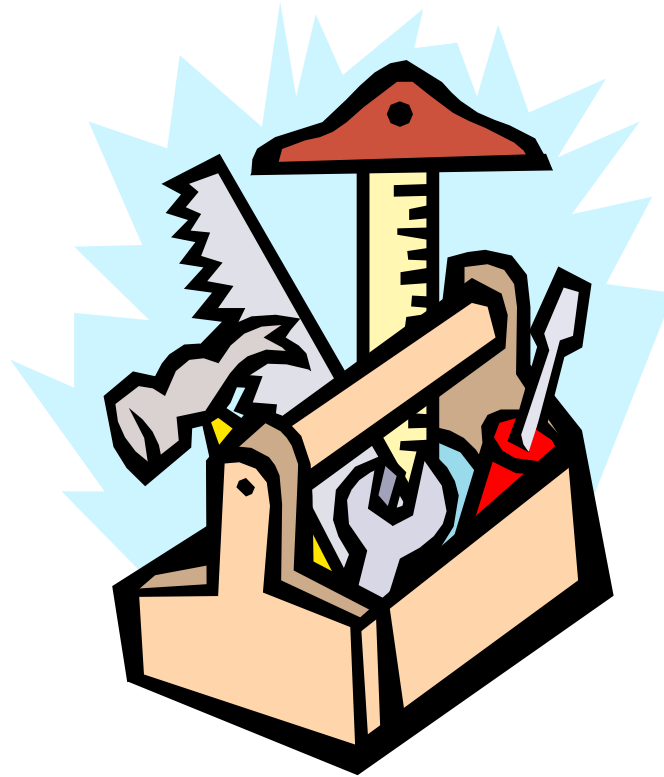
1. Word Web
2. Model
3. Write
4. Share
5. Edit



# Tool Set

Author Language

Story Plot



1. Early one morning  
One day  
One bright morning

children



peeked  
gazed  
peered  
stared

window



## 2. snowflakes

twirled  
danced  
floated  
swirled

ground  
earth  
fields



3. *eyes*



sparkled  
twinkled  
glowed

bounced  
hopped  
leaped

MOTIVE: What do the children want?

4.

Yippee! Let's go play!  
Hooray! Let's go outside!  
Whoopee! Let's go!

hollered  
shouted  
cried

boy  
girl

5. children

plopped  
hopped

boots



zipped  
buttoned  
snapped

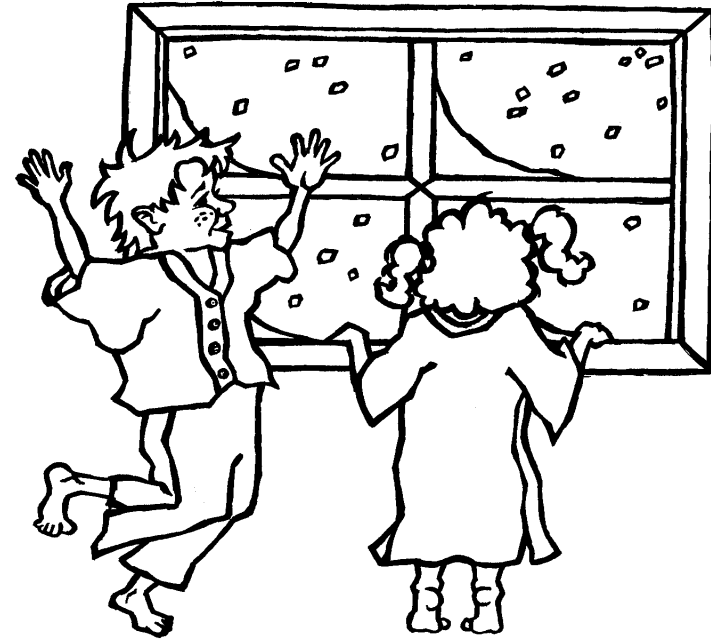
coat  
jacket



6. They

raced  
tore  
hurried

door  
outside  
out

This image shows a blank sheet of handwriting practice paper. It features five identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment.

climbed  
trudged  
plodded

zoomed  
zipped  
raced  
whizzed

down  
bottom

whipped  
nipped  
bit  
stung

faces  
cheeks  
noses

skidded  
tumbled  
slowed  
crashed

Thud!  
Thunk!  
Plop!

they

decided  
wanted  
thought

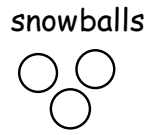


build  
construct  
create

snowfort



1. rolling  
packing  
stacking  
piling

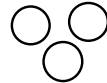


fort  
done  
accomplished  
finished

2. Whiz!  
Plop!  
Smack!



children  
tossed  
whipped  
shot  
flung



3. Let's go home!  
I'm hungry!  
I'm tired!  
I'm thirsty!

cried  
shouted  
hollered

boy  
girl



4. Me, too!  
So am I!  
Let's go!

agreed  
sighed  
said

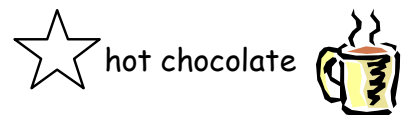
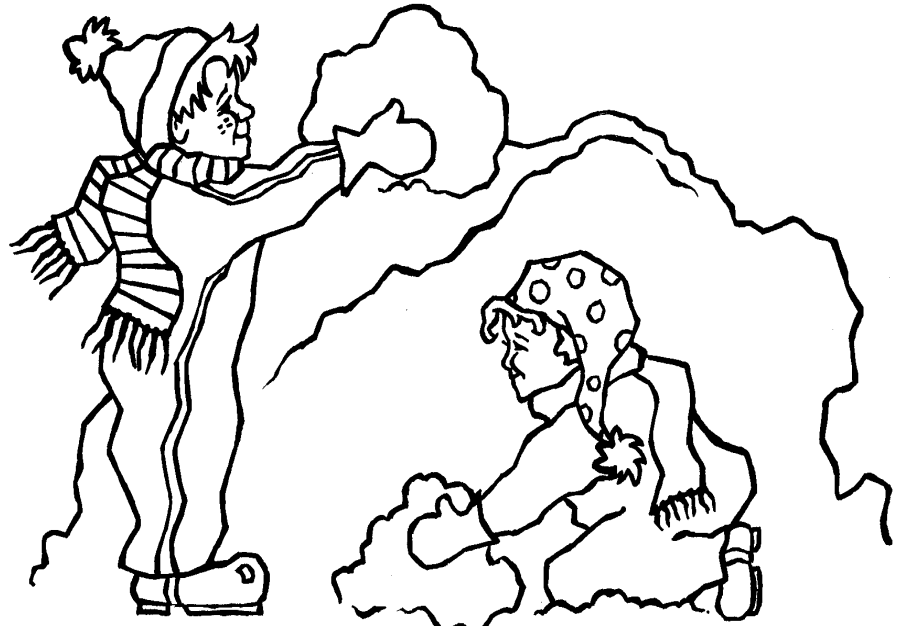
boy  
girl



5. Plodding  
Running  
Racing  
sipped  
Trudging



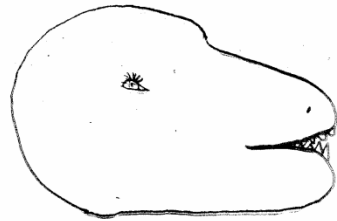
home  
inside  
children  
slurped  
gulped



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines for practice.

# Cut and Paste Edit

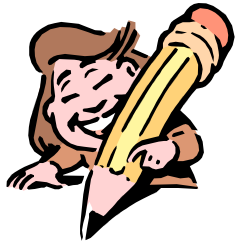
Rachelle And The Dinosaur



Rachelle was eight years old.  
Rachelle was going to the  
dinosaur museum! She saw a  
dinosaur come alive! It growled  
very loudly! Then she saw it  
stomp its feet! Rachelle stared  
and froze!

Rachelle said, "I'll be your friend  
that made the dinosaur so happy."

To her surprise the  
dinosaur whispered, "I want a friend."



Dear Parents,

In the area of creative writing your child will be learning to edit his/her own stories. Each child progresses at his/her own pace in this process. Developmentally appropriate expectations are essential for successful experiences. For this story, your child was asked to independently edit for the skill(s) circled below. Other areas of the story were not edited, because your child is not yet ready for more responsibility. As your child grows in their ability, more areas of responsibility will be added.

1. Spaces between words
2. Capitals
3. Periods
4. Question Marks
5. Exclamation Marks
6. Commas
7. Quotation Marks
8. Colons
9. Semicolons
10. Complete sentences

11. Spelling
12. Subject change for paragraphs
13. Paragraph change for dialogue
14. Correct grammar in sentence structure
15. Maintains verb tenses (past or present)
16. Maintains same Narrator
17. Expands Vocabulary with choices provided by the teacher or initiated by the student



The sun shone on the enormous mountains. The evergreen trees swished in the wind. The car zipped down the highway taking the family

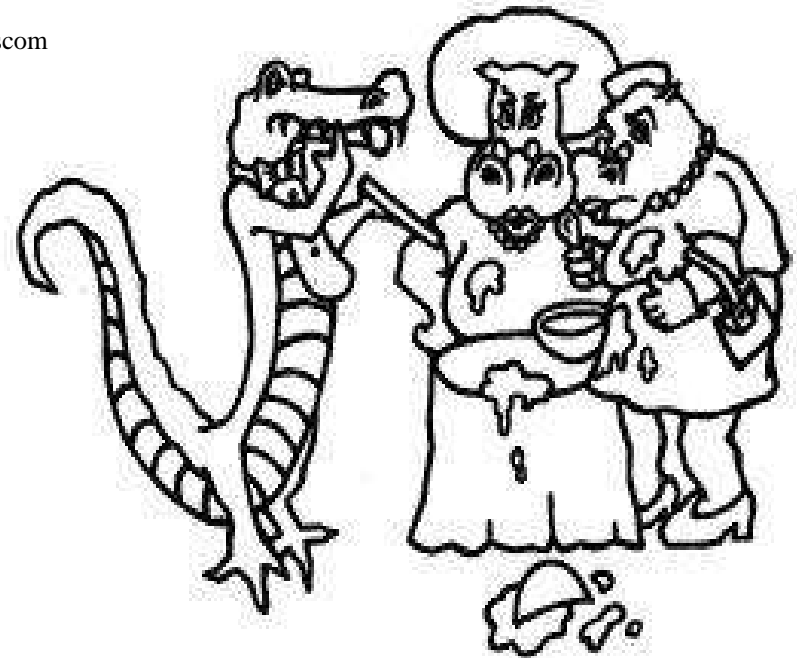
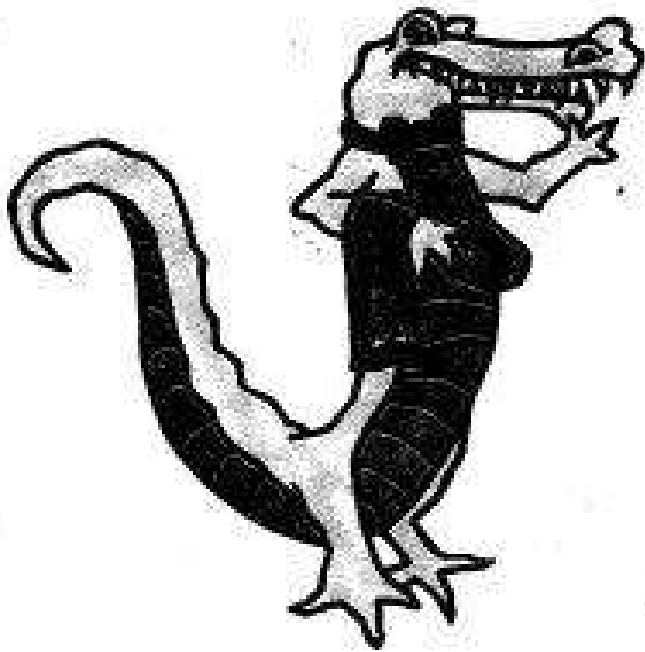


camping. Daddy set up the tent and fire built the campfire. The flames sparked and crackled. The family roasted marshmallows and hotdogs.



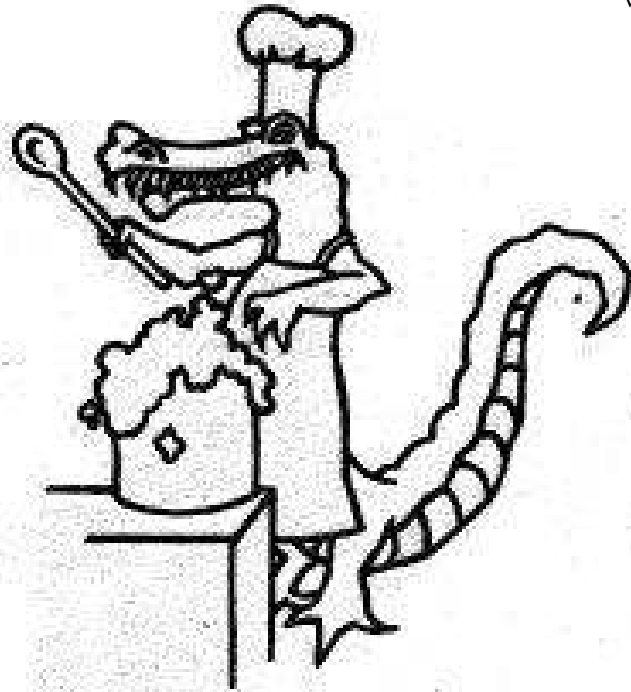
Rick saw the moon glow  
and the stars sparkle.  
Mommy heard coyotes  
howling and an owl hooting.  
Let's go to bed. Mommy  
whispered. They all  
snuggled up in their  
sleeping bags inside their  
tent. At midnight, Tiare  
heard sniffing. Rick felt  
something prickly tickle his  
feet. Mommy saw two

glowing eyes! Aah! Wake up,  
daddy! There's a bear in our  
tent! Daddy's eyes bulged and  
he shot up in the air. The  
tent collapsed and the bear  
tumbled away into the  
forest. Daddy, Mommy, Tiare,  
and Rick gathered everything  
and tumbled into the car.  
They drove all the way home!



Alligato rushed to work.  
He gasped for air and his face  
flushed. The cook scowled at  
Alligato. Your late again he  
thundered as he flung a  
bowl at Alligato's stomach!

Get to work! Alligato grabbed  
a soup bowl and took it to  
Miss Hurds. Whoops a daisy!  
Alligato stumbled. The soup  
sailed thru the air splash!  
Miss Hurds was drenched!



gave Miss Hurds a washcloth.  
She cleaned her self of f.  
Alligato ranst back to the kitchen.  
he picked up a food order and  
made it of der that he never  
got in trouble agen at work.

Yeouch! screamed Miss  
Hurds, her face turned red.  
Are you crazy? The cook  
came speeding. I ges its time  
to change jobs. The cook handed  
Alligato his hat and apron. The cook