

LESSON PLAN

Sequencing events in a narrative

English Language Arts · Grade 2 · 45 min · Term 3, Week 1

CURRICULUM ALIGNMENT

Grade 2 ELA. CCSS.ELA-LITERACY.RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

[Common Core State Standards](#) ↗

LEARNING INTENTION

Sequence the events of a story using beginning, middle, and end

SUCCESS CRITERIA

- I can identify the beginning, middle, and end of a story.
- I can retell story events in the correct order.
- I can use sequence words like first, next, then, and finally.
- I can explain why the order of events matters in a story.

Lesson Structure

HOOK

- Three jumbled story pictures on the board. What do you notice?
- Which picture comes first? How do you know?
- Sequence words posted on the wall: first, next, then, finally.

TEACHING

- A story only makes sense in the right order.
- Read aloud a short passage from Jabari Jumps by Gaia Cornwall.
- I notice Jabari feels scared first, then brave. Order matters.
- Beginning introduces characters. Middle has the problem. End solves it.

PRACTICE

- Retell Jabari Jumps using first, next, then, finally.
- Partner A retells. Partner B checks the order.
- Thumbs up if your partner got all four sequence words.

CLOSURE

- Hold up one finger for beginning, two for middle, three for end.
- Name one thing Jabari did at the end.
- Point to a sequence word you used today.

Differentiated Groups

EMERGING

TASK

- Sort 3 picture cards into beginning, middle, end.
- Label each card using the word strip: first, next, finally.
- Tell a partner one thing Jabari did in each part.

MATERIALS

3 sequencing picture cards from Jabari Jumps (one per student), word strip with first, next, then, finally (one per student), pencils

TEACHER ROLE

- Sit with this group for first 10 minutes.
- Read each card aloud. Ask: does this feel like a start?
- Prompt with: what happened after that?

DEVELOPING

TASK

- Cut and paste 5 event strips into the correct order.
- Write one sentence for each part using a sequence word.
- Check your order matches a partner's.

MATERIALS

5 printed event strips from Jabari Jumps (one set per student), scissors, glue sticks, sequencing worksheet with beginning, middle, end boxes (one per student), pencils

TEACHER ROLE

- Check in briefly after 8 minutes.
- Ask: why does this event come before that one?
- Move on once the group is working independently.

EXTENDING

TASK

- Retell Jabari Jumps in writing using all four sequence words.
- Explain in one sentence why the order matters to the story.
- Try swapping two events. What goes wrong? Write your thinking.

MATERIALS

Lined writing paper (2 sheets per student), Jabari Jumps by Gaia Cornwall (1 copy for reference), pencils, sequence word card for reference (one per student)

TEACHER ROLE

- Give brief instructions at the start. Step back.
- Check written explanations near the end of the session.
- Ask: what breaks in the story if you change the order?

ASSESSMENT NOTES

- Criterion 1: Can students label each card or strip as beginning, middle, or end?
- Criterion 2: Check retells go in correct order with no skipped events.
- Criterion 3: Listen for first, next, then, finally in oral and written retells.
- Criterion 4: Extending writing explains what breaks when order changes.

RELIEF TEACHER NOTES

- Picture cards, event strips, and worksheets are in the ELA group tray.
- Jabari Jumps is on the read-aloud shelf near the board.
- The emerging group needs the most support. Sit with them first.
- Sequence word strips are pre-cut and ready inside the tray.