**Lesson Plan Outline for *The Indian in the Cupboard***

**Lesson Name:** Reading for Comprehension by Understanding Sequence: *The Indian in the Cupboard*.

**State Standard:** 4.1.08 Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.

**Instructional Objectives:**

* TLW express active comprehension and understanding by predicting outcomes based on prior knowledge.
* TLW demonstrate a high level of comprehension by being able to accurately put in order a sequence of events that has taken place within the story.

**Materials and Media:**

* *The Indian in the Cupboard* by: Lynne Reid Banks.
* Sticky note tabs used to mark preselected stopping points in the text to discuss.
* Sketch paper for active listening sequencing
* Sequencing flip charts
* Teacher Whiteboard
* Dry Erase Markers

**Lesson**

* **Set (Introduction):** “Today we are going to continue our read aloud from *The Indian in the Cupboard*. But before we get started, let’s review what has happened in the story so far. *Write these events on the whiteboard as students call them out*. If the students name events out of order, discuss and then number them in the correct order. After we read we are going to discuss sequencing and why sequencing may be important in our lives.”

**Instruction (Body):**

* **Introductory Example:**
* **Pre Reading** 
  + - I want you to take out a piece of paper and we are going to fold it in half, then in half again. (*Hamburger style, then hot dog style*) Now, unfold the piece of paper and number it 1,2,3,4. Top L-R then Bottom L-R (*Demonstrate on the board if needed.)* As you listen to the story, I want you to sketch a picture of the things that are happening, as they are happening, and in order.
* **During Reading**
  + - Begin reading *The Indian in the Cupboard.*
    - Chapter 3 *Thirty Scalps* Discussion Questions:
      * Do you think that only the plastic items will become real, or will both metal and plastic toys become real? (Page 26)
      * Omri is considering telling someone about his real life Indian! Would you tell someone, or would you keep the secret all to yourself? (Page 31)
    - Chapter 4 *The Great Outdoors* Discussion Questions:
      * If you were the Indian and you were roaming around in this great new “Giant” world, what would be your greatest fear? (Page 40)
    - Chapter 5 *Tommy* Discussion Questions:
      * How to you think that Omri will explain how or why he is a “giant” to Tommy?
      * Do you think that Omri will keep Tommy too?
* **Post Reading**
  + - At the end of Chapter 5, ask if any student would like to share their sketches?
    - Ask if anyone knows what sequence or sequencing means?
    - Begin Discussion on Sequencing.
      * Explain that to make cookies you need: flour, milk, eggs, butter, sugar, and an oven to cook them. Typically when making cookies, you mix all your ingredients and then place them in the stove. But what if you mixed your butter, sugar, and milk, then put them in the stove, THEN tried to mix your eggs and flour. Those wouldn’t be very good cookies, would they? And the uncooked eggs may make you very sick! So it is very important to know the correct order or sequence for making a batch or cookies!
* Pass out the pre-folded flip chart for sequencing.
* Explain that we are going to discuss the sequence of events that has taken place so far within our story.
* \*Can elaborate with the ideas that are already on the board.
* Ask students to choose 3 events, and write them in order on the flaps of their flip chart. If time allows, let students draw a picture as well.

**Closure (Conclusion):** “You guys have done an excellent job today! You listened very attentively and have nearly mastered the skill of sequencing. You guys are so smart and I am so proud of you! Today we realized that sequencing was not only an important skill to learn for school, but for real life too! We will pick back up tomorrow with our story in Chapter 6 and find out what happens next in our sequence of events, and see just how many ways that Little Bear can use his new shiny ax.”

**Assessment and Evaluation:** All students will be participating in a holistic assessment. The teacher will monitor participation and contributions. Group feedback will help the teacher determine if:

* Students can accurately determine the order in which several events may happen.
* Students can attentively listen and list events as they are being read to them.
* The students begin to feel comfortable with their sequencing skills.

**Reflection of Candidate:**

I feel as if this was an excellent lesson, but it does need further and frequent review. At the beginning of the lesson, the students were unfamiliar with the actual term “sequence” and they needed a little more basic teaching than what I expected. I feel like the sketch to stretch option worked well, and allowed the students to adequately visualize the events in the order in which they occurred. I do believe that this lesson will need to be re-taught as a refresher, and can be used throughout and at the end of the story. I was extremely pleased at the progress that was made by the students during this lesson.