

And Then What Happened? A Sequence of Events

Objectives

Students identify a sequence of events from a short fiction story and write and illustrate accordion books demonstrating their understanding of that sequence.

Students (K-4) sequence information from a nonfiction reading selection and create diagrams demonstrating their interpretation of the details, such as food chains or the water cycle.

Student (5-6) identify common idiomatic expressions and demonstrate an understanding of the role sequencing plays in humor by creating flip books illustrating those expressions.

Multiple Intelligences

Interpersonal	Logical-mathematical
Linguistic	Naturalist

What Does It Mean?

Ecosystem: interaction of a community of organisms with their environment

Flip book: format designed to reveal animation action when the pages are quickly changed in order

Idiomatic expressions: stylistic phrases that have meaning within the context of the culture or language

National Standards

Visual Arts Standard #5

Reflecting upon and assessing the characteristics and merits of their work and the work of others

Visual Arts Standard #6

Making connections between visual arts and other disciplines

Grades K-6

English Language Arts Standard #3

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

English Language Arts Standard #6

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

English Language Arts Standard #12

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Grades 3-4

English Language Arts Standard #7

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Grades 5-6

English Language Arts Standard #10

Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

Background Information

A sequence is the following of one thing after another in chronological, causal, or logical order. It shows succession or continuity.

Comic book artists use sequence of drawing and text to reveal their stories and ideas. Text is used minimally to identify settings, show sound effects, or to communicate a character's speech and thoughts in word balloons. In Japan, entire novels are written in this form. In the United States, these are known as graphic novels, book-length stories told in images and words, often with complex plots and serious themes.

Disney Animation Studios and Dreamworks are two organizations that use storyboarding and illustration extensively in their film productions. Animation artists design and lay the groundwork in sketches before final work is started in a feature-length animation film.

Resources

Jungle Morph by Fliptomania

Colorful, fast-paced flipbook. Begins with a tiger which changes into a chimp, then an elephant, and eventually a giraffe. Good example for older elementary students.

The Very Hungry Caterpillar by Eric Carle

Classic tale of a caterpillar that turns into a butterfly. Integrates several sequences: days of the week, counting, and a life cycle. Enhances sequencing lessons for early elementary students.

What Are Food Chains and Webs? by Bobbie Kalman

Informative text for third and fourth grade research projects about food chains and webs.

www.usingenglish.com/reference/idioms/

Alphabetical list of thousands of English idiomatic expressions with clear explanations of what they mean.

Vocabulary List

Use this list to explore new vocabulary, create idea webs, or brainstorm related subjects.

- Food chains

Carnivore	Herbivore	Omnivore	Producer
Consumer			
- Sequence words

Alphabetical Arrangement	Chronological Direction	Order Pattern	Series Succession
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- Sequential transition words

Finally	First	Later	Next
Then			
- Other words

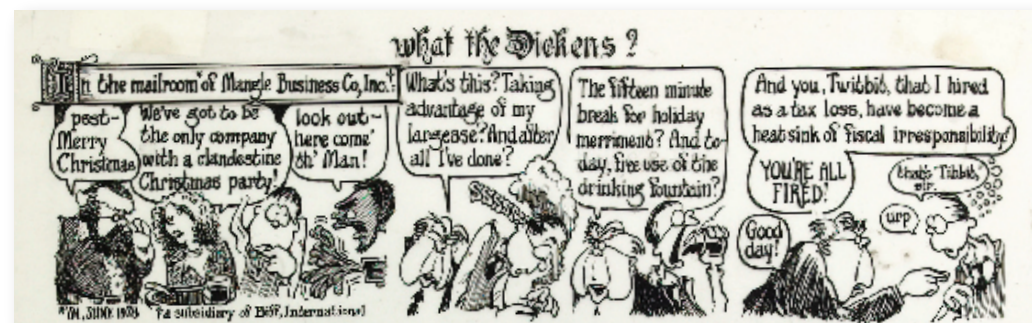
Accordion fold	Contrast	Graphic novel	Movement
Balance	Flipbook	Idiomatic expression	Storyboard

Artwork by students from St. John Neumann School, Palmerton, Pennsylvania. Teacher: Paula Zelenka



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	K-2	3-4	5-6
Suggested Preparation and Discussion	<p>Display a collection of stories with clearly sequential plots as well as examples of accordion books.</p> <p>Read together <i>The Very Hungry Caterpillar</i>. What does the word sequence mean? What sequences occur in this story?</p> <p>Children read other books independently or at home to identify three sequential events.</p>	<p>Display reference materials about major ecosystems or other similar sequential material in fields such as science or social studies. Provide pictures of many different plants and animals. Play a mix and match game to introduce the idea of food chains.</p> <p>Which animals eat only plants? What are they called? Which animals eat only other animals? What are they called? Which animals eat both plants and animals? What are they called?</p> <p>Ask for an example of a sequential food chain. What is an ecosystem? Identify ecosystems in your community. Compare and contrast the foods available in different ecosystems.</p> <p>Children form small groups and research different ecosystems. They collect data to graphically represent in food web diagrams.</p>	<p>Collect comic strips, jokes, and anecdotes where humor is dependent upon sequential presentation. Share several jokes and anecdotes with class. Discuss verbal humor. What makes something funny?</p> <p>Display examples of flipbooks. With students, research and post list of idiomatic expressions.</p> <p>Provide small groups of students with cut-up comic strips. Challenge them to reconstruct the jokes by arranging segments in proper sequence.</p> <p>Share funny idiomatic expressions. (<i>I have a frog in my throat.</i>) What does the expression mean? What might a non-native speaker of English picture? How could this be visually portrayed in a humorous flip book? What picture should come first? second? third?</p>
Crayola® Supplies	<ul style="list-style-type: none"> Colored Pencils Crayons Scissors 	<ul style="list-style-type: none"> Fine Line Markers Markers 	<ul style="list-style-type: none"> Crayons Fine Line Markers (black)
Other Materials	<ul style="list-style-type: none"> Tablet paper White drawing paper (18 x 24 inches) 		<ul style="list-style-type: none"> Stapler
Process: Session 1	Create accordion books	Prepare sketch	Prepare flipbooks
Grades K-4 20-30 min.	<ol style="list-style-type: none"> Cut drawing paper into a 6" x 24" strip. Fold strip twice to make a 6-page accordion book. Make the first flap the front cover. Number the pages on the inside. Write a sentence at the bottom of each inside page describing one of three sequential events from independent reading. 	<ol style="list-style-type: none"> Students share data within their groups and determine examples of sequential food chains for their chosen ecosystems. Plan layout for poster design. Include space for a title, a large bull's-eye diagram with arrows, and pictures of specific plants and animals, as well as labels and simple text. Consider size and balance of design. 	<ol style="list-style-type: none"> Students cut white drawing paper into 10 to 15 small pages uniform in size. Select and write an idiomatic expression on the title page. Lightly sketch first and last images. Include only necessary details. Sketch intermediary images on other pages to take viewer sequentially from initial picture to final one.
Grades 5-6 45-60 min.			



What the Dickens?
Artist: Gene Mater
2 1/2" x 12"
Collection of the artist.

	K-2	3-4	5-6
Process: Session 2 45-60 min	Illustrate books	Design posters	Refine images
	<ol style="list-style-type: none"> Illustrate the three events in detail. Show the setting, characters, and other information necessary to understand what happened. Decorate the front and back covers as well with the book title, student name, and other information and designs. 	<ol style="list-style-type: none"> Transfer sketch to white drawing paper or poster board. Add title. Use bold markers for strong visibility. Outline title with a second color to provide contrast. Take turns drawing various plants and animals native to the ecosystem in the appropriate sequential order on the food chain. Refer to research materials for accurate details. Label plants and animals with scientifically correct names. 	<ol style="list-style-type: none"> Outline images. Add color if desired. Lay pages out to review visual effect. When satisfied, arrange in a sequential pile with title page on top. Fasten securely with staples. Flip through pages to observe sequential movement.
Process: Session 3 30-45 min.	Share stories	Share and compare data	Share and compare flipbooks
	<ol style="list-style-type: none"> Students share stories with classmates. Rely on accordion books to assure sequential retellings. 	<ol style="list-style-type: none"> Groups give oral presentations using posters as visual aids. Compare ecosystems among groups. What are some similarities and differences? 	<ol style="list-style-type: none"> Encourage classmates to share flipbooks. Discuss images. What techniques are most effective?
Assessment	<ul style="list-style-type: none"> Is book neatly folded into three sequentially numbered pages? Does each page include a sentence that accurately describes the event? Are illustrations detailed and colorful? 	<ul style="list-style-type: none"> Did students work cooperatively to collect data? Is poster design bold and well balanced? Do poster details show evidence of careful research? Is food web sequentially correct? 	<ul style="list-style-type: none"> Is an idiomatic expression clearly written on front cover? Do images relate directly to the expression? Are they simply and clearly drawn? Does sequential progression from first to last image create an illusion of movement?
	<ul style="list-style-type: none"> Ask students to reflect on this lesson and write a DREAM statement to summarize the most important things they learned. 		
Extensions	<p>Young children and those with special needs may need help with accordion folds.</p> <p>Artistically talented students may wish to include several additional pages.</p> <p>Practice playing games using various sequencing patterns.</p>	<p>Encourage students with strong leadership skills to provide opportunities for all students (especially those with special needs) to contribute to group effort.</p> <p>Visit a local park to observe a local ecosystem.</p> <p>Invite students to diagram food chains for their favorite meals.</p>	<p>Students who are native speakers of other languages and some students with special needs may require help interpreting idiomatic expressions.</p> <p>Ask gifted students to research early filmmaking or other types of visual illusions.</p> <p>Invite an ophthalmologist to explain how the eye and brain work to create the illusion of movement.</p>



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