



ELA Virtual Learning

Essential Literacy 6-8

April 10, 2020



6-8 Essential Literacy
Lesson: **Friday, April 10, 2020**

Objective/Learning Target:

Students will:

- **Identify signal words used in text**
- **Organize and gather information in a sequential text**
- **Create original sequential text**

Warm up



FIRST

DO A QUICKWRITE:

Spend two minutes on the following topic.

How did you celebrate your last birthday? Tell about your day.

You may choose to either

- A. Do the quickwrite on paper, writing solidly for two minutes.
- B. Talking solidly for two minutes, tell someone about your last birthday.

NEXT

Look at what you wrote or think about what you said. Did you

- Tell your story from beginning to end?
- Use words like “next” or “and then”

If so, you used *sequencing*.

Learn

- When do writers put events in a sequential order?
- How does ordering events help readers?
- What types of text use sequencing?



Learn


On the next 2 slides you will find a story entitled [Mr. Masters and His Morning Exercise](#) and then a list of events from the story to put in order.

- A. On your daily page, put the date and title the page Sequencing.
- B. Put the title of the story.
- C. List the events in sequence.

Alternative: you can print the worksheet with the link in the title

Sequencing

Putting the events in a story in the order in which they happened



Transition Words:

Use transitions to show how events took place over time...

first	eventually	suddenly
next	at last	before long
then	meanwhile	all of a sudden
lastly	in the meantime	the next day
finally	meanwhile	afterward
later	in the end	as soon as
		over time

Practice

Mr. Matters and His Morning Exercises Mr. Matters was a very well liked neighbor that we had for years. One day he woke up and didn't feel so well. He decided to go to see Dr. Jerome to see what the problem might be. Dr. Jerome is the best!

Dr. Jerome did some blood work on Mr. Matters. He found that his blood contain very little vitamins and minerals. He recommended that Mr. Matters begin to eat more fruits and vegetables. In addition, he wanted Mr. Matters to exercise three times a week for thirty minutes every time.

Mr. Matters wanted to feel better, so he followed the good doctor's advice. Every morning he woke up, he followed the same routine. First, he ate a grapefruit and drank a glass of water. He would then walk two miles. He would end off with a full body stretch. Then he would ride his bike to work.

As months went on, Mr. Matters felt a ton better. He began help Ms. Stewart prune her garden every night after work. As a form of payment, Ms. Stewart would always make Mr. Matters a healthy dinner.

Practice

Place the events in order (1 being first) by using 1-6:

- A. Mr. Matters went to the doctor
- B. Mr. Matters helped prune Ms. Stewart's garden.
- C. He walked two miles.
- D. He would ride his bike to work
- E. Mr. Matters did a full body stretch.
- F. Mr. Matters ate a grapefruit.

Practice (answer key)

Place the events in order (1 being first) by using 1-6:

- 1 Mr. Matters went to the doctor
- 6 Mr. Matters helped prune Ms. Stewart's garden.
- 3 He walked two miles.
- 5 He would ride his bike to work.
- 4 Mr. Matters did a full body stretch.
- 2 Mr. Matters ate a grapefruit.

A.	1
B.	6
C.	3
D.	5
E.	4
F.	2

Additional Resource if you want to learn more

- In a spiral or composition notebook, on a piece of paper, etc make a page labeled “Transition words”.
- As you are reading along in your independent reading book, keep a running list of all the words you read that help you transition from one part of the story to the next. You can use those words to help you sequence when you write.

Keep Reading!