

# Individual Activity Lesson Plan

<b>Date:</b> Monday 30 <sup>th</sup> March	
<b>Activity Title:</b> Story Sequencing	
<b>Learning Intention:</b> To sequence a story	<b>Activity Overview:</b>
<p><b>Links to EYFS:</b></p> <p><b>Literacy: Reading (30-50)</b> Beginning to be aware of the way stories are structured</p> <p><b>Literacy: Writing (40-60)</b> Gives meaning to marks as they draw <i>and</i> Writes own name and other things, such as labels and captions</p>	Watch the story of Jack and the Beanstalk and sequence a set of story cards.
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Pencil/pen</li> <li>• Glue stick</li> <li>• Scissors (children's if possible and to be supervised at all times if not)</li> <li>• Jack and the Beanstalk story sequencing cards</li> </ul> <p>(If you do not have a printer, you can create your own set of story cards by copying the images in the book and cutting them out.)</p>	<b>Key vocabulary:</b>  story, character, setting, events, beginning, middle, end, first, then, next.
<b>ACTIVITY IMPLEMENTATION (including key question)</b>	
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Read (if you have the story) or watch Jack and the Beanstalk <a href="https://www.youtube.com/watch?v=W5rxflRgXRE">https://www.youtube.com/watch?v=W5rxflRgXRE</a> (video link)</li> <li>• Ask the children the following questions: <ul style="list-style-type: none"> <li>- <i>Who are the main characters?</i></li> <li>- <i>Where is the story set? Is it a happy/sad ending?</i></li> <li>- <i>Who is your favourite character? Which part of the story is your favourite?</i></li> <li>- <i>How do you think Jack was feeling when...?(name different events in the story)</i></li> <li>- <i>What happens at the beginning/middle/end of the story?</i></li> </ul> </li> </ul> <p><b>Main Activity:</b></p> <ul style="list-style-type: none"> <li>• Encourage your child to cut the story cards out independently. Support him/her as needed by modelling and readjusting their scissor grip).</li> <li>• Once your child has cut the story cards out, place them on a table.</li> <li>• Challenge your child to order the story cards from beginning to the end, relating to the story.</li> <li>• If resources are available, encourage your child to stick the story cards onto the story template in the correct order.</li> <li>• Once the story cards have been sequenced and stuck onto the template, invite your child to then retell the story in his/her own words.</li> </ul> <p><b>Challenge:</b></p> <ul style="list-style-type: none"> <li>• Imagine you climbed to the top of a beanstalk and stepped into a world above the clouds. Draw a picture of the world you imagine. Can you label what you have drawn?</li> </ul>	
<p><b>Additional ways to support your child:</b></p> <p>If sequencing the story is challenging, give your child fewer story cards to sequence. Work together to retell the story – modelling lots of story language.</p>	<p><b>Extension:</b></p> <p>Add key words to your story map e.g. Jack, cow, egg, harp etc. (If there is not space on the paper, cut out pieces of paper and create key vocabulary cards instead)</p>