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EDTL 7100-Spring 2012

**Sequencing Rationale**

The Integrated Reading/Writing Unit is sequenced according to the concept-related of logical prerequisite.

As I have learned from teaching over the years, learning has to be meaningful to the students and the concepts need to be taught in logical sequence. By utilizing different literature many of the language arts/reading standards can be incorporated in the daily lessons. The standards are taught through discussions while reading the literature. Follow up assignments are created to provide practice working with specific skills.

By using the story The Enormous Crocodile by Roald Dahl, the students will be actively engaged in a high interest story and will be learning many concepts throughout the unit. The sequencing in the reading curriculum can be difficult since many skills have just been taught in 1st grade or just introduced this year. It is difficult to determine the exact length of the unit because each subunit could take a few days to complete. Many standards will be incorporated into the lessons as the story is being read even though there may not be an actual lesson on the skill. Depending on the time of the year that this unit is done will determine if the lessons are introductory or review.

The first subunit is the most logical starting point because the students will learn about the author and find out facts about crocodiles. During this unit the students will complete a fact sheet on the author. They will also complete a KWL on crocodiles following reading a nonfiction story about crocodiles. Also we will complete a Venn diagram about crocodiles and alligators.

The next three subunits must be in the order listed on the map to go along with the story. The skills can be varied from what I have listed but those are the areas we are working on currently in the 2nd grade curriculum. Instead of using a basal I have incorporated our lessons into this unit. There will be ongoing writing activities to complete during this portion that will incorporate technology, as the students will be creating their own newspaper.

The final subunit is the culminating activity where the students are able to create their own enormous crocodile that they will be able to eat. This will keep the students interested throughout the unit. A comparison of recipes will also be completed in this unit.

I have noticed that my students are learning and retaining more information when I have utilized units where topics are discussed throughout the story and then practice is provided on specific skills individually as well as in context.