Lesson plan*

LESSON #MAKING PICTURE MAPS TO SHOW HOW TO GET THINGS DONE

Grade: 2nd grade (age 7-8) **Date:**

Teacher: ***Book: Bella Brown's Messier Than Messy Room by J.W. Zarek***

Lesson objectives:

1. ***Identify the step-by-step process Bella uses to organize her room with Grandma Yetta's help.***
2. ***Understand how graphic organizers (e.g., flow charts, sequence chains, step ladders) can help plan and sequence tasks.***
3. ***Map Bella's cleaning process using a simple graphic organizer with teacher guidance.***
4. ***Create their own visual organizer to plan a familiar task, using pictures and minimal writing.***
5. ***Share and explain their visual organizer with a peer, describing their organizational thinking.***
6. ***Connect visual planning skills to classroom responsibilities and routines, such as organizing materials or completing daily tasks.***

Materials:

1. ***Large chart paper and markers (for teacher-guided graphic organizer)***
2. ***Picture cards showing Bella's cleaning steps (e.g., picking up toys, stacking books, folding clothes) with simple illustrations***
3. ***Student handouts of graphic organizers: flow chart (boxes with arrows), sequence chain (linked circles), and step ladder (stacked rectangles) templates***
4. ***Crayons, markers, or pencils for drawing***
5. ***A "messy" classroom area setup (e.g., scattered pencils, books, and papers) for demonstration***

vocab

1. ***Plan***
2. ***Step***
3. ***Sequence***
4. ***Organize***
5. ***First***
6. ***Next***
7. ***Last***
8. ***Map***

Lesson Procedure

Introduction (5 minutes)

Gather students in a circle and show the cover of Bella Brown's Messier Than Messy Room. Ask, Have you ever had to do a big job, like cleaning up or getting ready for school? How do you know what to do first?
Explain that today, they'll read about how Bella organizes her messy room step by step with Grandma Yetta's help, and they'll learn how to make "picture maps" (graphic organizers) to show how to get things done in order.
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Read-Aloud & Discussion (10 minutes)

Read the section of the book where Bella organizes her room step-by-step with Grandma Yetta's guidance, such as picking up toys, stacking books, and folding clothes.

Pause to ask,

- *What steps did Bella take to clean her room?*
- *What did she do first?*
- *What came next?*

Show the picture cards of Bella's steps as you read, pointing out how each step helped her get the big job done.

Highlight that Bella made a plan with small steps, which made cleaning easier, and explain that they'll make their own picture maps to plan tasks just like Bella did.

Teacher-Guided Graphic Organizer: Mapping Bella's Process (10 minutes)

Introduce three simple graphic organizers on chart paper: a flow chart (boxes with arrows), a sequence chain (linked circles), and a step ladder (stacked rectangles).
Explain, These are picture maps that help us plan and show steps in order.
Choose the step ladder for this activity (stacked rectangles labeled "First, Next, Last) and model how to map Bella's cleaning process. Draw a simple picture in each rectangle (or attach the picture cards) as you say, First, Bella picked up her toys, Next, she stacked her books, and Last, she folded her clothes.
Point to the arrows or lines connecting the steps, saying, This map shows the order of Bella's steps so we can see how she got her big job done!

Independent Practice: Creating Individual Visual Organizers (10-12 minutes)

Show students a "messy" classroom area with scattered pencils, books, and papers. Say, Let's pretend this is our messy room, like Bella's! We need to clean it up, and we'll make a picture map to plan our steps.

Let students choose their preferred graphic organizer (flow chart, sequence chain, or step ladder). As a class, brainstorm three steps to clean the area (e.g., first: pick up pencils, next: stack books, last: put papers in a bin).

Then, have students create their own visual organizer by drawing a simple picture for each step in their template and labeling it with First, Next, and Last (they can copy the words from the board or use pre-labeled templates).

Encourage them to use crayons or markers to make their maps colorful and clear.

Peer Sharing & Reflection (8-10 minutes)

Pair students up and have them share their picture maps with a partner.
Encourage them to explain their steps, saying, "First, I... Next, I... Last, I..." and to describe why they chose that order (e.g., "I picked up pencils first because they were all over the floor!").

After sharing, bring the class together and ask, How did making a picture map help you plan your steps? Did it make the big job feel easier?
Connect to classroom responsibilities by saying, We can use picture maps to plan other jobs, like getting ready for recess or organizing our desks. What other jobs can we plan with a picture map?
Celebrate their work by giving each student a butterfly sticker, saying, You're a planning expert, just like Bella!

Assessment

- *Observe if students can identify Bella's cleaning steps during the read-aloud discussion.*
- *Check if students accurately map Bella's process on the teacher-guided graphic organizer.*
- *Review students' individual visual organizers to ensure they include three logical steps in order with simple drawings.*
- *Listen to students' peer sharing to assess their ability to explain their organizational thinking using first,next, and last.*
- *Note participation and engagement during the reflection discussion.*

Extension

- *Create a class Picture Map Wall where students can display their visual organizers and refer to them during daily routines.*
- *Have students take their graphic organizer home and use it to plan a simple task (e.g., getting ready for bed) with their families, then share the results the next day.*
- *Introduce a new task (e.g., organizing a bookshelf) and have students create a second picture map during a future lesson, using a different graphic organizer style.*

Differentiation Strategies

- *For Visual Learners*

Use colorful graphic organizers and picture cards to reinforce the concept of sequencing. Display the teacher-guided step ladder prominently during independent work.

- *For Auditory Learners*

Repeat the steps verbally during the read-aloud and modeling (e.g., "First, Bella picked up her toys!"). Encourage them to say their steps out loud during peer sharing.

- *For Kinesthetic Learners*

Allow students to physically move the picture cards during the teacher-guided activity. Let them act out their steps (e.g., pretending to pick up pencils) before drawing.

- *For English Language Learners (ELLs)*

Provide pre-labeled graphic organizers with "First," "Next," and "Last" already written. Pair vocabulary words with gestures (e.g., point to the "first" box while saying "first").

- *For Students with Special Needs*

Offer a simplified graphic organizer with only two steps (e.g., "First" and "Last"). Provide hand-over-hand guidance for drawing or attaching pictures. Offer a quiet space if the peer sharing feels overwhelming.

- *For Advanced Learners*

Challenge them to add a fourth step to their visual organizer (e.g., "Then, I sweep the floor") and explain why it fits. Ask them to create a second picture map for a different task, like getting ready for school.