Lesson plan*

LESSON # STEP-BY-STEP PICTURES: LEARNING TO PUT THINGS IN ORDER

Grade: 1st grade **Date:**

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

Lesson objectives:

1. *Identify the sequence of steps Bella uses to clean her room in the story.*
2. *Draw simple pictures to show the steps of a familiar task (e.g., cleaning a desk).*
3. *Arrange their pictures in the correct order using labels like "first," "next," and "last."*
4. *Share their picture sequences with classmates to explain their process.*
5. *Connect the idea of breaking tasks into steps to their own responsibilities.*

vocabulary

- *Step*
- *Sequence*
- *Order*
- *First*
- *Next*
- *Last*
- *Organize*

Materials:

- *Bella Brown's Messier Than Messy Room book*
- *Chart paper and markers (for class discussion)*
- *Drawing paper (one sheet per student, folded into three sections)*
- *Crayons or markers*
- *Word cards with "first," "next," and "last" (pre-made or written during the lesson)*
- *Tape or glue (for attaching word labels)*

Lesson Procedure

Introduction (5 minutes)

Start by gathering students in a circle and show the cover of Bella Brown's Messier Than Messy Room.

Ask: Have you ever had to clean something messy, like a desk or your room? What did you do first?

Explain that today, we'll read about how Bella cleans her messy room one step at a time. Then, we'll draw pictures to show steps for cleaning something ourselves!"

Read-Aloud & Discussion (10 minutes)

Read the section of the book where Bella cleans her room step-by-step with Grandma Yetta's help, such as picking up stuffed animals, stacking books, and folding clothes.
Pause to ask

1. *What did Bella do first to start cleaning?*
2. *What came next? What was the last thing she did?*

On a chart paper, list Bella's steps in order as students recall them (e.g., 1. Pick up stuffed animals, 2. Stack books, 3. Fold clothes).

Point out that Bella made her big job easier by doing one thing at a time. We can do that too!

Drawing Step-by-Step Pictures (15 minutes)

Give each student a sheet of paper folded into three sections (or three separate small sheets).
Model the activity
Draw three simple pictures on the board showing how to clean a desk (e.g., 1. Pick up pencils, 2. Wipe the desk, 3. Put books away).

Label them "first," "next," and "last" under each picture.

Tell students to think of something you can clean, like a desk or a toy box. Draw three pictures showing the steps you'd take.

Let students draw their sequences using crayons or markers. Encourage simple sketches (e.g., stick figures, basic shapes).

After drawing, have students attach or write "first," "next," and "last" under each picture using word cards or by copying from the board.

Sequencing Check & Sharing (10 minutes)

In pairs or small groups, students share their picture sequences and explain
"This is what I'd do first..."
"Next, I'd..."
"Last, I'd..."

Circulate to check that pictures are in a logical order and ask prompting questions (e.g., Why did you pick this step first?).
Invite 2-3 volunteers to share their sequences with the whole class, holding up their drawings.

Wrap-Up & Reflection (5 minutes)

Ask
How did drawing steps help you think about cleaning?
How does doing one thing at a time make a big job easier, like it did for Bella?

Reinforceby saying that When we break tasks into steps, we can get things done and feel proud —just like Bella!
Sing a quick "Clean Up Song" (e.g., First we pick up, next we wipe, last we're done, oh what a sight!) to end on a fun note.

Assessment and Extension

Observe if students can recall Bella's cleaning steps in order during the discussion.
Check that each student's picture sequence has three steps in a logical order with correct labels ("first," "next," "last").

Listen to students' explanations during sharing to assess their understanding of sequencing.

Differentiation Strategies

- *For Students Needing Support*

Provide a pre-drawn example of a three-step sequence for them to copy or rearrange.
Offer verbal prompts to help them decide each step (e.g., What do you do before wiping the desk?).
Pair them with a peer to draw and label together.

- *For Advanced Students*

Challenge them to add a fourth or fifth step to their sequence with additional labels (e.g., "then," "finally").
Ask them to write a short sentence under each picture (e.g., First, I pick up my pencils.).
Have them lead a small group in sharing their sequence with the class.