Lesson plan*

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

Grade: Kindergarten (Ages 5-6) **Date:**

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

Lesson objectives:

1. ***Identify how Bella breaks down her big cleaning task into smaller steps with Grandma Yetta's help.***
2. ***Use visual aids to understand the concept of breaking down a large task into smaller parts.***
3. ***Sequence a cleaning task into smaller, manageable steps through a hands-on activity.***
4. ***Apply a simple problem-solving framework to approach a big task.***
5. ***Reflect on how breaking down tasks makes them feel, connecting to feelings of accomplishment.***
6. ***Recognize how breaking down tasks can help with classroom and home responsibilities.***

vocabulary

1. ***Task***
2. ***Step***
3. ***Break down***
4. ***First***
5. ***Next***
6. ***Last***
7. ***Problem***
8. ***Solution***
9. ***Proud***

Materials:

1. ***Bella Brown's Messier Than Messy Room book***
2. ***Large chart paper and markers (for creating a class problem-solving chart)***
3. ***Picture cards showing Bella's cleaning steps (e.g., picking up toys, stacking books, folding clothes) with simple illustrations***
4. ***A set of classroom cleaning task cards (e.g., picking up blocks, putting crayons in a bin, wiping a table) with pictures***
5. ***Small baskets or bins for sorting classroom items***
6. ***A "messy" classroom area set up with blocks, crayons, and paper scraps (pre-arranged for the activity)***
7. ***Emotion cards with faces showing feelings (e.g., overwhelmed, happy, proud)***

Lesson Procedure

Introduction (5 minutes)

Gather students in a circle and show the cover of Bella Brown's Messier Than Messy Room. Ask the children Have you ever had a big job that felt too hard, like cleaning up a lot of toys? How did you feel?
Explain that today, they'll read about how Bella learns to clean her messy room by breaking it into smaller steps with Grandma Yetta's help, and they'll try doing the same in the classroom.

Read-Aloud & Discussion (10 minutes)

Read the section of the book where Bella feels overwhelmed by her messy room but learns to break down the cleaning into smaller tasks with Grandma Yetta's guidance (e.g., picking up toys, stacking books, folding clothes).
Pause to ask,

1. *What big problem did Bella have?*
2. *How did Grandma Yetta help her? and*
3. *What small steps did Bella take to clean her room?*

Show the picture cards of Bella's steps as you read, pointing out how each small step made the big job easier.
Highlight that breaking down a big task into smaller parts helped Bella feel better and get the job done

Problem-Solving Framework with Visual Aids (5 minutes)

Introduce a simple problem-solving framework on a chart paper titled Bella's Way to Solve Big Jobs.
Write and draw

- *Step 1: See the big problem (draw a messy room with a sad face).*
- *Step 2: Make small steps (draw three small pictures: toys, books, clothes).*
- *Step 3: Do one step at a time (draw a hand pointing to the first step).*
- *Step 4: Feel proud! (draw a happy face).*

Explain, that Bella used these steps to clean her room. We can use them too!
Point to each step on the chart as you describe it, using the picture cards to show Bella's small steps as an example.

Hands-On Activity: Sequencing a Cleaning Task (10-12 minutes)

Show students a pre-arranged "messy" classroom area with blocks, crayons, and paper scraps.

Tell them that this area is messy, just like Bella's room! Let's break this big job into smaller steps, like Bella did.

Display the classroom cleaning task cards (e.g., picking up blocks, putting crayons in a bin, wiping the table).
As a class, decide the order of the steps by asking, What should we do first? What's next? What's last?
Arrange the cards in order (e.g., first: pick up blocks, next: put crayons in a bin, last: wipe the table).
Then, divide students into small groups, assigning each group one step to complete. For example, one group picks up blocks and puts them in a basket, another group puts crayons in a bin, and a third group wipes the table with a cloth.
As they work, encourage them to say, "First, we pick up blocks," "Next, we put crayons away," and "Last, we wipe the table." Once the area is clean, celebrate together: "We did it, just like Bella!"

Reflection & Connection to Classroom and Home (5-8 minutes)

Gather students back in a circle and show the emotion cards (e.g., overwhelmed, happy, proud). Ask the students How did you feel when you saw the messy area at first? How do you feel now that it's clean?
Hold up the cards to help them identify their feelings, connecting to how Bella felt overwhelmed at first but proud after cleaning.

Discuss,

1. *How did breaking the big job into small steps help us?*
2. *Can we use small steps to clean up at home, like putting away toys or clothes?and*
3. *What other big jobs can we break into small steps in our classroom, like getting ready for recess?*

Reinforce that breaking down tasks makes them easier and helps us feel good, just like Bella felt when she finished cleaning.

Assessment

- *Observe if students can identify Bella's small steps during the read-aloud discussion.*
- *Check if students correctly sequence the classroom cleaning task cards (first, next, last).*
- *Listen to students' reflections to assess their understanding of how breaking down tasks helps them feel accomplished.*
- *Note participation in the hands-on activity and use of vocabulary like first, next, and last.*

Extension

- *Create a Small Steps Helper Chart for the classroom, where students can add a butterfly sticker (like Bella's reward) after completing a big task in small steps.*
- *Send home a simple Small Steps at Home sheet with pictures (e.g., pick up toys, put clothes in a hamper) for students to try with their families.*

Differentiation Strategies

- *For Visual Learners*

Use colorful picture cards and the problem-solving chart with clear illustrations to reinforce the concept of breaking down tasks. Point to each step as you discuss it.

- *For Auditory Learners*

Repeat the sequence of steps verbally during the hands-on activity (e.g., "First, we pick up blocks!"). Use a sing-song voice to emphasize first, next, and last.

- *For Kinesthetic Learners*

Allow students to physically move the task cards into order and actively participate in cleaning the classroom area. Add a movement break if needed, like jumping three times between steps.

- *For English Language Learners (ELLs)*

Pair vocabulary words with gestures (e.g., point to the "first" card while saying "first"). Use simple, repetitive phrases during the activity and discussion.

- *For Students with Special Needs*

Provide hand-over-hand guidance to arrange the task cards or complete their cleaning step. Use fewer steps (e.g., just "first" and "last") if needed. Offer a calm space if the activity feels overwhelming.

- *For Advanced Learners*

Challenge them to add an extra step to the cleaning sequence (e.g., "sweep the floor") and explain why it fits. Ask them to share a big task they do at home and describe the small steps they use.