Lesson plan*

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

Grade: Pre-K (Ages 4-5) **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 with Grandma Yetta's help.*
2. *Arrange picture cards in the correct order (first, next, last) to show cleaning steps.*
3. *Contribute to a class visual timeline by placing steps in sequence.*
4. *Participate in a "Clean-Up Dance" with sequenced motions to reinforce the order of tasks.*
5. *Explore sensory textures while connecting to the story's cleaning tasks.*
6. *Understand how breaking tasks into steps helps them feel proud and accomplished.*

vocabulary

- *Step*
- *Sequence*
- *First*
- *Next*
- *Last*
- *Clean*
- *Organize*
- *Proud*

Materials:

- *Bella Brown's Messier Than Messy Room book*
- *Picture cards showing Bella's cleaning steps (e.g., picking up stuffed animals, stacking books, folding clothes) with simple illustrations*
- *Large chart paper or a magnetic/velcro board for the class timeline*
- *Velcro or magnetic dots to attach picture cards to the timeline*
- *Word cards with "first," "next," and "last" (with small icons like a star for "first," an arrow for "next," and a checkmark for "last")*
- *Sensory items for exploration: soft stuffed animals, smooth books, rough fabric scraps (e.g., burlap or textured cloth)*
- *Bluetooth speaker or device for playing music during the "Clean-Up Dance"*

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 cleaned up a messy space, like your toys or books? What did you do first?

Explain that today, they'll read about how Bella cleans her messy room with Grandma Yetta's help, doing it step by step, and they'll learn how to put things in order too.

Read-Aloud & Discussion (10 minutes)

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

1. *What did Bella do first to start cleaning?*
2. *What did she do next? What was the last thing she did? and*
3. *How did Grandma Yetta help Bella feel better while cleaning?*

Show the picture cards one at a time as you reread key parts, pointing out each step—for example, Here's Bella picking up her stuffed animals—this was first!
Highlight that Grandma Yetta helped Bella by showing her one step at a time, and that the students can do that too.

Sequencing with Picture Cards & Class Timeline (10 minutes)

Display the picture cards (e.g., picking up stuffed animals, stacking books, folding clothes) in a mixed-up order on the floor or table.

Ask students to help put the cards in the correct order by saying,

- *Which step did Bella do first?*
- *What came next?*
- *What was last?*

As students identify each step, attach the cards to the class timeline—a large chart paper or board with a horizontal line labeled First, Next, Last using velcro or magnets to make it interactive.
Add the word cards first, next, and last under each picture, pointing out the icons, such as, The star means first!

Once the timeline is complete, review it together: "First, Bella picked up her stuffed animals. Next, she stacked her books. Last, she folded her clothes. Great job!"

Sensory Exploration & "Clean-Up Dance" (5-7 minutes)

IIntroduce the sensory items such as soft stuffed animals, smooth books, and rough fabric scraps.

Let the students touch each item and describe how it feels, such as, The stuffed animal is soft, just like Bella's toys!
Connect this to the story by saying, Bella touched soft toys, smooth books, and clothes while cleaning. Let's use these to do our own clean-up dance!
Teach a simple "Clean-Up Dance" with sequenced motions, using music
First, we pick up toys" (hug a stuffed animal and lift it up),
Next, we stack the books" (pretend to stack books with hands), and
Last, we fold the clothes (fold arms like folding a shirt).
Play the dance music and lead students through the motions in order, encouraging them to say "first," "next," and "last" with each step.

Wrap-Up & Reflection (5 minutes)

Revisit the class timeline and ask,

1. ***What did we learn about putting things in order?***
2. ***How did doing one step at a time help Bella clean her room? and***
3. ***How do you feel when you clean up, like Bella did?***

Reinforce the idea that, just like Bella and Grandma Yetta, they can clean up step by step and feel proud.
End with a cheer: "We're clean-up helpers, just like Bella Brown!"

Assessment and Extension

Observe if students can identify and sequence Bella's cleaning steps using the picture cards. Check if students place the picture cards in the correct order on the class timeline. Listen to students' use of first, next, and last during the "Clean-Up Dance and reflection. Note participation in sensory exploration and how students connect textures to the story.

Differentiation Strategies

- ***For Visual Learners***

Use brightly colored picture cards with clear, bold illustrations. Point to each step on the timeline as you review it.

- ***For Auditory Learners***

Repeat the sequence verbally multiple times during the Clean-Up Dance (e.g., First, we pick up toys!). Use a sing-song voice to emphasize first, next, and last.

- ***For Kinesthetic Learners***

Allow students to physically move the picture cards to the timeline. Incorporate extra movement in the Clean-Up Dance (e.g., marching in place).

- ***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 dance and discussion.

- ***For Students with Special Needs***

Provide hand-over-hand guidance to place picture cards on the timeline. Use fewer steps (e.g., just "first" and "last") if needed. Offer a calm space for sensory breaks if the dance or textures are overwhelming.

- ***For Advanced Learners***

Add a fourth step to the sequence (e.g., making the bed) and have them place it on the timeline. Ask them to describe the textures of the sensory items in more detail (e.g., Is it soft or rough?).