Early Childhood Lesson Plan
for
Put It On the List by Kristen Darbyshire

Name of Activities: Sandwich Sequencing

Sequence Game

Students Participating: size of group:
Children, any size group; partners

Lesson Goal: Learners will brainstorm the steps to make a peanut butter and jelly sandwich, focusing on correct sequencing. Learners will practice sequencing while playing a game with a partner.

Learning Objectives/Skills: The learners will be able to:
  a) Actively listen to a story and participate in a group discussion before and after
  b) Identify ingredients and utensils used to make a peanut butter and jelly sandwich
  c) List the steps of making a peanut butter and jelly sandwich in the correct sequence
  d) Identify correct sequences of various tasks (brushing teeth, making a snowman, etc.)

Environmental Adaptations, Time and Materials Needed: These activities can be adapted to almost any environment. Children will need a flat surface (table, tray, floor) on which to play the sequence game with a partner. The activities will take approximately 25-30 minutes, depending on students. The following materials will be needed:

- A copy of Put It On the List, by Kristen Darbyshire
- Ingredients and Utensils Page (one for each student)
- Sets of sequence cards – Brushing Your Teeth, Making A Snowman, Blowing Up A Balloon (one set for every two students)
- Sets of sequence cards for each student to take home - Brushing Your Teeth, Making A Snowman, Blowing Up A Balloon (which they can color and cut apart on their own)
- “Peanut Butter and Jelly” Song (copies for each student to take home)
- Poster Paper or Chalkboard
- Safety scissors
- Envelopes (for sets of sequencing cards)
- Optional: Ingredients for peanut butter and jelly sandwich

Procedure/Description of the Activity:

1. Gather children and seat them for story time. Introduce the book, Put It On the List, by Kristen Darbyshire to students. Before reading the book, ask students “What are some places you have seen lists?” or “What do we use lists for?” Students may connect lists to grocery lists, chore lists, parents’ To-Do lists, etc.

2. Read Put It On the List to the group. Ask students questions throughout the story to encourage them to make predictions and be active listeners. Involve students in the story by having them identify different foods in the illustrations.
3. After reading the book, ask students some follow-up questions about the story. For example, “What problem did the chicken family have in this story?” “How did the family solve their problem?” or “Who can share a story about a time they went to the grocery store or what your family bought?”

4. Explain to students that lists can be used for many things besides groceries. Lists can also be used to help us remember the different steps in how to do something. Show students a recipe. Have students identify where the ingredients are listed and where the steps are listed for how to make it.

5. Explain to children that they will help write a list of steps to make a peanut butter and jelly sandwich. Have them pretend that someone has never heard of this sandwich before and they must tell that person exactly how to make it! Distribute an Ingredients and Utensils page to each student. Begin by having students circle the different foods they will need to make the sandwich (bread, peanut butter, jelly). Next, have them circle different utensils they will need (plate, knife).

6. After students have made their choices, have them share their selections and make a list on the board of what the class will need. Next, have the group brainstorm the different steps in making a peanut butter and jelly sandwich. Begin by asking, “When you want to make a peanut butter and jelly sandwich, what is the first thing you must do?” Prompt students, when necessary, to be more specific in their sequencing if they skip an important step. Record the list of steps on poster paper or chalkboard to refer to later. A sample list is shown below:

   **How to Make a Peanut Butter and Jelly Sandwich**

   1. First, get out the ingredients. You will need peanut butter, bread, and jelly.

   2. Get out a plate and knife.

   3. Take two pieces of bread and put them on the plate.

   4. Open the peanut butter. With the knife, spread peanut butter on one side of a piece of bread.

   5. Open the jelly. With the knife, spread jelly on the other piece of bread on one side.

   6. Put the two pieces of bread together with the peanut butter and jelly on the inside.

   7. Cut with a knife down the middle.
Note: Lists may vary depending on the age and ability of students. Accept reasonable steps for your specific group of children. Make sure the steps are sequenced correctly.

7. Optional: If possible, use the list of steps to make a peanut butter and jelly sandwich in front of the class. **Check any food allergies prior to the lesson.** Make a peanut butter and jelly sandwich exactly as the list tells you. This will help students identify any missing steps in their list. Add additional steps to the list, if necessary.

8. Next, explain to students that what they just created is called a “sequence.” Explain that a sequence is when different steps are put in specific order, starting with what comes first. If the steps to make the sandwich weren’t in a correct sequence or order, a person wouldn’t make the sandwich correctly.

9. Students will then play a sequence game with a partner. Give each pair different sets of sequencing cards in an envelope. Each envelope contains the sequencing cards to one specific task or activity. Each card shows a different step in the sequence. Students will lay out the cards, face up, from one envelope at a time. One student will select the card he thinks goes first and see if his partner agrees. Next, the other partner will select the next card in the sequence. Continue until the cards are all in order.

   **Note:** The sequence card sets have varying levels of difficulty. Have students begin with an easier set of cards and increase to more difficult sets that contain more steps.

10. Students can take home copies of the sequence cards to cut apart and color at home. They can continue to practice sequencing with their families. Also, students can take a copy of the **“Peanut Butter and Jelly Song”** home with them to sing as they make their own peanut butter and jelly sandwiches.
**Assessment:**

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<th>Objective</th>
<th>Participants’ Names</th>
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**Reflect on the Activity:**

1. What worked well?
2. What didn’t work?
3. What might have made the activity more successful?
4. Did you notice any potential for follow-up activities based on what the students said or did?

**Transfer Home/Extension Ideas:** a) If possible, give each student materials to play the sequence game at home b) Encourage students to sing the “Peanut Butter and Jelly Song” with their family as they make a sandwich c) Students can write the steps for how to do other tasks to practice sequencing d) Read, *Today is Monday* by Eric Carle, focusing on how the days of the week are sequenced.
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* from National Center for Family Literacy’s *Building Strong Readers* and *Learning to Read and Write*