

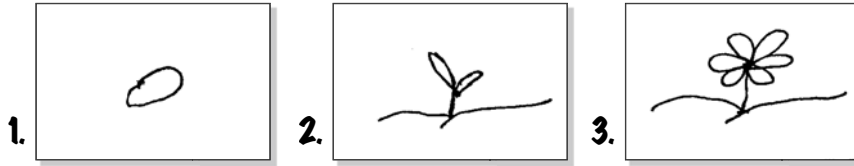
Sequence

Apply In:

- ● Leveled Book:
The Little Ant

1 Reteach

Demonstrate sequence by displaying these steps:



Say: **First, I plant a seed. Second, a sprout grows. Third, a flower grows.** Sweep your hand over the pictures: **This is a sequence. A sequence shows that things happen one after another in order, such as 1, 2, 3 or first, second, third.**

Display the cards out of order. Ask: **Does the flower grow first?** (no) **Do I plant the seed second?** (no) **Does the sprout grow third?** (no)

As you rearrange the cards correctly, explain: **In a sequence, the order is important. The sprout cannot grow until you plant the seed.**

Write these sentences on the backs of the cards: *First, I plant the seed. Second, a sprout grows. Third, a flower grows.*

Point out the signal words *first, second, third* and explain that these words tell about time, or when things happen.

2 Practice with a Partner

Have partners draw a sequence on three cards:

- play with a friend: 1. call friend; 2. go to friend's house; 3. greet friend
- get a book: 1. go into library; 2. look for book; 3. check book out
- share a dream: 1. go to sleep; 2. have a dream; 3. tell someone the dream

Children can take turns describing each sequence, using signal words.

Materials

- 3 drawings on index cards: a seed, a sprout, a flower
- self-stick notes
- index cards, 3 per child

Sequence

3 Apply

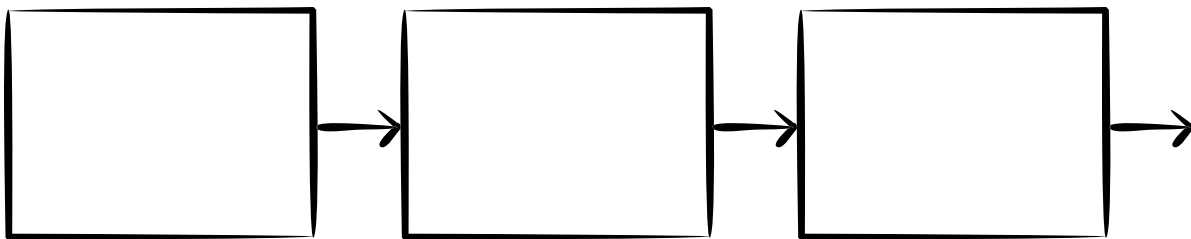
Distribute copies of the **Sequence Bookmark**. Explain that children should refer to the Bookmark as they listen or read. Then form groups.

- ▶ **Beginning Readers** listen as you conduct a Picture Walk and read the book aloud.
- ▶ **More Fluent Readers** read silently.

After reading, bring groups together to identify the sequence of important events in the story. Use the **Multi-Level Strategies** to support children at all proficiency levels.

BEGINNING	INTERMEDIATE	ADVANCED
Have children act out each key event in sequence. Children can pretend to take cover from the rain after you say: It started with an April shower.	Use pictures to elicit events. Ask: What happens on this page? What event happens next? Have children use signal words: <i>First, it rains. Second, Hormiguita cries for help.</i>	Have children retell the story using signal words. They should explain the importance of the sequence by telling why one event has to happen before another event.

Record children's ideas in a sequence chain like this:



After completing the chain, have children retell the important events in order.

CLOSE AND ASSESS

Ask children what is important in a sequence. (that things happen one after another) Then have children name some signal words. (*first, second, third, etc.*)

Sequence

Sequence is the order things happen in a story. Something happens *first*, *next*, and *last*. The words *first*, *next*, and *last* tell about the order.

sequence = first + next + last

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