

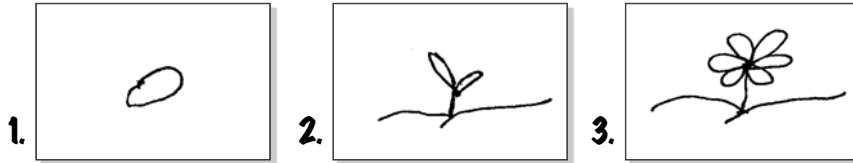
Sequence

Apply In:

- Leveled Book: *More Than a Meal*
- Leveled Book: *A Scare in the City*

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. Sequence is the order in which things happen.**

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

Write on the cards: *First, I plant the seed. Second, a sprout grows. Third, a flower grows.* Explain that *First, Second, and Third* tell time order. Use self-stick notes to replace *Second* and *Third* with *Next* and *Last*. Explain that these words tell time order, too.

Materials

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

2 Practice with a Partner

Have partners draw a sequence of events on three cards. Students can take turns describing each sequence, using signal words.

- 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

Materials

- index cards, 3 per student

Sequence

3 Apply

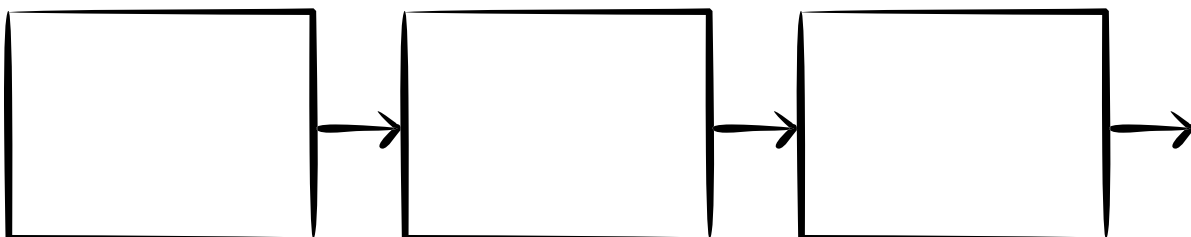
Distribute copies of the **Sequence Bookmark**. Explain that students should refer to the Bookmark as they read. Then form groups.

- ▶ **Beginning Readers** read silently or aloud with a partner.
- ▶ **More Fluent Readers** read silently.

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

BEGINNING	INTERMEDIATE	ADVANCED
Have students act out each key event in sequence. Students who read <i>More Than a Meal</i> can “take out the trash” after you say: On Monday, Carlos took out the trash.	Point to pictures and elicit events. Ask students who read <i>A Scare in the City</i> : What happens on this page? Encourage elaboration: Yes, people go to work. Name the workers and places.	Have students retell the sequence of events in <i>A Scare in the City</i> using signal words. Students can explain why one event has to happen before another event can happen.

Record students’ ideas in a sequence chain like this:



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

CLOSE AND ASSESS

Ask students what is important in a sequence. (the order of events) Then have students name some signal words. (*first, then, next, last, etc.*)

Sequence

The **sequence** is the order of important events in a story.

- The signal words *first, next, then, last, before, and after* show time order.
- Words like *soon* and *today* tell when.

sequence = first + next + last

© Hampton-Brown



Sequence

The **sequence** is the order of important events in a story.

- The signal words *first, next, then, last, before, and after* show time order.
- Words like *soon* and *today* tell when.

sequence = first + next + last

© Hampton-Brown



Sequence

The **sequence** is the order of important events in a story.

- The signal words *first, next, then, last, before, and after* show time order.
- Words like *soon* and *today* tell when.

sequence = first + next + last

© Hampton-Brown



Sequence

The **sequence** is the order of important events in a story.

- The signal words *first, next, then, last, before, and after* show time order.
- Words like *soon* and *today* tell when.

sequence = first + next + last

© Hampton-Brown

