

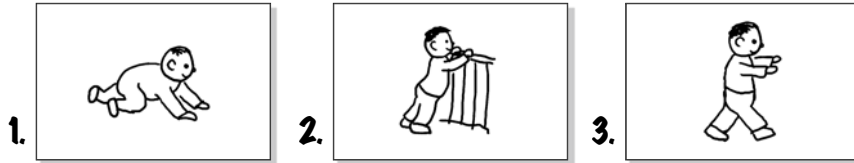
# Sequence

## Apply In:

- ● Leveled Book:  
*Looking for the Queen*

## 1 Reteach

Demonstrate sequence by displaying these steps:



Point to each picture and say: **First, a baby crawls. Second, a baby stands. Third, a baby walks.** Sweep your hand across the pictures and say: **This is a sequence. Sequence is the order in which things happen, such as 1, 2, 3, or first, second, third.**

Mix up the cards. As you rearrange the cards in the correct sequence, explain: **In a sequence, the order is important. The baby cannot walk until she learns to stand.**

Write on the cards: *First, the baby crawls. Second, the baby stands. Third, the baby walks.* 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 also show time order.

## Materials

- 3 pictures of a baby: crawling, standing, walking
- self-stick notes

## 2 Practice with a Partner

Have students depict and then describe these sequences of events to a partner:

- flower: 1. plant a seed; 2. a sprout grows; 3. a flower blooms
- butterfly: 1. caterpillar hatches from egg; 2. caterpillar makes cocoon; 3. butterfly comes out of cocoon
- baby chick: 1. hen lays egg; 2. hen sits on egg; 3. egg cracks open and chick comes out

## Sequence

### 3 Apply

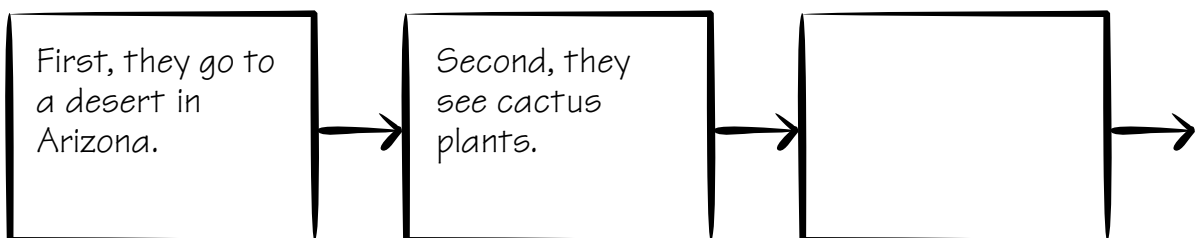
Distribute copies of the **Sequence Bookmark**. Explain that students should refer to the Bookmark as they listen or read. Then form groups.

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

After reading, have students identify the sequence of events in the book. Use the **Multi-Level Strategies** to involve students at all proficiency levels.

BEGINNING	INTERMEDIATE	ADVANCED
Ask questions with embedded answers: <b>When does the girl see the queen—before or after it gets dark?</b>	Point to pictures to elicit key events. Ask: <b>What does the girl see on this page? What does she see next?</b>	Have students draw a route from where the walk begins to the flower. They can use the route to retell the story, using signal words.

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

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