

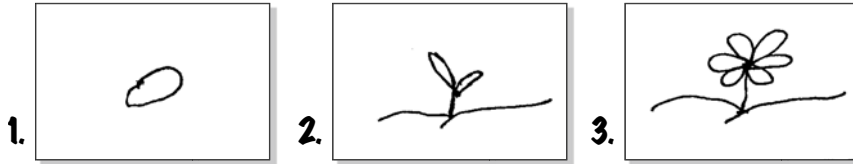
Sequence

Apply In:

- Leveled Book: *A Year Without Rain*

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

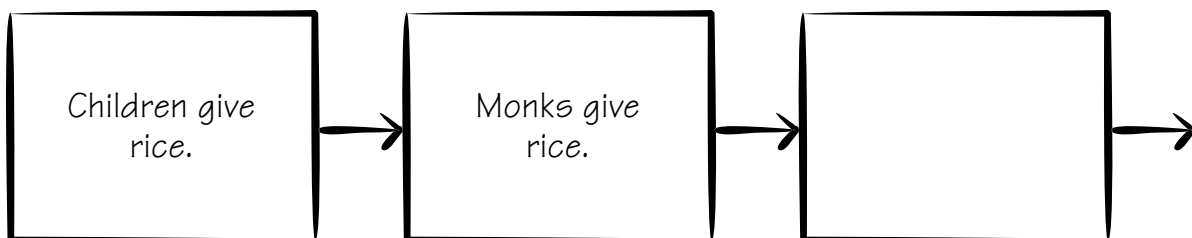
Distribute copies of the **Sequence Bookmark**. Explain that students should refer to the Bookmark as they listen or read. Then form groups.

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

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

BEGINNING	INTERMEDIATE	ADVANCED
Ask students questions with embedded answers such as: When does the emperor give rice—before or after the children give rice?	Point to pictures to elicit key events. Ask: Who gives rice on this page? Indicate the next page and ask: Who gives rice next?	Have students tell the sequence of the story. They can use signal words to describe the order in which characters give rice.

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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