

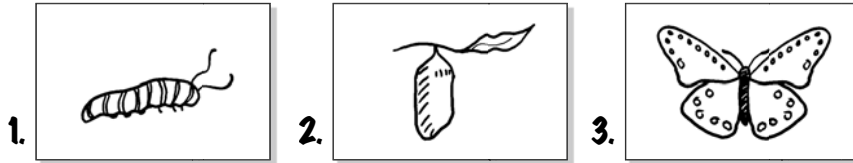
Sequence

Apply In:

- ● "Back in the Game,"
page 4

1 Reteach

Demonstrate sequence by displaying these steps:



Point to each picture and say: **First, a caterpillar hatches from an egg. Second, the caterpillar spins a cocoon. Third, a butterfly crawls out of the cocoon.** Sweep your hand across the pictures and say: **This is a sequence. Sequence is the order in which things happen, such as first, second, third.**

Display the cards out of order. As you rearrange the cards in the correct sequence, explain: **In a sequence, the order is important. The butterfly cannot crawl out of the cocoon until the caterpillar spins the cocoon.**

Write the steps on the backs of the cards. Indicate the signal words *First*, *Second*, *Third* as you read the sentences, and explain that these words tell time order. Use self-stick notes to replace *Second* and *Third* with *Next* and *Last*. Then discuss other signal words, such as *then* and *finally*.

2 Practice with a Partner

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

- flower: 1. plant a seed; 2. sprout grows; 3. flower blooms
- baby chick: 1. hen lays egg; 2. hen sits on egg; 3. egg cracks open and chick comes out
- walking: 1. baby crawls; 2. baby stands up; 3. baby walks

Materials

- 3 drawings on index cards: caterpillar, pupa, butterfly
- self-stick notes

Sequence

3 Apply

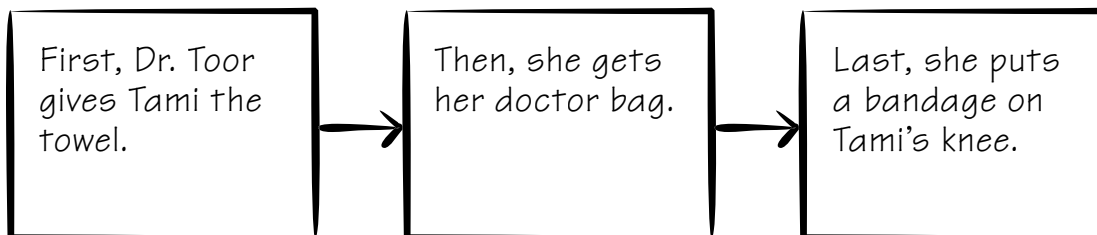
Distribute copies of the **Sequence Bookmark** and “Back in the Game.” Explain that students should refer to the Bookmark as they listen or read. Then form groups.

- ▶ **Beginning Readers** listen as you read the story aloud.
- ▶ **More Fluent Readers** read the story silently.

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

BEGINNING	INTERMEDIATE	ADVANCED
Ask students questions with embedded answers, such as: What happens first? Does Tami get hurt or does Dr. Toor put a bandage on Tami?	Help students use complete sentences to respond to sequence questions: What happens to Tami first? What happens next? What happens last?	After students identify the sequence of events, have them add details and retell the story using a variety of 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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Back in the Game

Tami watched the volleyball whiz toward her. She jumped up, spiked it over the net, and fell! Her knee slammed to the ground.

Tami's teammates raced to her side. "Are you okay?" Arifa asked. Tami looked at the blood on her knee. "It hurts," she groaned.

"Don't worry," Arifa said, "my mom's here."

Dr. Toor, Arifa's mom, was running toward Tami. "Stay calm," she said as she gave Tami a towel. "Hold this against the cut so it will stop bleeding." Then Dr. Toor ran to her car to get her doctor bag.

When she came back, she sprayed a cool liquid on the cut. "That stings," Tami said. "What is it?"

"It's an antiseptic," Dr. Toor explained. "It will kill the germs."

Next, Dr. Toor put cream on the cut. "This will keep any germs from spreading." Finally, she put a bandage on Tami's knee.

Tami stood up and thanked Dr. Toor.

"Can you play?" Arifa asked. "We really need you."

"How do you feel?" Dr. Toor wanted to know.

"Fine," Tami said. "Thanks to you, I'm ready to spike more balls!"