

# Sequencing

## FIRST

## Determine English Proficiency Level

**Evaluate** your students' English proficiency and **choose activities** on the following pages that match their levels.

### Beginner Level

Students can put pictorial events in order, but they might not be able to explain why. They can provide single word responses to past-tense questions.

#### You should:

- use images to represent ideas and allow students to sequence the images.
- model single word descriptions of sequences such as *big*, *bigger*, and *biggest*.

### Early Intermediate Level

Students can use simple sentences with past, present, and future verb tenses. They can provide simple descriptions of order.

#### You should:

- model the proper use of signal words such as *first*, *next*, and *then*.
- introduce variations of sequencing such as chronological, alphabetical, and numeric.
- frequently have students retell events as practice.

### Intermediate Level

Students can use simple and compound sentences with regular and irregular verbs. They make use of signal words.

#### You should:

- model use of more complex signal words such as *while* and *before*.
- have students create steps in a process and follow them.
- apply sequencing knowledge in subject areas such as science and social studies.

## NEXT

## Select Picture Pack Cards

**Refer to the Teacher's Resource Guide (TRG)** for lists that **pull together Picture Pack Cards** in the following categories.

- Sequence Words, TRG p. 28
- Cause-and-Effect Relationships, TRG p. 29
- Cycles, TRG p. 29
- Numbers, TRG p. 32
- Shapes, TRG p. 32
- Natural Events, TRG p. 34
- Seasons, TRG p. 35
- People, TRG p. 36

## Professional Development Notes



### What the Research Says...

Whenever possible, create meaningful and relevant learning opportunities for your students.

**\* Connect new information to prior knowledge** and relate students' English acquisition to subjects they study every day.

**\* Create a comfortable learning atmosphere** by offering extensive opportunities for students to hear models and to engage in pairwork and small-group activities.

#### For further research,

#### Go To

Willingham, D. T. (2006). *Knowledge in the Classroom*. Retrieved September 9, 2008 from Reading Rockets Web site: <http://www.readingrockets.org/article/11728>.



### ELL Best Practices

**Thinking Time** Give ELL students extra time to respond to questions. Just because they are slow to answer, doesn't mean they don't know the answer.



### TESOL Standards

The activities on this card will help students meet these standards.

- 1.1** Social interactions
- 1.3** Extend communication competence
- 2.1** Interact in the classroom

SAMPLE ONLY

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# Beginner Level Activities

## Guided Instruction

**Identifying Number Words** Match a numeral with its corresponding word.

1. Review the sight word cards for the numbers one through ten. Collect the math cards for the numbers one through ten.
2. Have students match the number words on the sight word cards with the numerals on the math cards.

**Note** There is no sight word card for *nine*. You may want to create your own card for *nine* prior to doing this activity.

## Oral Language Practice

**Identifying Sequence** Organize planets according to their distance from the sun.

1. Collect and review the science photo cards for the sun and the planets.
2. Post the *sun* photo card on the far left side of the board or wall. Tell students you want to put the cards in order according to their distance from the sun. **EXAMPLE** *Which planet is first?* or *Which planet is closest to the sun?*
3. As students supply the correct answer, model a sentence. **EXAMPLE** *Mercury is first. Next is Venus. Earth is after Venus.*

**Variation** Order objects or animals according to size.

## Independent Practice

**Ordering** Put the stages of a cycle in order.

1. Gather the following sets of science photo cards: *butterfly, caterpillar, chrysalis, egg; cloud, condensation, evaporation, precipitation; seedling, seed, tree; egg, frog, tadpole*. Review and practice all vocabulary so that students are familiar with it.
2. Have students use the cards to create a chart that shows the stages in proper order.  
**EXAMPLE** Students stick the cards on the board or on posterboard and draw an arrow from one card to the next card in the cycle: *caterpillar* → *chrysalis* → *butterfly*.

## Graphic

## Organizers

**Relating Parts to a Whole** Organize objects in order of complexity.

1. Draw a large inverted triangle on the board. Draw horizontal lines to divide the triangle into four sections.
2. Gather and review the following science photo cards: *cell, organ, organ system, tissue*.
3. Have students arrange the cards from most complex (top) to simplest (bottom).  
**EXAMPLE** *organ system, organ, tissue, cell*

## Sentence Frames

**Describe Qualities**

\_\_\_\_\_ is first.

**EXAMPLE**

- *Mercury* is first.
- *Social studies* is first.

**Extend the Frame**

- *Venus* is **next**.
- *Earth* comes after *Venus*.

## Independent Learning Strategies

**Journal** Remind students to add to their personal dictionaries or journals to document things they are learning. Allow time at the end of each session for students to make notes or drawings about what they learn. Encourage them to use and add to their journals when they are at home.

# Early Intermediate Level Activities

## Oral Language Practice

**IDEA 1 Narrating** Talk about what another student is doing.

1. Give each student a role to act out. Tell them to keep their jobs a secret.

**EXAMPLE** *meteorologist, ecologist, geologist*

2. Have students think about the activities they might do if they had that job.

**EXAMPLE** *meteorologist: study maps, work on a computer, report on weather*

3. Have a volunteer perform his or her job. While students act out their roles, other students should be talking about what the student is doing. **EXAMPLE** *She is studying a map. She is looking up at the sky. She is working on a computer.*

**IDEA 2 Getting a Job** Discuss the steps required for obtaining a specific job.

1. Review the Occupations cards. Ask students to select a job that they would like to have.
2. Organize students into pairs or threes. Have them discuss what job they have selected and why. Then have them talk about what they would need to do in order to get that job.

**EXAMPLE** *I want to be an engineer. First, I should learn math. I should also learn about machines. Then I need to go to college.*

3. Suggest that students use words such as *first*, *also*, *next*, *then*, and *finally* as they talk about the processes.

## Sentence Frames

### Give Instructions

First, \_\_\_\_\_. Then \_\_\_\_\_.

#### EXAMPLE

- *First, get the jelly. Then put jelly on the bread.*

#### Extend the Frame

- **After that**, *spread peanut butter on a piece of bread.*
- **Finally**, *put the bread slices together.*

## Independent Practice

**IDEA 1 Describing a Process** Explain the order of steps in a process.

1. Select several photo cards that can be used to explain a process. Elicit from students what the cards make them think about. **EXAMPLE** process: How to make a sandwich; cards: *peanut butter, bread, jelly*
2. Review the following time-order words, and write them on the board: *first, then, next, finally, and after that.*

3. Have students work in groups of three to write sentences about how to complete the process. Each sentence must include a time-order word to indicate sequence.

4. Challenge students to see which group can come up with the most steps. There is no limit to how many sentences they could make!

**EXAMPLE** *First, get out the peanut butter. Then, get out the jelly. Next, get two slices of bread. After that, spread peanut butter on one slice of bread. Then, spread jelly on the other slice. Next, put the two slices together. Finally, eat the peanut butter and jelly sandwich!*

**IDEA 2 Numerical Order** Practice putting numbers in the correct sequence.

1. Give each pair of students one number math card, starting with one.
2. Have students move around the room as you play music. When you stop the music, student pairs should arrange themselves in numerical order according to the card they have.
3. Encourage students to use spoken language to organize themselves. Model language for students to use. Switch number cards for every round so students get practice with different orders. **EXAMPLE** *My number is one. I go first. I'm next. I'm last.*

## Intermediate Level Activities

### Writing Skills

**Writing a Recipe** Discuss a favorite food and create a recipe for it.

1. Discuss students' favorite foods from their heritage countries. Have students point out their countries on a map. What foods are grown there? What are the seasons like? Encourage students to find Food photo cards related to their favorite recipes and share them with the group.
2. Have students select a favorite dish and write a recipe. First, have them brainstorm a list of ingredients and steps for making the dish. Then, tell them to write the instructions for preparing the dish.

**Including Details** As you monitor students, tell them to write every step, even if it seems too small to mention. In other words, what would you need to know if you were going to try to make a recipe for the first time?

### Graphic

### Organizers

**Using a Time Line** Create a time line for the life of a student.

1. Review and post the following sight word cards: *when, where, before, after, in, and on*. Have the Political Maps available for students to look at.
2. Tell students they are going to interview another student about their life. Brainstorm some questions they might ask. Write these on the board. **EXAMPLE** *When were you born? Where were you born? When did you start school?*
3. Draw a time line on the board, and tell students to copy the time line and use it to record notes about their partners. They do not have to write in complete sentences.
4. Have students use their notes to report to the group about their partners. Or, have students write a paragraph about their partners.

### Oral Language Practice

**Talking about a Process** Talk about how an event occurs.

1. Select and review several photo cards that represent an event. **EXAMPLE** *avalanche, earthquake, erosion, eruption*
2. Select one of the events, and brainstorm some of the things that happen leading up to it. Help students visualize the process by drawing a story plot graph on the board. Write notes on your graph.

### Guided Instruction

**Recognizing Signal Words** Play a version of Simon Says with time-order words.

1. Use this activity to review time-order words and to review another set of vocabulary. **EXAMPLE** colors, shapes, equipment, animals
2. Review the following time-order words: *first, then, before, after, next, and finally*.
3. Tell students that you are going to give an instruction involving the photo cards. If your instruction includes a time-order word, then they must follow your direction. If not, they should remain still or they will be out of the game. **EXAMPLE** You say: *First, pick up something red*. Students pick up a card with something red. You say: *Put that card down*. Students should remain still.

### Sentence Frames

**Ask about Life Events**

When did you \_\_\_\_\_?

**EXAMPLE**

- When did you learn to cook?
- When did you move to this country?

**Extend the Frame**

- When were you born?
- Where were you born?