

Dear Teachers,

The following pages have been designed with you in mind. Flip through this book to find exciting, hands-on ideas for practicing sequencing skills with a pocket chart! (LER 2206)

Pocket Chart Reading – Sequencing has been developed to provide creative teaching ideas and reproducible activities to support the use of a pocket chart. Suggested activities are designed to attract all types of learners, and can be used to teach sequencing skills at many levels. They encourage observing, arranging, and manipulating pictures and events to help children understand chronological order, sequence of events, and sequencing terminology. In addition, this book contains 174

ready-to-use cards to aid you in teaching sequencing concepts. The cards display the pictures and words to be used with each lesson, and are letter-coded for handy organization. A Cards-At-A-Glance chart at the back of the book shows the words and pictures printed on each card, for easy reference. Also included is a Reading List to help you build a classroom library to encourage an interest in sequencing skills.

This book quickly becomes a compact storage file! Tear out the sheets of cards along the perforated lines. Laminate the cards for extra durability, cut them, and store them in the pocket provided on the back cover of the book. As you use them, tear out the blackline master pages for photocopying, then use the folder pocket on the inside front cover for storage.

Pocket Chart Reading

Sequencing

Introduction Strategies

Strategy 1:

Start by placing a simple three-step picture sequence into the pocket chart, with the pictures in random order. An action sequence may be the easiest for children to understand, and would include a series such as the painting a picture sequence or the baking a cake sequence (sets R or F). Ask for student volunteers to arrange the pictures in order according to the events or pictures shown. Then discuss the steps involved in completing the activity. For example, for the cake-baking picture series, ask questions such as: “What ingredients do you need to bake a cake?”

“When do you turn the oven on?” and “What is the first (or last) thing you do when you prepare a cake?”

Strategy 2:

Place a non-action picture series into the pocket chart. An example would be the apple series (set Q) showing the transition from apple seeds into an apple pie. The non-action picture series may be more difficult for children to understand, because children must imagine the actions that take place between the stages pictured on the cards. For example, the actions that take place as an apple is turned into an apple pie are not depicted on the cards. Children must mentally fill in those steps as they place the pictures in order. Ask for volunteers to place the pictures in order, and discuss the “missing steps” between pictures.

Strategy 3:

Place the sequencing word, numeral, and letter cards in the pocket chart, so that one example of each is showing. Read through the cards as a class. Scramble the cards so they are out of order, and ask for volunteers to place the cards in order. Add a picture series to the pocket chart, and ask for volunteers to place sequencing word, numeral, or letter cards under the pictures.

Strategy 4:

Place four series of pictures in alternating rows of the pocket chart, leaving an empty pocket under each series. Scramble the picture cards so they are out of sequential or chronological order. Pass out sets of sequencing word, numeral, or symbol cards so every child has one card. Ask volunteers to place their sequencing word cards under the pictures, until all picture cards have a word card under them. For example, a child holding a *First* card would place it under a picture that chronologically begins any of the series. Finally, ask a volunteer to rearrange each set of word and picture pairs so they are in chronological order from left to right (and maintain the proper sequencing labels).

Teaching Notes: Sequencing and Safety

Cards needed:

Activity 4: Sets K, S, E, AA, V, sequencing word cards, numeral & letter cards (green & blue ☀️)

Activity 5: Sets II, GG, JJ

Activity 6: Sets U, FF

Presenting the concept:

Activity 4 (page 7)

1. Ask student volunteers to explain the things they do each morning before they arrive at school. Examples may include waking up, getting dressed, eating breakfast, brushing their teeth, combing their hair, making or remembering their lunch or lunch money, and taking the bus or walking to school. (Use this class discussion to remind students the importance of eating a healthy breakfast every morning!)
2. Place set E (getting ready for school) into the pocket chart. Ask volunteers to help you arrange the pictures in order and label them with the numerals, letters, or sequencing words. Discuss the fact that some students may perform the tasks in a different order than others (brushing teeth may happen before or after eating). Emphasize that every step is important, and skipping one step may cause problems or may make the day less pleasant. For example, forgetting to eat breakfast may make it hard to concentrate in class because you may be hungry.
3. Take a survey of the class to see who brushes their teeth before eating. Make two heading cards to place at the top of the pocket chart by printing BEFORE and AFTER on two separate card-sized pieces of paper. Use the pocket chart to post the results of your survey by indicating the number of “before” and “after” breakfast brushers on new cards below the headings. Take other surveys regarding other sequences of events, and post the results.

Activities 5 & 6 (pages 8 & 25)

1. Use the safety-themed picture cards (sets II, GG, JJ, U, FF) as a catalyst for class discussions on emergency situations and ways to stay safe. Begin these lessons by displaying the cards in the pocket chart, and talking about the situation pictured on the cards. For example, before using Activity Sheet 5, speak candidly about the importance of wearing safety belts in cars, and practicing smart telephone safety. Discussions about stranger danger and message-taking skills may also be appropriate.
2. Split the class into groups of 3 or 4 students. Select one set of sequence pictures for each group so that each group member has his or her own card from the series.
3. Ask the groups to determine the correct sequence of their picture cards. Then ask each group member to come to the front of the room, and act out the action being pictured on their card in charades format. Actors should perform in order according to their picture’s chronological position in the set. The rest of the class should guess what each actor is trying to demonstrate, and eventually, they will figure out the sequence of events.

For beginning readers:

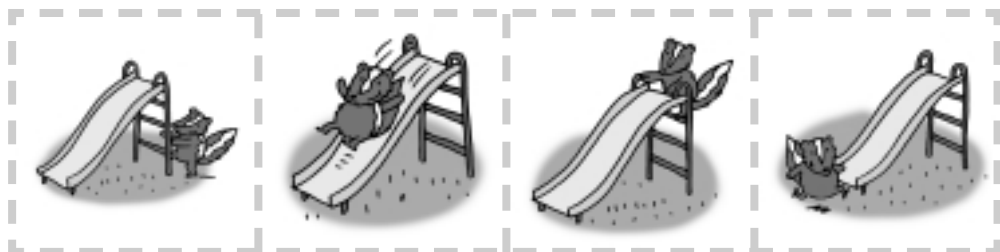
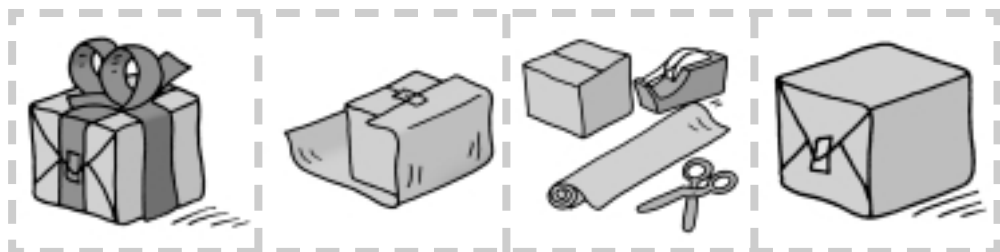
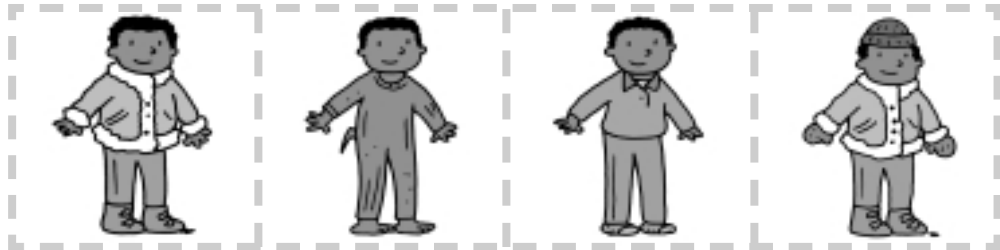
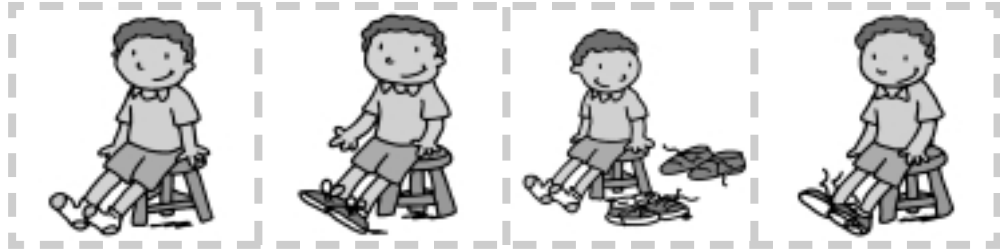
Provide “sentence prompts” for students to complete. Ask them to think about the series of events that take place at their home at a specific date or time. Some examples include: getting ready for bed in the evening, celebrating a birthday or holiday, giving a pet a bath, preparing a favorite snack, or working on a project. Ask them to describe one of these events using the prompts you provide. Sample prompts include:

First we	Later	After	Last
At first	Second	Third	Fourth
In the beginning	Next	Finally	At the end
Then we			

Activity 4

Sequencing Challenge

Directions: Almost everything you do needs to be done in a certain order. Color and cut out the pictures below (follow the dotted lines). Then rearrange each picture set so the pictures are in the right order.



Activity 5

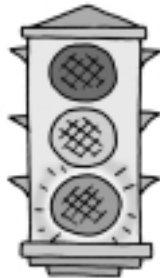
Safety, Start to Finish

Directions: These pictures are out of order. Write the words First, Second, Third, and Fourth under each picture to put them in the right order. Then answer the questions below.





1. What color stoplight tells you to



go? _____

slow down? _____

stop? _____

2. Place the following steps in order by writing the words on the lines below.

Fasten your seatbelt. _____ Drive away. _____ Get in the car. _____

1. _____

2. _____

Activity 6

Safety First

Directions: The pictures below are not in the right order. Draw a line from each picture to the word that describes its place in the sequence.



First



Next



Then



Last

Write your town's emergency telephone numbers below:

Fire Department: _____

Police Department: _____

Paramedics: _____