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: Size and Beginning Sequencing

Cards needed:

Activity 1: Sets X, Y, Z, DD, EE, size word cards (red)
Activity 2: Sets F, G, BB, W
Activity 3: Sets L, D, CC, R

Presenting the concept:

Activity 1 (page 3)
1. Gather actual examples of objects with gradually different sizes. Some good classroom examples include paper clips, cups, boxes, sheets of paper, letters drawn on the chalkboard, and different-sized pieces of chalk. Talk about the words used to describe size, including: small, medium, large, smaller, bigger, smallest, biggest, largest, tiniest, etc.

2. Place one set of size cards in the pocket chart, from smallest to largest, left to right. Discuss the sizes of the items shown on the cards. Encourage students to verbalize which shows the smallest item, which shows the medium-sized item, and which shows the largest item. Point to different cards, and ask questions like: “Which item is smaller than this one?” and “Which item is larger than this one?” and “Which picture shows a medium-sized item?”

3. Place the size card sets listed above in the pocket chart, along with the word cards that could be used to describe size. Arrange the sets so they are out of size order, and ask for student volunteers to arrange the cards in size order. Use the size word cards to label the pictures.

Activities 2 & 3 (pages 4 & 5)
1. Begin the lesson with a common classroom example of an activity that requires a series of steps to be performed. Sharpening a pencil is a good example to use. Explain (with student assistance) that to sharpen a dull pencil, you must first notice that the tip is dull, insert it into the hole in the pencil sharpener, turn the crank to sharpen the pencil, pull it out of the hole in the sharpener, and dust off the excess shavings. Ask students to think of a similar task that requires a series of steps to be performed in a particular order. Discuss what would happen if these steps are not performed in the correct order. For example, turning the crank of the pencil sharpener will not sharpen the pencil if the dull pencil has not been inserted into the hole. Provide or ask for additional examples that show the effects of sequence of events, to be sure students understand the concept of sequence.

2. Now place set F (baking a cake) in the pocket chart, so the cards are in sequential order from left to right. Review the picture on each card as a class, to understand what is shown in each scene. The first card shows the ingredients used for baking a cake. The second card shows the ingredients being mixed together in a bowl to form the cake batter. The third card shows the cake batter baking in the oven, and the fourth card shows the chef enjoying the freshly baked cake. Discuss the fact that without the ingredients, steps 2, 3, and 4 would not be possible. Without step 3, a baked cake would not be ready to enjoy. Without step 2, the cake batter would be unready to bake, etc.

3. Scramble the order of the cards in set F, and ask volunteers to place the cards in sequential order. Place sets G, BB, L, D, CC, R, and W into the pocket chart in scrambled order, and ask volunteers to correct the sequence of the cards. When the sequence has been rearranged, discuss the order of events for each example.

4. Form a “jumble” on the pocket chart by mixing the cards of several sets, and asking for volunteers to place each set into its own pocket. Then arrange the cards in sequential order.

For beginning readers:
Introduce some of the sequencing word cards to familiarize the class with words that can be used to describe the order of the pictures. Do not combine the picture cards with these sequencing word cards until you have practiced extensively with the pictures.
Activity 1
Size Scramble

Directions: These objects are not in size order. Place a “1” next to the smallest item in each row. Place a “2” next to the medium-sized item, and place a “3” next to the largest item.

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[Images of different objects with arrows indicating their order]
Activity 2
Sequence Start

Directions: These pictures are not in order. Place an “A” under the first step. Place a “B” under the second step. Place a “C” under the third step. Place a “D” under the fourth step (if there is one).

Name ________________________________

Activity 2
Sequence Start

Directions: These pictures are not in order. Place an “A” under the first step. Place a “B” under the second step. Place a “C” under the third step. Place a “D” under the fourth step (if there is one).

Name ____________________________________
Activity 3

Sequence Quest

Directions: Look at the pictures, and answer the questions below.

1. What do you do first? Circle your answer.

2. Which is the last step in this set of pictures? Circle your answer.

3. Circle the first step in this set of pictures. Underline the last step in this set of pictures.

Talk about it!

Do you put the letter in the mailbox before or after you put the stamp on the envelope?

What would happen if you put the letter in the mailbox before you put the stamp on the envelope?
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:

<table>
<thead>
<tr>
<th>First we</th>
<th>Later</th>
<th>After</th>
<th>Last</th>
</tr>
</thead>
<tbody>
<tr>
<td>At first</td>
<td>Second</td>
<td>Third</td>
<td>Fourth</td>
</tr>
<tr>
<td>In the beginning</td>
<td>Next</td>
<td>Finally</td>
<td>At the end</td>
</tr>
<tr>
<td>Then we</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
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.

Name ___________________________________

Activity 5

Safety, Start to Finish

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. ________________________________
   3. ________________________________
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:
Teaching Notes: Sequencing Science

Cards needed:

Activity 7: Sets A, B, C  
Activity 8: Sets P, T, J  
Activity 9: Sets I, N, O  
Activity 9: Sets Q, M, HH

Presenting the concept:

Activities 7 & 8 (pages 27 & 28)

Have a Sequence Search in your classroom! Distribute cards for sets A, B, C, J, P, and T among the students in your classroom. (Note: Because the picture cards have pictures on both sides, make sure each child knows which picture he or she is working with for this activity). Ask each student with a card to place it on his or her desk with the correct picture facing up. Give each student an opportunity to slowly walk through the classroom, one at a time, looking at the pictures on all of the desks, searching for pictures that would come before or after theirs in a series. For example, a child with the tadpole picture will be looking for children with the frog picture and the egg picture. After each child has viewed all of the other pictures on the desks, call out “Sequence Search.” This allows the children to move around the classroom to unite with the other children who have picture cards in the same set. Once all of the children have found their set, place each set of cards in the pocket chart and discuss them with the class.

Activities 9 & 10 (pages 29 & 30)

Cycles and sequences are common in nature, which makes nature a helpful tool for teaching sequencing in the classroom. Plant bean seeds, and watch as they grow into plants. Monitor their growth or height by using the pocket chart as a graphing device. Plot the days or weeks across the bottom of the chart by making cards that indicate the days or weeks. Plot the growth by placing numeral cards vertically in the chart and plotting the plant’s height at different points in the week or month.

Another way to learn about sequencing is to talk about or visit an assembly line, which relies on a series of steps or tasks being performed in sequential order. Make your own classroom assembly line to make a simple craft or snack. Have a PB & J assembly line and a lemonade assembly line operating in your classroom, and enjoy the tasty products! (Note: Peanut allergies can be very serious, so be sure all students can eat peanut butter safely before doing this activity).

Line up the students in two lines facing each other, with plenty of space in between the lines. Place desks or tables in front of each line of students as their work surface. Assign every student a job within the assembly line, using the lists below. Then blow a whistle or ring a bell to symbolize the start of the work day! See what the end product looks like, then add a variable to the line by taking out one worker or rearranging the order of the workers to show students why sequence is important.

PB & J Sandwich Assembly Line Jobs

Take 2 slices of bread out of a bag and place them on a plate.
Take the lid off a peanut butter jar, and replace it after its use.
Spread peanut butter on one slice of bread.
Wipe peanut butter off the knife or spatula.
Take the lid off a jelly jar, and replace it after its use.
Spread jelly on one slice of bread.
Wipe jelly off the spoon or spatula.
Press the two pieces of bread together.
Cut the sandwich in half.
Cut the halves in half to make quarters.
Move the sandwich plate to a final destination.

Lemonade Assembly Line Jobs

Produce a plastic cup.
Pour the correct amount of water into a measuring cup.
Pour water into the cup.
Pour the correct amount of lemon juice into a measuring cup.
Add lemon juice to the cup.
Stir the mixture.
Pour the correct amount of sugar into a measuring cup.
Add sugar to the cup.
Stir the mixture.
Add ice to the cup.
Stir the mixture.
Move the lemonade to its final destination.
Name That Picture!

Directions: The pictures below are not in the right order, but the words are. Draw a line to match the pictures to their words.

Name ___________________________________

Activity 7

caterpillar  cocoon  butterfly

egg  chick  chicken

eggs  tadpole  froglet  frog
Activity 8

Picture Perfect

Directions: Fill in the blanks below by looking at the pictures and choosing from the words in the Word List.

Word List
- younger
- Fall
- clouds
- older
- Winter
- puddles
- taller
- Spring

1. The baby is __________ than the girl.
2. The grandmother is __________ than the lady.
3. Rain falls from the __________.
4. The sun dries up the __________ of water.
5. In the __________, the trees lose their leaves.
6. __________ comes before Summer.
Directions: The pictures below show sets of pictures in order. Finish each set by drawing your own picture in the empty box to show what could happen next. Write a sentence under each set to describe what you’ve drawn.

Name ___________________________________

**Activity 9**

**Stretch the Sequence**

I drew...

I drew...

I drew...
Activity 10
Making Stuff

Directions: Look at each picture in the sequence. Draw a line to match each picture to the word that describes it. Then color the pictures.

apple seeds pie blossoms

toast bread toaster

logs paper tree

Name ____________________________
Activity 11

Make Your Own Sequence

Directions: Draw pictures in the blank sequence boxes to build your own sequence sets. Use the sequence shown below as an example.

First  Second  Third  Fourth

Name ___________________________
Reading List

The Line Up Book
Marisabina Russo

Ten in a Bed
Mary Rees

The Season’s of
Arnold’s Apple Tree
Gail Gibbons
HBJ Publishers, Florida: 1984

The Apple Tree
Lynley Dodd
Gareth Stevens Childrens Books, Milwaukee: 1985

Now, Soon, Later
Lisa Grunwald

Chickens Aren’t the Only Ones
Ruth Heller

From Blossom to Fruit
Gail Saunders-Smith

From Bud to Blossom
Gail Saunders-Smith

From Blossom to Honey
From Cement to Bridge
From Clay to Bricks
From Cotton to Pants
From Egg to Bird
From Egg to Butterfly
From Fruit to Jam
From Grain to Bread
From Ice to Rain
From Milk to Ice Cream
From Seed to Pear
From Sheep to Scarf
From Tree to Table
Carolrhoda Start to Finish Books,
Carolrhoda, MN: 1975

Cards-At-A-Glance