

Teacher Notes

Subject: Language Arts

Topic: Sequence

Title: Sequence - Putting Things in Order

Grade(s): Grades 1-3

Cross-curricular link(s): Literature

Intended learning outcome(s)

- Students will be able to identify sequence words and their use.
- Students will practice putting familiar things in order and progress to a comprehension activity.
- Students will use their writing skills to produce a sequence writing assignment.

Recommended usage: Lesson may be used to introduce sequence or to reteach the reading skill.



[How to use Notebook\(TM\) software](#)

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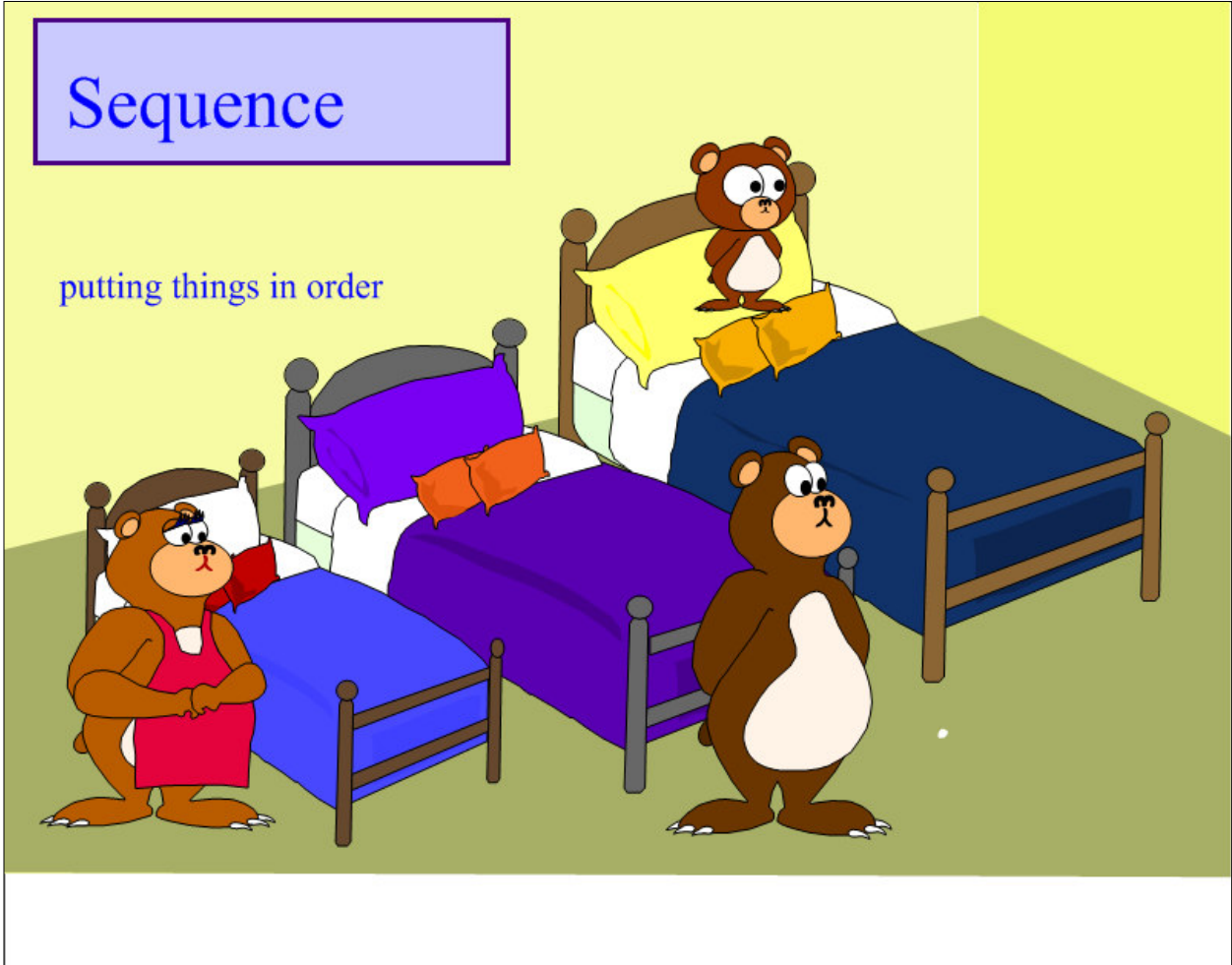
Sequence - Putting Things in Order

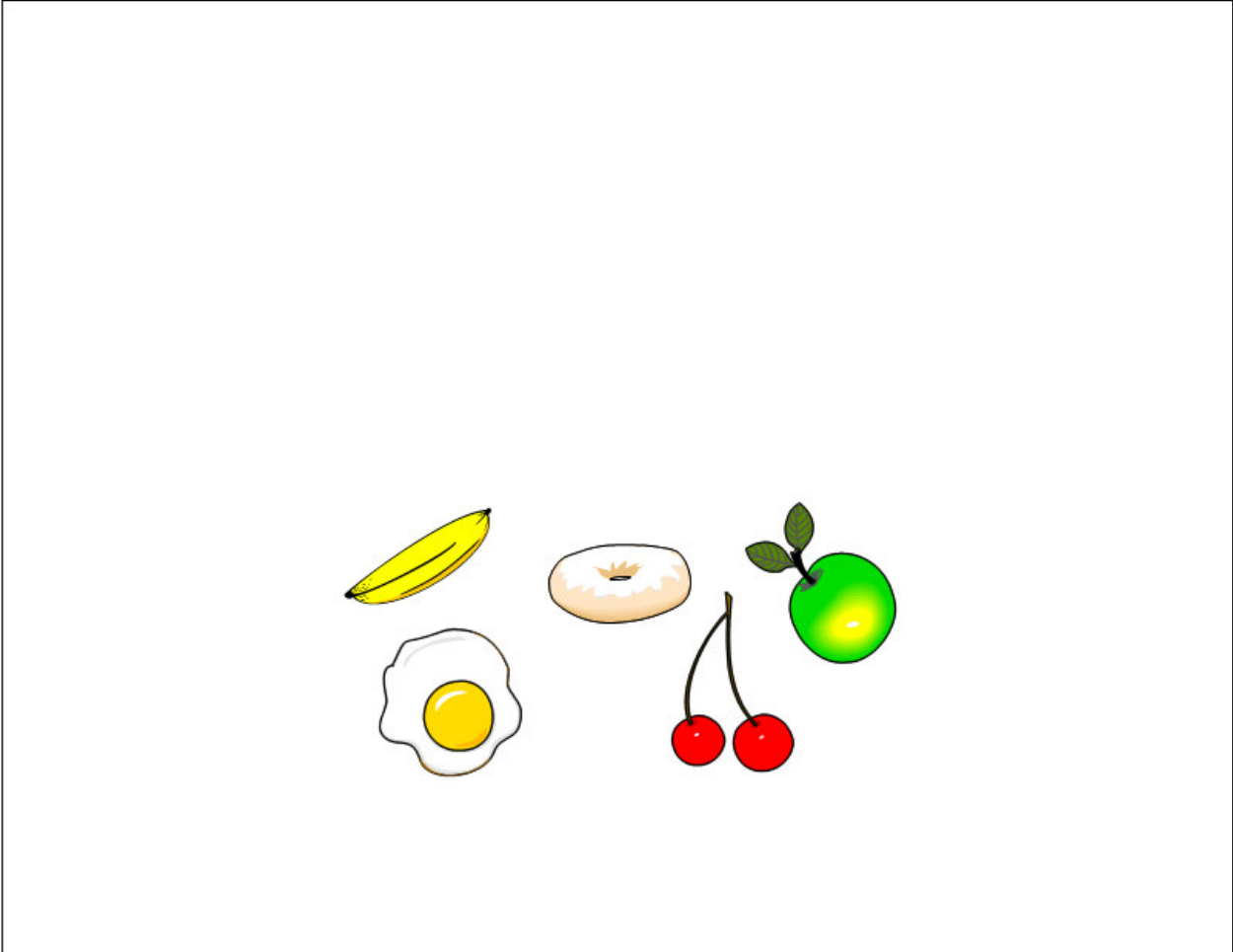
Windows(R) operating system and Mac OS X
operating system software

Submitted by Lori Reed

Sequence

putting things in order





Arrange the days of the week in order.

Thursday



Monday



Wednesday



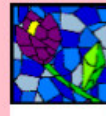
Tuesday



Friday



Sunday



ay



Arrange the months of the year in order.

December



June



August



July



November



February



April



January



March



October



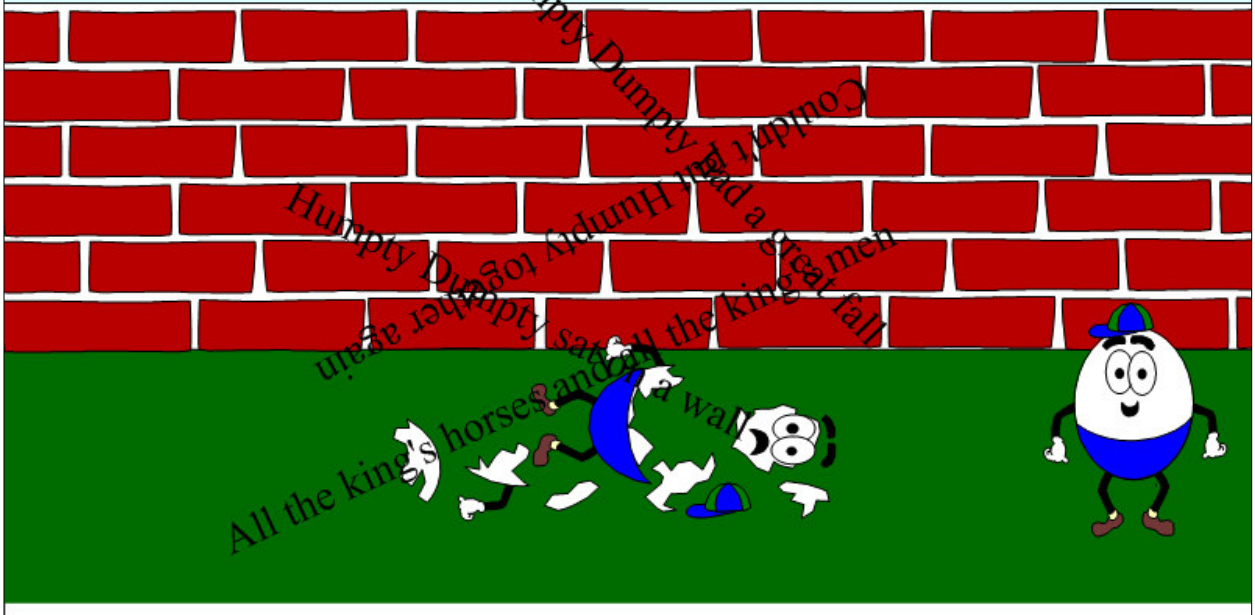
May



September

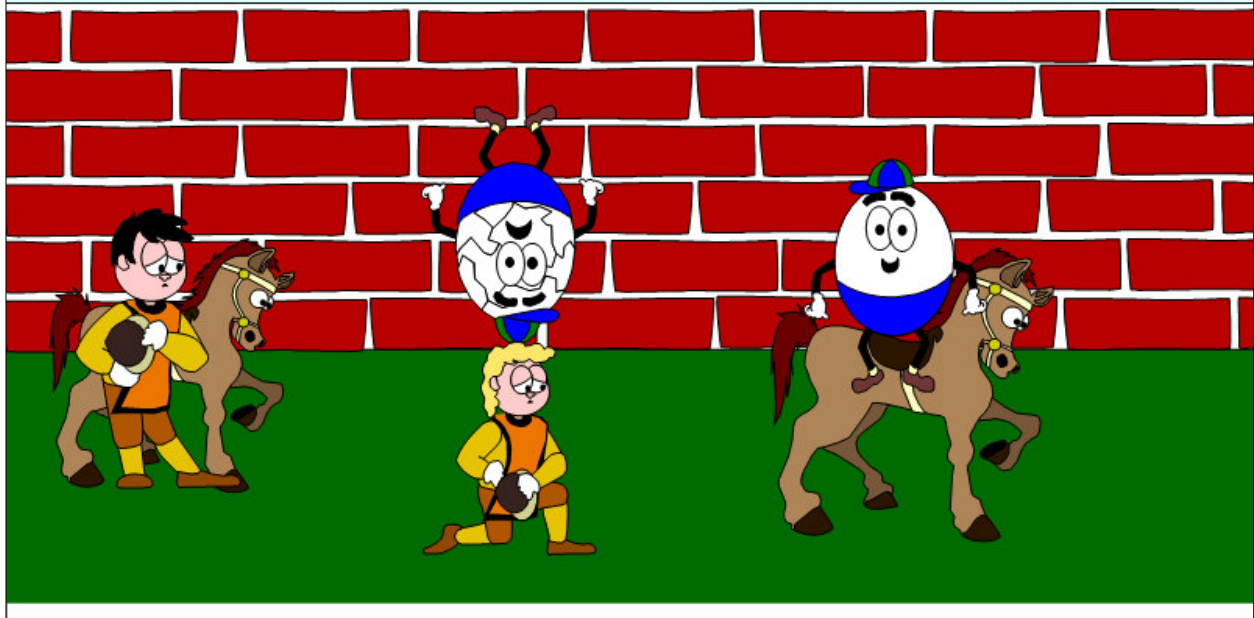


Arrange the events of "Humpty Dumpty" in order.



Humpty Dumpty sat on a wall
Humpty Dumpty had a great fall
All the king's horses and all the king's men
Couldn't put Humpty together again

Don't miss the real rhyme on the next page :)





First Things First

putting story events in order



After three hours, the fire was extinguished.

John ran to his house to call the Fire Department.

John saw flames coming from the vacant house.

The firemen arrived and began to put out the fire.

Putting Story Events in Order

Dry your hair with a big, fluffy towel.
Pour some shampoo in your hair and rub.
Rinse all of the shampoo from your hair.
Wet your hair with warm water.





But, it's not always that easy.



Key words are most important in understanding order of events.

before

a
c
k
w
a
r
d



a**f**ter

o
r
w
a
r
d

First, name some other sequence words you know.



Then, erase to reveal the answers above.

George made a peanut butter and honey sandwich for lunch. First, he took two slices of bread out of the package. He placed the bread on the counter. Next, he took the peanut butter and honey out of the cabinet. Using a knife, George spread peanut butter on one slice of bread. He poured honey on the other slice of bread. George placed the two slices of bread together. Then he cut his sandwich in half and placed it on a plate. Last, George poured a glass of milk and sat down to eat his lunch.

Arrange the following events
in order.



1. He took two slices of bread out of the package.

He poured a glass of milk and sat down to eat.

He placed the two slices of bread together.

He spread peanut butter on one slice of bread.

He put the bread on the counter.

He took peanut butter and honey out of cabinet.

He cut his sandwich in half and placed it on a plate.

He poured honey on the other slice of bread.

Now let's make our own sandwich.



If there are no peanut allergies and your school permits it, provide ingredients and time for your class to make their own peanut butter and honey sandwiches.

Then have them write in their journals the steps they took and include at least 5 sequence words in their writing.



