

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: 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)

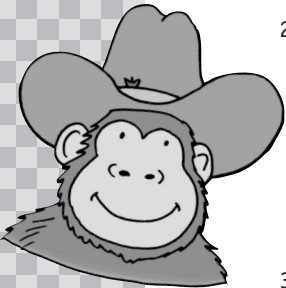
1. Gather actual examples of objects with gradually different sizes. Some good classroom examples include paper clips, cups, boxes, sheets of paper, letters drawn on the chalkboard, and different-sized pieces of chalk. Talk about the words used to describe size, including: small, medium, large, smaller, 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 first must 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:

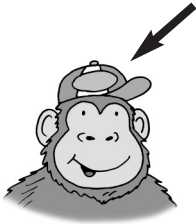
Introduce some of the sequencing word cards to familiarize the class with words that can be used to describe the order of the pictures. Do not combine the picture cards with these sequencing word cards until you have practiced extensively with the pictures.

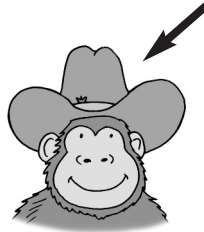


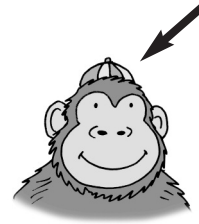
Activity 1

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.



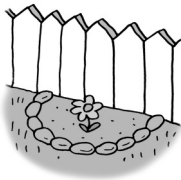




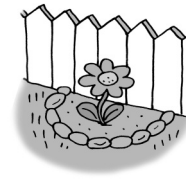
























Activity 2

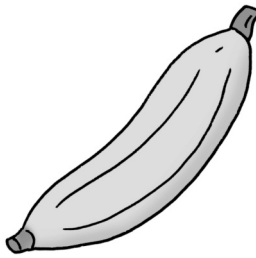
Sequence Start

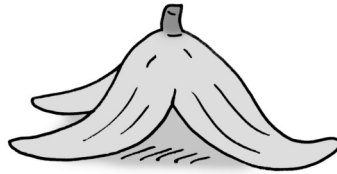
Directions: These pictures are not in order. Place an "A" under the first step. Place a "B" under the second step. Place a "C" under the third step. Place a "D" under the fourth step (if there is one).

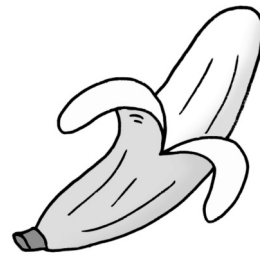








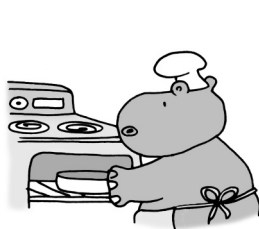
















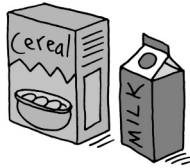


Activity 3

Sequence Quest

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

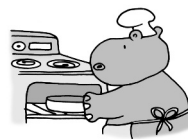
1. What do you do first? Circle your answer.



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



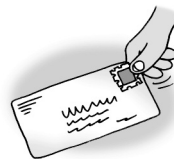
3. Circle the first step in this set of pictures. Underline the last step in this set of pictures.



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:

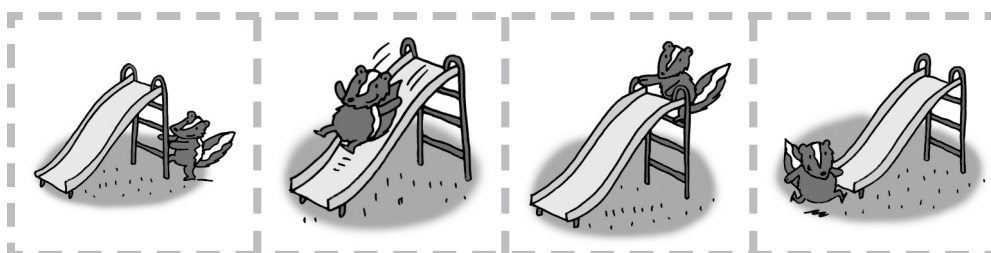
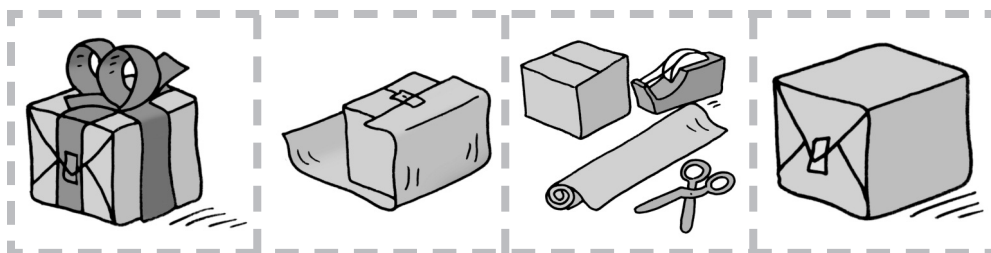
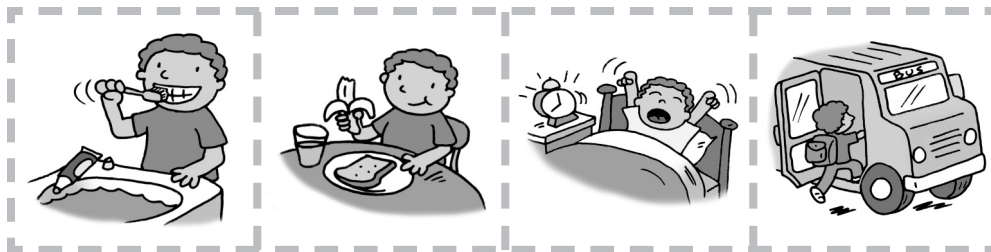
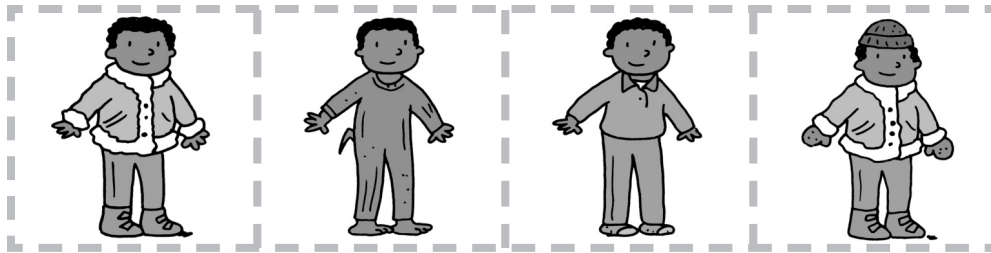
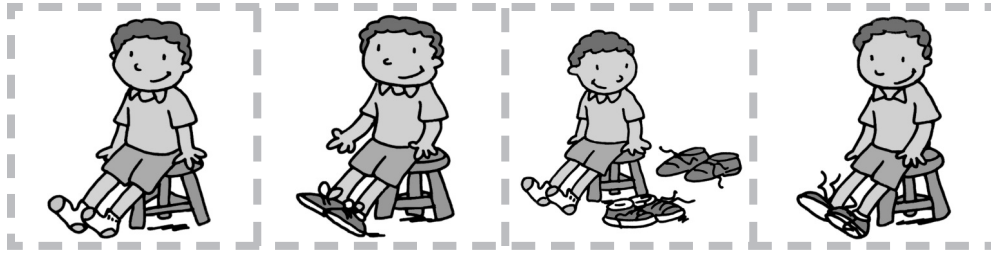
Provide “sentence prompts” for students to complete. Ask them to think about the series of events that take place at their home at a specific date or time. Some examples include: getting ready for bed in the evening, celebrating a birthday or holiday, giving a pet a bath, preparing a favorite snack,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

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.

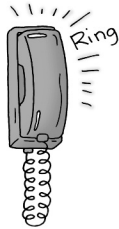


Activity 5

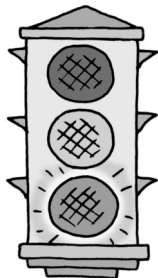
Safety, Start to Finish

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. _____

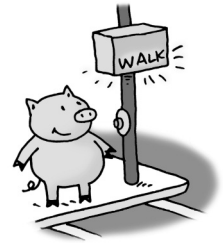
2. _____

3. _____

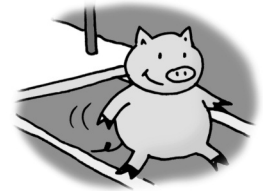
Activity 6

Safety First

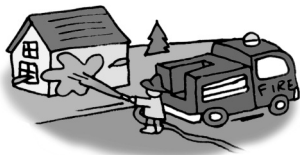
Directions: The pictures below are not in the right order. Draw a line from each picture to the word that describes its place in the sequence.



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 9: Sets I, N, O

Activity 8: Sets P, T, J

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).

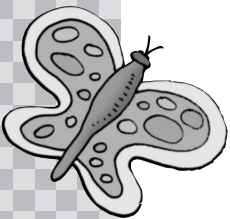
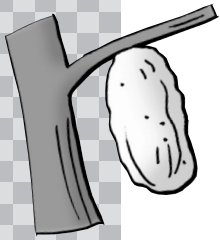
Line up the students in two lines facing each other, with plenty of space in between the lines. Place desks or tables in front of each line of students as their work surface. Assign every student a job within the assembly line, using the lists below. Then blow a whistle or ring a bell to symbolize the 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

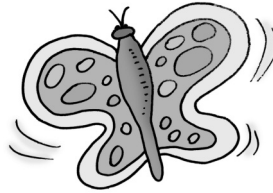
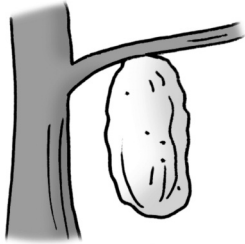
- Produce a plastic cup.
- Pour the correct amount of water into a measuring cup.
- Pour water into the cup.
- Pour the correct amount of lemon juice into a measuring cup.
- Add lemon juice to the cup.
- Stir the mixture.
- Pour the correct amount of sugar into a measuring cup.
- Add sugar to the cup.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



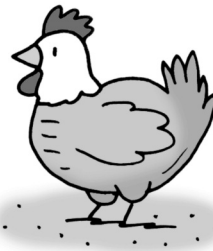
Activity 7

Name That Picture!

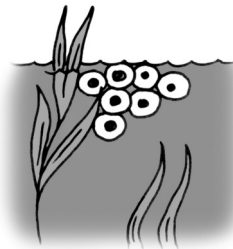
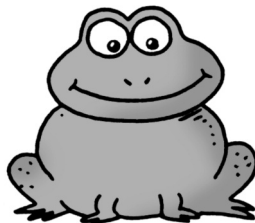
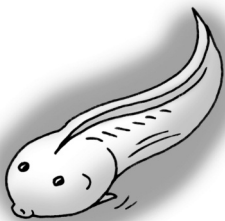
Directions: The pictures below are not in the right order, but the words are. Draw a line to match the pictures to their words.



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

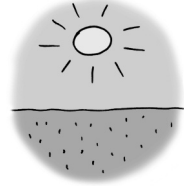
older

Winter

puddles

taller

Spring

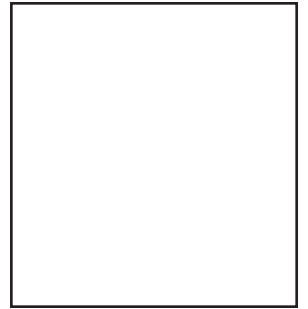


1. The baby is _____ than the girl.
2. The grandmother is _____ than the lady.
3. Rain falls from the _____.
4. The sun dries up the _____ of water.
5. In the _____, the trees lose their leaves.
6. _____ comes before Summer.

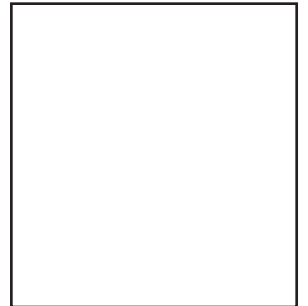
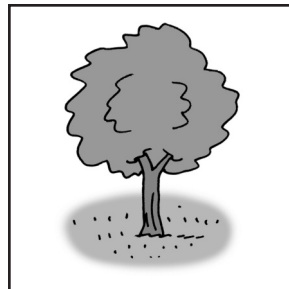
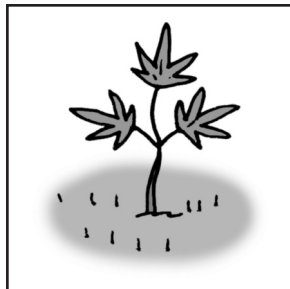
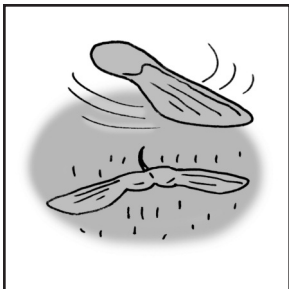
Activity 9

Stretch the Sequence

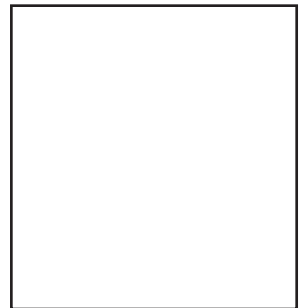
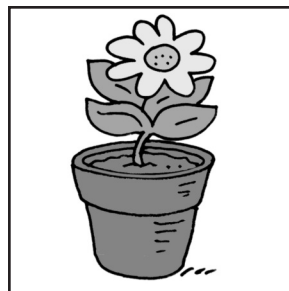
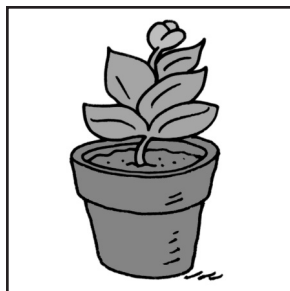
Directions: The pictures below show sets of pictures in order. Finish each set by drawing your own picture in the empty box to show what could happen next. Write a sentence under each set to describe what you've drawn.



I drew...



I drew...

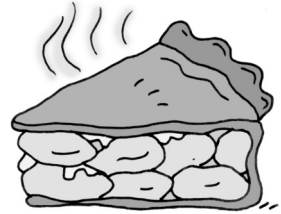


I drew...

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.

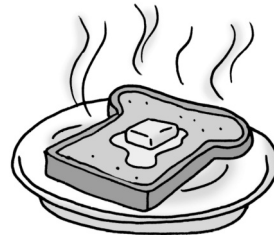
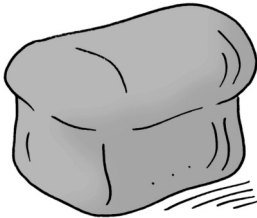


apple

seeds

pie

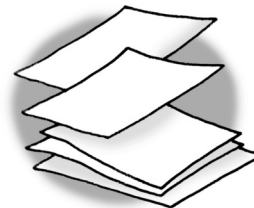
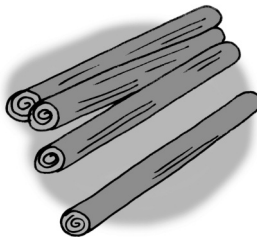
blossoms



toast

bread

toaster



logs

paper

tree

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



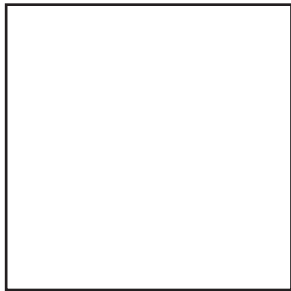
Second



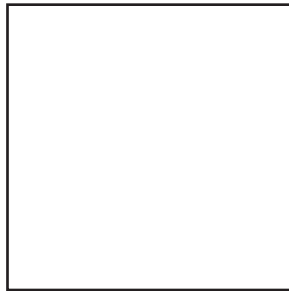
Third



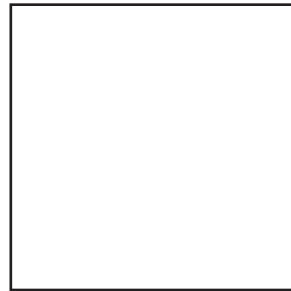
Fourth



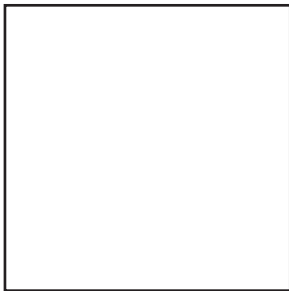
First



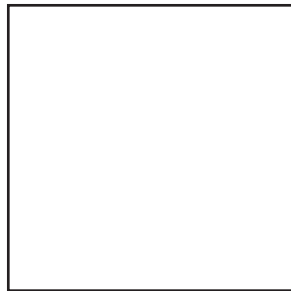
Second



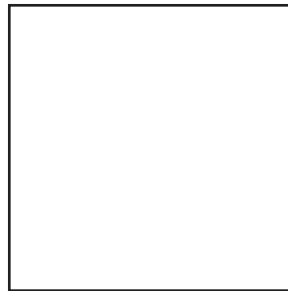
Third



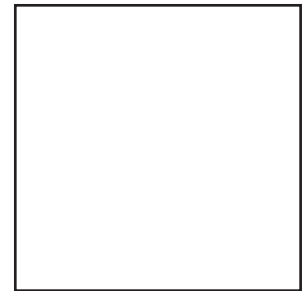
1



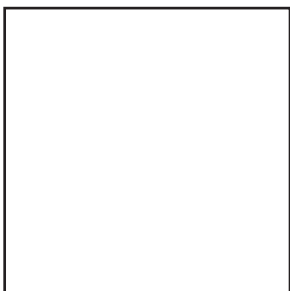
2



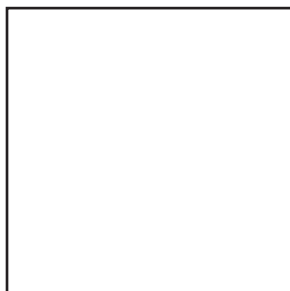
3



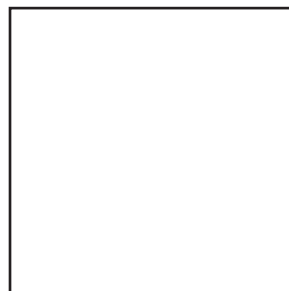
4



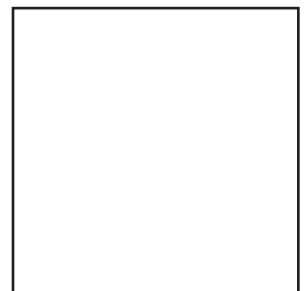
A



B



C



D

Cards-At-A-Glance

Reading List

The Line Up Book

Marisabina Russo
Greenwillow Books, NY: 1986

Ten in a Bed

Mary Rees
Little, Brown & Co.,
Boston: 1988

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
Greenwillow Books, NY: 1996

Chickens Aren't the Only Ones

Ruth Heller
Grosset & Dunlap, NY: 1981

From Blossom to Fruit

Gail Saunders-Smith
Pebble Books, MN: 1998

From Bud to Blossom

Gail Saunders-Smith
Pebble Books, MN: 1998

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

Set A: Butterfly Lifecycle		Set Z: Small to Large Flowers	
Set B: Chicken Lifecycle		Set AA: Wrapping a Gift	
Set C: Frog Lifecycle		Set BB: Peeling a Banana	
Set D: Mailing a Letter		Set CC: Preparing Cereal	
Set E: Getting Ready for School		Set DD: Small to Large Balls	
Set F: Baking a Cake		Set EE: Small to Large Birds	
Set G: Swimming		Set FF: Crossing the Street	
Set H: Washing Hair		Set GG: Wearing a Seatbelt	
Set I: Beans Growing		Set HH: Making Paper	
Set J: Growing Up		Set II: Stoplight	
Set K: Wearing Shoes		Set JJ: Taking a Message	
Set L: Doing Laundry			
Set M: Making Toast			
Set N: Tree Growing			
Set O: Flower Blooming			
Set P: Water Cycle			
Set Q: Apple Pie			
Set R: Painting a Picture			
Set S: Bundling Up			
Set T: Seasons			
Set U: Fire Safety			
Set V: Playground Safety			
Set W: Waking Up			
Set X: Small to Large Hats			
Set Y: Small to Large Dogs			