

SPECIAL ED

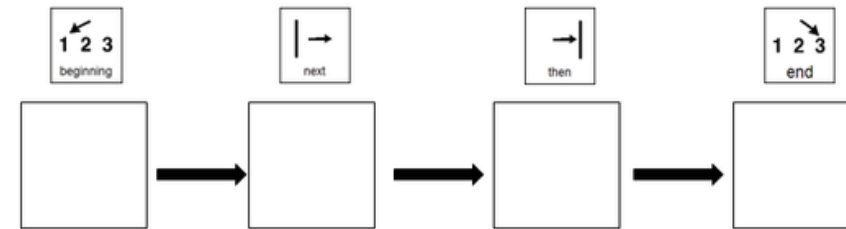
SEQUENCING: A READING STRATEGY



A Cake for my Mom



I wanted to make a cake for my mom. First, I found the perfect recipe. I knew it would be delicious. Then, I had to go to the grocery store. Once I got home, I mixed all the ingredients in the mixer. Finally, I put the cake in the oven. My mom will be so excited!!



- A. I put the cake in the oven. Then, I went to the grocery store. Next, I found the perfect recipe. Finally, I mixed everything in the mixer.
- B. First, I found the perfect recipe. Then, I went to the grocery store. Next, I mixed everything in the mixer. Finally, I put the cake in the oven.
- C. I mixed everything in the mixer. Next, I put the cake in the oven. Then, I found the perfect recipe. Finally, I went to the grocery store.



Christa Joy, Special Needs for Special Kids
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INCLUDES GOOGLE SLIDES



This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader but loves books and stories. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!

This unit has scaffolded activities to practice the skill of sequencing events in a story as a reading strategy to improve comprehension.

- Sequence pictures
- Sequence on a timeline
- Sequence pictures then translating the sequence into a sentence
- Sequence and summarize a passage using 4 pictures

Table of Contents

Worksheet Pages	Title
4-29	Sequencing book
30-32	Vocabulary board
33-59	Picture sequencing
60-74	Timeline sequencing
75-102	Translating a sequence into a sentence
103-124	Sequencing and summarizing short stories
125-128	Quiz
129-130	Terms of Use

In separate files, you will find:

- Lesson plan
- Group activities
- Voice recorded PowerPoint
- Links and directions to digital activities

This unit has 16 days of activities that will guide students through sequencing events in a story.

The unit is separated into 2 files, one in color and one in black and white.

Sequencing Unit Lesson Plan

Preparation

- Book
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
- Vocabulary board
 - Print out the board onto cardstock and laminate
 - Make a card for each student
- Sequencing puzzles
 - Print on the puzzles that will be used for group activities
- Simple books
 - You will some short, simple stories or books that students are familiar with to use in the group activities

Preassessment (do day 1 before starting lesson)

- Choose the quiz that best fits the learning level of your students (pictures or words)
- Give the quiz to assess
- I cannot emphasize growth, this preassessment

Teaching Tips

1. *Color Coding:* this activity. Outline or the corresponding task.
 - a. For more info <https://specificdifferentiation.com>
 - b. I also have a <https://specificdifferentiation.com/3-ways-easily>
2. *Make your own copy* yesterday. For that
 - a. I often compare that I could

Day 2

Activity	Notes	Materials
Read or listen to a recording of the book (10 minutes)	<ul style="list-style-type: none"> • Read through the story, asking lots of questions • Continue to make connections between book and Vocabulary board 	<ul style="list-style-type: none"> • Book • Vocabulary board
Group activity: sorting key words (10 min)	<ul style="list-style-type: none"> • Do the sorting key words activity in the handout with group activities • See separate pdf for directions 	<ul style="list-style-type: none"> • Post-it notes
Sequence picture review (5 minutes)	<ul style="list-style-type: none"> • Review the worksheets completed yesterday 	<ul style="list-style-type: none"> • Worksheet completed yesterday
Sequencing pictures (10 minutes)	<ul style="list-style-type: none"> • Do the some of the worksheets for sequencing pictures (there are 13 total) <ul style="list-style-type: none"> ◦ Choose the level best for your students (3 levels included) • Add color-coding for students who need more support 	<ul style="list-style-type: none"> • Worksheet • Scissors • glue
Sharing (10 minutes)	<ul style="list-style-type: none"> • Each student shares their finished worksheet with the group using the communication method of their choice. • Students can create a story to go with the pictures they just sequenced. 	<ul style="list-style-type: none"> • Completed worksheet • Communication devices

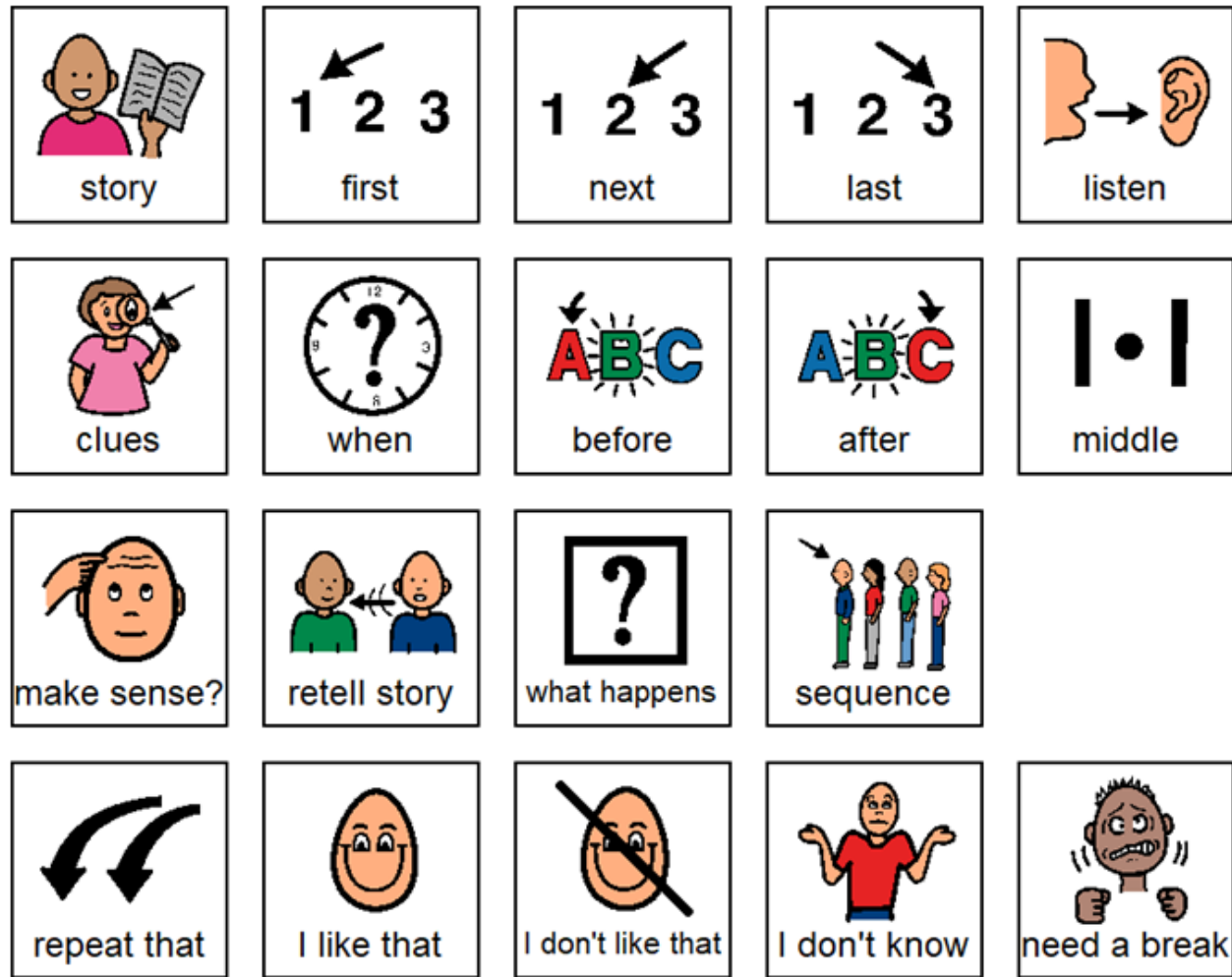
Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none"> • Book • Introduce vocabulary board • Picture sequencing 	9	<ul style="list-style-type: none"> • Book • Group activity • Translating a sequence into a sentence
2	<ul style="list-style-type: none"> • Book • Group activity • Picture sequencing 	10	<ul style="list-style-type: none"> • Book • Group activity • Translating a sequence into a sentence
3	<ul style="list-style-type: none"> • Book • Group activity • Timeline sequencing 	11	<ul style="list-style-type: none"> • Book • Group activity • Sequencing and summarizing a passage
4	<ul style="list-style-type: none"> • Book • Group activity • Timeline sequencing 	12	<ul style="list-style-type: none"> • Book • Group activity • Sequencing and summarizing a passage

16 days

The lesson plans contain:

- Overall tips for teaching students with significant needs
- A quick look at what you will do each day
- Detailed instructions on how that day's lesson should run



This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

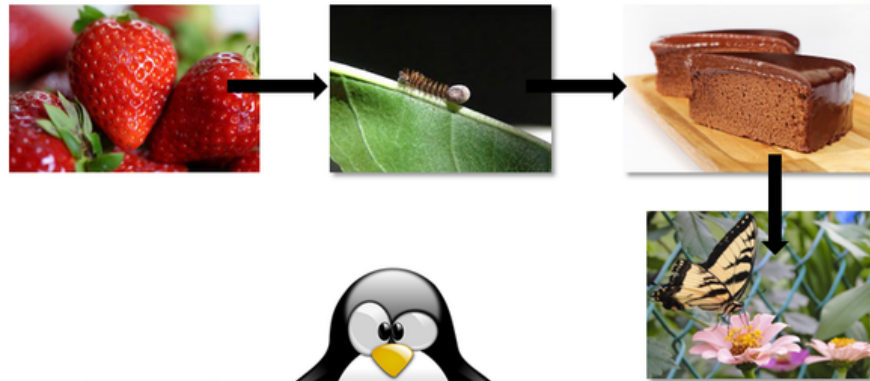
Tips on how to use included in the unit!!

When you read or listen to a story, you can understand it better if you pay attention to the sequence of events.



There is a book with this unit using simple text and photos. It is 26 pages and reviews how to sequence a story and why it is important.

Would the story make sense if it started with the caterpillar eating 5 strawberries, then hatching from an egg, then eating some chocolate cake, and then becoming a butterfly?



Not really.



It comes in pdf versions as well as a voice-recorded PowerPoint and movie file (so you don't have to print it out.)

GROUP ACTIVITIES TO PRACTICE SEQUENCING

Sorting key words

Here is what you will need:

- Post-it notes

How to play:

- Put three columns on the board and label them beginning, middle and end
- Using the key words from the book included with the unit, write each one on a post-it note.
- Stick the notes on the table.
- Have students grab a note and place in the correct column.
- Or ask students to find a word that clues you in it is the beginning of the story and put it in the correct column.

Key word search

Here is what you will need:

- Easy reader books

How to play:

- Go through some simple books and look for the key words that indicate it is the beginning, middle, or end of the story.

Common stories (read alouds)

Here is what you will need:

- Short books to read aloud

How to play:

- Use some books that are short and familiar to the student.
- Books like: Goldilocks, Three Little Pigs, Little Red Hen are good choices.
- Talk about what happened first, in the middle, and last.
- You can also do this after watching a short video or book read aloud from YouTube.

Object sequencing

Here is what you will need:

- Various sets (of 3) objects needed to complete a task
- For example:
 - Apple, peeler, pie plate
 - Toothbrush, toothpaste, floss
 - Box, wrapping paper, bow

How to play:

- Give students the three objects and have them arranged them in the order they think they would be used.
- Then have students tell a story that goes with the objects.

Sequencing puzzles

Here is what you will need:

- Print out the sequencing puzzle pieces
- Cut apart and laminate

How to play:

- Students will put the pictures in the correct order: first, middle, last

Tell a story

Here is what you will need:

- Pictures from magazines (sets of 2-3)

How to play:

- Give students a set of pictures.
- Have them arrange them in an order they want to.
- Then, tell a story that matches the order of the pictures.
- Give same set to another student, have them arrange the pictures in a different order and tell a different story using the same pictures.

Life-sized timelines

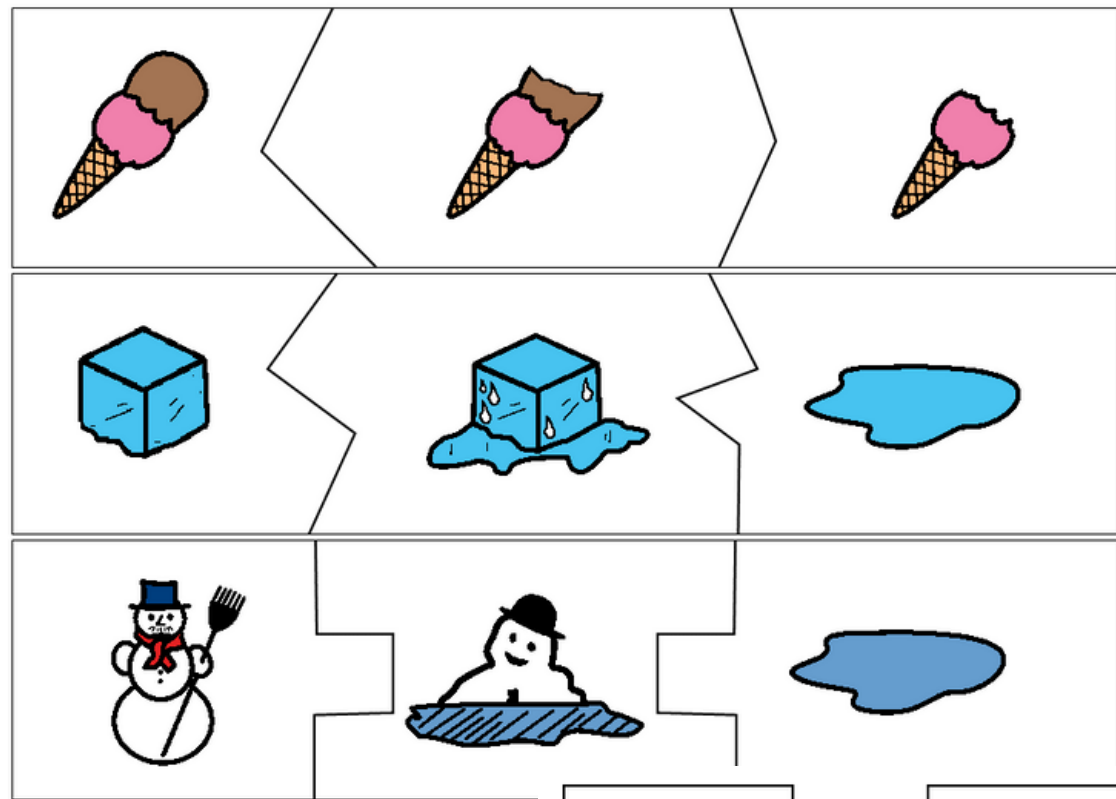
Here is what you will need:

- Pieces of construction paper with things to sequence according to dates.
 - Students' birthdays
 - Holidays
 - Important dates from history: I have a blog post with some free timeline cards you can download from some important historical events. Because the dates are on the cards, it is okay if students do not know the correct order... just follow the dates.
<https://specialneedsforspecialkids.org/2018/06/13/making-a-life-sized-timeline/>

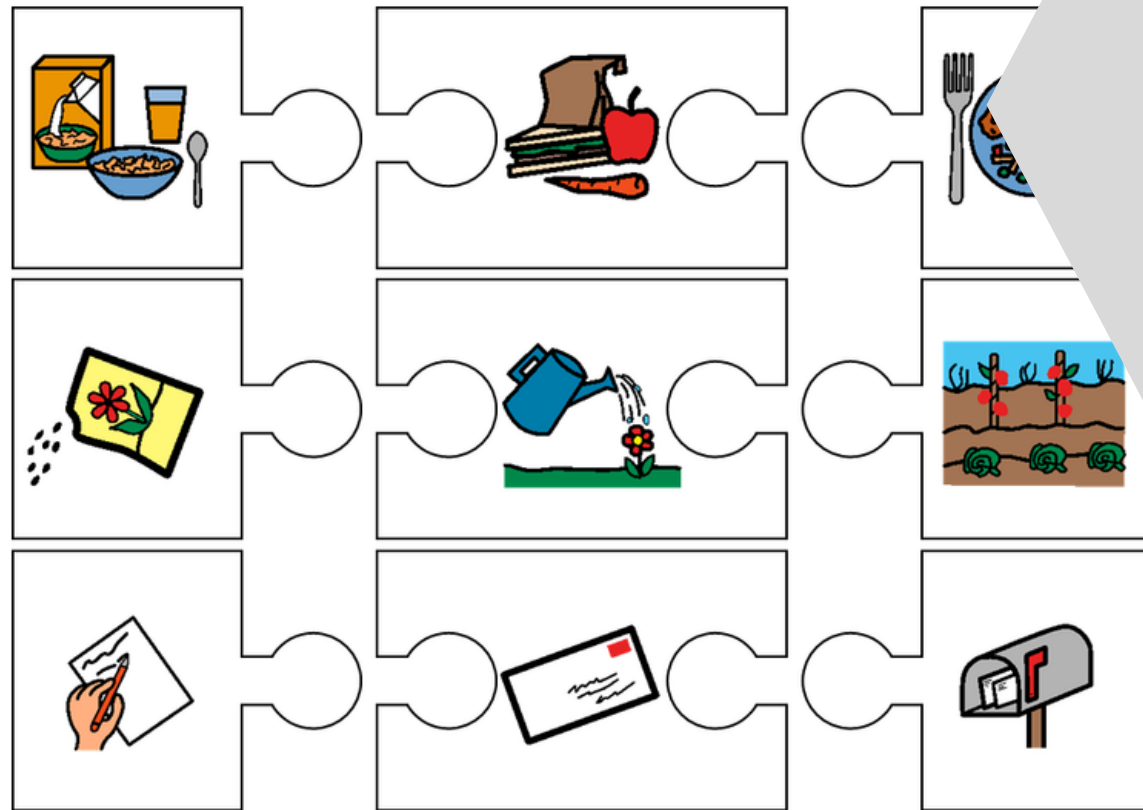
How to play:

- For a full explanation see the blog post above.
- Students will take their card and line up in the correct order (make a horizontal line)
- To differentiate place dates or other indicators on the floor with masking tape to guide students.

There are group activities that you can incorporate as part of the daily lesson.



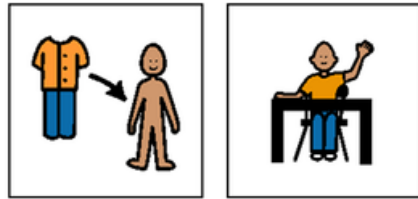
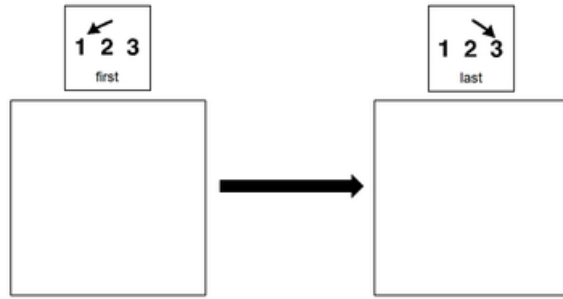
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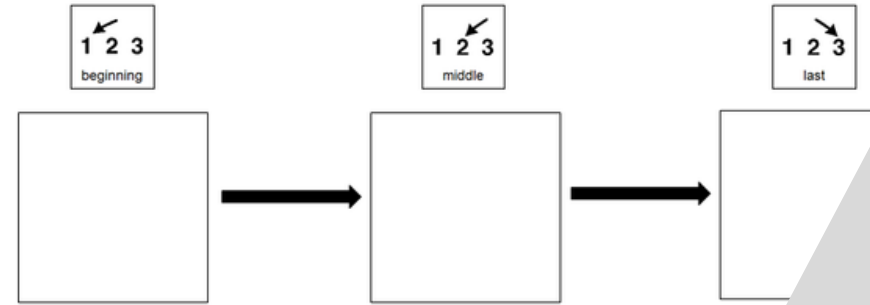
There are sequencing puzzles included to use with one of the group activities.

Put the pictures in the correct order.



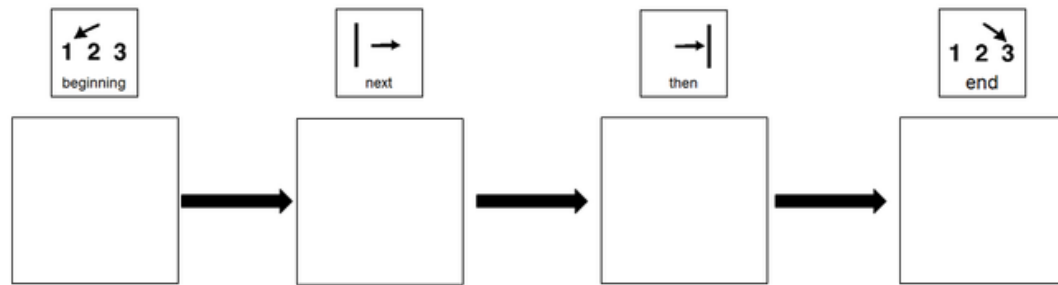
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Put the pictures in the correct order.



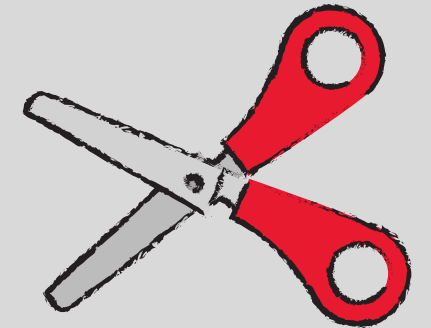
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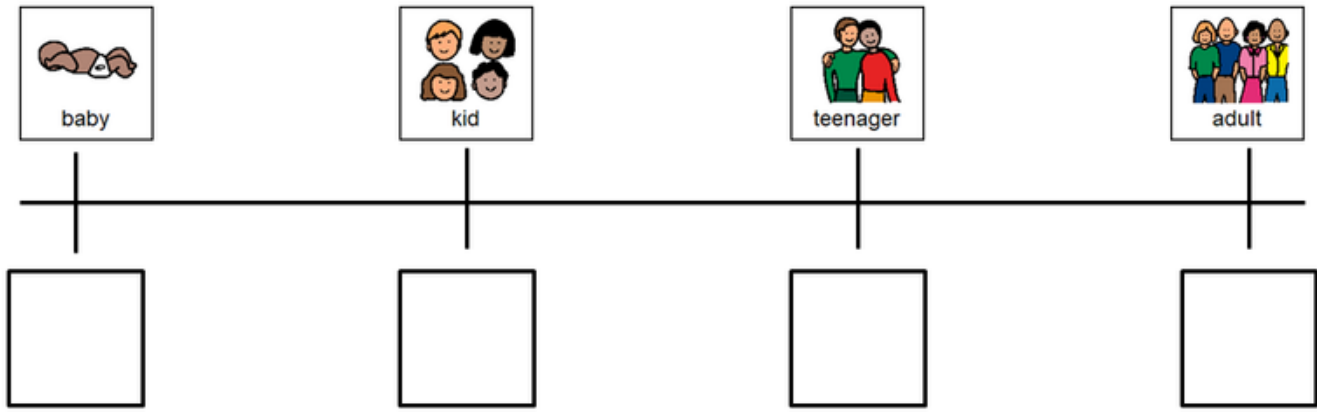


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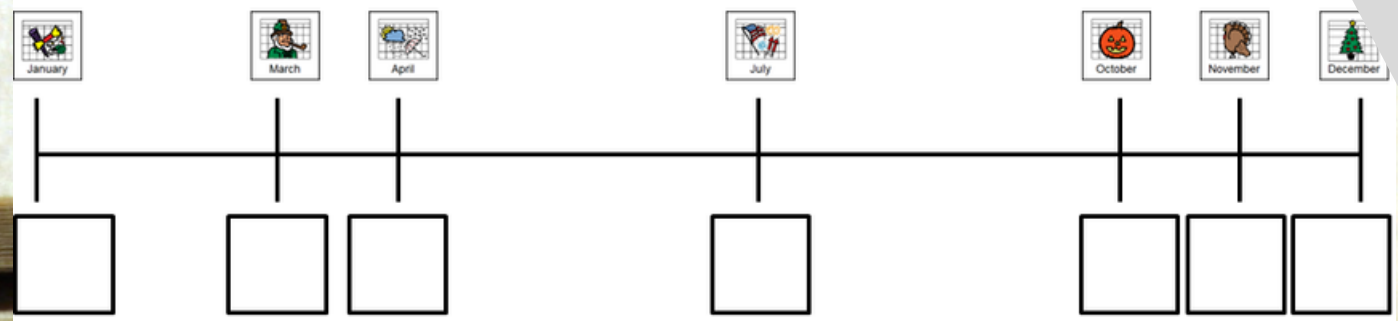
Students will first practice sequencing pictures without having to read anything. There are 13 worksheets that include sequencing 2, 3, and 4 pictures. Suggestions for differentiation are included.



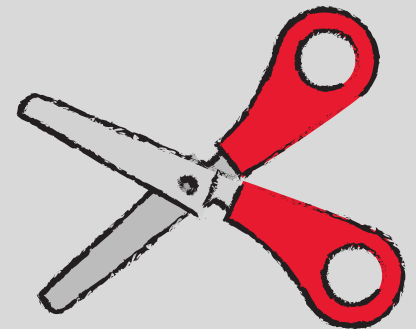
Put the pictures in the correct location on the timeline.



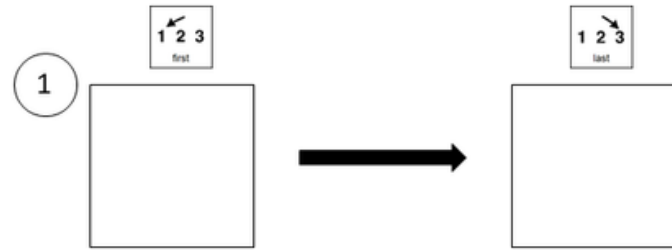
Put the pictures in the correct location on the timeline.



Next, students will practice sequencing pictures on a timeline. There are 7 timelines with an increasing number of images to place on a timeline. Suggestions for differentiation are included.



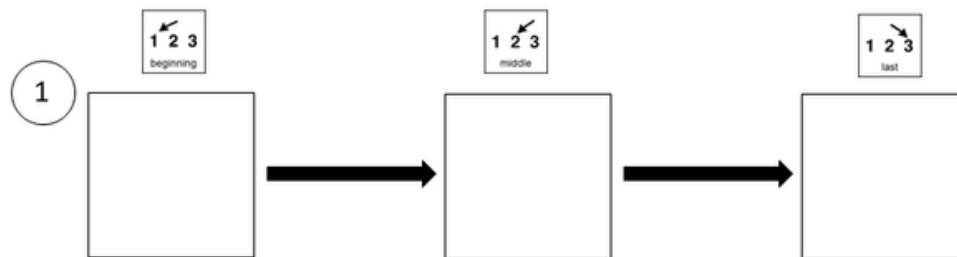
1. Put the pictures in order.
2. Circle the sentence that goes best with your sequence.



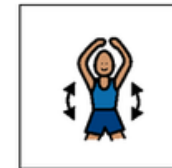
- 2
- A. I peeled the carrot, and then I ate it.
 - B. I ate the carrot, and then I peeled it.
 - C. I picked a carrot and fed it to the rabbit.



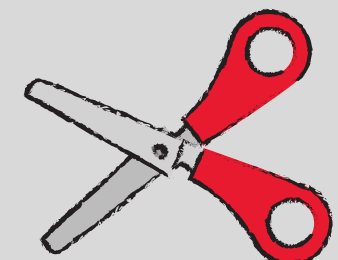
1. Put the pictures in order.
2. Circle the sentence that goes best with your sequence.



- 2
- A. I trained for the race, then I ran in the race, and I won!
 - B. I won the race, then I trained for the race, and finally, I ran in the race.
 - C. I ran in the race, then I trained for the race, and I won!



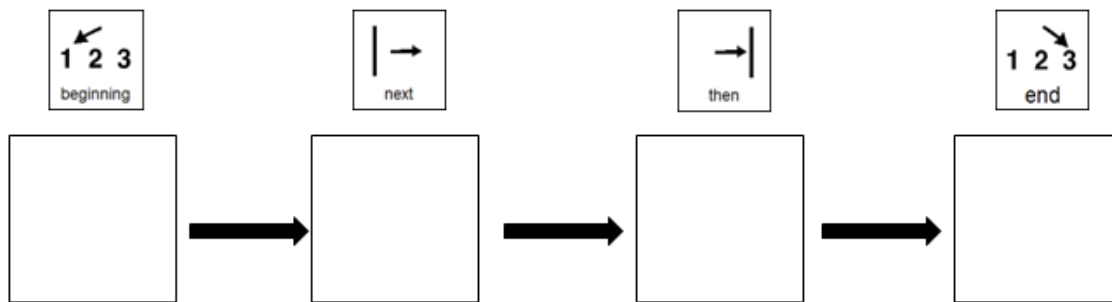
Next, students will practice sequencing 2, 3, or 4 pictures and then translating that sequence into a sentence. This is the beginning of using sequencing as a reading strategy. Suggestions for differentiation are included.



My First Camping Trip



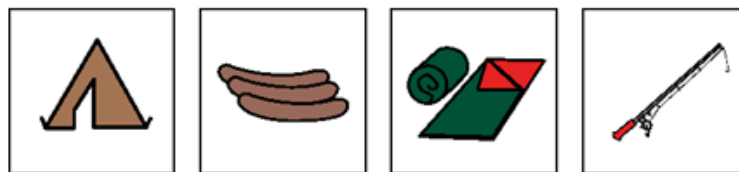
My family went camping this summer. It was so much fun. We put up the tent right away. Then we went fishing. We didn't catch anything for dinner, so we had hotdogs cooked over the campfire. After dinner, we all climbed in our sleeping bags to sleep for the night.



A. We put up our tent. Then we went fishing. Next, we had hotdogs for dinner. Finally, we slept in our sleeping bags.

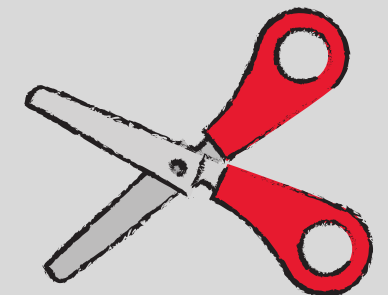
B. We slept in our sleeping bags. Then we put on the tent. We had hotdogs for dinner. Finally, we went fishing.

C. We went fishing. Then we slept in our sleeping bags. We put up the tent. Finally, we had hotdogs for dinner.



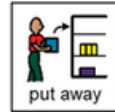
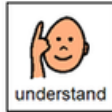
10 passages

Finally, students will read or listen to a passage, then sequence 2, 3, or 4 pictures and finally translate that sequence into a summary of the passage. This is the beginning of using sequencing as a reading strategy. Suggestions for differentiation are included.



Sequencing Quiz

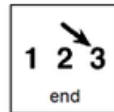
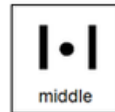
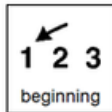
1. Sequencing helps you do what?



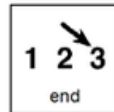
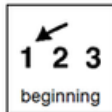
2. You should also keep events in the right order when you:



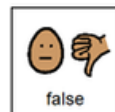
3. You often see words like: first, once upon a time, and one day in the:



4. You often see words like: finally, in the end, and at last in the:



5. True or false. You can mix up the events in the middle between the beginning and end, and it will be okay.



Sequencing Quiz

- Sequencing helps you do what?
 - Understand story
 - Put away the story
 - File the story
- You should also keep events in the right order when you:
 - Check out a story
 - Color a story
 - Tell someone a story
- You often see words like: first, once upon a time, and the:
 - Beginning
 - Middle
 - End
- You often see words like: finally, in the end, and at last in the:
 - Beginning
 - Middle
 - End
- True or false. You can mix up the events in the middle between the beginning and end, and it will be okay.
 - True
 - False
 - I don't know

FINALLY, there is a 5 question quiz. It comes in this version with pictures and one that is traditional multiple choice.

Answer key included.

This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:

- 16 days of lesson plans
- Group activity directions
- Color version of activities
- Black and white version of activities
- Sequencing Events book (PowerPoint) to use with activities
- Digital versions of activities



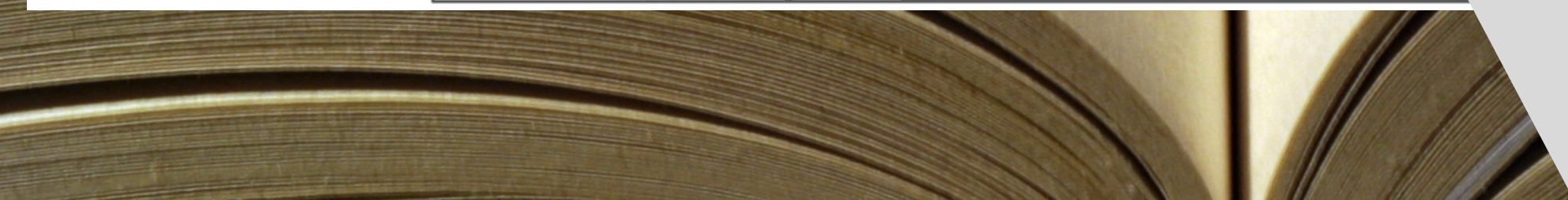
Also digital activities



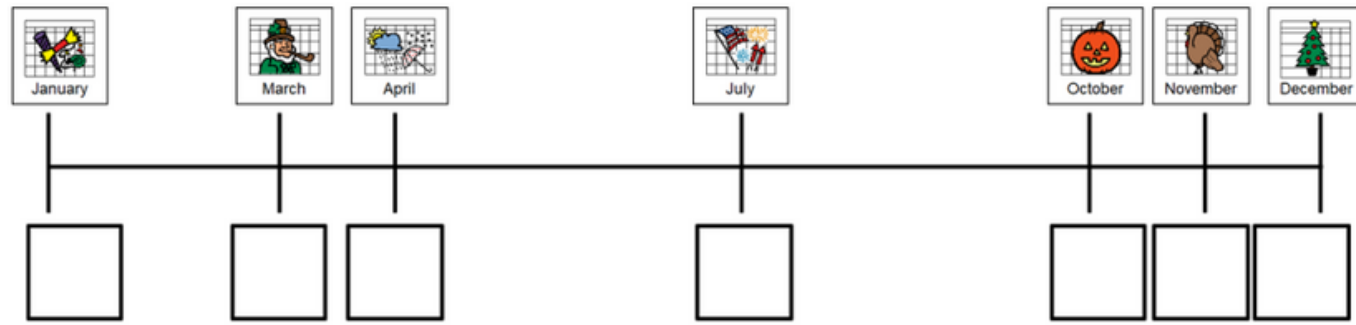
Listen to the book on sequencing read aloud



This unit has digital versions of the activities as well. There is a movie version of the book students can watch.



Great for review



Put the pictures on the correct location on the timeline.



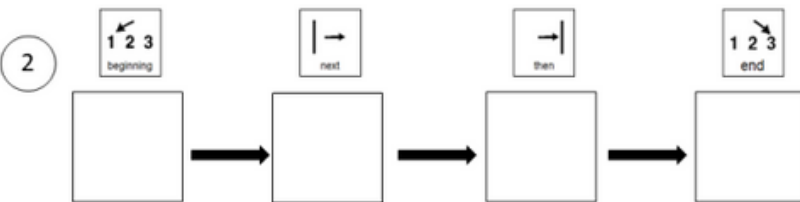
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There are 2 sets of slides. One set has no differentiation. Students will click and drag the answers into the empty boxes.

The Best Pizza Ever



1 Friday, I made the best pizza ever. First, I rolled out the crust. Then, I added some tomato sauce. Next, I put on a lot of cheese. Finally, I topped it with Italian sausage. It was so good!



- 3
- A. I rolled out the pizza crust. I added Italian sausage next. Then, I put on the cheese. Finally, I added the tomato sauce.
 - B. I rolled out the pizza crust. Next, I added the tomato sauce. Then, I put on the cheese. Finally, I added Italian sausage.
 - C. I topped my pizza with Italian sausage. Next, I added cheese. Then, I rolled out the crust. Finally, I added the tomato sauce.

1. Read or listen to the story.
2. Place the pictures in the correct order.
3. Circle the sentence that best summarizes the story with events in the correct order.



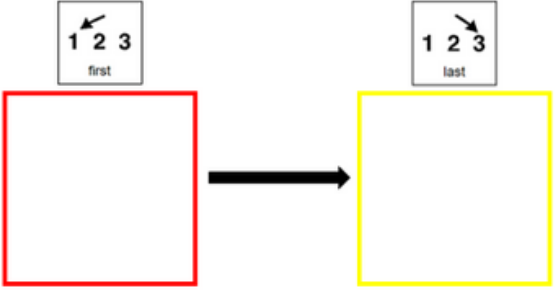
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Perfect for every learning level



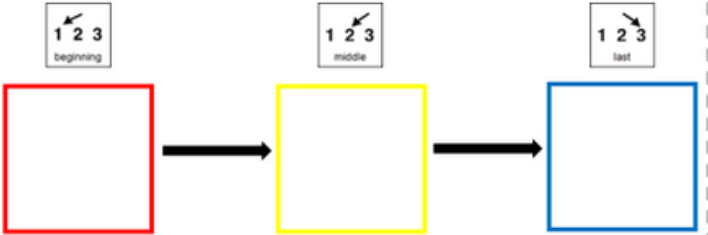
The second set has color-coding for differentiation. Students click and drag answers. There are a total of 38 slides in each set.

Put the pictures in the correct order.

1 2 3 first 1 2 3 last



1 2 3 beginning 1 2 3 middle 1 2 3 last


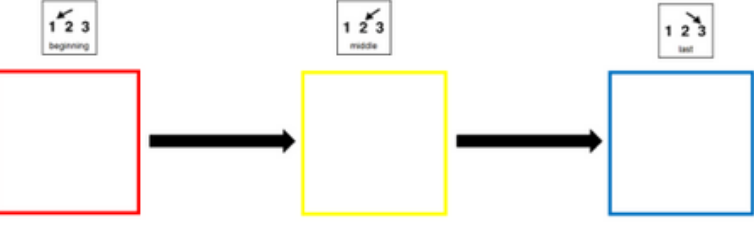


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1. Put the pictures in order.
2. Circle the sentence that goes best with your sequence.

1 2 3 beginning 1 2 3 middle 1 2 3 last

1



2

A. I got some blocks, then build a tower, and finally knocked it down.

B. I knocked down a tower of blocks, then got some blocks, then built a tower.

C. I built a tower, then got some blocks, then knocked it down.

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