

Sequence: Order of Events

Skills Reviewed and Maintained

- **Comprehension**
Summarizing
Cause and Effect
- **Writing**
Play

Teach

- Ask two volunteers to demonstrate each of the following situations:
(1) Bo snatches a cookie while Jo's back is turned.
(2) Jo turns around before Bo has a chance to snatch a cookie.
(3) Bo snatches a cookie right after Jo turns around.
- Discuss how the clue words while, before, and right after helped the two actors know when to do somethings.
- Explain that in some stories and articles, the sequence of events, or order in which things happen, is crucial. A story might end differently if the events had happened in a different order.
- List other words and phrases that are clues to sequential order: *first, next, later that day, at two o'clock, finally, as soon as*. Point out that dates and times of the day can also be clues to the order in which things happen.
- Have students read the passage and complete the exercises.

Practice

Introducing Vocabulary

- Before students read the article, introduce the vocabulary words and discuss their meanings. Have students demonstrate an action or give an example, for each word.

Reading the Passage

- Have the students read the title and look at the photograph. Ask them to describe what they see and predict what the article might be about.

Checking Comprehension

- Clarify that a story summary usually includes the characters' main problem and the reasons for it. It does not include the reader's opinion or suggestions.
- Review cause-and-effect relationships. Then reread and discuss possible causes of that action.

Practicing Comprehension Skills

- To help students keep a track of the sequence of events, suggest that they picture the story action in their minds. Visualizing is often an effective way to track sequence. Explain that another method is to draw a time line.

Practicing Vocabulary

- Review the vocabulary words. Have students answer activities where they use the vocabulary.

ESL Strategy

- Have students acquiring English work with a peer tutor to review sequential order. Partners can read a short story and draw a time line illustrating what happens *first*, *next*, *after that*, and *finally*.

Multiple Intelligences: Bodily-Kinesthetic, verbal-Linguistic, Interpersonal

- Have the students represent the story as a play.

