

## Sequence: Steps in a process

### Skills Reviewed and Maintained

- **Comprehension**  
**Author's Purpose**  
**Comparing and Contrasting**
- **Writing**  
**Directions**

### Teach

- Remind students that making or doing many things requires following certain steps, which usually must be done in a particular order. Point out to students that they follow a sequence when they get ready for school, brush their teeth or wash the dishes. Have volunteers suggest other examples.
- Ask a volunteer to demonstrate a simple task, such as folding a paper airplane. Have the student explain the steps as he or she demonstrates the process.
- As the volunteer describes the steps, write clue words on the board: *first, then, next, after that, finally*.
- Tell students that when instructions are written, readers can look for clue words such as those on the board. When clue words are not given, readers can determine the order of steps by inserting clue words themselves and by using their common sense.

### Practice

#### Introducing Vocabulary

- Before students read the article, introduce the vocabulary words and discuss their meanings. Have students give a synonym for as many words as possible.

#### Reading the Passage

- Ask students to read the title and predict what the passage is about.

#### Checking Comprehension

- Remind students that an author's main purpose for writing directions is to inform readers about how to do something.
- Tell students that they can understand a process by making comparisons and contrast.

#### Practicing Comprehension Skills

- If there are images, ask the students to describe what they see and how they are connected to the reading.

#### Practicing Vocabulary

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

### **ESL Strategy**

- Make cards with sequence clue words: *begin, next, then, after that, finally*. As a volunteer follows the steps in a simple process, such as tying his shoes, hold up the cards in sequence for the group to read aloud and match with the appropriate action.

