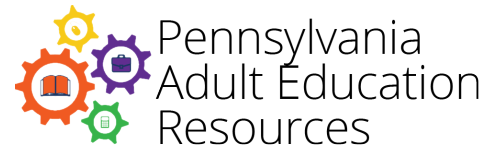


## PARENT EDUCATION WORKSHOPS

Workshop Topic:

# Sequence

CREATED BY



**CCRS Reading Anchor 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### NELP Predictors of Later Success

- **Reading readiness:** usually a combination of alphabet knowledge, concepts of print, vocabulary, and phonological awareness
- **Phonological memory:** the ability to remember spoken information for a short period of time.



**Objective:** At the end of this session, participants will be able to

- Define sequence
- Order events in correct sequence
- Identify words and phrases that signal sequence in text

### Materials:

- Slips of paper with numbers written on them, avoiding duplication, for parents
- Pens/pencils
- Copies of *My Morning Routine* parent handout
- Copies of *There Was an Old Lady Who Swallowed a Fly* for pairs or groups of parents or YouTube video: <https://www.youtube.com/watch?v=i3ee7Tj8qZo>
- Copies of *What Did She Swallow and When?* parent handout
- Copies of *Sequence Signals* parent handout

### Welcome/Ice Breaker:

Greet parents as they come in. Build rapport and break the ice.

Give each parent a slip of paper with a number written on it. Ask them to put themselves in order based on their numbers. Explain that organizing things or events in order is sequencing them. We use the sequence in stories and information text to understand what happens and when.

### Topic Review:

Sequence is the order in which events happen. Understanding the sequence of events in a story or process helps us comprehend and retell what we read. In this workshop, parents will discuss sequence as well as practice identifying the sequence of events in a text.

## Opening Activity:

Ask parents to divide into pairs or small groups and give each group or parent a blank sheet of paper. Parents should work together to brainstorm a list of the activities they do as part of their morning routine. Give the group a few minutes to share the activities they recorded and add any that they hear and had not included to their lists.

Ask parents to rewrite the items in the order they actually do them in the spaces on the *My Morning Routine* handout. They will be completing sentences that include sequence signal words or phrases. You may want to review the signal words with parents before they begin completing the handout. Give parents time to share their routines with a neighbor.

## Central Ideas and Practice (Content and Strategies):

Sequence is the order in which actions or events happen. When we read stories, we often retell or summarize the story to tell others what we read. It is helpful to retell stories in the right sequence because this makes it clear what happened first, what happened last, and the order that everything happened in between.

We also focus on sequence when we are reading nonfiction texts. The steps of a recipe, for example, need to be followed in order, so that we create the food item we are trying to. Or, to conduct a science experiment, the sequence of the steps is very important to reach the correct end. History is another subject where sequence is very important. To explain historical events correctly, we generally need to understand when they happened compared to other events.

There are many words that readers pay attention to that help them know the sequence of information when they are reading. We also use these transition words to make our writing clearer or easier to follow. Sometimes we may also use a list where each item is numbered in order so that we see when each step occurs.

- *Infant/Toddler Content or Strategies*

When parents sing songs and tell stories and nursery rhymes to a young child, the child learns the sequence of words and phrases. Parents can repeat stories and songs and pause for children to help complete the sentence or phrase. Parents can also change the order of details of a favorite story to help the child practice noticing the sequence. Routines are an important way that parents can help children learn sequence as well. After completing some of the activities within the routine, parents can stop and allow the child to take the lead to the next activity.

- *Preschool Content or Strategies*

Routines help children develop an understanding of sequence because the same activities are repeated in the same order on a regular basis. Parents can prompt preschoolers to talk about the steps in a routine by asking questions such as, “What do we do first to get ready for bed?” or “What do we add next to make the sandwich?” Parents can also help young children talk about familiar stories by asking questions about what happens first, next, and last.

- *Elementary Content or Strategies*

Parents of elementary schoolers can guide their children to talk about their day by asking sequencing questions: “And then what happened?” “But where did you go before lunch?” This also is a helpful way to get a more detailed response about “How was school?” than “Fine.” Parents may give children an opportunity to help with planning activities and prompt them to explain the order in which the activities should be done to help them understand more about the importance of sequence.

- *Middle School Content or Strategies*

Middle school children have many opportunities to need to follow instructions in order. As their responsibilities increase at home, parents may give children detailed instructions for chores. Helping children learn to cook and follow recipes helps them experience the importance of sequence. Parents may also want to begin guiding children to practice telling the sequence of directions to get to their home and other important places as they begin to go places without a parent.

## Application:

Distribute copies of the book *There Was an Old Lady Who Swallowed a Fly* to pairs or small groups of parents. (You may want to use the video <https://www.youtube.com/watch?v=i3ee7Tj8qZo> instead for parents who could use support with reading or if copies aren't available.) Give each parent a copy of the *What Did She Swallow and When?* handout as well. Ask parents to read the book in their groups and complete the handout with the animals the old lady ate in the correct places. Be sure they know that the sentences are mixed up on the handout.

Review the completed handout with parents as well as the *Sequence Signals* handout. Answer any questions about how the signals are used and their meanings.

## Connection to Parent and Child Together (PACT) Time®:

- *Infant/Toddler Connections*

Sing songs together that have multiple actions that occur in sequence. For example, “If You’re Happy and You Know It” has actions that occur in a specific order and also ends with a review of the actions in order. Repeating favorite songs like this will help children to remember actions and words in sequence.

- *Preschool Connections*

Parents and children work together to create a routine for what they do to get ready for school, go to bed, run errands, or another activity they do together. They can write the routine together with the child drawing the action and the parent writing a word or two to describe it. Working together to create routines helps children understand the sequence of actions that are expected so that they repeat them more easily.

- *Elementary Connections*

Parents and children read a story together and stop to take notes of the actions that happen and the order in which they happen. They may practice adding sequence signal words and phrases into their details to create a summary of the story. Families can also try writing out favorite recipes or stories in correct sequence, using signal words to make the order of events clear.

- *Middle School Connections*

As children move through middle school, they move toward making big decisions that affect their future. Parents and children may begin working together to plan activities that children will need to complete to reach their future goals. Creating plans for the future is a great opportunity to think about the sequence of those activities. Children also start to transition to organizing their time with more independence, and parents can help guide this process by checking in with children about their routines and helping them organize their thoughts about the order in which they do activities like cleaning their room or settling in at home after school.

## Wrap up/Closure:

- Ask parents how they will work on sequence with their children this week. How will they have conversations about things they already do together? How will they know their children understand sequence?
- Remind parents to take home their handouts to help them remember this concept as they look for and describe sequences with their children this week.

# Parent Handout

## My Morning Routine



Complete the sentences with the actions you do as part of your morning routine.

Every day I have a lot to do to be ready for the day.

First, \_\_\_\_\_.

Second, \_\_\_\_\_.

Next, \_\_\_\_\_.

After that, \_\_\_\_\_.

Then \_\_\_\_\_.

Finally, \_\_\_\_\_.

# Parent Handout

## What Did She Swallow and When?



Complete the sentences to tell which animals the old lady swallowed at different times in the story.

First, she swallowed \_\_\_\_\_.

Second, she swallowed \_\_\_\_\_.

Then she swallowed \_\_\_\_\_.

After the bird, she swallowed \_\_\_\_\_.

The fifth animal she swallowed was \_\_\_\_\_.

Next to last, she swallowed \_\_\_\_\_.

Finally, she swallowed \_\_\_\_\_.

# Parent Handout

## Sequence Signals



Here are some words and phrases that help you know the sequence of actions or events.

First, Second, Third, and other ordinal numbers  
First, I went to the movies. Second, I went to the grocery store.

Next  
Martha bought a scooter. Next, she rode it to visit Angela.

Later  
Hugo read a book. Later, he went to the library to return it.

Then  
We'll write a letter to Dad. Then we'll mail it.

After (that)  
After Sheila ran a race, she drank a lot of water.  
Sheila ran a race. After that, she drank a lot of water.

Last, Finally  
Last, they decided to go home and go to sleep.  
Finally, they decided to go home and go to sleep.