

PARENT EDUCATION LESSON PLAN

Workshop Topic: Sequence

CCRS Reading Anchor/Standard 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.
- Use signal words to ask their children questions about their routines.
- Use signal words to ask their children questions about events in a song, short story, or movie.

Materials:

- Slips of paper with numbers written on them, avoiding duplication, for parents
- Pens/pencils
- Copies of *Sequence Signals and Routine* handout (or *Morning Routine Chart*)
- YouTube video *If You're Happy and You Know It*
<https://www.youtube.com/watch?v=jzea8D7-EvU>
- Copies of *What Did They Do and When?* (parent handout)
- Copies of other instructor-created handouts (optional)

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 the parents to stand in a line in the order of their numbers. Write the word “sequence” on the board. Explain to the parents that putting things in order means sequence, “You just put yourself in sequence by following the order of your numbers.”

Transition:

Explain to parents that understanding the sequence of events in a story or process helps us

understand and retell what we read. In this workshop, parents will discuss sequence as well as practice asking questions and identifying the sequence of events in a song or story.

Central Ideas:

Before reading:

Select the appropriate level(s) of the *Parent Handout: The Importance of Sequence for Children* and adjust the language further if necessary. You can find the texts at the end of this lesson in the Parent Handouts section.

Preview the text. Pre-teach any key vocabulary terms that will contribute to parents' comprehension of the text.

***Teaching Tip for lower-level parents:**

In the Parent Handout, only keep the text related to the ages of the children that are relevant for your parents. This will reduce the text quantity and complexity to support lower-level parents' comprehension.

During reading:

Ask the parents to read the text individually. Then, ask them to read the text a second time with a partner (read-aloud) who is reading the same level.

After reading:

Ask parents comprehension questions. Write them on the board or on the *Parent Handout: The Importance of Sequence for Children*.

Comprehension questions may include:

- What does sequence mean?
- Why is understanding sequence important?
- What are some examples of sequence words?
- What ages are your children? What can you do to teach your children about sequence?
- What questions can you ask your child about sequence?

Transition:

Today, we will talk about routines and how we can teach our children about sequence by asking questions about our routines.

Practice Part 1 (Content and Strategies):

The instructor will write "Routine" on the board and ask the class if anyone can explain the

definition of the word. The instructor will explain that everyone has a routine; it is what you do every single day. For example, we wake up, take a shower, brush our teeth, and eat breakfast.

The instructor will ask parents to name activities that would be part of their daily routines. The instructor will write each answer on the board. Alternatively, prepare a handout with the key vocabulary words and pictures to have parents match them.

Instruction:

The instructor will draw a chart on the board with a list of sequence signal words. The instructor will share her daily, morning routine with parents. "First, I get out of bed. Second, I brush my teeth. Then, I wash my face." Then, she will ask another parent "What is the first thing you do every day?" and write the parent's answer on the board next to hers. Then, she will ask another parent, "What is the second thing you do every morning?" and write that parent's answer on the board next to hers. Model this as many times as necessary to support learner's comprehension; it is not necessary to write every parents' answers on the board.

Controlled Practice:

The instructor will pass-out and review the *Sequence Signals and Routine Parent Handout* (Or, use the *Morning Routine Chart Parent Handout* for higher-level parents). You can find the handouts at the end of this lesson in the Parent Handouts section. The instructor will focus on the sequence signal words (first, second, next, etc.) Parents will complete the worksheet individually (using an instructor-prepared vocabulary handout for support as necessary). Have parents share their answers with a partner. Ask them to look for what is the same and what is different in their routines. Partners can report one or two similarities and one or two differences. Encourage parents to use signal words when describing similarities and differences. For example, "My partner and I both brush our teeth after we eat breakfast."

Independent Practice:

Parents will write three to five questions they can ask their child about the child's day or daily routine. The parent can write them on an index card as a tool for using when speaking with their child.

Then, the instructor will place partners in pairs. Partners will take turns asking their questions and answering their partner's questions using sequence words to respond.

Parents should save these questions to ask their children about their routines. If parents are a higher proficiency, they can add additional questions to ask their children.

Transition:

The instructor will explain that parents can also use songs, books, or television shows to talk about sequence with their children as well. Today, we will use a song as an example of how you can talk to your children about sequence.

Application:

Pre-Viewing:

Instructor will write “Clap your hands, stomp your feet, shout hoo-ray, and do all three” on the board. The instructor will read the phrases and do each action (i.e., clap her hands when she says, “clap your hands,” etc.) Then, she will have the parents repeat after her and copy her actions.

Viewing #1:

The instructor will erase the board and then play the video *If You're Happy and You Know It* once for parents. You can find the video at <https://www.youtube.com/watch?v=13wd8KvOt58>. After viewing the video once, ask parents what they saw/heard in the video.

Viewing #2-3:

The instructor will distribute a copy of the *What Did They Do and When Parent Handout*, found at the end of this lesson in the Parent Handouts section, to each parent. Play the video again and have parents complete the handout with the actions that they see in the correct order.

Play the video two to three times for parents to write their answers. Have them compare their answers with a partner before reviewing the final answers as a class.

After Viewing:

Ask parents to write questions they could ask their children about the sequence of events in the song. Depending on the level of the class, you can do this activity as a whole class or in small groups. Parents can practice asking and answering these questions in partners.

***Teaching tip for higher-level parents:**

The instructor could create a handout that asks questions that are more complex: “What happens in between “clap your hands” and “shout hoo-ray”? Alternatively, the instructor could find a sequential video that is more difficult such as, “*I Know an Old Lady Who Swallowed a Fly*” and create a handout that coordinates with that video.

***Teaching tip for lower-level parents:**

Have the language from the song written on slips of paper for the parents. Ask them to put the slips of paper in order and then add the sequence words to the beginning of the sentence. Or, write all of the sentences out of order on one handout. Have parents write a number to put them in the correct order and add the sequence words.

Interactive Literacy Activities (ILA):

Infant/ Toddler

The instructor will ask parents to sing *If You're Happy and You Know It* with their children or watch the video with their children while singing along. Provide the lyrics as necessary to support the parents' language production.

Preschool

The instructor will ask parents to sing *If You're Happy and You Know It* with their children or watch the video with their children while singing along. Provide the lyrics as necessary to support the parents' language production.

After viewing the video, parents will use the questions they wrote during Parent Education to ask their children to talk about the sequence of events in the song.

Elementary School

The instructor will ask parents to create a "Routine Chart" with their children. The instructor could create a handout similar to, or using language from the *Sequence Signals and Routine* handout. Parents will ask children to explain what they do every morning before school by asking questions using sequence signals, such as, "What do you do first in the morning?"

Parents can use the questions they created during the "routines" section Parent Education to support their conversation with their children.

Parents will write the answers on the chart or ask their children to do it if they are at an age where that is possible. Parents can ask younger children to draw pictures that match each of the activities in their routine and re-tell their routine using signal words.

**Note:* Parents can use these strategies in their native languages at home, and it is just as valuable. This may help develop parents' confidence when conducting these activities with their children outside of the classroom. Parents also might feel more inclined to use these strategies.

Wrap up/Closure:

The instructor will help parents make a plan to use these activities at home. Give parents a goal worksheet to help them decide which sequence skill they will practice with their children before the next class.

Example Goal Worksheet:

Parent's name: _____

Child's name: _____

This week, I will help my child practice sequencing by (circle what you will do with your child):

- 1) I will ask my child questions about his or her day. I will ask him or her to tell me what happened first, second, third, before that, after that...
- 2) I will ask my child to draw pictures or write about his or her day. I will ask him or her to tell me the story again using signal words like first, second, third, before that, after that, next...
- 3) I will read a book with my child and ask him or her to re-tell the story when using signal words.
- 4) I will sing a song with my child.
- 5) I will watch a television show with my child and ask him or her to re-tell what happened using signal words.

When will you do this activity with your child? (Write the days you will do this activity.)

PARENT HANDOUTS

The Importance of Sequence for Children

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. For example, we follow the steps of a recipe in order so that we prepare the food correctly.

Or, we follow the sequence of a science experiment very carefully to reach the correct end.

History is another subject where sequence is very important. To explain historical events correctly, we need to understand when they happened compared to other events.

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

Infant/Toddler Content or Strategies

When parents sing songs and tell stories to a young child, the child learns the sequence of words and phrases. Parents can repeat stories and songs for children.

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 do after we eat breakfast?”

Elementary Content or Strategies

Parents of elementary school-aged children can help their children to talk about their day by asking sequencing questions: “And then what happened?” “Where did you go before lunch?”

Middle School Content or Strategies

Helping children learn to cook and follow recipes helps them experience the importance of sequence.

The Importance of Sequence for Children

Sequence is the order in which actions or events happen. Words and phrases like first, second, third, next, and after that show sequence. 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 so the listener knows what happened first, what happened last, and what happened in the middle.

We also think about sequence when we are reading other things. For example, we follow the steps of a recipe in order so that we prepare the food correctly.

History is another subject where sequence is very important. To explain historical events correctly, we need to understand what happened first, second, next, and on.

There are words to help you know the sequence. We also use these words to make our writing clearer.

Infant/Toddler Strategies

When parents sing songs and tell stories to a young child, the child learns the sequence of words and phrases. Parents can repeat stories and songs for children.

Preschool Content or Strategies

Routines help children understand sequence because the same activities are repeated in the same order. Parents can ask 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 do after we eat breakfast?"

Elementary Content or Strategies

Parents of elementary school-aged children can help their children to talk about their day by asking sequencing questions: "And then what happened?" "Where did you go before lunch?"

Middle School Content or Strategies

Helping children learn to cook and follow recipes helps them learn the importance of sequence.

Parent Handout (Lower-level)

The Importance of Sequence for Children

Sequence means the order that things happen. First, second, third, are sequence words. When we read stories, we tell people about the story. We tell the story in the right sequence. First, second, third, and so on.

We also think about sequence when we are reading other things. For example, we follow the steps of a recipe in order when we cook.

There are words to help you know the sequence like first, second, third, next, and after that. We also use these words to make our writing clearer.

Infant/Toddler Strategies

Parents can tell their children stories.

Parents can sing songs to their children.

Parents can repeat stories and songs for children.

When parents sing songs and tell stories to a young child, the child learns the sequence of words and phrases.

Preschool Strategies

Parents can ask their children questions about what they usually do.

For example, parents can ask, "What do we do before bed?" or "What do we do after we eat breakfast?"

Elementary Strategies

Parents can children to talk about what they did during the day.

For example, parents can ask, "What happened next?" "Where did you do before eating lunch?"

Middle School Strategies

Parents can help children learn to cook.

Parents can help children read a recipe.

Sequence Signals & Routine Handout

Directions: Use the words underlined below to write about your daily routine.

First

Example: First, I brushed my teeth.

What was the *first* thing you did this morning?

Second

Example: Second, I washed my face.

What was the *second* thing you did this morning?

Third

Example: Third, I took a shower

What was the *third* thing you did this morning?

Next

Example: Next, I prepared my breakfast.

What did you do *next*?

Then

Example: I waited for 10 minutes, and then the bus came.

***Then* what did you do?**

After that

Example: I went shopping. After that, I went home.

What did you do *after that*?

Finally, Last

Example: *Finally*, I went to sleep. *Last*, I went to sleep.

What is the *last* thing you did?

What Did They Do and When?

Directions: Complete the sentences to explain what you do in the *If You're Happy and You Know It* song.

1. First, you _____.

2. Second, you _____.

3. Then, you _____.

4. Finally, you _____.

Parent Handouts

Example chart for ILA or for parents instead of the handout

_____ 's Morning Routine	
First,	
Second,	
Third,	
Next,	
Then,	
Finally,	