

Sequence

REM 201E

A TEACHING RESOURCE FROM...



AUTHOR / ILLUSTRATOR
Ellie Weiler

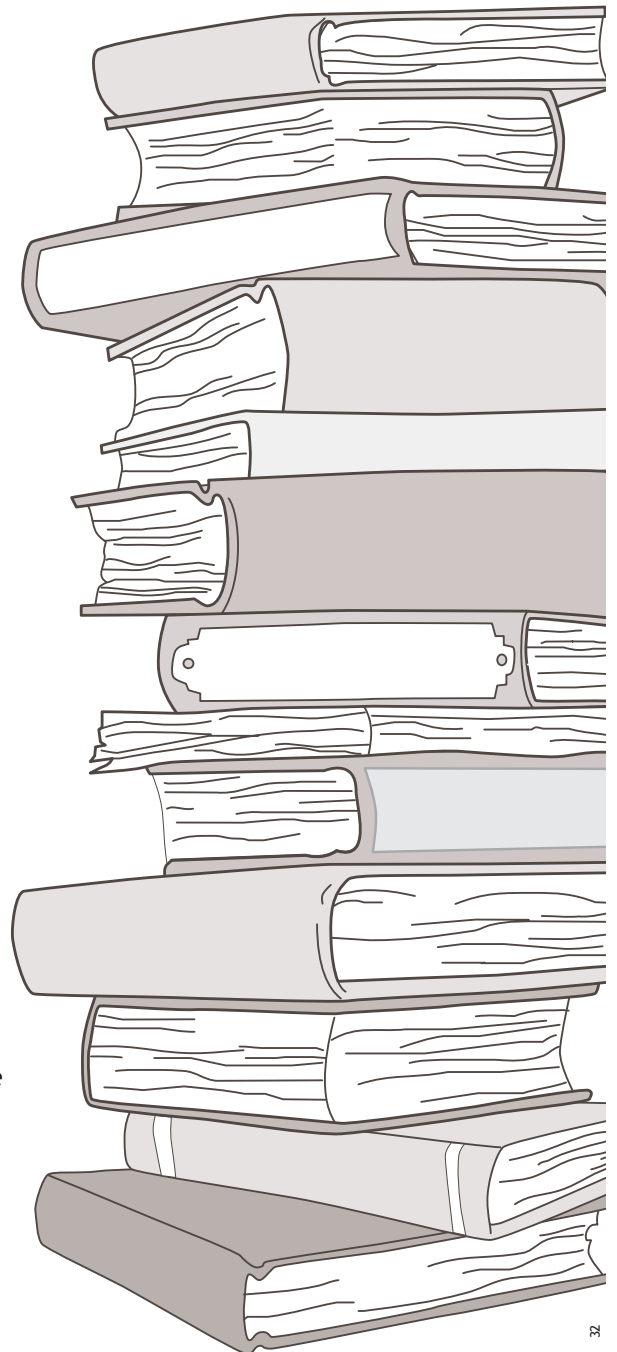
©1983, 1997, 2001

**Copyright by Remedia Publications, Inc.
All Rights Reserved. Printed in the U.S.A.**

The purchase of this unit entitles the individual teacher to reproduce copies for classroom use. The reproduction of any part for an entire school or school system is strictly prohibited.

To find Remedia products in a store near you, visit:
<http://www.rempub.com/stores>

REMEDIA PUBLICATIONS, INC.
15887 N. 76TH STREET • SUITE 120 • SCOTTSDALE, AZ • 85260



INTRODUCTION

One of the most basic thinking skills is that of sequence. Too often, we assume students automatically pick up this skill as a by-product of the regular curriculum. However, unless they are exposed to sequence in daily activities, and are challenged to look for logical order, they may be unaware of its importance.

The activities in this book present a variety of exercises in sequencing and finding a logical order. Students use numbers, words, sentences, and pictures to reinforce the concept. The humorous presentation makes each activity seem more like a game than a serious learning experience.

You will find this book to be an effective teaching tool for many ages and readability levels. Based on Bloom's Taxonomy of thinking skills, it is suitable for grades 3-6. Readability is approximately at the 3rd-4th grade level. (Keep in mind that readability scales, though useful, are guidelines only. They cannot measure every factor affecting readability, such as sentence structure or appeal to the reader. Also, scales can differ from each other in the results they yield).

A pre/post test is included at the end of the book for evaluation of student progress. All activities are reproducible for use in a variety of teaching, practice, and reinforcement situations. They are appropriate for whole class, small group, or individual use. Oral discussion of the work as it is completed will increase the level of student understanding.

THE CRITICAL THINKING SERIES

FROM REMEDIA PUBLICATIONS

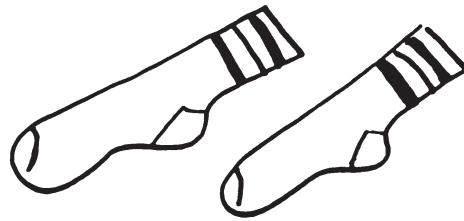
201A	Analogies
201B	Classification
201C	Absurdities
201D	Similarities & Differences
201E	Sequence
202A	Drawing Solutions
202B	Using Logic
202C	Finding Facts
202D	Following Directions
202E	Relying on Reason
203A	Knowledge
203B	Comprehension
203C	Application
203D	Analysis
203E	Synthesis
203F	Evaluation

SEQUENCE

The word "sequence" means "to put things in some kind of order."

Many times, if things are not in sequence, they don't make any sense at all.

Think about a simple thing like getting dressed. Does sequence make any difference when putting on your socks and shoes?



If you put on shoes first . . . then socks . . . what happens?

**Read each phrase below. Think about sequence. Would it be important?
Write YES or NO on the line before each one.**

- | | |
|---------------------------------|-------------------------------------|
| _____ 1. building a doghouse | _____ 7. painting a wall |
| _____ 2. eating a pizza | _____ 8. counting to 100 by 5's |
| _____ 3. making a birthday cake | _____ 9. operating a computer |
| _____ 4. spelling a word | _____ 10. building a model |
| _____ 5. coloring a picture | _____ 11. naming your favorite cars |
| _____ 6. reading a book | _____ 12. playing the piano |

Think of 2 other examples when sequence is not important.

Think of 2 other examples when sequence is important.

Slick studied very hard for a spelling test.
He remembered all the letters for each word.
But, he forgot the sequence in which they belong.
Can you help him out and put the letters in the right sequence?

egca

lahl

khatn

ilna

ones

capel

erka

opho

ntira

abet

slod

kesan

plma

eipp

wolnc



Without sequence . . . we would have a hard time understanding what people say.

Words must be in sequence so we know what a sentence means.

The sentences below need lots of help. Can you put the words in sequence so the sentences make sense?



1. a boat knows Bob to make how

2. can brush the heave the in paint

3. hatched egg The from chick an

4. night at There never rainbows are

5. finger had wart The on girl a her

6. air The into balloon up went the

7. chased My string the cat

8. snowman It July in hard a make to is

The three sentences in each group below will tell a short story . . .
if they are put in the correct sequence.

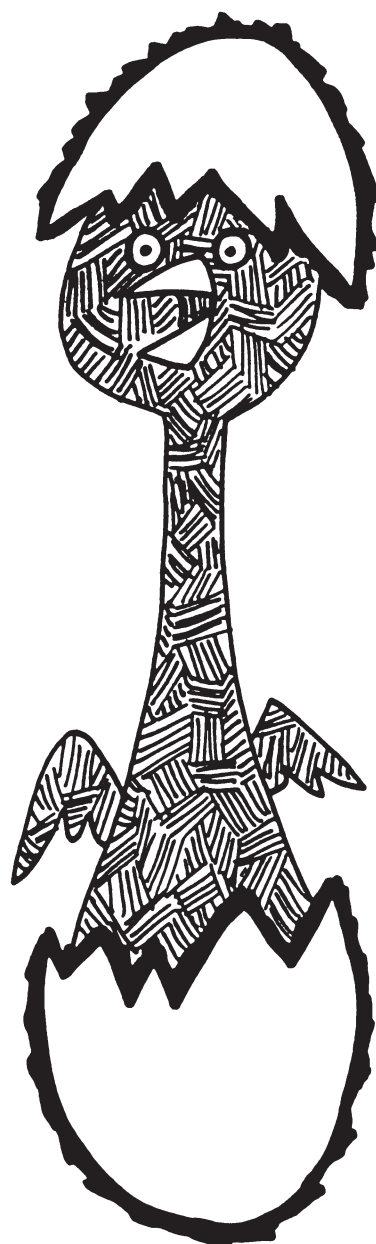
Rewrite the sentences in their correct order.

The hen laid three eggs.
Three baby chicks hatched.
She sat on the eggs in the nest.

We went on a picnic.
Mom made some sandwiches.
She packed them in a basket.

We won the game.
I hit a home run.
The score of the game was tied.

It rained all afternoon.
Dark clouds appeared.
We played in the puddles.



Something is wrong with these tongue twisters! They are out of sequence. Write each one so it makes more sense.



1. some himself Hippo ham to helped Henry.

2. bumped the big The barn into bear brown.

3. swiftly his Snake on skateboard sped Sammy.

4. kissing Kong kangaroo keeps the King.

5. told Tiger two Tillie tales.

6. garden in grapes The grasshopper grew his.

7. ran Rabbit bush the Roger around rose.

8. fox fish five The found fresh.

9. needs neckties Ned new Nutty.

10. pansies purse her put Pig in Penny the.

Name _____

SEQUENCE

These short stories don't make sense

... YET!

But, they will if you rewrite them in the correct sequence.



He landed safely.

Bill put on a parachute.

He jumped out of the plane.

They found Goldilocks.

They went for a walk.

The Three Bears came home.

It landed on the moon.

It traveled through space.

The rocket blasted off.

I chose a flavor.

I asked for 2 scoops.

We went for ice cream.

I fixed a bowl of soup.

I was so hungry.

I ate it and felt better.

I turned on the TV.

I watched my favorite show.

I turned to the right channel.