



STORY SEQUENCING

PRODUCT CODE: **150**

PRODUCT CONTENTS

12 cover-weight sheets with 4 pictures that depict a story

5 pages of teacher information

SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site (www.readingmanipulatives.com).

ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut and packaged prior to use. Preparation tips are given, and coding of the sets is explained.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. Amazon often has 5 x 8 or 6 x 9 bags, which are good sizes for the story cards.

STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last page of this guide is a master for a student checklist that can be copied and cut.

Active involvement builds accountability. When feasible, products have answer keys. Primary materials that necessitate teacher checking do not take much time to look over. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

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READING READINESS SKILLS

While phonemic awareness is the most fundamental prereading skill, there are others that students must possess or develop. As students are learning phonemes, teachers should provide a variety of activities to ensure that students have a strong foundation for reading.

LANGUAGE DEVELOPMENT

Young children need to be immersed in all types of language activities. Of course, reading books to children and carrying on conversations with them are extremely valuable strategies. In addition, they should also be surrounded by functional print (charts, labels, signs) and encouraged to use it. Wherever they go in school, at home, or around town, adults should strive to make them aware of the uses of print.

Children begin to recognize words before they have any idea what reading is. In this logographic stage, they store visual appearances of words, such as their names or logos (i.e., McDonald's). During this stage, children will "read" the names on signs or products. They are learning the connection between spoken and written language, but they are not reading.

Language experience stories are a worthwhile way to link speech to reading and writing. The teacher writes a story dictated by a child or group. Since children are familiar with the story content, stories are predictable. The stories capitalize on the natural language of children. If these stories are put into classroom books, children find repeated pleasure as they read them.

VISUAL PERCEPTION

Even though phonemic awareness deals with phonemes and not graphemes, there are visual perception skills related to letters that prereaders can be developing. They should be able to look at shapes, letters, and words and recognize whether they are alike (* same as *, **cap** same as **cap**) or different (★ not ☆, **cap** not **cape**). This includes discriminating between similar letters (b/d, p/q), letter order (on/no, pot/top), and word differences (hug/bug, map/mop).

Even though they are not yet reading, children should know where to start on text pages and how to proceed (left-to-right, top-to-bottom). Teachers can use big books and a pointer to show children how words are followed through a book.

AUDITORY PERCEPTION

Auditory perception skills that beginning readers should exhibit, in addition to phonemic awareness, include recognition of sounds that are the same (/t/ and /t/) or different (/b/ and /d/); memory to repeat sentences of 4 to 5 words; and ability to filter noise and attend to a voice.

Rhyme is an effective auditory strategy for building phonemic awareness. Understanding that multiple words can have the same end sound builds awareness of sound similarities and differences. As one selects a rhyming word, focus shifts from the meaning of the word to its internal structure. Rhyming ability develops in children as young as three, and studies show that these children go on to excel in reading and spelling when they enter school.

STORY TELLING & SEQUENCING

A key reading readiness skill is the ability to identify story elements and verbalize a sequence of events to tell a story. Illustrations of sequential events can be utilized to convey a story, which encourages language development. Students analyze pictures to determine order, arrange the pictures from left to right, and use complete sentences to tell what is happening in the story.

STORYTELLING

Sequencing pictures that convey stories are ideal for language development. The 12 sets in the Reading Manipulatives picture sequencing product are about children and humorous happenings in their lives. This makes the activity especially engaging, which in turn leads to greater conceptual growth.

These story cards provide multifaceted lesson opportunities. The primary objective is to teach students to identify story elements and verbalize a sequence of events to tell a story using complete sentences and accurate syntax. However, the fun, stimulating stories encourage many language and concept extensions, some of which are discussed below.

RECOGNIZING STORY COMPONENTS & SEQUENCE

Even young children should understand that stories follow a pattern. At the most basic level, they should recognize that stories have a beginning, a middle, and an end. Characters are involved in the action of a story, and there is a setting where it takes place.

Children must analyze the 4 illustrations to ascertain what the plot of the story is. This necessitates figuring out the order in which the events depicted in the illustrations occurred. They must have time concepts of first, next, last, before, and after. If a child does not comprehend the sequence of a story, point out visual cues in the pictures that signal order.

Left-to-right progression is another concept that young children may still be mastering. Repeatedly laying out the cards in order from left to right will reinforce this concept. Eventually students will automatically work from left to right.

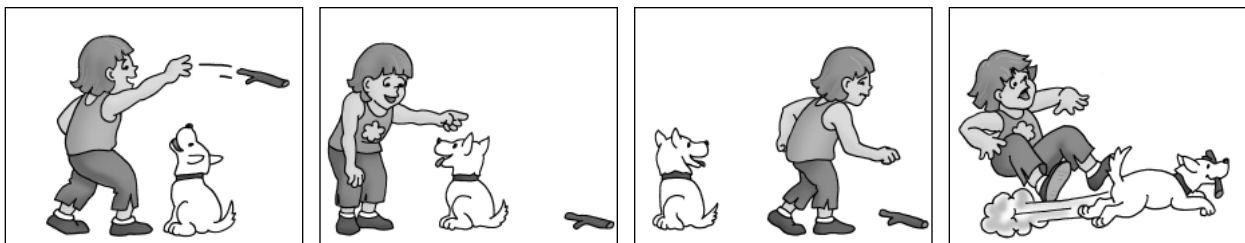
LANGUAGE & CREATIVITY

These sequencing stories are exceptional tools to use for developing language proficiency. Students should use complete sentences and proper English as they tell a story. Be attentive to their use of vocabulary, syntax, verb tenses, and personal pronouns. Model accurate usage when necessary; then allow the student to repeat the story, integrating your modeling.

Build vocabulary by asking questions that elicit specific responses. Begin with words that are conveyed in the illustrations and then expand to words that are related to the events in the story, but not necessarily depicted. The fun, action-packed stories should motivate children to tell about similar events in their lives, thereby bringing about additional opportunities to use language and increase utilization of varied vocabulary words. Be sure to require the use of complete sentences and accurate syntax in all discussion activities.

After the above activities have been completed, use creative extensions to further develop language. The humorous nature of the cards offers many possibilities.

- Ask student(s) to close eyes; remove a picture; have student tell what the missing picture illustrates, using complete sentences
- Have students tell what might have happened before and after what the story depicts
- Have students change the story by modifying any event that the cards illustrate



PREPARING & MANAGING MATERIALS

CUTTING & PACKAGING

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Large copy centers often have a rotary trimmer available for customer use.

Each sheet contains one sequencing story. All cuts are long, so cutting with scissors is not recommended.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. 5 x 8 or 6 x 9 bags are good sizes for the manipulatives. A visit to an office supply store might give you other ideas for packaging. Plastic sleeves and a variety of envelopes are also available.



CLASSROOM ORGANIZATION

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Since students will be choosing sets that they have not yet completed, classroom organization is important. If using multiple sets of manipulatives, it works best to spread them out in various locations throughout the classroom. That way, students will not have to congregate in a single area.



CHECKLISTS & STUDENT ACCOUNTABILITY

Student checklists for tracking the sets as they are completed are helpful for record keeping. At this level, students may not be selecting or recording their activities. However, teachers can use checklists to track individual student progress.

The story sequencing checklists on the following page are printed 6 to a page. A key word is used to describe each story (i.e., balloon, rain, sandwich). Copy the page and cut apart. Consider using a language arts folder for each student and gluing checklists for various manipulatives that are in use to the inside of the folders. This prevents their being misplaced and shows progress.



STORY SEQUENCING

Balloons _____ Popcorn _____
Bear _____ Rain _____
Blanket _____ Sandwich _____
Horn _____ Fetch _____
Ice cream _____ Surprise _____
Masks _____ Wave _____

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