

In My Life

Purpose

Students will relate a life event or personal experience in a simple sequence.

Materials

For the teacher: chalk, chalkboard

For the students: copies of Black Line Master (BLM) *Getting to Know You*, crayons or markers

Activity

A. Pre-Activity Preparation

1. Ask students if they have ever heard of the word *sequence*. If not, explain what it means [things or events that follow one another in order].
2. Explain to students why it is important to put things into sequence. Tell them that sometimes we need order because it affects how we do things, such as the steps of a recipe.
3. Tell students that we put events in order for clarity. Give them an example, such as how a person needs to finish first grade before he/she can complete fifth grade.

B. Practice a Sequence

1. Ask students to recall the sequence of brushing teeth.
2. Talk them through this process. [First we find the toothbrush, then we find the toothpaste, and so on.]
3. Write the steps on the board, so students can have a visual aid.
4. Talk about what would happen if the steps were not completed in order. For example, ask students what would happen if they brushed their teeth before putting the toothpaste on the toothbrush.

C. Apply What Students Have Learned

1. Pass out the BLM *Getting to Know You*.
2. Explain to students that they are going to tell about something in their lives that happened in a sequence. (Examples include: how they became friends with a person, how they walk their dog, or how they decided what to do on Saturday afternoon.)

**connecting
across the
curriculum**



Social Studies

Have students create a timeline that describes a particular set of events in history.

**MEETING
INDIVIDUAL
NEEDS**







Some students might have trouble organizing a sequence of events. Have these students explain the steps to you. Write down the steps, and have the students put them in order.

**Standards Links
1.7.3, 1.7.6**

Questions for Review

Basic Concepts and Processes

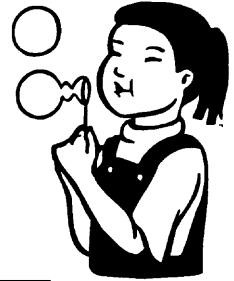
Talk to students throughout the classroom activity and while they are working on the BLM *Getting to Know You*. Discuss the following with the students:

-  Why is it important to put things in order?
 -  Can arranging things in a different order change outcomes?
 -  Can you give examples of events that need to be in order?
 -  Do you think that putting things or events in order helps?
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Name: _____

Getting to Know You

Directions: Think of an event in your life that has an order to it. Draw pictures to show the order of the event.



What order of events are you going to explain?

Think about the first part of the event.

What happened next?

How did it end?

Getting to Know You

Teacher Directions

Review the meaning of sequence with students. Pass out the BLM *Getting to Know You*, and explain to them that they need to think about something in their own lives that follows a sequence.

Tell students to define what they will be writing about and then draw pictures that show the steps. When they finish, ask students to present their pictures to the class and give a verbal explanation to accompany the pictures.

Answer Key

Answers will vary. Review student pictures, and listen to their explanations to check for understanding of sequence.