

Picture Sequence

Overview:

Do you like movies? Well you will love this activity that teaches reading through story boarding, just like the real movie makers!

Procedure:

- 1) The teacher chooses a familiar story (nursery rhyme, fairy tale, etc.) and creates pictures by scanning or locating pictures on the computer to represent the main events of the story. Paired captions/text with each pictured event.
- 2) The teacher reads aloud the story with the student, directing their attention to the pictures as they read. Repeat as needed.
- 3) The teacher scrambles the order of the pictures and presents to the student.
- 4) The student is then asked to place the cards in order of events as they occurred in the story.
- 5) The student then attaches events in order to a piece of paper with glue, tape, or clips.

ASOL Covered in this Activity:

3E--RW 6d: The student will demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).

Extension Idea: Words could be added to the sheet they paste pictures that say: first, next, second, third, last, etc. to demonstrate understanding on time sequence.

3E--CF 1a: The student will identify the adventures or experiences of a character(s) in a familiar story.

Extension Idea: Students could participate in writing the events from the story and drawing the pictures to put in order.

3E--CF 1b: The student will identify characters and settings in a familiar story.

Extension Idea: Teachers could asked students what characters are pictured in the events and where the story took place.

3E--CF 1d: The student will retell familiar stories from diverse cultures, including two or more elements from different parts of the story.

Extension Idea: Teachers could read a story from another culture to be sequenced and students could practice retelling the story from the storyboard they created.

3E--CF 1f: The student will determine the beginning and ending of a story.

Extension Idea: After placing the pictures in order, the teacher could

have students point to the beginning event of the story and the ending event of the story on their story board.

3E--CF 1g: The student will use illustrations in print or digital text to identify characters and setting.

Extension Idea: Students are using illustrations from the book to sequence the events in the story, so they could be asked where the story took place and who the characters are from the pictures.

3E--CF 1h: The student will identify similarities in two versions of the same story.

Extension Idea: Story Boarding could be done for two versions of the same story (like the three little pigs, three billy goats gruff, etc.) Specific events could be included that are the same and that are different. Students could be asked what is the same in both and what is different.

3E--CF 1j: The student will ask and answer questions about details from a fictional text read aloud or information presented orally or through other media.

Extension Idea: Students are answering questions by telling what happened first, next, last in a story read aloud. They can also answer other questions based on their story board that is created by the teacher and recorded.

3E--CF 2a: The student will identify details in familiar stories.

Extension Idea: Students are identifying events in a story that was read, by brainstorming parts of the story to include in the story board.

3E--CF 2d: The student will answer questions to demonstrate understanding of fictional text.

Extension Idea: Teacher could ask extension questions like what is a person's name that they point to in the picture, where does the story take place, what happened to a character and so on for comprehension.

3E--CF 2e: The student will retell stories, including fables, folktales, and myths from diverse cultures including detail from the text.

Extension Idea: Teachers could choose a fable, folktale, or myth to read aloud and have students sequence pictures. Then students could retell the story using their story board and pictures.

3E--CF 2h: The student will list a progression of a series of events in a fictional text.

Extension Idea: Students are listing the progression of events by story boarding the events in order.

3E--CN 1a: The student will identify individuals, events, or ideas in a familiar informational text.

Extension Idea: Teachers could read a biography of an individual the students like and create events from the person's life for the story sequence.

The students could then tell who the person is and what events happened in the story.

ASOL Covered in this Activity (Continued):

3E--CN 1c: The student will identify events or ideas in a familiar nonfiction text.

Extension Idea: Teachers could read a biography of an individual the students like and create events from the person's life for the story sequence. The students could then tell who the person is and what events happened in the story.

3E--CN 1d: The student will sustain attention to a variety of reading materials reflecting a variety of nonfiction text genre.

Extension Idea: Story sequencing requires students to sustain attention to the book read aloud, therefore the sequence in itself is an example of sustained attention.

3E--CN 1e: The student will answer *who* and *what* questions to demonstrate understanding of details in a familiar nonfiction text.

Extension Idea: Students could sequence events from a nonfiction text, such as a biography of someone, then teachers could ask them to identify the person or people in the story and what happened to them or what they invented, etc.

3E--CN 1g: The student will sequence at least two steps in a procedure or ideas/incidents in an event.

Extension Idea: The story sequence of pictures in itself is sequencing events from a nonfiction story.

3E--CN 1h: The student will demonstrate understanding of how images relate to a familiar informational text.

Extension Idea: Students could tell what is happening in the picture based on the story without having a caption. Then they could add the captions later from choices or by writing them in.

3E--CN 2a: The student will answer *who* and *where* questions to demonstrate understanding of details in a familiar nonfiction text.

Extension Idea: Students could be asked who the nonfiction text was about or where the person is at in the story based on their story board of pictures.

3E--CN 2c: The student will demonstrate an understanding of nonfiction text by connecting a visual element.

Extension Idea: The visual element could be the event from the story and they demonstrate understanding by putting the pictures in order.

4E--CF 1a: The student will use details from the text to retell what the text says.

Extension Idea: Students could be asked to retell the story from their story sequence sheet.

4E--CF 1d: The student will make connection between fictional text and visual or oral presentations.

Extension Idea: Students are connecting visuals (pictures) to text.

4E--CN 1a: The student will use details from the nonfiction text to retell what the text says.

Extension Idea: Students could retell a nonfiction story based off of the events they sequence on their sheet.

4E--CN 1c: The student will identify the chronological structure of a text (first, then, next).

Extension Idea: Students are determining chronological sequence just completing the activity with a nonfictional text.

4E--CN 1d: The student will interpret information presented visually and orally.

Extension Idea: Students are interpreting the information presented orally by sequencing pictures from a story read aloud.

5E--CN 1c: The student will identify the beginning, middle, and end of a nonfiction text with a clear sequential structure.

Extension Idea: Students are identifying beginning, middle, and ends of stories by sequencing them.

Materials Needed:

- Familiar story (nursery rhyme, fairy tale, etc.)
- 5-7 pictures of events in the story with captions describing the event
- a piece of paper
- glue, tape, clips
- writing utensil to write number on event as it happened (ex. 1-7)

Instructional Setting:

Classroom

Community Connections and/or Peer Interaction:

- Using their story board, students can retell/ read aloud the story to one of their peers.
- Students can work together with peers to create drawings of the story events.
- A student could use pictures from a field trip or family vacation to place in a sequence with captions as well. Their personal story could then be shared with their family or peers.

Functional Activity/Routine:

- Students could make a sequence of the class schedule with pictures and captions.
- Procedures in the classroom could also be ordered with pictures and captions.

Strategies to Collect Evidence:

- Collect the work sample (paper with pasted pictures) from the student or take a picture of their work to include with anecdotal notes of prompts given and student participation.
- A video of the activity could also be taken and saved.

Specific Options for Differentiating this Activity:

- The amount of pictures/events could be reduced depending on the needs of the students.
- Types of pictures (photographs, drawings, clip art) should be chosen according to student preference and understanding.
- Numbers could be stickers attached to the pictures showing what happened 1st, 2nd, and so on.
- Pictures could be attached using glue, clips, or other material that the student is able to use independently.
- Stories can be based on real events and experiences of the student/s.