

ECE Lesson Plan

Title: Sequencing Lesson Plan		
Subject Area: Approaches to Learning Through Play	Age/Grade: Preschool, Pre-Kindergarten	Time: 30 – 40 minutes
21st Century skills: Critical Thinking	Communicating Informational	Literacy
Key Vocabulary:		
band-aid	interactive	sequence
broccoli	jelly	shampoo
cereal	ketchup	shopping
cookies	lightbulb	sundries
deli	macaroni	syrup
diaper	napkin	teeth
emergency	pickled	toothbrush
flipped	plans	toothpaste
forget	pony	yogurt
grub	recall	zucchini
hide		

LESSON CONTENT:

<p>Learning Objective:</p> <p>The learners will be able to:</p> <ul style="list-style-type: none"> explain a familiar three-step sequence activity with the vocabulary: first, next, and last. 	<p>Materials:</p> <ul style="list-style-type: none"> A copy of <i>Put It on the List!</i> by Kristen Darbyshire Tangible food items for pizza dough, tomato sauce, toppings (made of felt, paper, or play food) Hand-washing sequence cards Sequence cards (consider printing the cards on heavyweight paper such as cardstock to make it easier for the participants to handle) Take home recipes
<p>Lesson Description:</p> <p>This lesson encourages preschool-aged children to use information inspired by <i>Put It on the List</i> by Kristen Darbyshire, to practice sequencing steps using the words first, next, and last.</p>	

Early Childhood Learning Standard:

AL.2.PK. B Independently break simple tasks into steps and complete them one at a time.

The learner will:

- Attend and follow through on two-step directions.
- Explain a routine sequence.
- Relate the steps necessary to complete a task or activity.
- Relate the desired outcome or end goal of a task or activity

The adult will:

- Explicitly provide the desired outcome or end goal of an assigned task or activity.
- Model goal setting and breaking tasks into steps using explicit vocabulary. (e.g., first, next, last).
- Use clear and concise directions for the completion of tasks visually and/or verbally.
- Encourage children to relate the sequence, steps, and desired outcomes of self-initiated tasks and activities.
- Review steps of a task with children prior to asking them to complete the task and provide reminders throughout the process

LESSON SEQUENCE:

Preparation:

1. Create tangible food items for pizza dough, tomato sauce, toppings (made of felt, paper, or play food).
2. Cut out the [sequence activity cards](#) prior to the start of the lesson.

Introduction:

Gather students in a circle and read *Put It on the List!* by Kristen Darbyshire aloud.

Discuss the content of the book with students while reading, making it an interactive activity. Possible discussion questions include:

- "Do you put ketchup on your pancakes?"
- "Looks like he put a pony on the grocery list!"
- "Oh no, what do you think is going to happen next?"

Instruction/ Teacher Modeling:

To transition into the lesson, refer to the last page of *Put It on the List!* and note that the chickens are eating pizza. Ask discussion questions such as:

- "Do you like pizza?"
- "What do you need to make a pizza?" (dough, sauce, toppings)
- "What toppings do you like on your pizza?"

Model the steps of making a pizza using food items for pizza dough, tomato sauce, toppings (made of felt, paper, or play food). Ask questions such as:

- "What is the **first** step?" (dough)
- "**Next** we... spread the sauce."
- "**Last** we... add our toppings."
- "Yum – what a delicious pizza!"

Transition to a discussion of common food-related sequences, e.g., making a bowl of cereal, peeling a banana, or eating an orange. Familiar daily routines can also assist in introducing the concept of sequencing, e.g., getting dressed, brushing teeth, or putting on shoes. Emphasize the use of **first**, **next**, and **last** when identifying the steps.

Use the [hand-washing sequence cards](#) to model placing sequence from left to right. Ask questions such as:

- "How do we wash our hands?"
- "Here are four pictures of hand washing. Which comes **first**?" (Check for understanding) Demonstrate putting the rinsing card on the left.
- "What comes **next**?" (Demonstrate placing the application of soap card next and observe.)
- "What do we do **next**?" (Demonstrate placing the rinsing card next and observe.)
- "And what is **last**?" (Demonstrate putting the drying of hands last and observe.)
- Compliment the students on their success. "Washing your hands is very important, when should we wash our hands?"

Wait for responses.

- "You should also wash your hands before you cook something in the kitchen. For example, if we make pizza, we should always wash our hands before touching any food."

Assessment:

For independent practice, invite students to use the provided sequence cards. The independent practice of organizing sequence cards can be completed in a variety of ways:

- The same set of sequence cards can be given to all students; or
- Every student can be given a set of cards; or
- Cards can be set up in separate stations; or
- Students may complete the activity in pairs or small groups.

Circulate the classroom and check for understanding. Ask students to share what comes **first**, **next**, and **last**. If a student is struggling, ask questions or reenact the process to prompt recall.

The cards contain sequences from the following topics:

- Wet the toothbrush, put the toothpaste on the toothbrush, brush the teeth
- Whole egg, cracking an egg, cracked egg
- Mix the ingredients, knead the dough, make bread
- Caterpillar, cocoon, butterfly*
- Seed, water, bloom*

*These sequences require prior knowledge

ADDITIONAL TEACHER NOTES:

For younger students, consider starting with a two-step sequence. Ask students, which comes first? What is last?

Examples of two-step sequencing:

- First put on socks, last put on shoes
- First open a banana, last dispose of the banana peel
- First put the toothpaste on toothbrush, last brush teeth

Encourage families to practice two-step directions with their children. This will help develop auditory processing skills and auditory memory. By two to three years, most children can follow two-step directions (e.g., Can you reach your head over your head and then clap? Please walk on the sidewalk and then sit on the bench. Take your coat off and hang it on the hook.)

Sequencing is an integral part of early literacy. Practicing sequencing improves reading readiness as it helps students recall information and recognize patterns. In addition, it helps students prepare for scientific inquiry and develop an understanding of the world around them.

Extension Activity

Simple recipes offer an opportunity for children to practice sequencing. The provided take home [recipe handout](#) includes visual instructions for making three-step snacks: fruit cracker pizza, ants on a log, banana caterpillar, and apples & nut butter.