

Understanding Concepts of Time: First, Next, Last-Sequencing Pictures

Student will gain an understanding of events over time, as they learn to put events in order and describe a sequence of pictures of familiar activities.

Suggested Materials

★ LB5 Language Builder:
Sequencing Cards



Student:

Projected activities for: ___/___/___ to ___/___/___

Monday	Tuesday	Wednesday	Thursday	Friday

Notes

IEP Goals

When given a set of sequencing cards and instruction, student name will correctly order the set in 4 out of 5 opportunities documented by teacher observation and weekly data collection.

Understanding Concepts of Time: First, Next, Last-Sequencing Pictures

Lesson Focus

Student will gain an understanding of events over time, as they learn to put events in order and describe a sequence of pictures of familiar activities.

Lesson Format

The primary lesson is for 1:1 instruction with a teacher or therapist.

Location

This lesson is intended as an indoor activity that requires the teacher and student to be seated across from each other at a table.

Preparation

Pull target cards from LB5 Language Builder: Sequencing Cards.

Procedures

1. Sit in a chair or on the floor facing the student.
2. Make sure you have the student's attention.
3. Place in front of the student 3 cards from a single sequence of pictures.
4. Say to the student: "Here are pictures of a girl **Brushing Her Teeth**. What does she do **First?**"
5. Prompt if necessary.
6. Wait for student to respond correctly.
7. Reinforce the student appropriately.
8. Say to the student: "What does she do **Next?**"
9. Prompt and reinforce their response appropriately.
10. Say to the student: "What does she do **Last?**"
11. Prompt and reinforce their response appropriately.

Prerequisites

In order to begin *First, Next, Last-Sequencing Pictures*, the student needs to have success with:

- ★ **Lesson 32:** *Expressive Labeling-Verbs*
- ★ **Lesson 35:** *Using Full Sentences*

Lesson 100: *First, Next, Last-Sequencing Pictures* is similar to **Lesson 128:** *Self-Help Sequencing*. However, **Lesson 128** is about understanding the individual steps of critical self-help skills, while **Lesson 100** is aimed at helping the student understand the order of events over time. It is okay to introduce these lessons at the same time, but be sure to track the data separately, capturing progress toward each one's specific goals.

Standards

Head Start

- ★ IT-C 3

Common Core

- ★ ELA.RL. K.2

ABLLS-R

- ★ B26

VB-MAPP

- ★ VPS & MTS 15-c

Record Keeping

Data Sheet

- ★ *Vocabulary-Based Lessons*

Home Communication Sheet

- ★ *Emerging & Maintaining Vocabulary*



Teacher Tip

The principles of Universal Design for Learning, affectionately known as UDL in certain circles, offer a framework to help educators optimize curriculum and teaching so that lessons are accessible to all learners.

People of all ages and abilities differ in their capacity to process varying concepts. Carefully designing lessons to teach and measure only the goal of the particular lesson can help ensure that a lack of skill in one area doesn't serve as a barrier to learning a different skill.

Accordingly, we separate the skill of learning how to perform self-help activities, from learning the concept of events over time, and we measure progress on each separately. To learn more about UDL visit <http://udlguidelines.cast.org>.

Lesson Progression

Phase I

When you first introduce this activity, you will hand the student picture cards in sequence in order, 1 at a time.

- Choose a 3-card sequence that is familiar to the student. For example: **Brushing Teeth**.
- Say to the student: "Here are pictures of a **Girl Brushing Her Teeth**."
- Hand the student the 1st picture in the sequence and say "The **First** thing she does is **Put Toothpaste on the Toothbrush**."
 - » Prompt the student to place the picture on the table at the left of the field and ask: "What does she do **First**?" They should respond: "**Put Toothpaste on the Toothbrush**."
 - » Reinforce the student, citing the picture again: "That's right! The **First** thing she does is **Put Toothpaste on the Toothbrush**."
- Hand the student the 2nd picture and say "The **Next** thing she does is **Brush her Teeth**."
 - » Prompt the student to place the picture on the table to the right of the first picture and ask: "What is the **Next** thing she does?" They should respond: "**Brush her Teeth**."
 - » Reinforce the student, citing the picture again: "That's right! The **Next** thing she does is **Brush her Teeth**."
- Hand the student the 3rd picture and say: "The **Last** thing she does is **Rinse her Mouth**."
 - » Prompt the student to place the picture on the table to the right of the previous picture and ask: "What is the **Last** thing she does?" They should respond: "**Rinse Her mouth**."
 - » Reinforce the student, citing the picture again: "That's right! The **Last** thing she does is **Rinse her Mouth**."
- Prompt the student to look back to the pictures and recite the steps in the sequence:
 - » "Look again. What is the girl doing in the pictures?"
 - » "**First**, she **Puts Toothpaste on the Toothbrush**. **Next**, she **Brushes her Teeth**. **Last**, she **Rinses her Mouth**."
- Repeat the above steps with longer card sequences.

Phase II

When the student can successfully narrate picture sequences of 4-5 pictures that are handed to them 1 at a time, move on to having the student independently select the ordered cards from a field on the table.

- Start by placing a 3-card sequence in front of the student.
- Follow the same instruction pattern as above: "Here are pictures of a girl **Brushing her Teeth**. What is the **First** thing she does?"
- Rather than you handing the pictures to the student 1 at a time, prompt them to reach out and grab the pictures from the table and place them in order in the field in front of them.
 - » Initially spread out the cards a few inches away from the field that is directly in front of the student, but still in order from 1st to last.
 - » At this step, they are simply moving the pictures from 6-8 inches away to the field directly in front of them.
 - » As the student begins to understand the task, arrange the pictures in an increasingly messier fashion until they are haphazardly arranged in front of the student in no particular order.
 - » The goal is for the student to scan the field, looking for each ordered picture of the sequence, before placing them neatly in order.
 - » As in Phase I, finish each sequence-ordering session by asking the student to recite each picture that makes up the sequence, using First, Next, Last language
- Increase the length of the picture sequences that the student can put in order.
 - » LB5: Language Builder Sequencing Cards offer picture sequences from 3-10 cards.
 - » If the longer picture sequences are too difficult for the student, you can remove a few of the middle pictures to shorten the sequence.
 - » Gradually work the pictures back in as the student's ability to order longer sequences improves.
- Have the student start reciting the steps of various events, in order, without pictures.

Generalization

As the student's ability to order picture sequences improves, and they are able to order increasingly longer sequences:

- Require increasingly more detailed and grammatically proper sentences in the student's telling of the sequence.
- Have the student act out the steps of sequences or narrate you acting out the steps.
- Take pictures of typical classroom activities, have the student put the pictures in order and then describe the sequences.
- Use storybooks and have the student point to what happens first, next, and last.
- Use the *Emerging & Maintaining Vocabulary Home Communication Sheet* to communicate to parents and home staff the student's capacity to identify the sequential order of events in pictures, so families can encourage the student to identify the order of events outside of school.

Whole-Child Lesson Ideas

Story Jar

Take a familiar story that the student already knows well. If this is difficult, you can also use the student's morning or bedtime routine as the story. On separate strips of paper, divide the story into three events and draw them on the strips. Then, place all the strips in a jar. Begin by saying: "We're going to tell a story, but the story is mixed up." Ask the student to take one strip out. Ask the student: "Is this first, next, or last?" Repeat until all the strips have been taken out and put in order. If this is too difficult, the student can first dump out all the strips rather than pull them out one at a time. Or, for a harder challenge, help the student create their own story with the prompt, "First, next, and last" and then illustrate their own story onto strips. If the student needs more concrete examples, you can use the sequence pictures from the LB5 Language Builder: Sequencing Cards.

Prompting

Some concrete prompting is built into the Lesson Progression. Placing the cards roughly in sequence prompts the student to appropriately select the next card in the sequence. At any time, if the student is having trouble ordering cards presented in a random array, you can step back to placing the cards in a layout closer to the final order.

Beyond this, suggested prompt ideas relating to physical card placement include:

1. Glance toward the particular card that falls next in the sequence.
2. Point to the next card in the sequence.
3. Place the target card closer to the student with the other choices further away.
4. Hand over hand guide the student to place the cards in order.

For the verbal response requirements of this lesson:

1. Use partial verbal prompts and initial sounds to help the student complete sentences describing the scenario.
2. Model a sentence by describing a sequence of pictures.
3. Break the sentence down picture by picture and have the student repeat each step separately.

Next Steps

Once the student has mastered *First, Next, Last-Sequencing Pictures*, move on to:

- ★ **Lesson 101:** *First, Next, Then, Last with Commands*
- ★ **Lesson 128:** *Self-Help Sequencing*



Vocabulary-Based Lessons DATA SHEET

LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Trial Types		Notes
V	Verbal	P	Physical	MT	Mass Trial	
PV	Partial Verbal	PP	Partial Physical	DT	Distractor Trial	
M	Model	G	Glance	RR	Random Rotation	
PM	Partial Model	L	Location	REV	Review	

Words Practiced					MT	DT	RR	REV	Words Practiced					MT	DT	RR	REV	Distractors				

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: _____ Staff Initials: _____ Notes: _____
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes: _____
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes: _____
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										