

# Narrative and Comprehension: Ordering Picture Sequences

Student will learn to organize pictures in a logical, sequential order.

## Suggested Materials

★ LB5 Language Builder: Sequencing Cards



## Notes

---



---



---



---



---



---

Student:

Projected activities for: \_\_\_ / \_\_\_ / \_\_\_ to \_\_\_ / \_\_\_ / \_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday

## IEP Goals

1. When told a story paired with 3-5 picture cards, [Student] will correctly sequence the picture cards and retell the narrative with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
2. When read a preferred book and provided 5+ pictured events from the book, [Student] will correctly sequence the pictures and retell the story, with 80% accuracy, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
3. [Student] will tell the instructor a simple, logically organized story if 3-5 steps, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

# Narrative and Comprehension: Ordering Picture Sequences

## Lesson Focus

Student will learn to organize pictures in a logical, sequential order.

## 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 or on the floor.

## Preparation

Pull sequencing cards from LB5 Language Builder: Sequencing Cards, or pull pictures that represent steps of a story from other Language Builder photo card sets.

## Procedures

1. Sit in a chair or on the floor facing the student.
2. Make sure you have the student's attention.
3. Select a picture sequence from LB5 Language Builder: Sequencing Cards.
4. Recite a narrative about the pictures, such as:
  - a. The girl was brushing her teeth.
  - b. She put toothpaste on the toothbrush, and then she brushed her teeth. Last, she rinsed her mouth.
5. Give the student the pictures from the sequence and ask them to put the pictures in order the way they happened in the story.
  - a. "What is this story about?" — "A girl brushing her teeth."
  - b. "Yes! Can you use these pictures to show me what happened in the story?"
6. Prompt as necessary.
7. Reinforce the student, and ask them to relay the story back to you, referring to the pictures.
  - a. "Great job! Now, can you tell me what happened in the story?"
  - b. "She was brushing her teeth, so she put toothpaste on the toothbrush. Then, she brushed her teeth. Last, she rinsed her mouth."
8. Prompt as necessary.
9. Reinforce the student for correctly relaying the important parts of the story in order.

## Prerequisites

*Ordering Picture Sequences* is similar to three lessons the student has seen in previous categories:

- ★ **Lesson 100:** *First, Next, Last – Sequencing Pictures*
- ★ **Lesson 119:** *Scripted Story Play*
- ★ **Lesson 128:** *Self-Help Sequencing*

However, each of these lessons served slightly different purposes— understanding events over time, learning imaginative play, and learning self-help skills.

The purpose of *Ordering Picture Sequences* is to introduce the student to narratives and storytelling and to prepare them for basic composition. The student should be able to identify the components of a story — the beginning, middle, and end — and retell the events in the order they occurred.

If the student has previously mastered **Lesson 100**, **Lesson 119**, and **Lesson 128**, *Ordering Picture Sequences* may feel a bit like review. However, it is still important to start the Narrative & Comprehension subcategory here, as the foundation for the next few lessons.

## Standards

### Head Start

- ★ IT-C 3

### Common Core

- ★ N/A

### ABLLS-R

- ★ B26

### VB MAPP

- ★ VPS & MTS 15-C

## Record Keeping

### Data Sheet

- ★ *Skills-Based Lessons*

### Home Communication Sheet

- ★ *Emerging & Maintaining Skills*



## Teacher Tip

Does the student have a favorite dance move or a favorite TV character that has a signature move? Or, more simply, is there a favorite routine that the student does daily? If so, you can take pictures or screenshots to form your own picture story sequences for the student to put in order.

## Lesson Progression

- Have the student order pictures using clear sequencing pictures that represent a story about a simple and familiar sequence of events.
  - » Start with simple 3-picture sequences from LB5: Language Builder Sequencing Cards.
    - » Tell the students a story based on the sequence pictures.
      - The boy was washing his hands.
      - He got his hands wet. Then, he used soap and washed his hands. Last, he dried his hands.
    - » Give the student the pictures from the sequence, and ask them to put the pictures in order, the way they happened in the story.
      - “What is this story about?” — “A boy washing his hands.”
      - “Yes! Can you use these pictures to show me what happened in the story?”
  - » Move to 4 or more picture sequences from LB5: Language Builder Sequencing Cards.
  - » You can embellish the story a bit after the sequencing cards come to a conclusion.
    - » “What do you think the boy does next?” — “He eats dinner.”
    - » “That sounds fun! What does he have for dinner?” — “Pizza!”
    - » “Oooohhh... I love pizza! Can you tell me the story again from the beginning?”
  - » Remember, the point of this lesson is for the student to understand a logical and ordered narrative. The pictures are as much of a prompt as they are a focal point. Place more emphasis on the logical narrative than the pictures.
- Have the student tell a novel story using a variety of pictures from the other Language Builder card sets.
  - » Start by telling a story to the student. Then, ask them to retell the story, putting the pictures in order to reconstruct the narrative. For example:
    - » First, introduce the story by saying: “This is a story about a boy who goes to visit a firehouse with his classmates.”
    - » “All of the students left the classroom and got on the school bus.” Place the school bus picture in front and to the far left of the student.
    - » “They went to see the firefighters at the firehouse.” Place the picture of the firefighter standing in front of his truck at the firehouse next to the picture of the school bus.
    - » “The firefighters took the students for a ride in the fire truck.” Place the picture of the fire truck next in the sequence.
    - » “Then, the firefighters served them milk and cookies.” Put the pictures of the milk and cookies at the end of the sequence.
    - » Hand them the pictures in a shuffled stack and ask: “Now, can you tell me the story and show me the story with the pictures?”
  - » Work toward having the student choose from a group of pictures and tell you a story that they make up.
- Use pictures or pages from books.
  - » Take pictures of the pages of a favorite book and print copies.
  - » Read the story to the student.
  - » Hand the student the pictures from the book pages and have them tell the story back to you, putting the pictures in order.
- Have the student tell you a story and draw pictures on index cards to represent what happens in the story. You can staple the cards into a book, and have the student tell the story again, turning the pages of their book.

## Generalization

As the student gets better at using pictures to represent the logical ordered steps of a narrative:

- Have the student practice acting out the steps.
- Take pictures of real classroom routines. Have the student use the pictures to tell you a story about things that happen in class.
- Have the student use pictures to tell a story to other adults or peers.
- Use the *Emerging & Maintaining Skills Home Communication Sheet* to share with parents the stories and pictures the students can use in narrative so they can have the student practice picture-based narratives at home.

## Whole-Child Lesson Ideas

### Sequencing Card Game

Once the student has mastered at least two sets of sequencing cards, try this simple game for an added challenge. Take at least two sets of sequencing cards and shuffle them to form one deck of cards. Take turns drawing one card at a time with the student. As you each draw your card, sort the cards into piles, one pile for each sequence. Then, ask the student to rearrange each sequence in order. Try and mix three or four sequences together!

## Prompting

Choose familiar stories. You can start with stories that the student has mastered in:

- ★ **Lesson 100:** *First, Next, Last - Sequencing Pictures*
- ★ **Lesson 119:** *Scripted Story Play*
- ★ **Lesson 128:** *Self-Help Sequencing*

Card Placement:

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

Verbal Statements:

1. Use partial prompts and have the student complete the sentence.
2. Model a sentence describing the picture.
3. Have the student repeat each sentence, step-by-step.

## Next Steps

Once the student has mastered *Ordering Picture Sequences*, you can move on to the next Narrative & Comprehension lesson:

- ★ **Lesson 151:** *Tell Me 3 Things*



# Skills-Based Lessons DATA SHEET



LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Notes
V	Verbal	FP	Full Physical	
PV	Partial Verbal	PP	Partial Physical	
M	Model	G	Gesture	
PM	Partial Model	L	Location	

Command: \_\_\_\_\_

Desired Response: \_\_\_\_\_

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										

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										