

# Tell me the story: Sequencing

## Primary Lesson Plan

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### Source

[Teaching Viewing and Visual Texts: Primary](#) (page 65)

### Learning area

English

### Level

Early primary (K–3)

### Description

The study of visual texts can assist students to develop the ability to interpret information (pictures), involving skills of identification and prediction. They come to see that choice of sequence is not limitless and that there is some degree of predictability, usually based on expectations created by past experiences.

### Lesson overview

To explore the sequence of a narrative, presented in pictorial form.

### Lesson duration

30 minutes

### Possible outcomes

In relation to *English — a curriculum profile for Australian schools*, work in this area could lead to the achievement of outcomes in the following strand:

- **Reading and viewing**  
Strategies

There will also be links with other learning areas such as Mathematics (Time).

### Materials required

- a set of unsequenced pictures for class discussion (master provided)
- a duplicated sheet of unsequenced pictures per student (master provided)
- one piece of paper
- coloured pencils, scissors and adhesive

## **Procedure**

### **Class discussion of set of unsequenced pictures**

Show students a set of four unsequenced pictures related to cooking and eventually eating a cake.

Ask them what they think the pictures are about.

Discuss how the pictures could be sequenced to create a story. Encourage students to look for as many clues in the pictures as possible.

- Which one could go first?
- Why?
- In this case, is there any other picture which could go first? Why not?
- Which pictures go next? Why? Which picture finishes the story?

Students cut out and sequence pictures.

Show students the duplicated sheet of unsequenced pictures related to getting up, eating breakfast, going to school, and coming home for tea.

Without sequencing pictures, discuss what is happening in each picture. Ask students to cut out and sequence the pictures to create a story.

Share the final products, drawing attention to any differences, and asking students to explain the reasons for their choices.

What made them make the decisions?

- Stories they had seen on TV?
- Their own experience?

### **Extension activity**

Ask students to write a brief description of what is happening in each sequence.

### **Suggested follow-up activities**

Discuss the sequence of steps involved in a familiar activity such as:

- cleaning one's teeth
- setting the table
- washing the dishes
- tidying the bedroom

Ask students to draw a four-frame sequence of the activity. Cut up the frames and swap between pairs. Allow students to resequence the frames correctly.