

Sequence Daily Events

Adult Guidance with Question Prompts



Children develop their understanding of sequencing and related vocabulary by matching pictures with different times of the day. With support, they discuss when events take place, using the terms **morning, afternoon, evening, night, first, last, next, before** and **after**.

We call the first part of the day morning. What do we call the last part? Can you tell me the four parts of the day in order?

Tell me about your morning. What's the first thing that you do? What do you do next?

Can you find any pictures that might happen in the morning? Draw a line to match them with the label.

What do you do in the afternoon?

Which pictures could match this time of day? Can you think of any more?

How would you explain what the evening is? How do you like to spend your evenings?

What happens at night? What do you do before you go to sleep?

Sequence Daily Events



Draw lines to match the activities with the times of the day.

home time

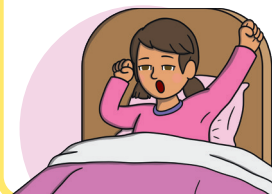


breakfast



morning

wake up



afternoon

play at home



evening

lunch



sleep



night

bedtime story



dinner



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Children apply their reasoning skills to think of activities that take place in more than one part of the day. Through discussion, the children use time-related vocabulary to explain their reasoning.

What is the person telling us?

Why do you think they brush their teeth at these times? What do you do?

Can you tell me about another activity that you do at different times of the day? Can you explain why?

Share your ideas with your classmates.

What's the same?

What's different?

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I brush my teeth in the morning and at night.

What else happens in more than one part of the day?

morning

afternoon

evening

night

Draw the activities and write when they happen.

A large empty rectangular box for drawing an activity.

and

A large empty rectangular box for drawing an activity.

and

A large empty rectangular box for drawing an activity.

and

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Children use their problem-solving skills to complete a sequencing challenge. They select two times of day and draw activities that take place during them. Children find different ways to explain when the activities happen.

What do you do in the morning? Pick two activities to draw.

Tell me about when they happen.

What would this look like as a sentence?

Which sequencing word did you use?

Can you use a different sequencing word to help you explain when they take place?

What do you do in the evening? Pick two activities to draw.

Which sequencing words do we still have left?

How can we use the sentences?

Talk about your ideas before writing them.

Do they make sense?

Have you used each word once?

Sequence Daily Events



For each time of day, draw 2 activities and write 2 sentences about them. Use the words in the boxes. You can only use each word once!

first

before

after

then

Here is an example: I eat lunch **after** I play.

morning

Two empty rectangular boxes side-by-side for drawing activities.

evening

Two empty rectangular boxes side-by-side for drawing activities.
