Describing Sequences Activities

Introduction:

Children with speech and language delays often have difficulties telling us about past events. They may tell the steps out of order or not include enough information for us to understand what they're talking about.

These sequencing worksheets will help a child learn to tell each step to a common activity in order.

Instructions:

1. Show the child one of the pages and tell the child the steps of what happened. Use words like "first, next, and last" to indicate the order of the events.

2. Once you have finished telling the child the steps, ask the child to tell you all of the steps to that activity. Help the child use his finger to point to the step that he is talking about so he is sure to include every detail. Encourage the child to say words like "first, next, and last" to indicate the order of the events.

3. Once you have practiced this during several sessions, have the child attempt to tell you the sequence without you modeling it first.

4. Once the child can consistently tell you the steps to the events when looking at the paper, take the paper away and ask him to tell you all of the steps to completing that activity from memory.

**Note: Start with the 3-step sequences and then move up to the 5-step sequences once the child is more successful.

Cutting Paper

Instructions: An adult should describe the steps to this event using complete sentences and words like "first, next, and last". Then, the adult should have the child describe the steps in the same manner. When the child is successful with this, the adult can stop describing the sequence first and eventually take away the pictures.

1

2

3

Dropping a Watermelon

Instructions: An adult should describe the steps to this event using complete sentences and words like "first, next, and last". Then, the adult should have the child describe the steps in the same manner. When the child is successful with this, the adult can stop describing the sequence first and eventually take away the pictures.

Falling Down

Instructions: An adult should describe the steps to this event using complete sentences and words like "first, next, and last". Then, the adult should have the child describe the steps in the same manner. When the child is successful with this, the adult can stop describing the sequence first and eventually take away the pictures.

Washing Hands

Instructions: An adult should describe the steps to this event using complete sentences and words like "first, next, and last". Then, the adult should have the child describe the steps in the same manner. When the child is successful with this, the adult can stop describing the sequence first and eventually take away the pictures.

Building a Tower

Instructions: An adult should describe the steps to this event using complete sentences and words like "first, next, and last". Then, the adult should have the child describe the steps in the same manner. When the child is successful with this, the adult can stop describing the sequence first and eventually take away the pictures.
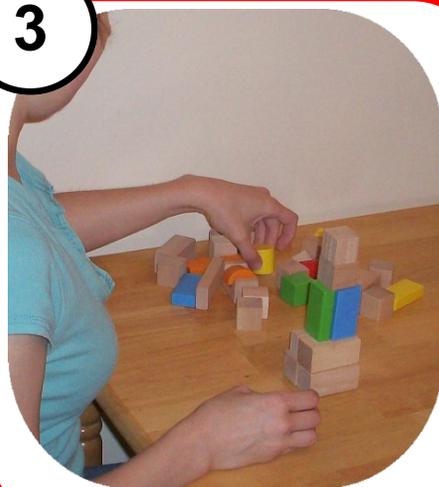
Preparing Cereal

Instructions: An adult should describe the steps to this event using complete sentences and words like "first, next, and last". Then, the adult should have the child describe the steps in the same manner. When the child is successful with this, the adult can stop describing the sequence first and eventually take away the pictures.

Painting a Picture

Instructions: An adult should describe the steps to this event using complete sentences and words like "first, next, and last". Then, the adult should have the child describe the steps in the same manner. When the child is successful with this, the adult can stop describing the sequence first and eventually take away the pictures.
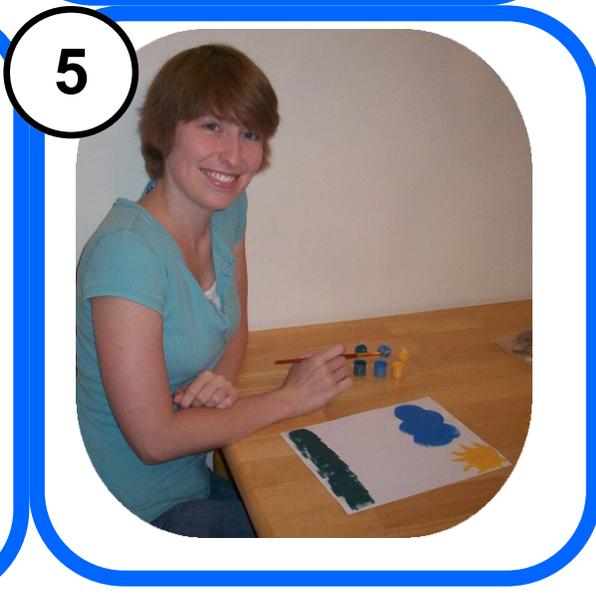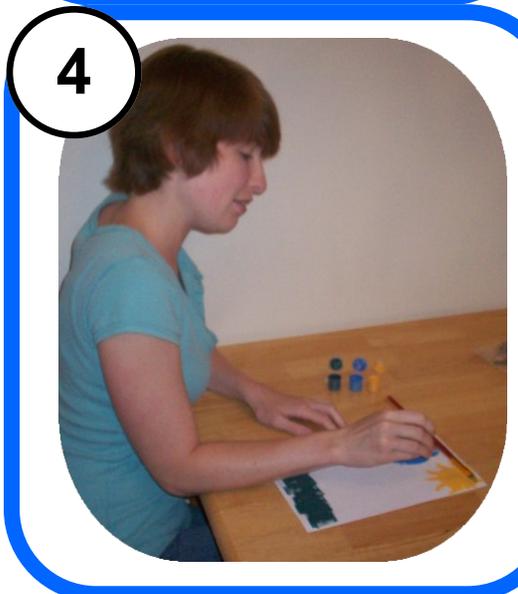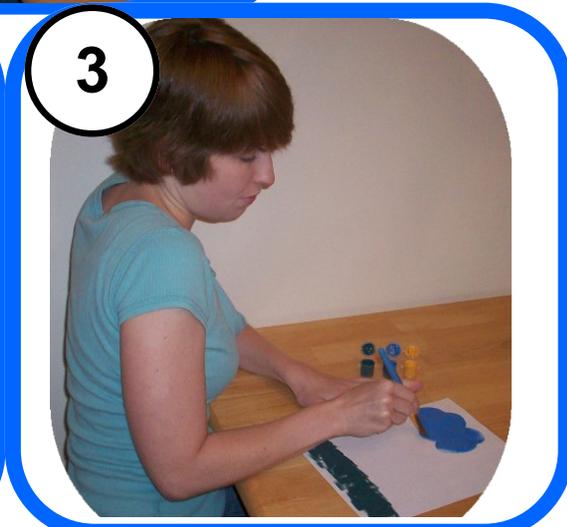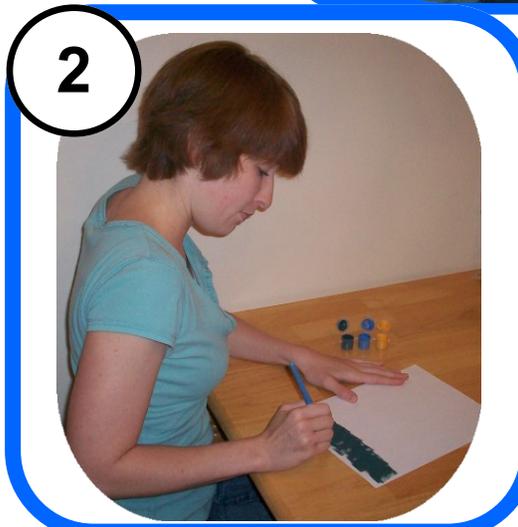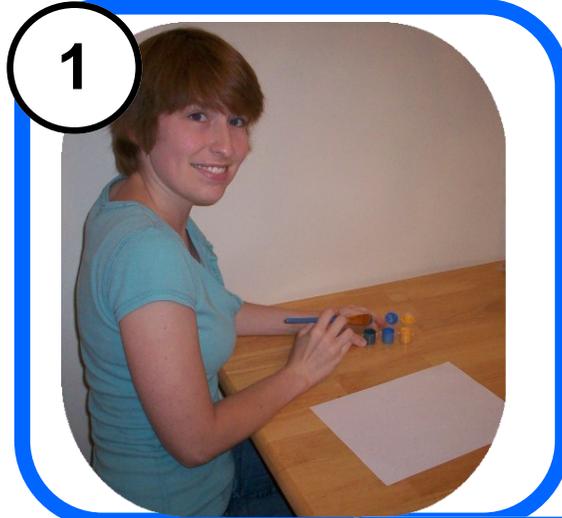
Making a Sandwich

Instructions: An adult should describe the steps to this event using complete sentences and words like "first, next, and last". Then, the adult should have the child describe the steps in the same manner. When the child is successful with this, the adult can stop describing the sequence first and eventually take away the pictures.

Putting on Shoes

Instructions: An adult should describe the steps to this event using complete sentences and words like "first, next, and last". Then, the adult should have the child describe the steps in the same manner. When the child is successful with this, the adult can stop describing the sequence first and eventually take away the pictures.