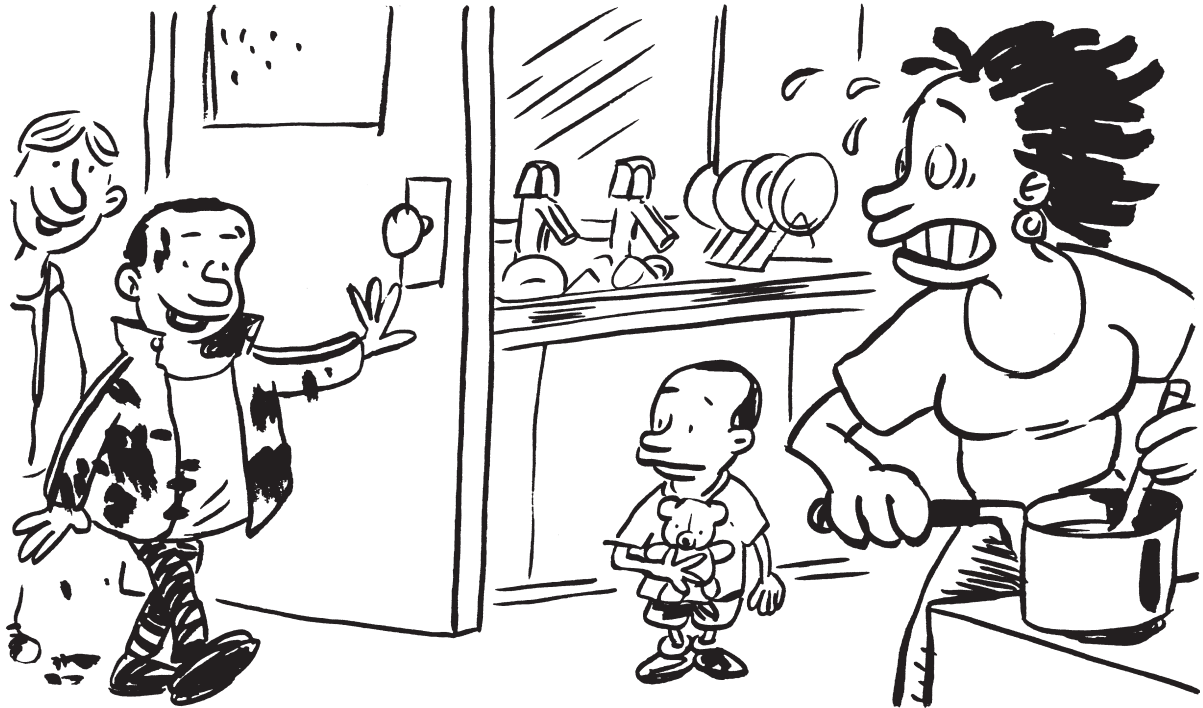


New coat



Danny got mud on it.

Danny ran out in his new coat.

Mum saw the mud on his coat.



Logical Sequencing

Book 1

(3 section stories)

Written and illustrated by

Peter Rigg

Contents

Teacher's Notes	Inside front cover
School day	1
Home for tea	2
Sorry!	3
Run away!	4
Where is it?	5
Up and away!	6
Mum jumps	7
Dig, dig, dig	8
Picking teams	9
A good book	10
A good joke!	11
Get that dog!	12
Cold!	13
Going to the shop	14
A new sister	15
Cats can climb!	16
A lift home	17
Bus stop	18
Computer game	19
Tom and Wes	20
Good boys?	21
Brad's back	22
All the way home	23
New coat	24
Record Chart	Inside back cover

ISBN 978 1 84198 191 8

© Learning Materials Ltd 2002

Published by Learning Materials Ltd, Dixon Street, Wolverhampton, WV2 2BX

www.learning.materials.btinternet.co.uk

Tel: 01902 454026 Fax: 01902 457596

e-mail: learning.materials@btinternet.com

Logical Sequencing

TEACHERS' NOTES

These exercises require pupils to arrange sentences in such a way that they make sense as a simple narrative. To do this, they need to grasp the meaning in the sentences rather than simply decoding the words.

HOW TO USE THE EXERCISES

Ask pupils to cut out the sentences and arrange them in the correct order so that they tell the story. Then ask them to stick the picture on a sheet of paper, placing the sentences underneath.

If time allows, pupils might like to discuss the story, extend it, speculate about it and relate it to their own lives. Alternatively, they could draw their own pictures to match the sentences which are not illustrated by the picture on the page. Pupils may want to colour the illustrations when they have finished the exercise.

The text is written mainly using words from the National Curriculum High Frequency word list. It is hoped that teachers and assistants might find the exercises useful in helping mainstream Key Stage 1 pupils and Key Stage 2 pupils who are struggling with literal and inferential comprehension, as well as pupils in special schools. The text also includes a number of common initial and final consonant clusters and different forms of the long vowel phonemes which can be used to reinforce phonics teaching.

The pictures are designed to encourage pupils' efforts in a number of ways:

- by appealing to pupils sense of humour.
- by providing clues as to the meaning of individual words.
- by helping pupils imagine what the story might be.
- by featuring scenes with which pupils from a range of cultural backgrounds will be able to identify.

I hope that the wry humour in the series will make the exercises fun, not only for the pupils, but also for the teachers and assistants who are working with them.

Peter Rigg

Logical Sequencing Book 1

Record Chart

Name: _____

Class: _____

Comprehension skill	Achieved	Not achieved	Developing
School day			
Home for tea			
Sorry!			
Run away!			
Where is it?			
Up and away!			
Mum jumps			
Dig, dig, dig			
Picking teams			
A good book			
A good joke!			
Get that dog!			
Cold!			
Going to the shop			
A new sister			
Cats can climb!			
A lift home			
Bus stop			
Computer game			
Tom and Wes			
Good boys?			
Brad's back			
All the way home			
New coat			