

Sequencing Without Words

Book 4

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Contents

Page	Title
1.	Acrobats
2.	Ice Cream
3.	The Drinks Can
4.	The Airport
5.	Splash!
6.	The Railway Station
7.	A Sticky Situation
8.	A Beautiful Dive
9.	Wrong Place
10.	Shipyards
11.	Jump!
12.	Octopus to the Rescue
13.	The Rowing Boat
14.	The Dragon
15.	Pancake Day
16.	Crash Landing
17.	Ballerina
18.	Sea Voyage
19.	Girder
20.	Snowman
21.	Skier
22.	Blasting
23.	Alien
24.	The Broken Wall

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Teachers' Notes

Sequencing Without Words

DESCRIPTION

Each exercise comprises a number of lively and humorous black and white drawings, presenting a story in pictures in a random order without any accompanying words. Pupils are called upon to arrange the pictures so that they tell a story. The exercises range from those asking which of two pictures comes first, to more complex stories in up to six pictures.

STUDENTS WHO CAN BENEFIT

For use mainly with lower and upper Key Stage 2 pupils, Sequencing Without Words is also of benefit to younger or older children and fits a range of abilities. Being wordless, these materials can stimulate inference and comprehension in children who have difficulty in reading and writing, while more able pupils can find in them a positive invitation to write.

HOW TO USE

Take an individual child or a small group. The pupils can be asked to complete the exercise individually or working with a classmate.

The exercise of your choice should be photocopied and a copy given to each pupil or pair of pupils.

First of all, introduce the exercise and talk with the children about the pictures. Ask them if they show a story, or not, and encourage them to explain their thinking.

Then ask the children to cut out the pictures and to say what they believe is happening in each separate picture. Set your pupils the task of arranging the pictures in an order which makes narrative sense, asking them to identify a possible beginning, middle and end of the story.

Ask them to tell the story shown in the pictures, perhaps using adverbs such as 'first of all', 'before', 'after', 'afterwards', 'then', 'next', and 'in the end'.

Having completed the exercise, the children can stick the pictures into their literacy books.

Depending on the children's ability, you can invite them to write the story, perhaps introducing sequential structure to their sentences, for example by using fronted adverbials. The exercises can be incorporated into a programme of work which includes guided reading.

QUESTIONS FOR PUPILS

What is happening in this picture, and this one?

What do you think led up to this picture?

What is going to happen next?

Can you explain why one event occurs before or after another?

This story is shown in pictures. How might you tell it in words?

EDUCATIONAL OBJECTIVES

Sequencing Without Words can help children create a coherent account and to approach problems patiently and logically in both literacy and numeracy lessons, thus working towards a vital performance outcome. The exercises invite pupils to infer and communicate meaning in the pictures, thus developing the capacity to follow or to compose a narrative, as well as helping with comprehension skills.

Wrong Place

