

Activities that Improve Sequential Processing and Build English Literacy Skills

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warm-up



- Use Your Index Card
 - On one side of the card, write:
 - Your first and last name
 - Your birthday
 - The year you graduated from college
 - On the other side, write:
 - What time you woke up today
- Keep your card for later.

warm-up



- Line-up
 - In alphabetical order by first name
 - By birthday
 - By high school graduation year
 - By what time you woke up

Line-up Activity

- Would this type of activity be difficult for a student with few literacy skills?
- Why or Why not?
- What language and literacy skills are taught in this warm-up exercise?
- Why is it effective to have students get up and move?
- How could you make the activity more difficult?
- How could you make it easier?



Workshop Objectives

- Define sequential/organizational processing difficulties.
- Demonstrate a variety of activities to improve this weakness:
 - Line-ups
 - Timelines
 - Picture Stories
 - Total Physical Response Sequences
 - Graphic Organizers For Writing
 - Comic Strip Makers



Perceptual/Organizational Processing

- Acts as the main filing system for the brain.
- Uses the brain's left hemisphere.
- Involves organizing, memorizing, and retrieving detailed bits of information.



Essential/Organizational Processing

- Short-term memory for details
- Long-term retrieval of details
- Attention to details
- Putting words and thoughts in order
- Writing mechanics (spelling, punctuation)
- Reading speed/sounding out new words
- Organization of thoughts and materials
- Finding the words to say or write



Male for Providing Sequential Activities:

- Essential to improving reading comprehension.
- Break large tasks into smaller, manageable units.
- Easy to adapt to a multilevel class and varied grouping strategies.
- Provide vocabulary development for non-native language learners.

Potential/Organizational Processing Disability

- Causes learning difficulties in:
 - Basic Reading
 - Math Computation
 - Expressive Language
 - Writing Mechanics

Specific Sequential/Organizational Processing Difficulties May Include:

- Handwriting
 - Speed/clarity
 - Letter reversals
- Spelling/mechanics
 - Letters in wrong sequence (order)
- Reading
 - Decoding (sounding out words)
 - Speed/fluency
 - Remembering details
 - Attention/concentration
- Math
 - Remembering formulas/steps
- Communication
 - Finding words for verbal or written expression
- General
 - Planning lengthy assignments
 - Remembering details
 - Paying attention - easily distracted by surroundings
 - Remembering names of people or objects
 - Following specific directions

o Accommodate a Sequential Processing Weakness

- Teach in a step-by-step manner.
- Provide multi-sensory input.
- Provide information in sequence or patterns that relate to students' personal experience.
- Help students use mind-mapping or brainstorming to organize and later sequence ideas.
- Help students learn to use a calendar, time chart, or schedule.
- Use functional methods of sequencing: color-coding, alphabetizing, underlining, numbering, spatial organization, outlining, etc.

h Language Learners with Limited Exposure to Literacy

- Sequential/Organization Processing may not be well-developed because of lack of literacy skills in any language.
 - Non-literates may not understand the conventions of time and sequence.
 - Non-literates may not naturally think in a linear fashion.
- ESL students' native language may not be written left to right and top to bottom.

h Language Learners with Limited Literacy Skills

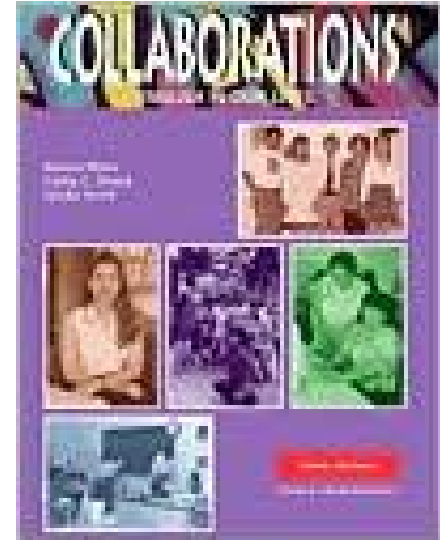
- Sequencing activities that include manipulation of pictures, letters, words, sentences, and paragraphs help build essential literacy skills for adult literacy students and build English language skills for language learners.



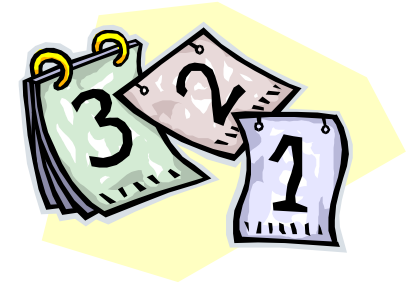
Personal Timelines



- Resources:
 - Collaborations:
English in Our Lives,
Literacy Worktext
and Literacy
Teacher's Edition.

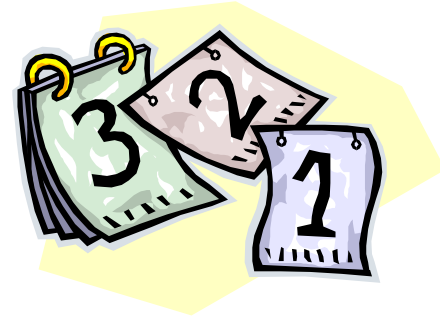


Personal Timelines

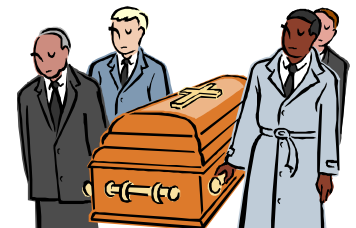


- Use the pictures of Adela's life to help students put the events of their own lives in order.
- Listen to Adela's story and look at the pictures of her life.
- Students make pictures of similar events in their own lives and put these in order.
- Make it a tactile/kinesthetic activity by having students place pictures on cards and rearrange them in order by year.

Personal Timelines



- Identify important life events and put them in order.
 - Birth
 - School
 - Marriage
 - Births of Children
 - Moving
 - Jobs
 - Family Deaths
- Use Microsoft clipart to create flashcards.



Personal Timelines

Time line Graphic Organizer:

<http://freeology.com/graphicorgs/pdf/timeline1.pdf>



First Job

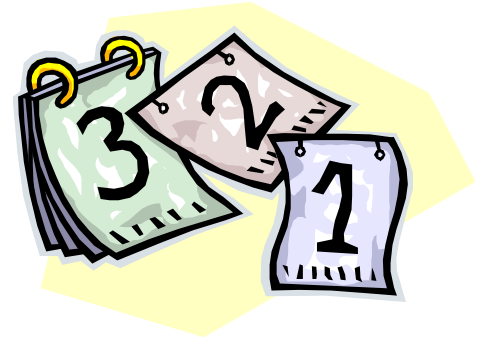


English Class



Future Job

Personal Timelines

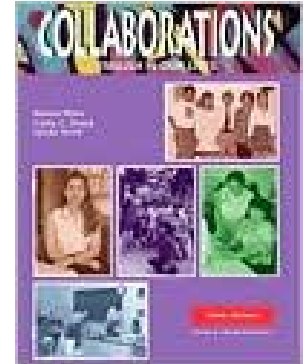


- Language and Literacy Skills:
 - Vocabulary for numbers, dates, years, and personal events
 - Past tense (primarily)
 - Numerical sequence for dates
 - Left to right and top to bottom progression

ules:

A Day in the Life

- Resources:
 - Collaborations: English in Our Lives, Literacy Worktext, Literacy Activity Masters, Literacy Teacher's Edition.
 - Clock Graphic Organizer:
<http://freeology.com/graphicorgs/pdf/clock.pdf>



ules:

A Day in the Life

- Identify daily activities that make up a typical weekday or weekend schedule.
- Assign a usual time to each event and put the activities in order.
- Tell about your day. Students tell each other about their routines.
- Listen to Lora's story while looking at the pictures of her routine.
- Sequence the picture and match them to sentences.



ules:

A Day in the Life

- Language and Literacy Skills:
 - Vocabulary for numbers, times, time of day, and verbs
 - Clock notation, abbreviations (a.m., p.m.)
 - Past tense (primarily)
 - Matching pictures to text
 - Sequencing by time



in the Life

Online Resources

- Use Bubblr, an online tool that allows you to select photos from Flickr, to make a Day in the Life movie.
 - Example:
<http://www.pimpampum.net/bubblr/?id=11745>
- Download free Daily Activities Flashcards that students can select, personalize, and rearrange
<http://www.eslflashcards.com/preview.php?id=44>

Connecting Your Life to History

Online Resources

- http://www.thirteen.org/edonline/adulted/lessons/lesson16_activities.html
- This site describes four lessons that use time lines:
 - A Time Line of Today
 - A Time Line of Your Own Life
 - Time Line of Historical Events in Our Lifetime
 - Then Versus Now.
- Suggests putting the class in small groups and telling them they have to come up with six things that happened during their lifetime and try to place them along a time line.

Connecting Your Life to History

Online Resources

- Digital History: A Chronology of American History can be used to verify dates:
 - <http://www.digitalhistory.uh.edu/historyonline/chron20.cfm>
- Students can search for pictures/graphics to represent the events and then place these events within their own time lines.

Protecting Your Life to History Online Resources

- Images of American Political History can be used to illustrate some events:
 - http://teachpol.tcnj.edu/amer_pol_hist/browse2000.htm
- Timelines as Windows Into History can be used to identify events and images.
 - http://www.digitalhistory.uh.edu/learning_history/timelines/timelines_menu.cfm

Connecting Your Life to History Online Resources

- Literacy and Language Skills
 - Labeling pictures
 - Using the Internet to research historical events
 - Ranking important events
 - Writing about personal experiences

Build A Sentence

- Resources

- Wipe-Off® Sentence Strips

- <http://www.trendenterprises.com/ProductOneDetail.cfm?ItemID=T-4001>



Build A Sentence



- Give each student a numbered Wipe-Off® Sentence Strip.
- Ask a beginning English Language Learner to write one word on the strip and stand in the front of the room.
- Taking turns using the numbers on the strips, each student builds a sentence by writing a word on a sentence strip and standing in the appropriate place.
- Advanced English Language Learners go last to help correct the sentence.

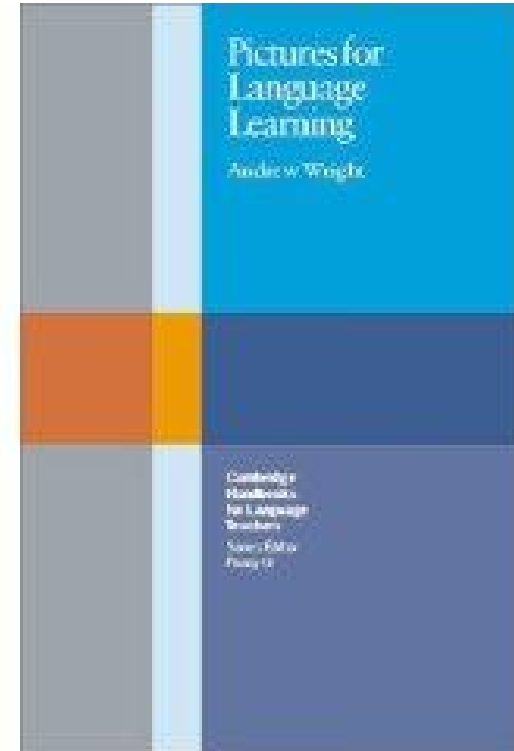
Build a Sentence



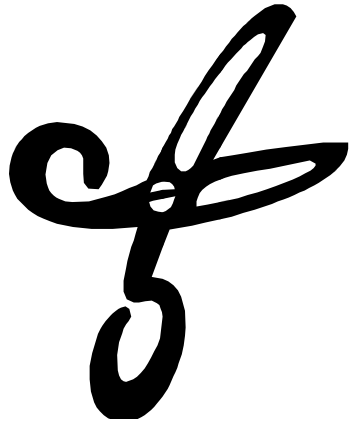
- Language and Literacy Skills
 - Sentence structure/word order
 - Editing punctuation and grammar
 - Spelling
 - Vocabulary

Snip Stories

- Resources
 - Pictures for Language Learning



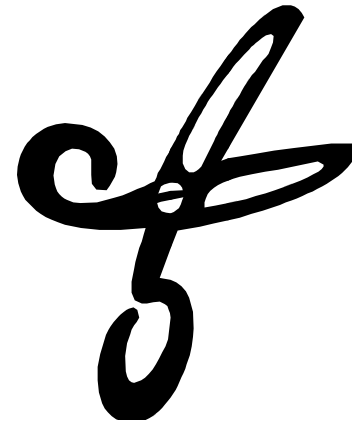
Scrap Stories



- Choose a story or text students are familiar with.
- Cut up the sentences of the story.
- In pairs, students put sentences in the correct sequence.
- Variation: Cut up the lyrics of a song. Students sequence the lyrics and listen to the song to correct.

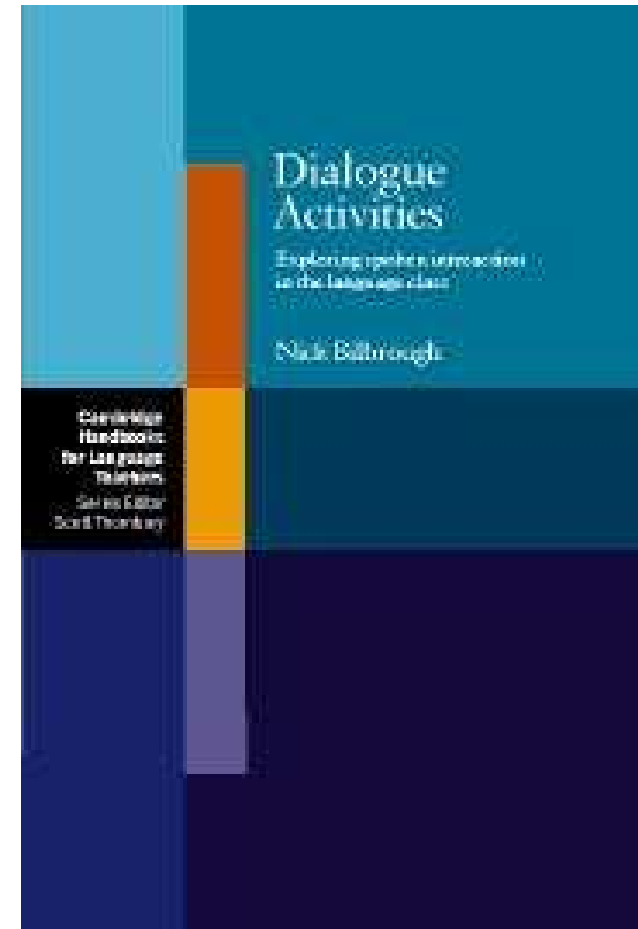
Scrap Stories

- Language and Literacy Skills
 - Recalling a story
 - Locating main idea
 - Transition words (after, finally, etc.)
 - Vocabulary
 - Reading



Dialogue Strips

- Resources
 - Dialogue Activities



Dialogue Strips

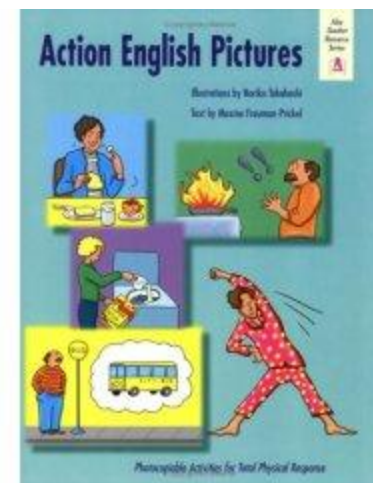
- Ask student pairs to create a dialogue.
- Students cut up the dialogue.
- Another student pair puts the dialogue strips into the correct order.
- Role play the dialogues.

Dialogue Strips

- Language and Literacy Skills
 - Authentic spoken language
 - Writing
 - Correcting
 - Role-playing

Learn/Give Directions: Total Physical Response (TPR)

- Resources:
 - English for Everyday Activities: A picture process dictionary
 - Action English Pictures: Activities for Total Physical Response.



Give Directions: Total Physical Response



- Act out a process as you describe it.
- Students act out each step as you say it.
- Identify and label the steps using pictures and short sentences.
- Sequence pictures to describe the steps.
- Students say the process as you act it out.
- Write sentences to describe the sequence.
- Match the picture sequence to a sentence sequence.

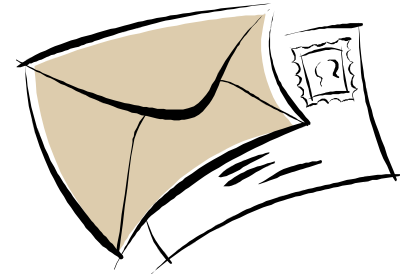
Reverse TPR



- In small groups, ask students to write the steps for performing a simple task (such as making a peanut butter sandwich).
- Perform each step exactly as the students direct (even if it does not make sense).
- Students will self-correct if the sequence is wrong.

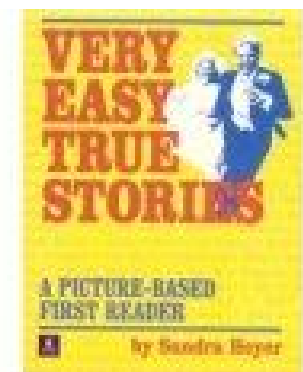
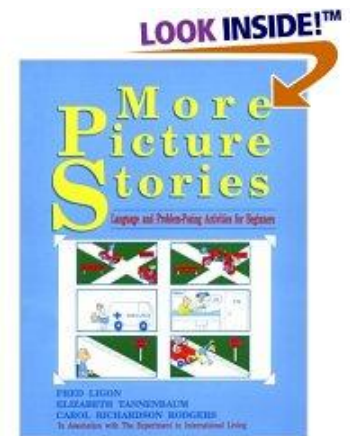
/Give Directions: Total Physical Response

- Language and Literacy Skills:
 - Vocabulary for the activity.
 - Present Tense (primarily)
 - Matching Pictures to Text
 - Sequencing by logical order
 - Sequential Format (e.g., envelope address)
 - Writing steps in a process.



Learn to Write a Story

- Resources:
 - More Picture Stories: Language and Problem-Posing Activities for Beginners
 - Very Easy True Stories: A Picture-based First Reader.



Pen/Write a Story

- Resources:
 - Community Connections:
Education for Involved
Communities—a
Curriculum for English
Literacy/Civics Education

Write a Story



- Use a picture story to prompt students to tell the sequence of events.
- Make the activity tactile/kinesthetic by having students place pictures in order.
- Reinforce word sequence by using a cloze activity (fill-in missing words).
- Have students write the story in sequence.
- Extend the activity by having students rank items to save in an emergency in order of importance.

Write a Story:

Multilevel

- Cut out five to ten pictures from magazines.
- Have students sequence the pictures and tell/write a story based on their sequencing.
- Have students identify new/difficult vocabulary from the pictures and alphabetize the words.

Plan/Write a Story



- Language and Literacy Skills:
 - Vocabulary for the topic of the story.
 - Using adverbs of sequence (first, next, then)
 - Past tense (primarily)
 - Sequencing by logical order
 - Matching pictures to text
 - Answering true/false questions
 - Writing a story
 - Alphabetical order

Write a Story: Online Resources



- Story Sequence Graphic Organizer
- <http://www.esl-galaxy.com/writing/sequence.doc>
- Freeology.com Graphic organizers
- <http://freeology.com/graphicorgs/pdf/storyboard.pdf>
- Ask students to describe an activity they do in a particular sequence or a movie as it happened.

Write a Story: Online Resources

- Online Comic Strip Makers
 - <http://www.pixton.com>
 - <http://www.makebeliefscomix.com/comix.php>

Activities to Strengthen the Sequential Processing Weakness

- Put names of classmates in alphabetical order.
- Identify objects that begin with each letter of the alphabet.
- Say letters of the alphabet, days of the week, or months of the year in order, starting from different points. Try it backward.
- Pick a letter, day, or month and tell what comes before and after it.
- Repeat a series of numbers, letters, words, or sentences.

Exercises to Strengthen the Sequential Processing Weakness

- Look at a person or object and describe all the details you see.
- Follow several commands in sequence.
- Follow a set of directions for cooking, building a model, etc.
- Memorize directions to a location.
- Try to remember birthdates of family or friends.
- Imitate a series of movements made by another person.
- Put individual thoughts/ideas on cards and rearrange them in a sequence.

References

- Uncovering the Mysteries of Your Learning Disability: Self-Advocacy Manual. Scott L. Crouse, Ph.D.
 - http://www.ldinfo.com/self_advocacy_manual.htm
- Building Learning Power for Children and Adults who have Special Learning Needs. Nancie Payne, Payne & Associates.

Print Resources

- Heyer, Sandra. *Very Easy True Stories: A Picture-based First Reader*. Pearson Longman.
- Ligon, Fred, Tannenbaum, Elizabeth, and Rodgers, Carol Richardson. *Picture Stories: Language and Literacy Activities for Beginners and More Picture stories: Language and Problem-Posing Activities for Beginners*. Pearson Longman.

Print Resources

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- Thornbury, Scott. Dialogue Activities. Cambridge Handbooks for Language Teachers.

Print Resources

- Wright, Andrew. Pictures for Language Learning. Cambridge Handbooks for Language Teachers.
- Zwier, Lawrence J. English for Everyday Activities: A Picture Process Dictionary. New Readers Press.

Online Resources

- Civics for ESOL & ABE
 - <http://www.nelrc.org/cpcc/elcivics.htm>
- Digital History
 - <http://www.digitalhistory.uh.edu/historyonline/chron20.cfm>
- Free ESL Flashcards
 - <http://www.eslflashcards.com/>
- Free Graphic Organizers
 - <http://freeology.com/graphicorgs/>
- Newseum Stories of the Century
 - <http://www.newseum.org/century/#>

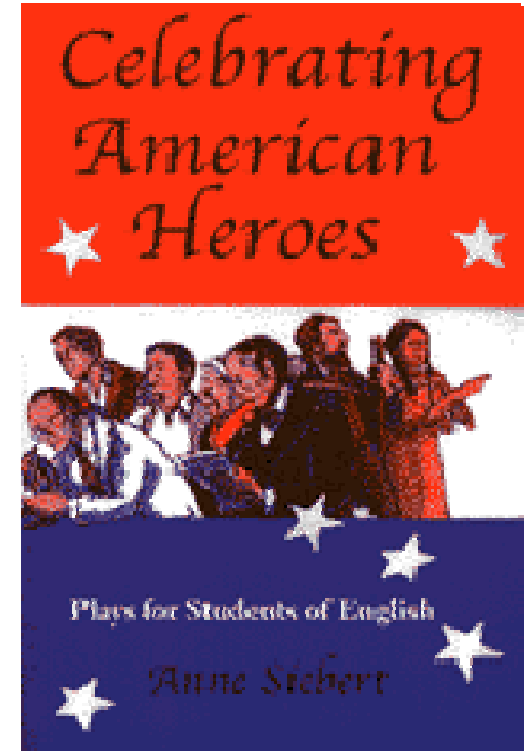
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 - <http://www.pimpampum.net/bubblr>
- Timelines as Windows Into History
 - http://www.digitalhistory.uh.edu/learning_history/timelines/timelines_menu.cfm

- Calendar Flash Card Exercises for Pre-literate students
 - <http://www.mcedservices.com/ESL/Calendar.html>

Plays for Students

- Resources
 - Celebrating American Heroes: Plays for Students of English and Teacher's Guide



Thinkfinity as a Resource

- Search Thinkfinity
 - <http://thinkfinity.org/>
- Search for
 - Armstrong on the Moon
 - Science
 - Reference Materials



Infinity as a Resource

- First Humans walk on the Moon
 - http://www.readwritethink.org/calendar/calendar_day.asp?id=560
- Apollo Moon Landing 35th Anniversary
 - http://www.nasa.gov/audience/forstudents/5-8/features/F_Apollo_35th_Anniversary.html
- Apollo 11 Image Gallery
 - <http://www.hq.nasa.gov/office/pao/History/ap11ann/kippsphotos/apollo.html>