LANGUAGE DISORDER AUSTRALIA

Sequencing Picture Cards

Instructions

This resource can be used for a range of target areas, such as teaching concepts related to time, such as 'before' and 'after,' or 'first,' 'next,' and 'last,' and building sequencing skills.

Before/After

'Before' and 'after' can refer to either position or time. It is usually easier for students to understand the concepts when they relate to position rather than time.

Before/After - Position

Begin by teaching 'before' and 'after' in relation to position.

1. Ask three students to stand in a line.
2. Model the concepts explicitly: *"Harry is first, Sophie is next, and Nick is last. Harry is before Sophie, and Sophie is before Nick! Who is before Nick?"*
3. Use a variety of objects (e.g., blocks, toy cars) to reinforce the concepts.
4. Regularly check for understanding and gradually reduce modelling.

Before/After - Time

Once the student has a good understanding of these concepts in relation to position, work on understanding them in relation to time.

1. Start with the 3-picture sequences below and talk about what is happening.
2. Point to the individual pictures to explicitly link to the concepts "before/after". For example, *"Here the boy is putting on his shoes. Before that (pointing to the previous picture), he put on his socks. What did he do before he put on his shoes?"*.
3. Once the student demonstrates understanding of 'before', begin the same process with 'after'.
4. It would be useful to emphasise 'before/after' concepts throughout the day, e.g., *"We are going to read a story before lunch"*. Pointing to corresponding pictures on a visual timetable can also help reinforce these concepts of time.

Sequencing

To support oral expression and the development of narrative language and organisation skills, the cards below can also be used to target sequencing skills.

1. Start by using the 3-picture sequences below, as you place each picture in front of the student, explicitly teach the concepts 'first,' 'next' and 'last' as you talk about the story. For example, *"The boy is getting ready for bed! First, he needs to eat his dinner. Next, he needs to brush his teeth, then last, he will get into his bed. What was the first thing the boy did?"*
2. Once the student is more familiar with the concepts, trial mixing up the cards and ask the student to place them in order and then retell the story or steps.
3. Highlight concepts of sequence by pointing them out in a variety of contexts throughout the day, for example, when children are lining up, when going through the daily timetable, when taking about the letters in their name.

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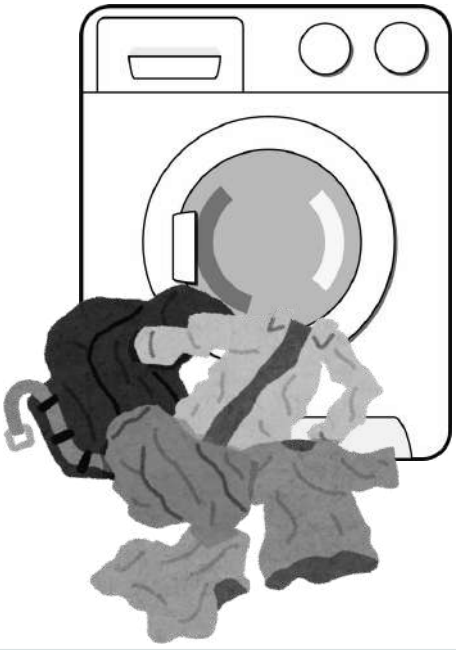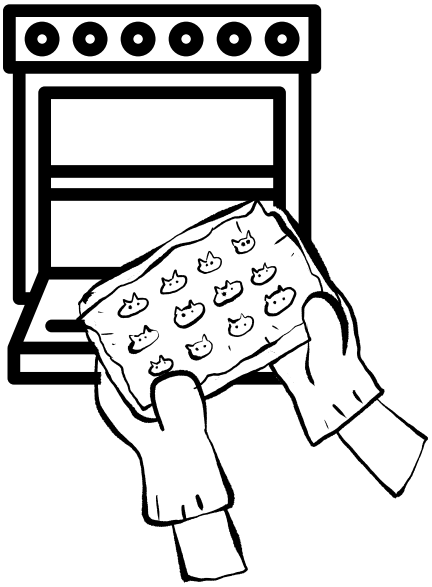
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