

Level 1: A Typical Day

- ☛ Activity worksheet: Sequencing Cards

ICON LEGEND



TEACHER SCRIPT



INDIVIDUAL ACTIVITY



IMPORTANT INFORMATION



CLASS DISCUSSION



PAIRS/SMALL GROUP ACTIVITY



LARGE OPEN SPACE

TEACHER SCRIPT TRANSLATIONS

Throughout these extension activities, you will find teacher scripts written in English to help you guide your lessons. The Inuktitut extension activity is available for download.



EXTENSION ACTIVITY

LEVEL 1

BOOK TITLE
A Typical Day

LENGTH
1 Lesson
(30-40 minutes)

Essential Question



How can we use sequencing words to describe a healthy day?

Lesson Overview



In this lesson, the concept of sequencing will be introduced or reviewed as students outline the order in which different activities are completed in a typical day. After reading *A Typical Day*, students will practise using learned sequencing words (first, then, next, etc.) as they complete a follow-up sequencing activity.

REQUIRED MATERIALS

- Book: *A Typical Day*
- Activity worksheet:
Sequencing Cards
- Scissors
- Colouring utensils (crayons or markers)

LEARNING CONNECTION

Throughout the lesson, the students will think about what activities they do in a typical day and in what order. This builds on their understanding of sequencing and the daily healthy habits shown in the book *A Typical Day*.

READING VOCABULARY

None.

LEARNING ACTIVITIES



Pre-reading class discussion about the activities students do in a typical day.



Whole-class activity of acting out activities shown in the book *A Typical Day*.



Complete the **Sequencing Cards** activity worksheet.

PRE-LESSON PREPARATION

1. Photocopy the **Sequencing Cards** activity worksheet for each student or pair of students in your class. Depending on the age and scissor skills of your students, before the activity you may wish to cut the cards out for your students.

A TYPICAL DAY

1. Before reading the book, tell the students what your typical day is like, using the sequence of activities in *A Typical Day* as a model. Try to focus on healthy activities that you do each day that contribute to a healthy lifestyle.



“Here are some of the things I do every day: I wake up. I get dressed. I wash my hands. I have breakfast.”



Note: You do not have to use the same sequence exactly. You do not need to reveal personal details.

2. Have students take turns describing what they do on a typical day. You may wish to guide them by using sequencing words.



“What do you do first? What do you do next? What do you do after that?”

3. Read the book *A Typical Day* once to the students. There are no words in the book, but show each of the pages in sequence to the students. Ask the students to describe what they see on each page.



“What do you see on this page?”

4. Ask students to stand up and find a space where they are not touching anybody else. Explain that you are going to show the book again and stop after each activity so the students can act out the activity.



“Now we will look at *A Typical Day* together. For each activity in the book, I would like you to act out that activity.”

5. Go through the book again and have the students act out each activity. For example, for pages 2 to 3, have the students stretch their arms and yawn as though they are just waking up. For pages 4 to 5, have the students pretend to be eating toast and an apple. Repeat for each illustration in the book.
6. After the students act out the activities, distribute the **Sequencing Cards** activity worksheet to students (individually or in pairs). Have the students carefully cut out the cards. Depending on the age and scissor skills of your students, you may wish to cut out the sequencing cards for your students before the lesson begins.



“The activities on these cards match the activities in the book. Put them in order so they match the order of the activities in the book.”

7. Some students may not be familiar with the concept of sequencing and may require additional support. If many students are struggling, consider showing the book again to the whole class, and stop after each page to allow students to find the matching card and place it in the correct sequence.
8. After the students have finished sequencing their sets of cards, meet with each student or small group of students to discuss the order of the cards. While you work with one student or group of students, ask the rest of the class to colour in their cards. Encourage students to use sequence words such as “first,” “next,” “after,” and “before.” Here are some suggested questions:



“Tell me about your cards.”

“Why did you put this activity next?”

“Is this what you do on a typical day?”

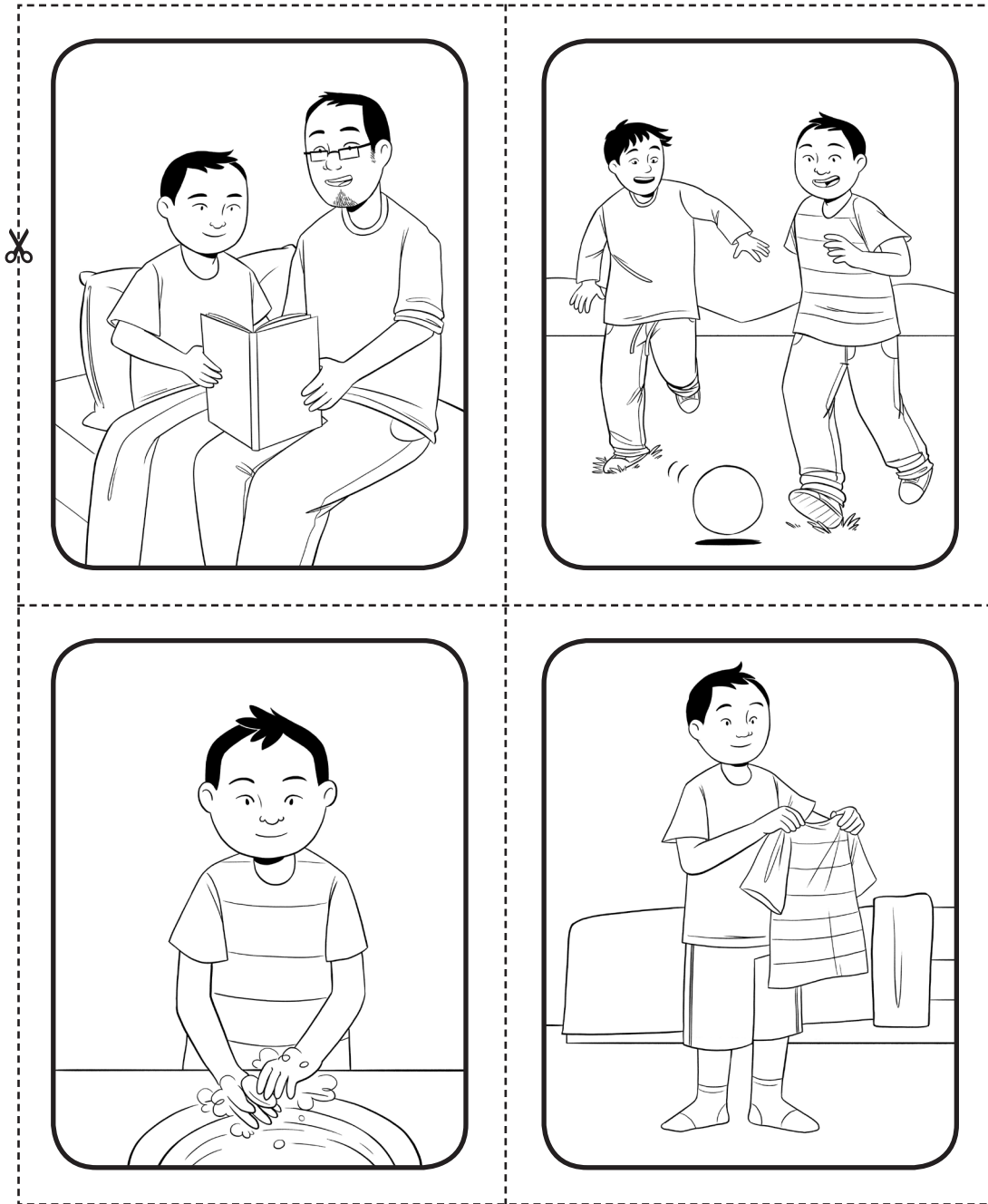
“What would you do before this?”

“How did you know where to put this card?”

“Can you tell me something more about your cards, beginning with the word 'First' or 'Next'?”

Sequencing Cards

Cut out these cards. Place these cards in the order that these activities would happen in a day.
Use the book *A Typical Day* for guidance.



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