

# Sequencing

A student with effective sequencing skills can organize both objects and ideas quickly and logically. Such an arrangement might be sequenced in increasing or decreasing order according to these and other dimensions:

- numerical order
- alphabetical order
- size
- weight
- height
- length
- density
- distance
- amount
- steps to follow
- intensity
- time or date
- pitch
- frequency of occurrence
- importance
- value
- usefulness
- probability

Many sequences are predictable because they have one obvious order, such as putting socks on before shoes or nesting boxes according to size. Other sequences could follow several logical patterns, such as getting ready for school or studying for a test. More complex sequencing involves evaluating events or ideas according to importance or some other abstract concept, such as prioritizing which patients in an emergency room need what treatment in what order.

Many academic tasks involve sequencing, such as solving math problems, understanding the causes and consequences of historic events or conducting scientific experiments. We can teach students to understand the value of sequencing by posing questions such as these throughout class lessons:

- What happened first/next/last?
- Why did each thing happen?
- What will each character do next? Why?
- What was the most important problem in the story? Why?
- What do we need to know before we can make our chart?
- What is the last thing you should do before you turn in your test?
- What is the first thing you should do after an earthquake?
- How does a bill become a national law in the U.S.?
- When does a disease become an epidemic?

Teach your students to value sequencing their ideas and activities as an effective way to organize themselves and the ways they want to spend their time and energy. Sequencing their assignments gives them more control over their learning and their productivity. Prioritizing their personal values helps them make good choices in their behavior and their relationships with others. People who spontaneously sequence priorities and tasks fluently and purposefully are better able to control their everyday lives and to respond to emergency situations, such as a natural disaster, than those who only sequence things when instructed to do so.

## Task 4

- Identify the two sentences in each group that include key information about the topic.

- 1 The monarch butterfly follows a migration pattern that covers many miles. Interestingly, no one butterfly makes a round-trip migration. It is too cold in Antarctica to grow milkweed.
- 2 The Golden Gate Bridge was built in just four years. I've been across it many times. The bridge opened to traffic in 1937.
- 3 Our class is selling wrapping paper to raise money. My favorite is the one with sports equipment. We're hoping to buy new basketballs with the money we raise.
- 4 A puggle is a new breed of dog. I used to have a dog. A puggle is a mix of a pug and a beagle.
- 5 Biting your fingernails is a dirty habit that can make you sick. It puts germs right into your mouth. You should try my easy recipe for fudge.
- 6 Grant's Tomb is much more than the place where President Grant was entombed. It has many cultural events, including musket firing demonstrations with period costumes. Many people like to visit Washington, D.C. in the springtime.
- 7 The Canadian flag has a maple leaf. Why do the stars on the U.S. flag have five points instead of six? Betsy Ross, who sewed the first flag for George Washington, told him five-pointed stars were easier to stitch.
- 8 Mount Rushmore is the world's largest one-piece sculpture. Pennsylvania has many hiking trails. Few people realize that the artist died before his sculpture was finished.
- 9 I'm going on a diet this week. The Statue of Liberty is a colossal symbol of freedom and democracy. Her face is over eight feet tall and her waist is 35 feet.
- 10 There are many superstitions about the ladybug. We have lots of them in our garden this year. In Sweden, if a ladybug lands on a maiden's hand, she will soon be married.



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## Interpreting Perspectives

We “take a read” of other people instantly and without any conscious effort. In a flash, we form impressions of others based on personal appearance, tone of voice, what we already know about the person and our knowledge of “the way the world works.” Some students mistakenly assume that the only time you need to deliberately make a good impression on someone is in a situation like a job interview, a date or some other specific context. These students need to know we all form and update our impressions of other people whenever we encounter each other.

Purposefully making an impression on someone requires thinking about how that person thinks about you or knowing the other person’s perspective. The tasks in this unit will help your students understand key factors in evaluating others’ perspectives.

Introduce this unit by demonstrating various emotions for your students to guess. Use your posture, gesture, facial expression and tone of voice to highlight the wealth of information we get from nonverbal cues as we observe each other.

The worksheets in this unit make excellent fodder for discussion. Use them as catalysts to help your students learn from each other as they explore the tasks together. The initial tasks familiarize students with key words dealing with perspective and demonstrate that we all make judgments about people based on what they look like, what they do and what they say. To supplement these tasks, present video clips or DVD snippets of people in various situations. Pause a few times to solicit students’ impressions and predictions of what the people will say or do next. Then continue the video and allow students to check their hunches. To focus on the impressions we make just from what we hear, play just the audio of different voices and ask your students for their impressions.

Later tasks in this unit ask students to tell how people usually feel in common situations, teaching the value of learning from your own experiences and those you hear or read about. The more you know, the more likely your impressions of others will be correct.

Task 6, page 123, gives your students practice in role-playing a character, answering questions and elaborating as the character would do. Encourage constructive criticism of each role player’s performance, but caution your students to be sensitive and consider the role player’s perspective before they give their feedback. Teach them to criticize actions, not people themselves, and to respect different perspectives the role players demonstrate.

## Task 25



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Lonely Baloney is a rock band. Five friends started the group when they began taking band in fourth grade. Now that the guys are juniors in high school, their sound is pretty good and they play lots of gigs.

When people first see Lonely Baloney, they think the guys play heavy metal or hip-hop. Most people are surprised to find out that they play everything from the Big Band Era to New Age music. This kind of variety gets them more gigs than they can play.

Now Lonely Baloney needs to make a decision. Two of the band's members are going to college next year. Two other members are joining other bands. The leader singer is going solo. The band has about \$15,000 in the bank that the guys have earned from their gigs, and they're not sure what to do with it.

- 1** Pretend you are a music writer for *The Rolling Stone*. What are some questions you might ask Lonely Baloney?
- 2** Why do people think the band would play heavy metal or hip-hop?
- 3** What is music from the Big Band Era like?