Jake East

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Strategy Lesson #2

**NAME OF STRATEGY:**

Task Analysis – Sequencing Events for students with dyslexia

**GOAL:**

* At the end of the lesson students will be able to look at four steps of an event and place them in the correct order.

**MATERIALS/ENVIRONMENT NEEDED:**

* Blank paper, folded into 4 sections or with lines denoting four sections (for older students the paper can be divided into six sections), scissors, markers or crayons.

**PROCEDURES:**

* Find a book appropriate for your students that describe events in a chronological order. This can be a story about what happened "one day in the life of" or a story which occurred over a number of days, weeks or months. The book should make it easy for your class to understand that events occurred in a specific order.
* Explain to the class about how many activities and tasks are results of following a sequence of steps. For example, each morning students get up, dress themselves, eat breakfast, brush their teeth and their hair, wash their face, get school items together and go to school.
* Read a story that reinforces the concept of chronological events.
* Have students think about something they did recently, such as going to the store, taking their dog for a walk or visiting a friend. Have them identify the beginning, the middle (there can be two steps in the middle) and the end steps.
* Students will draw pictures to represent each of the steps they took to complete the activity.
* Have the students cut the paper to have one picture on each piece of paper and mix up the four papers.
* Pair up the students and have them trade their activity papers. Each student will try to recreate the correct sequence of events.
* Discuss why students put the papers into a specific order. Were they correct? What made them choose a certain order?

**PRACTICE/EXTENSION:**

* Students can practice by taking everyday examples and memorize the right order that things are to go in.
* Students can go home with their families and ask family members to help them practice the order of things around the house.
* Students can come back to class and repeat the steps to see what they have gotten better or what they still need to work on.

**EVALUATION:**

* Students are assessed based on how many events they placed in the correct order.