



Sequencing events teacher notes

Comprehension: Interpreting implied information 90-99

The ACER Reading team have taken the original PAT Teaching Resources Centre teaching activity, *Interpreting the sequence of events in a simple story (Interpreting implied information, 90-99)* and have adapted it so that it can be used for remote learning.

You may use the resources we have provided directly with your own students, or you could use them as a model to create your own remote learning resources. You could furthermore adapt other PAT Teaching Resource Centre teaching activities in the same way.

Accompanying components for this teaching activity:


- Student Sequencing Events [Video 1](#), [Video 2](#) and [Video 3](#) (with accompanying script below)
- Texts 1 and 2 (in student worksheet and teacher notes)
- [Student Sequencing Events Worksheet](#)

Script for [Sequencing Events Video 1](#)

Today we are going to do an activity that will help you better understand the order in which things happen in a story. As you know, stories tell us things that happen, there's one event, then another, and then another. But sometimes, you need to read closely to understand what order the events actually happen in the story.

Sometimes the order can be very simple. For example:

This morning I got out of bed, got dressed, went downstairs, and had breakfast.



So four things happened this morning in the same order that I just said them:

1. I got out of bed.
2. I got dressed.
3. I went downstairs.
4. I had breakfast.

But stories don't always write things in order like that. For example:

I woke up feeling tired. I'd had a very weird dream the night before.

In that, two things happened. I woke up, and I had a weird dream. I said that I woke up first, but is that what happened first in the story? No, the first thing that happened is that I had a dream, and then I woke up. So there's a difference sometimes between the order in which they might tell you about something happening, and the order in which they actually happen inside the story.

Now I want you to have look at the first text in your worksheet titled *Mary's Uncle*. I'll read it for you first, then I want you to read it a couple more times. If there's anything you can't understand, ask an adult at home to help you with it. The text reads:

Text 1: Mary's Uncle

Mary was at her uncle's house. She had been to the shops, and was now filling up her uncle's cupboard with food. Her uncle had been sick for weeks and needed her help.

Please read this a couple more times, and then click on Sequencing Events Video 2.



Script for [Sequencing Events Video 2](#)

In your worksheets, I want you to write down the first thing that happened in this story you just read.

Remember, we are not looking at what order the events are *written* in, but the order of what has happened *in the world of the story*. So if this story were a movie, what would be the first thing that happened? This story starts by saying that Mary was at her uncle's house, but did something happen before that?

Now I want you write down the first thing that happened in your worksheet. When you've finished, please click on Sequencing Events Video 3.

Script for [Sequencing Events Video 3](#)

Did you write down that Mary had been to the shops *before* she had been to her uncle's house? That's exactly right. But something else happened before that too. When did her uncle get sick? Let's have another look at the story again. It says, 'Her uncle had been sick for weeks.' So he must have become sick before she went to his house, and even before she went to the shops. So the order of the events in the story are:

1. Her uncle gets sick.
2. She goes to the shops.
3. She goes to her uncle's house.
4. She puts food in her uncle's cupboard.

We're now going to read the next text in your worksheets together, titled *Linh's Present*. Under this text in your worksheet are four summarised events from the story. So after we read through this text together, I want you to put the four events in the order they happen in the world of the story. Remember, you're not putting them in the order in which they are written, but the order in which you can imagine them happening in a movie. If you need to hear the story more than once, just replay the video, or try reading it through yourself. You can always ask an adult at home to help you.

Once you've finishing putting the four events in order, please send your worksheet through to your teacher.

Text 2: Linh's Present

Linh ran down to the water's edge. She stared out at her grandfather's house across the water. Then she waited.

She was watching for her grandfather's boat. Her grandfather was ill. The doctor said he could not drive his boat until he was better. But Grandad had told Linh on the phone that her present would arrive at midday today.

'A metal bird will bring it to you,' he had said. 'You'll see.'

Linh's mother said it was true. But how? Everything came by boat to their island.

At midday, Linh's mother came outside and called her name.

'I'm watching for grandfather's boat,' Linh answered.

'You won't see it,' said her mother.

'I don't believe you,' said Linh.

Just then Linh heard a buzzing noise from above. She looked up and saw a speck in the sky.


The speck grew bigger and bigger.

'Here comes your present now,' said her mother.

And a toy plane landed at their feet with a small box taped to its top.

Linh couldn't see her grandfather. But she imagined him standing in his house, with the plane's controls in his hand. Holding her present, she gave a big wave.





So the four events you now need to put in order in your worksheets are:

- Linh's mother goes outside.
- Linh's grandfather calls her.
- Linh's present arrives.
- Linh goes down to the water's edge.

After you've finished this in your worksheet, make sure you send it to your teacher.

Feedback and task extension

You may want your feedback for this activity to consider language and grammar. For example, sometimes they can use direct matches to find the information (such as the mother 'came outside') and sometimes they have to use synonyms (such as 'phone' and 'call') or work it out (such as the present arriving, which has to be inferred up until the point where she is holding it.) Figuring out the timeline also involved interpreting language, such as 'at midday today', which explains when the phone call happened. They also had to work out where the first event we hear about (Linh going to the water's edge) would have happened in relation to everything else (that is, it must have happened after the call, when Linh was told about the present, but before her Mum came out or the present arrived).

If students do well at ordering these events, why not ask them to write some sentences where the events that happen in the story are different to the order they are written in? You can share some with other class members and ask them to put them in order.

This activity could be provided for students performing at PAT 100-109 also, with a slightly more challenging text, or a longer list of events from the story to put in order. They could also be given a more challenging writing task as an extension.