



learn & play

Theme

Order of events

Common Core

Learning Standards for English

Language Arts:

- The child will, with prompting and support, describe the connection between two events. (CCSS.ELA-LITERACY.RI.K.3)
- The child will describe familiar events and, with prompting and support, provide additional detail. (CCSS.ELA-LITERACY.SL.K.4)

Activity: Which Comes First?

Items Needed

- "Which Comes First?" picture cards
- Projector, TV, or computer with internet access to show clip

Activity Prep:

1. Create picture cards so that children can decide which event pictured on the card must come first. Make sure it is fairly easy to determine which event has to happen first in order for the second to occur.

Activity:

1. Discuss why it is important to know the order in which things happen.
2. Explain to the children they will be watching a segment of *Nature Cat* in which part of Nature Cat's statue is stolen, and Nature Cat and his friends need to find it. Remind the children that it is important to know the order in which things happen so that they can solve a problem step-by-step, so they need to pay close attention to what happens in the story. Play the video. (https://illinois.pbslearningmedia.org/resource/nature_cat_full_follow_those_footprints/nature-cat-follow-those-footprints/)
3. Review today's *Nature Cat* story with the children using basic questions. Ask such questions as "What happened after that?"
4. Tell the children that they will be playing a game where they decide which event comes first in the story. To demonstrate how the game works, hold up two pictures, one with a loaf of bread on it and another with a sandwich on it. Tell the children that they should go to one side of the room if they think the loaf of bread came first or go to the other side of the room if the sandwich came first.

5. Following the demonstration, do the same with various events from today's *Nature Cat* story.

Considerations/ Modifications/ Extension Activities:

- For children that need additional assistance and increased confidence, allow the children that choose one side of the room or the other to switch before they lock in their "final choice."
- For more adventurous children, have the children do a sequence of events instead of just selecting one or the other.