



Sequential thinking

There are five individual sets of Sequential thinking cards, which are made up of the following sequences:

Set 1 (30 cards)

- 3 two-card sequences
- 4 three-card sequences
- 3 four-card sequences
- 2 question mark cards

Set 3 (30 cards)

- 6 three-card sequences
- 3 four-card sequences
- 2 question mark cards

Set 2 (30 cards)

- 2 four-card sequences
- 2 five-card sequences
- 2 six-card sequences
- 2 question mark cards

Set 4 (30 cards)

- 6 five-card sequences
- 2 question mark cards

Set 5 (60 cards)

- 5 six-card sequences
- 2 seven-card sequences
- 2 eight-card sequences

The ability to sequence accurately and to recall material presented visually is critical to the development of:

- reading: predicting outcome, comprehension
- writing: correct sequencing of letters and words
- number: processing and using numbers in sequence
- problem solving: ability to plan in steps.

These cards are designed to stimulate and develop the ability to think in terms of time sequence.

Individual activities

- 1 Talk to the child about some time sequences which are in their experience, e.g. feeding a pet or writing a letter. Describe pictures at certain stages in these time sequences, to help the child understand they must place the cards in a sequence.
- 2 Describe the action of putting the cards in sequence, stressing that one situation comes first. Place the first card on the left of the child. The next should then be added to the right of the first card and so on, until the sequence is completed. It is important that these orientation and left-right progression concepts are comprehended.
- 3 Select one of the shorter sequences and place all of the cards on the table in front of the child, allowing them to study the content. Ask the child to describe the individual cards as they select them and attempt to place them in a sequence. Then encourage the child to describe the entire sequence.
- 4 Looking at longer sequences, ask the child to describe factors which remain constant during the sequence and then elements of change in each successive picture.

Group activities

- 1 All of the activities in 1–4 above.
- 2 Ask the children to make up their own sequences, e.g. daily routines. They may either tell them to the group, or mime them to each other.
- 3 Encourage the children to look critically at cartoons representing time sequences and suggest ideas for their own sequences. They could use these ideas to draw their own cartoon sequences.

