# Sequencing in Routines I

EARLY INTERVENTION WITH YOUR YOUNG CHILD

*Every child is different. Do what works best for encouraging your child's independent exploration of this suggested activity.*

**ACTIVITY DESCRIPTION:**
Think about activities or routines you can do with your child that have 1-2 steps. For example, at bedtime, talk about and ask your child to do 2 step routines such as first, you put on pajamas and then next you get into bed. When heading outside, first you put on your coat, then play!

**STEM LEARNING AREA:**
**Computational Thinking (early concepts involved in programming computers and coding):**
Sequencing (putting together a series of steps in a particular order to solve a problem)

**STEM PROGRESSION STEP:**
**Sequence Completer**: Completes two-step tasks, prompted or unprompted

**WHAT CAN I SAY?:**
- First, Second, Steps, Order
- *"Do this first… second…."*
- *"You did it!"*
- *"First, Next"*
- *"Put the steps in order."*
- *"Ready, set, Clap! Stomp!*
- *"How did you do that?"*

**IDEAS TO SUPPORT MY CHILD'S GOAL:**

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# Sequencing in Routines II

EARLY INTERVENTION WITH YOUR YOUNG CHILD

*Every child is different. Do what works best for encouraging your child's independent exploration of this suggested activity.*

**ACTIVITY DESCRIPTION:**
Help your child create and follow more complex sequences in your daily routines. For example, while your child is brushing their teeth, talk about how the steps need to go in a specific order (such as, "We first need to put the toothpaste on the toothbrush, then we can put the toothbrush in our mouth.")

**STEM LEARNING AREA:**
**Computational Thinking (early concepts involved in programming computers and coding):**
Sequencing (putting together a series of steps in a particular order to solve a problem)

**STEM PROGRESSION STEP:**
**Complex Sequencer**: Creates and completes an ordered sequence of steps using complex representation (i.e., language, pictures, symbols)

**WHAT CAN I SAY?:**
- First, Next, Put in order, Steps, Sequence
- *"First we …, then we …, last we …."*
- *"What do we do first?"*
- *"We need to put the toothpaste on the toothbrush before we put the toothbrush in our mouth."*
- *"What comes next?"*
- *"Follow the steps."*
- *"Tell me what comes next!"*

**IDEAS TO SUPPORT MY CHILD'S GOAL:**

*Image credit: Microsoft Stock*

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# Washing Dishes

EARLY INTERVENTION WITH YOUR YOUNG CHILD

*Every child is different. Do what works best for encouraging your child's independent exploration of this suggested activity.*

**ACTIVITY DESCRIPTION:**
While doing dishes, have your child help you out. Talk about how you do the same steps each time with each dish until they are all done. Help them follow the steps.

**STEM LEARNING AREA:**
**Computational Thinking (early concepts involved in programming computers and coding):** Repetition and Looping (doing an activity over and over again on purpose)

**STEM PROGRESSION STEP:**
**Simple Looper**: Completes a simple loop that has a natural end

**WHAT CAN I SAY?:**

- First, Then, Next, Last, Repeat, Again
- *"First wash, then rinse, and last dry. Let's do it again."*
- *"One more time!*
- *"And repeat."*
- *"Again! I did it again!"*
- *"Should I go again?"*
- *"When will be finished with all the dishes? How will we know?"*

**IDEAS TO SUPPORT MY CHILD'S GOAL:**

*Image credit: STEMIE*

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# Getting Dressed

EARLY INTERVENTION WITH YOUR YOUNG CHILD

*Every child is different. Do what works best for encouraging your child's independent exploration of this suggested activity.*

**ACTIVITY DESCRIPTION:**
Think about activities or routines you can do with your child that have 2-3 steps (e.g., getting dressed, putting socks and shoes). Talk to your child about how some steps need to be completed in a specific order by purposefully completing a task in the incorrect order (i.e., putting on shoes before socks).

**STEM LEARNING AREA:**
**Computational Thinking (early concepts involved in programming computers and coding):** Sequencing (putting together a series of steps in a particular order to solve a problem)

**STEM PROGRESSION STEP:**
**Step Recognizer**: Recognizes that there are steps in a sequence

**WHAT CAN I SAY?:**

- Mixed up, Fix, Order, Steps, Sequence
- *"Is this in the right order?"*
- *"First we ..., then we ..., last we ...._"*
- *"What happened?"*
- *"How can we fix it?"*
- *"Follow the steps."*
- *"Tell me what comes next!"*

**IDEAS TO SUPPORT MY CHILD'S GOAL:**

*Image credit: STEMIE*

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