

Sort Instructions by Time

Mark which actions happen before, during and after a practical or written task.

5 min preparation | Science, Maths and Humanities

Before the lesson

Choose process or method details that have a necessary sequence.

Teach it in four steps

1. Mark which actions happen before, during and after a practical or written task.
2. Arrange the stages using the relationship between actions.
3. Use time language to make the sequence explicit.
4. Check whether changing the order would change the method or meaning.

Worked example: Sort Instructions by Time

Sort instructions into before, during and after the activity. Recording the starting temperature belongs before mixing; explaining the pattern belongs after the observations.

Teacher prompt: "Show the relationship and explain the choice you made."

Check understanding

Offer a shuffled method and ask learners to justify one ordering decision.

Fade the support

Remove the sequencing words and ask learners to organise and phrase the method independently.

Adapt it across subjects

Maths: order solution steps with reasons. Humanities: distinguish chronological order from causal explanation.

Adjust the language support

A1-A2 access: keep the subject goal; use visuals, a small word bank, pointing or drawing and partner rehearsal. Use a home language to establish meaning where helpful.

B1-B2 extension: ask for fuller explanations, precise subject vocabulary and qualifications. Reduce sentence openings when learners can organise the response independently.

These are starting points, not placement rules. Judge support from the learner's response to this task; proficiency can differ across skills.