

Section 8.3

Learning the meaning of 'after'

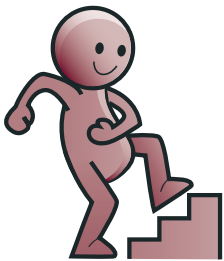


Why is this important?

'After' relates to something happening or occurring later than something else (e.g. put your shoes on after your coat; number ten comes after number nine). This is a key concept when learning ordering and sequencing skills and also in relation to time.

What to do

- Gather together some pictures of children carrying out two different actions (e.g. eating dinner and riding a bike).
- Ask the child to put the activities in order. Link the two pictures (e.g. 'Mimi can ride her bike after she's eaten her dinner').
- Ask what Mimi has to do first. This requires the child to understand that the second part of the instruction has to be performed first.



Step up

- Introduce the word 'before' as a contrast.
- Use two pictures to link forwards and backwards:
 - ★ 'Mimi can ride her bike after she's had her dinner.'
 - ★ 'Mimi has to eat her dinner before she can ride her bike.'
- Encourage the child to use 'after' to describe simple sequences.
- Encourage the use of 'before' in the same way.

Step down

- Introduce the word 'after' by putting it at the beginning of the sentence (e.g. 'After Mimi has eaten her dinner, she can ride her bike'). This is easier as the sentences are in the same order as the tasks to be done.
- Use a prompt card or picture/symbol for the word 'after'.
- Try using toys to act out instructions (e.g. 'Teddy can brush his teeth after he's had a drink').
- Line up toys/animals (e.g. 'Put the cow after the pig', 'Which animal is after the sheep?').

