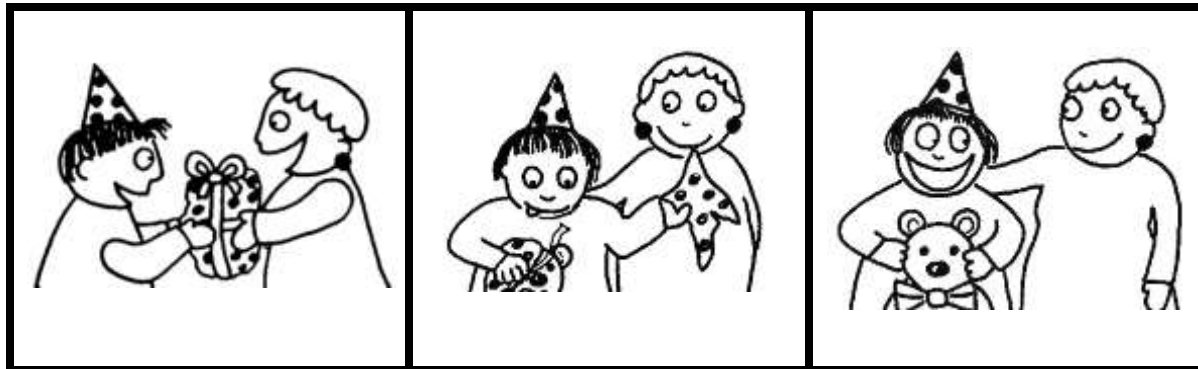




FUN WITH SEQUENCES ©

SECOND EDITION



A LANGUAGE DEVELOPMENT RESOURCE

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FUN WITH SEQUENCES ©

is a program developed by Lucia Smith , Speech Pathologist, and is used to stimulate language through sequencing. It can be with used with **children aged approximately 4 to 9 years**, in whole class programming, small groups or individual sessions. The program is used to promote the development of both expressive and receptive language skills.

After purchasing the CD-ROM, you will be able to print this book and keep it as a resource. This may then be photocopied, cut up and used with children within your direct clinical service.

*If centres that you service, (such as schools), are regularly using this resource, **it is required that they purchase their own copy of the CD-ROM.***

The CD-ROM contains pictures (both blackline and colour) that are printed out as cards. All pictures are also provided in **JPEG (picture) format** and can be inserted into documents and re-sized as required. Older students enjoy inserting these pictures into word documents and then typing the story underneath. PowerPoint presentations can also be created with a narration recorded as a voice-over. An example of a PowerPoint presentation is included on the CD-ROM (requires sound).

The JPEG pictures in the “3-part Sequence” file can also be viewed in sequence on computers and on some DVD players. This function is useful in varying the delivery of sequence work.

Finally, the program contains “**WHEN PHRASES**” and “**CUT-UP WORDS**” to encourage students to expand their narratives to a more advanced level. This was a later addition to Fun With Sequences © and does not appear on earlier versions.

NOTE: All pictures are provided in colour and also blackline. Blackline is more economical for printing and for photocopying. Black and white sheets are handy to send for home practice. I suggest making up one laminated set of colour sequence cards to keep as a great therapy resource. You can use these cards over and over again for a range of therapy tasks (including fluency and articulation/phonology intervention).

All pictures are also provided as JPEG images which can be enlarged to A4 size without losing resolution.

I hope you enjoy FUN WITH SEQUENCES ©

FUN WITH SEQUENCES ©

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The program's uses are many and should be adapted according to the child's needs.

For all early activities, it is important to check that the child understands concepts such as beginning, first, last, end etc... A young learner must understand that in writing and also, when looking at story pictures, the left box/picture is the first and that a sequence goes from left to right. This of course, relates to words in sentences also. This is a rule that should be highlighted and modelled in all early activities.

LANGUAGE EXPRESSION – SUGGESTED USES:

1. Cut up a **3-part sequence (choose from blackline or colour)** and mix up the pictures in front of the child. The child must then order the pictures on the **3-part grid**, provided on page 8, before "telling the story." You can view each sequence as a slideshow too, to reinforce the story. (Open 3-part Sequence Pictures as a slideshow or in a picture viewer on your computer).



2. Encourage the use of words such as "then" and "next" by repeating back the child's narrative using these words. "**Cut-up Words**" (from page 10) can be used with developing readers to prompt their use. Simply put a **Cut-up Word** above the grid between two pictures.

3. Encourage a child to think about what might happen **next** (that is, **after** the third picture in the sequence.) You could even draw another box on the end of the **3-part grid** and the child could draw the next picture and then "continue the story." Likewise, you can think about what may have happened **before** the first picture. Draw a box before the first box.

4. Cut up the **2-part sequence cards (choose from blackline or colour)**. There will be 3 pictures. On the **2-part grid** of page 9, place the first picture for the child. Next, offer a choice of 2 pictures for the ending. The story can be told twice, each time with a different ending. Once again, use "**Cut-up Words**" to stimulate use of these terms.

5. The **2-part** or **3-part grids** can be printed out and used as a template for a child to draw a short sequence for themselves. Alternatively, an adult can draw a sequence of events that is familiar to the child and encourage them to “tell the story.”
6. Giving a title to each sequence is another nice task for drawing ideas together in a couple of words.
7. To make the task easier: Two copies of the pictures can be printed out. Keep one strip of sequences intact and make a set of cards with the other. Mix up the cards in front of the child. They must find and match the cards to the picture and then “tell the story” when the sequence is complete.
8. Stick the sequences in a scrapbook and have the child colour them in. Write the story beneath the pictures. Older children may be able to insert JPEG pictures into a word document and write their story beneath.
9. **3-part sequence** pictures can be cut up and laminated and a game played like FISH. Deal 3 cards to each player, with a pile of spares in the middle. Each child takes turns to describe the card they need to the player next to them in order to make a complete set. If the other player does not have the card requested, they say “FISH.” The first player picks a card from the middle pile and discards their fourth unwanted card. When a full sequence is found, the cards are put down in order and the story told. It will be necessary to have the full sequence pages nearby as a reference so that each child knows which picture they need to request!
10. If the program is being introduced to a class or group, large pictures may be necessary. Print out the numbers (pages 43-45) on coloured paper. Laminate and tape together in a row. Next, create a selection of A4 sized sequence pictures by inserting and enlarging JPEG images into a word document, printing (and laminating for durability). Using Velcro or Blu-Tak, get children to decide which picture would come first, second and third. The story can then be told. Let children take turns to make up a story for the sequence. You’ll be surprised at the number of different versions!





11. Make a PowerPoint presentation. (You will need PowerPoint software installed on your computer). Set up a slideshow with three blank slides, INSERT a colour picture into each and then under SLIDE SHOW select RECORD NARRATION. As each picture appears, the child records part of the “story”, then presses enter and continues with the next slide. Listening back to the SLIDE SHOW with NARRATION is a brilliant tool for self-monitoring. It can be used in smooth speech practice with children who are dysfluent. An example of a PowerPoint with narration is included on the disk.

12. Encourage children to add a “**when phrase**” or some “**purple words**” to their story. Print out the question prompt “when” from page 46. Hold the prompt card and ask, “*When* did your story happen?” There are many examples that can be printed out from page 47-50. I suggest printing out these example phrases on mauve paper so you can later refer to “**when phrases**” as being “**purple words**”. (This colour cue assists some students). Cut each phrase into strips. Use of these phrases helps students with sight recognition for reading and also spelling of these phrases in their writing. A great activity is to brainstorm more “when phrases”.



Note: Colour-coding of sentence parts is extended in the ALIEN TALK © program by Pelican Talk.

ALIEN TALK © works well with Fun with Sequences ©. See website for details.

13. Alternatively, you can hold up a particular phrase to students and say, “I want you to start your story with these **purple words**/this **when phrase**”. For older students, you can then present another time phrase of a different tense and get them to alter their sentences to match the “**when phrase**”. (For example, first hold up “each day” and next hold up “yesterday”. Discuss the changes that had to be made. This is a great exercise for teaching tense and tense changes).



14. For a more difficult language task, change around the order of pictures (not using the grid) and see if the child can make a sentence starting with “Before.” For example, “Before eating her cake, Danni’s friend sang her Happy Birthday and then she blew out the candles.” OR “Before blowing out the candles and eating her cake, Danni’s friends sang her Happy Birthday.”

LANGUAGE RECEPTION – SUGGESTED USES:

1. Understanding order and the terms provided in “**Cut-up Words**” occurs through listening to narratives. This is particularly effective with the added visual cues of the pictures, the grid and in the case of young readers, the “**Cut-out Words.**” For example, play a matching game with the pictures (as in point 7 above). The adult provides the narrative as they touch each picture when the child has completed the matching task.
2. For a simple listening activity, provide the **2-part grid** and three pictures from a **2-part sequence**. Tell a story and then get the child to choose the correct picture that matches your story.
3. For a more complex activity of understanding order and time concepts, provide two or three pictures from a sequence and then show how one sequence can be told in a number of ways. Do not use the grid for this exercise. For example, “Before she ate her spaghetti, Bertha felt very hungry. OR “Bertha was hungry so she made a whole bowl of spaghetti and set to eating the whole lot!”
4. For work on tense, get older students to listen to you say a story and then choose an appropriate **when phrase** that would match. Past (Yesterday), present (Every day) and future tense (Tomorrow) can be used.
For example, “I will hang the washing out and then when it is dry, I will bring it in”.
versus “I hang the washing out and when it is dry, I bring it in”.
versus “I hung the washing out and when it was dry, I brought it in.”



| | | |
|---|---|---|
| 1 | 2 | 3 |
| | | |

**Use with sequences on pages 11– 21 or 27-37.
(ONE SAMPLE ONLY INCLUDED IN THIS DOWNLOAD).**

| | |
|---|---|
| 1 | 2 |
| | |

**Use with sequences on pages 22 – 26 or 38-42
(ONE SAMPLE ONLY INCLUDED IN THIS DOWNLOAD).**

| | | |
|----------------|------------------|------------------|
| first | next | then |
| finally | last | before |
| after | beginning | end |
| start | second | initially |

