

STAGES[®]
learning materials

Language Builder

SEQUENCING CARDS



www.stageslearning.com

Instructions for Educators

The Stages Learning Materials Philosophy

We all know that learning happens in stages. Learn to crawl before you walk, learn to walk before you run. Language development also happens in stages. Our products are created to stimulate learning and provide tools and strategies for creative, effective language building at every stage.

Founded by a UCLA trained ABA therapist with a Master's degree from the Harvard Graduate School of Education, Stages Learning Materials is committed to providing parents, professionals, and educators with the highest quality educational materials in the industry. Stages' photo flash card sets, games, puzzles, posters, block play and digital applications use beautiful pictures and effective lessons to help you teach a variety of early language and critical thinking skills. Stages Learning Materials products are found in preschools, day care centers, early childhood classrooms, autism programs, speech language programs, and homes around the world.

The stages of your child's development are precious and wonderful. Stages Learning Materials will partner with you to make the most of every stage.

Your Language Builder: **Sequencing Card set**

Congratulations on your purchase of Stages Learning Materials Language Builder: Sequencing Cards. This quality set of flash cards has been specially designed as a tool for use by parents, professionals, and educators to teach key language and critical thinking concepts to preschool age children; children and adults with autism, speech and language disorders or developmental delays; and to anyone first learning or relearning basic language skills.

The Language Builder Sequencing Cards offer multi-card sequences, depicting common activities in a clear progression. Care was taken to include both male and female actors of various ages and ethnicities. Many of the sequences depict self-help skills and everyday activities, making the cards great visual prompts for daily tasks. Each picture in every sequence is loaded with detail, inviting discussion about which picture came first or what might happen next. The cards are also great as a storytelling prompt or for teaching verbs and tenses.

The set contains:

- **2 Three-Card Sequences**
- **5 Four-Card Sequences**
- **4 Five-Card Sequences**
- **6 Six-Card Sequences**
- **1 Seven-Card Sequence**
- **1 Eight-Card Sequence**
- **1 Nine-Card Sequence**
- **1 Ten-Card Sequence**

For the convenience of the instructor, the back of each card is numbered, provides a label for the sequence and where the card falls in that sequence, and lists suggested activities for which the card is targeted.

Each hi-gloss card is 3 ½" x 5" and fits seamlessly into the rest of the Language Builder Program. The following is a list of the images included in the Language Builder: Sequencing Card set.

Sequencing Card List

1	Brushing Teeth	17	Building a Toy Boat	33	Untying String
2	Brushing Teeth	18	Building a Toy Boat	34	Untying String
3	Brushing Teeth	19	Packing Suitcase	35	Untying String
4	Sharing Tea	20	Packing Suitcase	36	Untying String
5	Sharing Tea	21	Packing Suitcase	37	Washing the Dog
6	Sharing Tea	22	Packing Suitcase	38	Washing the Dog
7	Washing Hands	23	Making Sandwich	39	Washing the Dog
8	Washing Hands	24	Making Sandwich	40	Washing the Dog
9	Washing Hands	25	Making Sandwich	41	Washing the Dog
10	Washing Hands	26	Making Sandwich	42	Planting a Tree
11	Eating Dinner	27	Dealing Cards	43	Planting a Tree
12	Eating Dinner	28	Dealing Cards	44	Planting a Tree
13	Eating Dinner	29	Dealing Cards	45	Planting a Tree
14	Eating Dinner	30	Dealing Cards	46	Planting a Tree
15	Building a Toy Boat	31	Dealing Cards	47	Putting Together a Puzzle
16	Building a Toy Boat	32	Untying String	48	Putting Together a Puzzle

49	Putting Together a Puzzle	66	Making Lemonade	83	Building Block Tower	100	Grocery Shopping
50	Putting Together a Puzzle	67	Making Lemonade	84	Building Block Tower	101	Grocery Shopping
51	Putting Together a Puzzle	68	Making Lemonade	85	Building Block Tower	102	Grocery Shopping
52	Putting Together a Puzzle	69	Making Lemonade	86	Building Block Tower	103	Grocery Shopping
53	Baking Cookies	70	Making Lemonade	87	Building Block Tower	104	Grocery Shopping
54	Baking Cookies	71	Wrapping a Present	88	Building Block Tower	105	Grocery Shopping
55	Baking Cookies	72	Wrapping a Present	89	Building Block Tower	106	Grocery Shopping
56	Baking Cookies	73	Wrapping a Present	90	Setting the Table	107	Pouring Bowl of Cereal
57	Baking Cookies	74	Wrapping a Present	91	Setting the Table	108	Pouring Bowl of Cereal
58	Baking Cookies	75	Wrapping a Present	92	Setting the Table	109	Pouring Bowl of Cereal
59	Tying Shoes	76	Wrapping a Present	93	Setting the Table	110	Pouring Bowl of Cereal
60	Tying Shoes	77	Opening a gift	94	Setting the Table	111	Pouring Bowl of Cereal
61	Tying Shoes	78	Opening a gift	95	Setting the Table	112	Pouring Bowl of Cereal
62	Tying Shoes	79	Opening a gift	96	Setting the Table	113	Pouring Bowl of Cereal
63	Tying Shoes	80	Opening a gift	97	Setting the Table	114	Pouring Bowl of Cereal
64	Tying Shoes	81	Opening a gift	98	Grocery Shopping	115	Pouring Bowl of Cereal
65	Making Lemonade	82	Opening a gift	99	Grocery Shopping	116	Pouring Bowl of Cereal

Suggested Activities

The following are very general descriptions of activities that can be carried out using Stages' Language Builder Sequencing Cards. This instruction manual is intended for basic reference only, and not to be a step-by-step guide to language instruction. For guidance on intensive language instruction, consult a qualified therapist, clinician or educator.

For additional lesson plans, suggested activities, and helpful articles related to the Language Builder: Sequencing Cards and other Stages Learning Materials' products visit <http://blog.stageslearning.com/blog>

For free home and classroom resources to download, print and use immediately, visit <http://www.stageslearning.com/pages/free-autism-resources>

Arrange Pictures into Logical Sequences

Choose some or all of the cards from a sequence, such as #53 – 58 Baking. Place the cards on the table in random order and ask your student to sort the cards into the order that the events likely happened. Start with shorter 3-4 Card sequences and build until your student can put the full 10-Card sequence in logical order.

You can shorten longer sequences by selecting fewer cards from among the full sequence of cards. For example, on the Baking sequence, you may just start with #55, 56 and 58. Then you can add more cards into the sequence as your student gets the hang of it.



Action or Verb Receptive Labeling

Choose any of the cards that clearly depict a verb, such as #115 Pouring. Place the card on the table facing your student. Ask your student to give you, or to touch, the verb card. As with typical receptive labeling tasks, your student can progress through three steps with this activity:

(1) Place only the target card on the table.

Example: Place #115 “pouring” on the table. Give your student the instruction “Give me Pouring” or “touch Pouring.” When your student either touches the card

or hands it to you, you know that he or she has received and understood the word “Pouring.”

touch “Pouring”



(2) Place the target card and a blank distracter card on the table.

Example: Place #115 “Pouring” as well as a blank distracter card on the table facing your student. Give your student the instruction “Give me Pouring” or “touch Pouring.” You should try this activity several times while randomly changing the position of the target card and the distracter card. When your student either touches the card or hands it to you, regardless of the position of the card, you can feel even more confident that he or she has received

and understood the word and recognizes the word “Pouring.”

(3) Place the target card and another picture card from the set on the table.

Example: Place #115 “Pouring” on the table. This time, also place one of the other cards from the set on the table (#63, “Tying,” for example). Give your student the instruction “Give me Pouring,” or “touch pouring.” When your student either touches the card or hands it to you, you know that

touch
“Pouring”



he or she has received and understood the word and distinguished the word “pouring” from “tying.” Again, you should

try this activity several times while randomly changing the position of the verb cards, and you should switch out the distracter verb cards a few times (i.e. use the “tying” picture as a distracter one time, then switch to a “washing” picture. Start with only one other verb card on the table. Then increase the number of other cards so your student will have to carefully study all the cards before selecting the requested verb.

Action or Verb Expressive Labeling

Hold up one of the cards that clearly depicts a verb, such as #13 Eating,

and ask your student “what is (he/she) doing.” Your student may respond at first with a simple one-word answer, like “eating.” Encourage your student to respond in full sentence, such as “she is eating.”

Why/Because

Build on the basic Action or Verb Labeling by challenging the student to consider why the people in the pictures are performing the actions.



Example: Show your student card #38 *Washing the Dog*. Ask your student, “What are they doing?” Your student may answer “washing” or “wiping” or “cleaning,” etc. Then ask your student, “Why?” If your student can not answer right away, you may need to prompt a response such as, “because the dog was dirty” or “because the dog was playing in the mud.”

General Scenario Discussions

Select cards showing scenarios familiar to the child, such as #7-10 *Washing Hands*. Talk about what is happening in the sequence and topics related to the sequence.

For example, in the *Washing Hand* sequence, you might ask your student,

“Why is he washing his hands?”

“How did he get dirty?”

“What do you think he was doing before this?”

“What do you think he may do after he dries his hands?”

“When do you wash your hands?”

Role Play

Use the pictures in the sequence as a prompt, and tell your student to act out the scenario depicted in the images.

Tell me about ...

Pick a scenario with which your student is familiar, such as #101-106 *Grocery Shopping*. Show your student the pictures in the sequence and ask them to tell you about what’s happening. You can start with more scripted responses, using the picture to cue the student, and progress to more creative responses that may not be so obvious from the picture.

Example: Show your student the grocery shopping sequence. Ask your student to “tell you about what is happening in these pictures.” By looking at the pictures, your student can get some basic answers. “The boy is reading the list” “He is paying” “He is putting the groceries in the car.” As your student becomes more familiar with this activity you may progress to things that are not readily apparent from the pictures. “The boy is helping his mother with the shopping” “He is shopping because friends are coming to dinner.” When your student learns to write, this activity will transfer well from an oral activity to writing practice ...



“Write down 3 things you know shopping for groceries.” Again the picture makes a wonderful cue to prompt this activity.

Storytelling

Pick a sequence with which your student is particularly familiar. Show your student the pictures in order and then ask them to tell you a story about the pictures (i.e. “tell me a story about the girl opening the present”). You can always use some of the descriptions your student has mastered from the Tell me about ... activity to prompt the story.

Tell me a story about this little girl.



Other Quality Products from Stages Learning Materials:

*Language Builder:
Picture Noun Cards Sets 1 and 2*

*Language Builder:
Occupation Cards*

Language Builder: Verb Cards

Language Builder: Block Builder Set

Language Builder: Opposites Cards

Language Builder: Pronouns Cards

Language Builder: Software

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*Lang-O-Learn Cards:
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