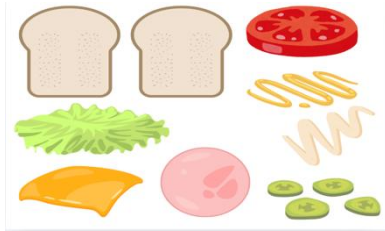


LANGUAGE

SANDWICH SEQUENCING

THINK ABOUT . . .

Children learn language best when it's part of real-life, everyday activities — like making lunch or sharing a treat! Sequencing words like *first*, *next*, *then*, and *last* help children understand and tell stories, follow directions, and build strong communication skills. Try using the mealtime ingredients together to prepare a meal during pretend play. Be sure to talk through each step. Ask your child, "What do we do first?" or "What comes next?". Give directions like, "After you scoop get the bread put on the mayo" or "Before you put on the cherry scoop the ice cream". It's a simple, fun way to boost language during pretend play. This activity can be extended to the kitchen during preparation for any meal!



MATERIALS NEEDED:

- Sandwich Sequencing Document
- Scissors
- Laminator Pages (optional)

PREPARATION:

- 1- Cut out all mealtime ingredients
- 2- Laminate items if wanting to complete activity multiple times

VOCABULARY:

- | | |
|----------|---------------|
| • First | • Ingredients |
| • Second | • Bread |
| • Third | • Lettuce |
| • Next | • Tomato |
| • Before | • Mayo |
| • After | • Mustard |
| • Open | • Cone |
| • Pour | • Ice Cream |
| • Spread | • Sprinkles |
| • Scoop | • Cherry |

ACTIVITY

- 1- **Set the stage:** Tell your child they are working at a sandwich shop, and you're the hungry customer!
- 2- **Take the order:** Ask your child to "make" a sandwich using the pretend ingredients. You can say something like, "I'd like a sandwich with bread, cheese, lettuce, and tomato!"
- 3- **Talk through the steps:** As your child builds the sandwich encourage them to use sequencing words like *first*, *next*, *then*, and *last*. For example:
 - *First*, put the bread on the plate.
 - *Next*, add the cheese.
 - *Then*, place the lettuce and tomato.
 - *Last*, add the top slice of bread.
- 4- **Review the steps:** After the sandwich is complete, ask your child to tell you the steps again in order
- 5- **Give Directions:** After the sandwich is completed, give directions for how to set up your meal (pour your drink, open the chips, and scoop your ice cream order) using "before" and "after".
 - *Before* you pour the juice grab a cup.
 - *After* you open the bag of chips put a handful on my plate.
 - *Before* you scoop the ice cream get a cone.
 - *After* you scoop the ice cream put on the chocolate syrup.
- 6- **Switch roles:** Let your child take your order and build a sandwich for you—or make a silly sandwich together just for laughs!

HELPFUL TIPS:

- It is easier to teach concepts of "before" and "after" when the direction can't be completed without the prior step already being done. For example, you could say, "Before you pour the juice get a cup", because the juice will spill without the cup!
- Extend this activity into your own kitchen! Have your child help you prepare a meal! Follow a recipe and use sequencing words to expose your child to sequencing vocabulary during daily activities.
- Acoustic highlighting and auditory bombardment of vocabulary words are the main LSL strategies used during this activity. Sabotage can also be used when you are completing your child's meal order.

Special thanks to graduate students in the Listening and Spoken Language Deaf Education graduate training program at Utah State University. These pages can be reproduced for educational purposes.



