An Experience Chart Story is a planned story about an activity that either the class or the student participated in. The story will be done following the activity using targeted vocabulary and syntactic structures.

PURPOSE:
1. To record and present in language the children’s experiences and/or subject matter material.
2. To provide all kinds of language experiences for children including listening, speech, reading, lipreading, signed or oral receptive, expressive and writing of structured language.
3. To provide the children with language in which he/she can express self.
4. To structure language so:
   A. It is designed for **comprehension** by the particular children being taught.
   B. It requires concentration from them to **reproduce** it.
   C. It will provide for the **repetition** of previously presented language structures
   D. It will **introduce** new language structures being taught.
   E. It will provide **repetitions of old vocabulary** and a **present new vocabulary** in similar manner.
   F. **Develop** and **build** auditory and visual memory.
   G. The child will memorize old and new vocabulary.
   H. The child will memorize, internalize and carry over language.
   I. The child will develop listening skills by identifying words or sentences.
   J. The child will develop receptive and expressive sign skills.
   K. The child is given opportunities to use specific new vocabulary and sentence structures.
   L. The child will be given opportunity to learn new idiomatic language.
   M. To develop reading skills appropriate to child.
   N. The child will have opportunity to practice speech using supra segmentals and articulations skills.
EXPERIENCE CHART STORIES - continued

GOAL: The children will be able to use this vocabulary and these language structures in their spontaneous language.

Keep all language stories as a record of language worked on over time.

EXAMPLE:
1. Do activity
2. Record activity with the help of the child
3. Teacher writes story with targeted vocabulary and language structure
4. Children read or teacher read to them
5. Teacher says single word or sentence from the chart, child repeats and locates in the story
6. Child identifies and tries to repeat from memory
7. If unable to repeat, the teacher breaks the sentence into appropriate length for the child; gradually lengthening
8. The teacher asks questions for short and long answers
9. Have children arrange sentences from the story in order
10. Fill in missing parts from the sentence: Amy brought_____ to the park
11. May need to use word bank for choices
12. Teacher reads/signs sentence; child finds in the story
13. Children re-tell story
14. Children re-read story
15. Children use newly learned vocabulary and language structures in other contexts (picture description, explanation of activity etc.)

In conclusion:
1. Use of old, new vocabulary and language
2. Natural and appropriate language for the experience
3. Use of a variety of targeted vocabulary and structures
4. Carry over into other everyday situations
How Can I Use An Experience Book With Younger Children?

- Teach family/Classmates names: Add pages to your child’s experience book with photos of each family member. Write their names below the photos and practice using phrases such as ‘Hello Grandma’ when you look at these pages.

- Teach songs: Make a page in your child’s experience book with a picture that goes with the song. A star for ‘Twinkle, Twinkle, Little Star’ or a farmer and a range of animals for ‘Old McDonald’. Sing the song every time you look at this page of the experience book.

- Teach your child to understand and use action words: Take photos of your child doing different actions, e.g jumping, running, sleeping, riding their bicycle, playing, eating, or drinking. Add these photos to their experience book along with sentences to go with the photos e.g. ‘I am riding my bike’ or ‘Daddy is sleeping’.

How Can I Use An Experience Book With Older Children?

- Teach your child a particular speech sound: Make a page in their book for that sound. For example, if your child is practicing the ‘t’ sound, make a page in their experience book by sticking or drawing many pictures that begin with ‘t’ such as turtle, tea, taxi. Talk about the pictures and practice saying the ‘t’ sound when you look at this page together.

- Teach story sequences and how to retell an event: Take photos of your child during an outing or completing a task such as getting ready for school or making a sandwich. Add the photos to your child’s experience book and practice telling the story. Teach your child to use complete sentences to describe what is happening in each of the pictures. Depending on your child’s current level of skills, teach conjunctions, such as ‘after’, ‘then’ by using these words when you describe the pictures. Encourage your child to show the book to family members and visitors so your child has more practice in telling the story.

- Teach your child new or more complex vocabulary: Add photos to your child’s experience book of something you did together such as baking a cake. Add phrases to go with the photos including the new words you would like to teach. For example, ‘Sam took all of the ingredients out of the fridge’, or ‘I poured in half of the milk’. Adding these ideas to your child’s experience book will allow you to go back and repeat these new words for your child.

- Teach your child about new routines such as starting school: Add photos of your child’s new classroom, their teacher, and their uniform. Add drawings of how your child will get to school and activities they will do while there. This will help your child to learn new vocabulary such as ‘uniform’ and ‘classroom’, but it will also help them to understand their new routine.