



Story 4 - A Trip to the Beach

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Language Activity Instructions

- 1) Read the story to your child
- 2) Ask the comprehension questions that follow the story
- 3) Ask your child to retell the story
- 4) Complete the Activities for Language Expansion.
- 5) Color the picture
- 6) RETURN TO SCHOOL IN YOUR BLIZZARD BAG

The story pictures can be used in a variety of ways to elicit language from your child. For example, your child may be asked to describe what is happening in the picture, to describe the characters, to create original stories about the characters, etc. Questions asked about the stories need not be limited to those listed on the worksheet. Encourage your child to share feelings, ideas, and to use their imagination as they talk about the stories.

Have fun!

Story 4 A Trip to the Beach

Gary and his family are at the beach today. They are enjoying the sunshine.

Gary is in the water. He is cooling off his feet. He sees tiny fish swimming around him. The fish touch Gary's legs and make him laugh. The fish tickle him when they swim by.

Suddenly Gary hears a loud noise. He looks up and sees a helicopter. The helicopter is very loud. The noise hurts Gary's ears. He covers his ears with his hands.

Gary is happy to see the helicopter fly away. Now he can hear the ocean waves.

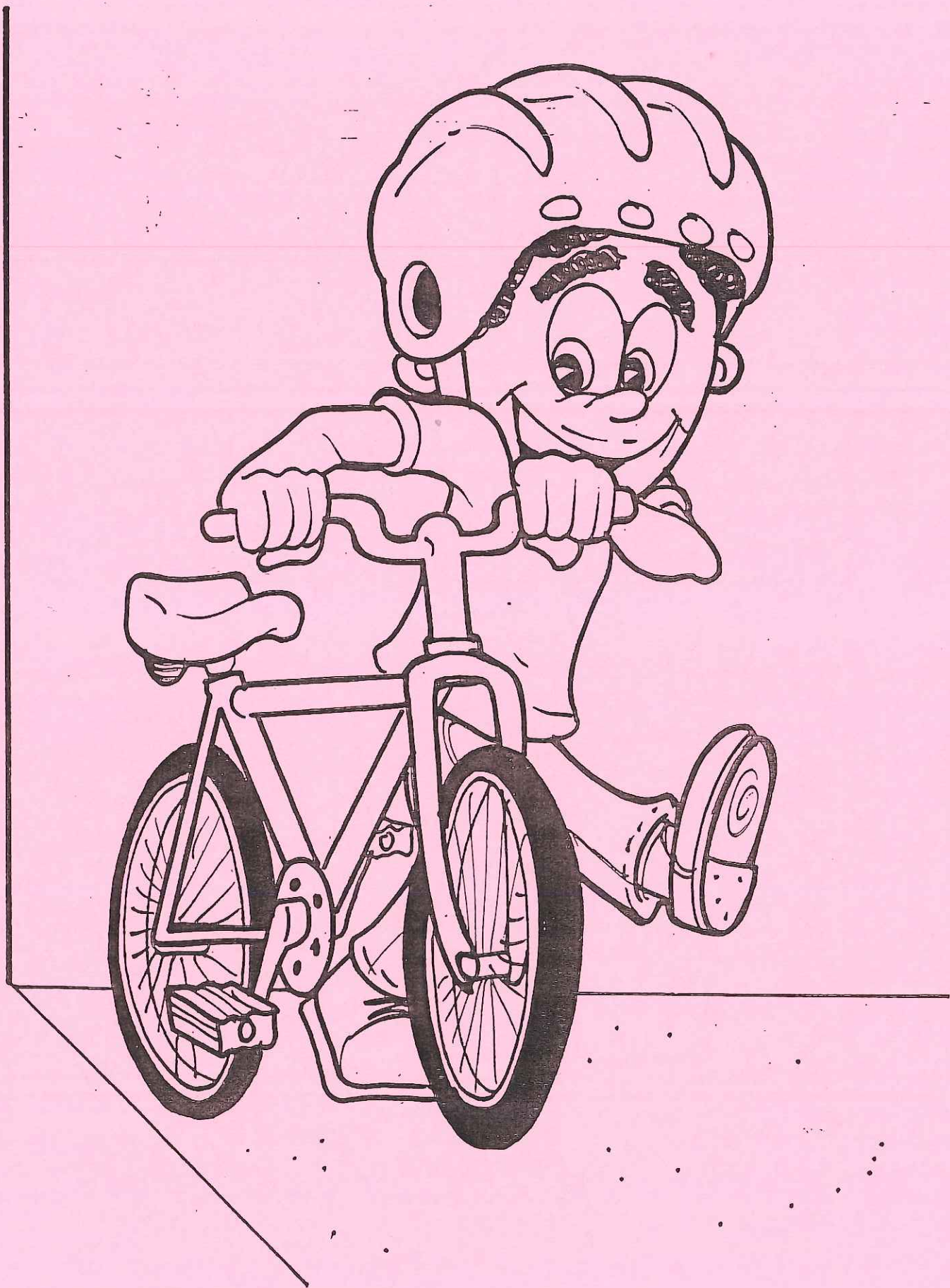
About the Story

1. Who is at the beach?
2. What is Gary doing in the water?
3. What do the fish do when they swim by Gary?
4. Where is the loud noise coming from?

Activities for Language Expansion

1. Ask the student to talk about what he or she would do at the beach.
2. Ask the student to pretend to be a fish. Then ask questions such as the following:

What do you do in the water during the day?
What do you like to eat?



Story 28 - Edward Goes to the Park

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Instrucciones de la Actividad del Lenguaje

- 1) Léa la historia del libro a su hijo
- 2) Hága preguntas acerca de la historia para ver si la entendi6 su hijo
- 3) Pida a su hijo que le diga la historia nuevamente pero en sus propias palabras
- 4) Complete las actividades que permiten ampliar el lenguaje del ni6o.
- 5) Dibuje la fotografía
- 6) **REGRESE LA ACTIVIDAD A LA ESCUELA EN LA BOLSA**

Las imágenes de la historia se pueden utilizar en varias formas para promover el uso del lenguaje de su hijo. Por ejemplo, le puede preguntar a su hijo que describa lo que está sucediendo en la fotografía, que describa los personajes de la historia, que imagine su propia historia acerca de los personajes, etc. Las preguntas sobre las historias no deben ser limitadas a las que incluimos en la hoja de ejercicios. Aníme a su hijo a compartir sus sentimientos, ideas y a usar su imaginación cuando están hablando de las historias.

¡Diviértase!

Historia 28 **Edward Visita el Parque**

Edward se quiere divertir hoy. El va a llevar su bicicleta al parque. El quiere montar su bicicleta en las rutas de bicicletas.

Las rutas de bicicletas en el parque suben y bajan. A Edward le gusta subir las colinas montado en su bicicleta. Entonces a él le gusta ir costa abajo.

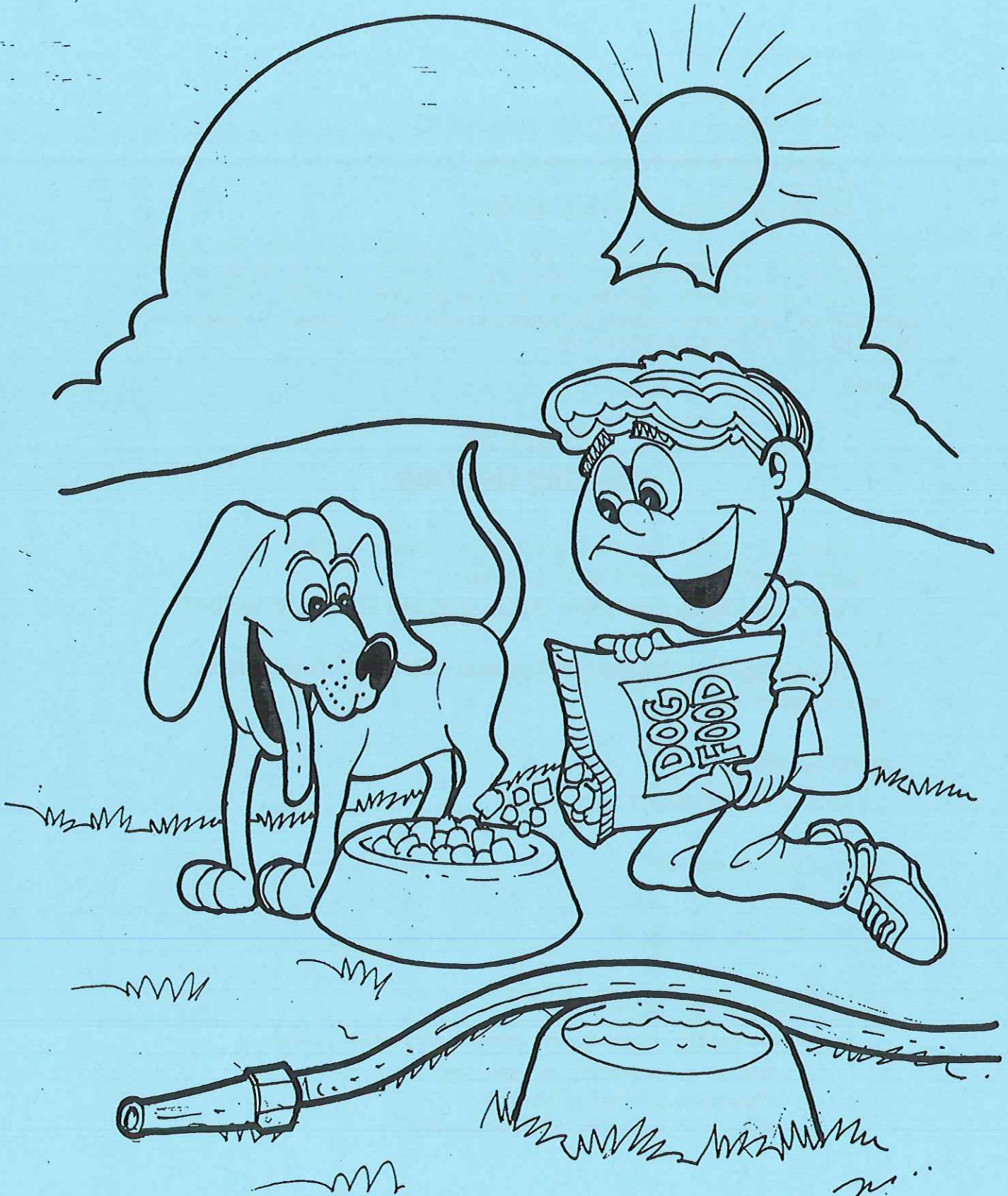
Edward se va a reunir con su amigo Steve en el parque. Ellos se divierten jugando carreras montados en su bicicleta.

Acerca de la Historia

- 1.- ¿En dónde Edward va a montar su bicicleta?
- 2.- ¿Porque a Edward le gustan las rutas de bicicletas?
- 3.- ¿Con quién se va a reunir Edward en el parque?
- 4.- ¿Qué actividad le gusta hacer a Edward con su amigo Steve?

Actividades para Ampliar el Lenguaje

- 1.- Háble acerca de sus visitas al parque. Hága las siguientes preguntas:
¿Qué tipo de cosas hace la gente en el parque?
¿Qué te gusta hacer a ti en el parque?
Cuéntame acerca de una de tus visitas al parquet
- 2.- Planifique un día de campo en el parque. Pregúnte a su hijo que tipo de cosas necesitan llevar y qué tipo de actividades se pueden hacer en el parque.



Story 30 - Feeding the Dog

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Have fun!

Story 30 Feeding the Dog

Steve is feeding his dog. His dog's name is Champ. Champ is very hungry. He eats every chunk of his dog food.

Steve gives Champ some water. Champ is thirsty. Champ laps up all of the water.

Champ wags his tail. Then he licks Steve on his face. This is Champ's way of saying "thank you."

About the Story

1. Tell me what Steve is doing.
2. What is the dog's name?
3. Why did Champ thank Steve?

Activities for Language Expansion

Converse about caring for a pet dog. Ask questions such as the following:

- What do you need to do to care for a dog?
- What food would you feed your dog?
- What would you do if your dog was sneezing?



Story 24 - Reading Time

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Story 24 Reading Time

Father is reading a story to his children. He is reading about a little baby pig. The baby pig's name is Pilly. Pilly lives on a farm.

Bob, Karen, and Sally listen very closely to their father. They are enjoying the story about the pig.

The children start to yawn. Father knows it's time to end the story. He says that Pilly needs to go to sleep.

"Just like children, pigs need to sleep," he says.

The children hop into bed and go to sleep.

About the Story

1. What is Father doing?
2. Tell me what the story is about.
3. Where does Pilly live?
4. What is your favorite bedtime story?

Activities for Language Expansion

Have students talk about the books they like to read. Ask questions such as the following:

- What books do you like to read?
- Would you tell me your favorite story?



Story 11 - Ricky Sets the Table

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Story 11 Ricky Sets the Table

It is time for dinner. Ricky is setting the table. He is so hungry.

First Ricky puts the dishes on the table. Then he puts the glasses on the table. Ricky puts the forks next to the dishes. Ricky can't wait to eat.

Mom cooked Ricky's favorite meal. She made steak and mashed potatoes for dinner.

Ricky tries the food. It is delicious. Ricky thanks his mom for a great meal.

About the Story

1. Tell me why Ricky is setting the table.
2. What does Ricky put on the table?
3. What did Mom make for dinner?
4. How did the food taste?

Activities for Language Expansion

1. Ask the students to talk about the items that are needed at mealtime. Questions such as the following may be asked:

What kinds of silverware do you use when you eat?

What other things would you put on the table?

What foods do you eat from a bowl?

What foods do you eat from a plate?

What foods are served in a cup?

2. Place cups, plates, napkins, silverware, and various types of food in a box. Have students set the table. Students should be asked to talk about what they are doing as they set the table.