Sentence Builder for early years

A sentence building game and program that teaches grammar and sentence writing skills
A Friendly Reminder

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The Sentence Builder program, all illustrations and charts created by David Newman, speech – language pathologist
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Created by David Newman Speech-Language Pathologist
Introduction

This program uses a combination of oral language stimulation techniques, scaffolded contextual cues, phonemic awareness cues and written language exercises to facilitate students’ awareness of phrase, sentence, and grammatical structures. These skills are developed to help scaffold students’ ability to learn how to read and spell new words.

The program features seven chapters:

1. Recommended Sequence and Example Session
2. Sentence Builder Game
3. Reading/Spelling Assessment
4. Word Learning Activities
5. Game – Advanced Level
6. Sentence writing/drawing activities
7. Rating Progress and My Word List Charts

The program is limited to students learning 30 unique phrases and 38 individual words. Students will have multiple opportunities in a variety of different contexts to learn and relearn the target words and phrases. Once students have had the opportunity to learn the programs words and phrases, they will have increased confidence when combining the target phrases to form, read and eventually write grammatically correct and original sentences.
Chapter One
Recommended Sequence

The sentence builder program can be played as a simple board game where students roll a dice and collect coloured tiles to complete their sentence chart. However, the program is also a learning tool used to teach grammatical concepts. *The program achieves the best results when it follows this sequence*…

Begin by establishing a baseline for each student. To do this it’s important to determine how many of the target words in the program the student is able to read and write. Read through the Reading/Spelling section to create a baseline.

Once you have a baseline, select a target word or words for a therapy/learning session. For example, a student has difficulty with reading most words and scores 6 correct out of 38. For the first therapy session the target words might be the *noun* boy and the verb *is*. Print the worksheets for *boy* and *is* and work through each sheet with the student following the instructions that accompany each worksheet.
We next play the game with the student, as outlined in the game instructions section. Our focus for the session is on the student being able to identify the target words within the context of the game. We do this by asking the student to think about the target words. It also helps to manipulate the game to ensure that students select the target words in their constructed sentence. We then use scaffolded oral language techniques, outlined in this program, to comment on the target words boy and is in multiple contexts. *(See example for more information)* Complete the drawing and sentence writing activity sections for the student’s constructed sentence.

Summarize the session by reinforcing to the student that the focus of the session has been on learning the words is and boy and praise the child for learning the words so well. End the session by asking the student to say the words they learnt (boy and is) and whether the words are nouns or verbs, etc. Encourage the student to write down the word/s. If this proves difficult, provide scaffolding so that the student feels confident in completing this task. For instance, for the word boy, you may write b _ y, and ask the child to fill in the missing letter.

Complete the session by praising the child and entering the newly learnt words onto the rating progress and my word list charts. Review the word for next session and select new words.
Example of a Typical Session

The example depicted here is based on a real life session with a 6 year old boy with language and literacy difficulties. The initial *pre-test reading assessment* revealed that Charlie (*name changed*) was able to identify 5 words from the list of 38 words listed. The words Charlie was able to identify were *a, the, at, on* and *is*.

The clinician decides to target four words from the list for this session.

The amount of words and concepts to learn per session will vary for each student. Some students may only be able to effectively learn one to two words, whereas other students will cope quite well with learning up to five words in a 30 – 40 minute session. The words chosen for Charlie to learn this session are *boy* and *girl*.

The session begins with Charlie working through the worksheets for each word. The worksheets take 5 -10 minutes each to complete. At the completion of each worksheet the clinician asked Charlie to write the newly learnt word onto a whiteboard. With some
support, Charlie was able to write both boy and girl. *(At this early stage, particularly when a student is learning new words, it’s important to provide maximal scaffolding to ensure that the student doesn’t become overwhelmed with the information they are required to learn and retain.)*

The clinician begins the **Sentence Builder** game. All of the various coloured grammar tiles are laid out in rows before Charlie. Charlie is handed a sheet with the coloured boxes. The rules and the sequence of the session are then explained to Charlie.

**Clinician:** ‘Today, we are going to learn a little about sentences. A sentence always has a verb and is a complete thought. So, *Jack walked up the hill* is a sentence, whereas *Jack up hill* is not. Each sentence is made up of things called phrases. Each of these little coloured tile is a phrase and we are going to combine them to make our own sentences.’ An introduction of this kind is optional. You can begin the game initially by simply having the student sort the tiles into their colour groups *(green, red, yellow, blue).*
The game begins by Charlie rolling a dice and matching the dice roll with the colour displayed on the chart. On this occasion Charlie rolls a 2, and with guidance from the clinician, selects a green tile. **Clinician:** 'Ok that’s a green tile. The green words are noun phrases. Have a look on your chart, where should the green tile go?' Charlie searches his chart and points to the top green bar. **Clinician:** 'Good boy, that’s right. Look carefully at those green tiles you may recognise the words we discussed before. Do you remember the words?' **Charlie:** 'Boy and girl.' **Clinician:** ‘Well, some of those green tiles have boy and girl written on them. Can you find the words boy and girl?’

Charlie finds the tiles:

**Clinician:** ‘Well done Charlie. Pick one to put on your green chart.’ **Charlie** selects a boy and places it on his chart. **Clinician:** 'What does it say?' **Charlie:** 'A boy.' **Clinician:** 'Well done. That’s right, it says a boy. That is the first part of your sentence. A boy is a noun phrase, and is the first part of your sentence.'
The clinician next places the **grammar help sheet** on the table. **Clinician:** 'A boy is a noun phrase. This word at the top of the page (*the clinician points to the word, noun*) written in green, says **noun**. Nouns name the everyday things in our world. So we can see that the little pictures are people and things. A train is a noun, a ship is a noun, the girl dressed in purple is a noun. You are a noun and so am I. And the tile you selected is a noun. **Boy** is a noun.'

The game continues in this manner with the clinician consistently commenting on the structure of the sentence. The clinician continually relates the structure of the noun phrases *a boy* and *the girl* and their relationship to the structure the two sentences that Charlie creates.

**Charlie’s completed sentences are…**

```
A boy
is sitting
on the beach
today

the girl
was
in the house
this morning
```
Throughout the session the clinician scaffolds each tile selection that Charlie makes. The focus of the session is on Charlie being able to recognise and hopefully write the words *boy* and *girl* at the completion of the session. A bonus therapy outcome of course is that Charlie is being immersed in intensive and specific oral language and is also learning grammar and syntactical structures in a fun and meaningful activity.

It’s not important at this point that Charlie can recognise or read any of the words or phrases that he has selected for his chart. With correct scaffolding it’s possible or even likely Charlie can read most of the sentences he has structured by the end of the session. This is possible because the coloured phrase tiles have been commented on repeatedly by the clinician, who has also asked Charlie to repeat the words and phrases, over and over.

With language or literacy intervention the key ingredients are **repetition, scaffolded support** and **intensity**. It also helps immeasurably to package the intervention within a meaningful context. The **Sentence Builder** game provides the context where the student can practice the same grammatical structures and forms in multiple combinations.

At the completion of this session, the clinician once again asks Charlie to write the target words *boy* and *girl* onto a whiteboard. Without any scaffolding, Charlie produces *boy* and *gurl*, which are entered onto the **rating scale** and the **my words** list. The word *gurl* is incorrect, but it’s very encouraging that Charlie got close in his attempt.
Chapter Two
Game Instructions

Ages: 5 to 8
Players: 2-3
Contents: noun phrase tiles *(who)*
verb tiles *(what)*
preposition tiles *(where)*
adverb tiles *(when)*
*(Please note, each tile is colour coded and needs to be printed, cut out and laminated.)*

The sentence builder program has been designed to assist children improve their skills in reading and comprehending grammatical terms, words, phrases and sentences. The sentence builder activities are a great way for students to be aware of correct sentence structure. The object is for children to create multiple oral and written sentences using a *limited number* of words and phrases.

How to Play

Place the tiles **face up** in their respective groups in front of the students. Students roll a single dice and consult the **grammar selection chart**. Students select a tile that corresponds to the colour they rolled. For instance, if the student roles a 3 they select a **red verb** tile. The student
then places the verb on his/her chart that matches with the red tile. To complete the activity, students are required to fill their sentence builder chart with phrases that combine to complete a grammatically correct sentence, as can be seen in the example below.

It’s recommended that younger children become skilled at combining and mixing **noun phrases**, **verbs** and **preposition phrases** before attempting to add **adverbs** to the mix. Encourage students to read aloud their completed sentences and note if they sound correct or sound a bit funny. **A boy is running** is correct, whereas **a boy are swimming** does not have **noun/verb agreement** and is grammatically incorrect.
**Grammar Tiles**

**Coloured Boxes Guide**

- **Noun**: word used to name a person, animal or thing. *All nouns are combined with either an article or pronoun, ‘the ship,’ ‘his plane’ etc.*

- **Verb**: a word or words that tell us what’s going on in a sentence.  
  **Example**: The plane *is landing* on the ship.

- **Preposition**: word used to position people and things. They often begin phrase. *On the table, with the band, in the sea.*

- **Adverb**: Adverbs modify verbs.  
  They tell how, when or where something happens. *We rang the bell loudly yesterday.*

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# Grammar Selection Chart

<table>
<thead>
<tr>
<th>Dice Roll</th>
<th>Grammar Selection Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2</td>
<td>Select a <strong>noun</strong></td>
</tr>
<tr>
<td>3 - 4</td>
<td>Select a <strong>verb</strong></td>
</tr>
<tr>
<td>5</td>
<td>Select a <strong>preposition</strong></td>
</tr>
<tr>
<td>6</td>
<td>Select an <strong>adverb</strong></td>
</tr>
</tbody>
</table>
Noun Phrases

- a boy
- the girl
- some boys
- the girls
- a dog
- some cats

Verbs

- walked
- was
- were running
- are swimming
- ran
- sits
Verb Phrases cont...

is sitting  are sitting

sat  ate

is  are

Preposition Phrases

on the road  on the beach

in the water  in the house

at the park

under the bridge
Photocopy, cut out and laminate coloured tiles

Adverbs

last night  this morning
before lunch  this evening
today  after lunch
Sentence Building Charts

Who

What

Where

When

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Sentence Building Charts

who
what
where
when
who
what
where
when
Chapter Three
In this section we are going to see how many words on this program your students recognise as sight words. The program contains 38 individual words of varying levels of difficulty. The rationale for this test is to establish a baseline for students’ word knowledge so that we can later determine how much progress has been made after intervention has begun.

The test in brief

The test provides a list of the words that are used in the program. The test form is presented in a standard word dictation format and can be administered to students in either a word recognition format (reading) or word dictation format (writing).

Many of the words featured in the program are high frequency words. A beginning reader’s knowledge of high frequency words assists their ability to read early years texts.
**Word Knowledge Response Sheet – Reading Test**

Name: ______________________  Date of Birth: ____________

Date: ______________________  Clinician: ______________

<table>
<thead>
<tr>
<th>a</th>
<th>the</th>
</tr>
</thead>
<tbody>
<tr>
<td>girl</td>
<td>boy</td>
</tr>
<tr>
<td>girls</td>
<td>boys</td>
</tr>
<tr>
<td>dog</td>
<td>cats</td>
</tr>
<tr>
<td>was</td>
<td>walked</td>
</tr>
<tr>
<td>is</td>
<td>running</td>
</tr>
<tr>
<td>ran</td>
<td>ate</td>
</tr>
<tr>
<td>sits</td>
<td>are</td>
</tr>
<tr>
<td>sat</td>
<td>sitting</td>
</tr>
<tr>
<td>on</td>
<td>road</td>
</tr>
<tr>
<td>in</td>
<td>water</td>
</tr>
<tr>
<td>at</td>
<td>park</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>beach</td>
<td>house</td>
</tr>
<tr>
<td>under</td>
<td>bridge</td>
</tr>
<tr>
<td>after</td>
<td>lunch</td>
</tr>
<tr>
<td>today</td>
<td>before</td>
</tr>
<tr>
<td>this</td>
<td>evening</td>
</tr>
<tr>
<td>morning</td>
<td>night</td>
</tr>
<tr>
<td>some</td>
<td>last</td>
</tr>
<tr>
<td>were</td>
<td></td>
</tr>
</tbody>
</table>

39 Words

Total Correct: _____
Word Knowledge Response Sheet – Spelling Test

1. Before beginning the test, provide each student with a pen or pencil.

2. Make certain the student’s name is on the test form.

3. **Say to the student:** ‘I am going to ask you to say spell some words. I’m going to say the word in isolation then say the word again in a sentence. You need to write the word in the numbered box.’

1. **a**
   A boy ran to the shops.

2. **the**
   The bear was angry.

3. **girl**
   The girl was tall.

4. **boy**
   The boy was short.

5. **boys**
   The boys went to the pool.

6. **girls**
   The girls rode horses.

7. **dog**
   The dog barked.

8. **cats**
   The cats miaowed.

9. **was**
   She was happy.

10. **walked**
    The kids walked to the shop.

11. **is**
    His is sad.

12. **running**
    He is running.

13. **ran**
    The girl ran in the race.

14. **ate**
    He ate his lunch.

15. **sits**
    The boy sits.

16. **are**
    They are small.
17. sat  He sat on the seat.
18. sitting  He is sitting down.
19. on  He turned the light on.
20. road  The man walked on the road.
21. in  She is in the house.
22. water  The water was cold.
23. at  He is at the pool.
24. park  He went to the park.
25. beach  I went to the beach.
26. house  He is in the house.
27. under  I went under the blanket.
28. bridge  He is on the bridge.
29. after  I watched TV after dinner.
30. lunch  Yesterday I had some lunch.
31. today  I slept well today.
32. before  I went before breakfast
33. this  I went this morning.
34. evening  It is the evening.
35. morning  I went in the morning.
36. night  Last night I watched TV.
37. some  I want some chocolate.
38. last  The boy came last in the race.
Word Knowledge Response Sheet – Spelling Test

Name: _______________________
Date of Birth: ______________

Date: _______________________
Clinician: _________________

1. _______________________
2. _______________________

3. _______________________
4. _______________________

5. _______________________
6. _______________________

7. _______________________
8. _______________________

9. _______________________
10. _______________________

11. _______________________
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22. _______________________

23. _______________________
24. _______________________

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<td>35.</td>
<td>36.</td>
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<tr>
<td>37.</td>
<td>38.</td>
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</tbody>
</table>

38 Words

Total Correct: _____
Chapter Four
Word Learning Activities

This section is designed for students who struggle to decode the words on the grammar tiles. The activities in this section may be completed prior to a student attempting the game or can be used while playing the sentence combining activities. This program is limited to students’ learning only the thirty five words on the grammar tiles. Though the program is limited to thirty five words, there are dozens of sentence combinations children can create with the grammar tiles.

Sequence

- Begin the word exercises by playing the sentence builder game. Learn the mechanics of the game and comment on the colour of the tiles and how they correspond to green being who, red, what, yellow where, and blue when. It’s not important that children be able to read the tiles at this point. The teacher or clinician can use the resource in the initial stages simply as an oral language activity.

- Once the student has constructed several sentences using a combination of the green noun phrase tiles, the verb tiles, and the preposition tiles comment on the child’s construction. For instance, a student has constructed, a boy walked on the road. Clinician: “That’s a lovely sentence. You have combined a boy with walked
and have created a short sentence. Now you have added a *preposition phrase* which tells us *where* the boy walked. *The boy ... walked ... on the road.* Well done.”

- It’s a good idea to allow a student to make incorrect constructions that don’t have noun/verb agreement. For instance, the student constructs *some boys ... is running ... on the beach,* and fails to notice the error. **Clinician:** “*Some boys is running.* Does that sound right? **Child:** “Yes.” **Clinician:** “Hmmm, I’m not so sure. How about if I replace the *some boys* tile with the *a boy* tile. Now it reads *a boy ... is running ... on the beach.* That sounds better to me. When we have *two boys* or *two people,* then we wouldn’t use *is running,* we would say instead, *were running* or *are running.* We could swap the *is running* tile with the *are sitting* tile. Now it says, *the boys ... are sitting ... on the beach.* Does that sound better?” **Child:** “Yes.”

- Encourage the child to draw a picture of his/her picture in the boxes that are supplied. So, for instance, if a child produces *a dog ... walked ... on the beach,* then the child draws a picture of a dog walking on a beach. Comment on the drawing and link the events in the picture with the child’s tile selection. **Clinician:** ‘I love the drawing of the dog (*run finger along the dog tile*) and your beach looks sandy. Which word says beach on your yellow tile?” **Child**
points to the correct word. **Clinician:** "That’s right, the word says *beach*. Beach has three sounds /b/ /ea /ch/. Let’s clap it out together." etc…

- After the child has produced several drawings and all the drawings have been commented on and extensions used, it’s time for the child to begin writing some of their constructions. At this early stage, focus on only the *noun phrase – verb – preposition phrase* constructions. Encourage the child to write down his/her sentence in the box provided. Write down the tiles in the order they were constructed. Scaffold the child’s attempts by saying, **Clinician:** "That’s a terrific sentence. *A dog ...walked ... on the beach.* Which one is the *doing* word, the *verb*?" **Child:** “This one.” (points to the verb tile, *walked*) **Clinician:** “That’s right. Fantastic. What’s the word again?” **Child** hesitates. **Clinician:** “It’s *walk...* (cloze procedure) **Child:** “Walked.” **Clinician:** “Well done.”

- Print out and use the *Word Learning* sheets to focus attention on each word. All the instructions for each word are contained on the worksheets. It’s best to use a small whiteboard with non-permanent markers and eraser to quickly write the word and erase as needed. Children enjoy using whiteboards and rubbing clean the completed words. There are 35 word worksheets in total. The worksheets are designed to focus attention on each word in *detail*. Use the worksheets as often as needed for each child. Record individual progress using the *rating progress* sheets.
A morpheme is a minimal unit of language that has a more or less constant meaning and form. Words that have meaning by themselves are known as lexical morphemes. Words such as *boy, girl, dog, cat* are all lexical morphemes.

Those morphemes that can only function in combination with other morphemes are known as grammatical morphemes. Morphemes such as *–ed, -ing, -es, –s* are all grammatical morphemes.

Several of the words on this program have grammatical morphemes attached to lexical morphemes. For simplicity sake, *most* of the words in this program are lexical morphemes. The grammatical morphemes in this program that you need to be aware of are as follows:

- *-ed* \(\rightarrow\) walked
- *-ing* \(\rightarrow\) sitting, running, swimming
- *-s* \(\rightarrow\) girls, boys, cats
The oral language techniques presented in this section are methods which clinicians can use to provide extra layers of meaning and scaffolding to the words, phrases and sentences the child will encounter while working through the program.

Extensions

With extensions the clinician or teacher comments about a selected passage to expand on any aspect of the text. The teacher’s role is to model insights about the text and invite students to add their own interpretation. Extensions are a vital and important tool that can greatly expand a student’s understanding of a particular passage.

Extensions work by adding meaning to unfamiliar words and phrases. For example we may wish to focus our students’ attention on the word, bridge. Clinician: ‘The word under means to go below or beneath. So when someone is under an umbrella they won’t get wet when it rains. Under is the opposite of over,’ etc.
Imitations

With imitations we simply repeat what the child has said. By repeating the child’s utterances we increase the amount of times the child produces lexical, syntax and morphological forms and there are more opportunities for feedback. If the student repeats our feedback we have the opportunity to provide other forms of language stimulation.

Expansions

When we expand a child’s utterance we lend grammatical and syntactical details to it that supports the child’s words so that they more resemble adult language forms. For example, if a child combines a noun phrase with a verb (a boy… is sitting) and says, Child: ‘boy sitting,’ we can expand the utterance with, Clinician: ‘Yes, the boy is sitting’. The boy is sitting on the beach. So we should say, the…’ Child: ‘boy is sitting.’

Immersion

The focus of this language stimulation method is to provide a high number of the target word/s or phrases in different but related forms while interacting in a game, reading a word list or any other language
activity. The child does not necessarily have to express the target form, but it’s always an advantage if they do. By immersing the child in targeted language, where the target form is repeatedly provided, it is anticipated that the child will be enticed to attempt the new form in his/her own communication.

For example, the clinician wishes to teach the concepts of present progressive and noun/verb agreement. Clinician: ‘We have a boy who is sitting on the beach. How many boys? Child: One. Clinician: 'Good, one child who is sitting. Now we have two girls sitting on the beach. So, we say the two girls were sitting on the beach. We can’t say the two girls is sitting because it doesn’t sound right. When we have more than one person we change the verb is to were or are. A boy is sitting on the beach is correct. The girls were sitting on the beach is also correct.’ etc

**Cloze Procedures**

Cloze procedures are a useful language stimulation technique that uses the context of a situation to assist the child to identify a word they find difficult to say, or have yet to attempt. The child is effectively prompted to fill in the blank or gap in a sentence or phrase. For instance, Clinician:
'Another word for under is be…….’ The clinician produces only the first and second phonemes. The child is prompted to say below. Cloze procedures work well in tandem with immersion techniques, where a child has repeatedly heard the target word in context before attempting to produce the target word themselves.

**Paraphrasing**

Paraphrasing is used to reword text or a student’s statement. It can be used to define a difficult word or reword a complex sentence into shorter, simpler sentences. In doing this you effectively reduce a passage's complexity and increase students’ understanding of the target passage.

The following example sentence created by a child combining grammar tiles illustrates this point. The child has created; *some boys are swimming in the water today*. **Clinician:** ‘Nice sentence. There is more than one boy here. There are two boys swimming in the water, today.’ The clinician points to each grammar tile in turn as he targets the words contained on each tile. **Clinician:** ‘We have four tiles here. The green tile says *some boys*. How many boys are there?’ **Child:** ‘Two?’ **Clinician:** ‘Yes, two or more boys. We can decide it could be two or three boys. So, *some boys*… what are the boys *doing*?’ *(points to the*
red verb tile). Child responds with, 'are swimming.' Clinician: 'Good. Some boys are swimming. Where are they swimming? Child: 'In the water.' Clinician: 'Great.' (The clinician touches each tile in turn) 'Some boys...are swimming...in the water...today.'

Generalization

Generalization is an effective language arts tool that links events and themes from a story passage to events or situations that the student may have experienced in their own life. Generalizations increase a student’s understanding and comprehension of new information by making an association with information they already know. For example, Clinician: 'The boy is walking on the beach. Have you ever walked on the beach like this boy? What was it like? Was the sun shining? What did you do?' etc.
Phonemic Awareness Cues

Phonemic awareness skills enable a child to manipulate and isolate individual sounds, or phonemes. This skill enables students to make the connection between speech sounds and print. Teaching phonemic awareness skills such as blending and segmenting strengthens students’ ability to later link phonemes with printed letters.

Blending Phonemes
Blending phonemes enables students to connect individual speech sounds to generate a word. Initially, students require a parent or teacher to provide a correct model. For instance, for the word dog a teacher writes each letter, /d/ /o/ /g/ and says, “This word has three sounds and three letters. (the teacher points to each letter) The sounds are /d/ /o/ and /g/. If I blend the sounds together like this, d…o…g, what is the word?” The clinician may need to repeat the model several times before the child grasps the word. It may also be helpful to provide a semantic cue such as, “It has a tail and barks,” etc.

Segmenting Phonemes
Segmenting involves breaking a word down into separate sounds. For instance, for the word cats the teacher writes the word /c/ /a/ /t/ /s/ and says, “The word cats has four sounds and four letters. Let’s clap it out, c…a…t…s” (the teacher claps each individual phoneme and the student copies the model).
Thirty Five Worksheets for each individual word found on the grammar tiles

Print each sheet as needed. It’s recommended that in the early stages of the program you concentrate on one to two worksheets in any given session. Provide as much scaffolding for each word as is necessary.

Some of the worksheets may need to be repeated several times before a student can be considered to have learnt to read a particular word in isolation well.
Target Word: boy (noun)

Does the child know the word?

Sequence: Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

Sequence: Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

boy book boa boss
bot box boy buy
bottle boy bee boy

Complete the correct word

Sequence: Point to the first row of words and say, ‘fill in the missing letters for any word that can be boy. Don’t fill in any words that cannot be boy.’

b _ _ t b _ ll b _ y bu _
_ oy ba _ t b _ _ d bo _
b _ _ b _ _ t s b _ y

Identify the target word in a sentence

Sequence: Point to the sentence and ask the child to circle the target word.

The boy rowed the boat.

Sequence: Point to the sentence and ask the child to fill in the target word.

The _ _ _ _ ran to the shop.
Word Learning Worksheet

Target Word: girl *(noun)*

Does the child know the word?

**Sequence:** Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

**Sequence:** Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to **draw a circle** around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

<table>
<thead>
<tr>
<th>gate</th>
<th>gas</th>
<th>girl</th>
<th>grill</th>
</tr>
</thead>
<tbody>
<tr>
<td>grate</td>
<td>girl</td>
<td>gull</td>
<td>girl</td>
</tr>
<tr>
<td>goat</td>
<td>got</td>
<td>gale</td>
<td>girl</td>
</tr>
</tbody>
</table>

Complete the correct word

**Sequence:** Point to the first row of words and say, ‘**fill in the missing letters for any word that can be girl. Don’t fill in any words that cannot be girl.**’

<table>
<thead>
<tr>
<th>g _ _ t</th>
<th>g _ le</th>
<th>g _ y</th>
<th>gi _ l</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ _ t</td>
<td>gi _ d</td>
<td>g _ r l</td>
<td>_ i r l</td>
</tr>
<tr>
<td>g _ _ e</td>
<td>gr _ pe</td>
<td>g _ _ l</td>
<td>g _ od</td>
</tr>
</tbody>
</table>

Identify the target word in a sentence

**Sequence:** Point to the sentence and ask the child to circle the target word.

The girl sat down.

**Sequence:** Point to the sentence and ask the child to fill in the target word.

A _ _ _ _ _ swam in the pool.
Target Word: **the** *(article)*

**Does the child know the word?**

**Sequence:** Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

**Identify correct word**

**Sequence:** Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to **draw a circle** around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

this  that  they  the
thistle  the  the  her
here  there  he  the

**Complete the correct word**

**Sequence:** Point to the first row of words and say, ‘**fill in the missing letters for any word that can be the. Don’t fill in any words that cannot be the.**’

th _  t _ e  t _ y  t _ o
_ _ t  e _ h  t _ _  te _
_ _ e  t _ pe  t _ _ e  th _

**Identify the target word in a sentence**

**Sequence:** Point to the sentence and ask the child to circle the target word.

**Where is the car?**

**Sequence:** Point to the sentence and ask the child to fill in the target word.

He swam in _ _ _ pool.
**Word Learning Worksheet**

**Target Word: dog (noun)**

Does the child know the word?

**Sequence:** Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

**Identify correct word**

**Sequence:** Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

- dog
- done
- dig
- dive
- dog
- dish
- day
- dad
- does
- doll

**Complete the correct word**

**Sequence:** Point to the first row of words and say, ‘fill in the missing letters for any word that can be dog. Don’t fill in any words that cannot be dog.’

- d _ ll
- d _ g
- _ _ g
- d _ ar
- d _ h
- d _
- _ og
- dom _
- d _ e
- do _ _
- d _
- d _ l _

**Identify the target word in a sentence**

**Sequence:** Point to the sentence and ask the child to circle the target word.

**The dog is big.**

**Sequence:** Point to the sentence and ask the child to fill in the target word.

**My _ _ _ is still a puppy.**

Created by David Newman *Speech-Language Pathologist*
Word Learning Worksheet

Target Word: Cats *(noun)*

Does the child know the word?

**Sequence:** Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

**Identify correct word**

**Sequence:** Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to **draw a circle** around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

- chat  
- cats  
- cake  
- come  
- cats  
- cork  
- can  
- cats  
- crate  
- calf  
- cats  
- coal

**Complete the correct word**

**Sequence:** Point to the first row of words and say, ‘*fill in the missing letters for any word that can be cats. Don’t fill in any words that cannot be cats.*’

- c _ ts  
- c _ me  
- c _ y  
- c _ ol  
- c _ _ t  
- c _ at  
- c _ s  
- c _ me  
- c _ e  
- ca _  
- c _ _ l  
- _ _ ts

**Identify the target word in a sentence**

**Sequence:** Point to the sentence and ask the child to circle the target word.

- The cats walked in the park.

**Sequence:** Point to the sentence and ask the child to fill in the target word.

- He gave fish to the _ _ _ _ _ .
Word Learning Worksheet

Target Word: SOME (adverb)

Does the child know the word?

Sequence: Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

Sequence: Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

some  sum  smoke  soot
sold  sound  sing  some
smell  small  some  sale

Complete the correct word

Sequence: Point to the first row of words and say, ‘fill in the missing letters for any word that can be some. Don’t fill in any words that cannot be some.’

s _ m  s _ me  s _ y  st _ ol
s _ _ t  s _ at  so _ e  se _ m
s _ _ e  som _  s _ _  sa _ l

Identify the target word in a sentence

Sequence: Point to the sentence and ask the child to circle the target word.

There are some boys.

Sequence: Point to the sentence and ask the child to fill in the target word.

She needs _ _ _ _ money.
Word Learning Worksheet

Target Word: *is* (verb)

Does the child know the word?

Sequence: Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

Sequence: Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

is  island  is  sit
site  is  sing  it
silly  in  it  is

Complete the correct word

Sequence: Point to the first row of words and say, ‘fill in the missing letters for any word that can be *is*. Don’t fill in any words that cannot be *is*.’

_ s  s _ _  _ _ s  st _ _
_ _  _ _ s  i _  i _ _
s _ t  s _  _ s  i _

Identify the target word in a sentence

Sequence: Point to the sentence and ask the child to circle the target word.

He is walking.

Sequence: Point to the sentence and ask the child to fill in the target word.

She _ _ happy.
Target Word: WAS (verb)

Does the child know the word?

Sequence: Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

Sequence: Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

is was when sit
some water saw was
silly saw was were

Complete the correct word

Sequence: Point to the first row of words and say, ‘fill in the missing letters for any word that can be was. Don’t fill in any words that cannot be was.’

w_ s s _ w l _ ss st _
_a s h _ s w _ w _
we s _ w _ s i _

Identify the target word in a sentence

Sequence: Point to the sentence and ask the child to circle the target word.

He was swimming.

Sequence: Point to the sentence and ask the child to fill in the target word.

He _ _ _ _ small.
Word Learning Worksheet

Target Word: walked (verb)

Does the child know the word?

Sequence: Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

Sequence: Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

walked was waited want
sort waste swam walked
welcome waited walked wait

Complete the correct word

Sequence: Point to the first row of words and say, ‘fill in the missing letters for any word that can be walked. Don’t fill in any words that cannot be walked.’

w _ lked wast_ wa_ _te war_
wh_ _ wa _ ked w _ l k _ _ wo_
we _ _ w _ _ _ alk _ _ w _ s

Identify the target word in a sentence

Sequence: Point to the sentence and ask the child to circle the target word.

He walked to the beach.

Sequence: Point to the sentence and ask the child to fill in the target word.

She _ _ _ _ _ _ _ under the bridge.

Created by David Newman Speech-Language Pathologist
Word Learning Worksheet

Target Word: ran (verb)

Does the child know the word?

Sequence: Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

Sequence: Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

<table>
<thead>
<tr>
<th>rat</th>
<th>ran</th>
<th>reason</th>
<th>rod</th>
</tr>
</thead>
<tbody>
<tr>
<td>some</td>
<td>rain</td>
<td>real</td>
<td>ran</td>
</tr>
<tr>
<td>ran</td>
<td>ran</td>
<td>rest</td>
<td>rise</td>
</tr>
</tbody>
</table>

Complete the correct word

Sequence: Point to the first row of words and say, ‘fill in the missing letters for any word that can be ran. Don’t fill in any words that cannot be ran.’

<table>
<thead>
<tr>
<th>r _ d</th>
<th>r _ w</th>
<th>r _ n</th>
<th>r _ _</th>
</tr>
</thead>
<tbody>
<tr>
<td>r _ st</td>
<td>r _ _ st</td>
<td>ra_</td>
<td>_ a n</td>
</tr>
<tr>
<td>re_</td>
<td>r _ n</td>
<td>w_</td>
<td>r _ t</td>
</tr>
</tbody>
</table>

Identify the target word in a sentence

Sequence: Point to the sentence and ask the child to circle the target word.

He ran to the beach.

Sequence: Point to the sentence and ask the child to fill in the target word.

The boy _ _ _ _ on the road.
Target Word: running (verb)

Does the child know the word?

Sequence: Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

Sequence: Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

rain running resting running read
running rain reading rained
run running rested rubber

Complete the correct word

Sequence: Point to the first row of words and say, ‘fill in the missing letters for any word that can be running. Don’t fill in any words that cannot be running.’

r _ _ ning read _ _ _ r _ nning r _ _ g
r _ sting r _ _ ning ra_ _ _ n
re _ r _ n w _ r _ t

Identify the target word in a sentence

Sequence: Point to the sentence and ask the child to circle the target word.

He was running in the house.

Sequence: Point to the sentence and ask the child to fill in the target word.

The girls are _ _ _ _ _ _ _ _ _ _.

Created by David Newman Speech-Language Pathologist
Word Learning Worksheet

Target Word: are \( (verb) \)

Does the child know the word?

**Sequence:** Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

**Sequence:** Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

<table>
<thead>
<tr>
<th>are</th>
<th>ran</th>
<th>about</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost</td>
<td>are</td>
<td>ran</td>
<td>real</td>
</tr>
<tr>
<td>are</td>
<td>ran</td>
<td>above</td>
<td>after</td>
</tr>
</tbody>
</table>

Complete the correct word

**Sequence:** Point to the first row of words and say, ‘fill in the missing letters for any word that can be are. Don’t fill in any words that cannot be are.’

<table>
<thead>
<tr>
<th>a _ e</th>
<th>r _ w</th>
<th>e _ r</th>
<th>r _ d</th>
</tr>
</thead>
<tbody>
<tr>
<td>r _ st</td>
<td>a _</td>
<td>ra _</td>
<td>a _ d</td>
</tr>
<tr>
<td>ar _</td>
<td>a _</td>
<td>w _</td>
<td>e _ t</td>
</tr>
</tbody>
</table>

Identify the target word in a sentence

**Sequence:** Point to the sentence and ask the child to circle the target word.

Some cats are in the house.

**Sequence:** Point to the sentence and ask the child to fill in the target word.

The girls _ _ _ at the park.
Word Learning Worksheet

Target Word: **Swimming** *(verb)*

**Does the child know the word?**

**Sequence:** Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

**Identify correct word**

**Sequence:** Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to **draw a circle** around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

- swimming
- ran
- swam
- swim
- sun
- swept
- swimming
- seal
- sore
- swimming
- shipping
- shake

**Complete the correct word**

**Sequence:** Point to the first row of words and say, ‘*fill in the missing letters for any word that can be swimming. Don’t fill in any words that cannot be swimming.*’

- sh _ _ e
- swi _ _ ing
- sp _ re
- s _ d
- swim _ _
- sw _ _ ing
- s _ ng
- s _ al
- ar _
- 57+ h _ _ g
- sw _ _
- s _ p

**Identify the target word in a sentence**

**Sequence:** Point to the sentence and ask the child to circle the target word.

**The boy is swimming.**

**Sequence:** Point to the sentence and ask the child to fill in the target word.

**The girls are _ _ _ _ _ _ _ _ .**
Target Word: Sits (verb)

Does the child know the word?

Sequence: Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

Sequence: Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

sits  star  so  still
still  sits  sat  soot
stool  sits  sits  sitting

Complete the correct word

Sequence: Point to the first row of words and say, ‘fill in the missing letters for any word that can be sits. Don’t fill in any words that cannot be sits.’

s _ t  si _ s  _ its  h _ ts
sh _ p  s _ _ p  si _ s  s _ _ s
sh _ e  s i _ _  s i _ s  s _ t _

Identify the target word in a sentence

Sequence: Point to the sentence and ask the child to circle the target word.

The boy sits under the bridge.

Sequence: Point to the sentence and ask the child to fill in the target word.

The dog _ _ _ _ _ at the park.
Word Learning Worksheet

Target Word: Sat (verb)

Does the child know the word?

Sequence: Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

Sequence: Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

<table>
<thead>
<tr>
<th>are</th>
<th>saw</th>
<th>sat</th>
<th>this</th>
</tr>
</thead>
<tbody>
<tr>
<td>son</td>
<td>sat</td>
<td>spa</td>
<td>seal</td>
</tr>
<tr>
<td>sat</td>
<td>are</td>
<td>sail</td>
<td>hat</td>
</tr>
</tbody>
</table>

Complete the correct word

Sequence: Point to the first row of words and say, ‘fill in the missing letters for any word that can be sat. Don’t fill in any words that cannot be sat.’

<table>
<thead>
<tr>
<th>s _ e</th>
<th>s _ w</th>
<th>s _ t</th>
<th>s _ d</th>
</tr>
</thead>
<tbody>
<tr>
<td>s _ t</td>
<td>s _ p</td>
<td>ra _</td>
<td>l _ d</td>
</tr>
<tr>
<td>ar _</td>
<td>s _ _</td>
<td>w _ t</td>
<td>_ _ t</td>
</tr>
</tbody>
</table>

Identify the target word in a sentence

Sequence: Point to the sentence and ask the child to circle the target word.

The dog sat on the beach.

Sequence: Point to the sentence and ask the child to fill in the target word.

The boy _ _ _ under the bridge.
Word Learning Worksheet

Target Word: Sitting (verb)

Does the child know the word?

**Sequence:** Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

**Identify correct word**

**Sequence:** Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to **draw a circle** around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

sits  sat  sitting  still
still  sits  sat  sitting
stool  sits  sits  sitting

**Complete the correct word**

**Sequence:** Point to the first row of words and say, ‘**fill in the missing letters for any word that can be sitting. Don’t fill in any words that cannot be sitting.**’

s _ t tin _  si _ s  _ its  h _ ts
si _ p  s _ _ p  si _ ti _ g  s _ _ s
sp _ _ r  _ i _ _ ng  h i _ s  d _ t _

**Identify the target word in a sentence**

**Sequence:** Point to the sentence and ask the child to circle the target word.

**The boy is sitting under the bridge.**

**Sequence:** Point to the sentence and ask the child to fill in the target word.

**The dog _ _ _ at the park.**
Word Learning Worksheet

Target Word: ate (verb)

Does the child know the word?

Sequence: Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

Sequence: Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

are  awe  ate  are
ate  sat  pat  ate
sat  are  ate  hat

Complete the correct word

Sequence: Point to the first row of words and say, ‘fill in the missing letters for any word that can be ate. Don’t fill in any words that cannot be ate.’

a _  i _  _ te  _ t
s _ t  a _  ra _  a _
ar _  _ e  r _ t  _ te

Identify the target word in a sentence

Sequence: Point to the sentence and ask the child to circle the target word.

The boy ate.

Sequence: Point to the sentence and ask the child to fill in the target word.

The boy _ _ _ an apple.
Target Word: **in** *(preposition)*

Does the child know the word?

**Sequence:** Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

**Identify correct word**

**Sequence:** Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to **draw a circle** around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

<table>
<thead>
<tr>
<th>in</th>
<th>sat</th>
<th>in</th>
<th>it</th>
</tr>
</thead>
<tbody>
<tr>
<td>ill</td>
<td>in</td>
<td>pat</td>
<td>in</td>
</tr>
<tr>
<td>sat</td>
<td>are</td>
<td>ate</td>
<td>hat</td>
</tr>
</tbody>
</table>

**Complete the correct word**

**Sequence:** Point to the first row of words and say, ‘*fill in the missing letters for any word that can be* in. *Don’t fill in any words that cannot be in.*’

| a _ e | _ n | _ te | s _ d |
| s _ t | i _ | ra _ | i _ |
| r _ | _ _ e | _ n | i _ |

**Identify the target word in a sentence**

**Sequence:** Point to the sentence and ask the child to circle the target word.

The boy is in the house.

**Sequence:** Point to the sentence and ask the child to fill in the target word.

The dog sat _ _ _ the water.
Word Learning Worksheet

Target Word: ON  (*preposition*)

*Does the child know the word?*

**Sequence:** Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

**Identify correct word**

**Sequence:** Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to *draw a circle* around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

- on  hot  on  it
- poll  ton  on  in
- hat  on  ate  inn

**Complete the correct word**

**Sequence:** Point to the first row of words and say, *‘fill in the missing letters for any word that can be on. Don’t fill in any words that cannot be on.’*

- d _ e  _ n  _ te  h _ d
- s _ t  i _  ra _  o _
- r _  _ e  _ n  i _

**Identify the target word in a sentence**

**Sequence:** Point to the sentence and ask the child to circle the target word.

*The boy is on the beach.*

**Sequence:** Point to the sentence and ask the child to fill in the target word.

*The dog sat _ _ the road.*
Word Learning Worksheet

Target Word: at (preposition)

Does the child know the word?

Sequence: Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

Sequence: Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

<table>
<thead>
<tr>
<th>at</th>
<th>sat</th>
<th>at</th>
<th>it</th>
</tr>
</thead>
<tbody>
<tr>
<td>all</td>
<td>hat</td>
<td>pat</td>
<td>at</td>
</tr>
<tr>
<td>sat</td>
<td>at</td>
<td>ate</td>
<td>mat</td>
</tr>
</tbody>
</table>

Complete the correct word

Sequence: Point to the first row of words and say, ‘fill in the missing letters for any word that can be sat. Don’t fill in any words that cannot be sat.’

| a _ e | _ n | _ te | a _ |
| h _ t | i _ | a _ | i _ |
| r _ t | _ _ e | _ t | i _ |

Identify the target word in a sentence

Sequence: Point to the sentence and ask the child to circle the target word.

The boy is at the park.

Sequence: Point to the sentence and ask the child to fill in the target word.

The dog is _ _ the park.
Word Learning Worksheet

Target Word: road (noun)

Does the child know the word?

Sequence: Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

Sequence: Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

some road ride hoot
hold round road home
round rally road real

Complete the correct word

Sequence: Point to the first row of words and say, 'fill in the missing letters for any word that can be road. Don’t fill in any words that cannot be road.'

h _ m r _ ad r _ y r _ al
_ oad h _ at ro _ d se _ m
r _ _ m roa _ r _ re _ l

Identify the target word in a sentence

Sequence: Point to the sentence and ask the child to circle the target word.

Some boys are on the road.

Sequence: Point to the sentence and ask the child to fill in the target word.

The boy is on the _ _ _ _ _.
Word Learning Worksheet

Target Word: beach (noun)

Does the child know the word?

**Sequence:** Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

**Identify correct word**

**Sequence:** Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

- beach
- road
- reach
- boot
- hold
- bean
- bore
- beach
- sound
- beach
- broach
- heal

**Complete the correct word**

**Sequence:** Point to the first row of words and say, ‘fill in the missing letters for any word that can be beach. Don’t fill in any words that cannot be beach.’

- h _ me
- b _ ad
- be _ ch
- r _ al
- _ oad
- b _ y
- b _ _ ch
- be _ d
- bea _
- boa _
- r _ _ e
- be _ t

**Identify the target word in a sentence**

**Sequence:** Point to the sentence and ask the child to circle the target word.

Some boys are on the beach.

**Sequence:** Point to the sentence and ask the child to fill in the target word.

The boy is on the _ _ _ _ _ _ _ _ _ _ _ _._
Target Word: water (noun)

Does the child know the word?

Sequence: Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

Sequence: Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

was  water  reach  wore
wild  wash  water  beach
sound  water  when  wheel

Complete the correct word

Sequence: Point to the first row of words and say, ‘fill in the missing letters for any word that can be water. Don’t fill in any words that cannot be water.’

h _ me  w _ ter  e _ ch  w _ ld
_ oad  b _ y  _ ater  w _
wa _ _  boa_  w _ e  be _ t

Identify the target word in a sentence

Sequence: Point to the sentence and ask the child to circle the target word.

Some boys are in the water.

Sequence: Point to the sentence and ask the child to fill in the target word.

The boy is in the  _ _ _ _ _ _ .
Word Learning Worksheet

Target Word: park *(noun)*

Does the child know the word?

**Sequence:** Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

**Identify correct word**

**Sequence:** Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to *draw a circle* around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

- mark
- park
- peach
- peal
- pow
- wash
- park
- peak
- pound
- water
- park
- peel

**Complete the correct word**

**Sequence:** Point to the first row of words and say, *‘fill in the missing letters for any word that can be park. Don’t fill in any words that cannot be park.’*

- p _ st
- p _ t
- p _ rk
- p _ ol
- _ ark
- p a _ k
- p _
- w _ _ k
- p _ _ k
- boa _
- p _ _ e
- pe _ l

**Identify the target word in a sentence**

**Sequence:** Point to the sentence and ask the child to circle the target word.

Some boys are in the park.

**Sequence:** Point to the sentence and ask the child to fill in the target word.

The boy is at the _ _ _ _ _ .

Created by David Newman *Speech-Language Pathologist*
Target Word: under (*preposition*)

Does the child know the word?

**Sequence:** Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

**Identify correct word**

**Sequence:** Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to *draw a circle* around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

was  under  until  ute  
utter  over  behind  under  
pound  water  under  udder  

**Complete the correct word**

**Sequence:** Point to the first row of words and say, ‘*fill in the missing letters for any word that can be under. Don’t fill in any words that cannot be under.*’

u _ til  u _ der  e _ ch  p _ nd  
 _ _ der  b _  un _ er  w _  
a _ t  coa _  _ nd er  ut _  

**Identify the target word in a sentence**

**Sequence:** Point to the sentence and ask the child to circle the target word.

Some boys are under the bridge.

**Sequence:** Point to the sentence and ask the child to fill in the target word.

The boy is _ _ _ _ _ the bridge.
Word Learning Worksheet

Target Word: bridge (noun)

Does the child know the word?

Sequence: Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

Sequence: Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

| beach | bridge | bright | boot |
| bridge | bean | bore | beach |
| bite | bread | bridge | bead |

Complete the correct word

Sequence: Point to the first row of words and say, ‘fill in the missing letters for any word that can be beach. Don’t fill in any words that cannot be beach.’

| b _ _ m | b _ idge | be _ _ | b _ ll |
| _ oad | b _ y | bri _ _ e | ba _ d |
| bea _ _ | _ _ idge | b _ _ e | be _ t |

Identify the target word in a sentence

Sequence: Point to the sentence and ask the child to circle the target word.

Some boys are under the bridge.

Sequence: Point to the sentence and ask the child to fill in the target word.

The boy is on the _ _ _ _ _ _ .
Word Learning Worksheet

Target Word: house *(noun)*

Does the child know the word?

*Sequence:* Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

**Identify correct word**

*Sequence:* Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to *draw a circle* around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

<table>
<thead>
<tr>
<th>hurt</th>
<th>house</th>
<th>hide</th>
<th>mouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>home</td>
<td>hut</td>
<td>house</td>
<td>under</td>
</tr>
<tr>
<td>hand</td>
<td>hose</td>
<td>soar</td>
<td>house</td>
</tr>
</tbody>
</table>

**Complete the correct word**

*Sequence:* Point to the first row of words and say, ‘fill in the missing letters for any word that can be house. Don’t fill in any words that cannot be house.’

<table>
<thead>
<tr>
<th>u _ til</th>
<th>hou _ _</th>
<th>h _ rd</th>
<th>h _ nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>h _ _der</td>
<td>b _ _</td>
<td>h _ _ se</td>
<td>h _ _</td>
</tr>
<tr>
<td>h _ _ t</td>
<td>h _ us _</td>
<td>_ ouse</td>
<td>ou _</td>
</tr>
</tbody>
</table>

**Identify the target word in a sentence**

*Sequence:* Point to the sentence and ask the child to circle the target word.

Some boys are in the house.

*Sequence:* Point to the sentence and ask the child to fill in the target word.

The dog ate in the _ _ _ _ _ _ _ _ _ _.
Word Learning Worksheet

Target Word: last (adverb)

Does the child know the word?

**Sequence:** Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

**Sequence:** Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to **draw a circle** around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

```
learn  under  last  lute
late   last   leaf  last
lass   tale   last  life
```

Complete the correct word

**Sequence:** Point to the first row of words and say, ‘**fill in the missing letters for any word that can be last. Don’t fill in any words that cannot be last.**’

```
l _ te  l _ st  e _st  l _ ne
__der  l _ _t  n _ st  l _ 
__ast  coa _  l _ _ _  li _ t
```

Identify the target word in a sentence

**Sequence:** Point to the sentence and ask the child to circle the target word.

**Some cats ate in the house last night.**

**Sequence:** Point to the sentence and ask the child to fill in the target word.

**The boy was under the bridge  _ _ _ _ night.**
Word Learning Worksheet

Target Word: night (noun)

Does the child know the word?

Sequence: Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

Sequence: Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

<table>
<thead>
<tr>
<th>mark</th>
<th>sight</th>
<th>might</th>
<th>night</th>
</tr>
</thead>
<tbody>
<tr>
<td>night</td>
<td>name</td>
<td>night</td>
<td>net</td>
</tr>
<tr>
<td>nest</td>
<td>knife</td>
<td>night</td>
<td>need</td>
</tr>
</tbody>
</table>

Complete the correct word

Sequence: Point to the first row of words and say, ‘fill in the missing letters for any word that can be night. Don’t fill in any words that cannot be night.’

<table>
<thead>
<tr>
<th>n _ ght</th>
<th>p l _ t</th>
<th>n _ st</th>
<th>s _ gh</th>
</tr>
</thead>
<tbody>
<tr>
<td>n _ ar</td>
<td>ni _ _ t</td>
<td>_ ight</td>
<td>w _ _ k</td>
</tr>
<tr>
<td>n _ _ k</td>
<td>noo _</td>
<td>nigh _</td>
<td>pe _ l</td>
</tr>
</tbody>
</table>

Identify the target word in a sentence

Sequence: Point to the sentence and ask the child to circle the target word.

The boy was in the water last night.

Sequence: Point to the sentence and ask the child to fill in the target word.

The girls ate in the house last _ _ _ _ _ _ _ _ .
Word Learning Worksheet

Target Word: morning (noun)

Does the child know the word?

Sequence: Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

Sequence: Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

morning       shore       mouse       mom
moving        morning     mighty      men
must          most        morning     mist

Complete the correct word

Sequence: Point to the first row of words and say, ‘fill in the missing letters for any word that can be morning. Don’t fill in any words that cannot be morning.’

mo _ _ ing    sol _ _ ing    74t h _ se    mou _
m _ st       mor _ _ ing     si _ _ ing     h _ _ t
his _ ory    ha _ _ ing      _ orning     th _

Identify the target word in a sentence

Sequence: Point to the sentence and ask the child to circle the target word.

Some boys are in the house this morning.

Sequence: Point to the sentence and ask the child to fill in the target word.

The dog ate in the water this _ _ _ _ _ _ _ .
Target Word: this (pronoun)

Does the child know the word?

Sequence: Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

Sequence: Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

the  this  that  they

tease  his  this  then

his  hers  they  this

Complete the correct word

Sequence: Point to the first row of words and say, ‘fill in the missing letters for any word that can be this. Don't fill in any words that cannot be this.’

til _  ho _  th _ rd  th _ s

th _ _  b _ _  th _ _ se  h _ _

_ his  hos _  thi _  th _

Identify the target word in a sentence

Sequence: Point to the sentence and ask the child to circle the target word.

Some boys are in the house this morning.

Sequence: Point to the sentence and ask the child to fill in the target word.

The dog ate in the water _ _ _ _ _ morning.
Word Learning Worksheet

Target Word: before *(adverb)*

Does the child know the word?

**Sequence:** Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

**Identify correct word**

**Sequence:** Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

<table>
<thead>
<tr>
<th>tool</th>
<th>before</th>
<th>tight</th>
<th>brief</th>
</tr>
</thead>
<tbody>
<tr>
<td>before</td>
<td>been</td>
<td>today</td>
<td>after</td>
</tr>
<tr>
<td>test</td>
<td>beef</td>
<td>before</td>
<td>today</td>
</tr>
</tbody>
</table>

**Complete the correct word**

**Sequence:** Point to the first row of words and say, ‘fill in the missing letters for any word that can be today. Don’t fill in any words that cannot be before.’

| t _ ght | t _ _ k | be _ ore | b _ _ n |
| t _ _ _ t | bef _ _ | _ ight | t _ _ r |
| t _ _ _ l | tam _ | be _ _ _ e | te _ l |

**Identify the target word in a sentence**

**Sequence:** Point to the sentence and ask the child to circle the target word.

**The boy was in the water before lunch.**

**Sequence:** Point to the sentence and ask the child to fill in the target word.

**The girls ate in the house _ _ _ _ _ _ _ _ lunch.**

---

Created by David Newman *Speech-Language Pathologist*
Word Learning Worksheet

Target Word: today (preposition)

Does the child know the word?

Sequence: Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

Sequence: Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

dine do dune today
doing today today does
deal town today dune

Complete the correct word

Sequence: Point to the first row of words and say, ‘fill in the missing letters for any word that can be during. Don’t fill in any words that cannot be during.’

to _ _ d _ _ d _ _ ing t _ day
t _ _ l to _ _ g _ _ oday d _ _ r
d_ive to _ ay t _ _ l de _ l

Identify the target word in a sentence

Sequence: Point to the sentence and ask the child to circle the target word.

The boy was in the water today.

Sequence: Point to the sentence and ask the child to fill in the target word.

The girls ate in the house _ _ _ _ _
Word Learning Worksheet

Target Word: lunch (noun)

Does the child know the word?

Sequence: Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

Sequence: Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to draw a circle around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

leap lunch light look
punch luck lunch leaf
lush knife lunch today

Complete the correct word

Sequence: Point to the first row of words and say, ‘fill in the missing letters for any word that can be lunch. Don’t fill in any words that cannot be lunch.’

l _ ght l _ _ k l _ _ ch t _ _
l _ _ t lun _ _ l _ _ af t _ _ r
l _ _ ch lam _ l _ _ _ lo _ e

Identify the target word in a sentence

Sequence: Point to the sentence and ask the child to circle the target word.

The boy was in the water after lunch.

Sequence: Point to the sentence and ask the child to fill in the target word.

The girls ran on the beach after _ _ _ _ _ _ 

Created by David Newman Speech-Language Pathologist
Word Learning Worksheet

Target Word: **evening** *(noun)*

Does the child know the word?

**Sequence:** Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

Identify correct word

**Sequence:** Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to **draw a circle** around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

- evening
- today
- morning
- after
- to
- alone
- evening
- tent
- all
- evening
- topic
- apple

Complete the correct word

**Sequence:** Point to the first row of words and say, *‘fill in the missing letters for any word that can be evening. Don’t fill in any words that cannot be evening’*

- even _ _ _
- a _ _
- to _ ay
- about
- t _
- e _ _ ing
- _ ight
- ar _
- ev _n _ _
- tam _
- a _ _ _
- te _ l

Identify the target word in a sentence

**Sequence:** Point to the sentence and ask the child to circle the target word.

The boy was in the water this evening.

**Sequence:** Point to the sentence and ask the child to fill in the target word.

The girls ate in the house this _ _ _ _ _ _ _ .
Word Learning Worksheet

Target Word: **were** *(verb)*

Does the child know the word?

**Sequence:** Ask the child to write down the word with pen and paper. If the child cannot write the word correctly then complete this page.

**Identify correct word**

**Sequence:** Point to, or write down on a whiteboard, the target word. Cover the word and then ask the child to **draw a circle** around the correct word, starting from left to right then work down the list. Point out errors and provide assistance as needed.

- was
- wild
- sound
- were
- reach
- wash
- were
- beach
- wore
- beech
- wheel

**Complete the correct word**

**Sequence:** Point to the first row of words and say, *‘fill in the missing letters for any word that can be water. Don’t fill in any words that cannot be water.’*

- h _ me
- w _ r e
- e _ ch
- w _ ld
- _ oad
- b _ y
- _ ater
- w _ e
- wa _ _
- boa _
- we _ e
- be _ t

**Identify the target word in a sentence**

**Sequence:** Point to the sentence and ask the child to circle the target word.

Some boys were in the water.

**Sequence:** Point to the sentence and ask the child to fill in the target word.

The girls _ _ _ _ on the beach.
Chapter Five
Game - Advanced Level

The object of the advanced level game is for children to continue to create unique sentences but to be more creative with the sequence of phrases.

The advanced level game should only be attempted by students after they have played the entry level game multiple times and have written at least a dozen sentences from the phrase tiles.

With the advanced level game encourage students to place their tiles in whatever sequence they choose. Note that the boxes are no longer coloured. The phrases can be placed in a number of different sequences. Continue to use the same tiles and grammar selection chart as in the entry level game. For instance…

<table>
<thead>
<tr>
<th>Original sequence</th>
<th>Can become…</th>
<th>Can also become…</th>
</tr>
</thead>
<tbody>
<tr>
<td>a boy</td>
<td>on the beach</td>
<td>this morning</td>
</tr>
<tr>
<td>is sitting</td>
<td>this morning</td>
<td>a boy</td>
</tr>
<tr>
<td>on the beach</td>
<td></td>
<td>is sitting</td>
</tr>
<tr>
<td>this morning</td>
<td></td>
<td>on the beach</td>
</tr>
</tbody>
</table>
Sentence Building Charts - Advanced
### Sentence Building Charts - Advanced

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Created by David Newman Speech-Language Pathologist
Extra Verbs and Question Symbols for Question Variation

For variation try using the question mark symbols to construct question forms. For instance…

a boy  is running  on the beach  this morning

becomes

is  a boy  running  on the beach  this morning

are

is

were

swimming

are

is

were

running
Chapter Six
Select a favourite sentence you created in the game and draw a picture of the events in the sentence.
Select a favourite sentence you created in the game and draw a picture of the events in the sentence.
**Sentence Writing Activity**

Write down a favourite sentence you created in the game. Please include full stops and capital letters.

| __________________________________________________________ |
| __________________________________________________________ |
| __________________________________________________________ |
| __________________________________________________________ |
| __________________________________________________________ |
| __________________________________________________________ |
| __________________________________________________________ |
| __________________________________________________________ |
| __________________________________________________________ |

Write down a favourite sentence you created in the game. Please include full stops and capital letters.

| __________________________________________________________ |
| __________________________________________________________ |
| __________________________________________________________ |
| __________________________________________________________ |
| __________________________________________________________ |
| __________________________________________________________ |
| __________________________________________________________ |
| __________________________________________________________ |
Sentence Writing Activity

Write down a favourite sentence you created in the game. Please include full stops and capital letters.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Write down a favourite sentence you created in the game. Please include full stops and capital letters.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Created by David Newman Speech-Language Pathologist
Write down a favourite sentence you created then draw the picture of the sentence below.

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
# Chapter Seven

## Rating Progress

<table>
<thead>
<tr>
<th>Score</th>
<th>Description - Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student cannot recognise the target word.</td>
</tr>
<tr>
<td>1</td>
<td>The student can recognise the word with a phonemic cue prompt.</td>
</tr>
<tr>
<td>2</td>
<td>The student can recognise the word but cannot write the word correctly.</td>
</tr>
<tr>
<td>3</td>
<td>Student has a good understanding of the word and can write it correctly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
</tr>
<tr>
<td>Date</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
</tr>
<tr>
<td>Date</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
</tr>
<tr>
<td>Date</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
</tr>
<tr>
<td>Date</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
</tr>
</tbody>
</table>

Created by David Newman **Speech-Language Pathologist**
Rating a student’s progress is a necessary measure to ensure that the intervention is working. This program has several rating charts that monitor students’ ability to accurately read and write the 38 target words and 30 phrases.

- At the completion of a session present the target words to a student and ask him/her to read the words. If the student cannot read the word, score as 0. Next ask the child to attempt the word with a phonemic cue, such as for dog, ‘Is it d…?’
- After 5 minutes present the student with a pencil/paper or whiteboard/marker and ask the student to write the target word/s without any cue.
- If the student cannot write the word correctly, score the result as 2, but if the student can write the word independently score the result as 3.
- Retest the target words at the beginning of next session to ensure that the child has retained the word.
- Once you’re satisfied that the student understands the word and can read it independently, write the word into the My Words list as a running record. So for instance dog would be written onto the list which is marked d.
<table>
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<th>Score</th>
<th>Description - <em>Word</em></th>
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<td>The student cannot recognise the target word.</td>
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<tr>
<td>1</td>
<td>The student can recognise the word with a phonemic cue prompt.</td>
</tr>
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<tr>
<td>3</td>
<td>Student has a good understanding of the word and can write it correctly.</td>
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Created by David Newman *Speech-Language Pathologist*
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| Date _________ | Score _________ | Score _________ | Score _________ | Score _________ |


Allyn & Bacon


Appendix
Word Knowledge Response Sheet – Reading Test

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Date of Birth: ____________

Date: ________________
Clinician: ________________
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39 Words

Total Correct: _____
Word Knowledge Response Sheet – Spelling Test

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Created by David Newman Speech-Language Pathologist
### My word list

Words mastered.  Green pencil correctly read.  Red pencil correctly written

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David Newman *speech language pathologist*
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