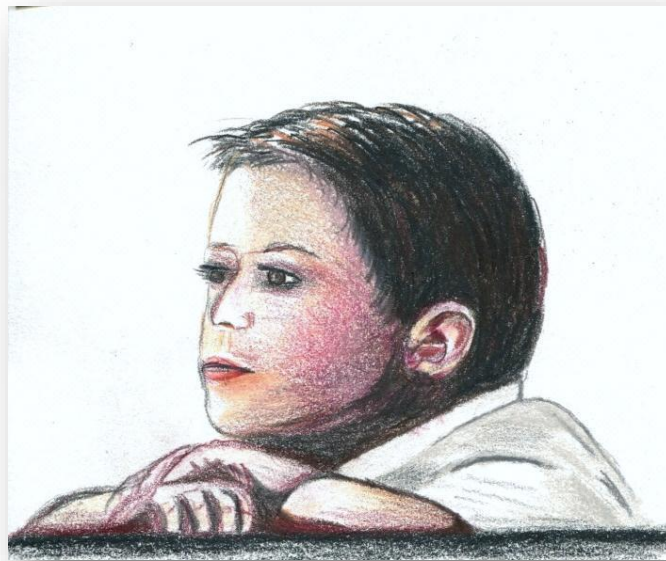# David Newman

Sentence Creator

for Early Literacy

A Game that helps Teach

Simple Sentence Structure

A Friendly Reminder

This book and all its contents are intellectual property.

The Sentence Builder program, all illustrations and charts

created by David Newman, **speech – language pathologist**

Table of Contents

Game Instructions

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

The **sentence builder** program is designed to assist young children with delayed language and literacy skills to improve their reading and writing abilities. The sentence builder activities are a way for students to be aware of correct sentence structure. The object is for children to create several 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.

| the girls | are | on the beach |

Coloured Boxes Guide

Noun: word used to name a person, animal or thing. *All nouns are combined with either an article or pronoun.*

| noun/*who* |
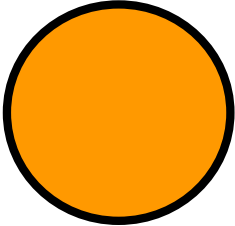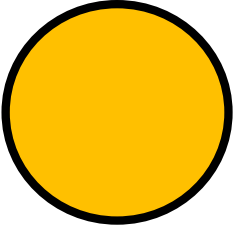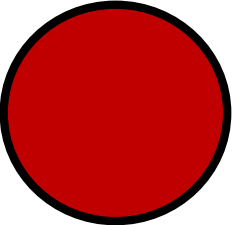
Verb: a word or words that tell us what's going on in a sentence..

| verb/*what* |

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

| preposition/*where* |

Grammar Selection Chart

Dice Roll	Grammar Selection Chart
1 - 2	Select a noun
3 - 4	Select a verb
5 - 6	Select a Preposition

Sentence Building Chart

who	what	where
who	what	where

Sentence Building Chart

who	what	where
who	what	where

Noun Phrases

the girls	the boys
the girl	a boy
he	she
they	

Verb Phrases

is

are

sat

were

was

ran

walked

Preposition Phrases

in the house

on the road

at the pool

in the car

to the beach

on the beach

at school

Reading/Spelling Assessment

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**).

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: _____

a	the
girl	boy
girls	boys
was	walked
is	ran
sat	are
on	road
in	she
at	he

beach	house
they	pool
school	car
were	to

26 Words

Total Correct: _____

Oral Language Techniques

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.

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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 passages 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.

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
bot	box	boy
bottle	boy	bee

Target Word: boy *(noun) cont...*

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 _ ll   b _ y   bu _

ba _ t   b _ _ d   bo _

b _ 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.

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.

gate	gas	girl
grate	girl	gull
goat	got	girl

Word Learning Worksheet

Target Word: girl *(noun) cont…*

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.'*

g _ _ t   g i _ l   g _ y

_ _ t   gi _ d   g _ r l

g _ _ _ e   gr _ pe   g _ _ l

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.

the	that	they
thistle	the	that
the	there	he

Word Learning Worksheet

Target Word: the *(article)* cont…

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   e _   h   t _ _

_ _ e   t _ pe   t _ _ e

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: 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
site	is	sing
silly	in	is

Target Word: is *(verb)* cont…

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

_ _   _ _ s   i _

s _ t   s _   _ s

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
some	water	was
silly	saw	was

Word Learning Worksheet

Target Word: was *(verb)* cont…

<u>*Complete the correct word*</u>

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

_ a s   h _ s   wa _

_we   s _ _   w _ s

<u>*Identify the target word in a sentence*</u>

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.

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
sort	walked	swam
welcome	waited	walked

Word Learning Worksheet

Target Word: walked *(verb)* cont…

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

wh_ _   wa _ ked   w _ l k _ _

we _ _   w _ _   _ alk _

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.

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.

rat	ran	reason
some	rain	real
ran	ran	rest

Word Learning Worksheet

Target Word: ran *(verb)* cont…

<u>*Complete the correct word*</u>

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**.'*

r _ d   r _ w   r _ n

r _ s t   r _   _ st   ra_

re _   r _ n   w _ _

<u>*Identify the target word in a sentence*</u>

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: 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.

are	ran	about
almost	are	ran
are	ran	above

Word Learning Worksheet

Target Word: are *(verb)* cont…

<u>*Complete the correct word*</u>

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**.*'

a _ e   r _ w   e _ r

r _ s t   a _ _   ra _

ar _   a _ _   w _ _

<u>*Identify the target word in a sentence*</u>

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.

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.

are	saw	sat
son	sat	spa
sat	are	sail

Target Word: sat *(verb)* cont…

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**.'*

s _ e   s _ w   s _ t

s _ t   s _ p   ra _

ar _   s _ _   w _ t

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.

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.

in	sat	in
ill	in	pat
sat	are	ate

Word Learning Worksheet

Target Word: in *(preposition)* cont…

<u>*Complete the correct word*</u>

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 _ t	i _	ra _
r _ _	_ _ e	_ n

<u>*Identify the target word in a sentence*</u>

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.

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
poll	ton	on
hat	on	ate

Word Learning Worksheet

Target Word: on *(preposition)* cont…

<u>*Complete the correct word*</u>

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

s _ t   o _   ra _

r _ _   _ _ e   _ n

<u>*Identify the target word in a sentence*</u>

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.

at	sat	at
all	hat	pat
sat	at	ate

Word Learning Worksheet

Target Word: at *(preposition)* cont…

<u>Complete the correct word</u>

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

h _ t   i _   a _

r _ t   _ _ e   _ t

<u>Identify the target word in a sentence</u>

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.

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
hold	round	road
round	rally	road

Word Learning Worksheet

Target Word: road *(noun)* cont…

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

_ oad   h _ at   ro _ d

r _ _ m   roa _   r _ _

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 _ _ _ _ .

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
hold	bean	beach
sound	beach	broach

Word Learning Worksheet

Target Word: beach *(noun)* cont…

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

_ oad   b _ y   b _ _ ch

bea _ _   boa _   r _ _ e

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 _ _ _ _ _ .

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.

hurt	house	hide
home	hut	house
hand	house	soar

Word Learning Worksheet

Target Word: house *(noun)* cont…

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.'*

u _ til   hou _ _   h _ rd

h _ _der   b _ _   h _ _ se

h _ _ t   h _ us _   _ ouse

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 _ _ _ _ _ .

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	were	reach
wild	wash	were
sound	were	when

Word Learning Worksheet

Target Word: were *(verb)* cont…

<u>*Complete the correct word*</u>

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

_ oad   b _ y   _ ater

wa _ _ _   boa _   we _ e

<u>*Identify the target word in a sentence*</u>

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.

Word Learning Worksheet

Target Word: he *(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.

was	here	reach
he	heart	were
she	he	when

Word Learning Worksheet

Target Word: he *(pronoun)* cont…

<u>*Complete the correct word*</u>

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

h _   w _ r e   _ ch

_ t   h _   _ ee

wa _ _ _   oa _   _ e

<u>*Identify the target word in a sentence*</u>

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

he is in the water.

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

_ _   is at the beach.

Target Word: she *(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.

she	he	beach
he	heart	shark
she	he	when

Word Learning Worksheet

Target Word: she *(pronoun)* cont…

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 **she**. Don't fill in any words that cannot be **she***'

sh _	w _ r	s _ e
_ t	sh _	_ ee
wa _ _ _	oa _	s _ e

Identify the target word in a sentence

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

she is in the water.

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

_ _ _   is at the beach.

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Word Learning Worksheet

Target Word: they *(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.

they	he	they
he	they	shark
she	they	when

Target Word: they *(pronoun)* cont…

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 **she**. Don't fill in any words that cannot be **she**'*

sh _   th _ y   s_ e

_ hey   sh _   t _ ey

th _ _   oa _   s _ e

Identify the target word in a sentence

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

they are in the water.

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

_ _ _ _   are at the beach.

Target Word: school *(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.

school	gas	sky
say	school	gull
scoot	got	school

Word Learning Worksheet

Target Word: school *(noun)* cont…

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 **school**. Don't fill in any words that cannot be **school**.'*

sch _ _ l   s _ le   s _ y

s_ _ t   _ chool   schoo _

b _ _ _ e   str _ pe   sc _ _ _l

Identify the target word in a sentence

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

The girl walked to school.

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

He ran to _ _ _ _ _ _ .

Target Word: pool *(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.

pool	gas	sky
say	school	pool
pool	got	school

Word Learning Worksheet

Target Word: pool *(noun)* cont…

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

_ _ l   s _ le   s _ y

s_ _ t   _ ool   po _ l

b _ _ _ e   _ ool   sc _ _ _ l

Identify the target word in a sentence

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

The girl walked to the pool.

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

A boy ran to the _   _   _   _ .

Word Learning Worksheet

Target Word: car *(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.

at	sat	car
car	cat	par
sat	car	ate

Word Learning Worksheet

Target Word: car *(noun)* cont…

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* **car***. Don't fill in any words that cannot be* **car***.'*

c _ r   _ n   _ te

h _ t   i _   ca _

c _ t   c _ r   _ 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 in the car.

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

The car is on the road.

Sentence Writing/Drawing

Write down a favourite sentence you created then draw the picture of the sentence below.

_____

_____

_____

_____

Photocopiable

Rating Progress

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 26 target words.

- 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.

Score	Rating Progress – *Word Level*				
0	The student cannot recognise the target word.				
1	The student can recognise the word with a phonemic cue prompt.				
2	The student can recognise the word but cannot write the word correctly.				
3	Student has a good understanding of the word and can write it correctly.				
Student _____	Word _____	Word _____	Word _____	Word _____	Word _____
Date _____	Score _____	Score _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____	Score _____	Score _____

Picture Stimulation