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Sentence Builder

for early years

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

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

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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.*
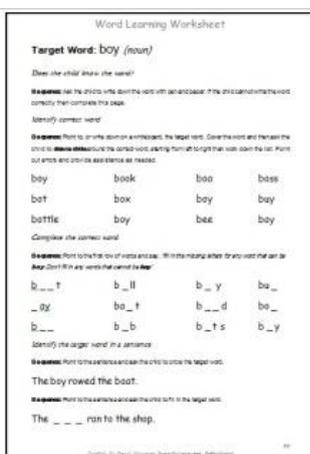
The session begins with Charlie working through the worksheets for each word. The worksheets take 5 -10 minutes each to complete. At the completion of each worksheet the clinician asked Charlie to write the newly learnt word onto a whiteboard. With some

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 [the girl]   [a boy] 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*. <u>Nouns name the everyday things in our world.</u> 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	the girl
is sitting	was
on the beach	in the house
today	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/*who*

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/*what*

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

preposition/*where*

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

adverb/*when*

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

Grammar Selection Chart

Dice Roll	Grammar Selection Chart	
1 - 2	Select a noun	
3 - 4	Select a verb	
5	Select a preposition	
6	Select an adverb	
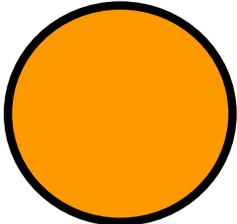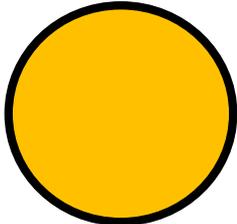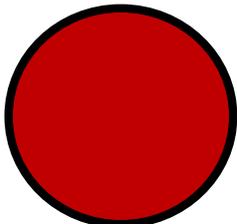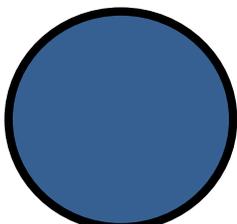
Noun Phrases

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

Adverbs

last night	this morning
before lunch	this evening
today	after lunch

Sentence Building Charts

who	**who**
what	**what**
where	**where**
when	**when**

23

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Sentence Building Charts

who	who
what	what
where	where
when	when

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Chapter Three

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**) 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: _____

a	the
girl	boy
girls	boys
dog	cats
was	walked
is	running
ran	ate
sits	are
sat	sitting
on	road
in	water

at	park
beach	house
under	bridge
after	lunch
today	before
this	evening
morning	night
some	last
were	

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.	12.
13.	14.
15.	16.
17.	18.
19.	20.
21.	22.
23.	24.

25.	26.
27.	28.
29.	30.
31.	32.
33.	34.
35.	36.
37.	38.

38 Words

Total Correct: _____

Chapter Four
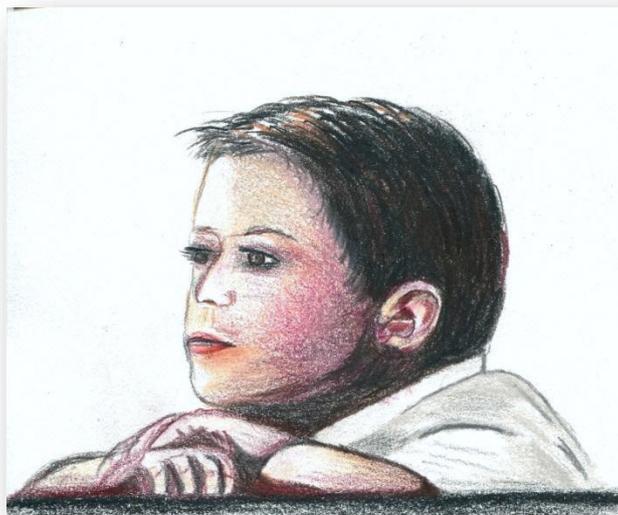
Word Learning Activities

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 *wal…* (*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.

Grammatical Morphemes

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   walk**ed**

-ing   sitt**ing**, runn**ing**, swimm**ing**

-s   girl**s**, boy**s**, cat**s**

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.

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.

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.

Word Learning Worksheet

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 _ 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.

gate	gas	girl	grill
grate	girl	gull	girl
goat	got	gale	girl

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 _ le	g _ y	gi _ l
_ _ t	gi _ d	g _ r l	_ irl
g _ _ _ e	gr _ pe	g _ _ l	g _ od

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.

Word Learning Worksheet

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	dive	dog	dad
done	dog	dish	does
dig	day	dog	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.

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.

Word Learning Worksheet

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 _ _	w o _
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.

rat	ran	reason	rod
some	rain	real	ran
ran	ran	rest	rise

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.'*

r _ d	r _ w	r _ n	r _ _
r _ st	r _ _ st	ra_	_ a 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 ran to the beach.

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

The boy _ _ _ on the road.

Word Learning Worksheet

Target Word: runn<u>ing</u> *(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	rest<u>ing</u>	runn<u>ing</u>	read
runn<u>ing</u>	rain	read<u>ing</u>	rained
run	runn<u>ing</u>	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 _ _ n<u>ing</u>	read _ _ _	r _ nn<u>ing</u>	r _ _ g
r _ st<u>ing</u>	r _ _ n<u>ing</u>	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 runn<u>ing</u> in the house.

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

The girls are _ _ _ _ _ _ _ .

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.

are	ran	about	are
almost	are	ran	real
are	ran	above	after

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.'*

a _ e	r _ w	e _ r	r _ d
r _ st	a _ _	ra _	a _ d
ar _	a _ _	w _ _	e _ t

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: swimm<u>ing</u> *(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.

swimm<u>ing</u>	ran	swam	swim
sun	swept	swimm<u>ing</u>	seal
sore	swimm<u>ing</u>	shipp<u>ing</u>	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 _	57t 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 swimm<u>ing</u>.

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

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

Word Learning Worksheet

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	sit<u>ing</u>

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.

are	saw	sat	this
son	sat	spa	seal
sat	are	sail	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* **sat**. *Don't fill in any words that cannot be* **sat**.'

s _ e	s _ w	s _ t	s _ d
s _ t	s _ p	ra _	l _ d
ar _	s _ _	w _ t	_ _ 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.

Word Learning Worksheet

Target Word: sitt<u>ing</u> *(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	sitt<u>ing</u>	still
still	sits	sat	sitt<u>ing</u>
stool	sits	sits	sitt<u>ing</u>

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 _ ttin _	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.

Word Learning Worksheet

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	it
ill	in	pat	in
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 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.

Created by David Newman **Speech-Language Pathologist**

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.

at	sat	at	it
all	hat	pat	at
sat	at	ate	mat

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 _ _ _ _ _ .

Word Learning Worksheet

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 _ _ _ _ .

Word Learning Worksheet

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 _	_ nder	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.

Created by David Newman **Speech-Language Pathologist**

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.

hurt	house	hide	mouse
home	hut	house	under
hand	hose	soar	house

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 _ nd
h _ _der	b _ _	h _ _ se	h _ _
h _ _ t	h _ us _	_ ouse	ou _

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.

mark	sight	might	night
night	name	night	net
nest	knife	night	need

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.'*

n _ ght	p l _ t	n _ st	s _ gh
n _ ar	ni _ _ t	_ ight	w _ _ k
n _ _ k	noo _	nigh _	pe _ 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 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 _ _ _ _ _ _ _ .

Word Learning Worksheet

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.

tool	before	tight	brief
before	been	today	after
test	beef	before	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* **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 .

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	lu _ ch	t _ _
l _ _ t	lun _ _	l _ af	t _ _ r
l _ _ ch	lam _	lu _ _ _	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 _ _ _ _ _ .

Word Learning Worksheet

Target Word: eve<u>ning</u> *(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.

eve<u>ning</u>	today	mor<u>ning</u>	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 _ _ _<u>ing</u>	_ 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	were	reach	wore
wild	wash	were	beach
sound	were	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 _ 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…

Original sequence	Can become…	Can also become…
a boy	on the beach	this morning
is sitting	this morning	a boy
on the beach	a boy	is sitting
this morning	is sitting	on the beach

Created by David Newman **Speech-Language Pathologist**

Sentence Building Charts - Advanced
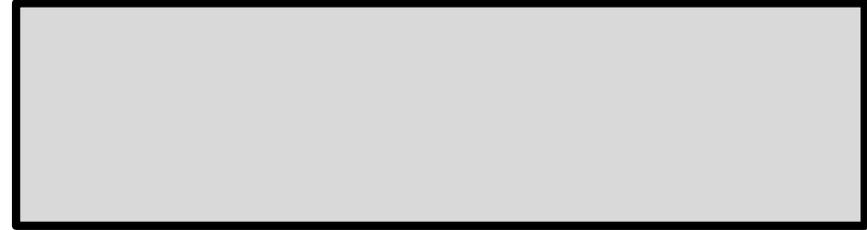
Sentence Building Charts - Advanced
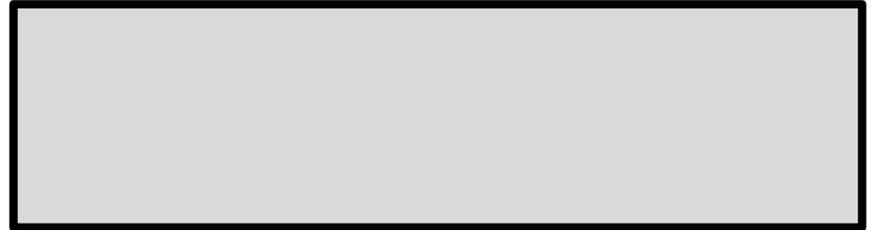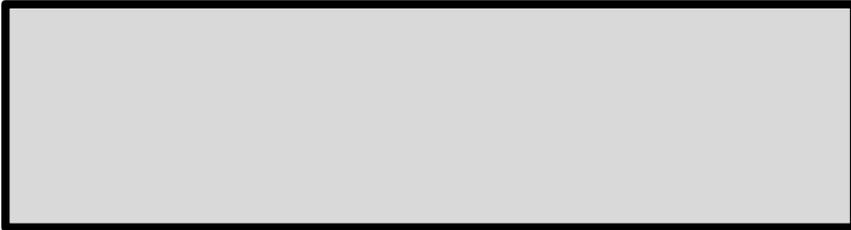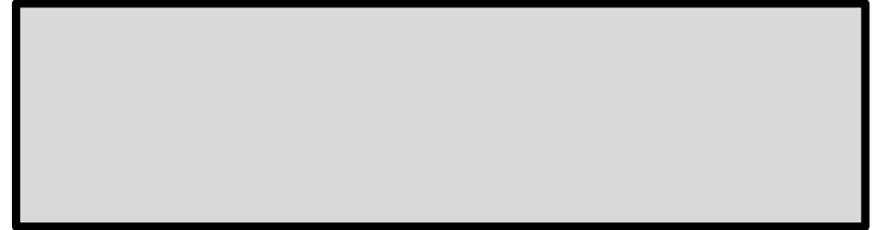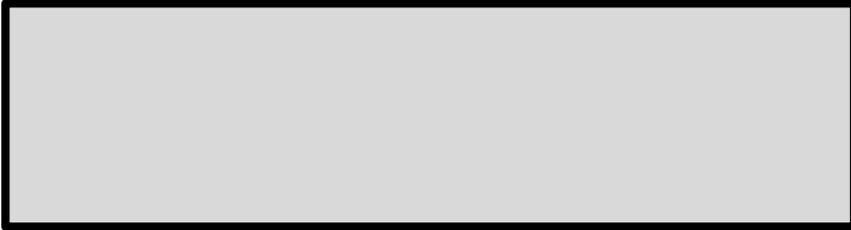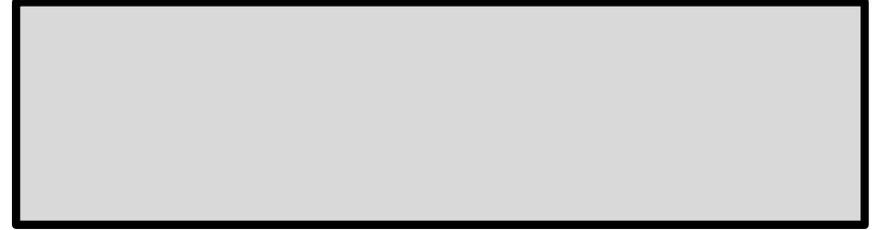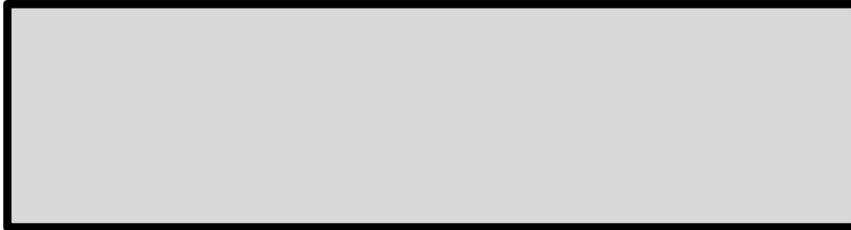
Extra Verbs and Question Symbols for Question Variation

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		are	?
is		is	?
were		were	?
swimming		running	?

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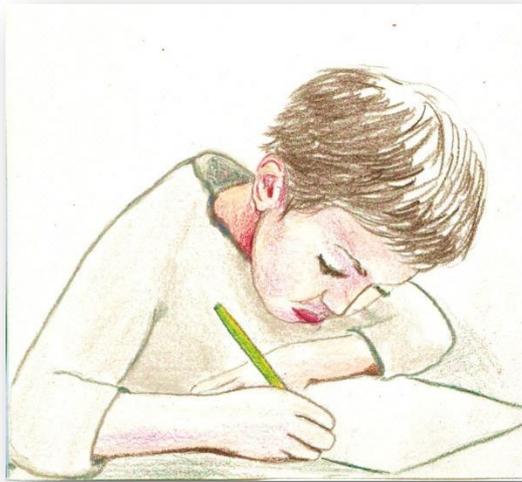
Chapter Six

Drawing Activity

Select a favourite sentence you created in the game and draw a picture of the events in the sentence.

Drawing Activity

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.

_____

_____

_____

_____

_____

_____

Sentence Writing/Drawing

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

_____

_____

_____

_____

_____

Chapter Seven

Rating Progress

Score	Description - *Word*		
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
_____	_____	_____	_____
Date _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____

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 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*.

Rating Progress

Score	Description – *Word*		
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 _____
Date _____ Date _____ Date _____ Date _____ Date _____	Score _____ Score _____ Score _____ Score _____ Score _____	Score _____ Score _____ Score _____ Score _____ Score _____	Score _____ Score _____ Score _____ Score _____ Score _____

Rating Progress

Score	Description – *Phrase*		
0	The student cannot recognise the target phrase.		
1	The student can recognise the phrase with phonemic cue prompts.		
2	The student can recognise the phrase but cannot write the phrase correctly.		
3	Student has a good understanding of the phrase and can write it correctly.		
Student _____	Phrase _____	Phrase _____	Phrase _____
Date _____ Date _____ Date _____ Date _____ Date _____	Score _____ Score _____ Score _____ Score _____ Score _____	Score _____ Score _____ Score _____ Score _____ Score _____	Score _____ Score _____ Score _____ Score _____ Score _____

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Created by David Newman **Speech-Language Pathologist**

Appendix

Word Knowledge Response Sheet – Reading Test

Name: _____ Date of Birth: _____

Date: _____ Clinician: _____

a	the
girl	boy
girls	boys
dog	cats
was	walked
is	running
ran	ate
sits	are
sat	sitting
on	road
in	water

at	park
beach	house
under	bridge
after	lunch
today	before
this	afternoon
morning	night
some	last
were	

39 Words

Total Correct: _____

Word Knowledge Response Sheet – Spelling Test

Name: _____   Date of Birth: _____

Date: _____   Clinician: _____

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.
17.	18.
19.	20.
21.	22.
23.	24.

25.	26.
27.	28.
29.	30.
31.	32.
33.	34.
35.	36.
37.	38.
39.	

39 Words

Total Correct: _____

Score	Description - *Word*		
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 _____
Date _____ Date _____ Date _____ Date _____ Date _____	Score _____ Score _____ Score _____ Score _____ Score _____	Score _____ Score _____ Score _____ Score _____ Score _____	Score _____ Score _____ Score _____ Score _____ Score _____

Score	Description - *Phrase*
0	The student cannot recognise the target phrase.
1	The student can recognise the phrase with phonemic cue prompts.
2	The student can recognise the phrase but cannot write the phrase correctly.
3	Student has a good understanding of the phrase and can write it correctly.

Student	Phrase	Phrase	Phrase
_____	_____	_____	_____
Date _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____

My word list

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

a	b	c	d	e	f	g	h	i	j

h	i	j	k	l	m	n	o	p	q

David Newman **speech language pathologist**

My word list

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

r	s	t	u	v	w	x	y	z	

David Newman **speech language pathologist**