Oral Language Talking Deck

Description: The Oral Language Talking Deck is filled with quick, easy to implement, oral language activities designed to improve students' skills in the various oral language systems. Each activity provides a detailed procedure that includes the teacher role, student role, and any teacher preparation that needs to be done prior to using the activity in the classroom.

The Oral Language Talking Deck is color-coded according to language system with each activity card assigned a color band at the bottom. Teachers can quickly turn to and identify the color that's coordinated with the skills they are intending to emphasize. The Oral Language Talking Deck is not separated into grade levels, but certain activities will suggest working specifically with older or younger students.

Objective: Students will demonstrate oral language skills through motivational speaking activities. The activities contribute to the development of skills that facilitate improved literacy.

Materials:
- Oral Language Talking Deck Printable
- Color printer
- White card stock paper
- Scissors/paper cutter
- Hole punch
- 1 metal book ring

Instructions: Print the Oral Language Talking Deck Printable on card stock. Select to print in color, single-sided, and in actual size. Cut along the dashed cutlines. Use a hole punch to assemble a booklet of cards using a metal book ring.

Oral Language Talking Deck

Contributors

Becky Cummings

Allison Enslein

Nancy Hennessy

Nicole Kingsland

Julia Salamone

Carol Solon

2019 – 2nd Edition

Introduction to the Oral Language Talking Deck

Welcome to the Oral Language Talking Deck. This tool was developed to assist teachers in bringing more opportunity for developing students' oral language skills in the classroom. Why devote time to developing oral language skills? Oral language is our most personal means of communication. Through oral language, we can express not only our wants and needs, but our thoughts, ideas, beliefs, and knowledge. Through oral language, we can inform and educate. We can make others laugh and cry. We can impress, disappoint, inspire, or persuade.

Language in the school setting can provide a key link to literacy, as oral language lays the foundation for students to develop reading and writing skills. As the guidelines of the American Speech Language-Hearing Association (2001) suggest, "Reading takes advantage of the linguistic knowledge and processes that have evolved primarily for speaking and listening." National and state school standards, recognizing this link, have included listening and speaking as well as reading and writing in their composite of educational standards.

Many students with language-based learning differences, or dyslexia, demonstrate deficits in oral language. There are frequent references in the literature to the strong overlap between oral language difficulties and reading deficits. According to the American Speech-Language-Hearing Association Technical Report on Language and Literacy (2001), "Children with language impairments are four to five times more likely than normally developing children to have reading difficulties in the school years."

There has been considerable research to document the relationship between the phonology or the sound system of the language and the ability to decode words. Single sound or isolated syllable production, however, is not the focus of the Oral Language Talking Deck.

The Oral Language Talking Deck is focused on developing the oral language systems: semantics, morphology, syntax, and pragmatics. The deck includes activities focused on the word, sentence, and connected discourse levels of production. The intent in developing the tool is to provide an oral language resource that can readily be used by classroom teachers to help students develop their oral language skills. While, historically, education has not monitored oral language past the preschool years (Shanahan, 2006), it is clear that oral language skills impact social and psychological well-being. For this reason alone, classroom time spent enhancing oral language skills is worthwhile. As educators who specialize in working with students with language-based learning differences, however, our assumption is that improvements in oral language will not only improve expressive communication but will facilitate improvements in reading comprehension and written expression. This research is relatively recent as the educational emphasis on research-based practices has emerged.

In 2006, Shanahan wrote, "Unfortunately there is a paucity of research into the relations between oral language development and literacy, particularly with regard to studies that show how to use oral language toward better reading and writing skills or how to teach or support language development in ways that positively impact literacy." While the database still seems rather limited, there is more empirical evidence being presented that favors the use of oral language activities to facilitate reading comprehension and written expression.

In reading comprehension, there have been strong arguments for the connection between oral vocabulary and reading comprehension. If children have printed words in their oral vocabulary, they can more easily and quickly map sounds to letters, read words fluently, and understand them, thus comprehending what they are reading. If these words are not in children's oral vocabulary, they will have difficulty reading the words and their comprehension will be hindered (National Reading Panel, 2000). Related to vocabulary, morphology has also been found to be a critical element of successful reading comprehension. Soifer (2005) has indicated that an awareness of morphology has been shown to be a strong indicator of and positive influence upon reading comprehension. The connection between verbal sentence structure and the understanding of cohesive ties in reading is another area that is being studied. For example, research has shown a link between the density of a student's oral language in terms of adverbial clause words and the ability to recognize and comprehend various cohesive ties in reading complex sentences (Liss-Bronstein, 2010). In connected discourse or semantics, some literacy scholars are beginning to examine how training students in the use of oral macrostructure plot elements impacts their narrative text comprehension (Lafontaine & Moreau, 2010; Evans & Gillam, 2013).

In the literature, the connection between oral discourse and written language expression is less clear. Shanahan (2006) found little connection between improvements in oral language expression and written language. Despite the adage that expressive oral language precedes written expression, Gillam (2012) found that oral narrative training had minimal impact on written narrative expression, and suggested that students continue to need explicit instruction in writing. Nonetheless, there does appear to be a definite link. Some have argued that written expression is the "graphic code used to convey the message of oral language" (Joseph, 2008). Others argue that

the processes of speaking and writing may overlap but are not as closely connected because of the decontextualization of written language. Nippold (2010) suggests a definite link when she reports, "During spoken and written narrative tasks, students with language disorders compared to their peers with typical language development, produce shorter and simpler stories that contain more grammatical errors, fewer complex sentences, fewer literate words, and fewer references to thoughts and feelings of the characters." We look forward to increasing our understanding of this link as more research emerges.

The ideas in this Oral Language Talking Deck result primarily from our clinical/educational experience. Oral language activities have been selected because they promote engagement and appear to contribute to the development of skills that facilitate improved literacy.

The Oral Language Talking Deck is a work in progress, and it is certainly our wish that all teachers who use this resource will feel inspired to add additional activities. The intent is that this deck will continue to grow as we share excitement about oral language activities that help students be successful speakers, readers, and writers.

Organization of the Oral Language Talking Deck

The Oral Language Talking Deck has been organized in alignment with four oral language systems: pragmatics, syntax, semantics and morphology. Remember, these oral language systems are primary and literacy development depends on them.

_____

- **Pragmatics:** the rules for the use of language for social purposes and effective communication. Pragmatics includes discourse, the conversation that occurs between at least two speakers in a dyad in order to (a) relate stories/experiences, (b) inform, (c) persuade or influence, (d) contribute or respond to a speaker.

Students with language-based learning differences frequently have difficulty organizing their thoughts and ideas into a logical, meaningful presentation. While some of the difficulty can be attributed to vocabulary and syntactic challenges, a number of researchers have suggested that higher-order cognitive challenges such as verbal working memory and schematic challenges may also contribute to pragmatic weaknesses (Westby, 2012). Weaknesses could be in the narrative realm when trying to present a story or experience. Some students, for example, list events that occurred without bringing in any cause/effect or underlying motivations for actions. The pragmatic difficulty could be in the expository realm when trying to express a point of view and present evidence to support that viewpoint. Students, for example, may tend to provide multiple viewpoints, adding breadth, but have difficulty defending a single point of view with depth.

- **Syntax:** the rules for organizing words, phrases, and clauses to form sentences in a language. Knowledge of syntax includes the parts of speech, phrases, clauses, and sentence types.

Students with dyslexia demonstrate many challenges in the order, grammar, and complexity of the sentences they use verbally as well as in written expression (Nippold, 2010; Scott & Balthazar, 2008). Students with dyslexia present shorter sentences with more grammatical errors. Spontaneous language samples of students with language-based learning differences have been studied fairly extensively and the research found that the sentence length, number of subordinate clauses used, and total number of thought units tend to be more limited in students with dyslexia. Furthermore, grammatical errors such as incorrect use of pronouns (him going downtown), incorrect choice of adverbial clause words (before the school doesn't open, we can't get in), and failure to use interrogative reversals (she isn't going home?/ isn't she going home?) are frequently observed. Difficulty comprehending complex syntax has been cited as one of the key components of reading comprehension deficits. One of the key strategies for improving syntactic comprehension is to expose students to sentences that are constructed correctly in meaningful contexts, as well as to deconstruct complex sentences into their component parts.

Students work so hard in expressing their learned vocabulary that small, function words or word parts in some students get overlooked. Examples of frequently-observed errors include failure to use the irregular past tense endings (gived/gave), irregular plural endings (mouses/mice), failure to follow subject-verb agreement rules (the people is). Frequently older students with dyslexia have been found to have difficulty with words that are multi-morphological, words containing two or more affixes, such as "misinformed" or "unwelcoming" (Larson & Nippold, 2007).

- **Semantics:** the meaning of words, phrases, and sentences, and their relationship in a language. Semantics involves recognizing, constructing, storing, and retrieving meaning from language.

Many young students demonstrate an understanding of word meaning (as shown on pointing-to-picture tasks) but struggle to retrieve these vocabulary words in their expressive language. Older students may have sufficient vocabulary in casual social conversations but have difficulty integrating academic language into expressive language tasks. Therefore, students not only benefit from practice using the words in structured sentences but by building and bridging connections through oral language activities as well.

Students may tend to provide less information, fewer examples, and restricted means of elaboration.

- **Morphology:** the smallest units of meaning in a language and how the units are combined to change the meaning of words. Base elements can be combined with derivational affixes (which can change the meaning and/or part of speech, such as <un>, <re>, <er>) or inflectional affixes (which relate to the rules of grammar such as plurals, verb tense endings, and possessive endings).

Students with language-based learning differences frequently struggle with morphology. Word retrieval weaknesses are a challenge that is frequently found in students with dyslexia and can impact not only the choice of words but the way the word is formulated.

With these major oral language systems in mind, the Oral Language Talking Deck is color-coded according to language system with each activity card assigned a color band at the bottom.

<div align="center">

Green: Pragmatics
Blue: Syntax
Teal: Semantics
Orange: Morphology

</div>

Teachers can quickly turn to and identify the color that's coordinated with the skills they are intending to emphasize. The Oral Language Talking Deck is not separated into grade levels, but certain activities will suggest working specifically with older or younger students.

We sincerely hope that you and your students will benefit from this oral language resource and that oral language practice will be integrated whenever and wherever possible!

PRAGMATICS

GOAL: Students will formulate elaborated responses to a given topic by providing explanations.

PROCEDURE: The teacher will provide students with a proverb, such as "Don't cry over spilled milk" and ask students to raise their hand if they've ever heard the expression. Students will share the circumstances or events surrounding the time that they heard it. If students can not provide the context of the expression, the teacher will provide examples for them, such as "When my daughter was upset over her doll getting dirty, I told her not to worry. There's no use crying over spilled milk, we can always wash it." Students can then volunteer to explain the meaning of the proverb. Some common proverbs or expressions include:

- A penny saved is a penny earned
- All that glitters is not gold
- Beauty is only skin deep
- Absence makes the heart grow fonder
- Better safe than sorry
- Birds of a feather flock together
- Don't count your chickens before they're hatched
- Don't cry over spilt milk
- Don't judge a book by its cover
- Don't look a gift horse in the mouth
- Every cloud has a silver lining
- If at first you don't succeed, try, try again

- In unity there is strength
- Look before you leap
- Necessity is the mother of invention
- One rotten apple spoils the barrel
- People who live in glass houses shouldn't throw stones
- Rome wasn't built in a day
- Still waters run deep
- The early bird catches the worm
- The grass is always greener on the other side
- Too many cooks spoil the broth
- Two heads are better than one
- When in Rome, do as the Romans do

Adapted with permission from *50 Nifty Activities for Speaking and Listening*

GOAL: Students will improve their ability to inform others by comparing and contrasting related people, objects, places, events, or abstract concepts.

PROCEDURE: Compare and contrast is one of the key components in language processing and the ability to interpret and express similarities and differences is a highly useful skill both in and out of the classroom setting. Consider comparisons ranging from the simplest to most complex, depending on the age and abilities of the students. Teachers can engage students in discussion around the following topics:

• Objects, animals, or plants could be compared based on concrete attributes. Consider what the objects look like, are made of, how they function, what their parts are, where they are found or used, what we associate with them as aspects to compare and contrast. The more familiar the student is with the items being compared, the easier the task will be. For older students, try to include objects from science or social studies as a basis of comparison.
• People, animals, or characters could be compared based on concrete attributes and observations made through the senses such as how the people look, sound, and smell to more abstract attributes such as personality traits, interests, or talents.
• Concepts or ideas can be compared based on their context, such as forms of government in social studies, evaporation and condensation in science, and poetry and prose in literature, etc.

GOAL: Students will use examples in connected discourse to progress from a general statement to specific examples that support the general statement.

PROCEDURE: The teacher will make a general statement and ask students to fill in examples. General statements might include comments such as, *There are all different kinds of people in this world; There are a variety of ways to communicate with someone who lives far away; There are many inventions that have had a major impact on our lifestyle; In the United States, there are many different types of climates*; or *The beach can be a very enjoyable place to visit*. General statements should connect to units of study whenever possible. Younger students can provide one example sentence. Older students can provide several example sentences. Some additional topics could include the following:

• People tend to choose paint colors for the inside of their homes that we find in nature. For example...
• Some dogs seem very smart. For example...
• Some fish could be dangerous. For example...
• Cars are incorporating more technology into their design. For example...
• Food seems to be getting more expensive. For example...
• Summer is often seen as a time for leisure activities. For example...
• Winter can be a time for hibernation. For example...
• Many people enjoy being outdoors in the Springtime. For example...
• Fall can be one of the most beautiful seasons of the year. For example...
• In different cultures, people eat different kinds of food. For example...
• Many athletes say that practice improves their game. For example...

GOAL: Students will explain how to perform various tasks in proper sequence with sufficient detail.

PROCEDURE: Students will take turns explaining the steps involved in accomplishing a particular task. This can be a challenge for many students. Students can explain the process of performing an exercise, getting ready for school, preparing a favorite food, caring for a pet, performing various household chores, or completing various grooming tasks such as teeth brushing. Depending on the curriculum, students can also explain scientific sequences such as rain, plant growth, crops getting to market, or historical sequences such as electing a president, how a specific war was started, fought, and ended, or biographical timelines. Sequences of events involving planning would also be useful. Planning the sequence of events for a bake sale, school store, or special class project could be included. The teacher could record items in the sequence on the board leaving space between details for students to formulate additional details that fit in between two of the details already provided.

GOAL: Students will edit information presented in a sequence by correcting errors in the sequence or by adding information when insufficient details were provided.

PROCEDURE: The teacher presents a sequence in which either the order is incorrect or the number of details is insufficient to explain the process. For example, if the teacher is explaining how to brush her teeth, she might say, "First I put my toothbrush in my mouth, then I brush my teeth, and then I put toothpaste on my toothbrush." In this case the teacher made a mistake with the order of events. Students would be asked to indicate which detail was incorrect and restate the correct order. The teacher can also provide insufficient information. She might say, "First I get out my toothbrush and then I rinse." Students would correct her by letting her know that she failed to include enough details. Students would then provide additional information to add to her sequence.

GOAL: Students will formulate narratives to describe personal experiences.

PROCEDURE: Using story starters to engage in this storytelling game, one student at a time tells a story by including several story elements, such as character, setting, problem, sequence of actions, conclusion, and emotions. Once the student has told their story, the student whispers to the teacher as to whether the story was "true" meaning it really happened or "false" meaning the student made it up. To ensure that other students won't hear the results, it is best to include a "true" and "false" game piece that the student can hand to the teacher without showing classmates. The rest of the class guesses whether they believe the story was true or false. The student who fools the most students, is the winner. Story starters could include familiar experiences to students, such as:

- Once on my way to school...
- Once when I was running late...
- Once I lost my...
- Once my friend broke...
- Once I started feeling sick and...

- Once I was very surprised because...
- Once I got really scared when....
- Once even though I tried my best I just couldn't...
- Once I got bitten by a...
- Once my family went to...

GOAL: Students will use a variety of language building tasks to enjoy the art of speaking.

PROCEDURE: A conversation box can be created for the classroom. The teacher can decorate and fill a small shoebox with random discussion topics. To provide additional oral language practice, students or the teacher may choose an item from the conversation box any time there is a few minutes left before or after an activity. Example discussion topics include:

- Discussion questions about random topics
- Amusing or interesting pictures
- Vocabulary to review
- "Would you rather" questions
- Writing prompts
- Quotations
- Useful idioms

SYNTAX
Sentence Structure

GOAL: Students will identify various parts of speech and practice using them in a sentence. Younger students should focus on the use of nouns, verbs, and adjectives, while older students could also focus on conjunctions, adverbs, and prepositions.

PROCEDURES: Students will be presented with several color-coded stacks of note cards - one stack of colored note cards for nouns, another stack of a different color for verbs, and a third stack for adjectives. Students roll a die and must select the number of cards that coincide with the number on the die. Students may select words from one or multiple part-of-speech categories. For example, if the student rolls a six, she may decide to pick two nouns, two verbs, and two adjectives, or she might choose all six verbs. The student must then compose a sentence incorporating all of the selected words into a single sentence. Additional words should be added when constructing the sentence. Teachers can talk with students about run-on sentences and how sentences do not sound right when they include too many nouns, verbs, and/or adjectives.

GOAL: Students will practice formulating compound subjects, compound predicates, or compound sentences by using the conjunction **and** to join the two parts.

PROCEDURE: On note cards, the teacher writes the following sentence formulas: 2 subjects, 2 predicates, and 2 separate sentences joined by **and**. Make approximately 21 cards in total, with seven cards for each sentence formula. Explain to the class that the cards contain a formula for creating sentences. Teach students what the terms, subject, predicate, and sentence, mean. Fold the note cards so that the message can't be seen before it's chosen. Students can be placed into two teams. The first student on Team A chooses a card and does not show it to his teammates. The card says either 2 subjects, 2 predicates, or 2 separate sentences joined by **and.** The card selector creates a sentence following that formula. For example, if the student picks a note card that says 2 predicates, he would have to create a sentence where two predicates are joined by **and,** such as "Mary ran and fell." If this student follows the formula correctly, Team A gets one point. If his team mates on Team A can identify the formula on the card based on the sentence he provided, they earn a second point. The play of the game rotates so that each player gets the opportunity to be both a sentence creator and a sentence identifier.

Variation: For older students, choose higher level nouns and verbs and ask the class to judge whether or not the sentence makes sense. For example, welcome discussion as to how the sentence, *The corporation fled and rallied*, might or might not make sense.

GOAL: Students will develop their ability to analyze sentences and provide examples for the various functions of words within a sentence.

PROCEDURES: On note cards, the teacher writes each of the following word functions: who, is/was doing, what, where, when, how, and why. The teacher prepares a sentence strip or displays a sentence on the board, preferably from an in-class text. The student picks a card at random from the word function cards and reads the question word aloud. Next, the student must restate the provided sentence, but substitute or add on a word or phrase that addresses the question word selected. For example, if the student selects the *is/was* doing card, and the provided sentence states *Thomas Edison invented the light bulb*, the student could revise the doing word in the sentence into *Thomas Edison envisioned the light bulb*. These new sentences don't need to be factual. If the student had chosen a *why* card, and there was no reason provided in the sentence, the student would add on a phrase, such as *Thomas Edison invented the light bulb because he wanted to see better at night time*.
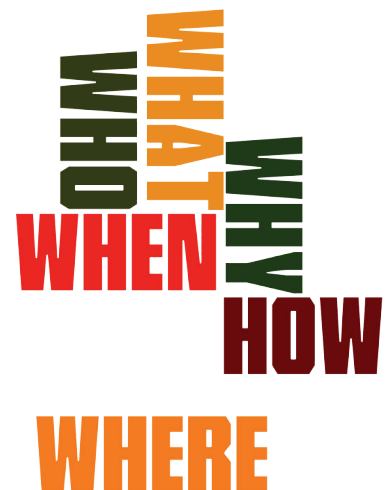
GOAL: Students will produce complex, conditional sentences involving dependent clauses.

PROCEDURE: The teacher creates a variety of dependent clause sentence starters. Students are given a sentence starter and asked to complete the sentence. Several students can come up with a response to provide multiple exposures to the structure. Example sentence starters include:

- When it is 2:00 pm…
- After the ball game…
- When I feel hungry…
- If it snows…

- While I run…
- In the morning…
- Before I go to sleep…
- Since I finished my homework…

Variation: For older students, provide just a subordinate conjunction such as *when*, *while*, or *since*.

- -

GOAL: Students will produce complex sentences that end with dependent clauses.

PROCEDURE: Using provided dependent clauses, students must construct a sentence that begins with the clause and then reverse the sentence so that the sentence ends with that clause. For example, students would reverse "Before I go to sleep, I brush my teeth" to produce "I brush my teeth before I go to sleep." Example dependent clauses include:

- When it is 2:00 pm…
- After the ball game…
- When I feel hungry…
- If it snows…

- While I run…
- In the morning…
- Before I go to sleep…
- Since I finished my homework…

GOAL: Students will use the conjunction *because* to join simple sentences that demonstrate cause and effect relationships.

PROCEDURE: The teacher provides a sentence starter that states an action. Students complete the sentence by using the conjunction *because* to explain or provide a reason. For example, the teacher says to students, "All students with blue eyes are going to the party... complete the sentence using *because*." Example sentence starters include:

- He can't go to the party because...
- He needs crutches because...
- She left school early because...
- She needed to go to the library because...
- He wished for a newer iPad because...
- She wanted the new boots because...

Variation: Older students can create their own sentence starters for a partner to finish. Or teachers can create and distribute two puzzle pieces, one with the sentence starter written on it and another with a finisher. Students would seek out their sentence partner and confirm based on the shape of their puzzle pieces fitting together.

GOAL: Students will unscramble mixed up sentences following rules of word order (correct syntax) to create meaningful sentences.

PROCEDURES: The teacher provides students with an envelope of individual words that can be arranged together to form short sentences. Students are asked to construct the sentence by arranging the words into a meaningful sentence. For this sentence anagram activity, choose sentences from in-class texts whenever possible. Younger students could have short three-word sentences such as *The boy sings*, *I can play*, or *Mary has popcorn*. Older students could work with sentences containing as many as six or seven words such as *I like to swim in the lake*.

GOAL: Students will include prepositional phrases in their sentences to relate the location of an object.

PROCEDURE: The teacher provides younger students with a box of small figures such as animals, action figures, or even office supplies. Students reach into a box and select one of the objects. Students then choose from another box containing cards with a preposition written on them. Students must then find a way to position the chosen object in accordance with the preposition selected. If a student chooses a toy dog from the objects box, and the preposition **on** from the preposition box, they must create a sentence using those words. For example, they might say, "The dog is on my book" and act out the sentence by placing the toy dog on a book.

Easier prepositions include: *about, above, across, after, around, against, among, at, before, behind, beside, between, by, down, during, except, for, from, in, near, of, off, on, over, through, to, toward, under, up, with*

GOAL: Students will formulate advanced prepositional phrases and use those phrases within sentences.

PROCEDURE: The teacher will prepare a numbered list of prepositions, but will not show the list to students. Students will be informed that they are going to be using prepositional phrases and reminded that prepositional phrases include a preposition and an object. Each student will pick a number and the teacher will provide them with the preposition that coincides with that number on the list. Students will then construct a prepositional phrase with the preposition provided. For example, a student picks #3 which, on the teacher's list, corresponds to **according to**. The student must finish the prepositional phrase by providing a noun that makes sense, such as "according to the law." For an added challenge, students can use that phrase in a sentence, such as "According to the law, you must be 16 to drive a car." Challenge older students to create sentences with the following prepositions: *aboard, about, according to, after, against, along, aside from, because of, before, besides, despite, due to, during, except (for), for, in addition to, in case of, in place of, in spite of, instead of, of, off, on account of, on behalf of, out, prior to, subsequent to, with regard to, without*

GOAL: When provided with a noun phrase (adjective + noun), students will provide a form of the verb *to be* (is, am, are, was, or, were) and a prepositional phrase to form a simple sentence.

PROCEDURE: The teacher will provide students with a noun phrase, such as *the red book*, *the huge elephants*, *the slippery slope*, *the jagged knife*, *the enchanted forest*, *the frozen tundra*, *the magnificent woods*, or *the spreading chestnut tree*. Preferably the phrase would come from an in-class text. Students will be asked to complete the sentence by using a form of *to be* and a prepositional phrase, such as "The red book is under the tree." Challenge older students to provide three separate prepositional phrases that might make sense such as "The red book is under the tree", "next to the grasshopper", and "behind the woman."

Variation: Students can have fun drawing a picture to illustrate the sentence they constructed.

GOAL: Students will formulate questions using appropriate question forms to solve a puzzle.

PROCEDURE: The teacher will put an item, preferably something related to the grade level science or history curriculum, in a mystery bag and have students take turns asking questions to try to narrow down the possibilities of the item inside. The teacher will create yes/no columns on chart paper listing the questions asked as the students participate. This is an opportunity to emphasize that words such as *is*, *does*, and *can* can be question words when they appear at the beginning of a sentence.

GOAL: Students will increase their metalinguistic skills by deconstructing sentences in terms of word functions.

PROCEDURE: The teacher will draw a sentence frame on the board with parts of speech and corresponding question words underneath. Students will be told that they are sentence architects and that they will practice constructing good sentences. The teacher will provide students with a simple sentence, such as *The children swim*. Students will be asked to identify the *who* (the children) and the *do* (swim) in the sentence and the teacher will fill in the corresponding noun and verb sections of the sentence frame. Students will then be asked to describe the noun by answering *which children* so that a reader can begin to visualize the sentence in their mind. For example, a student may suggest, "the young children" and the teacher can write *young* into the adjective section of the sentence frame. Next, students will be asked to share *when, where, why*, or *how the young children swim*, and the teacher will fill in the adverb section of the graphic organizer with the phrase provided. Once all of the questions in the sentence frame have been answered, students should arrange all of the thought units together to produce a meaningful sentence, such as "The young children swim happily in their pool in the afternoon when it is hot outside." Teachers can also consider using picture prompts to generate a sentence from scratch rather than providing the simple sentence to the students directly.

Adapted with permission from *50 Nifty Activities for Speaking and Listening*

SEMANTICS
Vocabulary

GOAL: Students will increase their awareness of words and word relationships by expanding their metalinguistic skills surrounding vocabulary use.

PROCEDURE: The teacher will place relevant vocabulary words from the curriculum in plastic Easter eggs. Students will pick an egg and use the word in a sentence. If appropriate, the student can call on another student to provide a synonym, antonym, definition, part of speech, or another example of the word in a sentence.

GOAL: Students will expand their flexibility in using new vocabulary words by integrating targeted vocabulary into longer, more complex sentences.

PROCEDURE: The teacher will place relevant vocabulary words from the curriculum in plastic Easter eggs. Students will pick an egg and use the word in a sentence along with a second target word provided by the teacher, such as a subordinate conjunction like *until* or *whenever*, or a second vocabulary word from the curriculum.

Variation: For younger students, adapt the activity by providing a coordinating conjunction like *and* or *but* as the second word.

GOAL: Students will expand vocabulary by associating words that share common meanings.

PROCEDURE: The teacher will create a word web with an overused word in the middle, such as *want*. Students will be challenged to brainstorm as many words as possible that share a common meaning. The teacher will write these into the web for the class. For example, students may come up with *crave*, *desire*, *long for*, *wish for*. Typically, short CVC words like *run* or *mad* make for great examples in this activity. Save the web so that students can access the synonyms when speaking and writing for more precise use of language.
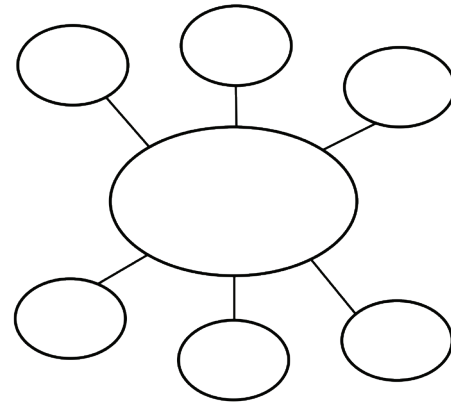
GOAL: Students will expand vocabulary by associating words that share common meanings with a target word.

PROCEDURE: Using a previously-created semantic web, the teacher will have students use the synonyms within the web in a sentence. For example, after having created a web using synonyms for *want,* such as *crave*, *desire*, *long for*, *wish for*, students will formulate sentences using those words.

Variation: The teacher will number each of the synonyms (for example, 1 = longed for, 2 = wished for) and have students take turns rolling the die. Students must use the synonym that goes with the number rolled in a sentence. If there aren't enough words, "you choose" can be used in place of the number rolled. If there are too many words, students can choose among several words.

GOAL: Students will increase automaticity in associating words with initial sounds. Students will increase use of longer, multisyllabic words.

PROCEDURE: Students will pick a letter from a basket of alphabet letters. The basket can include blends and digraphs as well. Younger students can brainstorm how many words they can name that begin with that letter or sound.

Variation: Older students can be required to only include words with two or more syllables. Then, see who can think of a word with the most amount of syllables that begins with that letter. Finally, that student can use the multisyllabic word in a sentence.

GOAL: Students will improve word association and retrieval.

PROCEDURE: Before starting this activity, the teacher and students will decide on a gesture, such as a thumbs up, a peace sign, or a high five, and pick a category, such as fruits, musical instruments, things to do at school/home/on the weekend, fairy tale characters, animals in the jungle/ocean/forest/farm, cities, states, countries, sports, or things to do in summer/spring/fall/winter. Students will then sit in a circle, and the teacher will select one student to be the contestant. The contestant will be told the category and the number of items they need to name under that category. When the teacher says GO, the student to the right of the contestant turns to the student on their right and sends the gesture around the circle, one student at a time, while the contestant names items in the designated category. The contestant must name the set number of items in the given category (3-6) before the gesture makes it full circle back to them. For example, the teacher would say "Brian, name four fruits. Begin!" The students rotate a high five quickly around the circle as Brian names four fruits. His goal is to name the four fruits before the gesture gets to him.

GOAL: Students will provide explanations for word relationships.

PROCEDURE: This activity requires students to analyze how names, words, and phrases go together. Students are provided a list of words such as *bread, turkey, lettuce, mayonnaise*, and are asked to provide a complete sentence that explains how these words go together or connect. For example, "Turkey, lettuce, and mayonnaise are put on bread to make a turkey sandwich." This activity can be especially helpful when studying a group of people, words, and phrases that connect to a given topic of study, such as *colonists, King George,* and *freedom*. This can be used as a whole group or partner activity before, during or after reading. If completing in partners, one student can select the words that connect from the book or passage, and the other student can produce the sentence that includes all of the words and explains the connection. This activity can also be used as an informal post assessment.

Adapted with permission from *50 Nifty Activities for Speaking and Listening*

GOAL: Students will use vocabulary expander strategies (such as antonyms, synonyms, definitions) to integrate new vocabulary words.

PROCEDURE: The teacher will select one student to wait outside of the classroom for a minute. While the student is outside, the teacher will whisper to the remainder of the group one of the vocabulary words that has been previously studied. Once the student who was standing outside comes back in, the students will take turns describing the target vocabulary word using synonyms, antonyms, examples, and connections to the student who was outside of the classroom until he is able to guess the word.

GOAL: Students will retrieve words in various categories based on the initial sound or letter of the word.

PROCEDURE: This activity is a version of the popular game, Scattergories. Each student is given a category that ranges from concrete (younger students) to abstract (older students). Each student picks an alphabet letter and must think of a word that begins with that letter and fits the targeted category. Concrete categories could include a variety of items that we can see, feel, touch, hear, and taste such as food, furry things, things that make loud noises, things that are bigger than a car, or things we see in the sky. Abstract categories could relate to any of the topics covered in science, social studies, or reading comprehension such as freedom, aspects of democracy, the planet earth, or natural disasters. The more narrow the topic, the more challenge in creating a response with a given alphabet letter. The teacher chooses how wide of a response is acceptable, and can prompt students to defend why their response is an acceptable one under that category. Once the student takes his/her turn, a new letter is drawn that also fits under that category.

GOAL: Students will improve their understanding of word relationships by using semantic clues.

PROCEDURE: This activity can be used to review vocabulary or other content area related material. The teacher should prepare pairs of cards that are related via antonyms, synonyms, definitions, etc. To begin the activity, the teacher shuffles the cards and distributes one card to each student. Students are asked to walk around the classroom, holding out their card, in search of a student holding a related word, be it a synonym, antonym, or the definition of their word. Once students have agreed that they are a match, the pair may sit down together. Once everyone is paired up and seated, students share their related words and explain why they chose to pair up.

MORPHOLOGY
Bound Morphemes

GOAL: Younger students will increase their use of the suffix <er> to compare two objects.

PROCEDURES: The teacher lists frequently-used attributes, such as tall, short, high, low, fast, slow, nice, pretty, heavy, light, steep, lucky, and smart. Students take turns constructing sentences by picking an attribute and using the <er> suffix to compare two items based on that attribute. For example, if the student chooses the word *pretty*, he then creates a sentence comparing two items in which one is *prettier*, such as "roses are prettier than tulips." If time permits, that student can try to illustrate the sentence.

Morphology - Bound Morphemes   42

GOAL: Students will add the suffixes <er> and <est> to adjectives to compare nouns.

PROCEDURE: The teacher will display a list of adjectives on the board and explain to students that <er> and <est> are suffixes that can be added to the ends of adjectives to compare nouns. The teacher will also review that a suffix is not added if there is only one noun (that is not being compared to anything else). The suffix <er> is used to compare two nouns and <est> is used to compare three or more nouns. Students then pick a number 1, 2, or 3 from a number pile. If the student gets the #1, he is to indicate that no suffix is needed and he is asked to create a sentence using one attribute (adjective) from the list to describe a noun. For example, he may state "Tom is tall." If he picks the #2, he is to choose an attribute and add the <er> suffix to compare two items, such as "Tom is taller than Sam." If he picks the #3, he is to choose an attribute and add the <est> suffix to compare three or more nouns, such as "Tom is the tallest student in 3rd grade" or "Tom is the tallest friend that I have." To add fun to this activity, another student can be pantomiming the sentence that the speaker is using.

GOAL: Students will improve their understanding of the relationship between a base element and the prefix <un> by completing analogies.

PROCEDURE: Common prefixes can be added to a word to create analogies. The teacher will state an example such as "lucky is to unlucky as loveable is to..." Students would respond "unlovable" and then discuss what it means to be *unlovable*. For additional ideas, search the internet for prefix <un> word lists. Whenever possible, include words from the curriculum.

GOAL: Students will compare the meanings of words with and without the prefix <un> by using the words in the same sentence context. Students will use <un> as a noun prefix to alter the meaning of the word within a sentence.

PROCEDURE: The teacher will divide students into partner pairs and provide each pair a base element. Partner 1 gives a sentence using their base element and then partner 2 must refute the statement by repeating the same sentence but adding the prefix <un> to the base element. For example, partner 1 says: "Sam is happy because the Phillies play tomorrow." Partner 2 responds, "No! Sam is unhappy because the Phillies play tomorrow." Choose more commonly-used words, such as:

- connected / unconnected
- acceptable / unacceptable
- affordable / unaffordable
- armed / unarmed

- aware / unaware
- buttoned / unbuttoned
- certain / uncertain
- clear / unclear

Variation: For older students, incorporate additional affixes such as <non> like in essential/nonessential, <mis> like in informed/misinformed, <in> like in distinguishable/indistinguishable, <im> like in possible/ impossible, and <dis> like in infect/disinfect.

GOAL: Students will demonstrate improvement in their ability to recognize words with irregular past tense verb endings and use those irregular words in a sentence.

PROCEDURE: The teacher will create a list of commonly-mistaken irregular past tense verbs, such as *took*, *shook*, *ran*, *ate*, *felt*, *knelt*, *read*, *sat*, *bit*, and *kept*. The teacher will use an irregular past tense word incorrectly in a sentence, such as "Melissa taked the ice cream out of the freezer." Students will identify and correct any mistakes the teacher has made in her sentence by stating, "No! Melissa took the ice cream out of the freezer." For added challenge, examples that have correct verb use can be randomly woven in so that students must first determine if there is a mistake, before restating the sentence with the correct past tense verb.

References

American Speech-Language-Hearing Association. (2001). *Roles and Responsibilities of Speech-Language Pathologist with Respect to Reading and Writing in Children and Adolescents* [Technical Report]. Available from 222.asha.org/policy

American Speech-Language-Hearing Association. (undated). Spoken Langauge Disorders. Retrieved from www.asha.org/practice/portal/clinical/topics/SpokenLanguageDisorders

Capone, N.C. (2010). Language Assessment and Intervention: A Developmental Approach. In Capone, N.C. & Shulman, B., *Language Development: Foundations, Processes, and Clinical Applications*. Sudbury, MA: Jones and Bartlett Publishers.

Correa-Connoly, M. (2004). *99 Activities and Greetings: Great for Morning Meeting... and Other Meetings Too!* Turner Falls MA: Center for Responsive Schools, Inc.

Dodson, J. (2011). *50 Nifty Speaking and Listening Activities (Promoting Oral Language and Comprehension)*. Dallas, TX: Voyager Sopris Learning.

Evans, B.C. & Gillam, S. (2013). Does Teaching Narrative Structure to Children with Language Impairment Improve cComprehension of Expository Texts. American Speech-Language-Hearing Association Convention, www.asha.org

Joseph, R. (2008). American Speech-Language-Hearing Association Convention, www.asha.org

Lafontaine, L.M. & Moreau, M. (2010). *Effects of Story Grammar Marker: Listening Comprehension and Oral Expression*. Springfield, MA: MindWing Concepts, Inc.

Larson, J.A. & Nippold, M.A. (2007). Derivational Morphology. In Nippold, M.A. (Eds.), *Later Language Development: School-Age Children, Adolescents, and Young Adults*. Austin, TX: PRO-ED Publishing, Inc.

Liss-Bronstein, L. (2010). Comprehension from its Language Roots. American Speech-Language-Hearing Association Convention, www.asha.org

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common Core State Standards English Language Arts*. Washington D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers.

Nippold, M.A. (2010). *Language Sampling with Adolescents*. San Diego, CA: Plural Publishing

Scott, C.M. (2012). Learning to Write. In Kamhi, A.G. & Catts, H.W. (Eds), *Language and Reading Disabilities, 3rd Edition*. www.pearsonhighered.com

Scott, C.M. (2014). One Size Does Not Fit All: Improving Clinical Practices in Older Children and Adolescents with Language and Learning Disabilities. *Language Speech, and Hearing Services in Schools*, (45), 145-152.

Shanahan, T. (2006). Relations Among Oral Language, Reading, and Writing Development. In MacArthur, C.A., Graham, S. & Fitzgerald, J. (Eds). *Handbook of Writing Research*. New York, NY: Guilford Press.

Westby, C.E. (2012). Assessing and Remediating Text Comprehension Problems. In Kamhi, A.G. & Catts, H.W. (Eds), *Language and Reading Disabilities, 3rd Edition*. www.pearsonhighered.com