Developing longer and more complex sentences in oral language

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Outline

• Small group activity
  – thinking about sentences

• What is Colourful Semantics?

• Three things that make sentence more complex.

• The Colour Cue Cards
  – who, what doing, what, where, when, how doing, what like, who to, joining words, not

• Making more complex sentences in the classroom

• ILP development

• Small group activity
Small Group Activity

Identify the **key words** in the following sentences:

- The boy kicked the ball at the park.
- The boy is tall.
- The boy quietly crept up behind the girl.
- The girl gave flowers to her mother.
What is Colourful Semantics?

• Colourful Semantics is a **teaching strategy** that uses colour-coded cue cards to ‘show’ how a sentence is made up. Each colour card represents a word or part of the sentence.

• Colourful Semantics teaches key words and does not focus on syntax ie. determiners (eg. the), plurality (eg. houses, mice), tense (eg. -ed, -ing, will), or possessives (eg. her bike, the boy’s kite) etc...
What is Colourful Semantics? (cont)

• All students can benefit from the use of Colourful Semantics as all students need to develop an ability to think about sentences.

• It is a strategy that can be used within existing classroom activities at a number of different levels:
  – Whole class
  – Small group / Learning Centres
  – 1:1
Colourful Semantics activities aim to help children to:

• Understand information and produce sentences.

• Follow discussions and to communicate their own ideas effectively

• Develop competent use of simple and complex sentence structure
• Use different modalities to learn about making sentences (Children with SLD are usually stronger visually and kinesthetically - hands-on)

• Develop a concept of narrative (e.g. what makes up a ‘story’)

• Produce grammatically correct sentences in speaking and writing (through modelling)
Discussion Activity

What makes a sentence more complex?

- The boy is waking up
- The boy is eating
- The girl is doing her work
- The girl went out to lunch
3 things make a sentence more complex

1. The type of vocabulary used in the sentence (synonyms activities)

2. The use of adjectives and adverbs

3. The use of conjunctions
Vocabulary

- Expanding on the child’s vocabulary is important as it enables the student to use a range of different words in their sentences.
- Talking about synonyms with the student encourages them to think of different words that can be utilised in their sentences.
Adjectives

• Adjectives make a sentence more “colourful”
• Adjectives can be referred to as “What like” words when using colourful semantics
• Examples of adjectives: tall, smart, happy, blue.
Adverbs

- Adverbs make a sentence more “colourful”
- Adverbs can be referred to as “How like” words when using colourful semantics
- Examples of adjectives: quickly, slowly, patiently.
Sentence Conjunctions

Sentence conjunctions are a group of words that can be used to make more complex sentences.

They have two roles:
• They join sentences.
• They indicate the presence of particular meaning-based concepts.
<table>
<thead>
<tr>
<th>Sentence</th>
<th>Conjunction</th>
<th>Implied meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The boy was in trouble because he was late for school</td>
<td>because</td>
<td>To indicate cause and effect</td>
</tr>
<tr>
<td>I can go outside when the bell goes</td>
<td>when</td>
<td>To indicate time relationship</td>
</tr>
<tr>
<td>I thought it would be hot but it was cold</td>
<td>but</td>
<td>To indicate comparison or contrast</td>
</tr>
<tr>
<td>I will play the game after I have eaten my lunch</td>
<td>after</td>
<td>To indicate time relationship</td>
</tr>
<tr>
<td>I cannot go out as I am feeling sick</td>
<td>as</td>
<td>To indicate cause and effect</td>
</tr>
</tbody>
</table>
## Conjunctions

<table>
<thead>
<tr>
<th>Conjunction</th>
<th>Implied meaning</th>
<th>Example</th>
<th>Used at the start and middle of a sentence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>Co-ordinating</td>
<td>Sally went to work and John went to work.</td>
<td>Only in the middle</td>
</tr>
<tr>
<td>or</td>
<td>Options</td>
<td>I can read my book or I could go outside</td>
<td>Only in the middle</td>
</tr>
<tr>
<td>so</td>
<td>Cause / Effect</td>
<td>I was hungry so I got something to eat</td>
<td>Only in the middle</td>
</tr>
<tr>
<td>but</td>
<td>Comparison/Contrast</td>
<td>I thought it would be hot but it is was cold</td>
<td>Only in the middle</td>
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# Conjunctions

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<tbody>
<tr>
<td>because</td>
<td>Cause &amp; Effect</td>
<td>I was feeling sick because I had a cold</td>
<td>Because I had a cold, I was feeling sick.</td>
</tr>
<tr>
<td>if</td>
<td>Condition</td>
<td>If it starts raining, I will put my coat on</td>
<td>I will put my coat on, if it starts raining.</td>
</tr>
<tr>
<td>before</td>
<td>Time / Sequence</td>
<td>You should have your lunch before you go outside</td>
<td>Before you go outside you should have your lunch</td>
</tr>
<tr>
<td>after</td>
<td>Time / Sequence</td>
<td>You can go outside after you finish your tea</td>
<td>After you finish your tea, You can go outside</td>
</tr>
<tr>
<td>when</td>
<td>Time</td>
<td>Come up to the front of the classroom when you have finished your work.</td>
<td>When you have finished your work, come up to the front of the classroom</td>
</tr>
<tr>
<td>until</td>
<td>Time</td>
<td>You will have to stay until everyone is finished</td>
<td>Until everyone is finished, you will have to stay</td>
</tr>
<tr>
<td>instead of</td>
<td>Exclusion</td>
<td>I went to the library instead of going to the park</td>
<td>Instead of going to the park, I went to the library</td>
</tr>
</tbody>
</table>
Introducing the Colour Cue Cards...
‘WHO’ = orange = nouns

Can include:

- **people** e.g. man, baby, Grandma
- **animals** e.g. horse, dog, butterfly
- **occupations** e.g. clown, hairdresser, doctor
- **pronouns** e.g. he, she, it, they
- **describing words** e.g. big man, brown horse, sad girl
‘WHAT DOING’ = yellow = verbs

Can include:
- ‘stand alone’ verbs e.g. run, sit
- verbs associated with an object e.g. wash (car), brush (hair)
- different tenses (past, present, future)
- ‘is/are/was/were’ (copula) ➔ verb ‘to be’
  e.g. Boy is tall
  (other times, ‘is’ = auxiliary verb e.g. Boy is running; in this context ‘is’ is modeled, not explicitly taught)
‘WHAT’ = green = objects/nouns

Can include:

- **things** e.g. banana, house, lollies
- **people** e.g. boy; old lady
- **animals** e.g. dog; emu
- **occupations** e.g. vet; brave soldier
- **objective pronouns** e.g. him; her; it; them

NB. Adjectives/describing words are included as part of the object
‘WHERE’ = red

Can include:
- at, on, in, under, in front of, behind, beside, next to, between, above, below, through, over, among, with, beneath, out of, off, across
‘WHEN’ = purple

Can include:

- yesterday, last week, on the weekend, tomorrow, in the morning, Once upon a time, on Tuesday, before school, after lunch, during, at 5:30pm, previously, in the future, never, always
‘HOW DOING’ = white = adverbs
- e.g. quickly, gently, like a monkey, in a silly way, well, enthusiastically, aggressively, sadly, ominously

‘WHAT LIKE’ = blue = adjectives
- Can include:
  - Feelings e.g. angry, scared, hungry
  - Physical attributes e.g. old, tall, pretty
‘WHO TO’ = pink = indirect objects
- e.g. The girl gave flowers to her mother.

Joining words = brown = conjunctions
- e.g. and, because, after, although, before, unless

‘Not’ = red circle cut out
- e.g. not verb, not adjective
(N.B. ‘never’ = ‘how doing’ (adverb); ‘does/did not’ etc. = auxiliary verbs
e.g. ‘Boy did not run’)

Catholic Education Office
Archdiocese of Melbourne
Colourful Semantics Activity

• The boy bought the milk at the shop.
• Put the butter in the fridge.

• **Who** + **what doing** + **what** + **who to** + **how doing**
• **Who** + **what doing** + **where** + **joining** + (is- copula) + **what like**.
Colourful Semantics in the classroom

Vocabulary

• Have large copies of cue cards stuck on blackboard or wall, ready to use.

• Put up posters or butchers’ paper containing brainstormed words

• When introducing a new topic brainstorm vocabulary then add to the list with synonyms for different words
Adjectives/adverbs

• Have students find the key words in a sentence, text or picture → underline them in colour etc. For example:
  • adjectives – blue what like words;
  • adverbs – white how like words
• Write a sentence on the board and have students match up the words with the cue cards. Encourage the students to make the sentence ‘more colourful’ by adding adjectives or adverbs.
• Encourage students to put more “what like” and “how doing” words into their sentences. This might be a class goal for the term
• Have a ‘feely’ bag for ‘what like’ (objects/pictures). What do they look/feel/sound like?
  e.g. dog – cute, soft, loud
• Write down a ‘what like’ word e.g. happy, pass around paper and children think of similar words (synonyms). Use final list as a word bank for writing stories/recounts, spelling...
Conjunctions

• Brainstorm a class list of conjunctions which are added to over time
• Have students find conjunctions in a sentence, text or picture ➔ underline them in brown
• Have two simple sentences and encourage students to use different conjunctions to make them more complex sentence
• Two bookmarks (children use these to make their sentences) with a ‘joining words’ bridge in the middle – joining two sentences using joining words e.g.:

  The boy ate his banana THEN he played soccer outside.
family
people
horse
pig
bull
girl
man
cat
fairy
fairy princess
sister
stranger
friends
men
wrestlers
who
Chelsea
Tim
- singing
- kicking
- dancing
- driving
- swinging
- drawing
- building
- sleep
- wrestling
- painting
- write
- making
- mowing
- playing
- looking
- waiting
- swimming
- riding
SHORT TERM GOALS

SMART

Specific
Measurable
Achievable
Relevant
Time specific
## ABCD Checklist

The four areas to include in your goal are...

<table>
<thead>
<tr>
<th>Component</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audience</strong></td>
<td>Who is to accomplish the task?</td>
</tr>
<tr>
<td><strong>Behaviour</strong></td>
<td>What is the task to be accomplished?</td>
</tr>
<tr>
<td><strong>Condition</strong></td>
<td>What are the circumstances of performing the task?</td>
</tr>
<tr>
<td><strong>Degree</strong></td>
<td>At what level of proficiency is the task to be accomplished?</td>
</tr>
</tbody>
</table>
ILP Development

Short Term Goals:
1. Sally will independently produce sentences with ‘what like’ words using brainstormed vocabulary 9/10 times.
2. Sally will produce with support sentences with ‘how like’ words using brainstormed vocabulary 9/10 times.
## ILP example

<table>
<thead>
<tr>
<th>Goals</th>
<th>Implementation</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally will independently produce sentences with ‘what like’ words using brainstormed vocabulary 9/10 times.</td>
<td>Brainstorm adjectives related to topic.</td>
<td>Work samples to be collected and prompts is required.</td>
</tr>
</tbody>
</table>
Small Group Activity

• List at least 5 activities of how you might incorporate Colourful Semantics activities into your classroom to get more complex sentences

Remember:
*** Include activities to enhance the three main points
1. vocabulary extension,
2. adjectives/adverbs
3. sentence conjunctions).
Questions