The hypothesis of this study is that developing the use and understanding of verb tense in sentences through the use of coloured visual prompts in grade two students with oral language difficulties, impacts significantly on their oral language and reading comprehension at a sentence level.

TEACHING RESOURCE


Session 1. Teach ‘WHO+WHAT DOING+WHAT’
* using pictures to elicit present tense sentences (is/ing)

a) Establish the colour link by explaining to student ‘who’ words are orange and present orange ‘who’ card (provided): Who words can be people or animals. Model examples

b) Using pictures provided, encourage student to identify ‘who’. Remember to model responses if required, using strategies such as multiple choice e.g. ‘Is it a boy or a girl?’

c) Establish the colour link by explaining to student ‘what doing’ words are yellow. (Present yellow ‘what doing’ card): What doing words are the doing/action words. Model examples

d) Using pictures provided, encourage student to identify the ‘what doing’ word. Remember to model responses if required, using strategies such as multiple choice e.g. ‘Is the boy jumping or skipping?’

e) Establish the colour link by explaining to student: ‘what’ words are green (present green ‘what’ card). What words can be objects, people and animals. It usually comes after the ‘what’ doing word.

f) Using pictures provided, encourage student to identify the ‘what’ word. Remember to model responses if required, using strategies such as multiple choice e.g. ‘What is the boy riding: a car or a bike?’

Place ‘who’ (orange), ‘what doing’ (yellow) and ‘what’ (green) colour cue cards in front of student, in order.

b) Select a picture. Model 2 examples to the group explaining that the pictures we are doing have one person doing something now.

c) Prompt student as follows:

E.g. 1. Point to orange ‘who’ card and ask ‘Who is in the picture?’ (boy)
2. Point to yellow ‘what doing’ card and ask ‘What is the boy doing?’ (reading)
3. Point to green ‘what’ card and ask ‘What is the boy reading?’ (book)
4. Ask ‘What is the complete sentence?’ (The boy is reading a book.)

d) Each student to complete 1 picture using above procedure (board game): record response on sheet (session 1 record sheet)
   • Group reviews who/what doing/what using a picture
   • Each child verbalizes what they learnt and when they’ll use it (e.g who = orange, eg the boy, will use it when thinking about writing a sentence) (session 1 – what was learnt)
Session 2. Teach ‘WHO+WHAT DOING+WHAT’

* using pictures to elicit present tense sentences (are/ing)

- Review who/what doing/what cue cards using is/ing pictures
- Use one picture for group:
  1. Point to orange ‘who’ card and ask ‘Who is in the picture?’ (boy)
  2. Point to yellow ‘what doing’ card and ask ‘What is the boy doing?’ (reading)
  3. Point to green ‘what’ card and ask ‘What is the boy reading?’ (book)
  4. Ask ‘What is the complete sentence?’ (The boy is reading a book.)

- Place ‘who’ (orange), ‘what doing’(yellow) and ‘what’ (green) colour cue cards in front of student, in order.
- Select a picture. Model 2 examples to the group explaining that the pictures we are doing have more than one person doing something now.
- Prompt student as follows:
  E.g. 1. Point to orange ‘who’ card and ask ‘Who is in the picture?’ (the boys)
  2. Point to yellow ‘what doing’ card and ask ‘What are the boys doing?’ (washing)
  3. Point to green ‘what’ card and ask ‘What are the boys washing?’ (car)
  4. Ask ‘What is the complete sentence?’ (The boys are washing the car.)

- d) Each student to complete 1 picture using above procedure (board game): record response on sheet (session 2 record sheet)

- Group reviews who/what doing/what using a picture
- Each child verbalizes what they learnt and when they’ll use it (e.g who = orange, eg the boy, will use it when thinking about writing a sentence) (session 2 – what was learnt)
Session 3.

- Review who/what doing/what cue cards using is/are/ing pictures

Use two pictures for group:

1. Point to orange ‘who’ card and ask ‘Who is in the picture?’ (boy)
2. Point to yellow ‘what doing’ card and ask ‘What is the boy doing?’ (reading)
3. Point to green ‘what’ card and ask ‘What is the boy reading?’ (book)
4. Ask ‘What is the complete sentence?’ (The boy is reading a book.)

E.g. 1. Point to orange ‘who’ card and ask ‘Who is in the picture?’ (the boys)
2. Point to yellow ‘what doing’ card and ask ‘What are the boys doing?’ (washing)
3. Point to green ‘what’ card and ask ‘What are the boys washing?’ (car)
4. Ask ‘What is the complete sentence?’ (The boys are washing the car.)

- “Match” activity: students match the correct written sentence to the picture. Complete model with group.
- Each student to complete 2 pictures/sentences. Student to verbalise response. (record sheet 3)
- Board game activity: pick up picture card and produce sentence with is/are ing. Record responses (session 3 record sheet)

- Group reviews who/what doing/what using a picture. Review when to use is and are (singular vs plural) Record
- Each child verbalizes what they learnt and when they’ll use it (e.g who = orange, eg the boy, will use it when thinking about writing a sentence)
Session 4
* using pictures to elicit regular past tense sentences (ed)

a) Place ‘who’ (orange), ‘what doing’(yellow) and ‘what’ (green) colour cue cards in front of student, in order.

b) Select a picture. Model 2 examples to the group explaining that in the pictures we are doing something has already happened or has finished. In these pictures the what doing word makes the ‘t’ sound at the end.

c) Prompt student as follows:

   E.g. 1. Point to orange ‘who’ card and ask ‘Who is in the picture?’ (girl)

   2. Point to yellow ‘what doing’ card and ask ‘What did the girl already do?’ (baked)

   3. Point to green ‘what’ card and ask ‘What did the girl bake?’ (cake)

   4. Ask ‘What is the complete sentence?’ (The girl baked a cake)

d) Each student to complete 1 picture using above procedure (board game):
record response on sheet (session 4 record sheet)

   • Group reviews who/what doing/what using a picture

   • Each child verbalizes what they learnt and when they’ll use it
Session 5
Review past tense (t examples): do example as a group.

a) Place ‘who’ (orange), ‘what doing’(yellow) and ‘what’ (green) colour cue cards in front of student, in order.

b) Select a picture. Model 2 examples to the group explaining that in the pictures we are doing something has already happened or has finished. In these pictures the what doing word makes the ‘d’ sound at the end.

c) Prompt student as follows:
   E.g. 1. Point to orange ‘who’ card and ask ‘Who is in the picture?’ (girl)
   2. Point to yellow ‘what doing’ card and ask ‘What did the girl already do?’ (climbed)
   3. Point to green ‘what’ card and ask ‘What did the girl climb?’ (mountain)
   4. Ask ‘What is the complete sentence?’ (The girl climbed the mountain)

d) Each student to complete 1 picture using above procedure (board game): record response on sheet. (session 5 record sheet – d)

e) Place ‘who’ (orange), ‘what doing’(yellow) and ‘what’ (green) colour cue cards in front of student, in order.

f) Select a picture. Model 2 examples to the group explaining that in the pictures we are doing something has already happened or has finished. In these pictures the what doing word makes the ‘ed’ sound at the end.

g) Prompt student as follows:
   E.g. 1. Point to orange ‘who’ card and ask ‘Who is in the picture?’ (boy)
   2. Point to yellow ‘what doing’ card and ask ‘What did the boy already do?’ (hunted)
   3. Point to green ‘what’ card and ask ‘What did the boy hunt?’ (socks)
   4. Ask ‘What is the complete sentence?’ (The boy hunted for socks)

h) Each student to complete 1 picture using above procedure (board game): record response on sheet (session 5 record sheet)
   • Group reviews who/what doing/what using a picture
   • Each child verbalizes what they learnt and when they’ll use it
Session 6

- Review past tense (t, d and ed examples): do example as a group.

- “Match” activity: students match the correct written sentence to the picture. Complete model with group.

- Each student to complete 2 pictures/sentences. Student to verbalise response. (record response session 6)

- Board game activity: pick up picture card and produce sentence with regular past tense. Record responses

- Each child verbalizes what they learnt and when they’ll use it (session 6 what was learnt)
Session 7

* using pictures to elicit future tense sentences

Place ‘who’ (orange), ‘what doing’ (yellow) and ‘what’ (green) colour cue cards in front of student, in order.

b) Select a picture. Model 2 examples to the group explaining that in the pictures we are doing something that hasn’t happened yet or will happen in the future.

c) Prompt student as follows:

E.g. 1. Point to orange ‘who’ card and ask ‘Who is in the picture?’ (girl)

2. Point to yellow ‘what doing’ card and ask ‘What will the girl do?’ (wash)

3. Point to green ‘what’ card and ask ‘What will she wash?’ (dishes)

4. Ask ‘What is the complete sentence?’ (The girl will wash the dishes)

d) Each student to complete 2 pictures using above procedure (board game): record response on sheet

- Group reviews who/what doing/what using a picture
- Each child verbalizes what they learnt and when they’ll use it
Session 8
Review future tense: do example as a group. Each student to complete 2 examples.

- “Match” activity: students match the correct written sentence to the picture. Complete model with group.
- Each student to complete 2 pictures/sentences. Student to verbalise response. (session 8 record sheet)
- Board game activity: pick up picture card and produce sentence with future tense. Record responses (session 8 record sheet)
- Group reviews who/what doing/what using a picture
- Each child verbalizes what they learnt and when they’ll use it (session 8 what was learnt)
Session 9

Review present, past and future tense (group examples: 2 of each)

- Super sentence fixer (complete example as a group): Student picks a tense card and a picture card, clinician presents incorrect sentence and asks student “Does that sound right?”, student responds with correct sentence. Each student to complete 2 examples. (session 9 activity A)
- Choose the correct sentence: Complete example as a group: Students presented with 2 written sentences (one correct, one incorrect). Need to read and identify correct response. Each student completes 10 sentences independently. (session 9 activity B)
- Review sentences as a group
- Each child verbalizes what they learnt and when they’ll use it (session 9 what was learnt)
Session 10

- Complete mixed activity (tense cards and pictures)
- Review who/what doing/what and tenses through the following activity:
  Group example: students presented with written sentences.
  Student to read the sentence, identify who, what doing, what words in the sentence using colour coding (underline/circle words).
  Students then to identify the tense of the sentence (today, yesterday, tomorrow). Students to complete 10 sentences independently
- Review sentences as a group
- Each child verbalizes what they learnt and when they’ll use it (session 10 what was learnt)