

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. housess, 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

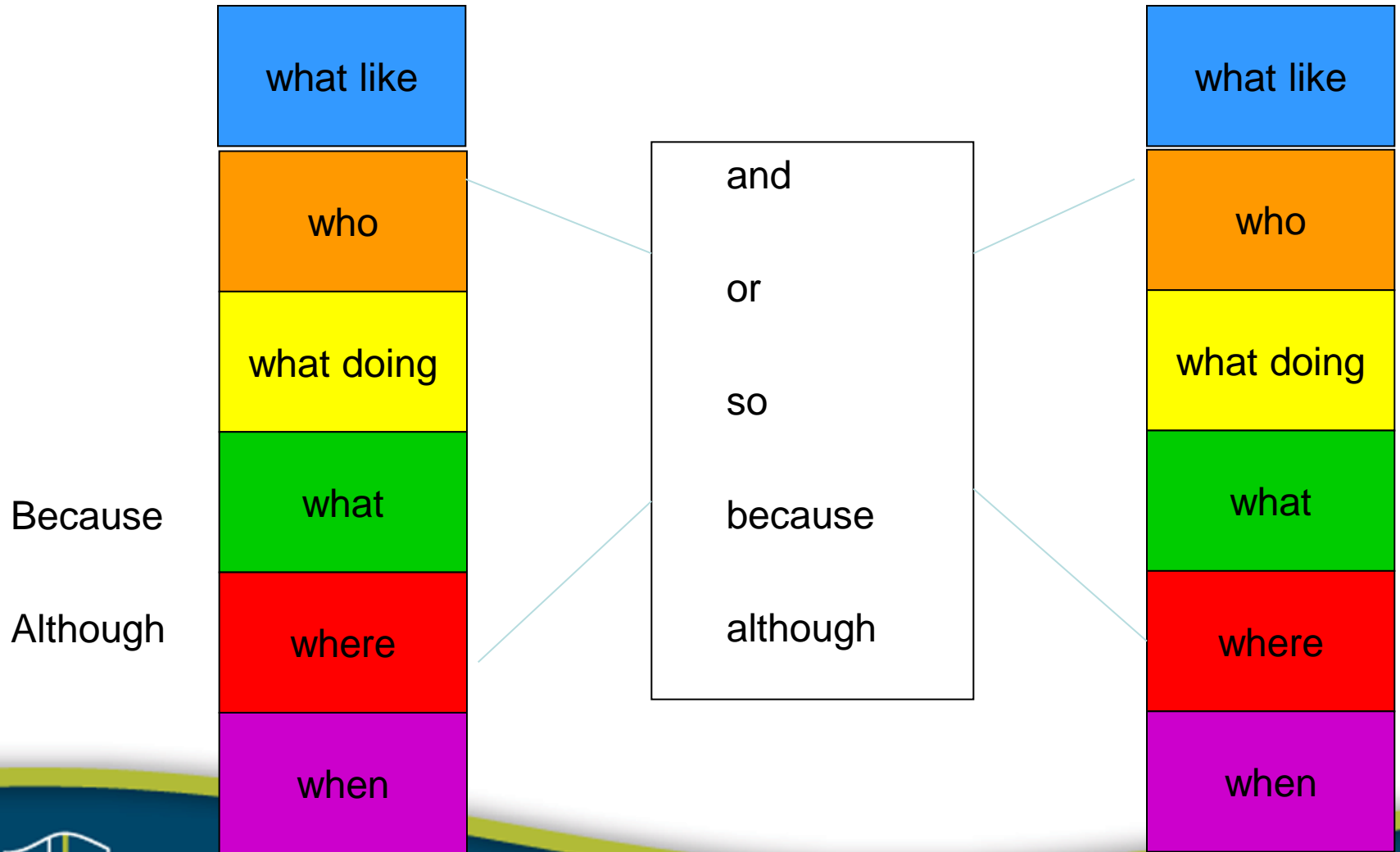
Sentence conjunctions are a group of words that can be used to make more complex sentences.

They have two roles:

- They join sentences.
- They indicate the presence of particular meaning-based concepts



Joining Words Bridge



What is the implied meaning in these sentences?

| Sentence | Conjunction | Implied meaning |
|---|-------------|---|
| The boy was in trouble because he was late for school | because | To indicate cause and effect Cause: He was late for school Effect: The boy was in trouble |
| I can go outside when the bell goes | when | To indicate time relationship |
| I thought it would be hot but it was cold | but | To indicate comparison or contrast |
| I will play the game after I have eaten my lunch | after | To indicate time relationship |
| I cannot go out as I am feeling sick | as | To indicate cause and effect |



Conjunctions

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



Conjunctions

| Conjunction | Implied meaning | Example | Used at the start and middle of a sentence. |
|-------------|-----------------|---|---|
| because | Cause & Effect | I was feeling sick because I had a cold | Because I had a cold, I was feeling sick. |
| if | Condition | If it starts raining, I will put my coat on | I will put my coat on, if it starts raining. |
| before | Time / Sequence | You should have your lunch before you go outside | Before you go outside you should have your lunch |
| after | Time / Sequence | You can go outside after you finish your tea | After you finish your tea, You can go outside |
| when | Time | Come up to the front of the classroom when you have finished your work. | When you have finished your work, come up to the front of the classroom |
| until | Time | You will have to stay until everyone is finished | Until everyone is finished, you will have to stay |
| instead of | Exclusion | I went to the library instead of going to the park | Instead of going to the park, I went to the library |



Introducing the Colour Cue Cards...



'WHO' = orange = nouns

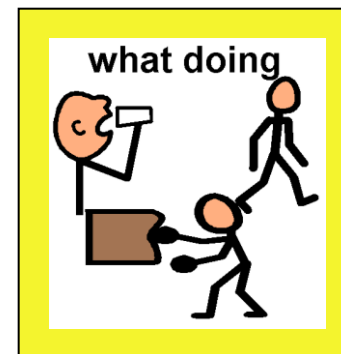


Can include:

- **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:

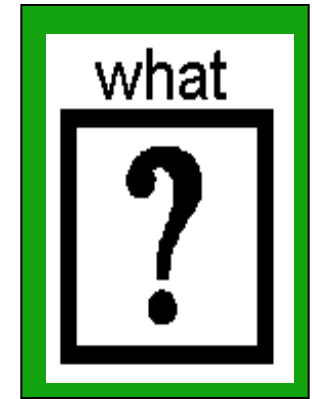
- 'stand alone' verbs e.g. run, sit
- verbs associated with an object e.g. wash (car), brush (hair)
- different tenses (past, present, future)
- 'is/are/was/were' (copula) → verb 'to be'

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



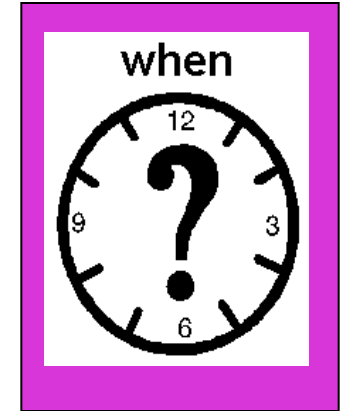
'WHERE' = red

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



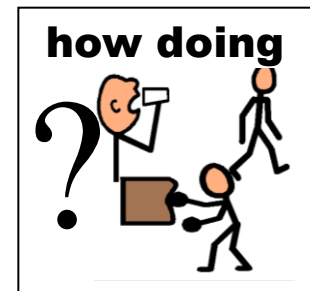
Can include:

- 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



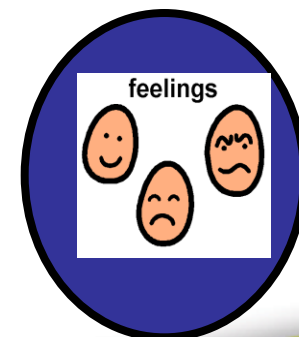
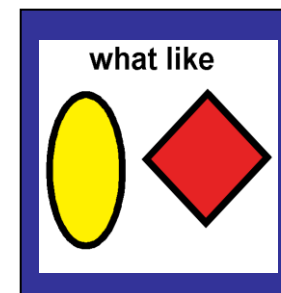
'HOW DOING' = white = adverbs

- e.g. quickly, gently, like a monkey, in a silly way, well, enthusiastically, aggressively, sadly, ominously



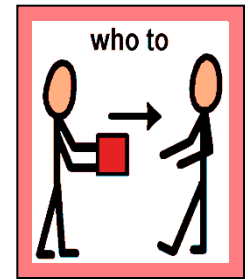
'WHAT LIKE' = blue = adjectives

- **Can include:**
 - Feelings e.g. angry, scared, hungry
 - Physical attributes e.g. old, tall, pretty



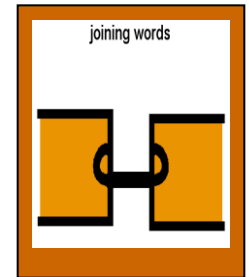
'WHO TO' = pink = indirect objects

- e.g. The girl gave flowers *to her mother*.



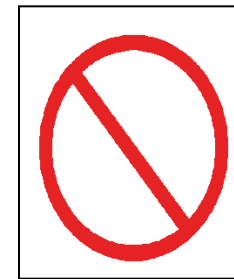
Joining words = brown = conjunctions

- 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')



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.





horse



family



people



sister



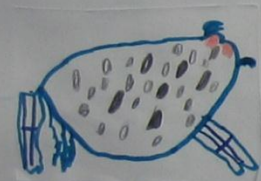
Stranger



men



wrestlers



bull



pig



friends



Chelsea



girl



man



cat



fairy



fairy princess



fairies



Tim



singing



kicking



dancing



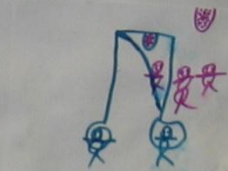
driving



digging



building



swinging



drawing



sleep



painting



write



wrestling



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...

| | |
|------------------|--|
| Audience | Who is to accomplish the task? |
| Behaviour | What is the task to be accomplished? |
| Condition | What are the circumstances of performing the task? |
| Degree | At what level of proficiency is the task to be accomplished? |



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

| Goals | Implementation | Monitoring |
|---|---|---|
| Sally will independently produce sentences with 'what like' words using brainstormed vocabulary 9/10 times. | Brainstorm adjectives related to topic. | Work samples to be collected and prompts is required. |



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

