Teaching grade 2 students with oral language difficulties use of verb tense in sentences using visual prompts will enhance oral language skills and reading comprehension at the sentence level.

**TEACHING STRATEGIES**

**CONTROL GROUP**

**SESSION 1 – Teaching is –ing rule**

1. SP Introduces/models the rule: is – ing
   When we talk about something a person is doing now or today we put is before the action word/verb and add –ing to the action word.

   Example using picture: The boy *is* reading a book.

2. Matching activity:
   Using pictures, the SP produces a sentence and the student has to identify the picture the SP is discussing. The student then produces the same sentence.

   e.g. The girl *is* feeding the fish.
   Can you find the picture I am talking about?
   So, tell me *what is the girl doing?*

3. Practise activity:
   Each student must produce 1 sentence demonstrating is –ing structure.
   SP cues with “*What is ______ doing?*
   Record responses on **Session 1 : Record Sheet.**

   - Group reviews is –ing rule using a picture.
   - Each child verbalises what they learnt and when they will use it.
   Record responses on **Session 1 : What Learnt?**

**SESSION 2 – Review is-ing + Teach are-ing**

1. Review rule from previous session (is -ing) using picture stimulus.
   e.g. The boy *is* reading a book.

2. SP introduces/model the rule: are –ing
   We have learnt then when we talk about someone doing something now we say *is* and add –ing at the end of our action word.

   Today we are also going to talk about two or more people doing things. When we do this, we say *are* instead and add -ing at the end of our action word.

   Example using picture: The two girls are drinking.
(3) Matching activity:
Using pictures, the SP produces a sentence and the student has to identify the picture the SP is discussing. The student then produces the same sentence.

e.g. The boys are washing the car.
Can you find the picture I am talking about?
So, tell me what are the boys doing?

(4) Practise activity:
Each student must produce 1 sentence demonstrating are –ing structure. SP cues with “What are ________doing?”
Record responses on Session 2 : Record Sheet.

- Group reviews is/are –ing rule using a pictures.
- Each child verbalises what they learnt and when they will use it.
Record responses on Session 2 : What Learnt?

SESSION 3 – Review is/are –ing structures

(1) Review rules from previous sessions ( is/are -ing) using picture stimulus; each student produces oral sentences for picture stimulus.

(2) Match activity: Students match the correct written sentence to the picture. Complete model with group.

Use Session 3: Matching Activity.
Record on Record Sheet 3: Match written to picture.
Student completes two pictures/sentences.
Student to verbalise response.

(3) Board game activity: pick up picture card and produce sentence using is/are -ing
Record on Session 3: Record Sheet (board game).

- Group reviews is/are-ing structure.
- Each child verbalises what they learnt Session 3: What Learnt?

SESSION 4 – Teaching –ed rule (verbs ending with /t/)

(1) SP Introduces/models the rule: ed
Past tense is used when we talk about something that has already happened or has finished (e.g. talking about the past, yesterday). We add an –ed at the end of our action word to show we are talking about the past.

These pictures make the /t/ sound when we add –ed.
Example using pictures: He walked to the park.

(2) Matching activity:
Using pictures, the SP produces a sentence and the student has to identify the picture the SP is discussing. The student then produces the same sentence.

e.g. The girl baked a cake.
Can you find the picture I am talking about?
So, tell me what did the girl do?

(3) Practise activity:
Each student must produce 1 sentence demonstrating -ed structure.
SP cues with “What did __________ do?
Record responses on Session 4: Record Sheet /t/.

- Group reviews -ed rule using a picture.
- Each child verbalises what they learnt and when they will use it.
Record responses on Session 4: What Learnt?

SESSION 5 – Teaching –ed rule (verbs ending with /d/, /ed/)

(1) Review rule from previous session (-ed – /t/ ending) using picture stimulus.

(2) SP Introduces/models the rule: -ed
Past tense is used when we talk about something that has already happened or has finished (e.g. talking about the past, yesterday). We add an –ed at the end of our action word to show we are talking about the past.

These pictures make the /d/ sound when we add –ed.
Example using pictures: I dialled the phone.

Practise activity 1:
e.g. The girl climbed the mountain.
So, tell me what did the girl do?

Each student must produce 1 sentence demonstrating -ed structure.
SP cues with “What did __________ do?
Record responses on Session 5: Record Sheet /d/.

(3) SP Introduces/models the rule: ed
Past tense is used when we talk about something that has already happened or has finished (e.g. talking about the past, yesterday). We add an –ed at the end of our action word to show we are talking about the past.

These pictures make the /ed/ sound when we add –ed.
Example using pictures: The boy decided to eat chocolate cake.

Practise activity 2:
e.g. The boy hunted for socks.
So, tell me what did the boy do?
Each student must produce 1 sentence demonstrating -ed structure.
SP cues with “What did _______do?"
Record responses on **Session 5: Record Sheet /ed/**.

* Group reviews –ed rule using a picture.
* Each child verbalises what they learnt and when they will use it.
Record responses on **Session 5: What Learnt?**

**SESSION 6 – Review –ed rule**

(1) Review rule from previous session (-ed) using picture stimulus.

(2) Match activity: Students match the correct written sentence to the picture. Complete model with group. Use **Session 6: Matching Activity**. Record on **Record Sheet 6: Match written to picture**.

  Student completes two pictures/sentences. Student to verbalise response.

(3) Board game activity: pick up picture card and produce sentence using regular past tense. Record on **Session 6: Record Sheet (board game)**.

  * Group reviews regular past tense –ed rule using a picture.
  * Each child verbalises what they learnt **Session 6: What Learnt?**

**SESSION 7 – Teaching future tense**

(1) SP Introduces/models the rule :  will
When we talk about something that has not happened yet or will happen in the future we add will before the action word.

  Example using pictures: I will eat my dinner after the news.

(2) Matching activity:
  Using pictures, the SP produces a sentence and the student has to identify the picture the SP is discussing. The student then produces the same sentence.

  e.g. The girl will wash the dishes.
  Can you find the picture I am talking about?
  So, tell me what will the girl do?

(3) Practise activity:
  Each student must produce 1 sentence demonstrating will structure.
  SP cues with “What will _______do?"

  Record responses on **Session 7 : Record Sheet**.

  * Group reviews will rule using a picture.
  * Each child verbalises what they learnt and when they will use it.
  Record responses on **Session 7 : What Learnt?**

**SESSION 8 – Review future tense will rule**
(1) Review rule from previous session (will) using picture stimulus.

(2) Match activity: Students match the correct written sentence to the picture. Complete model with group. Use Session 8: Matching Activity. Record on Record Sheet 8: Match written to Picture

Student completes two pictures/sentences. Student to verbalise response.

(3) Board game activity: pick up picture card and produce sentence using future tense. Record on Session 8: Record Sheet (board game).

- Group reviews future tense will rule using a picture.
- Each child verbalises what they learnt Session 8: What Learnt?

SESSION 9 – Review present, past & future tense (group examples: 2 of each)

(1) 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.
Record on Session 9: Record Sheet

(2) 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. Use Session 9: Activity A

Each student completes 10 sentences independently.
Record on Session 9: Record Sheet (Activity A)
Review sentences as a group.

- Each child verbalises what they learnt Session 9: What Learnt?

SESSION 10 – Review present, past & future tense

(1) 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). Require orange, yellow & green coloured pencils for each student.

Students then to identify the tense of the sentence (today, yesterday, tomorrow).

Students to complete 10 sentences independently
Record on **Session 10: Activity A**
Review sentences as group.

- Each child verbalises what they learnt **Session 10: What Learnt?**

**INTERVENTION GROUP:**

**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?’
  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?’
    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).