

A PACK OF RESOURCES BY
CATHERINE REDMAYNE,
SPEECH & LANGUAGE THERAPIST

SHAPE UP - Encourage sentence development with children. Suitable for approx. 4y with specific language impairment, and older children with global delay (e.g. Down's Syndrome).

To start, the child will need to be able:

- to use verbs, with the -ing ending if asked *what's he doing?* and
- give a noun label if asked *what's this?*

Book 1: two-word combinations like *drinking tea*.

Book 2: two-element combinations like *pushing a trolley*.

Book 3: two-element combinations like *sitting on the floor*. To do this book, the child will need the simple prepositions *in/on/under*. Work on these with other materials first if necessary.

Book 4: three-element combinations like *cooking sausages in the garden*. These extend some of the previous utterances.

Book 5: two-element combinations like *Peter in the rain*.

Book 6: two-element clauses like *Peter is drinking*.

Book 7: three-element clauses like *Peter is drinking milk*.

Book 8: four-element clauses like *Peter is drinking milk in the garden*.

The order has been chosen because children often find it easier to put extra words after the verb, and harder to remember the subject and/or extra words like *is/are* before the main verb.

Each of the books 1-8 has two games to reinforce and practise the structure: (1) a simple picture Pairs game; and (2) a shape game which emphasises the information elements and encourages novel combinations (cards from the picture Pairs are used as 'rewards' for a successful match).

NB Remember a shape may be standing for more than one word.

You can cut the shape combinations out from the end of this book and find new pictures to describe, using each combination. There are some good extra pictures in ClipArt and curriculum teaching materials. **And see Book 9.**

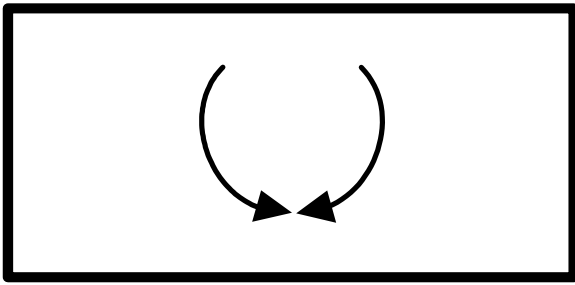
Book 9 is a summary for adults and suggests extension work if necessary.

Books 10-10 to 10-15 have new text: to work on *and/are/they/he/she*.

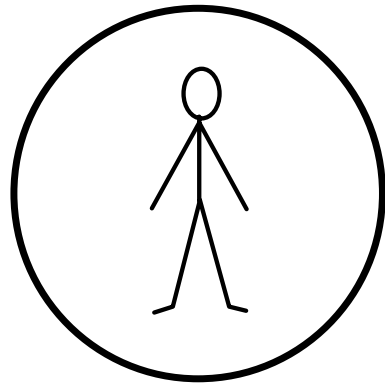
Books 10-16 to 10-19 have four worksheet pages per book to work on gathering information and making complex sentences on the frame at 10-20.

cr10-00

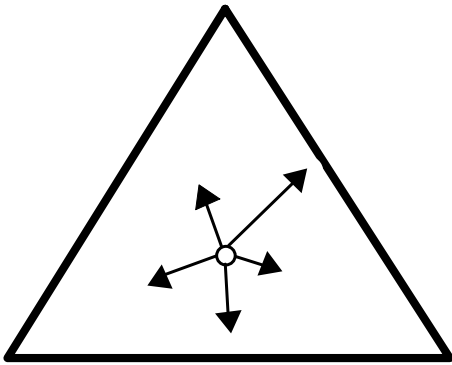
The shapes represent elements of information, not single words.



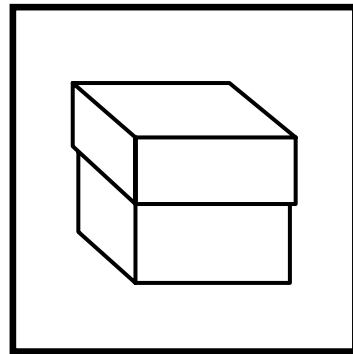
The rectangle stands for a verb (an action word), or verb phrase.



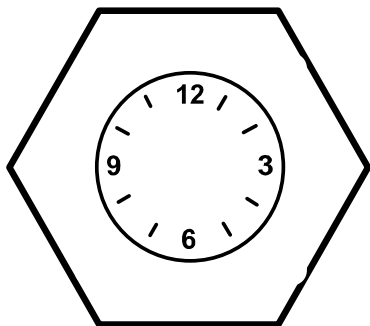
The circle stands for 'who' - a person (or story animal like Pooh).



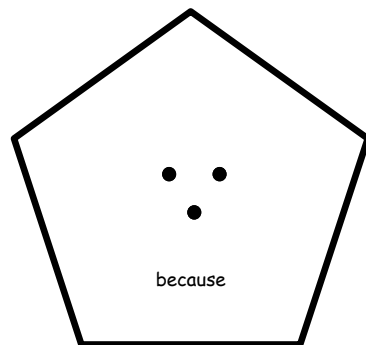
The triangle stands for 'where' (often a phrase with a preposition e.g. *in the cup*).



The square stands for 'what' (a thing).



The hexagon stands for 'when'. This may be a phrase like *one day / last year / at 6 o'clock etc.*



The pentagon stands for *because*. Used in the final worksheet files.

On page 4 are the question equivalents (used in Pack cr9).

Research shows that practising making up questions about a text is an excellent way to help 'poor comprehenders' learn to look for information in their texts on any subject. My choice of shapes is not entirely arbitrary (see below) and these six are common shapes children learn to name. They also feature on shape dice and allow us to play dice games in a small group. Have the next page available as everyone has a turn to throw the dice and ask a question about the current story or factual text. NB This is a simple system. The shapes are not related to complex syntax as in some other systems. The people are always circles whether they are the grammatical subject or the grammatical object in the sentence. (E.g. *The boy is hitting the car* - *the boy* is the subject and represented with a circle - as well as *The car is hitting the boy* - where *the boy* is the object.) In this way, the shapes function both in statements and questions: if I ask a 'who' question, I expect a 'who' answer!

A 'starter' version for the question game can be made with just four question words. Stick the shapes on a 4-section spinner. It is probably easiest to begin with rectangle/circle/triangle/hexagon because what-questions (square) requiring an object answer are easy to confuse with the other questions we ask with *what*, and why-questions (pentagon) are the most complex questions which may require inferencing skills.

WHAT-DOING/WHAT'S HAPPENING?

(Rectangle - for longer questions and answers!)

WHO?

(Circle - is like a head.)

WHERE?

(Triangle - is like a roof to denote place - but of course it doesn't have to be a building.)

WHAT?

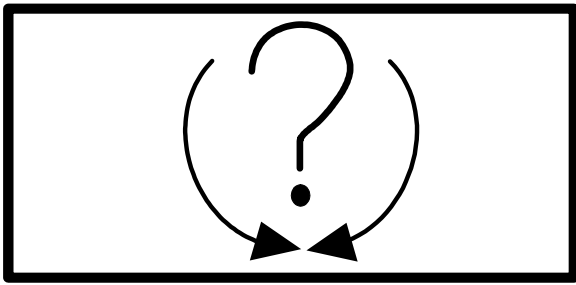
(Square - is like a box, for things. Do not use this shape for questions like *what is he doing? what is happening?* which are verb questions.)

WHEN?

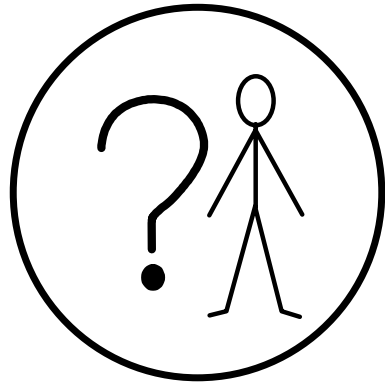
(Hexagon - could be a clock shape.)

WHY?

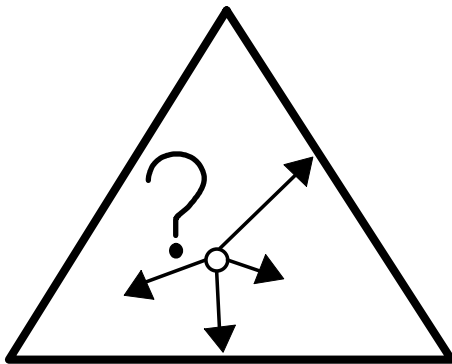
(Pentagon - is very hard to do, like *why/because* information!)



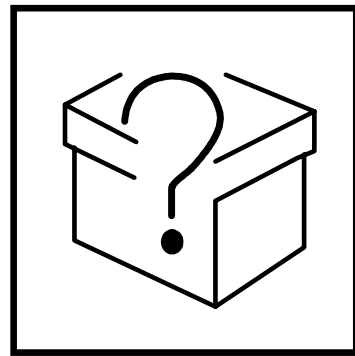
What ... doing?
What's happening?



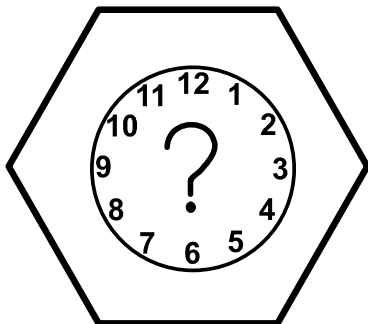
Who...?



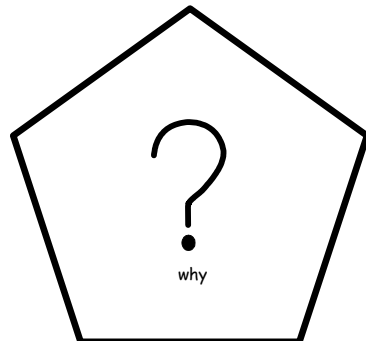
Where...?



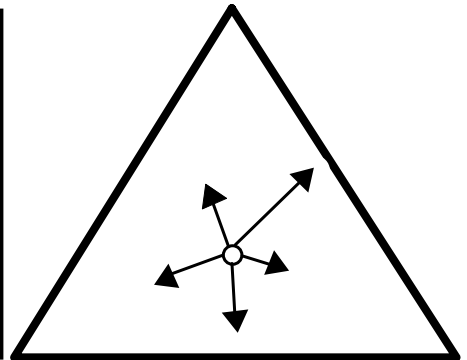
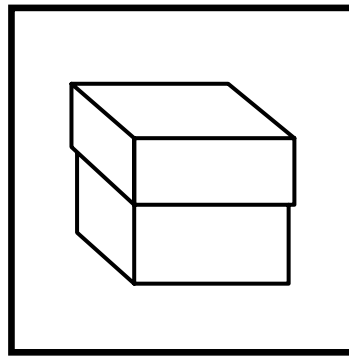
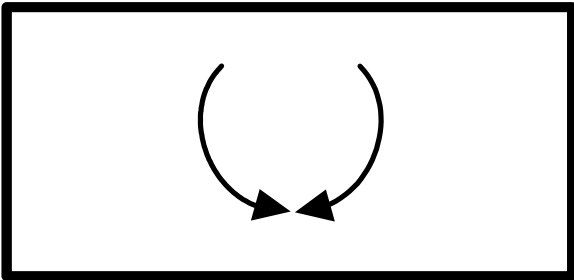
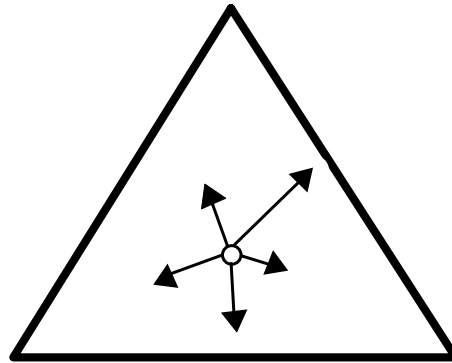
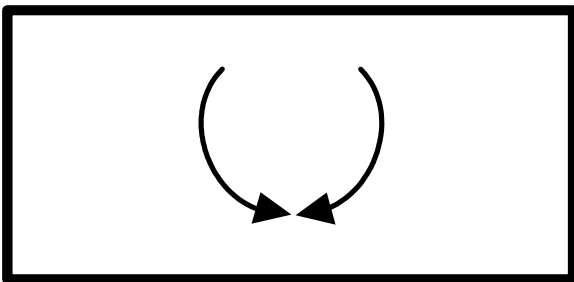
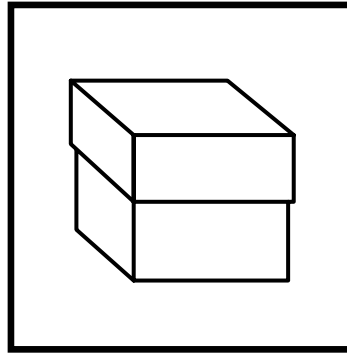
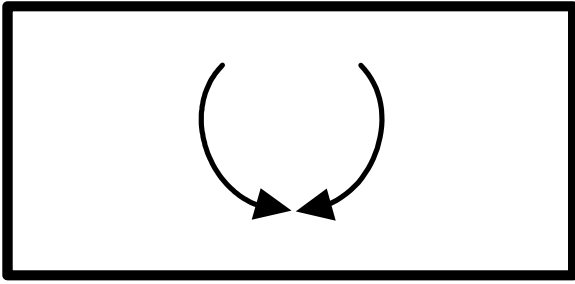
What...?
(for a thing)



When...?



Why...?



On this page there are the 'sentence' shapes for:

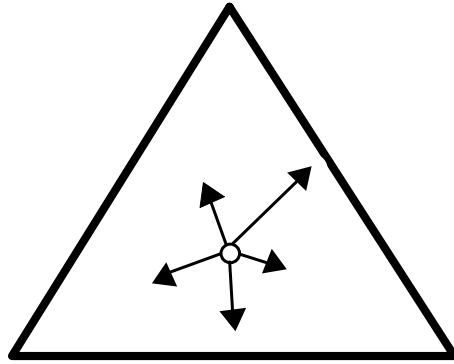
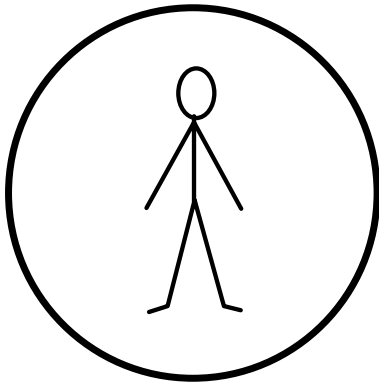
top row - Books SU 1 & 2

middle row - Book SU 3

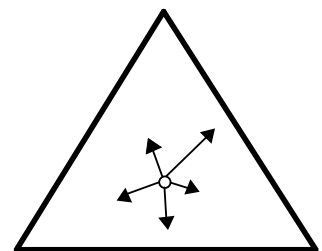
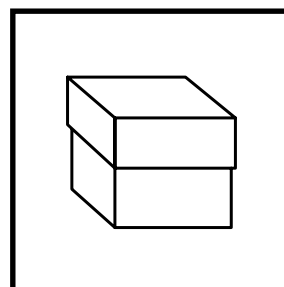
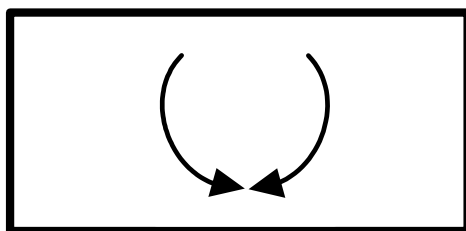
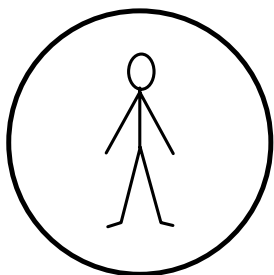
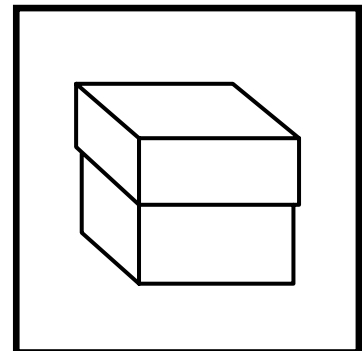
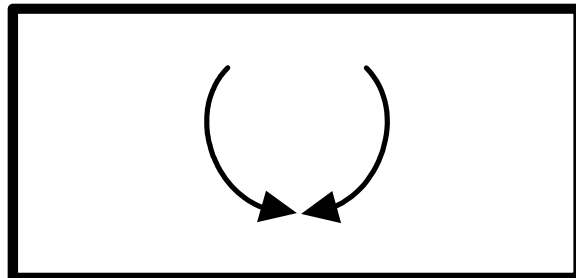
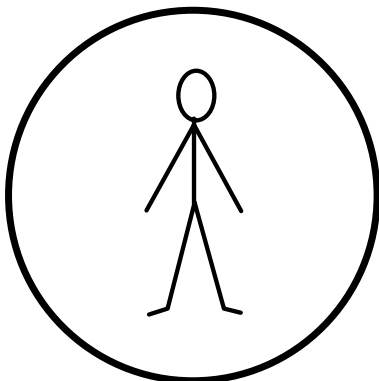
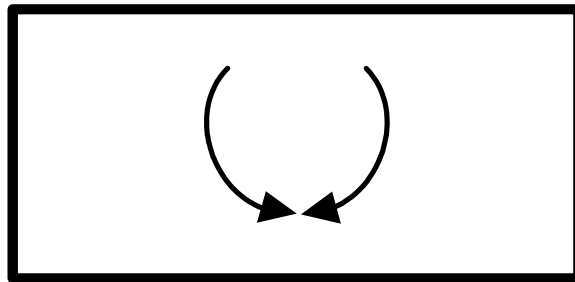
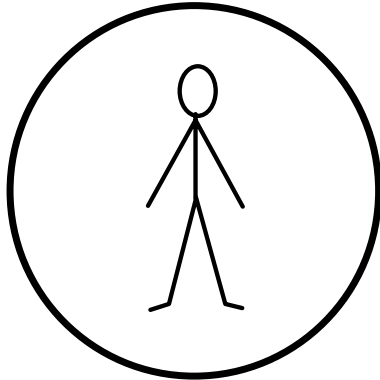
bottom row - Book SU 4

You can cut the page into three strips to use when encouraging the child to make novel utterances about other pictures you find.

Blank to allow removal of page 5.



On this page there are the 'sentence' shapes for Books SU 5-8. (Or you can cut the page for copies of the shapes for your own games.)



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