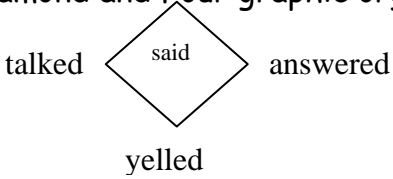


Language Experience Activities	
Activity	Notes
Sharing personal experiences -Think, Pair, Share -Diamond and Four graphic organizer 	Allows all children to draw on personal knowledge and share it orally with a partner (try to partner students up with similar language levels). Helps with vocabulary and concept development. Shows students how things relate with each other. Builds conceptual knowledge.
Story Reconstruction and Narrative Comprehension Possible graphic organizers: Story Sequencing: Beginning, Middle, End or First, Next, Last.	Allows children to listen, talk about, and construct stories using pictures. Builds listening and speaking skills. Teacher interacts by scaffolding, prompting, expanding, refining, and modeling language.
Human Sentence	Practice/rehearse sentences students produced. Each child has a phrase, or word, to complete the sentence.
Link Language and Literacy Development with assisted writing	Write one or two of the sentences the students produce. Model Concepts About Print, phonemic awareness, phonics, etc. This shows them that what they say they can write.
Shared Reading of the chart	Shows students that what they wrote they can read. You can turn these into books and have them illustrate. Provides opportunities to change language structures.

"If we plan instruction that links oral language and literacy learning (writing and reading) from the start so that writing and reading and oral language processing move forward together, linked and patterned from the start, that instruction will be more powerful"(p. 9).

Clay, M. (2004). Talking, reading, and writing. *Journal of Reading Recovery*, Spring 2004

The 5 Most Common Sentence Structures

- 1. Simple Sentences-** contain forms of the verb *to be* and name, classify or categorize objects and events. Usually include an article, noun, and verb.
 - a. I went home.
 - b. My dad is working.
 - c. I love my mommy.
- 2. Expanded statements containing *Prepositions*:** a word used to form a phrase- links nouns, pronouns, and phrases. Usually indicates the temporal, spatial, or logical relationship of its object to the rest of the sentence.

at, to, in, on, with, down, above, across, below, besides, during, from, near, under, upon, without

 - a. I like to play **with** my cat.
 - b. I like to color **at** my school.
 - c. The spider scurried quickly **across** the floor.
- 3. Two phrases, clauses or statements linked by a *Conjunction*:** a word serving as a connector between words, phrases, or clauses.

and, for, because, so, if, while, but, when, however

 - a. I went to the mall **and** got lots of candy.
 - b. My arm was hurting me **so** I went to the office.
 - c. I got in trouble **when** I hit my brother.
- 4. Two phrases or clause statements linked by a *Relative Pronoun*:** a word referring to a noun/pronoun used previously in a sentence and establishes a relationship between two things.

who, whom, that, what, which

 - a. He was the one **who** hit me.
 - b. She found **what** she needed.
 - c. You know **who** is coming to my house.
- 5. Two phrases or clause statements linked by an *Adverb*:** modify a verb, adjective or another verb that expresses time, location, or manner.

when, where, how, however, whenever, and wherever

 - a. She went **when** lunch was over.
 - b. He knows **how** to play that game.
 - c. She showed me **where** it happened.

Adapted from Gentile, 2003. The Oral Language Acquisition Inventory Appendix A