

**Observational Profile Area**

- **Sentence Structure**

**Suitable for Years 2–6**

**Suitable For**

- **Small Group**
- **1:1 Session**

## Changing statements to questions

### Language Focus

Comprehension of simple questions and statements:

Oral Language Observational Profile Indicators targeted:

- Grammatical structure of reversal questions

- Have difficulty imitating or repeating sentences heard

- Omit key grammatical categories

### Materials

- Resource sheets titled 'Changing Statements to Questions' on the following pages
- Make two to three copies of the sentence sheets depending on how many students will be in the sessions

### Procedure

**Activity one**

- Cue the students to read the statements and questions.
- Indicate to the student whether it is a statement or question and which punctuation is used.
- Have the student fill in the box with a full-stop or ques-

tion mark.

**Activity two**

- Cut out the sentence pairs and turn them face down on table.
- Each student is given a copy of 'question and statement' sheet.
- Students then need to find

the question/statement 'pair'.

- First student with three pairs wins.

### Notes

For more practise, ask each student to make up five sentences about school or home. As a group or 1:1 cue students to produce the question form e.g. Mrs Jones is my teacher. > Is Mrs Jones your teacher?