

Observational Profile Area

- Discourse, comprehension and production

Suitable for Years prep—six

Suitable For

- Small Group
- 1:1
- Class

Story cards

Language Focus

To focus on students' ability to understand the various elements of sentences and to generate full, grammatically correct sentences. To also aid

with the recall of story events.

Oral language profile indicators targeted:

- Recalling, keeping track of the ideas mentioned in the

story

- Using/understanding use of pronouns and verb agreement across sentences

Materials

- Four sets of different colored blanked cards with adhesive (blue tack, sticky tape, drawing pin etc.)
- A story book

Procedure

- Write the four headings; who, what, where, when each on a different colored card and stick these up on the white board.
- Read a story to the class
- At the end of each page have the students identify

the following:

Who (people, animals etc)
What (what happened e.g. kicked the ball), **Where** (in the kitchen, on the slide etc) **When** (on Monday etc)

- Write these on a card matching the colored head-

ing and then place under a heading in unspecific order.

- Once the story is completed ask the students to remember what happened and make sentences about the story by choosing the correct cards and joining them together.

Notes

Extensions:

- Mix up the cards so students can make up their own sentences that include 'who, what, where, when' These sentences do not have to be from the book.
- Let the students think of

their own 'who, what, where, when' to then make sentences.

- When reading the story wait until the end of the book to ask the students what happened.