

Observational Profile Area

- **Sentence Structure**

Suitable for Years 2–6

Suitable For

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

Matching two event sentences (before/after/then)

Language Focus

Comprehension and production of two event sentences that use different temporal conjunctions (e.g. before/after)

Oral Language Observational Profile Indicators targeted:

- Understanding and/or describing two events that occur in sequence.

Materials

- Resource sheets titled 'Understanding two event sentences (sequential events), sentence pairs only, on the following page.

Procedure

- Cut out the sentence pairs
- Put down and read aloud a sentence with the first event (i.e. The boy put on his football boots)
- Ask the student to draw a picture in the box or describe the sentence
- Repeat task for the sentence with the second event (i.e. The boy played football).
- Model for the student a pair using 'before' and have the student produce sentences for each pair (prompt if necessary—what did the boy do first?)
- Repeat the activity using 'after'

Notes

For more practise, play games such as Memory. Silly sentences can be used when the cards are not a pair e.g. 'The boy put on his football boots before he wrote a letter', and correct sentences when it is a pair e.g. 'The boy put on his football boots before he played football' or 'The boy

played football after he put on his football boots.'

MATCHING TWO EVENT SENTENCES (before/after/then)

The boy put on his football boots.	The boy played football.
The boys ate breakfast.	The boys cleaned their teeth.
The girl put on her wetsuit.	The girl went surfing.
The man is wrote a letter.	The man posted a letter.
The woman tried on a dress on.	The woman bought a dress.
The girls made sandwiches.	The girls ate lunch.
The man got dressed.	The man left for work.
The woman turned off the light.	The woman went to sleep.
The boy bought a ticket.	The boy watched a movie.
The man cooked spaghetti.	The man ate dinner.