

## Teaching Sentence Structure Using Visual Prompts

**Student IEP Annual Goal:** The student will use auxiliary and copular verbs in spoken and written sentences to describe pictures or events.

**Lesson Objective:** The student will formulate complete sentences using “noun + verb + direct object” structure when provided with visual cues and verbal modeling.

**Materials Needed:** *No Glamour Grammar Sentence Structure* Graphic Organizer, pencil, and post-it notes for covering sequential pictures

### Directions:

1. Present the student with the first graphic organizer picture (cover the other pictures with post-it notes)
2. If the student can name/label the picture, have him write or dictate the word to you. If the student does not recall the word, write it in the space underneath the picture
3. Continue by lifting the next post-it and ask the student “What has changed?” Write the student’s response. If no response or an incorrect one is given, provide the correct word and continue until all of the pictures have written labels
4. Instruct the student to “Put it all together to tell everything that is happening in the last picture”
5. Instruct the student to write the complete idea/sentence on the provided line
6. Continue with several trials until the student reaches at least 80% mastery of the targeted sentence structure independently

\*For an added challenge, provide the student with a list of pronouns applicable to replace the nouns in the pictures. Have him review the sentences and replace the nouns with correct pronouns.

### Follow Up:

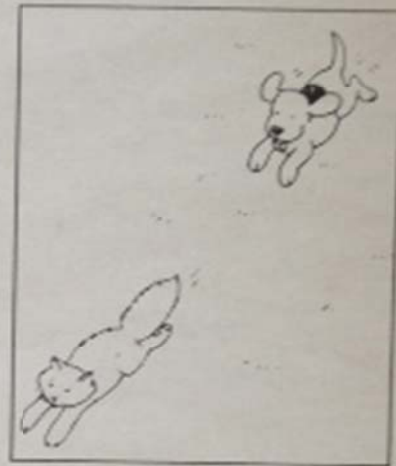
Observe the student in multiple contexts (classroom, playground, specials) during the process to track generalization of the correct syntax structures into spontaneous spoken and written language.



bird

talking

The bird is talking.



dog

chasing

cat

The dog is chasing a cat.