

THEN WHAT HAPPENED? EARLY DISCOURSE WRITING ACTIVITY

Intro

By Grade 1, it is expected that children are able to write 2 or more appropriately sequenced events, using temporal words to signal event order and provide some descriptive detail. By Grade 2, children should be able to describe actions, thoughts, and feelings and write a short sequence of events. And by Grade 3, children should be able to begin to frame a beginning-middle-end story with characters and some dialogue.

So, what's the best way to target these curricular goals?

Written narrative intervention!

Many of our students with DLD and other written language disorders will struggle to meet the above expectations, but as SLPs, we can teach these students the pre-requisite skills to organize, sequence, and connect written thoughts together.

A study by Gillam et. al. in 2014 showed evidence that narrative macrostructure can be effectively targeted in the classroom, so let's discuss how we can make this work for us!

About

Temporal and connective vocabulary is *integral* to a narrative. This activity will focus on explicit teaching of sequencing words (before, after, then, first, second, etc.), and connector words (and, because, but, etc.). A bonus graphic organizer is also included! For the purpose of this activity, we will focus on a Grade 2 level task. For more ideas for children in Grades 1 and 3, check out this blog post!

<https://www.speechandlanguagekids.com/ultimate-guide-to-teaching-written-narratives-by-grade-level/>

Education & DLD

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Grade 2 Narrative Activity

1. Read a short story or watch a video together. Some of our favourites include:
"The Horse and The Snail"

<https://www.youtube.com/watch?v=Qurk2Wm4mJ8>

"The Greatest Treasure:

<https://www.youtube.com/watch?v=2iOIM9XdOYo>

2. Encourage higher level thinking and conversation about the story before they even pick up their pencils. Ask questions about the actions, thoughts, and feelings associated with the characters and past events (e.g., "What did he do?" "What were you thinking?" "How did that make them feel?")
3. For lower level groups, provide prompt cards and review them prior to beginning writing. The cards may focus on temporal vocabulary and conjunction words (review "first/second" "then/when", "lastly", "before/after/during", "because/and/but/", for example).
4. Take screenshots of the videos above or have the book handy and ready for the children to flip through to remember the sequence of events. You can put screenshots into a looped slideshow or tape them on the board.
5. After reviewing the series of events verbally, students may begin writing down the story in order. A graphic organizer may be selected to help organize their thoughts, or help them decide beginning/middle/end.
6. Encourage their writing to reflect on the actions, thoughts, and feelings of the characters.
7. Ask students to provide a concluding statement about what they think about the story. Prompt cards may include "I liked the ending of this story" or "I think the snail was very sneaky".

This activity will help meet the curriculum expectation for Grade 2 students of being able to write simple narratives that include sequencing of events, using temporal words, and provide some sense of closure.

Graphic Organizers

For more on graphic organizers, check out this website for ideas and grade-level expectations: <https://www.teachervision.com/lesson-planning/graphic-organizer>

OR see the downloadable Graphic Organizers on our website!

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