

## Sentence Structure

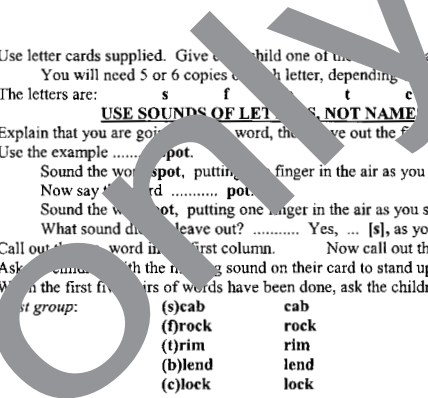
**OUTCOME:** To create a new word by omitting the first or the second, sound in CCVC/C words.

### DAY 1

- \* Use letter cards supplied. Give each child one of the cards. Ask the group leaders to give them out. You will need 5 or 6 copies of each letter, depending on the number of children in the class. The letters are: s, c, a, b, r, t, e.

**USE SOUNDS OF LETTERS, NOT NAME OF LETTERS in all exercises.**

- \* Explain that you are going to say a word, then leave out the first sound to make a new word. Use the example ..... spot. Sound the word spot, putting one finger in the air as you say each sound. Now say the word ..... pot. Sound the word pot, putting one finger in the air as you say each sound. What sound did we leave out? ..... Yes, ... [s], as you point to your first finger as you say the sound.
- \* Call out the word in the first column. Now call out the top word in the second column. Ask the children with the missing sound on their card to stand up and show their card.
- \* When the first five pairs of words have been done, ask the children to sit down and proceed with the rest of the words.



First group:	(s)cab	cab	Second group:	(c)rust	rust
	(f)rock	rock		(b)rat	rat
	(t)rim	rim		(f)rump	rump
	(b)lend	lend		(s)kid	kid
	(c)lock	lock		(t)ramp	ramp

### DAY 3

- \* Copy *Skill Activity Sheet No 18*. Give each child one of the columns of pictures, or ask the group leaders to give them out.
- \* Explain that you are going to say a word, then leave out the second sound to make a new word. Use the example ..... trip. Sound the word trip, putting one finger in the air as you say each sound. Now leave out the [r] sound. What is our new word? Put down the second finger (the [r]), and sound the sounds left as you point to those fingers. ... t-i-p. What word did we make? ..... Yes, ... tip.
- \* Call out each word in the first column. Tell the children to omit the second sound, eg. [n], (whatever the sound is), and work out the new word. Ask the children to cross or circle the picture (as indicated below) of the new word made when that sound is missing.
- \* Say... eg. "The word is trip. Leave out the sound /r/. What is the new word?"
- \* Words to use:

black	Leave out the sound /l/.	Put a O around the new word.	(back)
crab	Leave out the sound /r/.	Put a X on the new word.	(cab)
blend	Leave out the sound /l/.	Put a O around the new word.	(bend)
plan	Leave out the sound /l/.	Put a X on the new word.	(pan)
club	Leave out the sound /l/.	Put a X on the new word.	(cub)
brat	Leave out the sound /r/.	Put a X on the new word.	(bat)
bled	Leave out the sound /l/.	Put a O around the new word.	(bed)
stick	Leave out the sound /l/.	Put a X on the new word.	(sick)
click	Leave out the sound /l/.	Put a O around the new word.	(lick)
spit	Leave out the sound /p/.	Put a O around the new word.	(sit)

### DAY 5

- \* Write four lots of three boxes on the board for the children to write in.
- \* Divide the class into four teams. This game is a race to see which team gets the most words correct.
- \* Say... eg. "The word is trip. Leave out the sound /l/. What is the new word?" One child from each team runs to the board and writes the new word in the boxes. Then the letters are rubbed out ready for the next turn.

- \* Words to use:
- |         |      |
|---------|------|
| s(w)ell | sell |
| d(r)ug  | dug  |
| (s)nap  | nap  |
| d(r)ab  | dab  |
| (b)rag  | rag  |
| (s)mug  | mug  |
| b(r)ag  | bag  |
| (t)rim  | rim  |
| (s)well | well |
| s(n)ap  | sap  |

