

Introduction to Acquisition Scripts

Lessons

- There are three instructional lessons design to increase the accuracy of constructing complete, simple sentences.
- Each lesson has multiple objectives. Objectives are specific skills building towards independently constructing complete, simple sentences.

Objectives

- Lesson 1
 - *Objective 1: Students Will Be Able To (SWBAT) match the names of someone/something to the part that tells more.*
 - *Objective 2: SWBAT match the part that tells more to person's name.*
 - *Objective 3: SWBAT identify which part names someone/something and which part tells more.*
- Lesson 2
 - *Objective 4: SWBAT identify which part names someone/something and which part tells more.*
 - *Objective 5: SWBAT discriminate between incomplete and complete simple sentences.*
 - *Objective 6: SWBAT identify correct and incorrect beginning capitalization and end mark.*
- Lesson 3
 - *Objective 7: SWBAT discriminate between incomplete and complete simple sentences.*
 - *Objective 8: See a picture and two words that describe it, write a sentence.*

Levels of Support

- Lessons deliberately build student independence by systematically and explicitly changing the level of teacher support. There are four levels of teacher support: model, high prompt, medium prompt, and low prompt.
- Model: Only teacher writes
 - The highest level of teacher support. For all modeled items, the teacher is the only one who writes. The teacher vocalizes the answer and process, and the student vocally responds when appropriate.
- High Prompt: Student and teacher both write
 - The 2nd most teacher support. In all high prompts, the teacher and student both write. The teacher vocalizes parts of the process and answer for each item, but the student participates more.
- Medium Prompt: Only student writes
 - The 3rd most teacher support. In all medium prompts, only the student writes. The teacher no longer writes. The teacher asks the student(s) about the process and/or answer for each item.
- Low Prompt: Only student writes

- The least amount of teacher support. In all low prompts, only the student writes. The teacher does not write. The student completes several items independently. The teacher checks on the answer afterwards.

Feedback and Error Correction

- Teachers provide affirmative feedback and immediate error correction.
 - Following correct responses, teachers affirm the correct answer and provide praise.
 - Following incorrect responses, teachers provide the correct process and/or answer.
 - More sophisticated error correction entails changing the level of support.
 - For example: If students commit several errors during a medium prompt level of support, then the teacher switches the amount of support to a high prompt for several items. After several correct responses, the level of support drops back to a medium prompt.

LESSON 1

A

Objective 1: See picture with persons named. See text that has tell more, fill in names something

Model (Numbers 1 to 4, only the teacher writes. Student provides answers vocally and watches).

1. Find part A on your paper.
2. You're going to write simple sentences that report on a picture. When you write simple sentences, first you name something, then you tell more about the thing you name.
3. So first, you name something, then you tell more. What do you do first? "**Name something.**" Then what do you do? "**Tell more.**"

(repeat until firm).
4. Find part A on your worksheet. The instructions say fill in the missing part of each sentence. The part that tells more is written under the picture, but the part that names is missing.
5. Watch me do number 1.
6. Sentence 1 says: _____ flew a kite. What name goes in that blank? "**Stephen.**"
7. Now say the whole sentence. "**Stephen flew a kite.**" I'll write Stephen in the blank.
8. A simple sentence starts with a capital letter and has an end mark, so I need to check that I have that as well.
9. Sentence 2 says: _____ swam in the water. What name goes in that blank? "**Jack.**"
10. Now say the whole sentence. "**Jack swam in the water.**" I'll write Jack in the blank.
11. A simple sentence starts with a Capital letter and has an end mark, so I need to check that I have that as well.
12. Sentence 3 says: _____ fished with a pole. What name goes in that blank? "**Shawna.**"
13. Now say the whole sentence. "**Shawna fished with a pole.**" I'll write Shawna in the blank.

14. Sentence 4 says: _____ jumped in the air. What name goes in that blank? **“A fish.”**

15. Now say the whole sentence. **“A fish jumped into the air.”** I’ll write A fish in the blank.

High Prompt (for numbers 5 to 8, student and teacher BOTH write. Student provides vocal answers)

16. Next picture. Read sentence 5 to me. “_____ **sat on the ground.**” What name goes in that blank? **“Diana.”**

17. Now say the whole sentence. **“Diana sat on the ground.”** Let’s both write Diana in the blank. Remember capital letter to start and an end mark.

18. Read sentence 6 to me. “_____ **stood next to Kimberly.**” What name goes in that blank? **“The cow.”**

19. Now say the whole sentence. **“The cow stood next to Kimberly.”** Let’s both write The cow in the blank. Remember capital letter to start and an end mark.

20. Read sentence 7 to me. “_____ **ate some grass.**” What name goes in that blank? **“The goat”**

21. Now say the whole sentence. **“The goat ate some grass.”** Let’s both write The goat in the blank. Remember, capital letter to start and an end mark.

22. Read sentence 8 to me. “_____ **petted the cow.**” What name goes in that blank? **“Kimberly”**

23. Now say the whole sentence. **“Kimberly petted the cow.”** Let’s both write Kimberly in the blank. Remember, capital letter to start.

Medium Prompt (For numbers 9 to 12, ONLY student writes)

24. Next picture. Read sentence 9 to yourself. Without saying it yet, find the correct name that goes in the blank. (think time)

25. Say the whole sentence with the correct name. **“Del sat at a table with a stack of books.”** Go ahead and write Del in that blank. Check, capital letter to start and an end mark.

26. Read sentence 10 to yourself. Without saying it yet, find the correct name that goes in the blank. (think time)

27. Say the whole sentence with the correct name. **“Renee worked on a computer.”** Go ahead and write Renee in that blank. Check, capital letter to start and an end mark.

28. Read sentence 11 to yourself. Without saying it yet, find the correct name that goes in the blank. (think time)

29. Say the whole sentence with the correct name. **“Davis drank water from a fountain.”** Go ahead and write Davis in that blank. Check, capital letter to start and an end mark.

30. Read sentence 12 to yourself. Without saying it yet, find the correct name that goes in the blank. (think time)

31. Say the whole sentence with the correct name. **“A dog sat next to Davis.”** Go ahead and write A dog in that blank. Check, capital letter to start and an end mark.

Low Prompt (For numbers 13 to 15, ONLY student writes)

32. Go to the next picture. Complete sentences 13 to 15 on your own. Remember your capital letter to start an end mark. I’ll check your work when you finish.

Answer key:

13. Tom laid on a towel.

14. His friend carried a surfboard.

15. A little kid built a sand castle.

B

Objective 2: See picture with persons named. See text that has names something, fill in tell more from box

Model (Numbers 1 to 3, only the teacher writes. Student provides answers vocally and watches).

1. Put your pen or pencil down for now. Find part B on your worksheet. The instructions say fill in the missing part of each sentence. This time the part that names is written below the picture. You must fill in the correct part that tells more.

2. You’re going to write simple sentences that report on a picture. When you write simple sentences, first you name something, then you tell more about the thing you name.

3. So first, you name something, then you tell more. What do you do first? **“Name something.”** Then what do you do? **“Tell more.”**

(repeat until firm).

4. You have to write the part that tells more. The parts that tell more are written in a box next to the picture. Touch the box. I'll read the parts to you.

-cut the big cake with a knife.

-ate a piece of cake.

-wore a birthday hat.

5. Let's look at number 1 under the picture. Who will that sentence name? "**Billy.**"

6. Find the part in the box that tells more about Billy. Say the words that tell more about Billy. "**ate a piece of cake.**"

7. Say the whole sentence. "**Billy ate a piece of cake.**" I'll write ate a piece of cake.

8. A simple sentence starts with a Capital letter and has an end mark, so I need to check that I have that as well.

9. Look at number 2 under the picture. Who will that sentence name? "**Mr. Fisher.**"

10. Find the part in the box that tells more about Mr. Fisher. Say the words that tell more about Mr. Fisher. "**cut the big cake with a knife.**"

11. Say the whole sentence. "**Mr. Fisher cut the big cake with a knife.**" I'll write cut the big cake with a knife.

12. A simple sentence starts with a Capital letter and has an end mark, so I need to check that I have that as well.

13. Look at number 3. Who will that sentence name? "**Susan.**"

14. Find the part in the box that tells more about Susan. Say the words that tell more about Susan. "**wore a birthday hat.**" I'll write wore a birthday hat.

15. A simple sentence starts with a Capital letter and has an end mark, so I need to check that I have that as well.

High Prompt (for numbers 4 to 6, student and teacher BOTH write. Student provides vocal answers)

16. Next picture. Pick up your pen or pencil. Let's look at number 4 under the picture. Who will that sentence name? "**Jennifer.**"

17. What words tell more about Jennifer? "**flew a kite.**"

18. Say the whole sentence. "**Jennifer flew a kite.**" Let's both write flew a kite. Remember, starts with a capital letter and has an end mark.

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19. Number 5. Who will that sentence name. “**Mrs. Chen.**”
20. What words tell more about Mrs. Chen? “**talked on her cell phone.**”
21. Say the whole sentence. “**Mrs. Chen talked on her cell phone.**” Let’s both write talked on her cell phone. Remember, capital letter to start and has an end mark.
22. Number 6. Who will that sentence name? “**Shawn.**”
23. What words tell more about Shawn? “**ran with his dog.**”
24. Say the whole sentence. “**Shawn ran with his dog.**” Let’s both write ran with his dog. Remember, capital letter to start and has an end mark.

Medium Prompt (For numbers 7 to 9, ONLY student writes. Student provides vocal answers.)

25. Next picture. Number 7. Without saying it yet, find the part that tells more about the person. (think time)
26. Say the whole sentence. “**Ben played the saxophone.**” Write played the saxophone. Remember, capital letter to start and has an end mark.
27. Number 8. Without saying it yet, find the part that tells more about the person. (think time)
28. Say the whole sentence. “**John sang into a microphone.**” Write sang into a microphone. Remember, capital letter to start and has an end mark.
29. Number 9. Find the part that tells more about the person. (think time)
30. Say the whole sentence. “**Stevie played the guitar.**” Write played the guitar. Remember, capital letter to start and has an end mark.

Low Prompt (For numbers 10 to 12, ONLY student writes)

31. Go ahead and complete sentences 10 to 12 on your own. Remember your capital letter to start and end mark. I’ll check your work when you finish.

Answer key:

10. Ms. Thompson drank coffee.

11. Dr. Susberg pointed at the screen.

12. Ms. Davis cleaned her glasses.

Objective 3: See sentences; say which part names something, which part tells more

C

Model (Numbers 1 to 5, only the teacher writes. Student provides answers vocally and watches).

1. Put your pen or pencil down. Find part C on your worksheet. The instructions say underline the part of each sentence that names something. Now we have no picture, just sentences. Read sentence 1 for me. **“Kim jumped high into the air.”**
2. The part that names something: Kim. I’ll underline the part that names.
3. Tell me more about Kim. **“jumped high into the air.”**
4. Read sentence 2 for me. **“The old man read the newspaper.”**
6. The part that names something: The old man. I’ll underline the part that names.
7. Tell me more about the old man. **“read the newspaper.”**
8. Read sentence 3 for me. **“The small dog chased the cars.”**
9. The part that names something: The small dog. I’ll underline the part that names.
10. Tell me more about The small dog. **“chased the cars.”**
11. Read sentence 4 for me. **“It rolled down the hill.”**
12. The part that names something: It. I’ll underline the part that names.
13. Tell me more about It. **“rolled down the hill.”**
14. Read sentence 5 for me. **“A ball broke the window.”**
15. The part that names something: A ball. I’ll underline the part that names.
16. Tell me more about A ball. **“broke the window.”**

High Prompt (for numbers 6 to 10, student and teacher BOTH write. Student provides vocal answers)

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17. Pick up your pen or pencil. You'll write with me.
18. Read sentence 6 for me. "**Tim wore a jacket.**"
19. What part names something? "**Tim.**" We'll underline the part that names.
20. Tell me more about Tim. "**wore a jacket.**"
21. Read sentence 7 for me. "**Mr. Smith caught a large fish.**"
22. What part names something? "**Mr. Smith.**" We'll underline the part that names.
23. Tell me more about Mr. Smith. "**caught a large fish.**"
24. Read sentence 8 for me. "**Robert wrote on a notepad.**"
25. What part names something? "**Robert.**" We'll underline the part that names.
26. Tell me more about Robert. "**wrote on a notepad.**"
27. Read sentence 9 for me. "**The bicycle looked brand new.**"
28. What part names something? "**The bicycle.**" We'll underline the part that names.
29. Tell me more about The bicycle. "**looked brand new.**"
30. Read sentence 10 for me. "**The doctor listened to his heart beat.**"
31. What part names something? "**The doctor.**" We'll underline the part that names.
32. Tell me more about the doctor. "**listened to his heart beat.**"

Medium Prompt (For numbers 11 to 15, ONLY student writes. Student provides vocal answers.)

33. Read sentence 11 to yourself. (think time)
34. What part names something? "**The wind.**" Underline it.
35. Read sentence 12 to yourself. (think time)
36. What part names something? "**A dog.**" Underline it.
37. Read sentence 13 to yourself. (think time)

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38. What part names something? **“The old man.”** Underline it.

39. Read sentence 14 to yourself. (think time)

40. What part names something? **“Steve.”** Underline it.

41. Read sentence 15 to yourself. (think time)

42. What part names something? **“The cook.”** Underline it.

Low Prompt (For numbers 16 to 20, ONLY student writes)

43. Go ahead and complete sentences 16 to 20 on your own. Underline the part that names for each. I’ll check it when you’re finished.

Answer key:

16. We ran to the store.
17. The cook yelled from the kitchen.
18. The old woman fell down.
19. The cup fell off the counter.
20. The car would not start.

CHECKOUT FOR LESSON 1

1. I want to see how well I taught you today’s lesson. You will complete this worksheet by yourself.

2. Directions for 1 to 3 say write the name of the correct person in the blank.

3. Directions for 4 to 6 say write the phrase that best completes each sentence.

(To proceed to Lesson 2 tomorrow, student needs to score at least 90% on the checkout. If they score below, repeat Lesson 1 the next day).

ANSWER KEY FOR CHECKOUT

1. Alexis
2. Gina
3. Peter
4. worked on his calculator.
5. measured with a ruler.
6. raised her hand.

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