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# Introduction

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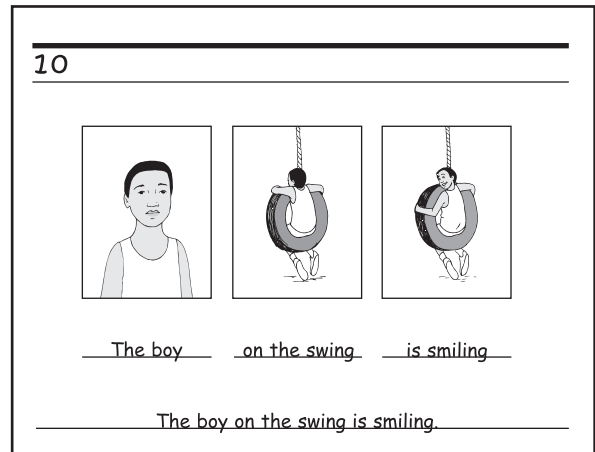
*No-Glamour Sentence Structure* is a flexible, picture-based program to help students develop more complicated sentence structures. The worksheets are arranged in order of complexity from simple sentences to more complex structures and negative forms. In no way is it suggested that this is a hierarchy of the way students develop these structures. The order was established to help students increase the complexity of their structures from simple to more complex.

Each unit begins with a suggested list of sentences, followed by the individual worksheets. On each worksheet page, the complexity of the sentence is developed by the illustrations, step-by-step, until the student has verbally described each element. Once all the elements of the sentence have been identified, the student can then construct a complete sentence structure.

When working with a student, use a meta-cognitive modeling method to suggest appropriate structures as in the example below. An example of modeling is provided on the first page of each unit.

**Example** (page 186):

“The first picture shows us **‘The boy.’** Let’s write that under the picture. In the next picture, what has changed? He is on a swing. We might say **‘on the swing.’** Let’s write that down. Now what is the boy doing in the next picture? **‘Smiling.’** Let’s add **‘is smiling’** under that picture. Now let’s put it all together to tell everything that is happening in the last picture. **‘The boy on the swing is smiling.’** “



For most of the stimulus pages, the suggested text is written in the present tense, but you can change the text to meet the goals of individual students.

**Example** (page 8):

The boy is running.  
The boy runs.  
The boy ran.  
The boy will run.

The suggested text is also written with nouns. You can change these nouns to target the use of pronouns as needed.

**Examples:**

(page 38) The little girl is reading.



She is reading.

(page 62) The children are jumping rope.



They are jumping rope.

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Although there are suggested adjectives and adverbs with some sentences, encourage students to choose their own descriptors and/or add other adjectives or adverbs that might not even be illustrated.

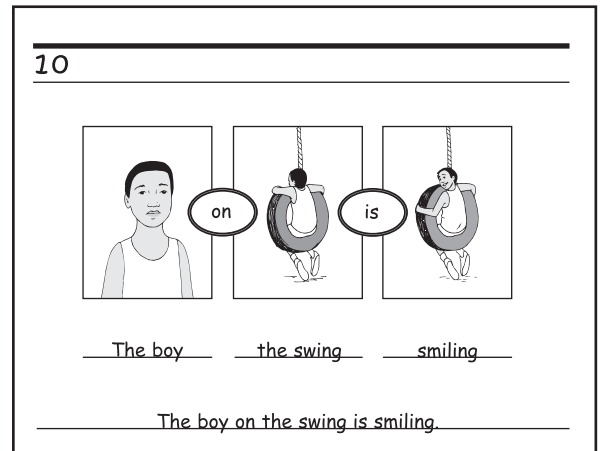
**Example** (page 14):

The girl is skiing.

The little girl with the hat and scarf is skiing downhill.

Students with language disorders are typically not efficient auditory learners, so in working with this population, it is appropriate that we provide them with as many visual cues as possible. This program was designed with these children in mind. The program gives them a visual strategy to build sentence structures and to practice both formulating those structures and writing them coherently.

Some students may have difficulty remembering all the words in sentences. For example, they may forget “little” words such as *is*, *are*, and *who*. There are several ways you can help by providing more visual cueing. You might draw an oval link between picture frames like the example on the right. You can fill in these spaces before the student writes the sentence to remind him of the occurrence of the form, or have the student fill in the links as he writes the completed structure. You can also give the student a piece of paper with the word printed on it so that he can manipulate the word, placing it in the appropriate spot on the page. We’ve provided these words for your use on page 272.



Other visual strategies are to highlight the word, write it in a different color, or draw a shape around the word. You could choose different shapes for different words to help cue the student visually. For example, you might draw a circle around every *is*, a square around every *who*, and a triangle around every *the*.

My students have demonstrated a better understanding of sentence structures using this program and have gone on to use them in less structured situations. I wish you success in building your students’ use of appropriate sentence structures with the strategies suggested in *No-Glamour Sentence Structure*.

Monica