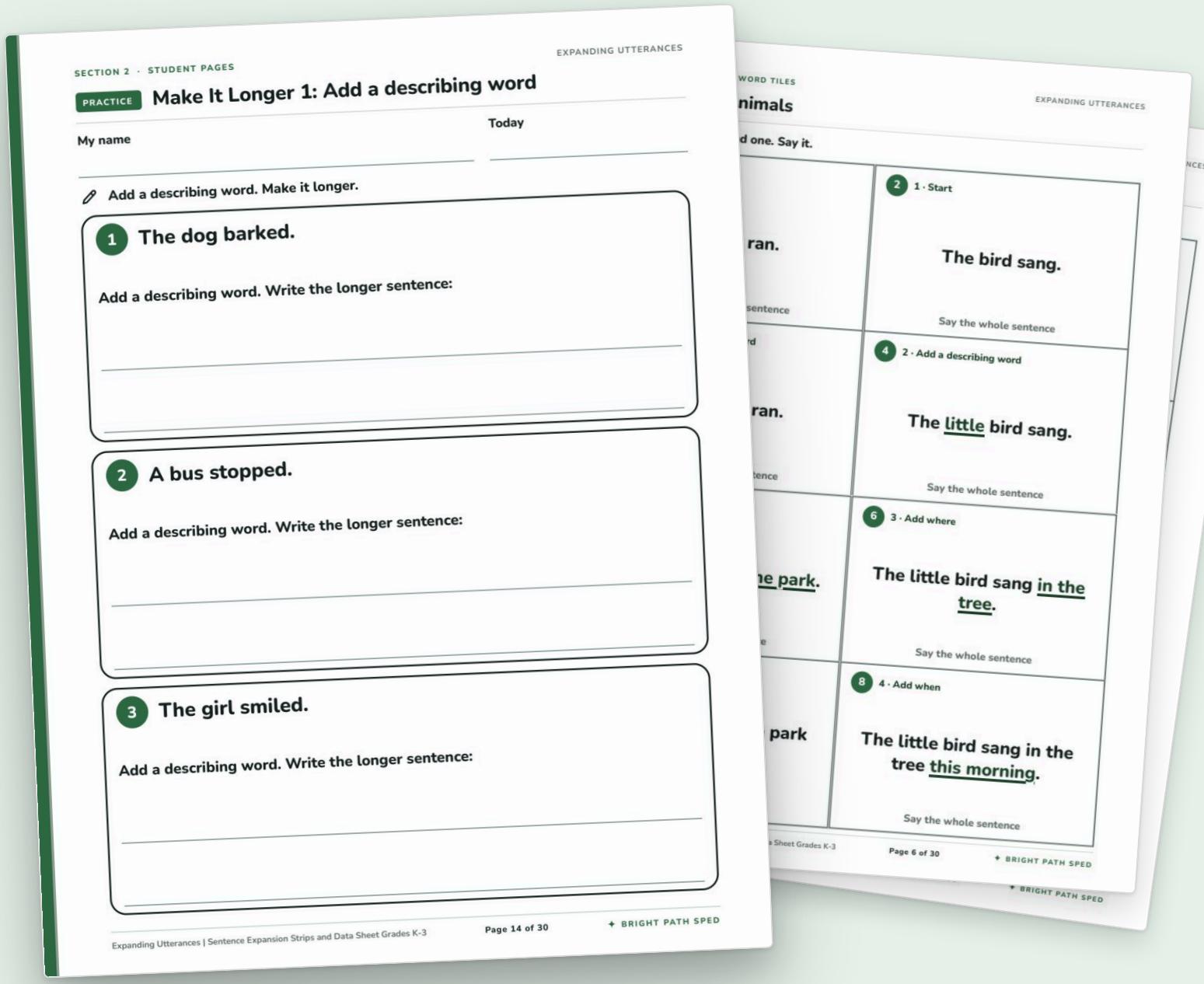
GRADES K-3 · VISUAL SUPPORTS COLLECTION

EDITABLE

Expanding Utterances



30 PAGES | 24 EXPANSION STRIPS | 32 WORD TILES | DATA SHEET

✦ BRIGHT PATH SPED

CONTENTS

What Is Inside, and Where

Before you begin

PAGES 2–4

Terms of Use — REFERENCE — 2

What Is Inside, and Where — CONTENTS — 3

Start Here — Three Steps — START HERE — 4

01 Strips and Word Tiles

PAGES 6–10

Strips: Animals — CARDS — 6

Strips: School — CARDS — 7

Strips: Home — CARDS — 8

Word Tiles: Who and Doing — CARDS — 9

Word Tiles: How and Where — CARDS — 10

02 Student Pages

PAGES 12–19

Try One Together — EXAMPLE — 12

Build a Sentence — PRACTICE — 13

Make It Longer 1: Add a describing word — PRACTICE — 14

Make It Longer 2: Add where — PRACTICE — 15

Make It Longer 3: Add when — PRACTICE — 16

Which Tells More? — PRACTICE — 17

Make My Own Sentence — PRACTICE — 18

Blank Strips — CARDS — 19

03 Using It, Data and Home

PAGES 21–30

How to Use It — REFERENCE — 21

Answer Key — REFERENCE — 22

Trial Data Sheet — LOG — 23

Weekly Roll-Up and Graph — TRACKER — 24

Filled Example — EXAMPLE — 25

Family Page — NOTES — 26

Hand-Off Page — NOTES — 27

Phrase Bank — REFERENCE — 28

Binder Labels — REFERENCE — 29

Thank You and What's Next — REFERENCE — 30

HOW THE TAGS ON EACH PAGE WORK

The tag in each page's top corner: **Practice** for the student to fill, **Cards** to cut, **Tracker** and **Log** the data, **Example** the sample, **Notes** to send out, **Reference** to read.

IN THIS FILE, COUNTED

24 expansion strips in 6 ladders, 32 word tiles, 8 blank strips and 15 worksheet items, over 30 pages. Student pages are in Section 2; the answer key and the data pages are in Section 3.

☆ START HERE Start Here — Three Steps

1

Print and cut

Print the expansion strips (pp. 6–8) and the word tiles (pp. 9–10) and cut them apart on the solid lines: the strips 2 across and 4 rows, the tiles 4 across.

24 strips in 6 ladders, and 32 tiles: Who, Doing, How and Where.

2

Read, add, say

Start with Try One Together (p. 12). Then read a strip out loud and let the student add the next part and say the whole sentence.

The worksheets (pp. 13–18) have room to build and write. The answer key is on p. 22.

3

Log it, roll it up, send it home

One row on the data sheet (p. 23) for each strip: the set, the strip number, how many words, plus or minus.

Total the week on the roll-up (p. 24). Send the family page (p. 26) home; the hand-off page (p. 27) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: 24 sentence expansion strips in 6 ladders, 32 word tiles, 8 blank strips, 15 worksheet items with room to write, a worked example, an answer key, a data sheet and a roll-up with a graph, with type-in fields on the name lines, the writing lines, the data pages, the family and hand-off pages. It works offline with no account and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a therapy program, a language assessment or a clinical procedure. It follows no named method and promises no outcome; you choose the targets. It gives a student simple sentences to grow and a place to count them.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
I want sentence strips to cut and read	pp. 6–8
I want word tiles to build with	pp. 9–10
I want a worksheet with room to write	pp. 13–18
I need the answers	Answer key, p. 22
A student wants to write a sentence of their own	p. 18; blank strips, p. 19
Another adult takes over	Hand-off, p. 27
A family conference or a check-in	Roll-up, p. 24; filled example, p. 25

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A strip does not fit my student.** Use a blank strip; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in data sheet with a student name is a student record — initials only on anything that leaves your hands.

EXAMPLE

Try One Together

My name _____ **Today** _____

☆ **See how it grows. Then you try.**

Start with a short sentence

A dog ran.

1

Read it.

A dog ran.

2

Add a describing word.

A big dog ran.

3

Add where.

A big dog ran to the park.

4

Add when. Say the whole sentence.

A big dog ran to the park today.

Now you try a strip.

PRACTICE

Make It Longer 1: Add a describing word

My name _____ **Today** _____

Add a describing word. Make it longer.

1 The dog barked.

Add a describing word. Write the longer sentence:

_____

_____

2 A bus stopped.

Add a describing word. Write the longer sentence:

_____

_____

3 The girl smiled.

Add a describing word. Write the longer sentence:

_____

_____

PRACTICE

Which Tells More?

My name _____ **Today** _____

Read both. Circle the one that tells more.

1

A The cat sat.

B The black cat sat on the mat.

2

A A boy ran fast to the gate.

B A boy ran.

3

A The girl sang.

B The happy girl sang in the garden.

4

A A duck swam in the pond today.

B A duck swam.

5

A The bus stopped.

B The big bus stopped at school.

6

A The dog slept by the door all night.

B The dog slept.

CARDS

Strips: Animals

Cut the strips. Read one. Say it.

1 · Start A dog ran. Say the whole sentence	1 · Start The bird sang. Say the whole sentence
2 · Add a describing word A big dog ran. Say the whole sentence	2 · Add a describing word The little bird sang. Say the whole sentence
3 · Add where A big dog ran to the park. Say the whole sentence	3 · Add where The little bird sang in the tree. Say the whole sentence
4 · Add when A big dog ran to the park today. Say the whole sentence	4 · Add when The little bird sang in the tree this morning. Say the whole sentence

CARDS

Word Tiles: Who and Doing

Cut the tiles. Build a sentence.

Who **the dog**	Who **a girl**	Who **the teacher**	Who **my friend**
Who **a bird**	Who **the baby**	Who **the boy**	Who **the farmer**
Doing **runs**	Doing **jumps**	Doing **sleeps**	Doing **reads**
Doing **sings**	Doing **plays**	Doing **eats**	Doing **draws**

LOG

Trial Data Sheet

STUDENT (INITIALS) _____ WEEK OF _____ SET IN USE _____

#	DATE	SET	STRIP #	WORDS THE STUDENT USED	MATCHED (+) OR NOT (–)	PROMPT (YOUR CODE)	INITIALS
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

ONE ROW A STRIP

Write the date, the set and the strip number. Count the words the student used. Mark plus when the sentence matches the strip (p. 22). The prompt code is yours: write what you used.

THE WEEK

Count the rows and the plus marks at the end of the week. Total them on the roll-up (p. 24).

TRACKER

Weekly Roll-Up and Graph

STUDENT (INITIALS) _____

GOAL (YOUR OWN WORDING) _____

CRITERION (YOUR TEAM SETS IT) _____

#	WEEK OF	SET	STRIPS USED	MATCHED	PERCENT	NOTES
1						
2						
3						
4						
5						
6						
7						
8						

PERCENT MATCHING THE STRIPS · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

From the data sheet (p. 23): strips used is the number of rows; matched is the number of plus marks. Matched divided by used, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

The criterion field is where your own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.