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Words Work Together - Foundation

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Teaching this unit

Foundation English | Five flexible lessons of about 40 minutes

Learning focus: Children connect naming groups with what is told about them, build meaningful complete messages, repair missing information and explain a word relationship in a fresh scene.

Before teaching: Familiar picture naming and listening are enough. No independent decoding is required. Read every direction, option and word card aloud. Model capitals and full stops consistently; punctuation recall is not the assessment target.

Access: Accept speech, pointing, AAC, arranged cards or drawing. A child may demonstrate a connection by pointing between the picture and both groups. Record the response method and the amount of support actually used.

Language: Use who or what we name and what we do. Noun and verb may help a teacher explain, but children do not need formal labels. Keep The with its naming word in group tasks: The alone is not a naming word.

Accuracy: A being message such as The bag is red. is complete. Do not require an action in every sentence. In our sentence-building tasks a naming group needs a partner to fill the intended idea; short replies, titles and commands can be meaningful in other contexts.

Resource route: A1–A2 displays; A3–A8 practice and immediate answer/sample pages; A9 eighteen cards; A10 cooperative game; A11–A13 group activities; A14 conference; A15 rubric; A16 transfer. Use teacher keys after the lesson plans.

Equipment: Display screen, resource pages, paper, pencils and optional scissors. Pre-cut cards for children who need them; pointing works without cutting. Keep answer pages for teacher feedback. Digital display is also suitable.

Lesson 1: Words tell us who and what

Intention: Recognise the naming group and its partner in a whole familiar message.

Success: I can say or follow a whole message. I can show who or what is named. I can show what is told and explain the connection.

Prepare: Presentation slides 2–6; A1 display; A3 worksheet and key; A9 sets 1–2. Read card text aloud before the activity. Reserve an observation note for each child.

Retrieve — 4 min: Show the running-dog scene on A1. Ask what children notice. Accept dog, running or an AAC choice, then recast as a whole message: The dog runs.

Model — 8 min: Say, I want my friend to know about this dog. I will say the whole idea first: The dog runs. Point under every word as you reread. Bracket The dog with your finger: These words name who. Point to runs: This tells what that dog does. Sweep from one group to the other and reread the whole sentence. Explain that the groups work together.

Guided practice — 8 min: Use A9 dog and cat scenes. Children point to a scene, then its two groups while you read. Ask, What do these words name? What does the partner tell? Model: The cat naps. Invite a partner to point between The cat and naps. If a child names only the picture, prompt for the word group and its partner rather than giving a reading-speed task.

Check before independence: Offer The dog runs. and The dog naps. beside the running scene. Read both. Ask which tells this pictured idea and how the words connect. Clarify that picture size is not the clue.

Lesson 1: Practice and evidence

Independent practice — 12 min: Read each A3 option neutrally. Children circle or point to the matching message, then identify its two groups in the linked boxes by speaking, pointing or adult scribing. The dog chases the ball.; The cat sits on the mat.; The child waves. are the pictured matches. Ask for a relationship, not just a chosen option.

Support: Work with one row at a time. Name the pictured participant, reread the whole sentence and offer two spoken partners. Place a finger under The dog as one group. Let the child use a picture/AAC symbol while you say the matching words.

Core: Child selects a matching whole message and identifies the naming group and what is told. Ask the child to reread with you and explain. These words tell what this dog does.

Extend: Ask for another complete message fitting the scene, then compare what its partner tells. Accept a broad but fitting idea such as The child greets us. when the child explains the wrong scene. Do not insist on a formal grammar label.

Share and exit — 8 min: Write the pair to show its two groups. Use the cat scene for an individual exit. Point to who is named. Point to what we tell. How do they fit? Record the actual response and support: e.g. pointed to The cat/naps and reread.

Look for: Identification of both groups plus a link to pictured meaning. A circled correct sentence alone is partial evidence. If the child gives only dog, model the whole naming group and revisit the link in Lesson 2.

Feedback: You showed The cat and naps. Naps tells what the cat does. Your two groups tell our whole idea. Keep handwriting and decoding separate from the judgement.

Lesson 2: What happens and what is

Intention: Connect naming groups to meaningful doing or being information.

Success: I can add a fitting partner. I can read the complete message. I can explain an action or something that is true about the named thing.

Prepare: Presentation slides 7–8; A1; A4 and its key; A9 sets 3–6; A11 sorting mat. Read banks and cards aloud. In low-ink colour-word tasks supply the stated colour orally; colour recognition is not being tested.

Retrieve — 4 min: Rebuild The cat naps. from the whole sentence. Point to its two connected groups. Ask what naps tells us.

Model — 8 min: Compare The cat naps. and The bag is red. In A1, Naps tells an action. Is red tells us something about the bag. Both messages tell a whole idea. Do not ask children to invent an action for the bag. Read each as a whole before locating its two groups.

Guided practice — 10 min: Read the four messages in A11. For The shoe is brown., show The shoe in the naming area and is brown. in the partner area by pointing or using scrap-paper groups. Repeat with The boy smiles., The rabbit hops. and The girl sits on the swing. Ask what the partner contributes, rather than whether every verb has an action.

Use A9: Reconnect the red and blue cup sets. Then read The ducks swim. together. Explain that the ducks names more than one; swim goes with that group. Model natural agreement without making terminology recall the lesson.

Misconception check: If a child says a being message is unfinished, reread it and ask what the listener now knows about the bag or cup. Show how that is meaningful information.

Lesson 2: Practice and evidence

Independent practice — 12 min: Use A4. Read the complete bank before beginning. Let children speak, select, point or write the missing partner. Reread each completed message and ask the child to point to its naming group.

Matches: The dog jumps.; The cat naps.; The bag is on the chair.; The girl waves.

Support: Show one scene with two spoken bank choices. Provide the naming group as an oral start. The child points to a partner and you scribe it. Reread together and ask the child to link the groups by pointing.

Core: Child chooses each fitting partner from the bank, reads with adult support and explains at least one doing and one being message.

Extend: Offer a new safe classroom object. Ask for two whole messages, one about its appearance or location and another about a possible familiar action when meaningful. Do not force an action for every object. Compare what each partner tells.

Exit — 6 min: Show the bag-on-chair item with no partner hidden. Ask for a fitting completion and an explanation. Record whether the child supplies meaningful information independently, after a prompt or from choices. A valid spoken alternative such as 'The bag is on the chair.' is welcome even though the printed bank has one intended match.

Feedback: If on the chair tells where the bag is. You connected that information to The bag. The whole message makes sense.

Next teaching: If meaning is sound but agreement is awkward, recast naturally and reread. If the child repeats a bank word without linking it to the named thing, revisit A11 with two groups and the picture. Do not judge spelling, letter formation or neatness.

Lesson 3: Tell the intended idea

Intention: Notice and restore a missing group in an explicit sentence-building task.

Success: I can say whether our pictured idea is told. I can add a fitting missing partner. I can explain what that partner contributes.

Prepare: Presentation slides 9–11; A2; A5–A6 and immediate keys. Keep A6 strips attached for pointing or pre-cut them as needed. The blue cup label supplies its colour in the low-ink drawing.

Retrieve — 4 min: Read The bag is red. Ask children to show its linked groups and say what we learn. Confirm it does not need another action.

Model — 8 min: Use A2 rabbit scene. Say, For this task I want a sentence telling what this rabbit does. The rabbit names who, but I have not told the intended action yet. Add hops., reread The rabbit hops. and link the two groups. Explain the task context; do not call every short book report heading wrong.

Guided judgement — 8 min: Read A6 messages. Ask whether each tells its pictured intended idea. Child kips and teddy bear wears a hat are complete. The ball and The duck need a partner here. For the ball, model is round.; for the duck, swims. Accept another for the completion. A silly toy-bear idea is still complete when the words connect.

Guided repair — 5 min: Model A6 bird row: place/point to The bird and flies., then read The bird flies. Explain who is named and what is told. Use the plural dogs row next and reread The dogs run. as one whole message.

Check: Separate incomplete information from a complete message that fails to match a picture. Ask what needs repairing in the stated task, rather than teaching that unfamiliar ideas are automatically wrong.

Lesson 3: Practice and evidence

Independent practice — 10 min: Finish A5 judgements and A6 reconnections. Read all words and options aloud. Let children point, draw a link or use cut strips. After a repair, ask them to reread with you and explain its naming-to-partner relationship. Use actual responses, not the neatness of pasted pieces.

A6 fixed key: The bird flies.; The dogs run.; The cup is blue.; The girl reads. Keep the article in each naming group. The context label blue cup establishes the colour without requiring ink-heavy colour artwork.

Support: Offer the picture and naming group with two spoken partner choices. Reduce to two rows at once. Scribe the child's response and have the child point between the two groups after rereading.

Core: Child notices the missing information, adds a fitting group and explains what it tells. Completion from the printed bank is enough when the child shows the link.

Extend: Change a complete message to a different fitting partner for the same scene, then explain the new information. Discuss how a complete but mismatching message differs from an unfinished message in this task.

Exit — 4 min: Present the bird inside its scene. Ask the child to repair the intended message and explain. Record exact completion, response method and whether the child needed a model, choices or a question.

Feedback: How well what the bird does. The bird and flies now give the listener our whole idea of the child simply copies a strip, ask the meaning question once; record copying and explanation separately.

Reteach: Return to the whole message before splitting it. Use action demonstration or an AAC choice rather than repeated written drills.

Lesson 4: Build and tell a partner

Intention: Build complete messages cooperatively and explain the linked groups.

Success: I can select a fitting scene and groups. I can read a message with a partner. I can explain why my groups belong together.

Prepare: Presentation slides 12–15; A7–A8 with sample keys; A9 cards; both A10 game pages; A12 workshop scene. Use adult-read cards and pointing if cutting is unsuitable. The game has no race or decoding-speed score.

Retrieve — 4 min: Co-build one A6 message. Ask a partner to explain its two groups. Recast an incomplete spoken start into a whole message and reread.

Model a real game turn — 8 min: Place A10 mat and the six A9 sets. Choose running-dog scene 1, select The dog and runs, then read The dog runs. Point to both groups and say, The dog names who. Run tells what that dog does. My partner checks the pictured action and explains the connection. Swap roles; show a second complete being turn with set 3.

Guided play — 10 min: Pairs choose a scene, find its groups, read with adult support and explain. The card keys help organise sets, but a child must show meaning, not only match numbers. Partner checks what is named and what is told. Use all six fixed sets, except a different fitting spoken message as an additional idea without pretending it is a supplied card match.

A12 workshop: Briefly model one station. The boy holds the ball, names the boy and tells what he holds. Other fitting complete messages are welcome; do not describe the stationary boy as kicking unless discussing a changed imaginary scene.

Lesson 4: Practice and evidence

Independent practice — 12 min: A7 offers three fresh scenes and more than one fitting partner. Read choices aloud. Children select a complete message, circle or point to the naming group, then explain what the partner tells. In the low-ink bag scene tell children the stated bag colour is green; its visible location on the bench is also a valid choice.

Continue with A8: Choose a pet/classroom idea, draw or use a cue, then tell/write a whole message. An adult may scribe. Complete the linked boxes orally, by pointing or in writing. Ask the child to explain the connection. The sample The fish swims. is a model, not a required answer.

Support: Keep the child's chosen scene visible. Offer a prompt-guess to start and two fitting spoken partners. Build one full message together, then let the child choose a new idea. Record shared construction honestly.

Core: Child builds a fitting message and shows how it connects. In A7 accept plays. where it fits the pictured playground scene as well as the more precise action.

Extend: Give two different complete messages for one scene. Explain what each partner tells, then choose the clearer message for a listener. Do not grade the child's drawing quality.

Exit — 6 min Ask each child to choose a new A12 station and build one message in their preferred mode. Record its exact words, the two groups shown and the explanation/support. Use this evidence to decide who needs a prompt during the next lesson's brief group rehearsal.

Feedback: Your message names the girl and tells that she waves. You pointed to the words that work together. Your partner can understand the pictured idea.

Lesson 5: Transfer to a new scene

Intention: Transfer meaningful word-group construction to fresh assessment scenes.

Success: I can build a new complete message, show connected groups, repair a missing partner and explain a choice.

Prepare: Presentation slides 16–18; A13 mat/challenge cards; A14 student page and teacher record; A15 rubric; A16 transfer. Keep assessment scenes unseen until the conference. Arrange short individual conferences while classmates rehearse familiar resources.

Retrieve — 4 min: Ask a child to read a familiar whole message with you, then show its linked groups. Avoid rehearsing the actual conference sentences.

Guided A13 activity — 6 min: Choose a challenge card. Child says the idea, you write its two groups on scrap paper if needed, then child places/points to groups on the mat and rereads. Model set 5: the fish swims. Explain the link. Let pairs use a different challenge. Read a card text aloud.

Conference — plan 3–5 minutes per child, read across rotations or a second short block as needed: Show A14 student page. Read prompts without giving an answer. Item 1: build a message for the girl pushing a swing and show groups. Item 2: complete the dog for the drinking scene and explain the partner. Item 3: compose coat or bag in the new scene, construct a message and identify connected words.

Record the actual response on A14 teacher page. Mark speech, pointing, AAC, cards or scribing, then note exact prompts/model/choices. If a child needs support, provide it after an initial opportunity and record it; do not label a supported answer independent.

Accept valid contextual alternatives. Samples are The girl pushes the swing.; The dog drinks.; The coat hangs on the hook.; The bag is below the coat. Evidence is meaning and connection, not verbatim copying.

Lesson 5: Judgement and next steps

Use A15 after the conference: Judge complete message, linked word groups, missing-part repair and explanation/transfer independently. Record whether each was co-built with support, achieved after a prompt or demonstrated independently. These are teaching bands, not a reading or handwriting score.

Support: Offer oral choices, a naming start or shared modelling if required. Record which support changed the response. Schedule another familiar-scene demonstration before expecting independent transfer.

Core: Child creates a fitting complete idea, shows its naming and partner groups, repairs the dog message and explains a connection to the new context. A scribed response can still be independent in language construction.

Extend: Ask for a second fitting idea about the same assessment scene and explain how the changed partner gives different information. Do this after recording the core response so the extension does not obscure access.

Transfer — 6 min: Use A16 coat/bag classroom picture. Read both The coat is blue. and The bag is on the chair. Child chooses either, points to related words and explains. Both are valid invites another fitting message. This is oral-to-print transfer, not memory ory work.

Close — 4 min: Review success criteria and invite a child to demonstrate one connection. Celebrate the idea communicated, not speed or tidy writing.

Next steps: If complete ideas are secure but links are unclear, reread whole messages and point between groups. If a missing partner is hard to supply, offer two meaning-based choices then reduce support. If transfer is secure, compare how a different fitting partner changes what a listener learns.

Quiz use: Read all ten questions/options aloud and allow chosen response modes. Show the next-slide feedback after discussion. Use its explanations as review evidence; do not replace the fresh A14 conference with quiz recall.

Resource keys and cooperative routines

A3: 1 The dog chases the ball.; groups: The dog / chases the ball.; 2 The cat sits on the mat.; groups: The cat / sits on the mat.; 3 The child waves.; groups: The child / waves.

A4: jumps.; naps.; is on the chair.; waves. Reread with the printed naming groups. In oral extension accept another sensible scene-supported completion.

A5: Yes, Not yet, Yes, Not yet. Whole linked ideas: The child + skips.; The toy bear + wears a hat. Suggested repairs: The ball is round.; The duck swims. Other fitting repairs are welcome. A silly but complete idea is not automatically wrong.

A6: The bird flies.; The dogs run.; The cup is blue.; The girl reads. The blue cup label supplies colour for this low-ink context. Children may point or connect with a line instead of cutting.

A7 examples: The boy kicks the ball./The boy plays. The girl climbs./The girl plays.; The bag is on the bench./The bag is green. State the pictured bag's green colour aloud in this low-ink context. Ask for a naming-to-partner explanation for the chosen message.

A8 sample: The fish swims. groups: the fish / swims. Answers vary. Child's own meaningful idea plus explanation is evidence; drawing and writing can be scribed.

A9 fixed sets: 1 dog/runs; 2 cat/naps; 3 bag/is red; 4 bird/flies; 5 ducks/swim; 6 cup/is blue. Each has a scene, naming and partner card: 18 cards total.

A10 routine: Choose scene, find naming group, add fitting partner, reread and explain. Partner checks the picture and relationship. Switch builder/checker roles after each turn. Use all sets without racing. Non-cutting: point to the three cards and the mat destinations. Keep the key available for adult support.

Activity keys and assessment guidance

A11 fixed messages: The boy smiles.; The shoe is brown.; The rabbit hops.; The girl sits on the swing. Split each after its naming group, keeping The with the naming word. Read as a whole before using the two sorting spaces.

A12 examples: The dog runs up the ramp.; The boy holds the ball.; The girl waves.; The bag is on the bench. Accept another fitting complete scene message. Have a partner check both the picture and the word-group connection.

A13 six challenges: The boy digs.; The birds sit on the fence.; The cat is yellow.; The rabbit eats a carrot.; The fish swims.; The girl holds a ball. Teacher can write two groups on scrap paper for mat placement. Say it, build it, reread, point and explain. Keep plural birds with sit.

A14: Conference samples on the teacher record guides, not only answers. Accept fitting complete alternatives such as The girl fishes. only when the child's explanation matches the actual scene. Keep construction, linking, repair and explanation evidence separate.

A15: Select a support band for each row from observed response and recorded prompts. Scribing alone does not lower a language-construction judgement. Copying without explanation does not prove the relationship criterion.

A16: Both printed messages fit. The coat / is blue.; The bag / is on the chair. Ask what each partner tells. Another supported complete message is welcome.

Quiz feedback route: Q1 The dog; Q2 jumps; Q3 complete being message; Q4 naps picture match; Q5 hops; Q6 The ducks swim.; Q7 both complete; Q8 The bag / is on the chair.; Q9 both fit with different partner information; Q10 sample The child / holds the ball. Accept another fitting complete answer.

Responding to errors: Reread the whole idea, anchor it in the scene, ask what is named and what is told, then model only the missing connection. Record actual language and support. Never use decoding fluency, handwriting, neatness or eye contact as a substitute measure.

Words Work Together

Read the whole message. Then find its word groups.



The dog runs.

Who or what we name

The dog

What we tell

runs.



The cat naps.

Who or what we name

The cat

What we tell

naps.



The bag is red.

Who or what we name

The bag

What we tell

is red.



Words connect to tell an idea.

Some tell what **happens**.

Some tell what **is**.



Tell the Whole Idea

For this sentence-building task, tell what the rabbit does.



The rabbit



This names the rabbit.
We still need what it does.

The rabbit hops.



This tells our intended idea.

The rabbit

hops.

Name it. Add what you tell. Read the message together.



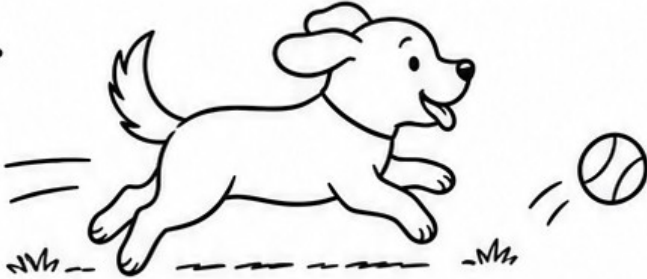
Short spoken replies, titles and commands can make sense in other contexts.

Name: _____

Match the Message

Listen. Circle the message that matches. Point to the naming group and its partner.

1.



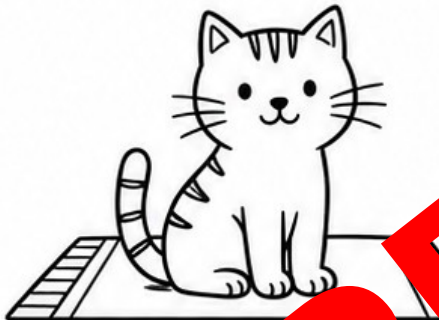
The dog chases the ball.

The dog sleeps.

Naming group

What we tell

2.



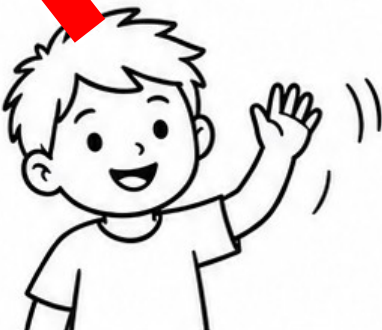
The cat runs.

The cat sits on the mat.

Naming group

What we tell

3.



The child waves.

The child naps.

Naming group

What we tell

Tell a partner how the two groups connect.

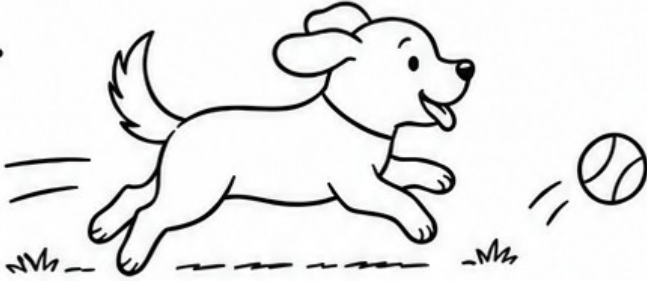
Name: _____

ANSWERS

Match the Message

Listen. Circle the message that matches. Point to the naming group and its partner.

1.



The dog chases the ball.

The dog sleeps.

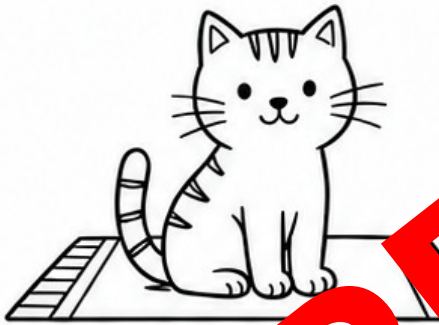
Naming group

The dog

What we tell

chases the ball.

2.



The cat runs.

The cat sits on the mat.

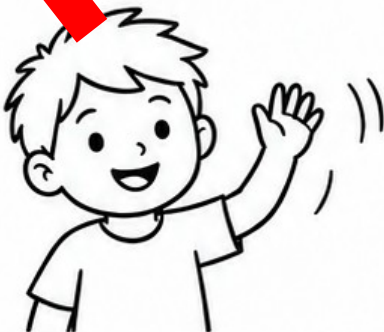
Naming group

The cat

What we tell

sits on the mat.

3.



The child waves.

The child naps.

Naming group

The child

What we tell

waves.

Tell a partner how the two groups connect.

Name: _____

Naming and Doing or Being

Use the word bank to finish each pictured message. Read it together.

jumps.

naps.

is on the chair.

waves.

1.



The dog _____

2.



The cat _____

3.



The bag _____

4.



The girl _____

Point to who or what is named. Tell what its partner says.

Name: ANSWERS

Naming and Doing or Being

Use the word bank to finish each pictured message. Read it together.

jumps.

naps.

is on the chair.

waves.

1.



The dog jumps.

2.



The cat naps.

3.



The bag is on the chair.

4.



The girl waves.

Point to who or what is named. Tell what its partner says.

Name: _____

Is the Intended Idea Clear?

We are building a sentence to tell the pictured idea. Does the message tell that idea? Circle Yes or Not yet. Say what is missing.

1.



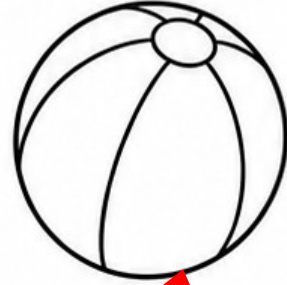
The child skips.

Yes

Not yet

Tell or show: _____

2.



The ball

Yes

Not yet

Tell or show: _____

3.



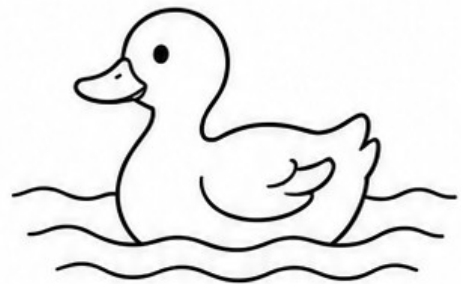
The toy bear wears a hat.

Yes

Not yet

Tell or show: _____

4.



The duck

Yes

Not yet

Tell or show: _____

A silly idea can still be a complete sentence.

Name: ANSWERS

Is the Intended Idea Clear?

We are building a sentence to tell the pictured idea. Does the message tell that idea? Circle Yes or Not yet. Say what is missing.

1.



The child skips.

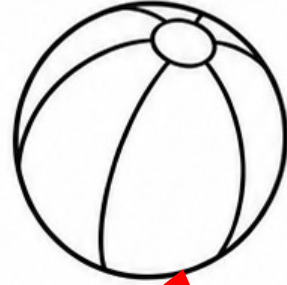
☒ Yes

☐ Not yet

Tell or show: _____

The child + skips.

2.



The ball

☐ Yes

☒ Not yet

Tell or show: _____

Add is round. (sample)

3.



The toy bear wears a hat.

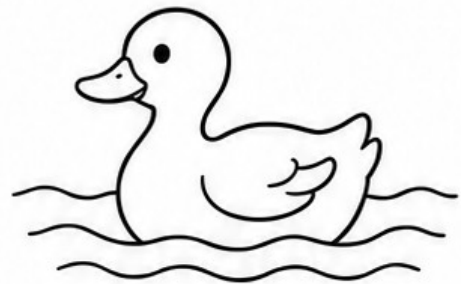
☒ Yes

☐ Not yet

Tell or show: _____

The toy bear + wears a hat.

4.



The duck

☐ Yes

☒ Not yet

Tell or show: _____

Add swims. (sample)

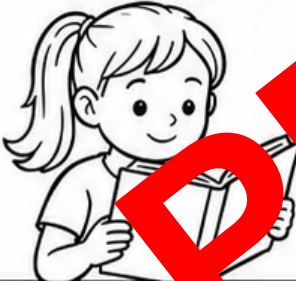
A silly idea can still be a complete sentence.

Other fitting words are welcome.

Name: _____

Reconnect the Word Groups

Match the groups to each picture. Point, draw a line, or cut and place.

	Naming group	What we tell
1. 		
2. 		
3.  blue cup		
4. 		



The bird

flies.

The dogs

run.

The cup

is blue.

The girl

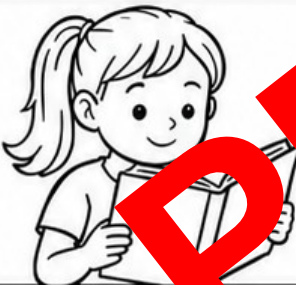
reads.

Read the complete message and explain one connection.

Name: **ANSWERS**

Reconnect the Word Groups

Match the groups to each picture. Point, draw a line, or cut and place.

	Naming group	What we tell
1. 	The bird	flies.
2. 	The dogs	run.
3.  blue cup	The cup	is blue.
4. 	The girl	reads.



The bird

flies.

The dogs

run.

The cup

is blue.

The girl

reads.

Read the complete message and explain one connection.

Name: _____

Build, Read, Explain

Choose fitting groups. Tell or write the message. Circle who or what is named. Explain its partner.

1.



The boy

kicks the ball.

plays.

My message: _____

I can say how the words connect.

2.



The girl

climbs.

plays.

My message: _____

I can say how the words connect.

3.



The bag

is green.

is on the bench.

My message: _____

I can say how the words connect.

More than one message can fit. A grown-up may write your words.

Name: **ANSWERS**

Build, Read, Explain

Choose fitting groups. Tell or write the message. Circle who or what is named. Explain its partner.

1.



The boy

kicks the ball.

plays.

My message: **The boy kicks the ball.**

I can say how the words connect.

2.



The girl

climbs.

plays.

My message: **The girl climbs.**

I can say how the words connect.

3.



The bag

is green.

is on the bench.

My message: **The bag is on the bench.**

I can say how the words connect.

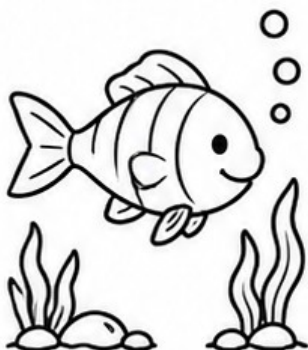
More than one message can fit. A grown-up may write your words.

Samples — other fitting messages are accepted.

Name: _____

My Words Work Together

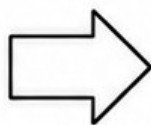
Choose a pet or classroom idea. Draw it. Tell or write a complete message.



PREVIEW

My message:

Who or what I name:



What I tell:

Point to the linked words. Explain your idea. A grown-up may write it.

Name: **ANSWERS**

My Words Work Together

Choose a pet or classroom idea. Draw it. Tell or write a complete message.

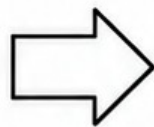


My message:

The fish swims.

Who or what I name:

The fish



What I tell:

swims.

Point to the linked words. Explain your idea. A grown-up may write it.

Sample only. Answers will vary.



Word-Group Workshop Cards



1



1

The dog runs.

1

2



2

The cat naps.

2



Match a scene, a naming group and what we tell.



Word-Group Workshop Cards



3



3

The bag is red.

3

4



4

The bird

flies.

4

Some messages tell what is. Some tell what happens.





Word-Group Workshop Cards

5



5

The
ducks

5

swim.

6



6

The
cup

6

is blue.



Read the words together. Explain the connection.





Build a Message Together



1

Choose a scene

2

Who or what we name

3

What we tell

Blank area for drawing the scene.

Blank area for writing who or what we name.

Blank area for writing what we tell.



Read the whole message. Point to the linked words.
Tell your partner why they fit.





Build a Message Together

Partners help each other



1 Choose one scene card.



2 Find its naming group.

The dog

3 Add a fitting doing or being group.

runs.

4 Read, point and explain together.



Worked turn:



The dog

runs.

The dog names who. Runs tells what it does.

Six sets:

1



The dog runs.

2



The cat naps.

3



The bag is red.

4



The bird flies.

5



The ducks swim.

6



The cup is blue.

You may point instead of cutting. A grown-up reads. Other spoken messages are welcome when they fit the scene.



Who or What + What We Tell



Say each whole message. Point to its two linked groups. Keep The with the naming word.

Who or what we name

What we tell



The boy smiles.



The shoe is brown.



The rabbit hops.



The girl sits on the swing.

Playground Message Workshop

1 Name the dog.
Tell what it does.

2 Name the boy.
Tell what he holds.



3 Name the girl.
Tell what she does.

4 Name the bag.
Tell where it is.

Build a complete message.

Point to the related words. Another fitting message is welcome.

> Say It, Build It, Read It <

Choose a challenge scene. A grown-up can write your two groups on scrap paper. Place or point. Read the whole message.



Say a whole idea.

Who or what we name

What we tell

Read it together.



Point to the linked words.



Explain how they connect.

> Say It, Build It, Read It <

1



The boy | digs.

2



The birds | sit on the fence.

3



The hat | is yellow.

4



The rabbit | eats a carrot.

5



The fish | swims.

6



The girl | holds a book.

Say, build and read. Keep each message together.

Name: _____

Words Together Conference

Tell or show a complete message. Point to the linked groups.
You may speak, point, use cards or ask a grown-up to write.

1. Build a message. Show who is named and what we tell.



Blank box for writing or drawing.

2. The dog _____.



Add the missing partner. Explain why it fits.

Blank box for writing or drawing.

3. Choose the coat or bag. Tell a message.
Point to connected words.



Blank box for writing or drawing.

Name: _____

Date: _____

Words Together Conference

Teacher record

Method (tick): ☐ Spoken ☐ Pointed ☐ AAC ☐ Cards ☐ Scribed

1 	Actual response	Support given	Words linked / explanation
2 	Actual response	Support given	Words linked / explanation
3 	Actual response	Support given	Words linked / explanation

Teacher key

- 1 Sample: The girl pushes the swing. Link The girl + pushes the swing.
- 2 Sample: The dog drinks. Link The dog + drinks.
- 3 Samples: The coat hangs on the hook. The bag is below the coat.
Accept another fitting complete message.

Record the child's actual response. Assess meaning and word relationships, not decoding speed or handwriting.

Name: _____

Word Relationship Understanding

Teacher Name: _____ Date: _____ Child: _____



	With support	After a prompt	Independently
Complete message	Co-builds a whole idea	Completes an idea after a cue	Builds a clear complete idea
Linked word groups	Links groups with a model	Links groups after a question	Shows naming and partner groups
Missing-part repair	Adds a part which fits	Repairs after a cue	Adds a fitting missing part
Explain and transfer	Explains with shared modelling	Explains after a question	Explains links in a new scene

Evidence and next step:

Speech, pointing, AAC, cards and scribing count. Do not score handwriting, eye contact or formal grammar labels.

One Picture, A Clear Message

Choose either message. Read it with a grown-up.
Point to who or what is named. Point to what we tell.
Explain how the words connect.



The coat is blue.



The bag is on the chair.



Both messages fit.
Can you tell another fitting message?

Words Work Together

Foundation





Our learning

I can build a whole message.

I can show two key word groups.

I can explain how they fit.



A whole idea



Say: The dog runs.

Read the whole message

It tells us about the dog.



Who or what we name

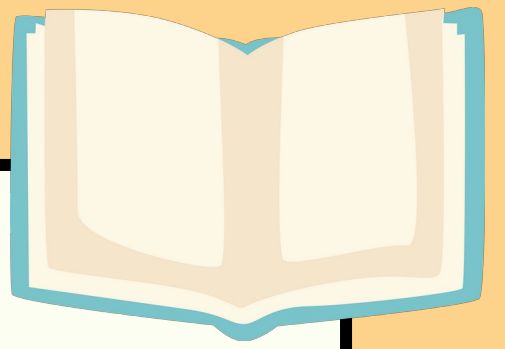


The dog runs.

The dog names who.

Keep The with dog.





What we tell

The dog runs.

runs tells what the dog does.

The two groups work together.



Show the connection.



The cat naps.

Point to The cat.

Point to naps. Tell how they connect.



A being message



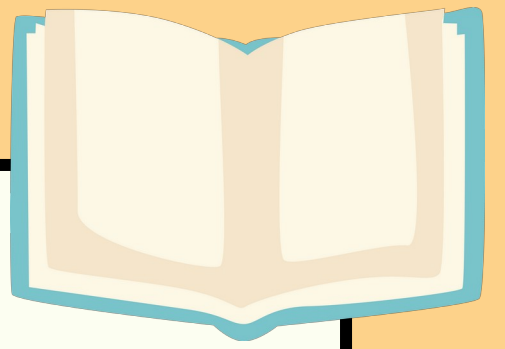
The bag is red.

The bag names what.

is red tells us about i



Doing or being



The cat naps.

The bag is red.

Both tell a whole idea



Add the missing part



For our picture message: The rabbit ...

Add hops.

Read: The rabbit hops



Repair a fresh message



Look at the bird.

Our message starts: The bird ...

Add a fitting partner

Sample: The bird ...



Meaning and pictures



The toy bear wears a hat.

A silly idea can be a complete nonsense.

Does it match what you can see?



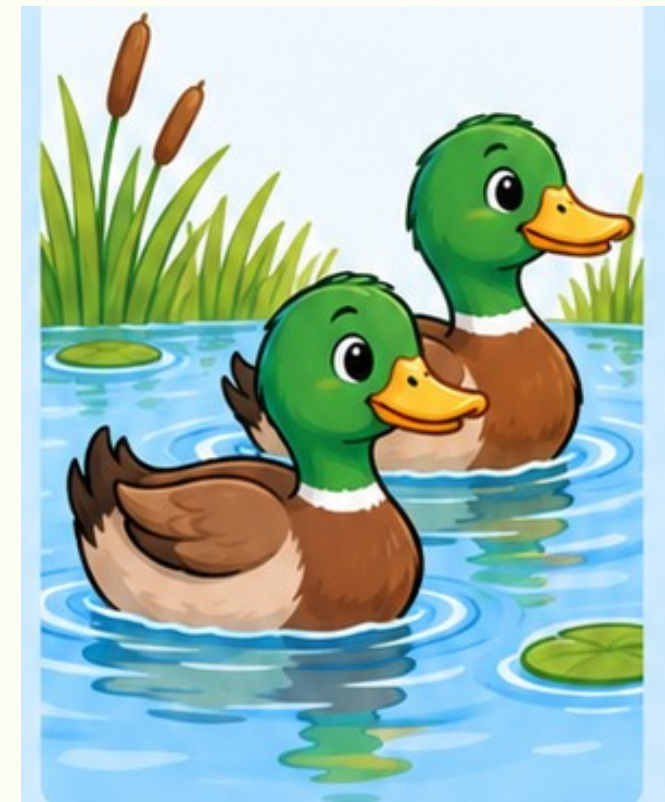
Build with a partner



Choose a scene. Add its two word group.

The ducks + swim.

Read: The ducks swim.



Try a new message



Look at the child and ball.

Build a fitting complete message.

Show its linked word group.



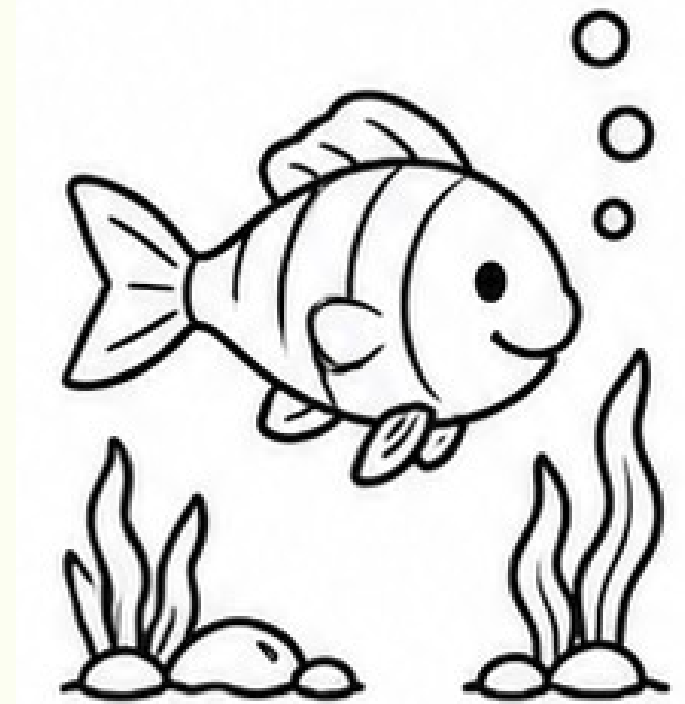
My own idea



Choose a pet or classroom idea.

Sample: The fish swims.

Say your message and explain its groups.



A cooperative turn.



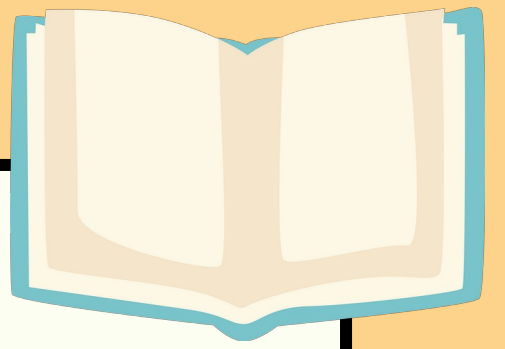
Choose the running-dog scene.

Match The dog + runs. Read it together.

Explain: The dog name is who, runs tells what it does.



Show what you know



Build a message for a new scene.

Show linked groups. Repair a missing part.

Explain your choice in your own way.



Words work together



Name who or what. Tell something about it.

Read the whole message.

Explain how the word groups connect.





Well Done!



PREFE

Words Work Together Quiz

Foundation



I Who is named?



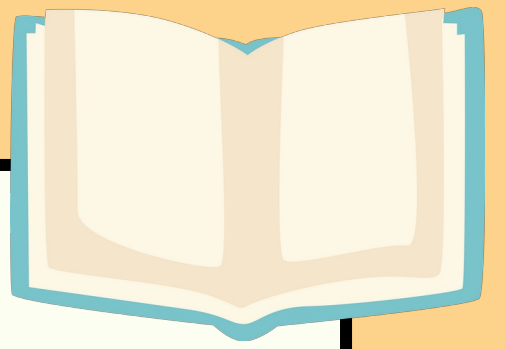
The dog jumps.

Which group names who?

A The dog B jumps.



Explain I



The dog names who.
jumps tells what that dog does.



2 What does it do?



The dog jumps.

Which word tells what the dog does?

A dog B jumps



Explain 2



jumps tells what the dog does.

The dog and jumps work together.



3 Does it tell a whole idea?



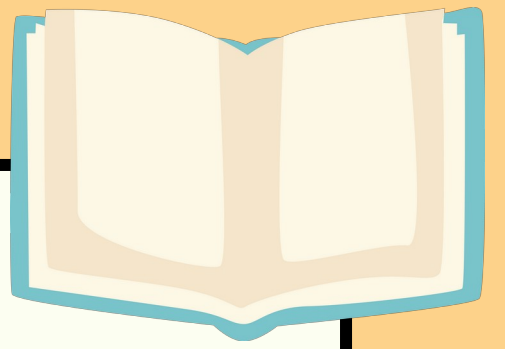
The cup is blue.

Does this tell a whole idea?

A Yes B Not yet



Explain 3



Yes. The cup names what.

is blue tells us about the cup.

A message can tell what is



4 Which message matches?



Look at the sleeping cat.

A The cat naps.

B The cat jumps.



Explain 4



Matching message: The cat naps.

The cat names who; naps tells what it does.



5 Add the missing partner



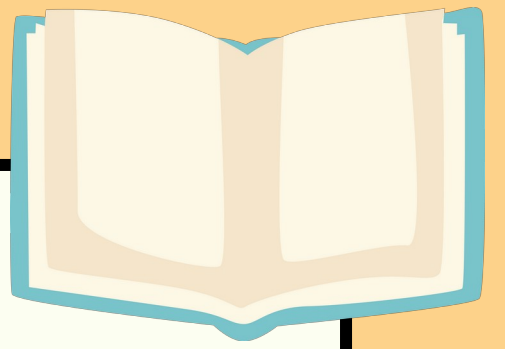
For this hopping-rabbit picture: The rabbit ...

A hops. B the bag

Read your complete message.



Explain 5



The rabbit hops.

The rabbit names who. hops tell what it
does.



6 Read the groups together



Look at the ducks. Which message is it?

A The ducks swim.

B The ducks swims.



Explain 6



The ducks swim.

The ducks names more than one duck.

swim fits with The ducks.



7 A silly complete idea



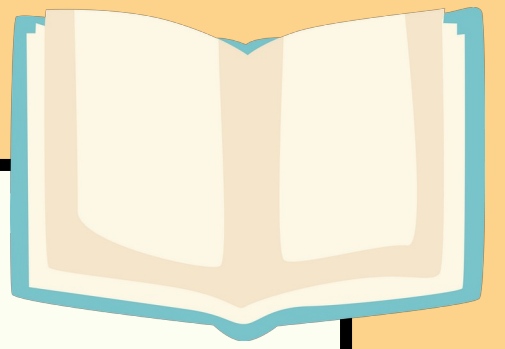
The toy bear wears a hat.

The girl reads.

Can both tell complete ideas?



Explain 7



Yes. Each names someone or something
and tells something about it.
Checking a picture is another question.



8 Find the linked group



The bag is on the chair.

Say the naming group.

Say what we tell about it.



Explain 8



The bag + is on the chair.

The partner tells where the bag





Q Can both messages run?

Look at the dog running by a ball.

The dog runs.

The dog is near the ball.



Explain q



Both fit this scene. The dog names who.
runs tells an action.
is near the ball tells where the dog is.



10 Build a fresh message



Look at the child holding a ball.

Tell a whole message.

Show its linked group



Explain 10



Sample: The child holds the ball.

The child + holds the ball

Another fitting complete message is welcome.





Well Done!



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