

Western-DHH Design Project:
DHH Spoken Language Intervention Kit/Template
Benninger, Archibald and the DHH Team (2023-2025)

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Sound/Word Level Intervention Kit Materials

Use the activity suggestions and materials on the following pages to target sound/word level knowledge/skills with your students. Select a variety of activities appropriate for a particular student, rather than using all activities listed. Consider their needs and goals - all activities/materials may not be appropriate for use with all students. While the focus is intended to be on oral language, some activities may lend themselves to both oral and written language.

Student-friendly definitions

Develop student-friendly definitions to support sound/word level skills for the identified curriculum-based vocabulary knowledge targets. Most of the targeted vocabulary items should consist of tier 2 vocabulary as these are essential in academic settings for both oral and written language. Vocabulary targets should be relevant to the classroom curriculum to ensure repeated exposure to the target vocabulary items. Reminder: Access the Western-DHH curriculum-based vocabulary lists [here](#).

Tier 2 Words	Definition

Tier 3 Words	Definition

Resources:

Cambridge Dictionary: Learner's Dictionary

<https://dictionary.cambridge.org/dictionary/learner-english/>

Wordsmyth Illustrated Learner's Dictionary

<https://kids.wordsmyth.net/we/>

AI Search Term Suggestions <https://drive.google.com/file/d/164E-L-5aZ6Ok9Hiqxkshvs1SkvqRRFV/view?usp=sharing>

Western-DHH Vocabulary Strategy Checklist

Find it here: [Vocabulary Strategy Checklist](#)

The Western-DHH Vocabulary Strategy Checklist contains a variety of strategies for targeting vocabulary knowledge with students.

Select a variety of strategies with which to target the student's vocabulary knowledge. Ensure the selected strategies are appropriate for the student's needs, abilities, and goals, as well as being appropriate for the type of vocabulary knowledge being targeted (e.g., drawing a picture of the word may not be appropriate for high school level mathematics vocabulary items).

Note: It is not the intention to use *all* of these strategy suggestions for a single vocabulary target. Select only as many as are needed to support the development of the student's vocabulary knowledge. Note: this may be a different number/selection for each student and vocabulary target.

Curriculum-Based Spoken Language Assessment							Western-DHH Design Project					
Vocabulary Strategy Checklist - Part 1												
Student Name: _____		Date: _____										
Fill in the first column of the table below with the target vocabulary items (selected by the classroom teacher from the vocabulary list). Note: Some of the columns may not apply to all of the vocabulary words (eg. acting out the word).												
Vocabulary Item	The student can...											
Difficulty Level	Basic				Intermediate							

Curriculum-Based Spoken Language Assessment							Western-DHH Design Project								
Vocabulary Strategy Checklist - Part 2															
Student Name: _____		Date: _____													
Fill in the first column of the table below with the target vocabulary items (selected by the classroom teacher from the vocabulary list). Note: Some of the columns may not apply to all of the vocabulary words (e.g. acting out the word).															
Vocabulary Item	The student can...														
10 - talk about related words / concepts	11 - use the word multiple ways	12 - manipulate the word into different classes (e.g. verb - to run; noun - runner)	13 - recall the word a week later	14 - talk about the phonological properties of the word (e.g. number of syllables, first letter, vowel sounds)	15 - spell the word out loud	16 - read the word	17 - write the word								
Difficulty Level:	Advanced				Literacy										

Card Activities

Use the card templates on the following pages (pages 7-11) with the activity suggestions below to target sound/word level skills. Select a variety of activities appropriate for a particular student, rather than using all activities listed. While the focus is intended to be on oral language, some activities may lend themselves to both oral and written language.

Name of Activity	Supplies Needed	Brief Description	Potential Goals
Go Fish	2 copies* of word cards	Using 2 copies of the cards, deal a few to each player (you and the student). Players take turns asking each other for a specific card. If the player who was asked does have the card asked for, they give it to the asker. The player with the most pairs at the end is the winner.	<ul style="list-style-type: none"> Increasing exposure to or familiarity with target vocabulary Reviewing vocabulary definitions Connecting new vocabulary knowledge to relevant concepts
Matching	2 copies* of word cards	Spread out the cards face down. Take turns flipping over 2 cards. Determine whether these cards match. If they match, keep them. If they don't match, turn them back over. Talk about the cards as you turn them over. When you get a match, share what the word means. The player with the most pairs at the end is the winner.	
I Spy	1 copy of word cards	Spread the cards out on a table or the floor, face up. Players take turns giving clues about their chosen word.	
Fishing	1 copy of word cards, paper clips, magnet, string	Tie the magnet to one end of a string. Place a paper clip on each of the cards and spread them on the floor. Take turns using the string to "catch" a "fish" (a card) and then share what you know about the card you caught.	

*Note: print 2 copies of the picture cards. You can match 2 identical copies, or try matching the picture to the word, word to the definition, or the picture to the definition.

Single Word Pictures (pictures and words)

Single Word Pictures (pictures only)

Single Word Pictures (words only)

Single Word Pictures (definitions and words)

Single Word Pictures (definitions only)

Literacy and Listening Analysis Template

Use the Literacy and Listening Analysis template on the next page to address various important components of sound/word level knowledge (e.g., phonological awareness). Print (if you choose) and fill out the template ahead of time for use during intervention.

Literacy and Listening Analysis					
Vocabulary Item	Syllable Structure	Syllable Types (open, closed, vowel team, consonant-le, magic e, r-controlled)	Phonemes (e.g., for Elkonin Boxes)	Phonologically-Related Words	Meaning/Context - Related Words

Literacy and Listening Analysis

Vocabulary Item	Syllable Structure	Syllable Types (open, closed, vowel team, consonant-le, magic e, r-controlled)	Phonemes (e.g., for Elkonin Boxes)	Phonologically-Related Words	Meaning/Context - Related Words

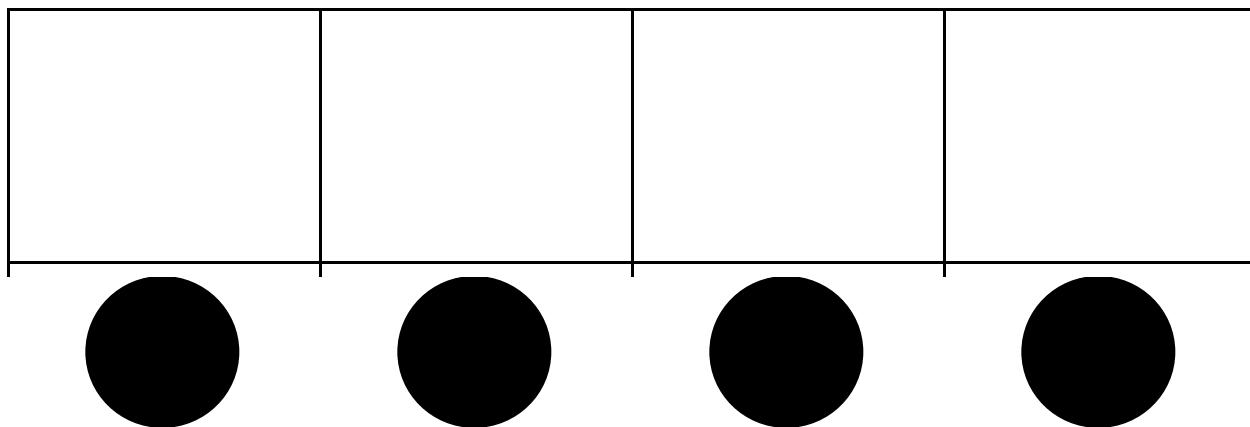
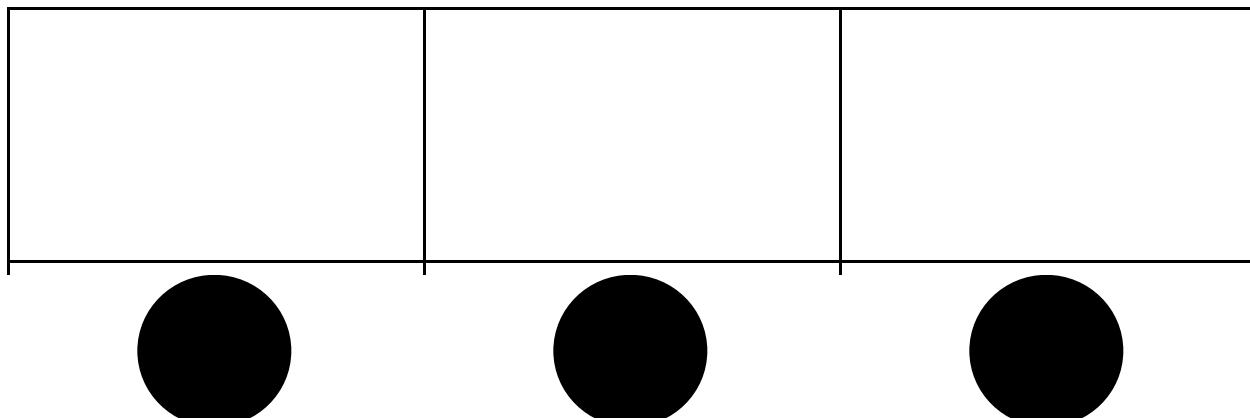
Elkonin Boxes

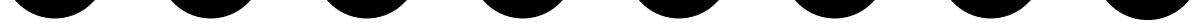
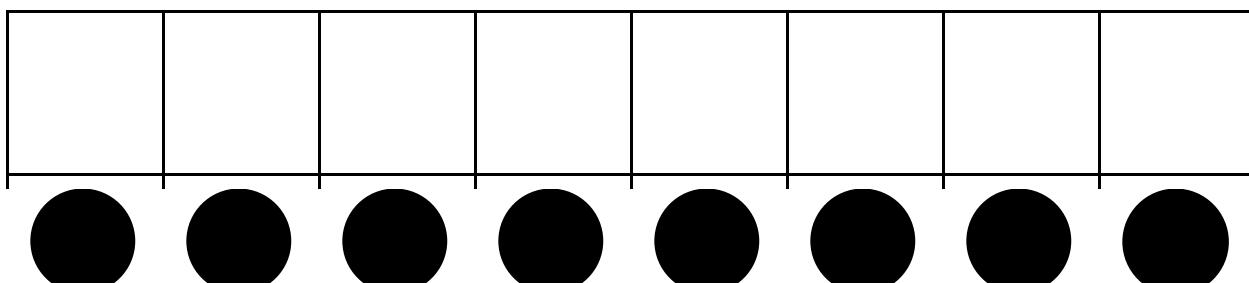
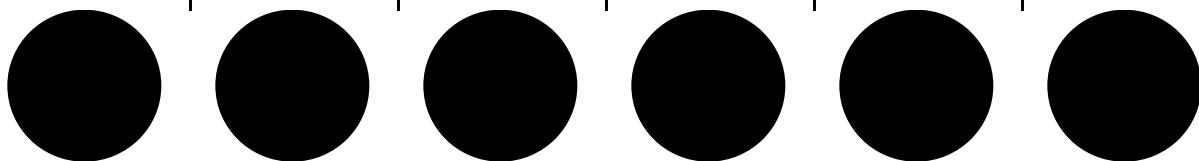
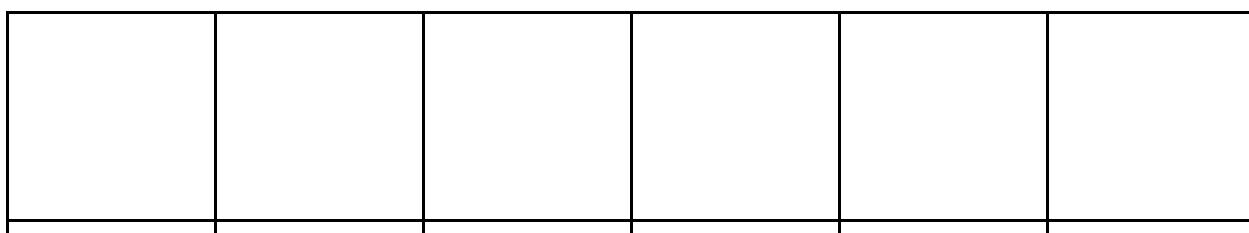
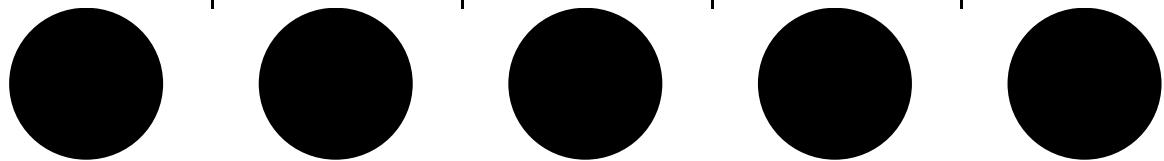
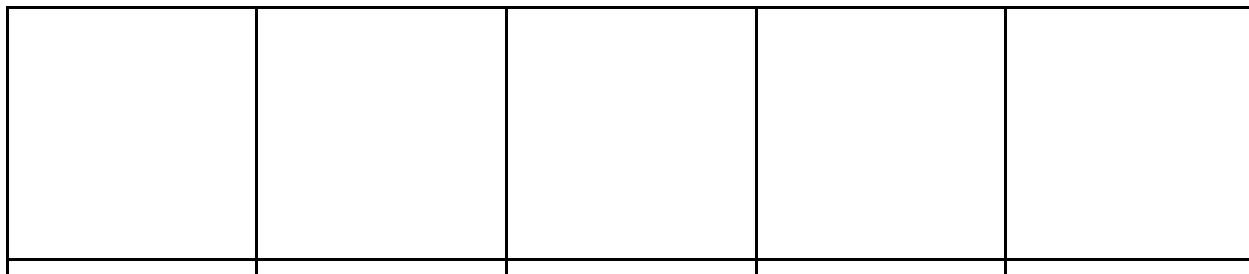
Elkonin Boxes are a tool to help students segment words into phonemes (individual sounds - not letters). Place the letter(s) that makes up each sound in a box so that the word is broken up into its individual sounds. Tip: print off a template with the correct number of boxes and dots (i.e., see examples below) and laminate this page or place it in a plastic sleeve. Use dry erase markers for practice with the Elkonin Boxes.

This resource provides an explanation, examples, references, and some templates:

Reading Rockets (2025). Elkonin Boxes.

<https://www.readingrockets.org/classroom/classroom-strategies/elkonin-boxes>





Tap It, Map It, Graph It

Find it here: [Tap It Map It Graph It](#)

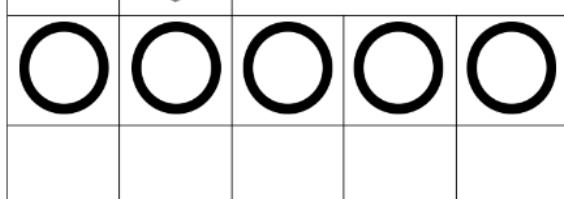
The Tap It, Map It, Graph It activity connects oral and written language skills, including phonological awareness and letter-sound correspondence.

Tip: laminate this page or place it in a plastic sleeve and use dry erase markers.

Tap it... Map it... Graph it... Read it!

Tap it!		Tap each sound you hear using your fingers as you slowly say the word aloud.
----------------	---	--

Map it!		Map each sound by moving a small item up into each circle for every sound you hear.
----------------	---	---



Graph it!		Write the letters that represent the sounds you hear. One sound per box.
------------------	---	--



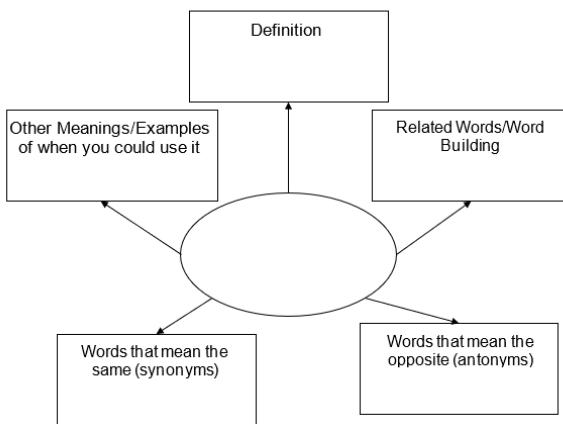
Read it!		Blend the sounds to read the word.
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Word Maps

Add the target word to the centre of the word map. Facilitate a discussion with the student to help them fill in as many of the sections around the word map as possible. Choose a word map template that is appropriate for your student. Complete a separate word map for each target word. A couple of word map examples have been included (see pages 18-19). Additional/different word maps can be found online (see resources below).

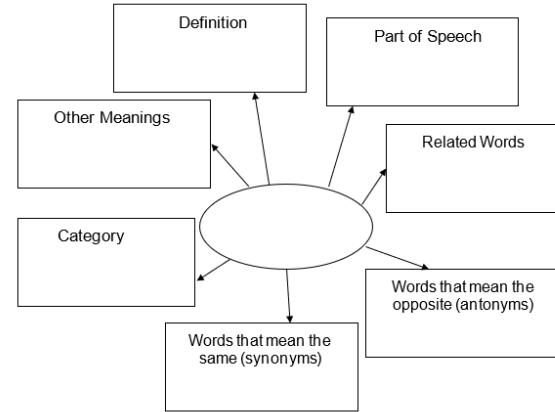
Word Map A

Word:
Sentence:



Word Map B

Word:
Sentence:



Resources:

Reading Rockets (2025). Word Maps.

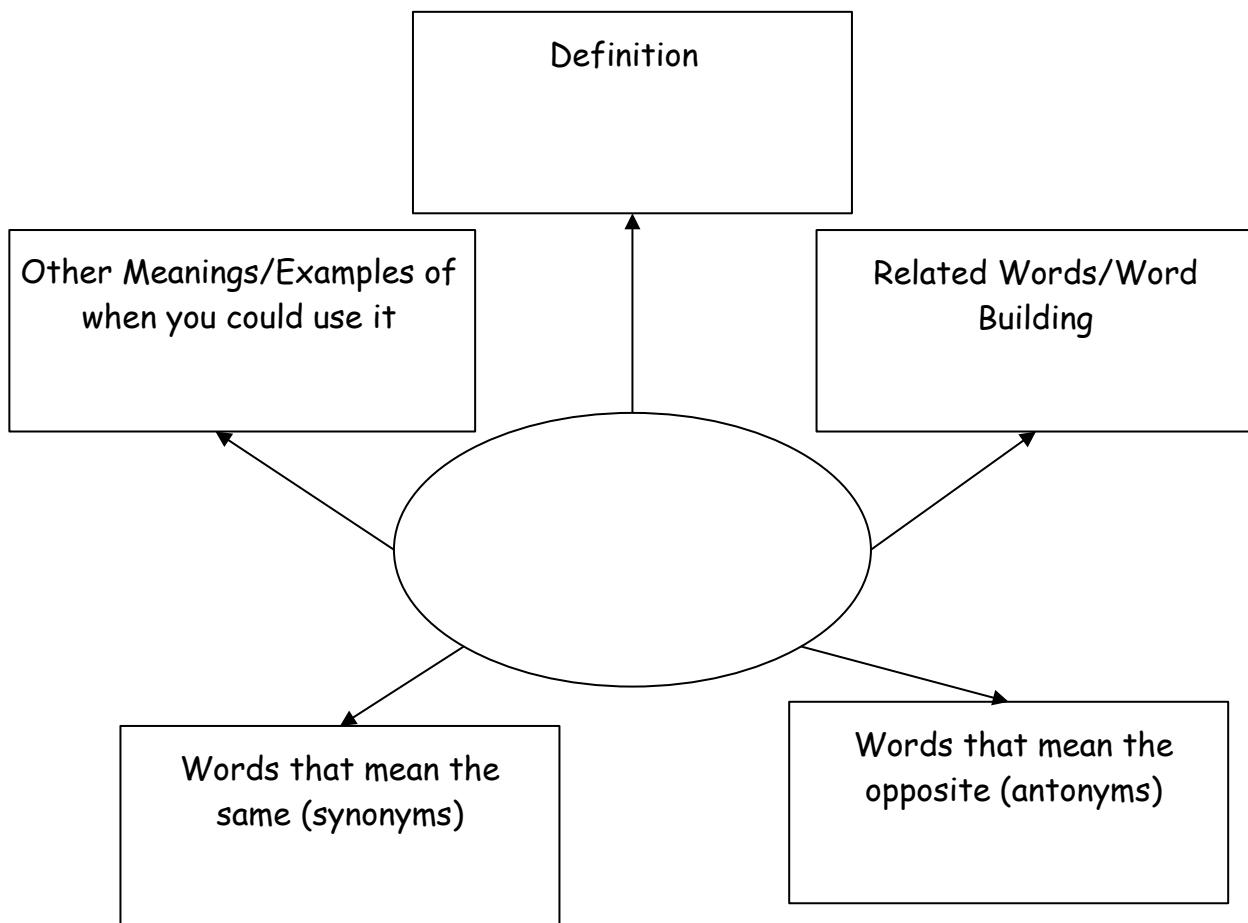
<https://www.readingrockets.org/classroom/classroom-strategies/word-maps>

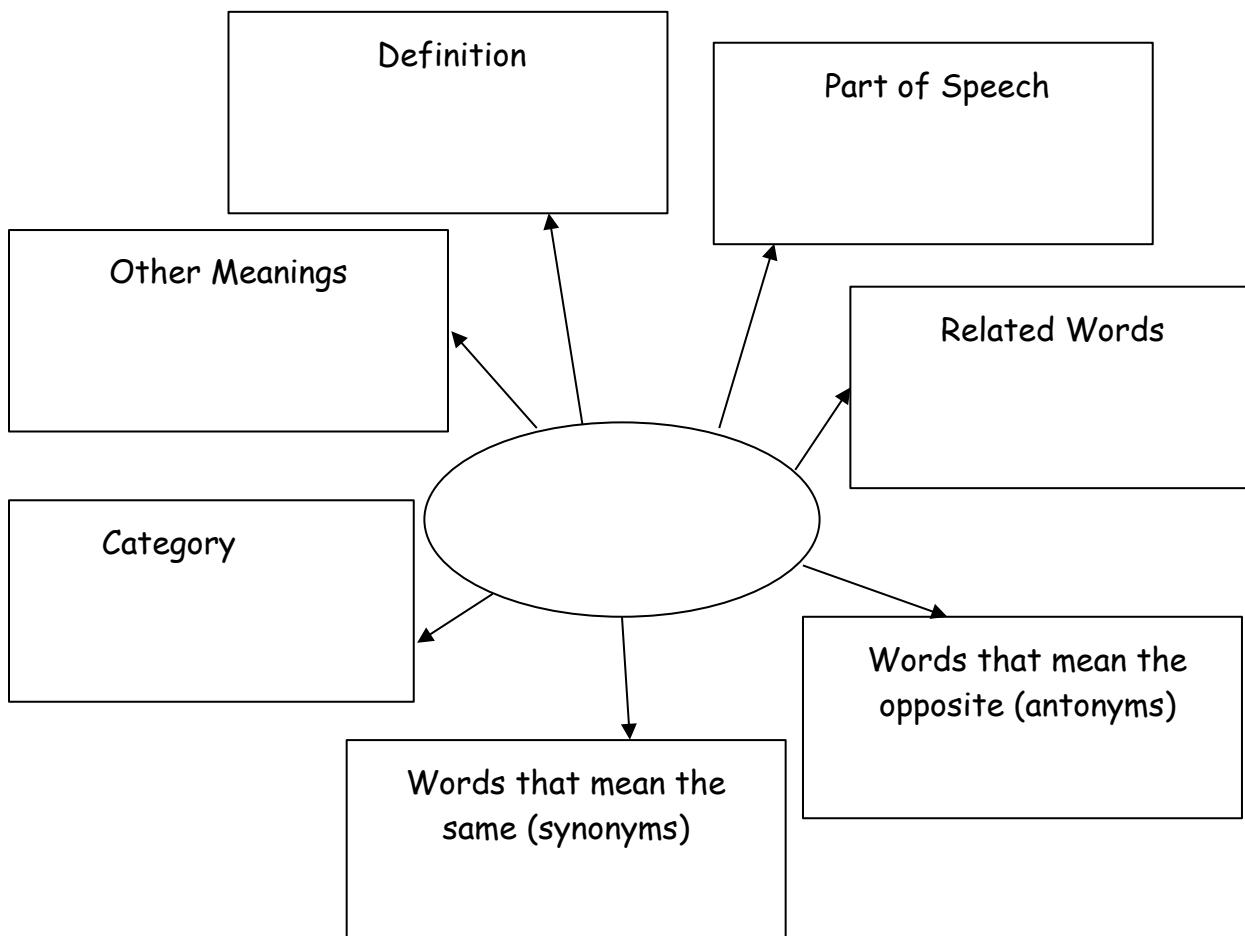
Reading Rockets (2025). Concept Maps.

<https://www.readingrockets.org/classroom/classroom-strategies/concept-maps>

Kelso, K., Whitworth, A., & Leitão, S. (2022). A Novel Vocabulary Intervention for Poor Comprehenders: A single case study. *Journal of Clinical Practice in Speech-Language Pathology*. 24(1), 36-43.

<https://languageandliteracyinyoungpeople.com/research/publications/a-novel-vocabulary-intervention-for-poor-comprehenders>

Word Map A**Word:****Sentence:**

Word Map B**Word:****Sentence:**

Student Word Analysis and Practice (SWAP)

The Student Word Analysis and Practice (SWAP) template is based on the SNAP template for numeracy skills development, but targets language and literacy skills. Developed by Jillian Gordon (SLP with the Chilliwack School District), it supports vocabulary knowledge and creating connections with existing knowledge. The SWAP website provides additional information, teacher guides, rubrics, data tracking templates, summary templates, and examples.

The SWAP template is a worksheet designed for student word analysis and practice. It features a central column with various questions and activities, flanked by two columns of lines for writing words. The top right corner includes a space for the student's name and date. The bottom right corner contains the copyright information: SWAP, Jillian Gordon, MSc., RSLP, SD 33 Speech-Language Pathology Department 2017.

To access the SWAP template and for more resources and information about SWAP, please visit the following website:

Gordon, J. (2017). *SWAP: Student word analysis and practice*. Chilliwack School District. <https://swap.sd33.bc.ca/>

SAC Shining Lights Podcast: Episode 9 (Jillian Gordon)

In this episode of the *SAC Shining Lights Podcast*, Jillian talks through the development of SWAP and how to use it with your students:

Archibald, L. (Host). (2023, May 15). Jillian Gordon (No. 9) [Audio podcast episode]. In *SAC Shining Lights School S-LP Podcast*. Speech-Language & Audiology Canada. <https://www.sac-oac.ca/practice-resources/speech-language-pathology-hub/sac-shining-lights/>

Morphological Awareness Planning Sheet

Use the following table to plan to target morphemes with a student. Target only one morpheme at a time. This template can be used to prepare in advance of the intervention session, or during the session, collaborating with the student to fill in the table.

Target Morpheme:		
Discussion/Pre-teaching Prompts		Answers/Examples
What does this morpheme mean?	What meaning does this morpheme add to the word? How does this morpheme change the meaning of the word?	
When would you use this morpheme?	When would it be appropriate to use this morpheme? (e.g., with nouns or verbs, when talking about something in the past, when talking about something currently happening, etc.)	
When would you NOT use this morpheme?	When would it not be appropriate to use this morpheme? (e.g., with nouns or verbs, when talking about something in the past, when talking about something happening currently, etc.)	
Examples of use	What are some examples of this morpheme in use?	
Practice (gradually increasing independence) E.g., watch me, do one together, you try one	Demonstrate adding/removing this morpheme to/from a word. Then do one/some together with the student. Then have the student try one on their own (increasing the level of independence as appropriate)	
Practice	A few examples to practice adding/removing this morpheme	
Now you teach me	Have the student explain it back to you. (e.g., What does this morpheme mean? When would you use it? What are some examples?)	

Morphological Awareness Activities

Select a variety of activities appropriate for a particular student, rather than using all activities listed. While the focus is intended to be on oral language, some activities may lend themselves to both oral and written language.

Name of Activity	Supplies Needed	Brief Description	Potential Goals
Morpheme Practice	Pieces of paper with target words Paper and pencil or a whiteboard and dry erase markers	Write out words without the target morpheme (for adding morphemes) or with the target morpheme (for removing morphemes) on cards or pieces of paper. Take turns with the student selecting a card and adding/removing the target morpheme. If the student needs support with this, gradually increase independence with the task. <u>Note:</u> making sure you take a turn ensures the student is also receiving correct models of the task as well as attempting it on their own (with support as appropriate).	<ul style="list-style-type: none"> Increasing exposure to or familiarity with target morpheme Reviewing multiple morphemes (once the student has had success with the individual morphemes)
Matching	Cards with words both with and without the target morpheme	Write out a set of words that have the target morpheme. Write out a set of the same words without the target morpheme. Spread these cards out, face down, on a table. Take turns flipping 2 cards over at a time and seeing if the words match. If you find a matching set (e.g., run and running), keep them. Talk about the difference in the meaning between the two words. <ul style="list-style-type: none"> <i>Collaborative idea - see if you can find all the pairs together.</i> <i>Competitive idea - the player with the most pairs wins.</i> 	
Morphology Extension Activities		Find it here: <u>Morphology Extension Activity</u>	

Morphology Resource:

Guild, B. (2024, June 3). *Suffix spelling rules*. SLP Literacy Corner.

<https://www.slpliteracycorner.ca/blog/suffix-spelling-rules>

Sentence/Discourse Level Intervention Kit Materials

Use the activity suggestions and materials on the following pages to target sentence/discourse level knowledge/skills with your students. Select a variety of activities appropriate for a particular student, rather than using all activities listed. Consider their needs and goals - all activities/materials may not be appropriate for use with all students. While the focus is intended to be on oral language, some activities may lend themselves to both oral and written language.

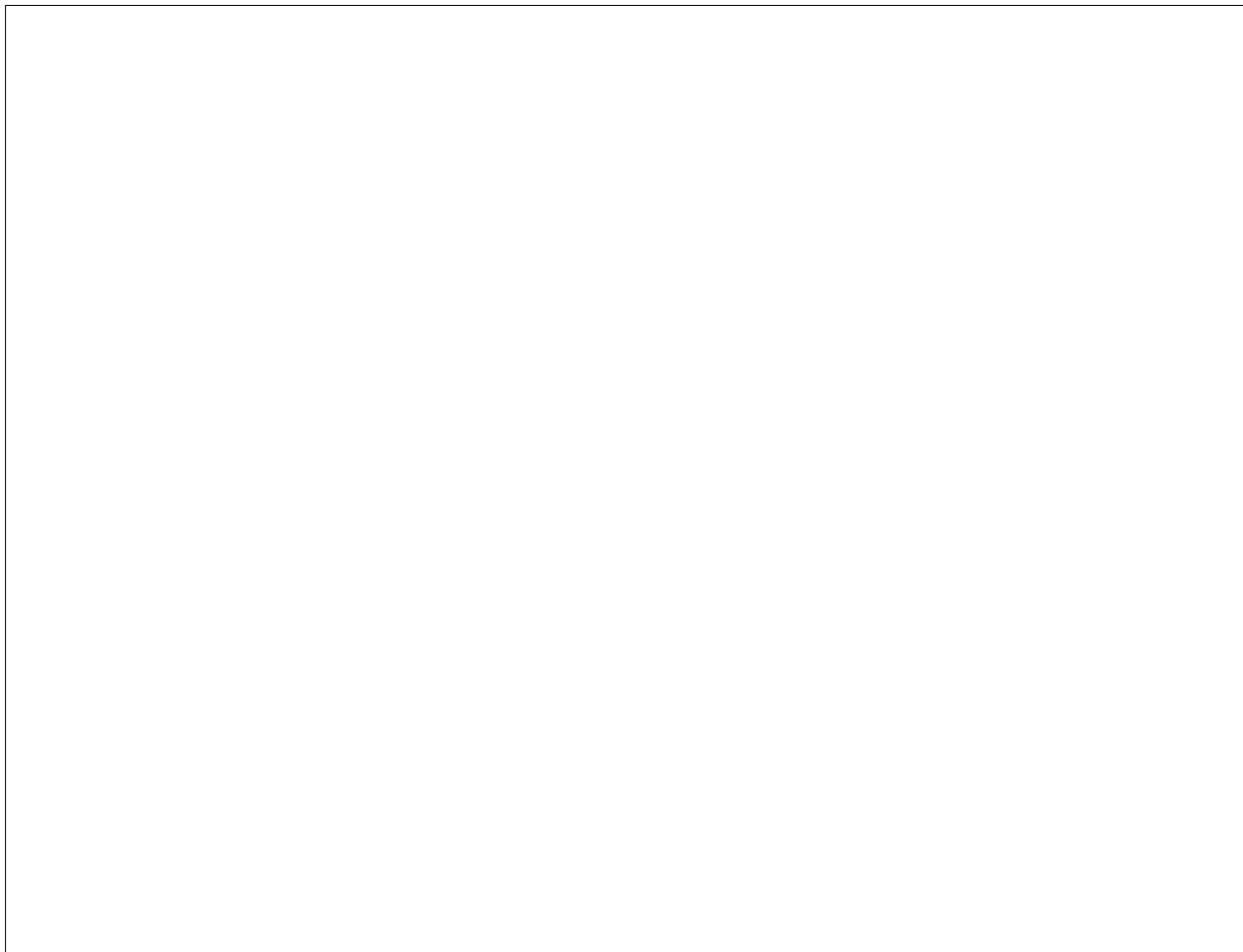
Sentence/Discourse Level Activities

Use the card/picture templates on the following pages (pages 25-26) with the activity suggestions below to target sentence/discourse level skills. Select a variety of activities appropriate for a particular student, rather than using all activities listed. While the focus is intended to be on oral language, some activities may lend themselves to both oral and written language.

Level	Name of Activity	Supplies Needed	Brief Description	Potential Goals
Sentence/ Discourse	Describe the Picture	Complex Picture or Picture Scene	Ask the student to describe the picture/scene. Note: can add a written component by asking the student to write (e.g., write a paragraph about this scene) and then read what they have written aloud.	<ul style="list-style-type: none"> • Reviewing key vocabulary items previously learned • Practicing sentence-level skills • Practicing discourse-level skills • Practicing specific discourse skills (e.g., persuasion, compare and contrast, explanation, etc.)
Sentence	Make a Sentence	1 copy of word cards	Draw 2 cards and make a sentence with those 2 words. Note: can add a written component by having the student write the sentence, as well as saying it aloud.	
Discourse	Compare and Contrast	1 copy of word cards	Draw 2 cards. Compare and contrast these 2 words.	
Discourse	Persuasion	1 copy of word cards	Tell me which of these (pair or small selection of word cards) is the most important and why.	
Discourse	Explain It	1 copy of word cards or complex picture	Explain this concept to me. Tell me all about it.	
Discourse	Story Telling	1 copy of word cards	Tell me a story about this. Tell me a story that includes this event/these words.	

Complex Picture/Picture Scene

Find a complex picture or picture scene to use as a prompt for the student to discuss. Ideally this will be related to the curriculum-based vocabulary being targeted to allow opportunities to practice these vocabulary items in context.

**Possible prompts:**

- Tell me what is happening here. Make sure you tell me about everything you see.
- Describe this scene to me.
- Explain this concept to me. Tell me all about it.

Single Word Cards (words only)

Single word cards with target vocabulary items for use with sentence/discourse level activities (see page 24).

Read Alouds and Think Alouds

Use texts related to the curriculum topic for read alouds and think alouds with students.

Read Alouds

What is a read aloud? A read aloud is an interactive reading experience in which adults and children engage in conversation, or dialogue, about a text (Ness, 2023). This supports children in the development of language comprehension skills, vocabulary development, content knowledge, socio-emotional development (Ness, 2023).

Ness (2023) provides a 3-step framework for using effective read alouds including, **evaluate** (the text, the background knowledge needed, opportunities for instruction), **explain** (new vocabulary, use purposeful language to model meaning making, e.g., with the use of think alouds), and **engage and extend** (encourage reflection, critical thinking, rich conversations).

Ness (2023) provides the following template to plan for read alouds:

Read Aloud Planning Guide (adapted from Ness, 2023)

Steps	Description	Plan
Evaluate (before read aloud)		
Explain (during read aloud)		
Engage and Extend (after read aloud)		

See the following references for more information on Read Alouds and examples:

Ness, M., (2023). Planning content area read-alouds in K-8 classrooms. *Literacy Today*, October/November/December 2023, 32-34.

Sidler Folsom, J., (2025). Dialogic reading: Having a conversation about books. Reading Rockets. <https://www.readingrockets.org/topics/comprehension/articles/dialogic-reading-having-conversation-about-books>

Think Alouds

What is a think aloud? A think aloud is a strategy that allows an experienced reader to model their cognitive processes (usually in the form of *I statements*) while reading aloud (Ness & Kenny, 2016). This modelling supports students in developing and engaging in their own independent cognitive processes. Ness and Kenny (2016) suggest a 3-step process for planning for effective think alouds including:

1. Read once to **identify potential juicy stopping points** (possible learning opportunities or stumbling blocks).
2. Read a second time to **reduce the number of stopping points** to a manageable number.
3. Read a third time to **develop a corresponding script** to align with each stopping point.

Ness provides the following chart template to plan for think alouds:

Think-Aloud Chart (taken from Ness & Kenny, 2016)

What the Text Says (The last few words of the sentence before you will think aloud)	What I Say (Write exactly what you will say in first-person language)	The Comprehension Strategy I Model (The name of the comprehension strategy you are modeling in this think aloud)

See the following references for more information on Think Alouds and examples:

Ness, M. & Kenny, M., (2016). Improving the quality of think-alouds. *The Reading Teacher*, 69(4), 453-460. Doi: 10.1002/trtr.1397

Ness, M., (2018). Reading with training wheels: Modeling metacognitive process using think-aloud. *Literacy Today*, January/February 2018, 32-33.

Ness, M., (2018). Think big with think alouds, grades k-5: A three-step planning process that develops strategic readers. Corwin. <https://doi.org/10.4135/9781506364988>

Tier 2 Vocabulary

Consider the tier 2 vocabulary in the text that you can intentionally teach/pre-teach for the read aloud or think aloud. See Western-DHH Vocabulary Assessment Tool ([here](#)) for information about tier 2 vocabulary targets.

Tier 2 Words to Target

Resources for finding texts:

Reading Rockets (2025). Book finder. <https://www.readingrockets.org/books-and-authors/books>

- Search thousands of children's books by author, title, age level, genre, theme, etc.
- Reading Rockets also has themed booklists:
<https://www.readingrockets.org/books-and-authors/booklists>

Walker, R., (2025). 100 children's authors and illustrators everyone should know. Reading Rockets. <https://www.readingrockets.org/topics/childrens-books/articles/100-childrens-authors-and-illustrators-everyone-should-know>

- Provides a list of diverse books and authors and provides suggestions based on age (0-4, 4-8, 6-9, 9-12 years)
- Includes fiction and non-fiction books

McNair, J.C., (2016). #WeNeedMirrorsAndWindows: Diverse classroom libraries for K-6 students. *The Reading Teacher*, 70(3), 375-381. <https://doi.org/10.1002/trtr.1516>

Governor General's Literary Awards

<https://ggbooks.ca/#winners>

TD Canadian Children's Literature Award

<https://bookcentre.ca/pages/awards/td-canadian-childrens-literature-award>

Caldecott Award

<https://abqlibrary.org/caldecott/all>

Read Aloud Planning Sheet

Use Read Alouds with texts relevant to the curriculum topic.

Text: _____

Author: _____

Read Aloud Planning Guide (adapted from Ness, 2023)

Steps	Description	Plan
Evaluate (before read aloud)		
Explain (during read aloud)		
Engage and Extend (after read aloud)		

Tier 2 Words to Target

Think Aloud Planning Sheet

Use Think Alouds with texts relevant to the curriculum topic.

Text: _____

Author: _____

Think-Aloud Chart (taken from Ness & Kenny, 2016)

What the Text Says <i>(The last few words of the sentence before you will think aloud)</i>	What I Say <i>(Write exactly what you will say in first-person language)</i>	The Comprehension Strategy I Model <i>(The name of the comprehension strategy you are modeling in this think aloud)</i>

Tier 2 Words to Target

Intervention Kit Resources

Student-Friendly Definitions

Cambridge Dictionary: Learner's Dictionary

<https://dictionary.cambridge.org/dictionary/learner-english/>

Wordsmyth Illustrated Learner's Dictionary

<https://kids.wordsmyth.net/we/>

AI Search Term Suggestions: <https://drive.google.com/file/d/164E-L-5aZ6Ok9Higgxkshvs1SkvqRRFV/view?usp=sharing>

Elkonin boxes

Reading Rockets (2025). Elkonin Boxes.

<https://www.readingrockets.org/classroom/classroom-strategies/elkonin-boxes>

Word maps

Reading Rockets (2025). Word Maps.

<https://www.readingrockets.org/classroom/classroom-strategies/word-maps>

Reading Rockets (2025). Concept Maps.

<https://www.readingrockets.org/classroom/classroom-strategies/concept-maps>

Kelso, K., Whitworth, A., & Leitão, S. (2022). A Novel Vocabulary Intervention for Poor Comprehenders: A single case study. *Journal of Clinical Practice in Speech-Language Pathology*. 24(1), 36-43.

<https://languageandliteracyinyoungpeople.com/research/publications/a-novel-vocabulary-intervention-for-poor-comprehenders>

Student Word Analysis and Practice (SWAP) Template

Gordon, J. (2017). *SWAP: Student word analysis and practice*. Chilliwack School District. <https://swap.sd33.bc.ca/>

Archibald, L. (Host). (2023, May 15). Jillian Gordon (No. 9) [Audio podcast episode]. In *SAC Shining Lights School S-LP Podcast*. Speech-Language & Audiology Canada. <https://www.sac-oac.ca/practice-resources/speech-language-pathology-hub/sac-shining-lights/>

Morphology

Guild, B. (2024, June 3). *Suffix spelling rules*. SLP Literacy Corner. <https://www.slpliteracycorner.ca/blog/suffix-spelling-rules>

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<https://www.readingrockets.org/topics/comprehension/articles/dialogic-reading-having-conversation-about-books>

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Ness, M., (2018). Reading with training wheels: Modeling metacognitive process using think-aloud. *Literacy Today*, January/February 2018, 32-33.

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<https://doi.org/10.4135/9781506364988>

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Walker, R., (2025). 100 children's authors and illustrators everyone should know. Reading Rockets. <https://www.readingrockets.org/topics/childrens-books/articles/100-childrens-authors-and-illustrators-everyone-should-know>

McNair, J.C., (2016). #WeNeedMirrorsAndWindows: Diverse classroom libraries for K-6 students. *The Reading Teacher*, 70(3), 375-381. doi:10.1002/trtr.1516
<https://doi.org/10.1002/trtr.1516>

Governor General's Literary Awards
<https://ggbooks.ca/#winners>

TD Canadian Children's Literature Award
<https://bookcentre.ca/pages/awards/td-canadian-childrens-literature-award>

Caldecott Award
<https://abqlibrary.org/caldecott/all>

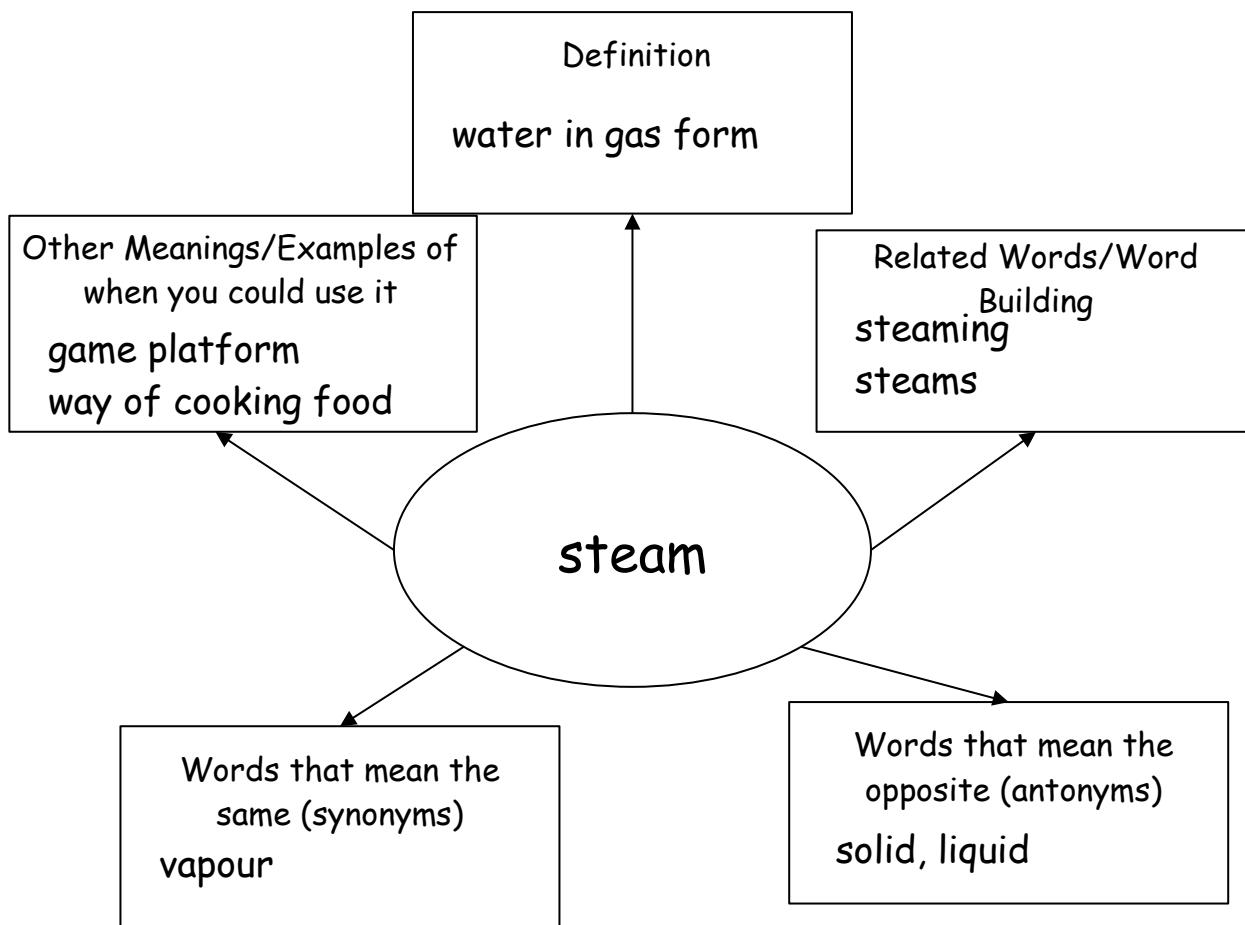
General

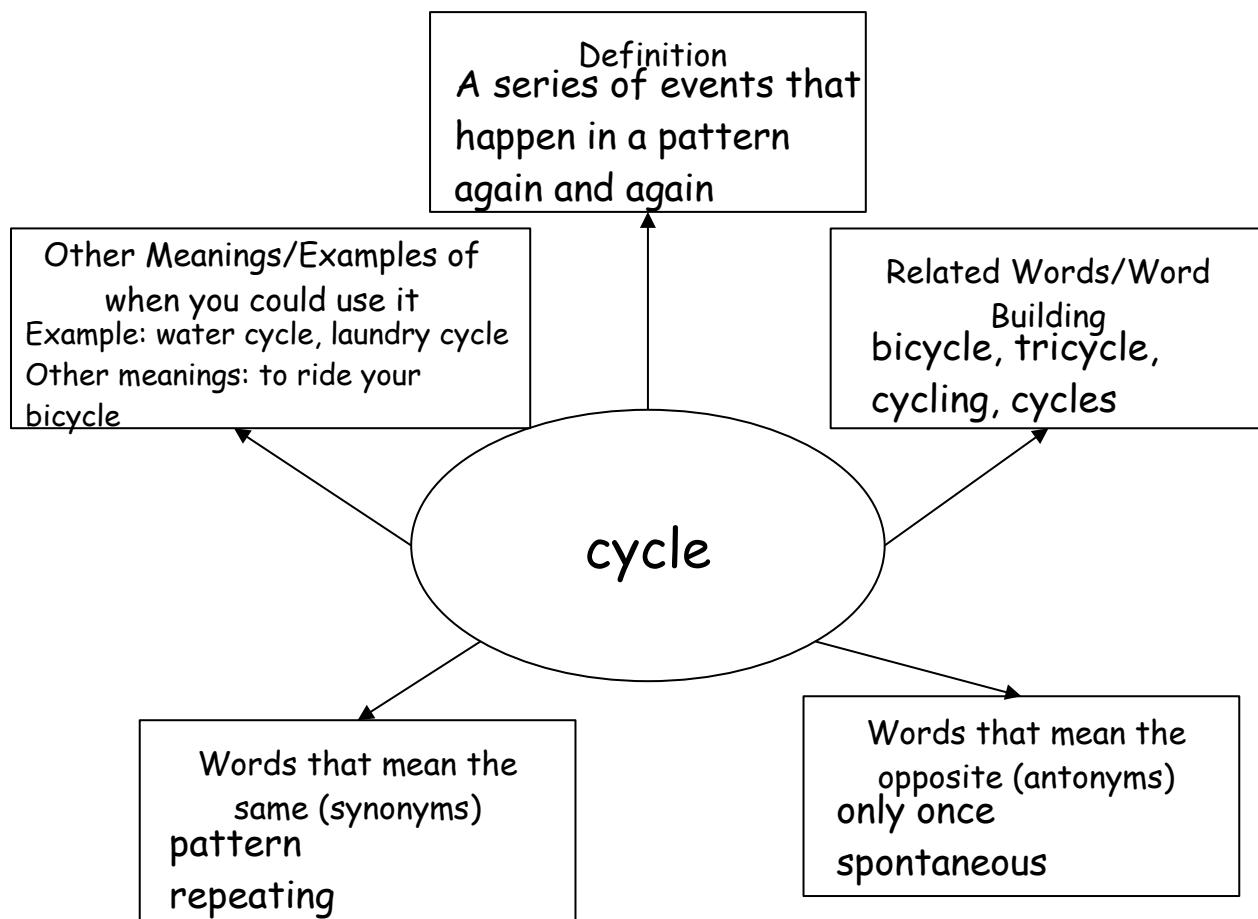
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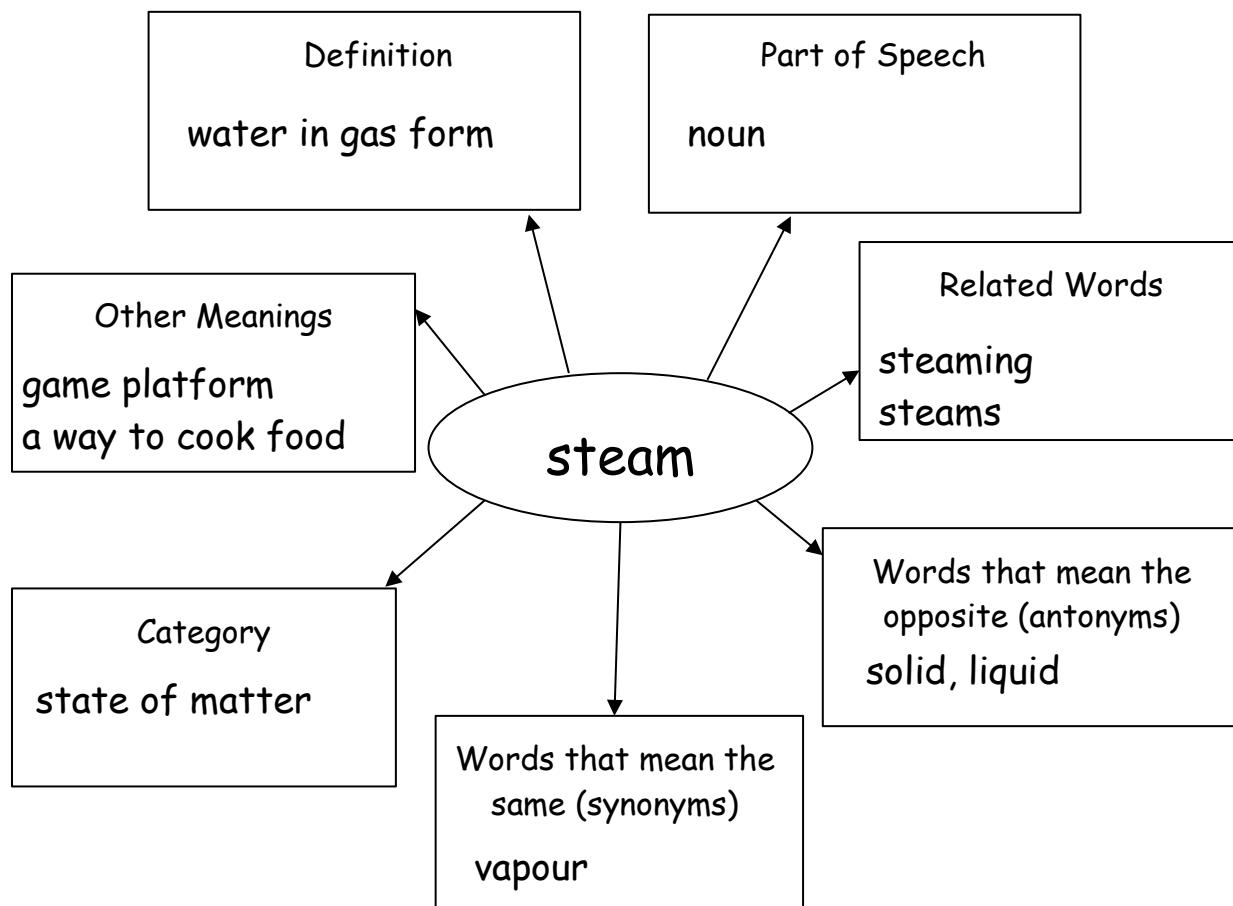
EXAMPLE - Grade 2 Science & Technology: Water Cycle UnitReminder: Access the Western-DHH curriculum-based vocabulary lists [here](#).**Student-friendly definitions**

Tier 2 Words	Definition
Disappear	To become impossible to see
Cycle	A series of events that happen in a pattern again and again (e.g., water cycle)
Flow	A smooth continuous movement of something
Melt	When something changes from a solid to a liquid because of heat
Models	A smaller copy of a real object, often showing how something works

Tier 3 Words	Definition
Liquid	A form of something that flows and takes the shape of the container it is in; one of the three states of matter
Steam	Steam is water in gas form
Condensation	The process where a gas or vapour turns into liquid form
Precipitation	The act of water falling from the sky
Evaporation	The process of a liquid turning into a gas

EXAMPLE - Grade 2 Science & Technology: Water Cycle Unit**Word Map A****Word:** steam**Sentence:** As the water heated up, it evaporated as steam.

EXAMPLE - Grade 2 Science & Technology: Water Cycle Unit**Word Map A****Word:** cycle**Sentence:** The water cycle includes evaporation, condensation, and precipitation.

EXAMPLE - Grade 2 Science & Technology: Water Cycle Unit**Word Map B****Word:** steam**Sentence:** As the water heated up, it evaporated as steam.

EXAMPLE - Grade 2 Science & Technology: Water Cycle Unit**Student Word Analysis and Practice (SWAP)**

Please visit the following website to access the SWAP template:

Gordon, J. (2017). SWAP: Student word analysis and practice. Chilliwack School District.

<https://swap.sd33.bc.ca/>

SWAP
Student Word Analysis and Practice

Name: Example
Date: _____

Chilliwack School District

Words that start with the same sound as: liquid	Draw a picture of a liquid.	What does liquid do, or what do you do with liquid?	Words that rhyme with liquid (lick)
lion		Drink it Pour it	pick
lips		What goes with liquid?	lick
lungs		Solid Gas	sick
lake		How do liquid and gas go together?	chick
lava		Liquid turns to gas when heated.	wick
lemur		What group does liquid belong to?	Nick
loop		States of matter	Rick
long			stick
legs			tick
Lincoln			quick
Lexia			
lump			

How are liquid and solid the same?
Both are states of matter.

How are liquid and solid different?
Some solids can melt when heated but liquids evaporate when heated.
Liquids can change shapes.

Use liquid in a sentence.

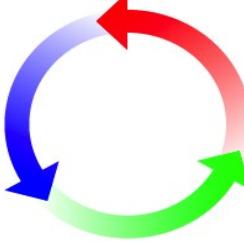
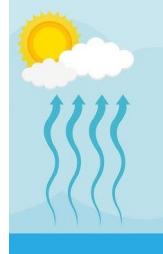
A liquid takes the shape of the container it is in.

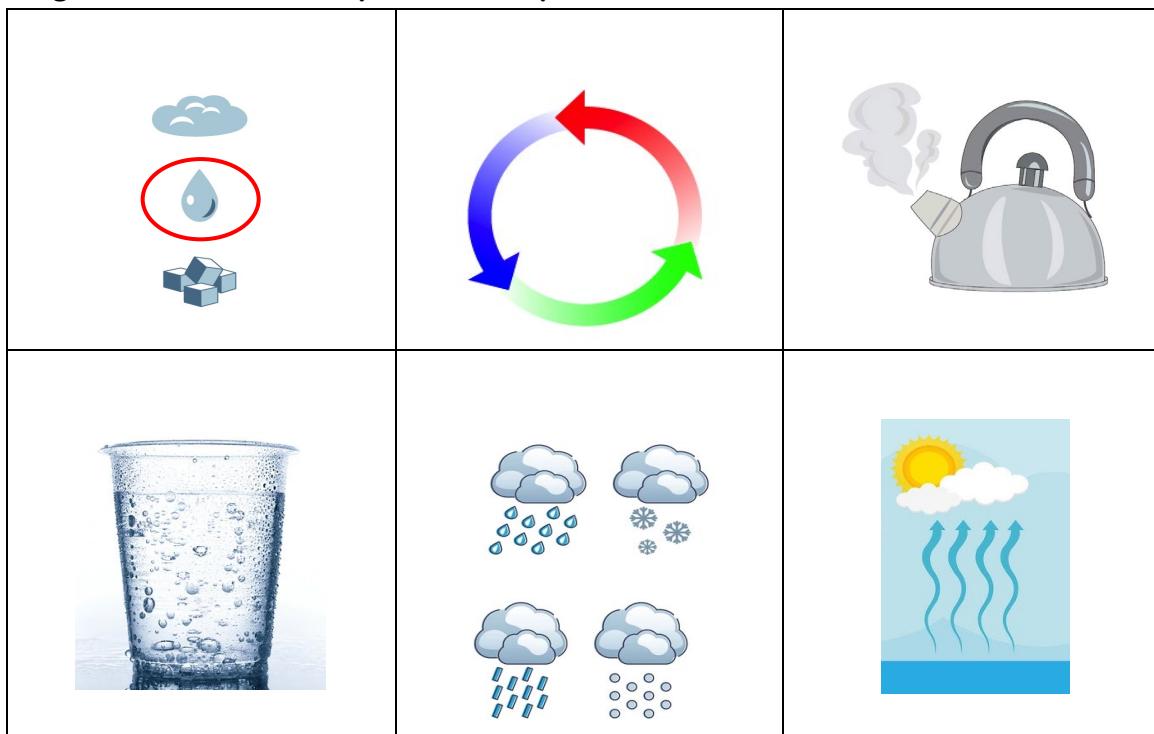
SWAP
Jillian Gordon, MSc., RSLP
SD 33 Speech-Language Pathology Department 2017

EXAMPLE - Grade 2 Science & Technology: Water Cycle Unit**Literacy and Listening Analysis**

Vocabulary Item	Syllable Structure	Syllable Types (open, closed, vowel team, consonant-le, magic e, r-controlled)	Phonemes (e.g., for Elkonin Boxes)	Phonologically-Related Words	Meaning/Context-Related Words
Liquid	2 syllables liq-uid	liq - closed uid - closed	6 phonemes /l-i-q-u-i-d/	Liquids, liquidizing	Solid, gas, states, melt
Cycle	2 syllables cy-cle	cy - open cle - C-le	4 phonemes /c-y-c-le/	Cyclical, cycles, cycling	Round, repeat, chain
Steam	1 syllable steam	steam - vowel team	4 phonemes /s-t-ea-m/	Steaming, steams	Hot, water, vapour, rise
Condensation	4 syllables con-den-sa-tion	con - closed den - closed sa - open tion - closed	11 phonemes /c-o-n-d-e-n-s-a-ti-o-n/	Condense, condensed, condensing, dense	Droplets, glass, falling, drip, cold, warm
Precipitation	5 syllables pre-cip-i-ta-tion	pre - open cip - closed i - exception ta - open tion - closed	12 phonemes /p-r-e-c-i-p-i-t-a-ti-o-n/	Precipitating, precipitate	Rain, snow, hail, falling, sky, weather
Evaporation	5 syllables e-vap-or-a-tion	e - open vap - closed or - vowel-r a - open tion - closed	10 phonemes /e-v-a-p-o-r-a-ti-o-n/	Evaporates, vapor	Rising, gone, hot

Single Word Pictures (pictures and words)

Liquid 	Cycle 	Steam 
Condensation 	Precipitation 	Evaporation 

EXAMPLE - Grade 2 Science & Technology: Water Cycle Unit**Single Word Pictures (pictures only)****Single Word Pictures (words only)**

Liquid	Cycle	Steam
Condensation	Precipitation	Evaporation

EXAMPLE - Grade 2 Science & Technology: Water Cycle Unit**Single Word Pictures (definitions and words)**

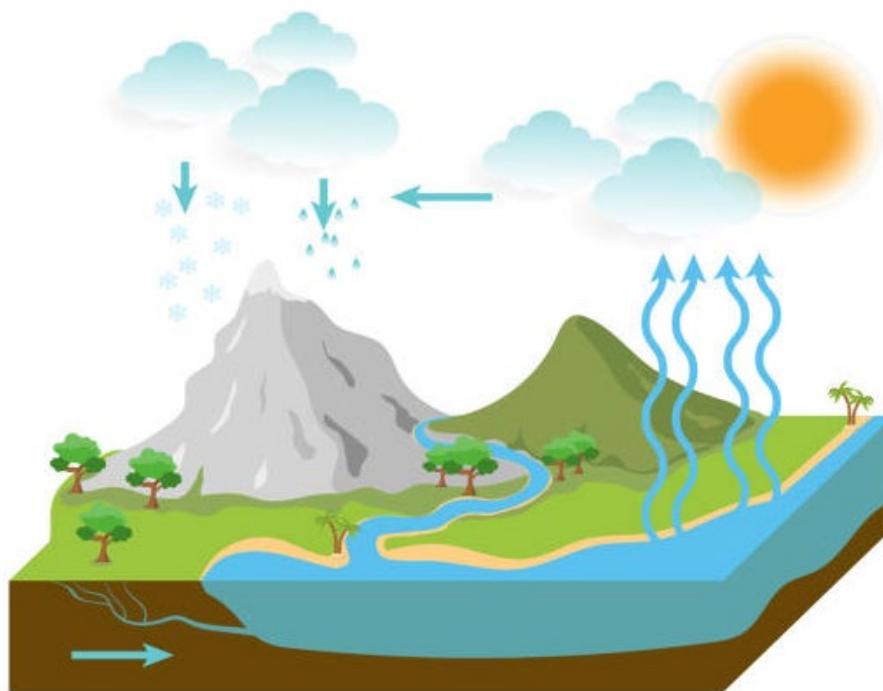
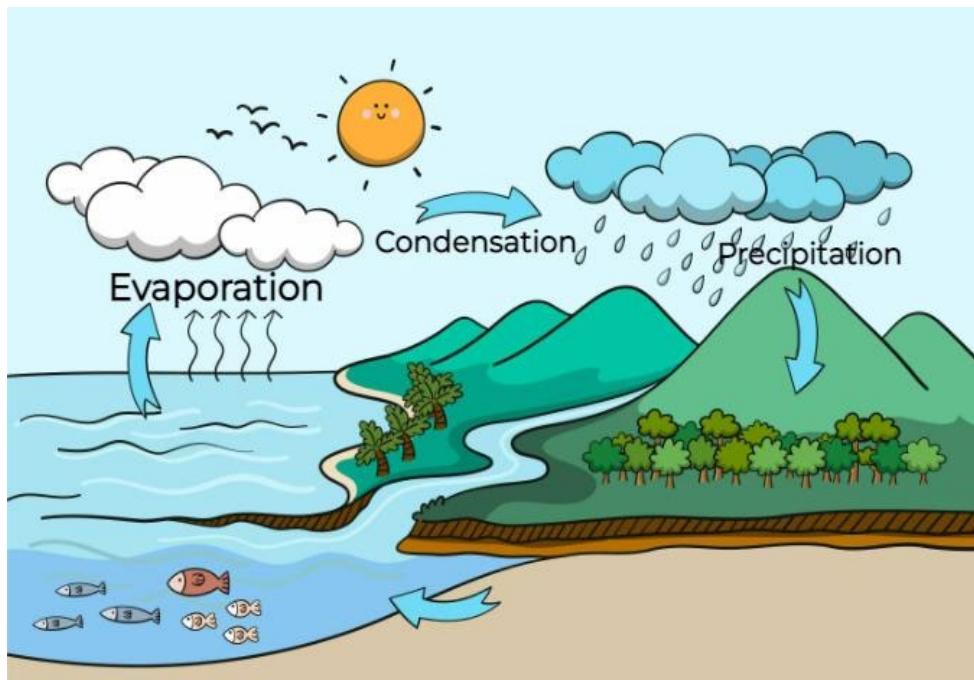
Liquid A form of something that flows and takes the shape of the container it is in; one of the three states of matter	Cycle A series of events that happen in a pattern again and again (e.g., water cycle)	Steam Steam is water in gas form
Condensation The process where a gas or vapour turns into liquid form	Precipitation The act of water falling from the sky	Evaporation The process of a liquid turning into a gas

Single Word Pictures (definitions only)

A form of something that flows and takes the shape of the container it is in; one of the three states of matter	A series of events that happen in a pattern again and again (e.g., water cycle)	Steam is water in gas form
The process where a gas or vapour turns into liquid form	The act of water falling from the sky	The process of a liquid turning into a gas

EXAMPLE - Grade 2 Science & Technology: Water Cycle Unit**Complex Pictures**

(taken from Google Images search for "water cycle")



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