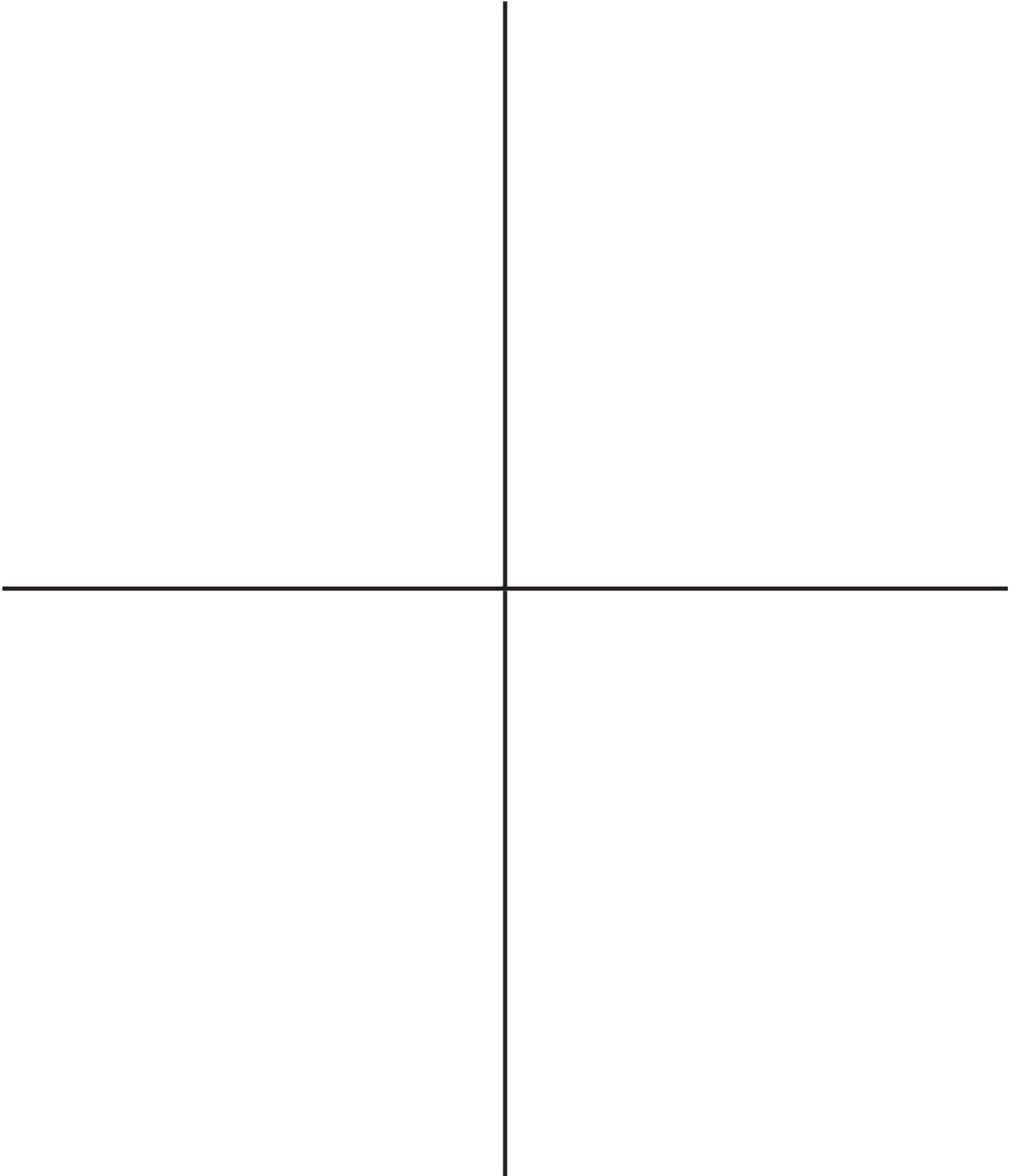


2 × 2 Matrix for Cognitive Flexibility Sorts



Semantic–Syntactic Cognitive Flexibility Cards

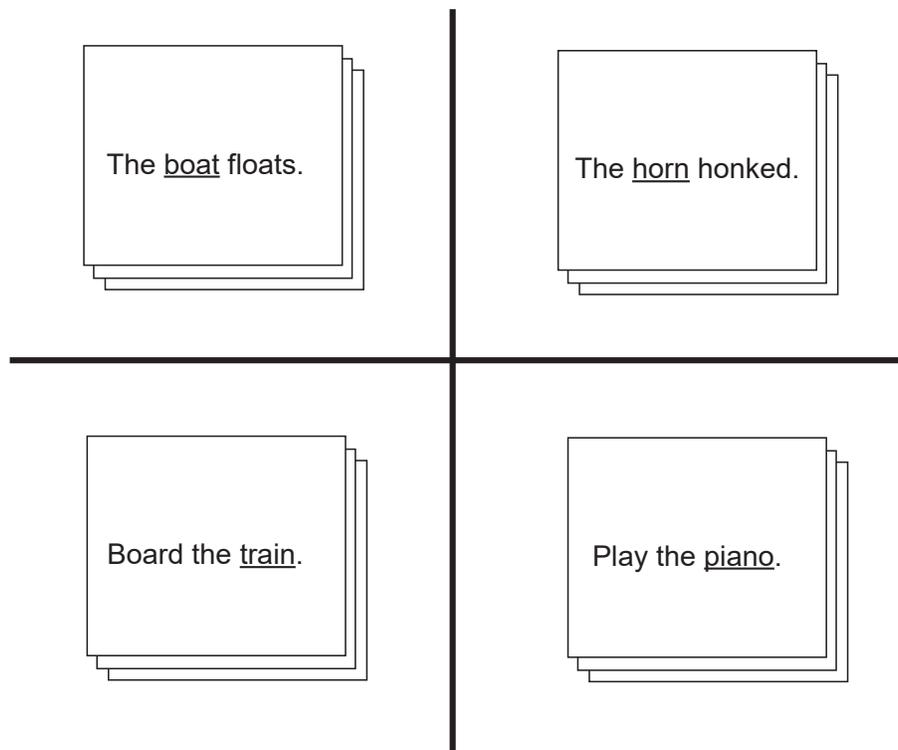
The following five sets of sentences can be used to assess students' semantic–syntactic cognitive flexibility (see Chapter 4). The underlined words on these cards can be sorted two ways at the same time: by semantics (meaning) and by syntax (position in sentence: subject or object) into a 2 × 2 matrix. See sample sort below. These stimuli were used in the study by Cartwright, Bock, Coppage, Hodgkiss, and Nelson (2017).

Use one set to model a correct sort, and use four sets to assess cognitive flexibility. See Chapter 3 in *Word Callers* (Cartwright, 2010) for the cognitive flexibility assessment instructions. (The instructions for the sound–meaning flexibility assessment can be adapted for this task.)

Introduce the assessment to your students by saying:

I have some cards for you to sort, and you can sort these cards two ways at the same time. See, these cards have sentences on them with underlined words. You can sort them by what the words mean and where the words are in the sentences. Here, let me show you.

- Set 1: Animals/Furniture by Subject/Object
- Set 2: People/Weather by Subject/Object
- Set 3: Drinks/Animals by Subject/Object
- Set 4: Vehicles/Instruments by Subject/Object
- Set 5: Food/Insects by Subject/Object



Set 1: Animals/Furniture by Subject/Object

The <u>pig</u> snorted.	Clean the <u>pig</u>.
The <u>horse</u> ran.	Ride the <u>horse</u>.
The <u>tiger</u> roared.	Feed the <u>tiger</u>.
The <u>chair</u> broke.	Fix the <u>chair</u>.
The <u>couch</u> is soft.	Feel the <u>couch</u>.
The <u>table</u> is set.	Clean the <u>table</u>.

Set 2: People/Weather by Subject/Object

The <u>dentist</u> flossed.	Pay the <u>dentist</u>.
My <u>sister</u> walks.	Call my <u>sister</u>.
The <u>baby</u> cried.	Feed the <u>baby</u>.
The <u>wind</u> howled.	Feel the <u>wind</u>.
The <u>thunder</u> rolled.	Hear the <u>thunder</u>.
The <u>snow</u> glistened.	Throw the <u>snow</u>.

Set 3: Drinks/Animals by Subject/Object

The <u>coffee</u> steamed.	Heat the <u>coffee</u>.
The <u>soda</u> fizzed.	Pour the <u>soda</u>.
The <u>milk</u> spilled.	Drink your <u>milk</u>.
The <u>dog</u> ate.	Feed the <u>dog</u>.
The <u>fish</u> swam.	Wash the <u>fish</u>.
The <u>cat</u> slept.	Brush the <u>cat</u>.

Set 4: Vehicles/Instruments by Subject/Object

The <u>car</u> stopped.	Drive the <u>car</u>.
The <u>boat</u> floats.	Row your <u>boat</u>.
The <u>train</u> roared.	Board the <u>train</u>.
The <u>piano</u> played.	Play the <u>piano</u>.
The <u>drum</u> broke.	Beat the <u>drum</u>.
The <u>trumpet</u> sounded.	Sound the <u>trumpet</u>.

Set 5: Food/Insects by Subject/Object

The <u>popcorn</u> popped.	Butter the <u>popcorn</u>.
The <u>cookie</u> crumbled.	Bake the <u>cookies</u>.
The <u>soup</u> cooked.	Eat the <u>soup</u>.
The <u>worm</u> wiggled.	Wiggle the <u>worm</u>.
The <u>cricket</u> chirped.	Lift the <u>cricket</u>.

Word Sets from Table 4.1
for Graphophonological-Semantic Flexibility Sorts
(page 1 of 6)

/s/, /b/ (clothing, cleaning supplies)

socks	skirt	sweater
sponge	soap	sweeper
boots	bib	belt
bucket	broom	brush

Table 4.1 Word Sets (page 2 of 6)

/l/, /k/ (foods, actions)

leap	lay	like
lemon	lime	lettuce
copy	cry	count
cake	carrot	cookie

Table 4.1 Word Sets (page 3 of 6)

/m/, /p/ (foods, animals)

muffin	milk	melon
monkey	moose	mouse
pickle	popcorn	pie
pig	puppy	panda

Table 4.1 Word Sets (page 4 of 6)

/f/, /h/ (body parts, animals)

finger	feet	face
head	hair	hand
frog	fox	fish
horse	hare	hippo

Table 4.1 Word Sets (page 5 of 6)

/c/, /b/ (vehicles, actions)

car	cab	cart
bike	bus	boat
catch	carry	call
bite	beg	bring

Table 4.1 Word Sets (page 6 of 6)

/b/, /p/ (school supplies, foods)

book	binder	backpack
banana	berry	bread
pencil	pen	paper
peas	plum	peach