

Who Doing What

All the symbols and pictures you will need for these tasks are listed below.

1. Use the Colourful Semantics pictures for **who**, **doing**, and **what**. Cut these out and stick 6 **who** symbols onto a dice template and 6 **doing** symbols. Repeat on one more dice with 6 **what** symbols. Ask the child to roll the orange dice, then the yellow dice, then the green dice. They can then form the short sentence e.g. '**the girl is playing with the toys**, '**the man is eating the cookie**, '**the boy is reading a book**. Depending on which symbols appear when the 3 dice are rolled, the sentences may not make sense but the children are likely to find this more engaging if they are funny. They may also enjoy forming sentences which do make logical sense and showing you these by using the dice.

2. Set up the Colourful Semantics stand using a piece of card and the coloured cards. Choose a number of pictures and show each picture one at a time to the child. Give the child forced alternatives of 2 symbols for each level (who, doing, what and where). Ask the child to look at the picture and ask the child the necessary questions – first '**who** is in the picture? - is it **a boy** or **a girl**?'. Then let them choose the symbol out of the 2 you gave them. Then do the same for the 'doing' section - 'what is the girl **doing**? - is she **playing** or is she **drinking**?'. Then do the same for the 'what' section - '**what** is the girl playing with? - is she playing with **a cup** or **toys**?'. Then if the child is able to, ask the child to read/use the symbols to form the sentence altogether and say it out loud. You can then model this with any extra information such as determiners/auxiliary verbs.

3. Have the who, doing, what, where symbols in separate piles and turned over so that the child cannot see the symbols. Get the child to turn over one symbol from the orange pile and one from the yellow pile and then one from the green pile and finally one from the blue pile. The child can then build a silly sentence with the symbols e.g. '**The teacher is eating the crayon**.

4. If the child is confident using the approach independently and does not need forced choices through symbols, the aim now is to generalise to other situations such as the classroom. A bookmark/self-check strip may be given to the child to keep with them to use when sequencing and saying sentences.



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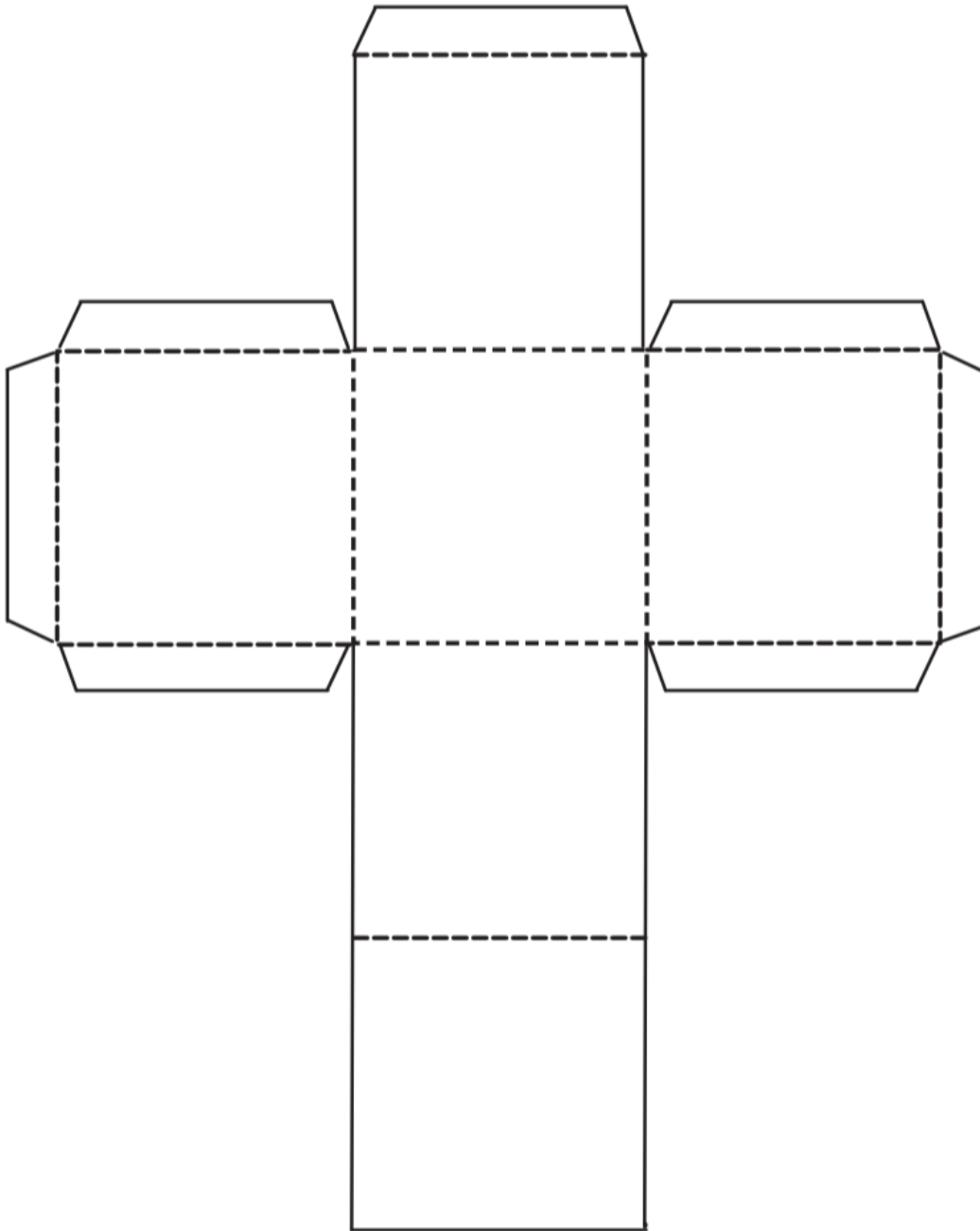
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Cube Pattern

Cut on solid lines - Fold on dashed lines



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