Colourful Semantics

Cut out and use the colour coded words to fill in the `who?`, `what doing?` and `what?` parts of the sentence.

Marish Academy Trust
What is Colourful Semantics?

This is a Speech and Language therapy technique which uses colour coded cards to help children to learn the important elements of a sentence, and how to join them together in the correct order.
Coloured Semantics uses colour-coded cue cards.

Each card represents a word or part of a sentence.

Tunes the child into key words in sentences (oral/written).
Why?

This intervention helps develop the child’s ability to write grammatically accurate sentences and helps them understand word order and categories in the English language.
Activities aim to help children to:

Understand instructions and sentences

Follow discussions and to communicate their own ideas effectively

Reduce problem behaviours such as anger and aggression in the classroom (if this is the result of frustration associated with language difficulty).
What are common difficulties the students you work with have when it comes to making up sentences (both oral and written)?
Choose one letter from the alphabet e.g: H

1. Who are you? (person)
2. Where are you (place)
3. What is in your hand? (thing)
4. What are you thinking? (idea)

Turn your answers (nouns) into sentences.

My name is Henry, I am in Haiti, holding a hamburger and thinking how hot it is today.
• **Activities:**
  • Check that the child remembers what we have been working on and what colours these words are
  • Picture Description tasks
  • Listen to a story and identify who, doing and what words - write into books into colourful word bank
  • Viewfinder - using a viewfinder e.g. kitchen roll tube/binoculars look around the room and identify ‘who is doing what’
  • Describing video clips e.g. of the children/youtube
  • Children to make up their own stories
  • Mind maps - using verbs, make mind map of all ‘what’ words that could go with that verb e.g.
    • Brush
    • Wash
Aim:
The aim is to introduce the child to the concept 'who'. We want the child to recognise the cue card and identify what it refers to (i.e. people, animals, occupations).
Who?
WHO?
What doing?

• **Activities:**
  • Introduce ‘doing’ cue card - can you think of any ‘doing’ words, what colours these words are (yellow).
  • Charades - guess the action
  • Simon Says
  • Look at verb pictures, verb photographs, video clips
  • Add ‘doing’ to our sentence strip - matching symbols to the picture and placing on the sentence strip
Doing?

http://www.manythings.org/hmf/hm-verb.html
What?

• **Activities:**
  - Introduce ‘WHAT’ cue card and it’s colour - can we think of any ‘what’ words (these may go with a doing word e.g. drink, eat, wash, brush) For example “think of all the ‘what’ words associated with eating)
  - Look through pictures, photographs, videos and identify the ‘what’ words
  - Add ‘what’ to our sentence strip
  - Matching activity i.e. matching symbols to the picture and placing on the sentence strip
DICE GAME
Dziugas is kicking the football.
Colourful Semantics
Where?
When?
How many “When” words can you think of?
Tell me more!
Tell me more!
Tell me more!

**Soft Toy**

- You can play with it
- It is made in China
- You can buy it from the toy shop
- White as snow
- It is tiny
- Mine is soft and fluffy
Tell Me About:

- Looks like
- Feels like
- Smells like
- Sounds like
- Who does it?
- What is it?
- What size?
- Shapes

Category Tic Tac Toe – Three in a Row

Directions: Require students to label categories before placing their X’s and O’s. The winner in the first grid is the first to get three in a row.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>7</td>
<td>2z</td>
</tr>
<tr>
<td>red</td>
<td>blue</td>
<td>orange</td>
</tr>
<tr>
<td>robin</td>
<td>penguin</td>
<td>owl</td>
</tr>
<tr>
<td>elbow</td>
<td>knee</td>
<td>forehead</td>
</tr>
<tr>
<td>baseball</td>
<td>golf</td>
<td>hockey</td>
</tr>
<tr>
<td>Monday</td>
<td>Wednesday</td>
<td>Saturday</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>father</td>
<td>aunt</td>
<td>grandmother</td>
</tr>
<tr>
<td>March</td>
<td>December</td>
<td>August</td>
</tr>
<tr>
<td>chess</td>
<td>dominoes</td>
<td>tic tac toe</td>
</tr>
</tbody>
</table>

Answers:

- numbers
- colors
- birds
- days of the week
- clothes
- body parts
- relatives/family
- months
- animals
- sports
- months
- months
Who?
Doing?
What?
Where?
When?
Tell me more?
We linked our R time display to Colourful Semantics.
Y2 are on the CS bus!
We used C.S in Literacy last week, it has certainly engaged the children. We found that our lower groups were able to use more language and were very excited to write. I even found Pranad talking to the rest of his group using 'WHO?' and 'What doing?' and had other groups observe to show peer support at its best!

Thank you Ms Boatswain and Mr Dalibar for bringing CS into the classroom!

D:}
Well Done!
Go Ms McCarthy and Ms Fraczek!