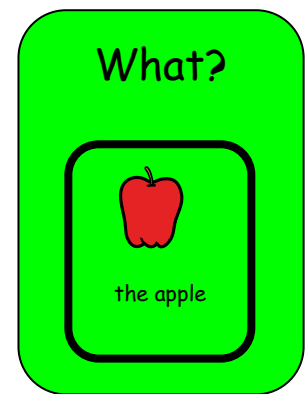
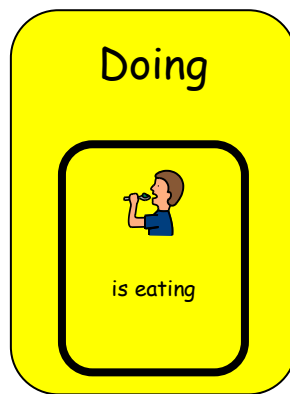
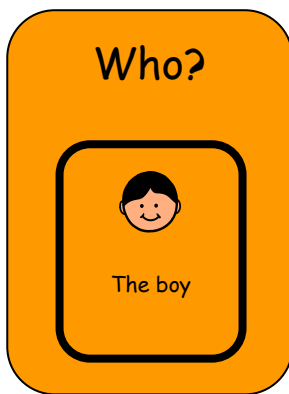


# Colourful!



# Semantics

## Sentence Building Activity

### Getting activity ready:

- Laminate coloured symbols and cut up the cards.
- Laminate and cut up white pictures.
- Put Velcro on the back of the cards.

1. Place a story picture on the table or use real objects and place the sentence strip out underneath it.

2. Under each sentence strip colour lay out two options e.g.(orange cards - 'boy' or 'girl', yellow cards – 'cutting' or 'brushing', green cards – 'ball' or 'leaves')

3. Ask your student prompt questions:

Who is it?

What are they doing?

What are they cutting/brushing etc.?

As you ask each question, get your child to place the corresponding card onto the sentence strip. E.g Who is it? Answer: 'boy' then get child to place the boy picture card on the sentence strip.

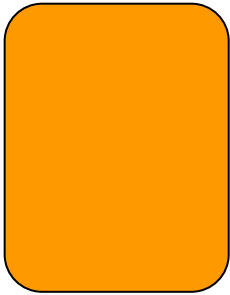
Use Makaton symbols for 'who' and 'what' as you ask the question. The student is not expected to learn the sign, but it will provide them with an extra visual cue as to what the question is asking.

4. Once the student has created the sentence, they must say what is happening in the picture e.g. The girl is eating. Using the sentence strip to help them. You may need the sentence initially for them to copy, but as they get better at this you can reduce the amount of support you provide them.

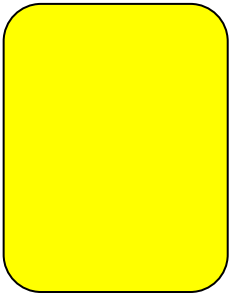
5. If the student leaves out little words like 'a' and 'the', encourage them to repeat the sentence back after you, including all the little words.

NOTE: As your student gets better at creating sentences, give them more and more picture options to choose from, until finally they are able to choose from the whole selection of cards (in separate colour piles) to describe the picture.

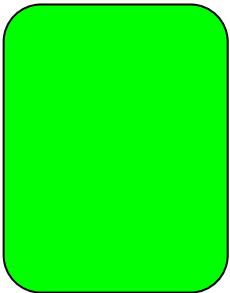
Colour coding for Colourful Semantics



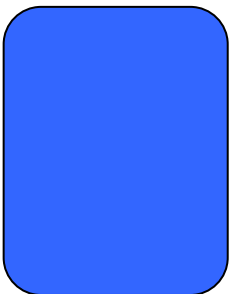
Subject / Agent (Who?) e.g. the man



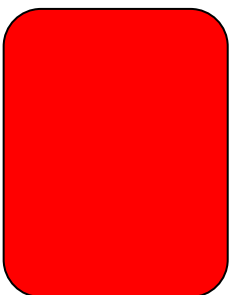
Verb (What doing?) e.g. is eating



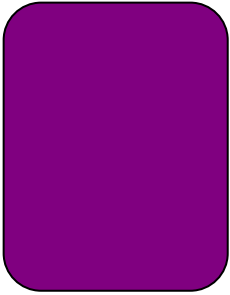
Object / Theme (What?) e.g. an apple



Adjective / Description (What like?) e.g. green



Location (Where?) e.g. in the park



Conjunction / Link word e.g. because

The man is eating a green apple in the park because he's hungry

# colourful semantics

Colourful semantics is a visual technique that helps the children construct sentences and expand their language through colour.

CHILDREN that WILL BENEFIT FROM THIS are

- Children who have difficulties in the word structures when constructing and ordering a sentence i.e. they will muddle up the sequence
- Are visual learners and need to understand the sentence structure by using colour to support their understanding
- Ones in need of expanding their language further

Colourful semantics works by using a specific colour for each part of the sentence for example:

Orange - WHO	Subject
Yellow - DOING WHAT	Verb
Green - WHAT	Object
Red - WHERE	Prepositions (i.e. location)

The aim is that as the children learn the different sentence structure sequences, the visual colour is then reduced to highlighting or underlining the text e.g.

The girl is cutting the cake in the kitchen

-----

Colourful semantics can also be used to support understanding of WH questions (WHO, WHAT, WHERE) using black sheep resources ... Please refer to Combo semantics.



Subject



The boy



The girl



The dog



The cat



The baby



The man



The lady



The teddy

## Verbs



is eating



is playing



is walking



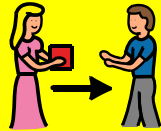
is dancing



is brushing



is reading



is giving



is crying



is washing



is sleeping



is cutting



is cutting



is running



is pushing



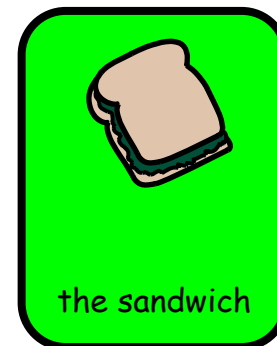
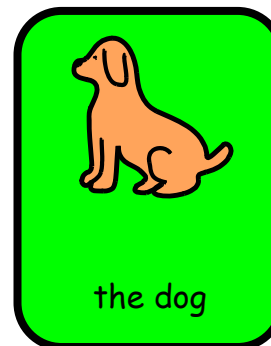
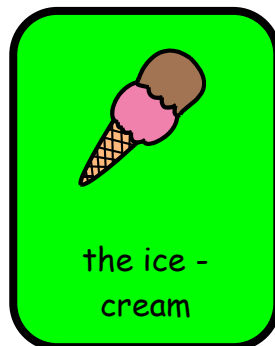
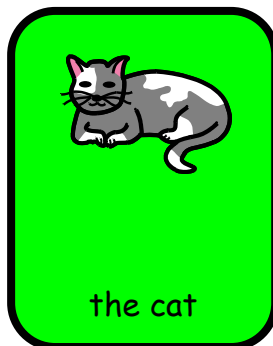
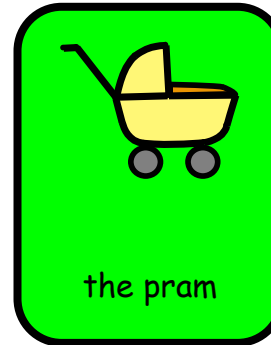
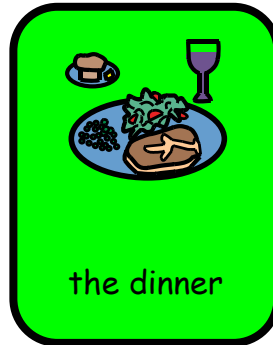
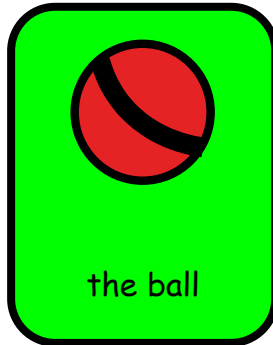
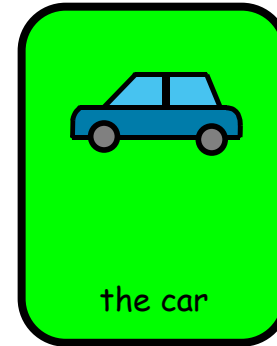
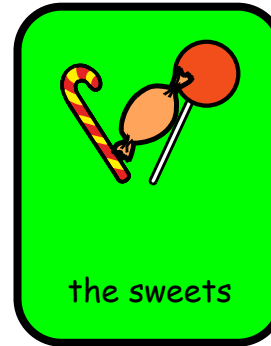
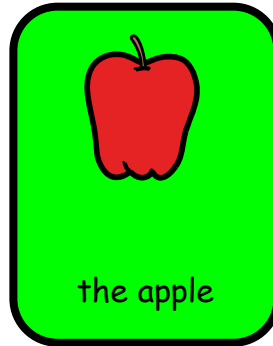
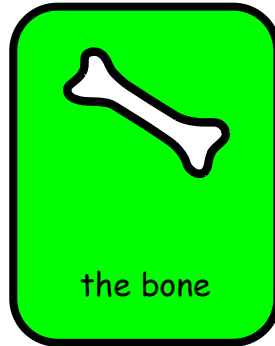
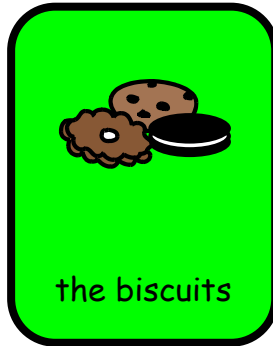
is drinking

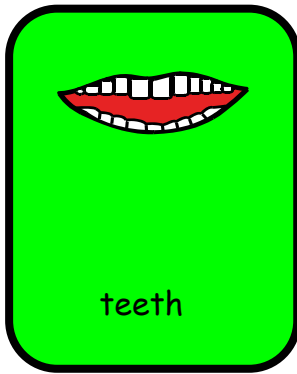


Who?

Doing What?

## Object

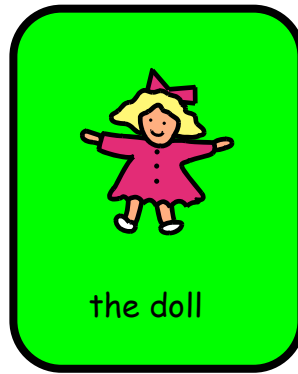




teeth



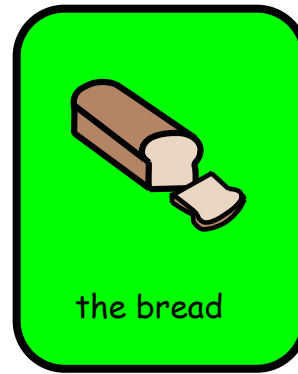
hair



the doll



the cat



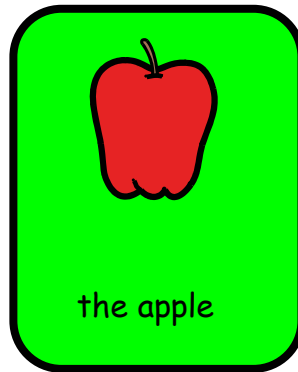
the bread



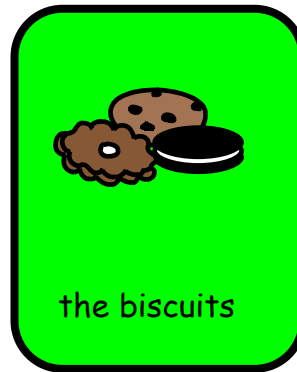
the present



the cake



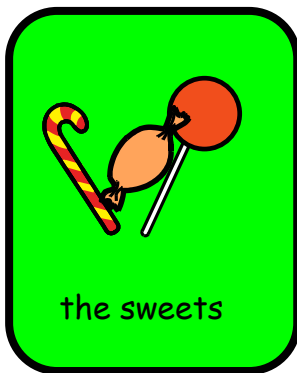
the apple



the biscuits



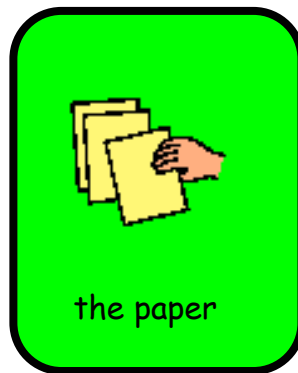
a sandcastle



the sweets



the banana



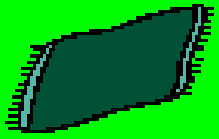
the paper



the baby



the box



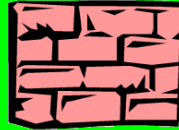
the mat



the grass



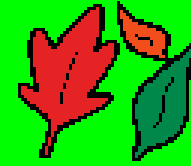
the table



the wall



the chair



the leaves



the newspaper



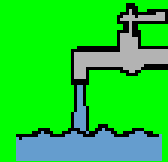
a fish



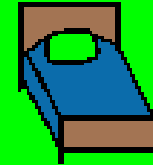
the stool



the balloon



the water



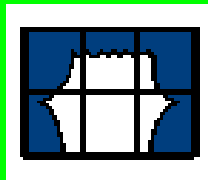
the bed



the puddle



the trampoline



the window



hand

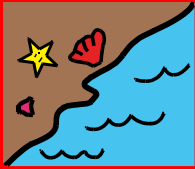


face

Who?

Doing What?

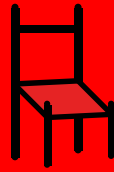
What?



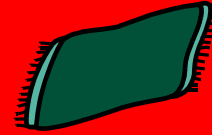
at the beach



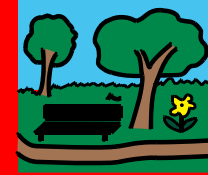
on the box



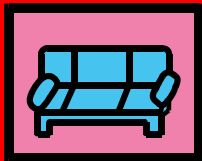
on the chair



on the rug



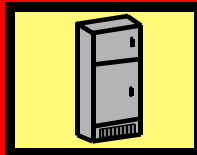
in the park



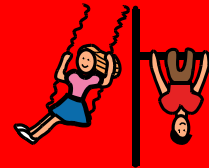
in the living room



in the flat



in the kitchen



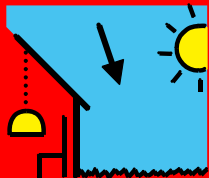
on the playground



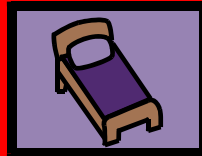
in the bathroom



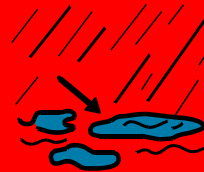
at school



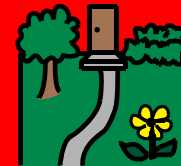
outside



in the bedroom



in the puddle



in the garden

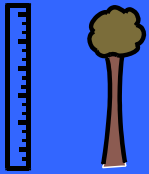
Who?

Doing what?

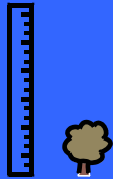
What?

Where?

## Adjectives



tall



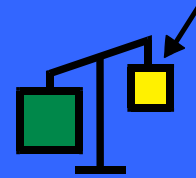
short



fat



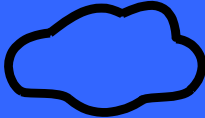
thin



light



hard



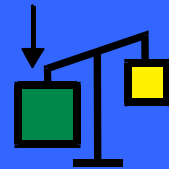
soft



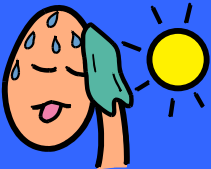
young



old



heavy



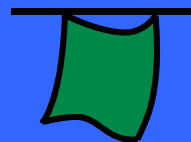
hot



cold



wet



dry

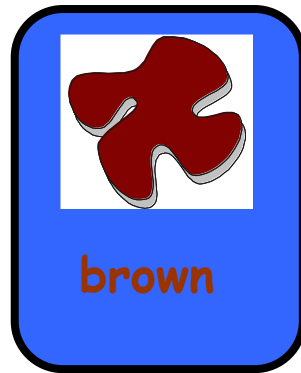
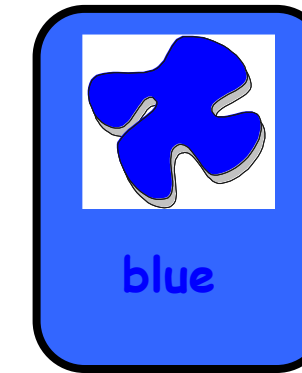
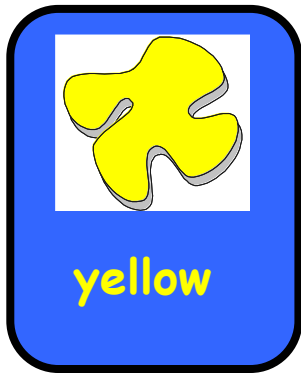
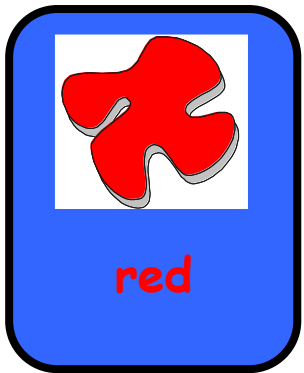
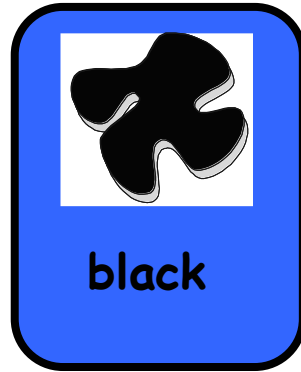
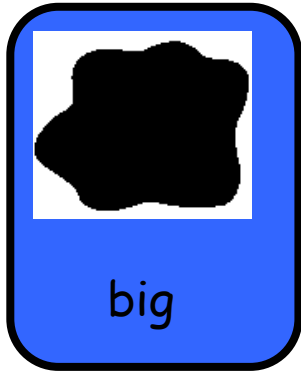
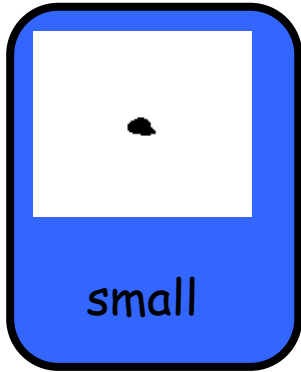
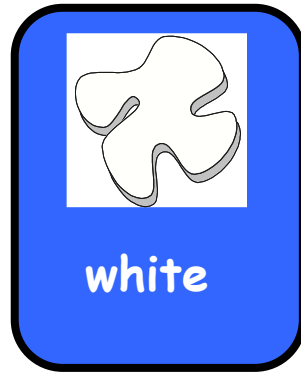
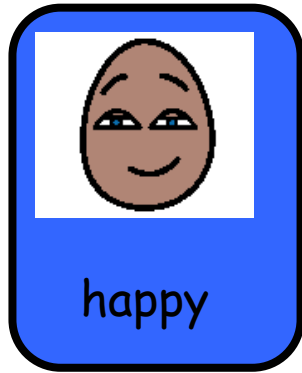
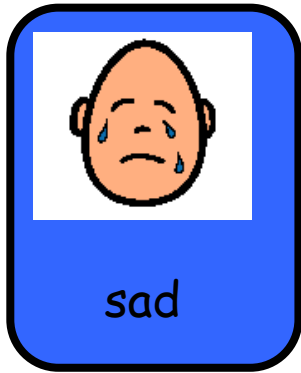
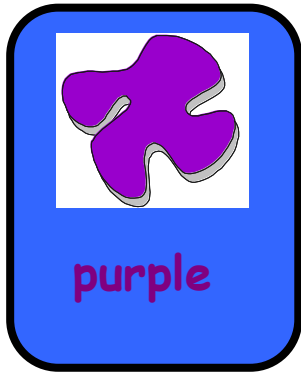
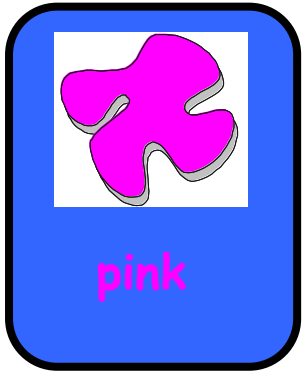


bad



good





Who?

Doing what?

What like?

What?

Where?

## Conjunction

because

so

and

but

if

or

as

while

though

since

when

although

Who?

Doing what?

What like?

What?

Where?

(Link word)

## Diamond Words

The

A

is

her

their

the

a

are

his

our