The boy is eating the apple in the garden while it is soft.
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 picture options.

PCT SLT) Oct 2007

Colourful semantics: how does it work?

Subject + verb sentences:

Use the big pictures (e.g. for cutting, brushing,...)
Look for matching pictures in the small pictures.
Cut out all pictures.
Get your sentence strip ready for subject (orange) and verb (yellow)
The child chooses a big picture (e.g. boy brushing his hair)
Get some small pictures ready for subject (e.g. boy, girl, dog) and some small pictures for verbs (e.g. reading, brushing, eating).
Let the child choose the correct picture for subject and prompt the child to put the small 'subject' picture on the orange square on your sentence strip.
Let the child choose the correct picture for verb and prompt the child to put the small 'verb' picture on the yellow square on your sentence strip.
Prompt the child to 'read' the sentence (boy brushing). Later on, see if the child can make the sentence without prompting.
Always add on, e.g. adult: yes, boy brushing hair.

OR (go with the sentence structure the child prefers: SV or VO)

verb + object sentences:

Use the big pictures (e.g. for cutting, brushing,...)
Look for matching pictures in the small pictures.
Cut out all pictures.
Get your sentence strip ready for verb (yellow) and object (green).
The child chooses a big picture (e.g. boy brushing his hair)
Get some small pictures ready for object (e.g. hair, teeth, dog) and some small pictures for verbs (e.g. reading, brushing, eating).
Let the child choose the correct picture for verb and prompt the child to put the small 'verb' picture on the yellow square on your sentence strip.
Let the child choose the correct picture for object and prompt the child to put the small 'object' picture on the green square on your sentence strip.
Prompt the child to 'read' the sentence (brushing hair). Later on, see if the child can make the sentence without prompting.
Always add on, e.g. adult: yes, boy brushing hair.

IF your child can make SV or VO sentences easily, THEN move on to SVO sentence selection of cards (in separate colour piles) to describe the picture.
**Subject + Verb + Object sentences**

Same procedure as for SV or VO sentences

Now you use the sentence strip for subject (orange) + verb (yellow) + Object (green).

The child chooses a big picture and matches the small pictures to the square.

The child ‘reads’ the sentence.

Later on, try to leave out the sentence strip. See if the child can make a good sentence without the coloured sentence strip.

If the child then forgets a word (e.g. child forgets the subject – ‘brushing hair’), place the pictures on the sentence strip that they have said, then ask the child ‘what is the orange word? Ask the child to say the whole sentence again.

If the child still struggles, show the sentence strip and point to the coloured squares. Hopefully the child will say the sentence correctly while you point to the coloured squares.

Ask the child to repeat the sentence without looking at the coloured sentence strip.

Model and prompt where necessary.

You can also play a game with only using the small pictures: put all the pictures in a box:

- One box for all the subjects
- One box for all the verbs
- One box for all the objects

Take a picture of each box. Put the pictures in the right order and read your sentence. Sometimes you can have silly sentences. Ask the child whether this is a good or a silly sentence.

(Prepositions and Articles)

**Prepositions**

Use the sentence strip provided and the attached ‘preposition pictures’.

Choose one picture

Model correct sentence structure using the sentence strip: adult models the sentence while pointing to the different grids on the sentence strip.

The child copies you.

When the child is familiar with this activity, let her/him make a sentence by herself/himself (without modelling), using the sentence strip

Model where necessary – use sign language for correct use of the prepositions – encourage the child to copy you.

To make this activity easier, you can go on ‘google search’ and look for pictures to accompany the different steps in the colourful semantics sentences strip, e.g.

- the girl is sitting under the chair
- google: pictures of girl – sitting (neutral picture) – chair

**Using articles and auxiliary ‘is’**

Describe verb pictures attached, using the sentence strip.

Point to the different colours on the sentence strip as you say the sentence.

Fingerspell the articles and the auxiliary.

Encourage the child to copy you.

When the child is familiar with this activity, let her/him describe a sentence by herself/himself (without adult support)

Prompt where necessary.

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 – WHAT DOING 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.

Compiled by YL (Redbridge)
The man is eating a green apple in the park because he’s hungry
Subject

The boy
The girl
The dog
The cat
The man
The lady
The teddy
The baby
Who?

Doing What?
the apple  the bone  the biscuits  the lollies  the car
the ball  the book  the dinner  the pram  the cup
the cat  the ice-cream  the sand  the dog  the sandwich
Noun

- teeth
- hair
- the doll
- a sandcastle
- the bread
- the present
- the cake
- the paper
- the baby
- the box
- the banana
- the trampoline
- the window
- hand
- face
Location

- at the beach
- on the box
- on the chair
- on the rug
- in the park
- in the living room
- in the house
- in the kitchen
- on the playground
- in the bathroom
- at school
- outside
- in the bedroom
- in the puddle
- in the garden
Adjective

happy
sad
light
heavy
big
small
bad
good
Conjunction

- because
- so
- and
- but
- if
- or
- as
- while
- though
- since
- when
- although
Who?  
Doing what?  
What like?  
What?  
Where?  
(Link word)
Carrots

The A is her their

the a are his our