

Who Doing What Where

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

1. Use the colourful semantic pictures for **who**, **doing**, **what** and **where**. Cut these out and stick 6 who symbols onto a dice template and the same for the 6 doing symbols. Get the child to roll the orange dice and then the yellow dice and then the green dice and finally the blue dice. They can then form the short sentence e.g. 'the girl is playing with the toys' in the house, 'the baby is eating the cookie in the kitchen', 'the boy is reading a book at school. Due to the nature of rolling the dice, 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 semantic stand using a piece of card and the coloured cards. Choose a number of pictures from and show each picture one at a time to the child. Give the child forced choices 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?'. Finally do the 'where' section - 'where is the boy?' - is he in the doctors or at the shop?'. Then if the child is able to, get 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 symbols 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 fish is eating the chocolate in the kitchen'.

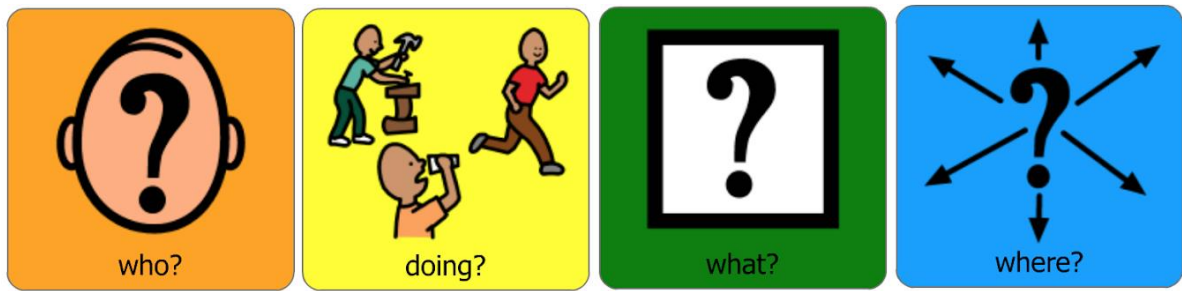
4. If the child is confident using the approach independently and does not need forced choices through symbols and now the aim is to generalise to other situations such as the classroom, a bookmark/self check strip may be given to the child to keep with them to use when forming sentences e.g. in English.

Bookmark

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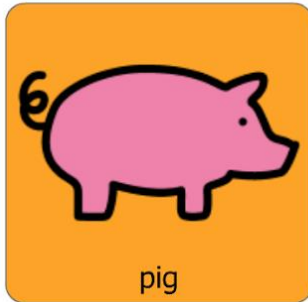
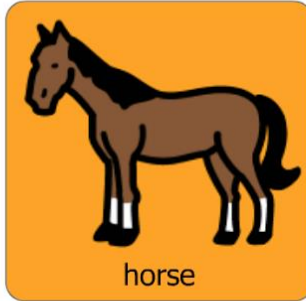
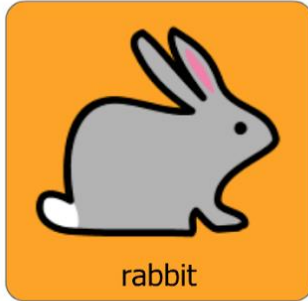
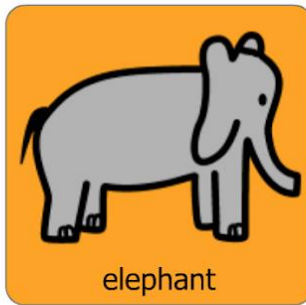
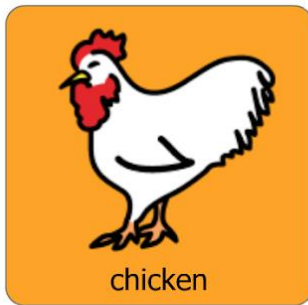
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girl



boy



baby



doctor



teacher



cat



grandma

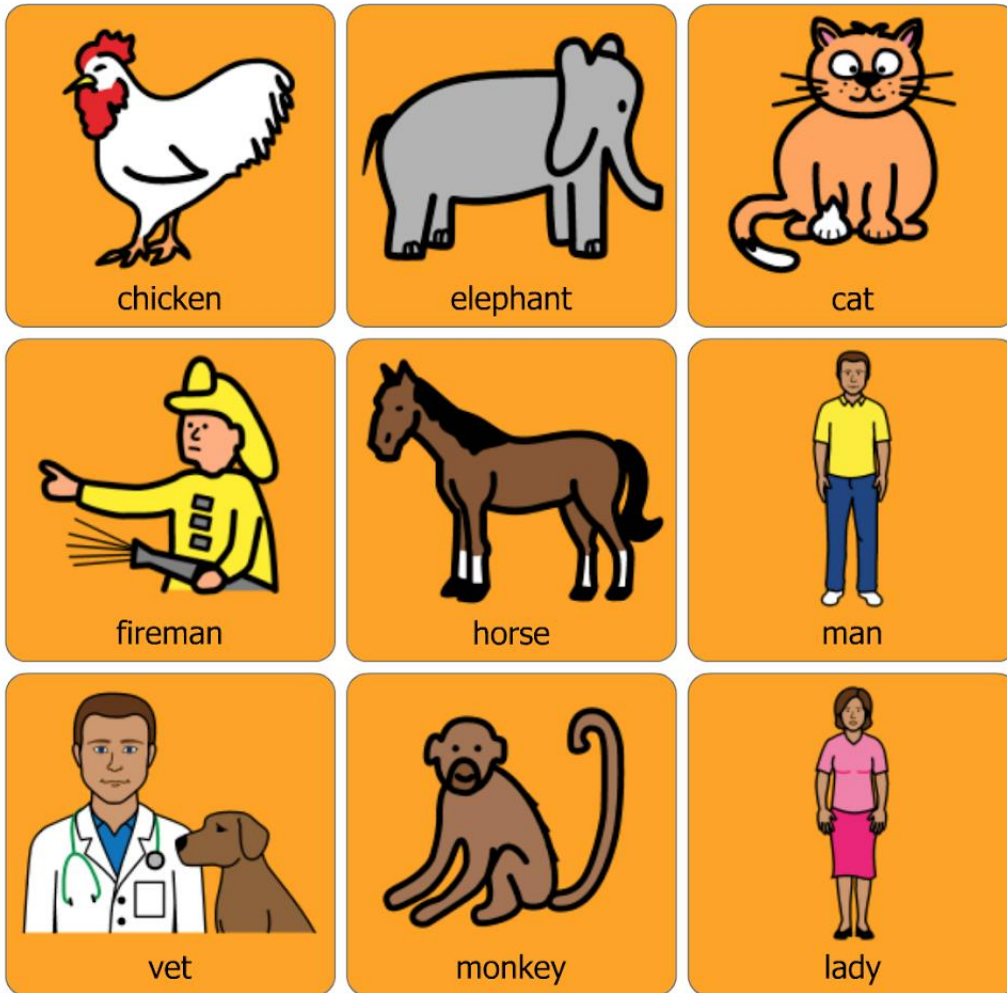


farmer



frog

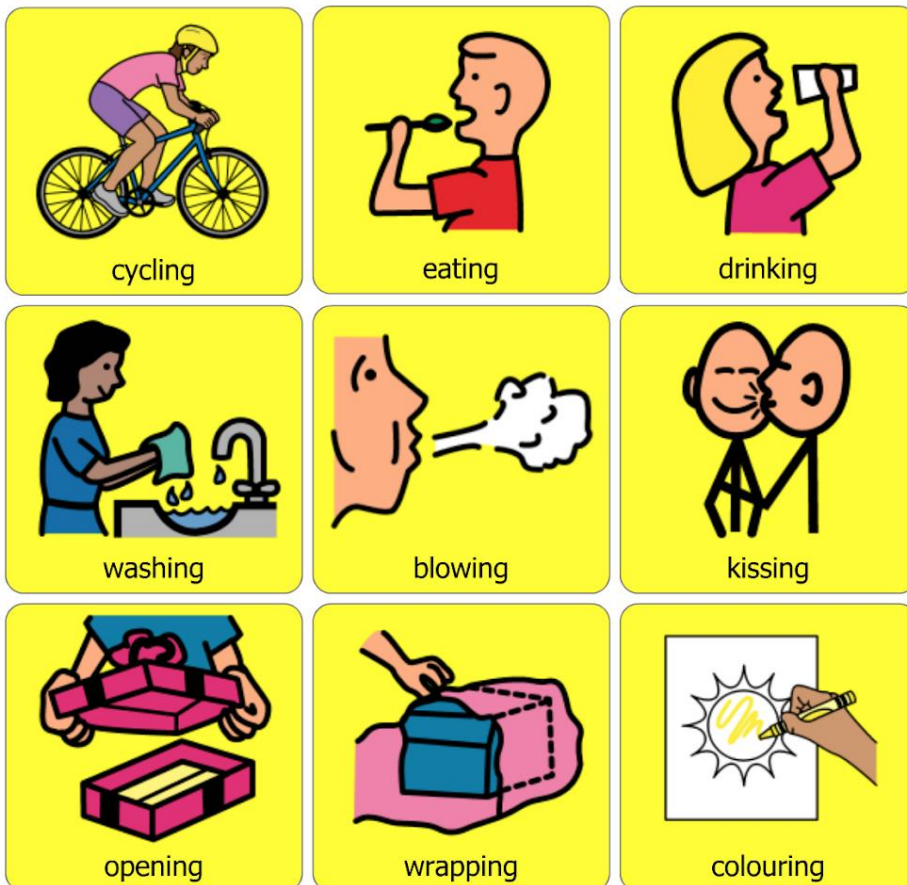




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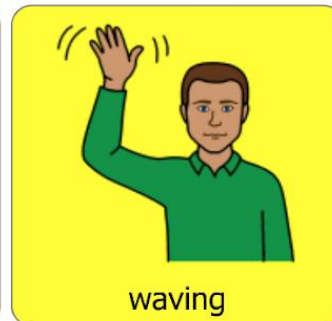
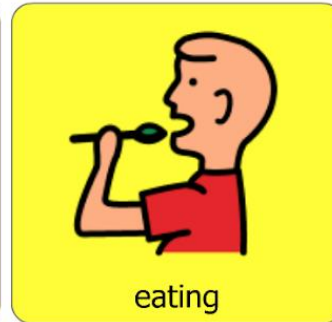
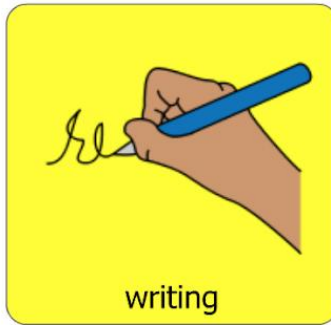
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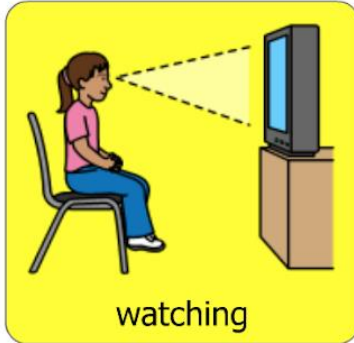
crying



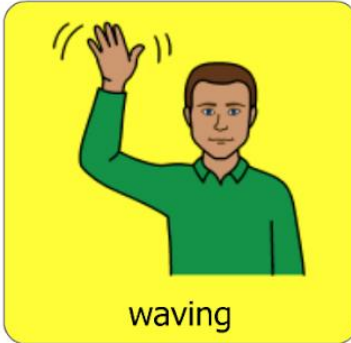
laughing



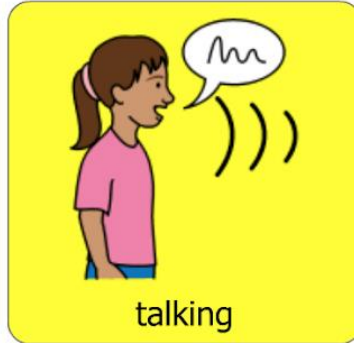
sleeping



watching



waving



talking



singing



packing



swimming



cycling

eating

drinking

washing

blowing

kissing

opening

wrapping

colouring



walking



crawling



smiling



throwing



catching



jumping



running



sitting



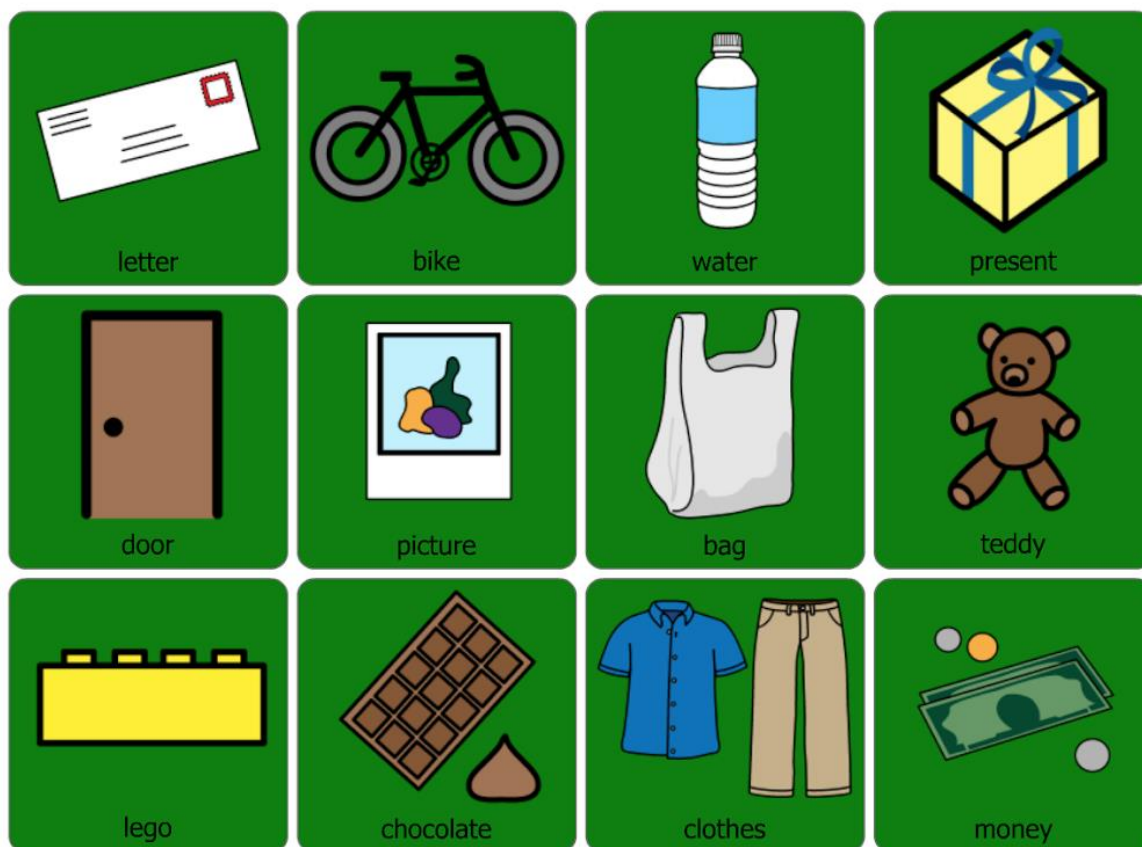
dancing



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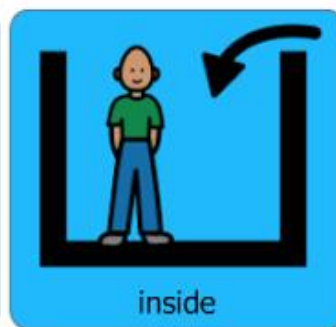
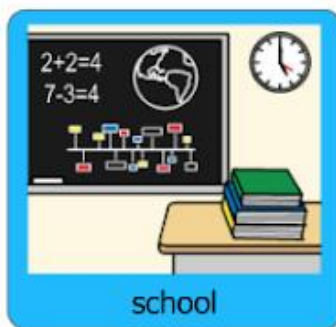
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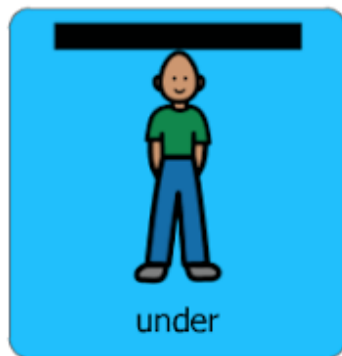


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living room



bathroom



bedroom



cinema



farm



zoo



beach



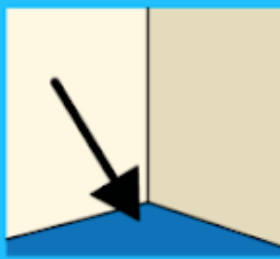
theme park



restaurant



cafe



on the floor



ceiling



doctors



dentist



road



aiport



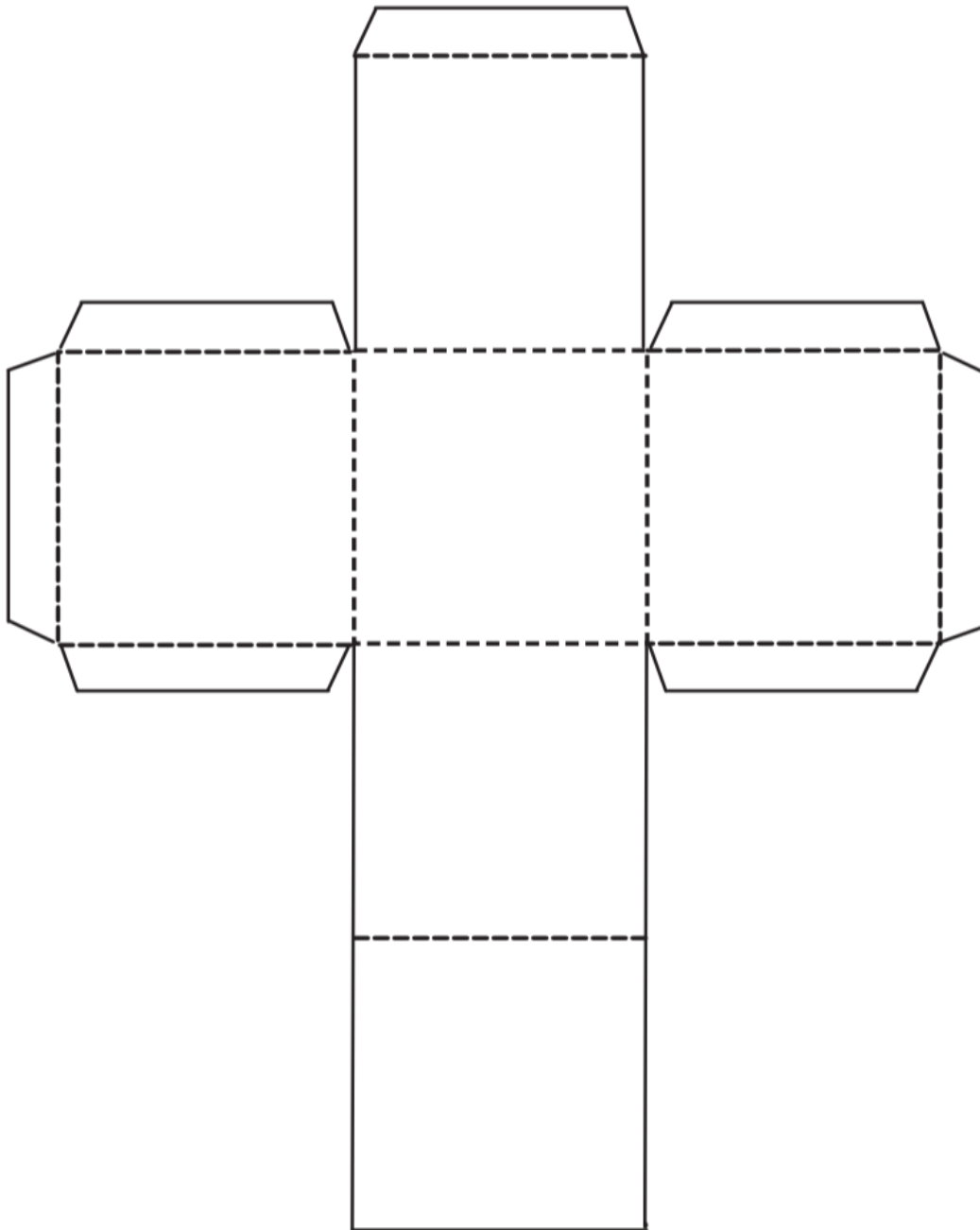
forest



sea

Cube Pattern

Cut on solid lines - Fold on dashed lines



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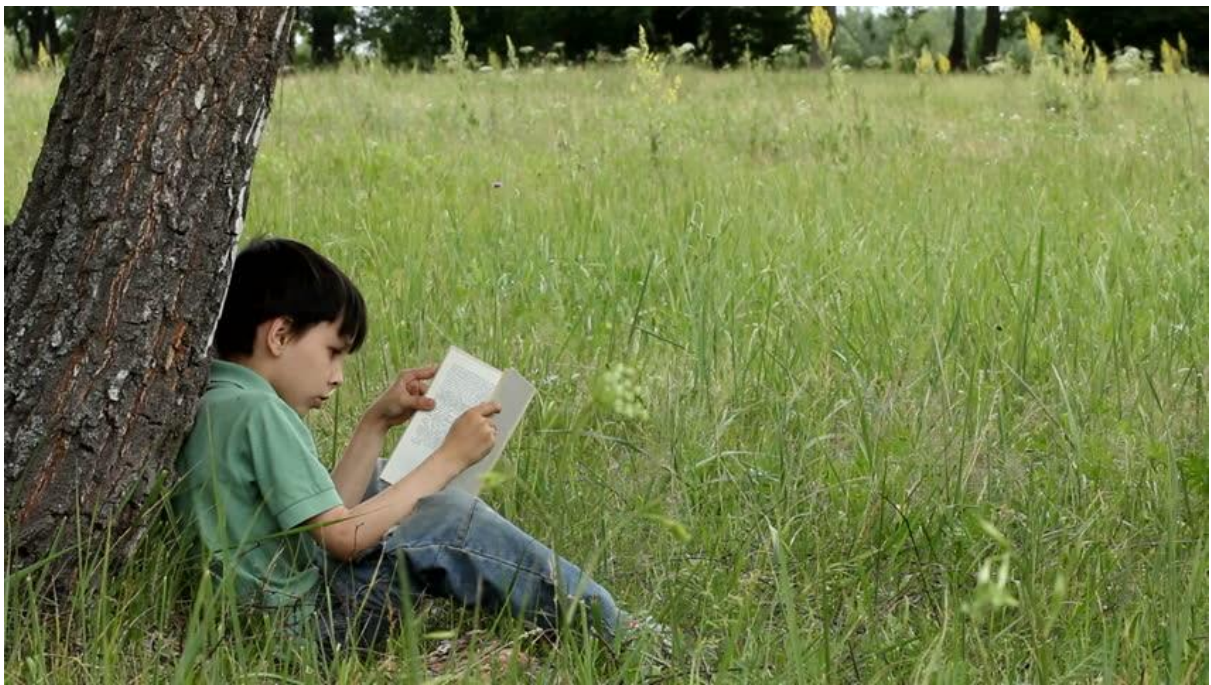
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