

# Identifying & Describing

**A pack of activities & ideas  
to develop semantic skills.**

Based on the work of Felicity  
Durham, in collaboration with  
Helen Rippon.

# Identifying and Describing

## Activity 1 - suitable for individual or small group work.

**Aim:** To help develop skills in identifying and describing objects according to function.

**Materials:** Make 2 copies of Resource Sheets 1, (Set 1) on to card. Cut one card into four lotto boards and the other into 16 individual cards.  
*Resource Sheets 1-2*

For next session repeat with Resources Sheets 2, (Set 2). Use one Set per session.

## Activity suggestions:

**Stage 1** Ensure that child is familiar with object names by going through the pictures and checking they can name them. Alternatively, play a lotto game. (Share out the “boards” and put all the matching cards face down and take turns to choose one, name it and add to board if appropriate.)

**Stage 2** Share out the lotto boards (limit to two initially if necessary) and put all the matching small cards in a pile face down. Without letting the child see them describe them one at a time as follows and let the child point to the matching picture. If correct hand over the card to place on the board. Alternatively, give the child counters and place one on the correct picture in response to the description.

### Set 1

Find something you can sit on.  
Find something you can dry yourself with.  
Find something you can read.  
Find something you can cut with.  
Find something you can ride.  
Find something you can eat with.  
Find something you can cook in.  
Find something you can drink out of.  
Find something you can paint with.  
Find something you can watch.  
Find something you can wear.  
Find something you can see with.  
Find something you can kick.  
Find something you can play with.  
Find something you can clean your teeth with  
Find something you can drive.

### Set 2

Find something you can sleep in.  
Find something you can rub out with.  
Find something you can water plants with.  
Find something you can slide down.  
Find something you can wash with.  
Find something you can take a picture with.  
Find something you can live in.  
Find something you can swing on.  
Find something you can dig with.  
Find something you can scrub with.  
Find something you can open the door with.  
Find something you can write with.  
Find something you can pay with.  
Find something you can listen to.  
Find something you can sail in.  
Find something you can do your hair with.

**Stage 3 - Time to swap!** You take the lotto boards, put all the matching small cards in a pile face down and let the child describe them.

## Variations:

- 1 Use the resources to make up two matching sets of small cards and set out one set face up and place the other set in a pile face down. Without letting the child see them describe them one at a time and let the child point or put a counter on the matching picture.
- 2 Set out one set of cards face up. Cut up some of the little reward cards e.g. monster cards (Resource Sheet 6) and hide some under a selection of the cards. Make sure you don't hide too many!! Take turns to choose a picture, describe it and then check if there is a monster underneath! The winner is the one with the most monsters!! Most children find this very motivating and enjoy it when it is their turn to hide the monsters.
- 3 Make a board game by using the start, finish and direction cards provided (Resource Sheet 6) together with a set of small cards. Lay these out in any shape to make a board game. This can then be played with a dice and counters with players describing the picture they land on e.g. "these are toys - toys are something you can play with etc."
- 4 Put the small cards in a pile face down and take turns to throw a dice to see how many you can have. You both keep the ones you describe correctly e.g. towel - something you can dry yourself with etc. The winner has the most cards at the end of the game.
- 5 Hiders and finders - make up two sets of small cards. "Hide" one set face up around the room. Place the other set in a pile face down and, without letting the child see them, describe them one at a time and let the child collect the matching picture. Take turns to be the "hider" or "finder".

## Activity 2 - suitable for individual or small group work.

**Aim:** To help develop skills in identifying and describing objects using adjectives.

**Materials:** Make 2 copies of Resource Sheets 3, (Set 3) on to card. Cut one card into four lotto boards and the other into 16 individual cards.  
*Resource Sheets 3-4*

For next session repeat with Resources Sheets 4 (Set 4). Use one Set per session.

### Activity suggestions:

**Stage 1** Ensure that child is familiar with object names by going through the pictures and checking they can name them. Alternatively, play a lotto game. (Share out the “boards” and put all the matching cards face down and take turns to choose one, name it and add to board if appropriate.)

**Stage 2** Give the child the lotto boards (limit to two initially if necessary) and put all the matching small cards in a pile face down. Without letting the child see them describe them one at a time as follows and let the child point to the matching picture. If correct give the child the card to place on the board. Alternatively, give the child counters to put on the correct picture in response to the description.

#### Set 3

Find something big (elephant)  
Find something empty (glass).  
Find something full (glass).  
Find something fat (cat).  
Find something heavy (brick).  
Find something yellow (sun).  
Find something prickly (hedgehog).  
Find something short (caterpillar).  
Find something round (ring).  
Find something small (mouse).  
Find something long (caterpillar).  
Find something dry (washing).  
Find something green (grass).  
Find something light (feather).  
Find something wet (washing).  
Find something thin (cat).

#### Set 4

Find something cold (icecream).  
Find something slow (tortoise).  
Find something soft (cushion).  
Find something scary (ghost).  
Find something hard (rock).  
Find something open (door).  
Find something dirty (T shirt).  
Find something sticky (glue).  
Find something hot (fire).  
Find something tall (giraffe).  
Find something fast (rabbit).  
Find something noisy (ambulance).  
Find something funny (clown).  
Find something closed (box).  
Find something shiny (coin).  
Find something quiet (baby sleeping).

**Stage 3 - Time to swop!** As Activity 1

**Variations:** As Activity 1

## Activity 3 - suitable for individual or small group work.

**Aim:** To help develop skills in identifying and describing objects using locations.

**Materials:** Make 2 copies of Resource Sheets 5, (Set 5) on to card. Cut one card into four lotto boards and the other into 16 individual cards.  
*Resource Sheets 5*

### Activity suggestions:

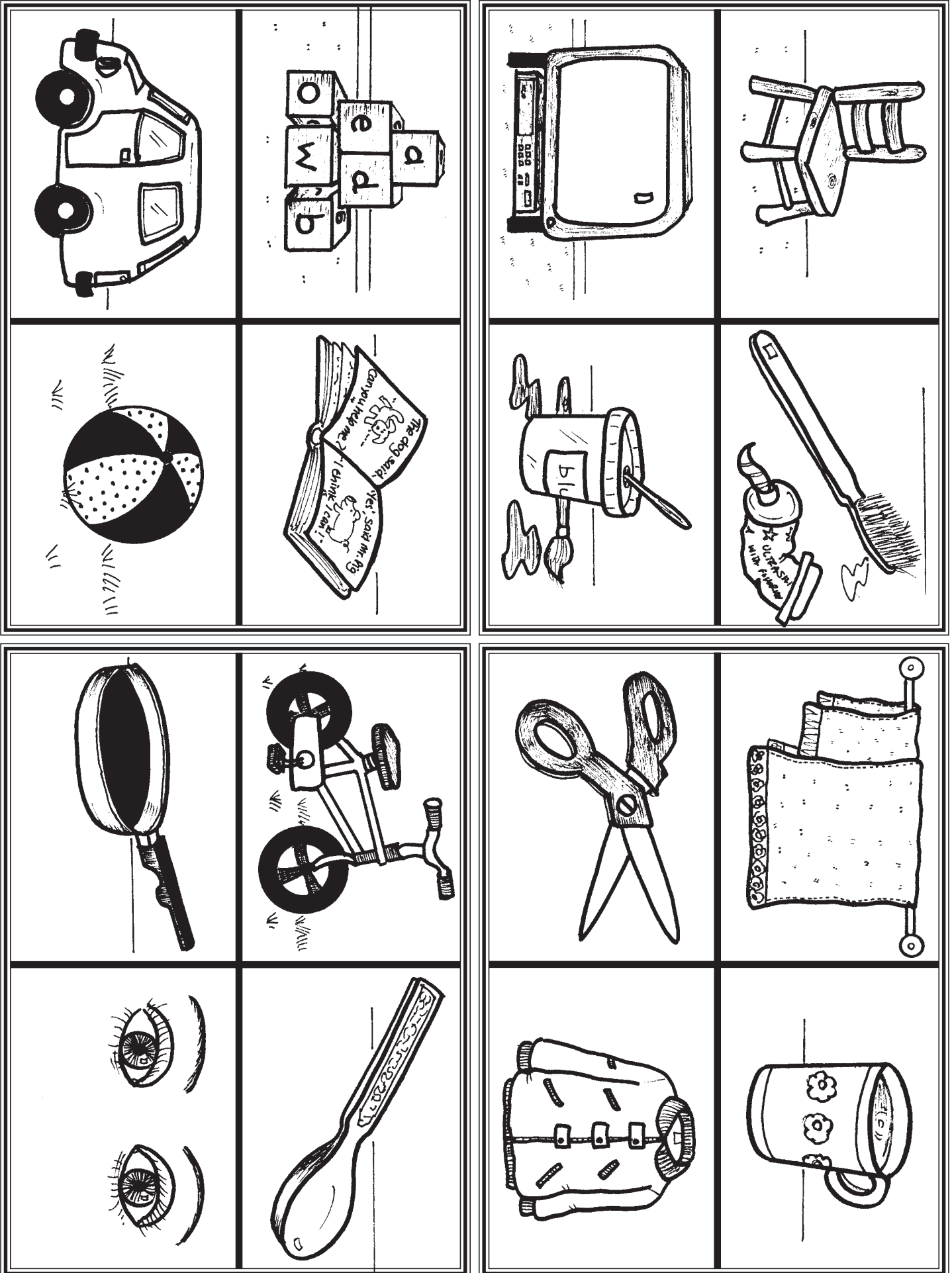
- Stage 1** Ensure that child is familiar with object names by going through the pictures and checking they can name them. Alternatively, play a lotto game. (Share out the “boards” and put all the matching cards face down and take turns to choose one, name it and add to board if appropriate.)
- Stage 2** Give the child the lotto boards and put all the matching small cards in a pile face down. Without letting the child see them describe them one at a time as follows and let the child point to the matching picture. If correct give the child the card to place over the picture. Alternatively, give the child counters and place one on the correct picture in response to the description.

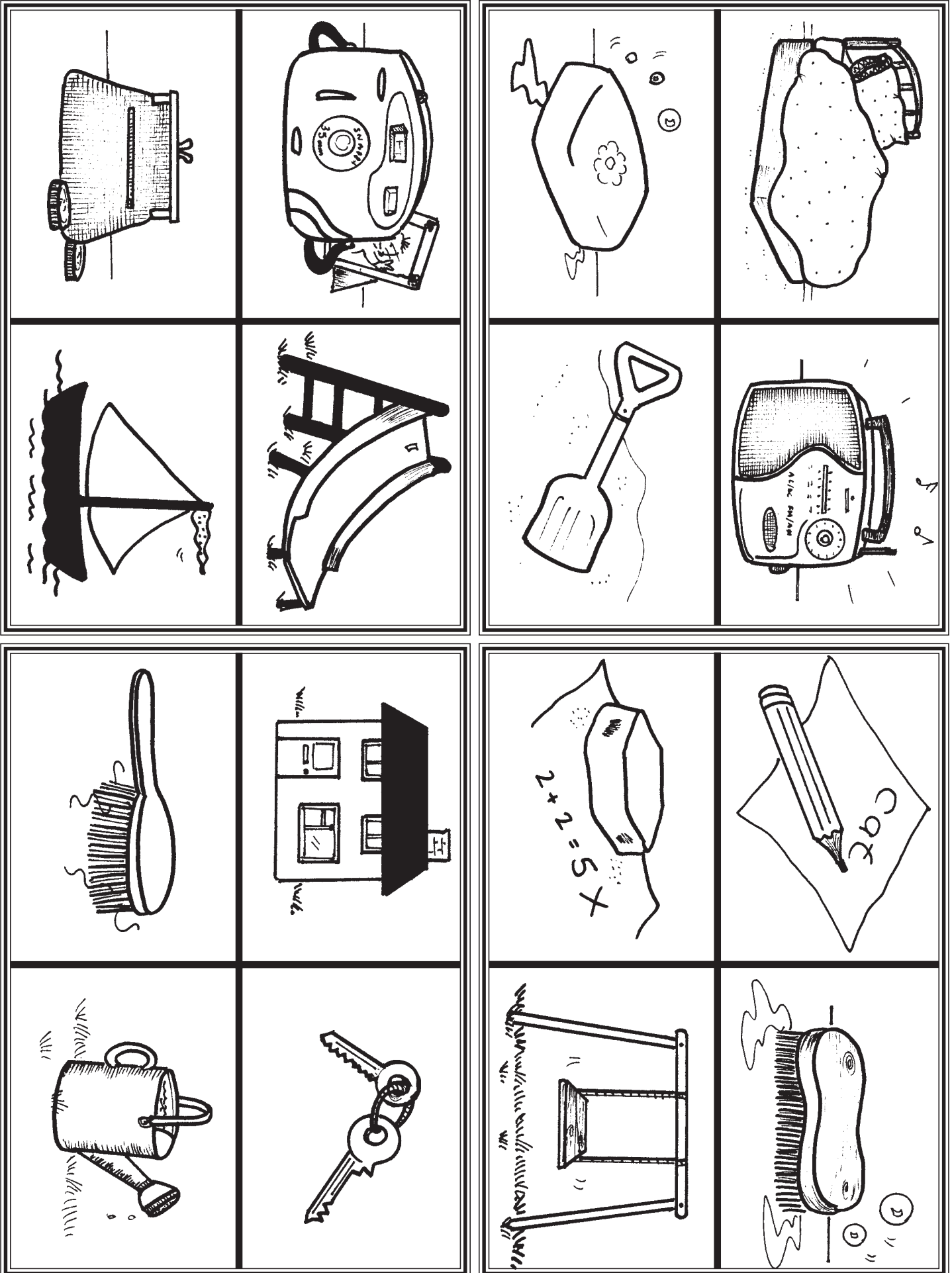
#### Set 5

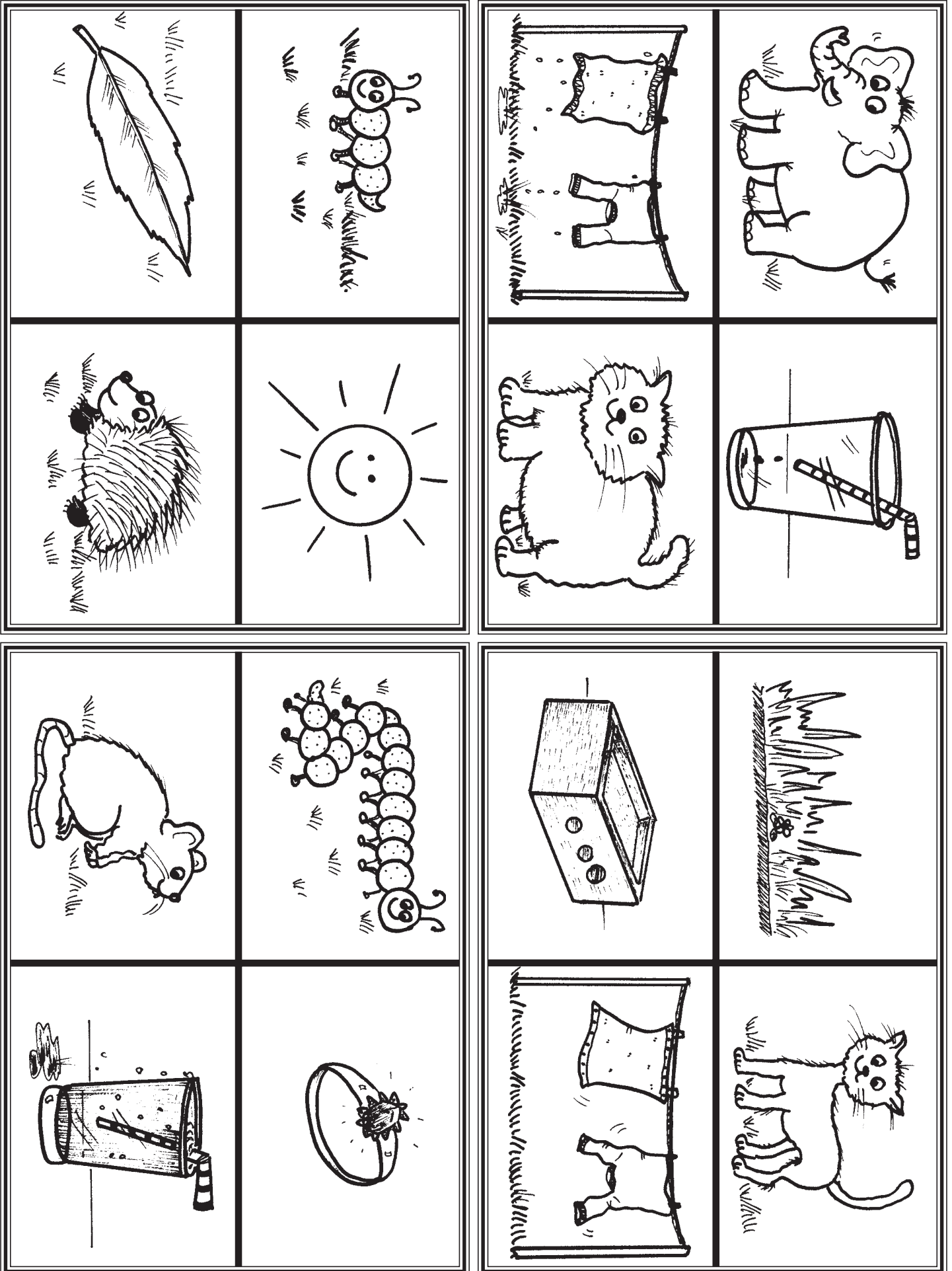
- Find something you might see on a pond (duck).
- Find something you might see in a wood (tree).
- Find something you might see on a road (car).
- Find something you might see in the sky (moon).
- Find something you might see in a jungle (lion).
- Find something you might see in a sitting room (sofa).
- Find something you might see in a garden (flowers).
- Find something you might see in a kitchen (fridge).
- Find something you might see at the beach (shells).
- Find something you might see in a river (fish).
- Find something you might see in a library (books).
- Find something you might see in a classroom (teacher).
- Find something you might see on the sea (ship).
- Find something you might see at the park (swings).
- Find something you might see at the farm (sheep).
- Find something you might see in a bathroom (bath).

**Stage 3 - Time to swop!** As Activity 1

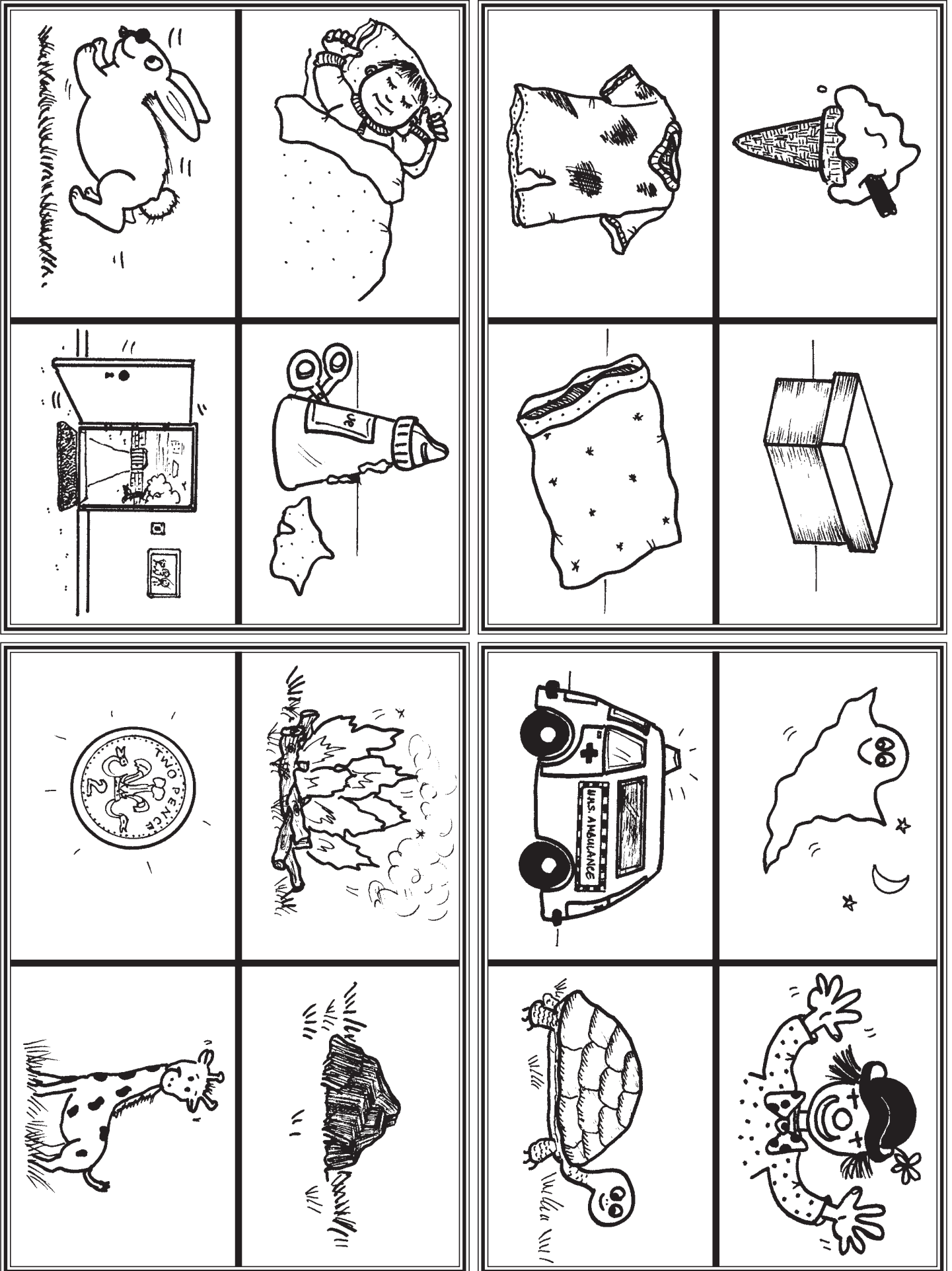
**Variations:** As Activity 1

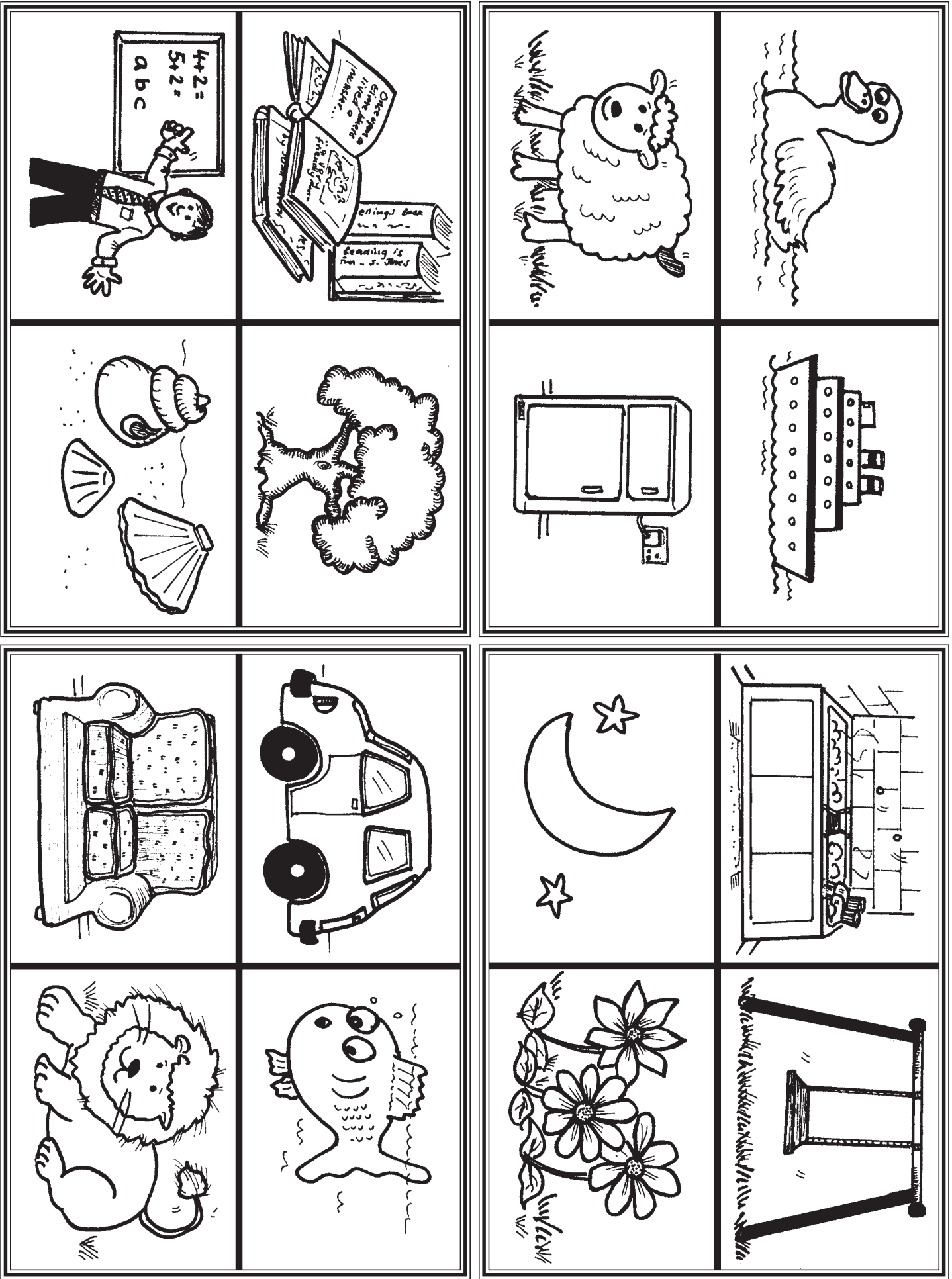


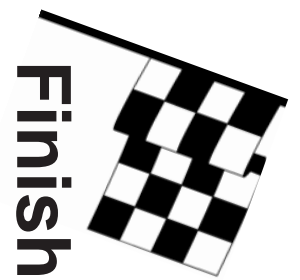












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back 2

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back 3

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back 4

