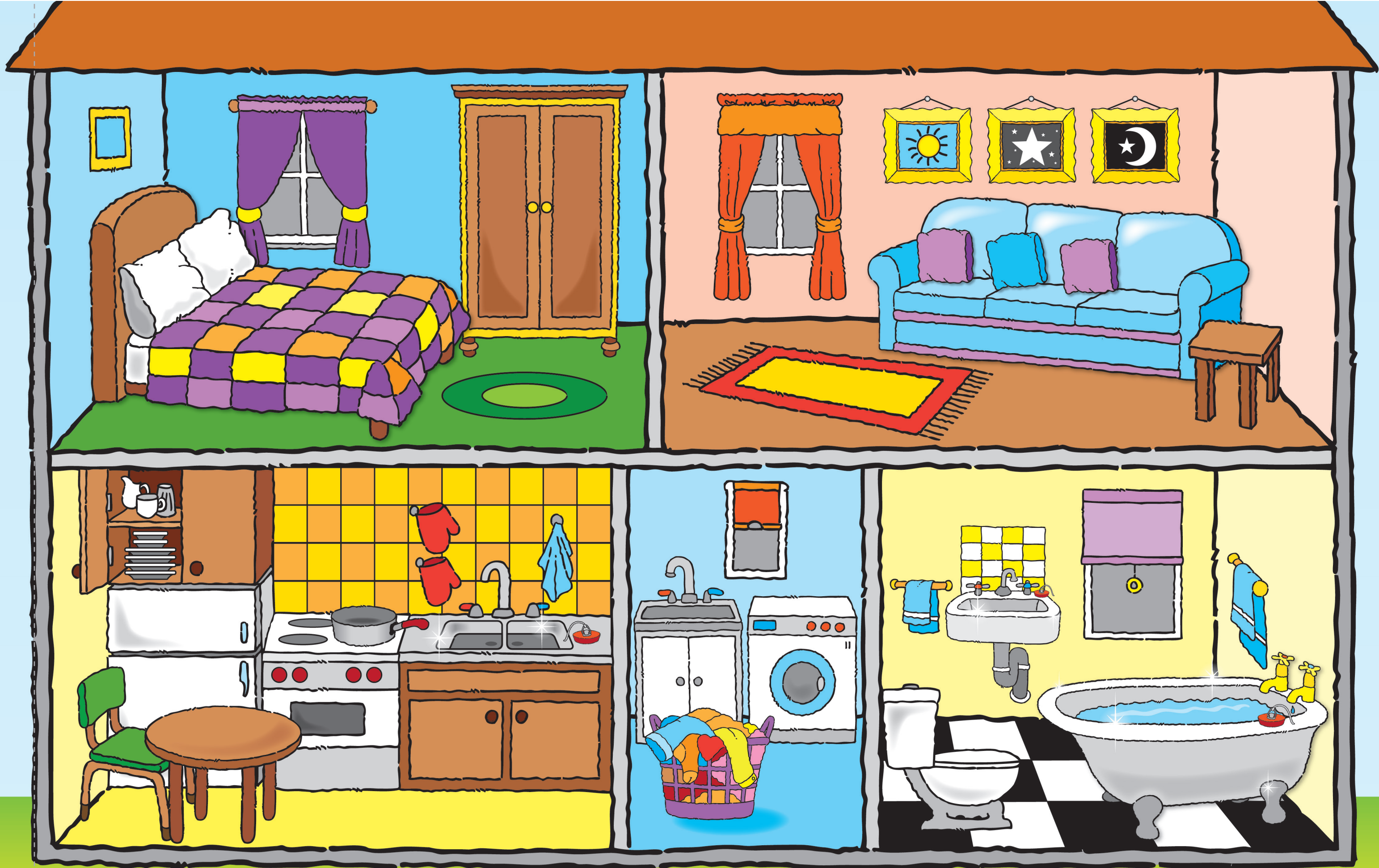


Home Scene



Home Scene Semantic Questioning (The Home Scene Image is found in the appendix.)

INSTRUCTIONS: Start with the Home Scene Image face down on the table in front of you, so the child cannot see the picture.

1	Adult: "We're talking about homes today. Name 5 things you could find in someone's home."	
	Adequate response	Any 5 home items e.g. Table, chair, couch, bed, mirror, television, table, lamp, paintings, washing machine, bath, dishwasher.
	Inadequate response	Less than 5 different home items.
INSTRUCTIONS: Turn the home scene over and show the child the picture.		
2	Adult: "What is a bath for?"	
	Adequate response	For washing yourself in; For making your body clean; To wash all the dirt off yourself.
	Inadequate response	For washing; You put water in it; You can splash; It has taps.
3	Adult: "I'm going to describe something in this picture, try to guess what it is!"	
	NOTE: Your description gives the child a model of how they could describe an item.	
	Adult: "It is furniture, it has 4 legs and you can sit on it. (Chair) Now it's your turn. Tell me everything you know about a cupboard." If the child doesn't provide enough information on their first description, ask an open question like 'What else can you tell me?'	
	Adequate response	Child describes the item by giving the category PLUS 2 more elements: It is furniture; It goes in someone's home; You keep things inside it; It has handles, doors; You can open it.
4	Inadequate response	Describing the item by less than 3 elements; Describing only by visual elements (e.g. It's brown; It's a square shape); Not giving the category.
	Adult: "Find 3 things you use when you are cooking" If the child does not name all these items on the first try, ask, 'Are there any more?'	
	Adequate response	Child points to or names oven, stove and saucepan.
	Inadequate response	Child points or names the chair, table, cupboard, bath; Child says: You cook food; Child points to or names less than 3 of the correct items.
	Adult: "Find 3 things you use when you are washing something."	
	Adequate response	Child points to or names the sink, washing machine and bath.
5	Inadequate response	Child names oven, stove, cupboard, table, chair; Child says: I don't know; Child names less than 3 of the correct items.
	Adult: "Are the bed, the couch and the chair all furniture or food?"	
	Adequate response	Furniture.
6	Inadequate response	Food; I don't know.
	Adult: "How are the bath and the kitchen sink different?" (Point to the bath and the kitchen sink).	
	Adequate response	The bath is for washing yourself, and the sink is for washing dishes; The bath is in the bathroom and the sink is in the kitchen; The bath is bigger than the sink; The sink is smaller than the bath; You can get in the bath, but not in the sink.
	Inadequate response	They are in the house; They are for washing; I have a bath; The bath is white, the sink's not (Child gives basic differences without further elaboration).
	Adult: "What is the same about the bath and the sink?"	
	Adequate response	They are for washing something; You can put water and bubbles in them; They have a plug and taps; They are shiny.
7	Inadequate response	They are big; In the bathroom; You sit in the bath; No response.
	Adult: "Point to the painting that is first in the row."	
	Adequate response	Child points to the first painting (on the left).
	Inadequate response	Child points to the second or third painting (middle painting or painting on the right).
	Adult: "Point to the cushion that is last in the row."	
8	Adequate response	Child points to the last cushion (on the right).
	Inadequate response	Child points to the first (on the left) or middle cushions.
	Adult: "Some things go together, like bowl and spoon. Try this one, bed and ...?"	
9	Adequate response	Pillow; Blankets; Quilt; Doona; Sheets.
	Inadequate response	Child points to or names chair, table, bath; Child says: You go to sleep on it.
	Adult: "What does comfortable mean?"	
9	Adequate response	When something is nice and soft to sit or sleep on; When you sit on a chair and it feels good.
	Inadequate response	Comfy; Like my bed; I don't know.

Additional Activity Using Real Objects for 4 Year Old Home Scene

- You'll need:**
- Dolls' house toys of a couch, armchair, wardrobe, bed, fridge and sink.
 - Dolls house OR home scene.

Adult: *These home items are all mixed up. Help me find the things that belong in the lounge room, in the kitchen and in the bedroom.*

Adequate response

The child sorts the items into the appropriate groups i.e. Couch and armchair into the lounge room group, the wardrobe and bed into the bedroom group and the fridge and sink into the kitchen group.

Inadequate response

The child does not sort items into the appropriate groups without help.

Tips for Teaching Semantics to Children

It is important to teach children what each semantic concept means and how you want them to respond to a question or instruction. If a child has difficulty understanding a semantic concept, doesn't give enough detail or uses incorrect grammar or vocabulary in their answer, you can:

1. Repeat the question or instruction using visual cues to support e.g. Gestures, or pointing to pictures on the semantic scene.
2. Rephrase the question or instruction or ask it in a different way.
3. Give the child clues e.g. Describing an item or telling the child the first sound of an item.
4. Begin a sentence for the child to complete with the answer e.g. "You wash the dishes in...?" (The sink).
5. Give two alternatives for the child to choose between. If they are unsure, children will usually choose the last option, so say the correct alternative last.
6. Model the correct answer for the child to copy.

The following is an example to show how you might assist a child who has given an inappropriate or inadequate answer.

Example: Home scene

Adult: Find 3 things you use when you are cooking.

Child: You are cooking.

Adult: (Begin a sentence for the child to complete) When you are cooking you use...?

Child: (Points to the oven).

Adult: Yes, an oven. Let's find two more things you use for cooking.

Food Scene



Food Scene Semantic Questioning (The Food Scene Image is found in the appendix.)

INSTRUCTIONS: Start with the Food Scene Image face down on the table in front of you, so the child cannot see the picture.

1	Adult: "We're talking about food today. Name 5 things that are food."	
	Adequate response	Any 5 food items e.g. Eggs, cheese, yoghurt, crackers, pizza, biscuits, apple, orange, carrot, bread.
	Inadequate response	Less than 5 different food items; Items that are not food.

INSTRUCTIONS: Turn the food scene over and show the child the picture.

2	Adult: "What is a sandwich for?"	
	Adequate response	It's for eating; It's for eating at lunchtime; You can eat it.
	Inadequate response	It's got salad in; I like vegemite; In your lunchbox.

3	Adult: "I'm going to describe something in this picture, try to guess what it is!"	
	NOTE: Your description gives the child a model of how they could describe an item.	
	Adult: "It is fruit, it is round and red (Apple). Now it's your turn. Tell me everything you know about watermelon." If the child doesn't provide enough information on their first description, ask an open question like <i>'What else can you tell me?'</i>	
	Adequate response	Child describes the item by giving the category PLUS 2 more elements: It is food; Fruit; For eating; It has black pips; It is green on the outside; It is pink on the inside; It is juicy; It is yummy.
	Inadequate response	Describing the item by less than 3 elements; Describing only by visual elements e.g. <i>It's red; Not giving the category.</i>

4	Adult: "Find the food that is healthy." If the child does not name all these items on the first try, ask, 'Are there any more?'	
	Adequate response	Child points to or names sandwich, apple, watermelon.
	Inadequate response	Child points or names the chips, chocolate or ice-cream; Child points to or names less than 3 of the correct items.
	Adult: "Find the food that is unhealthy."	
	Adequate response	Child points to or names the chips, chocolate or ice-cream.
	Inadequate response	Child names sandwich, apple, watermelon; Child points to or names less than 3 of the correct items.

5	Adult: "Which group do the watermelon, apple and orange all belong in?"	
	Adequate response	Fruit.
	Inadequate response	Food; For eating; Round things.

6	Adult: "What is different about the chips and the ice-cream?" (Point to the chips and the ice-cream).	
	Adequate response	The chips are hot and the ice-cream is cold; The ice-cream is on a cone and the chips are in a bucket/packet; The ice-cream is made from milk and the chips are made from potato; The ice-cream is soft and the chips are crunchy.
	Inadequate response	They are for eating; The chips are hot.
	Adult: "What is the same about the chips and the ice-cream?"	
	Adequate response	They are both food; Both for eating; Both unhealthy; They are yummy.
	Inadequate response	They are the same; They are both yellow (child gives basic differences without further elaboration); They not the same.

7	Adult: "After you point to the apple, point to the watermelon."	
	Adequate response	Child points to the apple, then the watermelon.
	Inadequate response	Child points to the watermelon, then the apple; Child only points to 1 item.
	Adult: "Point to the sandwich before you point to the chocolate."	
	Adequate response	Child points to the sandwich, then the chocolate.
	Inadequate response	Child points to the chocolate, then the sandwich; Child only points to 1 item.

8	Adult: "Some things go together, like salt and pepper. Try this one, a cup of tea and...?"	
	Adequate response	Coffee; Cake; Biscuits; Saucer.
	Inadequate response	Child points to or names sandwich, apple, watermelon, chips, chocolate, ice-cream.

9	Adult: "What does delicious mean?"	
	Adequate response	Yummy; It tastes really good.
	Inadequate response	Something you like; No response.

Additional Activities Using Real Objects for Food Scene.

You'll need: • Tea cup • Saucer
• Library bag • Lunch box.

Lay the items out on the desk.

Adult: *"Some things go together, like salt and pepper. Does a cup of tea go with a saucer, a library bag or a lunch box?"*

Adequate response	Saucer.
Inadequate response	Library Bag; Lunch box.

Tips for Teaching Semantics to Children.

It is important to teach children what each semantic concept means and how you want them to respond to a question or instruction. If a child has difficulty understanding a semantic concept, doesn't give enough detail or uses incorrect grammar or vocabulary in their answer, you can:

1. Repeat the question or instruction using visual cues to support (e.g. Gestures, or pointing to pictures on the semantic scene).
2. Rephrase the question or instruction or ask it in a different way.
3. Give the child clues (e.g. Describing an item or telling the child the first sound of an item).
4. Begin a sentence for the child to complete with the answer (e.g. "You wash the dishes in...?" - The sink).
5. Give two alternatives for the child to choose between. If they are unsure, children will usually choose the last option, so say the correct alternative last.
6. Model the correct answer for the child to copy.

The following is an example to show how you might assist a child who has given an inappropriate or inadequate answer.

Example: Food scene

Adult: Which group do the watermelon, apple and orange all belong in?

Child: For eating.

Adult: (Gives two alternatives) Are the watermelon, apple and orange all meat or all fruit?

Child: Fruit.

Adult: Yes, the watermelon, apple and orange are all fruit.