

Using Colourful Semantics

COLOURFUL SEMANTICS WHAT DOING CONTINUUM

NAME	Task
	Recognise the sign on the card
	Recognise the colour on the card
	Matching what doing cue card and a what doing picture
	Matching what doing cue words with what doing cue cards
	Can identify from a group of what doing pictures the what doing that doesn't belong
	Can identify from a group of what doing words the what doing that doesn't belong (catch, think, cat, find)
	Can generate up to 3 synonyms for a what doing word
	Can identify the same what doing word in three different contexts, as a what doing word
	Can recognise a what doing in as sentence
	Can identify a what doing in at least 2 different text types
	Can verbally retell a text using 5 what doing words cued by the teacher
	Can verbally retell a text using 5 what doing words uncued by the teacher
	Can remake a sentence with the what doing in a position that makes sense grammatically
	Uses 10 what doings in a written text
	Can verbalise a sentence with a what doing
	Can write a sentence with a what doing at the end
	Can differentiate a what doing from a what like in a sentence
	Can use a what doing in a question.
	Can change the tense (past, present, future) of a given sentence
	Can verbally use a what doing as a passive
	Can write a what doing in as a passive.

Level 1 Part 1		Level 1 Part 2	
TYPE		TYPE	
A. My brother's knees are dirty.		A. My father's radio is broken	
B. Pussy is drinking some milk.		B. Sally is riding her bike.	
C. Sally is staying at home.		C. Mary is going to town.	
D. John is buying me a boat.		D. Mary is giving me a book.	
E. I know he's in there.		E. I guess we're lost.	
F. There's another fire engine.		F. Here are some more fish.	
E. She's driving her car quickly.		G. He's playing his radio very loud.	



Gr. 2/3
working on
who
settings.



Working with pronouns

The builder dropped the brick.

He dropped the brick.

I saw the children at the pool.

I saw them at the pool.

We sold the pets yesterday.

Mum and I sold the pets yesterday.

He jumped over the fence.

Josh jumped over the fence.

Both dogs chase sheep.

They chase sheep.

Action

Mental

Verbal

playing



running



drinking



walking



doing

disguising

patting

drawing

writing

What doing

thinking

brain washing

visualising

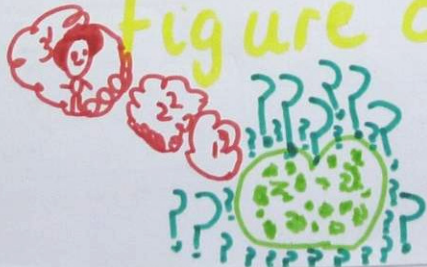
calculate

dream

wonder

inquire

figure out



talk



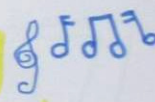
whistle

scream



yell

Sing



burble

whisper

cry

screeching

snort

neigh

past

present

future

I

was

am

shall
will

he / she

was

is

will
shall

they
we

were

are

shall
will

yesterday
before

today

tomorrow
later

	PAST	PRESENT	FUTURE
I	Was had	am have	Will be have
you	were had	are have	will be have
he/she	Was had	is & has	Will be have
they	were had	are have	will be have



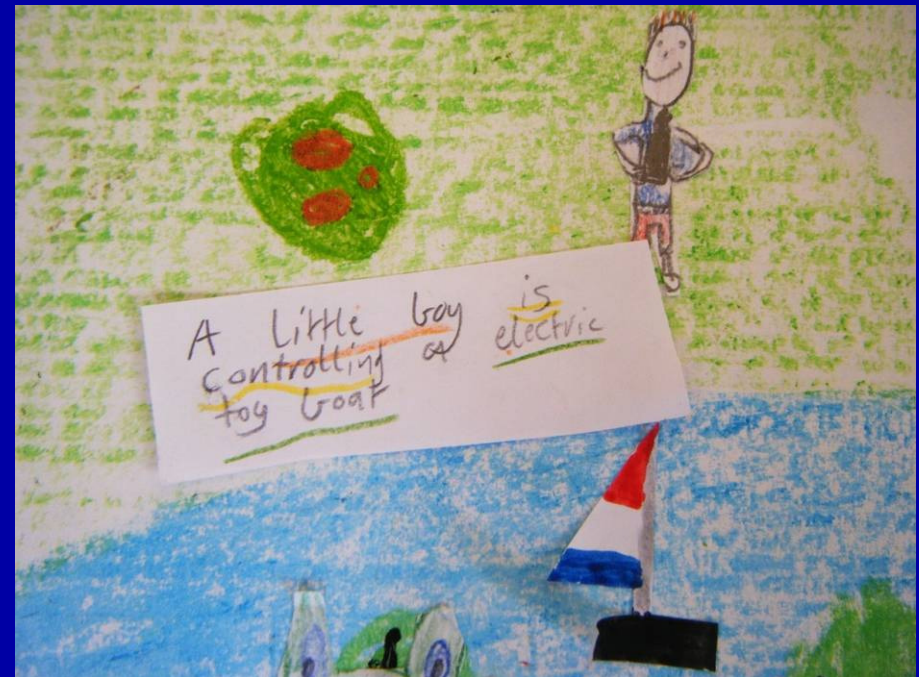
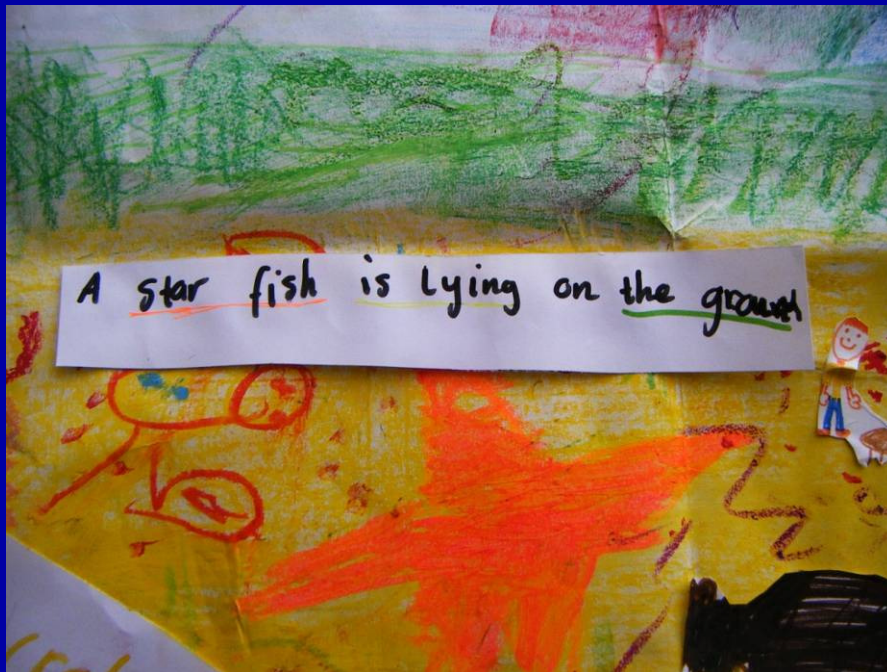
Identifying

who,

what and

what doing

within the settings.



Conjunctions

and
Because
so

Then
~~why~~
While
After
Before
When
until

if
~~unless~~
Unless
even if not

although
since
either...or

Even if you ~~finish~~ ^{finish} your home work you are not going out to play with your dog.

If you go to the pool I want to come too.

Even if you are here, I can't play because Mum says I have to make me my bed.
Unless you are ~~her~~ here to play with me, I can't play.

After I clean my bed room I want to play my ~~play~~ ^{play} stations I will go to the shop

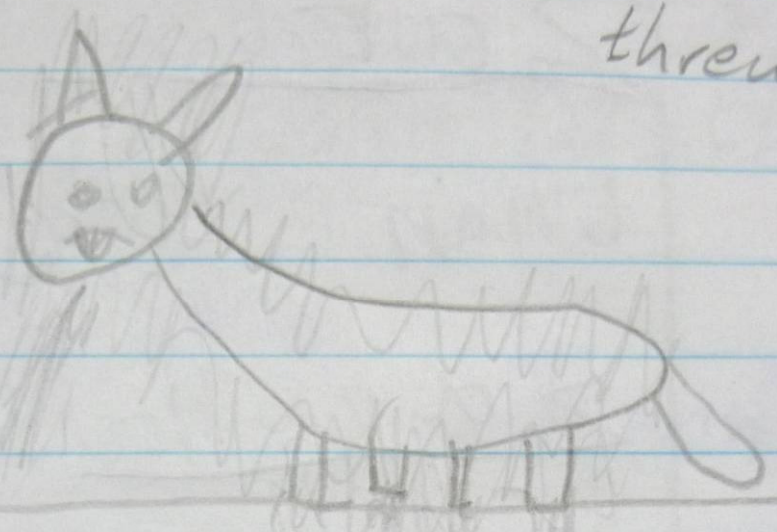
then I can play my DS.
when I clean up my ^{bed} room I can go out with my dog

You ~~will~~ be gone when ~~am~~ at ~~the~~ the shop.

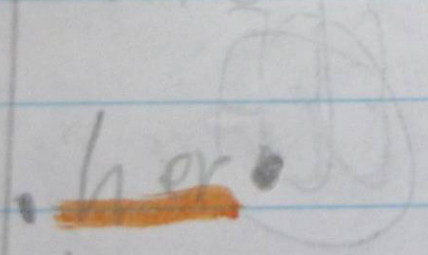
2010

sick.
worried.

threw up
hallway



Misty threw up in the
hallway and she made
me sick x recorder (i) watched



her

The Effects

Teachers

- Greater understanding of grammar
- Richer collegial discussions
- Richer planning

Children

- Improved sentences construction – longer and more complex
- A language to talk about their writing
- A sense of achievement
- Improved editing

Sentence construction using Colourful Semantics cards

Child 1

Captain Falcon is shooting the other army person in the dark tiger.

Captain Falcon is shooting at dark tiger and the other crew is waiting for the signal.

Captain Falcon is shooting at dark tiger when the other crew is waiting for the signal.

Child 2

Kitty is dancing soon.

Kitty will be dancing soon. (*challenged to begin a sentence with a conjunction*)

Before you go I need to tell you something.

2010 JUNIOR WORK PROGRAM		TERM 1 2 3 4		WEEK 1 2 3 4 5 6 7 8 9 10		WEEK ENDING	
Colourful Semantics		Colourful Semantics		Colourful Semantics		Colourful Semantics	
Monday		Tuesday		Wednesday		Thursday	
STRATEGY MR. SR. LE. TEXT		STRATEGY MR. SR. LE. TEXT		STRATEGY MR. SR. LE. TEXT		STRATEGY MR. SR. LE. TEXT	
FOCUS ORAL FOCUS: PA, VK, CS, SG, ST		FOCUS ORAL FOCUS: PA, VK, CS, SG, ST		FOCUS ORAL FOCUS: PA, VK, CS, SG, ST		FOCUS ORAL FOCUS: PA, VK, CS, SG, ST	
TEACHING GROUPS		TEACHING GROUPS		TEACHING GROUPS		TEACHING GROUPS	
TEXT1		TEXT1		TEXT1		TEXT1	Names
FOCUS 1		FOCUS 1		FOCUS 1		FOCUS 1	
Strat. GR. LE. SR.		Strat. GR. LE. SR.		Strat. GR. LE. SR.		Strat. GR. LE. SR.	
TEXT1		TEXT1		TEXT1		TEXT1	
FOCUS 1		FOCUS 1		FOCUS 1		FOCUS 1	
Strat. GR. LE. SR.		Strat. GR. LE. SR.		Strat. GR. LE. SR.		Strat. GR. LE. SR.	
OTHER ACTIVITIES		OTHER ACTIVITIES		OTHER ACTIVITIES		OTHER ACTIVITIES	
W/C FEEDBACK		W/C FEEDBACK		W/C FEEDBACK		W/C FEEDBACK	
TOOLS		TOOLS		TOOLS		TOOLS	
WHOLE CLASS FOCUS		WHOLE CLASS FOCUS		WHOLE CLASS FOCUS		WHOLE CLASS FOCUS	
GROUP ACTIVITIES / INVESTIGATIONS		GROUP ACTIVITIES / INVESTIGATIONS		GROUP ACTIVITIES / INVESTIGATIONS		GROUP ACTIVITIES / INVESTIGATIONS	
WHOLE CLASS REFLECTION		WHOLE CLASS REFLECTION		WHOLE CLASS REFLECTION		WHOLE CLASS REFLECTION	
TEACHER SUMMARY		TEACHER SUMMARY		TEACHER SUMMARY		TEACHER SUMMARY	

MATHEMATICS

WRITING	WHOLE CLASS		WHOLE CLASS		WHOLE CLASS		WHOLE CLASS		WHOLE CLASS	
	Text Type Modelled Shared Stage:- Pl,C,Rec,Rev/Ed, Pub		Text Type Modelled Shared Stage:- Pl,C,Rec,Rev/Ed, Pub		Text Type Modelled Shared Stage:- Pl,C,Rec,Rev/Ed, Pub		Text Type Modelled Shared Stage:- Pl,C,Rec,Rev/Ed, Pub		Text Type Modelled Shared Stage:- Pl,C,Rec,Rev/Ed, Pub	
	FOCUS		FOCUS		FOCUS		FOCUS		FOCUS	
	TEACHING GROUP		TEACHING GROUP		TEACHING GROUP		TEACHING GROUP		TEACHING GROUP	
	Stage:-Pl, C, Rec, Rev/Ed, Pub Strategy:- LE.MW.SW.G.W.IIW.		Stage:-Pl, C, Rec, Rev/Ed, Pub Strategy:- LE.MW.SW.G.W.IIW.		Stage:-Pl, C, Rec, Rev/Ed, Pub Strategy:- LE.MW.SW.G.W.IIW.		Stage:-Pl, C, Rec, Rev/Ed, Pub Strategy:- LE.MW.SW.G.W.IIW.		Stage:-Pl, C, Rec, Rev/Ed, Pub Strategy:- LE.MW.SW.G.W.IIW.	
	FOCUS		FOCUS		FOCUS		FOCUS		FOCUS	
	Tch. Grp.	Rev. Con	Tch. Grp.	Rev. Con	Tch. Grp.	Rev. Con	Tch. Grp.	Rev. Con	Tch. Grp.	Rev. Con
OTHER ACTIVITIES		OTHER ACTIVITIES		OTHER ACTIVITIES		OTHER ACTIVITIES		OTHER ACTIVITIES		
WHOLE CLASS FEEDBACK		WHOLE CLASS FEEDBACK		WHOLE CLASS FEEDBACK		WHOLE CLASS FEEDBACK		WHOLE CLASS FEEDBACK		
OTHER										
NOTES										