

Section 6.8

Generating ideas about the function of objects (semantic links)

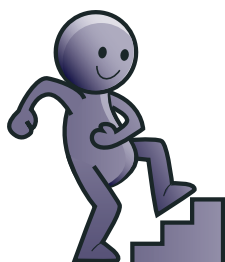


Why is this important?

Children need to learn that objects often have more than one function (e.g. ball – throw it, catch it, play football) and that lots of objects perform the same actions (e.g. what flies – butterfly, helicopter, bird, aeroplane).

What to do

- Gather together pictures of objects and put them face down on the table. The child chooses a picture (e.g. chair):
 - ★ Adult: 'What do we do with a chair?'
 - ★ Child: 'Sit on it.'
- Give the child praise and then talk about other objects and their uses.



Step up

- Build up to more unusual or complex vocabulary.
- Take it in turns to list everything you could read, sit on, smell, etc. without using any picture prompts.

Step down

- Use familiar vocabulary and items from everyday routines.
- If the child is unsure of an item, try to demonstrate its use in several situations.
- Match items that belong within the same function category (e.g. things to wear – socks, trousers, t-shirt; things to eat with – fork, spoon, chopsticks).

