The Mind-Reading Game
Guided Practice Activity

**Objective:** The student will describe nouns displayed in pictures.

**Evidence Base:** Scripted activities—however, not closed or limited ones—around a book or picture engage children and enhance spoken language, especially increased vocabulary and longer sentences (Jordan, Snow, & Porche, 2000; Richgels, 2004).

**Directions:**

1) Before the lesson, print out the picture cards and descriptions provided on the CD-ROM. Cut out the picture cards.

2) Place three pictures face up on the table in front of the student.

3) Describe one of the pictures and ask the student to guess which picture it is. For example, “I am thinking of someone who is very young and does not know how to walk or talk yet. What am I thinking of?” [baby]

4) Let the student guess which picture you are describing. If the student points to the picture card without saying the word, ask, “What is that called?” If the student is not sure of the word or says an incorrect word, provide the correct word.

5) Say, “Now you describe a picture for me to guess.” Listen and respond to the student’s description. Query an inaccurate or nonsensical description.

6) Choose a different group of three pictures and repeat steps 2 through 5. The first few times, choose pictures of three very different things, such as a clock, a football, and a girl. As you continue, start to include more similar objects, such as a shirt and a coat, in the same group. The student will have to choose more specific descriptors to differentiate the objects.

7) If time allows, or in a follow-up lesson, repeat the exercise using four or five cards at a time.

**Group Modification:** Ask the students to take turns describing a picture for the others to guess.

**Words**

Note: Student-friendly descriptions of each word are provided on the CD-ROM.

<table>
<thead>
<tr>
<th>baby</th>
<th>coat</th>
<th>grass</th>
<th>park</th>
<th>shirt</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>football</td>
<td>man</td>
<td>rug</td>
<td></td>
</tr>
<tr>
<td>clock</td>
<td>girl</td>
<td>pants</td>
<td>scissors</td>
<td></td>
</tr>
</tbody>
</table>

**Standards Link**

Interprets pictures orally.
– Mississippi Pre-Kindergarten Framework—Language Development