

# Which one do I mean?

## Equipment and resources

A large clear space. One practitioner to lead the activity and more practitioners to support the children. One or more pictures or posters depicting animals, vehicles, fruits, plants, mini-beasts, places, story characters or any topic of interest to the children in the setting.

## Activity

- \* Gather the children and adults as a group and invite them to sit where they can all see the poster clearly. Describe one of the pictures, a little at a time, and invite the children to listen carefully to try to guess which one you are talking about and to call out its name as soon as they think they know the answer. For example: It's an animal. A big animal. A big grey animal. It has big ears. Its tail is small. It lives in a jungle or a zoo ...
- \* As soon as any children guess and name the picture correctly, ask them to point to it on the poster, so that all of the children are sure of the answer. Then offer clues to a different picture. Adjust the complexity of the clues to suit the group's experience and concentration levels. When nobody can guess, offer a rhyming word or initial sound clue.
- \* Continue with the game for as long as the children's interest and concentration lasts. If it is popular, play it often, using differently themed posters.

## Extensions

- \* Take the posters down and challenge the children to play the game with no visual clues. Begin by describing pictures from the posters, that the children have seen, and move on to other ideas that they must imagine from their own experiences.
- \* Invite children to take turns to give clues to the group by describing a picture on a poster. A child of this age will need the support of a practitioner to secretly choose a picture, think of enough clues and not give away the answer too soon!
- \* Challenge the group to think of as many answers as possible, instead of one, by asking them questions such as: How many red fruits can you think of? or Which animals have fur?

## Learning opportunities linked to Early Learning Goals

(See pages 8–13 for abbreviations.)

- \* CL-LA: 9, 11
- \* CL-U: 1, 2
- \* CL-S: 3, 8, 14, 16, 18, 20
- \* PSED-MR: 5, 7
- \* L-R: 4, 12, 13, 15, 17
- \* L-W: 4, 5
- \* UW-W: 4, 5

