

# FARM SCENE

## OVERVIEW & VOCABULARY

The general vocabulary for the FARM SCENE is on the RIGHT hand side. Each level that follows includes the different concepts that should be introduced at the appropriate age.

Remember, factors such as general experiences as well as home and school environments can impact a child's vocabulary. For this reason, we have started with the most familiar words at Level 1, gradually introduce new words as we go up through the levels. This creates a comprehension vocabulary (understanding new words) that will improve expressive vocabulary at a later stage.

If there are other words that you think of when talking about this scene, feel free to introduce them!



**DON'T FORGET TO FIND THE RIGHT LEVEL BEFORE YOU START! LEVELS AND THE CORRESPONDING AGE GROUPS CAN BE TOP OF THE TOP LEFT CORNER OF EACH PAGE**



### VOCABULARY COVERED IN THIS SCENE

#### **NOUNS (NAMING WORDS)**

General: Mother, lady, father, man, boy, girl, mommy, baby, tree, horse, sheep, cows, pigs, chicken, chicks, house, window, door, tractor, sun, water, bucket, spade, flowers, stones, grass, farmer, step, roof, gloves, apron, bull, calf, duck, rooster, shovel/spade, wheelchair, sky, clouds, pond, mud, dirt, sand, rock, gate, fence, field, water tank, chicken, feed, chimney, path, road, crops, plants, bush, windmill, bales of hay, feathers, wool, milk, horse's mane, horns, tail, beak, piglet, duckling, ram, ewe, broken leg, plaster of Paris

Body parts: Head, hands, feet, tummy, eyes, ears, nose, fingers, toes, face, knees, arms, legs, elbows

Clothing: T-shirt, dress, skirt, top, jacket, jersey, pants, shorts, shoes, boots

#### **VERBS**

##### **(ACTION WORDS)**

General: sit, stand, walk, run, eat, talk, drive, swim, look, hold, smile, shout, dig, feed, touch, kneel, plant, reap

#### **ADJECTIVES (DESCRIBING WORDS)**

General: open - close, big - small, clean - dirty, fat - thin, tall - short, high - low, fat, old, loud - soft, sore, young, funny

Colours: red, blue, yellow, black, green, orange, purple, pink, brown, grey

Emotions: happy, sad, scared, hurt, sick

# LEVEL 1

AGE 0 - 18 MONTHS

## FARM



### WHAT YOU CAN EXPECT FROM CHILDREN IN THIS AGE GROUP

Children at this age will be learning to understand language (COMPREHENSION) rather than using spoken language (TALKING). You (as the practitioner) need to talk about the scene on the picture board, pointing at items so that the children can start making connections between the words you use and the pictures on the board.

### VOCABULARY FOR LEVEL 1

- The most familiar words – this will depend on the child's home environment/ community
- Children in this age group start to use pronouns, such as "mine" and "me"
- Quantity: all gone, one, all

### TYPES OF QUESTIONS TO ASK FOR LEVEL 1

**FOCUS:** Talking while showing the children the picture board

**STEP 1:** Familiarise the child with the pictures on the board by pointing at items and then naming them out loud for the child to hear

**STEP 2:** Once the child is familiar with the pictures, start asking questions that require a pointing response from the older children.

**TYPES OF QUESTIONS USED:**

**TYPE 1: SIMPLE CLOSED-ENDED QUESTIONS (POINTING)**

- Where is the .....
- Show me the .....



Remember at this age, you (as the teacher) will do all or most of the talking. The focus will not be to answer or ask questions but to introduce new words and themes.

### EXAMPLES OF QUESTIONS (LEVEL 1)

- Show me the man
- Where is the house?
- Show me the tree

# LEVEL 2

AGE 18 MONTHS  
to 3 YEARS

## FARM



### WHAT YOU CAN EXPECT FROM CHILDREN IN THIS AGE GROUP

This is a time of tremendous growth in language development, both in comprehension and talking. At 18 months some children might still be using only single words to communicate but by 3 years old, many will be using a variety of sentences to express themselves and be asking questions. It is always important to remember that children understand more than they can express. Because the younger children might not be used to recognising objects in pictures (2D), the use of real objects (3D) where possible will be helpful for them to make the connection between the real objects and those items represented in the picture scenes. For example, fruit, blocks or shells

### VOCABULARY FOR LEVEL 2

- Still mostly more familiar words, although vocabulary will be developing steadily.
- Colour: The children are becoming aware of colour names and might point to some familiar ones when named. They are not yet able to identify and name colours consistently
- Pronouns: Mine, me, my, you, your, us;
- Prepositions: in, out, on, off, under, next to, down
- Quantity: all, one, all gone, more

### TYPES OF QUESTIONS TO ASK FOR LEVEL 2

**FOCUS:** For this age group the practitioner will still do lots of talking about the picture boards using simple language. This provides the child with the vocabulary and language they need to talk about the picture scenes and answer questions that the practitioner asks. These skills will help later on when the children learn to read.

#### TYPES OF QUESTIONS USED:

- TYPE 1: SIMPLE CLOSED-ENDED QUESTIONS (POINTING) (i.e Where is the teacher?)
- TYPE 2: SIMPLE CLOSED-ENDED QUESTIONS (NAMING) (i.e What/ Who is this/this?)
- TYPE 3: YES | NO CLOSED-ENDED QUESTIONS (i.e Are the bags on the floor?)

### EXAMPLES OF QUESTIONS (LEVEL 2)

- Show me a cow.
- Show me the tractor
- Point to the water
- “What/who is this” questions, by pointing to items in the scene. Child names the item.
- Who is this? (point to the lady so that the children can tell you if they think it is a big girl or a lady or a mommy)
- Show me the spinach in the garden
- Where is the mommy duck?
  - Can you see the ducklings/ baby ducks? Show me where they are. / What sound does a duck make? What are the duck (& her ducklings) doing?
- Where is the horse?
  - How many horses do you see? / Point to the horse's tail?
- What is this [pointing to tractor]?
  - Who is driving the tractor? / Can you show me the wheel on the tractor?
- What animals are next to the tree?
- Can you see the pigs?
  - Show me the baby pig?

# LEVEL 3

AGE 3 - 4 YEARS

## FARM



### WHAT YOU CAN EXPECT FROM CHILDREN IN THIS AGE GROUP

At this stage children's vocabulary is increasing rapidly and they understand and use more complex sentences. They are also starting to ask many questions. Children of this level are also more able to interpret pictures (2D) and will understand what is happening in the various scenes. For children who do not have the opportunities at home to see books and pictures and talk about them, these picture board sessions are very important..

## VOCABULARY FOR LEVEL 3

- Colours: Can point to some colours when named, mostly red, blue, yellow, black and white. Might name common colours.
- Pronouns: he, she, us, them, somebody, him, her
- Prepositions: in front of, at the back of, up
- Quantity: some, more, lots. Number: Might count 3-4 real objects

## TYPES OF QUESTIONS TO ASK FOR LEVEL 3

**FOCUS:** To widen the children's knowledge about the different situations represented in the pictures, especially about situations that are unfamiliar to them. This is done through lots of talking, asking and answering questions.

### TYPES OF QUESTIONS USED:

TYPES 1 - 3 USING LEVEL 3 VOCABULARY

TYPE 4: FORCED CHOICE CLOSED-ENDED QUESTIONS (i.e Is the tractor big or small?)

TYPE 5: COMPLEX CLOSED-ENDED QUESTIONS (POINTING) (i.e Show me all the girls who are sitting)

TYPE 6: OPEN ENDED QUESTIONS (encourage the child to talk) (i.e What do you like to do at your school?)

## EXAMPLES OF QUESTIONS (LEVEL 3)

- Show me the fence.
- Is the tractor blue or red? [pointing to tractor]?  
-Is the tractor driving on the road or in the field? / Where do you think it is driving to?
- What do pigs eat?  
-Are the pigs clean or dirty? / Why do you think they are dirty? (if the child says they are dirty)
- Show me the chicks next to the wheelchair?  
-What do you think the chicks are eating?
- What animals can you see on this farm in the picture?  
-Have you ever been to a farm? / Did you enjoy being on the farm? / What did you do on the farm? / What other things did you see when you went to the farm? / How did you get to the farm?
- What is this girl doing? (the girl in the wheelchair)  
-Why do you think the girl is in a wheelchair? / Do you think she is feeling happy or worried? / Why do you think so?
- Is the lady wearing gloves?
- Why do you think she is wearing gloves?
- Has she got gloves on her hands or on her feet?
- How many sheep can you see?
- Tell me all about the sheep. What else can you tell me?

# LEVEL 4

AGE 4 - 5 YEARS

## FARM



### WHAT YOU CAN EXPECT FROM CHILDREN IN THIS AGE GROUP

By the time the children are 5 years old they will be getting ready to go to Grade R and start formal schooling. Through the use of these picture board sessions, they will gain more advanced vocabulary which will be a good foundation for aspects of the school curriculum. Children should be speaking in full sentences and will be able to use descriptive language well. The ability to tell and retell stories is quite well developed.

## VOCABULARY FOR LEVEL 4

- Prepositions: Next to, beside, behind, on top, between, around
- Pronouns: Its, our, him, myself, yourself, we, ours, their, theirs
- Colours - Can point to and name common colours. Recognises different shades of colours (e.g. light blue, and the different greens e.g. of trees, of grass,, the sea etc.)
- Numbers: counts 5 or more real objects, Becoming aware of number symbols
- Developing awareness of sounds in spoken words and beginning to blend sounds to create words
- Understands comparative (-er) and superlative (-est): e.g. big, bigger, biggest

## TYPES OF QUESTIONS TO ASK FOR LEVEL 4

**FOCUS:** More complex question types to develop the comprehension skills needed to understand what they are reading later on. These questions will also encourage abstract thinking processes.

### TYPES OF QUESTIONS USED:

TYPES 1 - 6 USING LEVEL 4 VOCABULARY

TYPE 7: COMPLEX CLOSED-ENDED QUESTIONS (Listen & guess or "guess the object")

TYPE 8: QUESTIONS INVOLVING REASONING (i.e Why do you think the teacher is holding the girl's hand?)

TYPE 9: COMPLEX CLOSED-ENDED COMPREHENSION QUESTIONS (i.e Who is not sitting on the floor?)

TYPE 10: AUDITORY SKILLS (i.e Can you show me something that start with a "shsh" (shoe, shape, etc))

## EXAMPLES OF QUESTIONS (LEVEL 4)

- What animals can give us milk on this farm?  
-Can you tell me what they like to eat? / How do all these animals help the farmer on the farm?
- Why do you think the man has the bucket & spade? What do you think could be inside his bucket?
- Is it a girl or a boy in the wheelchair? What do you think happened to the little girl's leg?
- What part of the rooster is this girl touching?
- Do you think she likes to touch it? Why do you think so?
- What could happen to the boy if he pulls the calf's tail?
- I can see an animal that gives us wool. What is it?
- What do we use water tanks for?
- Why does the farmer need water?
- Why do you think it's important that there is a fence on the farm?  
-Who do you think is responsible to close the gate? (Whose job is it?) / Why do you think it's important to close the gate?
- Are there more baby chicks or baby ducks?
- Do you think it is summer or winter? Why?
- Can you show me the "ss - uh - nn" (sun)
- Which is the biggest chicken? (might be some discussion)
- What word am I saying? "rrr - oo -ff" (roof)
- Tell me everything that you can about this picture / Tell me more / Tell me a story about this picture

**NOTE :** For each animal, a range of questions can be discussed: The questions need to match the child's developmental level and need to include some pointing /showing questions:

-What animal is this? Show me the small pig. What sound does a pig make? How many pigs can you see? What colour are the pigs? /What do you think the pigs are doing? Why? What do pigs eat? What do pigs give us? Do you know what a baby pig is called? Can you see the pig's curly tail? Point to his tail. How many legs do pigs have? What do you like about pigs? What do you dislike about pigs