

INDOOR HOME SCENE

OVERVIEW & VOCABULARY

The general vocabulary for the HOME 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, father, man, lady, boy, girl, children, table, chairs, bed, apple, banana, books, blocks, rabbit, aeroplane, stove, cooker, sink, tap, soap, window, wall, pot, wooden spoon, cups, saucers, , bowls, plates, food, fruit, cutlery, knife, fork, spoon, cupboards, pillows, bedcover

Body parts: head, hands, feet, tummy, eyes, ears, face, legs, arms, knees, elbows

Clothing: T shirt, shorts, shoes, shirt, cap, dress, pants, tights, jersey , apron

Cleaning products: jik, handy andy, sanitiser, sunlight liquid, washing powder

VERBS (ACTION WORDS)

General: sit, stand, lie down, eat, wash, taste , cook, stir, burn, look, talk, clean, smile, play, build, clean up, tidy up, pack away, unpack, disinfect, sanitise

ADJECTIVES (DESCRIBING WORDS)

General: big - small, hot - cold, clean - dirty
high- low, dangerous , delicious, yummy, old, young
Colours: red, blue, yellow, black, green, orange, purple, pink, brown, grey
Emotions: happy, sad, scared, hurt, sick

LEVEL 1

AGE 0 - 18 MONTHS

INDOOR HOME



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/dad.
- Where is the bed?

LEVEL 2

AGE 18 MONTHS
to 3 YEARS

INDOOR HOME



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?)

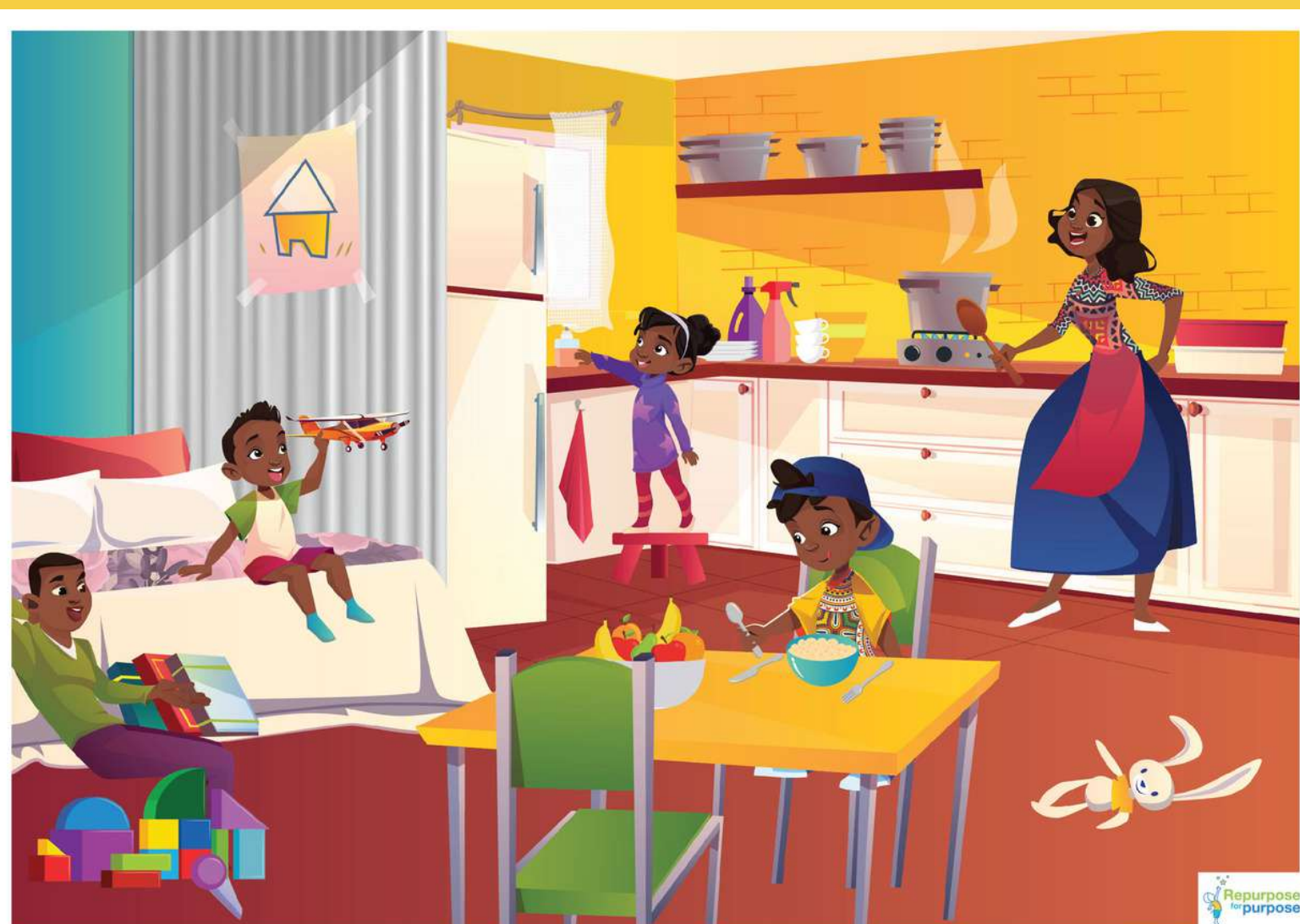
EXAMPLES OF QUESTIONS (LEVEL 2)

- **Where is the little girl**
- **Can you show me the aeroplane?**
- **“What/who is this” questions (pointing to items in the scene. Child names the item)**
- **Where is the pot?**
 - Is this pot small? (pot on the stove)/ What is inside the pot?
- **Can you see more pots? (Show me)**
- **Is the man standing up?**
- **What is he (the man) doing?**
- **Show me the fridge?**
- **What is this boy (on the bed) playing with?**
 - Do you like aeroplanes? / What can you see on the aeroplane? (Colours, wheels, propellor - child might say e.g. 'this thing and point if doesn't know the name)
- **Who is wearing a cap?**
- **Is the girl big?**
 - What is she standing on to wash her hands? / Why do you think she is washing her hands?

LEVEL 3

AGE 3 - 4 YEARS

INDOOR HOME



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 teacher 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)

- **What do you think the mommy is cooking?**
-Is the pot hot or cold? / Can we touch the hot stove or a hot oven? / What will happen if you do
What is the mommy wearing? (Might name all clothing items) / Can you show me her apron? (If child doesn't mention it) / Why is the mommy wearing an apron?
- **Show me the girl washing her hands?**
-When should we wash our hands? / Why should we wash our hands? / What happens if we don't wash our hands?
- **What kinds of fruit can you see in this bowl on the table? (make sure the children know the term 'fruit')**
-Do you like eating fruit? / What is your favourite fruit? / Why is it good to eat fruit?
- **Who is wearing a green jersey?**
- **Show me all the toys.**
- **What do you like to play in your house?**
- **Where should the toys stay?**
-Should we throw them on the floor or pack them away neatly?
- **Are the books on the floor or on the bed?**
-Do you enjoy reading books? / Who reads books with you?
- **What do we do in a bedroom?**
-Where do you sleep? / Where do you wash? / In which room do you eat food? / Can you wash in the bedroom? (more than one answer as rural people often do) / Can you sleep in the kitchen?

LEVEL 4

AGE 4 - 5 YEARS

INDOOR HOME



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)

- **I can see something that helps to keep our food cold. What is it? (Fridge)**
- **What could this family keep in the fridge?**
-Do you have a fridge at home? / What happens to the food if it is not kept inside a fridge?
- **Can you show me something that we can travel in? (aeroplane)**
-Where can you go in an aeroplane? / Where does an aeroplane fly? / Who has been in an aeroplane before? What other types of transport (ways to travel) can you think of? ** What should you do as soon as you get home from traveling/driving in a taxi/shopping? (wash your hands)
- **What is this boy eating?**
-What time of the day do you think it is in this picture? Why do you think so? (Morning, afternoon or evening)? / What do you like to eat in the morning?/evening? (many children do not have 3 meals a day)
- **Where do you sit when you eat dinner?**
- **When do we wear a cap? (season specific clothing item)**
-What would I wear if it is raining? / If I am cold what clothes can I wear/put on?
- **I can see someone on the floor between the blocks and the books. Who is it?**
- **Can you name all the red (choose any familiar colour in the poster) items in the picture?**
- **What is your favourite colour?**
- **I am thinking about "fff - oo - duh" . can you tell me what it is?**
- **Let's clap this word together. (sanitizer): "sa - nih - tie - zuh"**
- **Tell me everything that you can about this picture/ Tell me more / Tell me a story about this picture**
- **** Do you need to wear a mask when you have dinner?**
-Why can you not wear a mask when you are having dinner? / When should you wear a mask? / What could happen if you don't wear a mask outside?/ How do you put on a mask? SHOW OR TELL