



# Repurpose for purpose

Transforming excess business  
inventory into early learning material

# PLAYBOOK 2

## Picture boards

# A. INTRODUCING THE PICTURE BOARDS



INDOOR ECD CENTRE SCENE



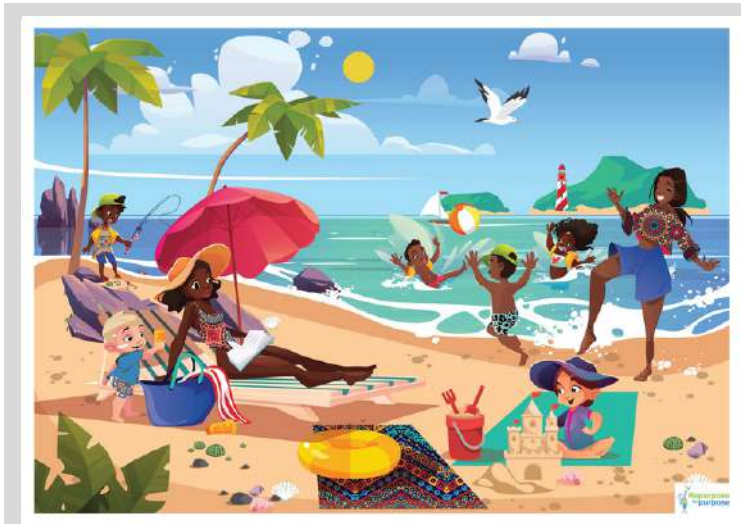
URBAN TAXI RANK SCENE



OUTDOOR ECD CENTRE SCENE



FARM SCENE



BEACH SCENE



INDOOR HOME SCENE



C19 URBAN TAXI RANK SCENE



OUTDOOR HOME SCENE



C19 OUTDOOR ECD CENTRE SCENE



WHY HAVE THESE RESOURCES BEEN DEVELOPED FOR YOUNG CHILDREN?

1

To encourage the understanding and use of language

2

To promote thinking skills through responding to different kind of questions

3

To help children understand different types of questions

4

To help children learn different ways of expressing their knowledge and information

5

These skills developed are very important later on for reading comprehension

6

These skills developed are also for dealing with story sums in mathematics.

## B. MANAGING QUESTION SESSIONS

### STEP 1: FAMILIARISE THE CHILD WITH THE PICTURE BOARD



Start with a picture board that is most familiar to the children and provide the relevant vocabulary and knowledge

**PRO TIP:** Choose a particular focus each time and concentrate on vocabulary and questions related to that. E.g. FARM - focus on animals or growing food; TAXI RANK - focus on shopping or transport; OUTDOOR ECD CENTRE - focus on movement and play etc.



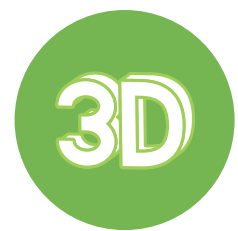
Find out what the children already know about the situation on the picture board

**PRO TIP:** Children will be excited to see new pictures and will want to point and talk about what they see. This should be encouraged before questions are asked as part of the learning experience. This gives you an opportunity to find out what they already know about what is happening in the picture.



Introduce the children to the places and situations shown in each picture

**PRO TIP:** Make up a little story about the poster when introducing it. For example, these children are in their home and their mom is busy cooking. Let's see who is there and what they are doing. "What do you see?" Older children could help create the story. For example, in the farm scene, these children are all on the farm. "I wonder if they live on the farm or maybe they are visiting. What do you think?"



Have some real objects nearby for younger children who cannot recognize 2D objects yet

**PRO TIP:** As children develop, they first use all their senses to learn about their environment. As they grow, they start grasping and playing with real objects (3D). After this, they start recognizing and interpreting photos and pictures (2D). These picture boards are 2D which makes it more difficult for younger children to recognize and interpret the objects in the pictures. For this reason, it is helpful to have some real objects that are shown in the various picture scenes to help young children make the connection between real objects and pictures of the objects.

### STEP 2: FOLLOW THE AGE-RELATED STRATEGY

**AGE** 12 - 18  
MONTHS

**GROUP SIZE:**  
2 or 3 children

**SET-UP:**  
One child on either side and one child on your lap with the picture board held so that they can all see

**ENGAGEMENT:**  
Point to the most familiar items and talk about them using simple language (i.e. there's Gogo. Gogo is cooking)



#### WHAT YOU NEED

- Some **3D items** (real items) shown on the picture board  
*Example for Home scene: apple, banana, orange, bowl*
- The **picture board** you have chosen (i.e. the Home scene)
- The **LEVEL 1** playbook instructions for the picture board you are using

#### LET'S PLAY!

- Make sure that the children know the names of the "real" objects by asking one of the children to 'give you an apple" or "point to the banana" or "show you the bowl/orange
- After making sure that the children recognises the names of the objects, hold up one of them and ask "what is this?" to find out if the children can name them.
- Put the picture board in front of them (i.e. the Home scene) and find out if the children can point to the apple, banana, orange or bowl that is on the board.
- If they are unable to do so, show them one of the real objects and ask them to point to the picture of it. You might need to show the object and point to the picture of it, then ask the child to do the same

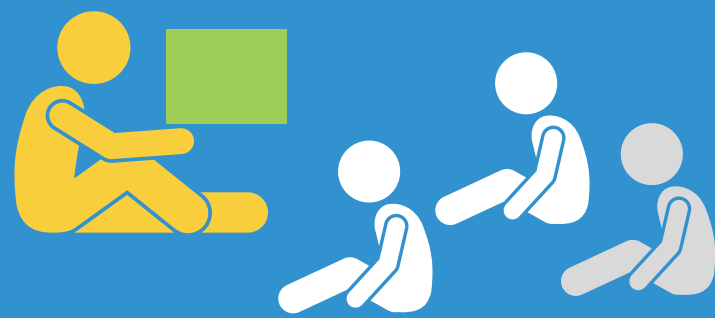
## B. MANAGING QUESTION SESSIONS

**AGE** 18 MONTHS  
TO 3 YEARS

**GROUP SIZE:**  
2 or 3 children

**SET-UP:**  
Children sit in front of the adult who holds the picture board facing the children

**ENGAGEMENT:**  
Look at the picture board and talk together  
(Refer to specific questions/guidelines per picture board)



### WHAT YOU NEED

- The picture board you have chosen (i.e the Home scene)
- The **LEVEL 2** playbook instructions for the picture board you are using
- Remember that now the children are sitting facing the adult rather than side by side

### LET'S PLAY!

- When you introduce the pictures, each child will have a picture board. You will also hold your board up.
- You could then ask Level 1 and 2 type questions which the children answer using their picture boards.
- The older children could possibly share a board between 2 of them if they are 'mature' enough to do that.

**AGE** 3 - 4  
YEARS

**GROUP SIZE:**  
3 or 4 children

**SET-UP:**  
Each child sits with their own picture board AND the adult holds the board facing the children

**ENGAGEMENT:**  
Look at the picture board and talk together  
(Refer to specific questions/guidelines per picture board)



### WHAT YOU NEED

- The picture board you have chosen (i.e the Home scene) - make sure there is enough for each child to have their own AND for you (the adult) to have your own
- The **LEVEL 3** playbook instructions for the picture board you are using

### LET'S PLAY!

- Hand out the picture boards (all the same scene) to the children
- They can either put this on the floor in front of them or on the table if they are sitting at a desk.
- You must have the same picture board in your hands as well. Make sure this board is facing the children and that you are sitting somewhere where all the children can see the board
- You would use some questions from Level 1 and 2 but focus mainly on LEVEL 3 type questions and vocabulary.

## B. MANAGING QUESTION SESSIONS

**AGE** 4 - 5  
YEARS

### GROUP SIZE:

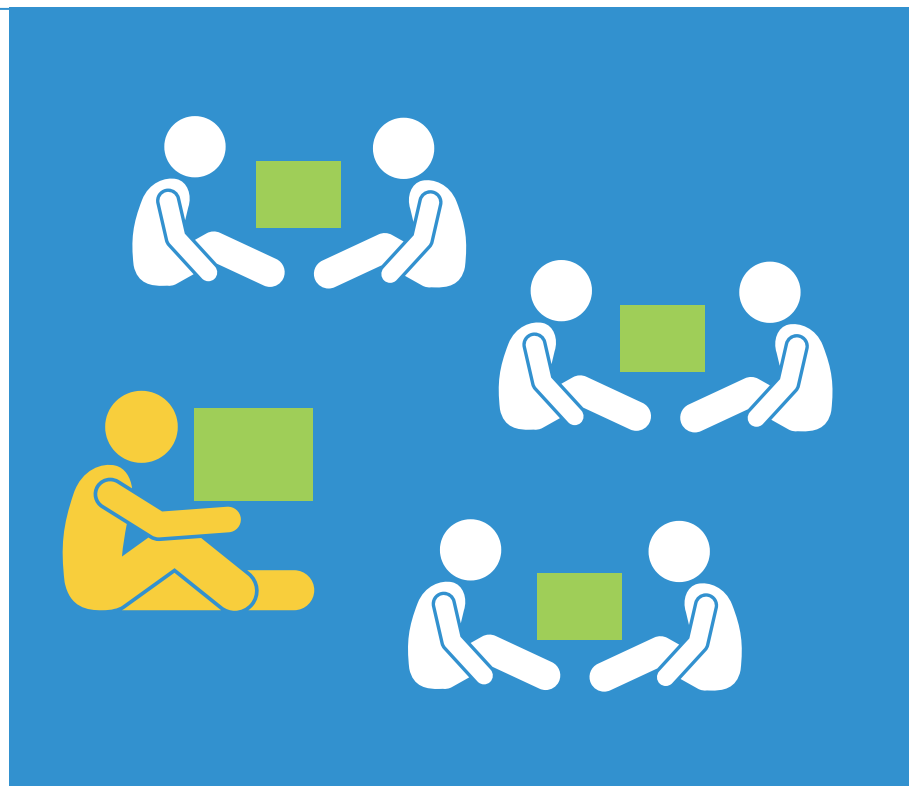
4 or 6 children

### SET-UP:

Children share 1 picture board between 2 of them AND the adult holds the board facing the children

### ENGAGEMENT:

Look at the picture board and talk together (Refer to specific questions/guidelines per picture board)



### WHAT YOU NEED

- A few picture boards depending on the number of children. 4 children could share a board if needed or 2 groups of 3. The board would need to be placed so that all the children can see the picture the correct way up.
- The **LEVEL 4** playbook instructions for the picture board you are using

### LET'S PLAY!

- Children could sit in horseshoe shaped groups on the floor with the board in front of them. Groups of 3 could sit at their tables with the board in front of them
- You must have the same picture board in your hands as well. Make sure this board is facing the children and that you are sitting where all the children can see the board
- You would use vocabulary and ask questions using all levels but focus on LEVEL 4 type questions

### PRO TIPS TO ENSURE THE SESSIONS RUN WELL



Keep the sessions short



Keep the sessions interesting



Ensure the sessions match the children's level of development



Find a space where there will be not too many distractions

### HOW TO MINIMISE DISTRACTIONS

#### SMALL GROUP IDEA'S (3-4 years and 4-5 years)

Whilst you are busy with the communication sessions in small groups, the other children (those not involved in the session) must be kept busy to avoid distractions. Here are a few **independent activity ideas** you can assign to the children while you are busy:

- Insert puzzles and simple jigsaw puzzles (related to the scene if possible)
- Playdough activities,
- Colouring in pictures or Lotto games with pictures related to the scene

Children should rotate activities and each group would have time with the practitioner where they would have 'fun with questions' time. If there are quite a few groups, the activity might have to continue the next day in small group time until they have all have the special time with the practitioner.

## C. TYPES OF QUESTIONS



### COMPREHENSION QUESTIONS

- Require a specific response (pointing or verbal)
- Helps a child understand a particular word & how it's used
- Practice a child's verbal comprehension, which is the basis of reading comprehension. Comprehension is often not practiced enough

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

Simple closed-ended question that requires a pointing response. It shows understanding (comprehension) of a single vocabulary item (word). Example: Show me a boy; Where is the teacher? Can you point to a chair? Where is a table? Where are the tables?

#### TYPE 3: YES | NO CLOSED-ENDED QUESTIONS

More complex comprehension requiring a verbal response. Example: Is this a hat? (point to teacher's head)? Can you build with blocks? Can you see somebody painting?

#### TYPE 5: COMPLEX CLOSED-ENDED QUESTIONS (POINTING)

Slightly more complex closed-ended question that requires a pointing response. The child must understand two words (elements). Example: Show me the red table? Which boy is on the pillow/cushion? Can you point to the girl with a bunny? Show me everything that is blue?

#### TYPE 7: COMPLEX CLOSED-ENDED QUESTIONS (LISTEN & GUESS)

Closed-ended complex questions where the children listen to a description and must guess what the object is – there could be a pointing or a verbal response. Example: I'm thinking of something made of wood – what is it? I'm thinking of something that you use to bring your things to school in? Can you see something that lets light into the classroom?

#### TYPE 9: COMPLEX CLOSED-ENDED COMPREHENSION QUESTIONS

Complex, closed-ended comprehension questions requiring a pointing response. There might be some discussion about the answer. Example: Show me 2 bags that look the same? Can you see the boy who is not sitting? Which children are not sitting on the floor? The child must show all of them.



### TALKING QUESTIONS

- Encourage the use of full sentences
- Encourages the use of natural expressive language

#### TYPE 2: SIMPLE CLOSED-ENDED QUESTIONS (NAMING)

Simple closed-ended question that requires a one word response (naming). The child might also use a short phrase. If the child uses the word correctly, it shows that he/she knows and understands it (expressive vocabulary) Example: What/who is that/this? (Practitioner points to an object in the poster). Can you tell me where the blocks are? What is this boy doing?

#### TYPE 4: FORCED CHOICE CLOSED-ENDED QUESTIONS

Forced choice, closed-ended question: The child must choose the correct word and say it. The child needs to understand all the words in the question. Example: Is this girl sitting or standing? Is this a giraffe or a horse? Is the teacher's dress green or blue?

#### TYPE 6: OPEN ENDED QUESTIONS

These questions don't have a specific response. They encourage the use of sentences to express the child's own knowledge/ideas. Example: Tell me about the green table? What else can you tell me about it? What do you like to make? Tell me a story about what the children are doing? Tell me everything about this picture. What else can you tell me? What do you like to do at your school?

#### TYPE 8: QUESTIONS INVOLVING REASONING

Questions involving reasoning, values, making inferences and explaining; These require verbal responses using more complex phrases and sentences. Example: Why do you think the teacher is holding the girl's hand? Why does this girl need a wheelchair? When should you wear a mask? How do make sure your hands are clean? Are the children happy or sad? How can you tell? How can we make someone feel better if they are sick/hurt? What does the teacher use the giraffe for? What is in front of the girl in a wheelchair?



### AUDITORY ANALYSIS (GIVING SOUND CLUES)

- You give the first sound (letter) of the word and the children guess the word
- OR you break the word up into syllables/sounds and the children must guess

#### TYPE 10: AUDITORY SKILLS

Always use the sounds as they are spoken and not the letter in the alphabet. Example: for 'b' – 'buh' not 'bee'. Try to keep the 'uh' part as short as possible e.g. Show me something that starts with the sound 'sss', (swing/sand). What word is this? "um...bre.. lluh". Can you find an "ae – ro – plane"?