

OUTDOOR HOME SCENE

OVERVIEW & VOCABULARY

The general vocabulary for the RURAL 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: Gogo, grandma, granny, girl, grandpa, man, house, pot, spoon, cows, chickens, trees, grass, rockssand, flowers, fence, door, window, toilet, roof, shed/ toilet, path, fire, food, meat, wood, wooden spoon, cow, bull, calf, rooster, chicken, hen, chicks, horns, feathers, garden, mealies, cabbage, spinach, carrots, sky, moon, clouds, stars, day, night, thatch, rondavel, Wendy house, shack, hokkie, bungalow, potjie, plants, crops, bushes, mountains, hills, path

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

Clothing: hat, dress, shoes, takkies, jersey, skirt, shirt, jacket, headband

VERBS

(ACTION WORDS)

General: sit, stand, walk, eat, taste, cook, stir, burn, look, talk, laugh, sing, smile, run, grow, mix, wave

ADJECTIVES (DESCRIBING WORDS)

General: big-small, young-old, open - closed, hot - cold, hard - soft, tall-short, dark- light, bright, fat, far, high, delicious, yummy, big-bigger-biggest

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

Emotions: happy, sad, scared, hurt, sick

Numbers: for counting cows etc.

LEVEL 1

AGE 0 - 18 MONTHS

OUTDOOR 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 a tree
- Where is Granny
- Where is Grandpa

LEVEL 2

AGE 18 MONTHS
to 3 YEARS

OUTDOOR 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)

- Can you show me the girl?
- Show me the house?
- "What/who is this?" questions, while pointing to items in the scene. (Child names the item).
- Where is the pot?
 - What is in the pot?
- What is the Granny stirring with?
- Who is wearing spectacles?
- Is the girl's dress blue? (point to the dress)
- Where is Granny's hat
- Has granny got shoes?

LEVEL 3

AGE 3 - 4 YEARS

OUTDOOR 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 is Granny/Gogo doing?**
-What do you think is inside the pot? / Is the pot hot or cold? / How do you know it is hot? / What makes the pot hot? / Is the fire in the pot or under the pot?
- **What kind of food do you like the best?**
- **How many chicks do you see?**
-Are the chicks red or yellow? / What other animals can you see? / Is the rooster next to the girl or the granny? / Point to the chicken near the little chicks
- **Are the rooster's tall feathers long or short?**
-Show me his tail feathers?
- **Can we get milk from a cow?**
- **What is growing near the shed/toilet that you can eat?**
- **Where is grandpa walking to?**
-Do you have a grandpa? / Do you sometimes go walking with grandpa? / Who else do you walk with?
- **Tell me what is inside your house?**
-What does your house look like?
- **Show me where you can wash your hands in this picture.**
- **Where do you wash hands at your house?**
- **When should we wash our hands?**
- **Do you think it is daytime or night-time in this picture? Why?**
- **What can you see in the sky? (more than one answer)**

LEVEL 4

AGE 4 - 5 YEARS

OUTDOOR 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)

- **Why is Granny/Gogo cooking outside?**
-What is making the big pot hot? / Where is the fire? / Is fire dangerous? Why? / Who do we call if we see a fire in a house or in the veld?
- **Where do you cook food at your home?**
-What should everyone do before they eat their food? [wash hands]
- **I am thinking about something you can wear to help you see better. What is it?**
- **Who is wearing them?**
- **What is Grandpa doing?**
-What is inside the building next to the cows? (it will need to be explained if its a toilet) / Once you are done on the toilet, what should you always do? / Do you wash your hands with water or soap & water? / Why is it important to use soap?
- **Do you have water at your house?**
-What do you use water for at your house? What else can we do with water? / Why should we not waste water? / How can we save water?
- **I can see something green that you can eat and it grows in the garden. What is it?**
- **Do the animals stay inside or outside?**
- **Show me the animal between the white cow and the shed/toilet.**
- **How can Grandpa stop the cows eating the vegetables/crops?**
- **Can you show me the "ron - dar - vil"? (rondavel)**
- **Let's clap "ron -dar -vel" together**
- **Tell me everything that you can about this picture**
- **Tell me more**
- **Tell me a story about this picture**