

BEACH SCENE

OVERVIEW & VOCABULARY

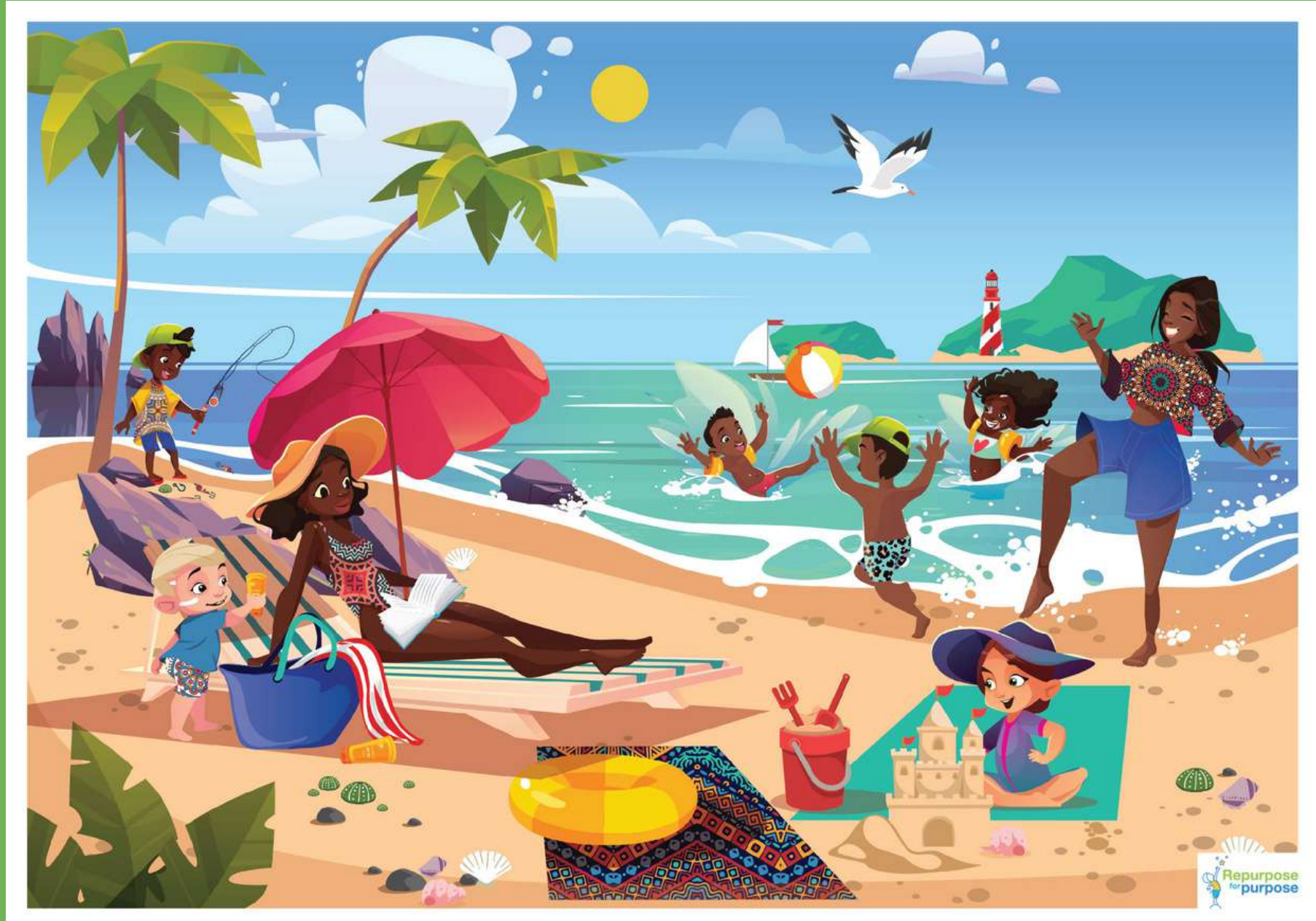
The general vocabulary for the BEACH SCENE is on the RIGHT hand side. Each level that follows includes the different concepts that should be introduced at the appropriate age.

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: tree, water, bird, ball, bag, sun, sea, sand, umbrella, bucket, spade, fork, towel, rock, book, chair, waves, sky, clouds, sunscreen, fishing rod, fishing hooks, boat, flag, sandcastle, floating ring, lighthouse, shells, lilo, summer, mother, lady, boy, girl, children

Body parts: head, hands, feet, tummy (stomach), nose, mouth, ears, eyes, toes, knees

Clothing: T-shirt, shorts, cap, costume, hat

VERBS

(ACTION WORDS)

General: sit, stand, throw, play, fall, run, build, dig, swim, look, read, fly, give, splash, fish, sail

ADJECTIVES (DESCRIBING WORDS)

General: big - small, hot-cold, wet-dry, happy, hard, soft, rough-smooth, long, tall, full, empty, round, dangerous, excited, colourful, striped,

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

Emotions: happy, sad, scared, hurt, sick

LEVEL 1

AGE 0 - 18 MONTHS

BEACH



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 facilitator) needs 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 mommy?
- Where is the tree?
- Can you see the bird? Show me.

LEVEL 2

AGE 18 MONTHS
to 3 YEARS

BEACH



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 bucket? Point to it.
- Is there something in the bucket?
- "What/who is this" questions when you point to items in the picture. (Child names the item)
- What is in the bucket? (more than one answer possible)
- Have you got a bucket at your house?
- Tell me who is in the water? Tell me more.
- What are the children doing?
- Have you been to the beach?
- Show me the lady's hat.
- Where is the ball?
- Who wants to catch the ball?
- Can you see the bird? What is the bird doing?

LEVEL 3

AGE 3 - 4 YEARS

BEACH



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)

- **Is the umbrella green or red?**
 - Who is under the umbrella?
 - Who is giving something to her? (to the lady sitting under the umbrella)
- **Are there shells on the beach/sand? Show me where they are. Can you find more?**
- **What kinds of things would we need to take with us to the beach?**
- **Tell me about the boy with the fishing rod? What else can you tell me?**
 - Point to the other things he will use when he is fishing
- **What could you do if you went to the beach? Tell me more.**
- **Can you show me or tell me how you would catch a fish. (encourage child to use ACTIONS to show you especially if they do not have enough expressive language to tell you)**
- **Point to all the flags that you can see?**
 - What colour are the flags?
 - Are the flags big or small?
 - Can you see more red items in the picture? Tell me what they are.
- **Is it hot or cold at the beach?**
 - Why do you think so?
 - What clothes would we wear if it was cold?
- **Where is the girl's hat?**
- **Point to the lady who is not wearing a hat**
- **Who is playing with the ball?**
- **Is the bird flying or swimming?**
- **Tell me what the children are doing in the water? Can you tell me more?**
- **I wonder how they came to the beach. What do you think?**

LEVEL 4

AGE 4 - 5 YEARS

BEACH



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 do you like to do at the beach?
- Can you tell me a story about these people at the beach? What else can you tell me?
- What must you be careful of when you are at the beach? (water and hooks)
 - Why do the boy and girl in the water have water wings on? / Are you able to swim without water wings?
- Tell me everything about this little boy. (giving something to the lady under the umbrella) (insert any item/person in the picture)
- Why do you think the lady is sitting under the umbrella?
 - Why should we always put sunscreen on? / Which child has sunscreen on his face?
- Is the boat far away or close to the beach? How do we know? (could lead to discussion)
 - Why do people go out on a boat? / Show me the small sail on the boat
- How many children do you see with hats on?
- Are the people in the water happy or sad?
 - Why do you think so? / What makes you happy?
- Show me a child who is not swimming.
- What did this girl build with sand?
 - How do you think she made it?
- What colours are on the lighthouse?
 - Why is there a lighthouse close to the rocks/harbour? / How does a lighthouse work?
- I am thinking about something I can read. What is it?
- What word am I saying? ff - i - sh (fish)
- Can you tell me what we can do with a floating ring?
- Who is behind the lady under the umbrella?
- Tell me everything that you can about this picture / Tell me more / Tell me a story about this picture