

INDOOR ECD CENTRE SCENE

OVERVIEW & VOCABULARY

The general vocabulary for the INDOOR ECD CENTRE 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: table, chair, cupboard, mat, floor, window, books, bags blocks, bunny rabbit, wheel, clock, walllight, paintbrush, picture, house, pillow/cushion, box/es, wheelchair, curtain, light, flowers, giraffe, scarf, plaster, bandage, shelf, shelves, drawing, house, paint, paper, globe, world, shapes, abacus, plaster cast, lady, teacher, boy, girl, child, children

Body parts: head, hands, feet, tummy, eyes, nose, mouth, hair, legs, arms, knees, elbows

Clothing: dress, T-shirt, shorts, jeans, shoes, takkies, dress, skirt, tights, socks, cap, hat, vest, skirt, jacket, headband

VERBS (ACTION WORDS)

General: sit, stand, look, show, play, build, draw, hold hands, hold, paint, colour in, paste/glue, read, share, pull, point, teach, push

ADJECTIVES (DESCRIBING WORDS)

General: big, small, sore, pretty, round, hurt, broken, together, colourful, tall,

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

Emotions: happy, sad, scared, hurt, sick

LEVEL 1

AGE 0 - 18 MONTHS

INDOOR ECD CENTRE



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 boy?
- Where is the teacher?
- Can you point to a chair?
- Where is a table?
- Where are the tables?

LEVEL 2

AGE 18 MONTHS
to 3 YEARS

INDOOR ECD CENTRE



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 are the blocks?
- Is this girl sitting?
- Various “what is this/ who is this?” questions, by pointing to items in the scene
- Is the teacher wearing a hat? (might lead to discussion)
- Show me the teacher’s dress.
- Who is holding a bunny rabbit?
- Is she holding it nicely? (show me how she should hold it)
- Where is the clock?
- Who is holding the teacher’s hand?
- Show me the wheelchair
- Who is sitting in the wheelchair?
- Does she have a sore leg?
- Show me what is on her leg to make it better?
- Is this a cow? (point to the giraffe picture)
- What is on this table (green table)? (child might point or give general answer like ‘toys’, blocks, because unlikely to know the names of abacus and shapes at this age)

LEVEL 3

AGE 3 - 4 YEARS

INDOOR ECD CENTRE



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)

- **Tell me what is happening in the picture?**
 - What do you do in your class?
 - How many tables are in this picture?
 - Do you like to sit on a chair or on the floor? Why?
- **What things do we need when we paint? (paper, paint, paintbrushes)**
 - Who is holding a paintbrush?
 - What pictures did the children draw. You can see them on the wall. Tell me what you can see in their pictures.
 - What do you like to paint?
- **Who is wearing a cap?**
 - Who is wearing jeans?
 - What is the girl with the bunny wearing?
- **Show me who is sitting next to the books?**
 - What can we do with a book?
 - Tell me about your favorite story
- **Are the children's school bags on the floor or on the wall?**
- **Point to the girls who do not have headbands.**
- **Does the teacher have glasses?**
 - What is your teacher's name?
 - Does your teacher wear glasses?
- **What is the girl in the wheelchair doing?**
- **What can we do with an abacus?**

LEVEL 4

AGE 4 - 5 YEARS

INDOOR ECD CENTRE



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)

- **Show me the windows**
 - What can we put in front of the windows to block out the light?
 - Are the blinds up or down? (could lead to discussion)
- **Why does that girl need a wheelchair?**
 - What can you see that shows that she is hurt?
 - How can we make someone feel better if they are hurt or sick?
- **Show me 2 school bags that are the same colour (more than one answer)**
 - What does your school bag look like? | What do you put in your bag?
- **Point to all the blue things you can see in the picture (insert any colour the children know)**
- **How many children are sitting in this picture?**
- **Tell me all the things you like to do at your school.**
- **What can you see in the picture that this boy is holding?**
 - Should we pull the pictures off the wall in the classroom? | What happens if we draw on the wall?
- **I can see some things that tell me the names of the children. Can you show me what they are?**
- **What word am I saying? "sh -ay_ puh" (shape)**
- **Can you show me some shapes in the picture? Are there any more? (on the wall and table)**
- **Can you show me the "coo - shin" (cushion)**
- **What should you do if you sneeze or cough?**
- **When we've played with something, what should we do afterwards?**
- **Tell me everything that you can about this picture | Tell me more**
- **Tell me a story about this picture?**