

PLAYGROUND SCENE

OVERVIEW & VOCABULARY

The general vocabulary for the PLAYGROUND 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

** REFERS TO COVID-19 VOCABULARY



VOCABULARY COVERED IN THIS SCENE

NOUNS (NAMING WORDS)

General: boy, girl, child/children, door, tree, grass, ball, sun, school, windows, teacher, swing, flowers, sky, sand, classroom, roof, step, seesaw, tyres, drum/tunnel, bandage, plaster, hills

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

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

VERBS (ACTION WORDS)

General: Sit, stand, walk, kick, talk, run, jump, laugh, hold on play, swing, sing, catch, throw, dance, wave, balance

ADJECTIVES (DESCRIBING WORDS)

General: big-small, open-closed, dirty, sore, fast, fat - thin, tall, high, hard-soft, strong, young-old, broken

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

Emotions: happy, sad, scared, hurt, sick

LEVEL 1

AGE 0 - 18 MONTHS

PLAYGROUND



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 teacher?
- Where is the house?

LEVEL 2

AGE 18 MONTHS
to 3 YEARS

PLAYGROUND



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)

- Show me the ball
- Where is the swing?
- Can you see the seesaw?
- “What/who is this” questions when you point to items in the picture. (Child names the item)
- Is this girl wearing a dress? (point to specific girl)?
- Is the door open?
- Can you see the bandage on this girls leg? Show me.
-Has the girl got a sore leg?
- Show me the girl sitting on the grass?
- Who is sitting in the tyre?
- Point to all the trees?
- See this tyre? Show me more tyres.

LEVEL 3

AGE 3 - 4 YEARS

PLAYGROUND



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 there someone on the red swing?
- Can you show me a different (another) kind of swing? (tyre swing)
- Where do you like to play on the playground?
- Who do you like to play with?
- When do you play outside? (could be different answers)
- What can we do with the drum-tunnel?
-Is the drum-tunnel blue or orange?
- Is a boy or a girl running with the stick?
-Is it safe to run with a sharp stick?
- Where is the ball?
-SHOW ME what you can do with a ball? (let the child/ren do the pretend actions if there is space)
-Where can we play with the ball?
- Is the teacher big or small?
- Do we sleep outside or play outside?
-Can you sleep outside? (might lead to discussion)
-What would you need if you did that?
- Do you think it is a hot day or cold day at this school? Why do you think so?
- Is the girl on the seesaw up or down?
- Tell me how a see-saw works
- Show me the flowers growing on the hill. Can you see some more?

LEVEL 4

AGE 4 - 5 YEARS

PLAYGROUND



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 play with your friends?
- What will happen to the girl if she doesn't hold on to the see-saw?
- If you hurt yourself at school, who will you go to to help you?
- I can see something that is made of glass. What is it?
-What happens if we throw a ball/stone at the window? / How many windows can you see?
- What does your teacher do at school?
- Do you like to play inside the class or outside? Why?
- Can you see the name of the school? Show me. Let's clap the name of the school, "za -me-le"
- Point to the biggest tree. And the smallest tree.
- ** What should we do after we've played outside? (wash hands)
-Why should we do that?
- Are all the tyres on the ground? (Might lead to discussion)
-What games can you play with the tyres? / Where do the tyres come from? / What do we use to travel in / go in that has tyres? (cars/taxi/buses etc) / How did you get to school today?
- How many boys can you see in the picture?
- Tell me what you think the children in the picture are feeling? What about this one?
- Why do you think they feel like that?
- I can see something that grows in the ground and smells nice. What is it?
- This girl is sitting on the grass. Do you think the grass is soft or hard?
- Can you think of anything else that is soft?
- What word am I saying? "ba - lin - sing" (balancing)
- Can you show me somebody who is balancing? (girl on drum-tunnel)
- What is between the girl in the wheelchair and the girl sitting on the grass?
- I can see "sss - a - nn-d" What is it? (sand)
- Tell me everything that you can about this picture / Tell me more / Tell me a story about this picture
- ** When should we wear a mask?
-How should we put our masks on? / What happens if we don't have our masks on?