



Repurpose for purpose

Transforming excess business
inventory into early learning material

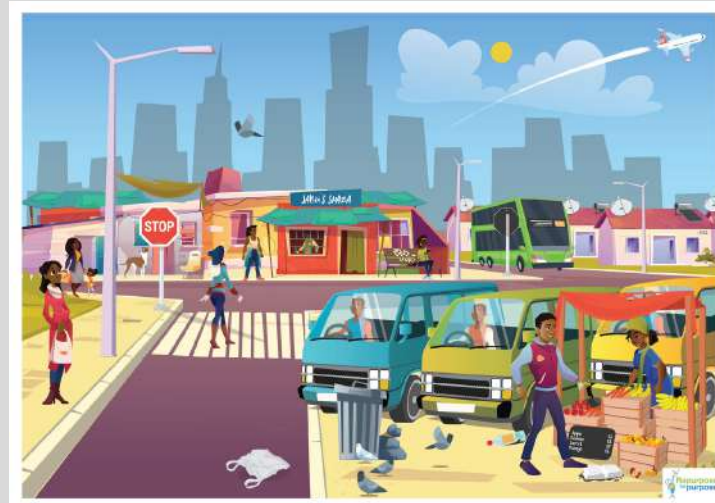
PLAYBOOK 2

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.



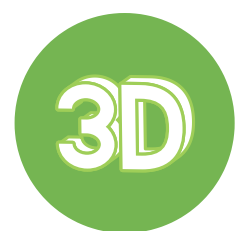
Find out what the children already know about the situation on the picture board

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:

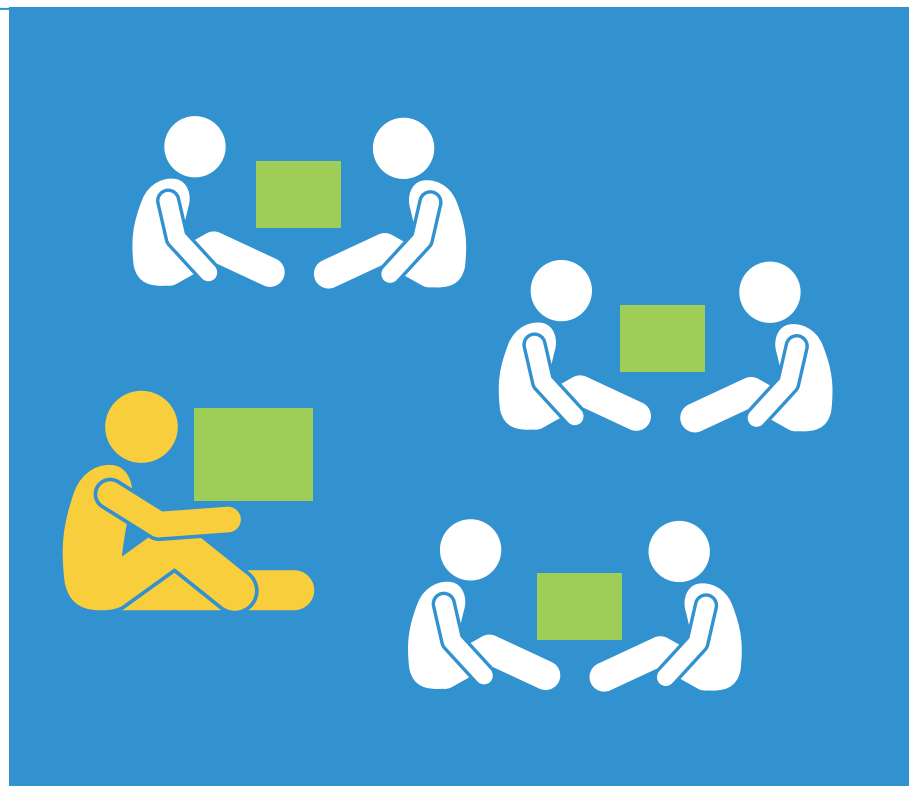
4 or 6 children

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"?

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 LEVEL4

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?**

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 LEVEL4

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

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, 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 LEVEL4

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?

URBAN SCENE

OVERVIEW & VOCABULARY

The general vocabulary for the URBAN 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: mother, lady, father, man, child, car, door, banana, apple, orange, carrots, sun, sky, bird, aeroplane, shop, man, driver, bus, taxi, wheels, house, window, roof, dog, sky, cloud, people, road/street, bench, chair, stall, rubbish bin, shack, spaza, plastic packet, bottle, STOP sign, Buildings, zebra crossing, lines, pole, buildings, litter, dirt, electricity, geyser, satellite dish/ TV, fruit, pigeon

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

Clothing: dress, hat, jeans, shirt, shoes, skirt, tights, jacket, vest, headscarf, bag, **mask

VERBS (ACTION WORDS)

General: stand, walk, sit, eat, drive, look, hold hands, cross over, hoot, talk, sell, buy, pay, fly, ask, wait, shout, park, travel

ADJECTIVES (DESCRIBING WORDS)

General: Big-small, open-close, tall-short, high, fast-slow, loud, dirty, hungry, quickly, young, noisy, busy, full

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

Emotions: happy, sad, scared, hurt, sick

LEVEL 1

AGE 0 - 18 MONTHS

URBAN



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.

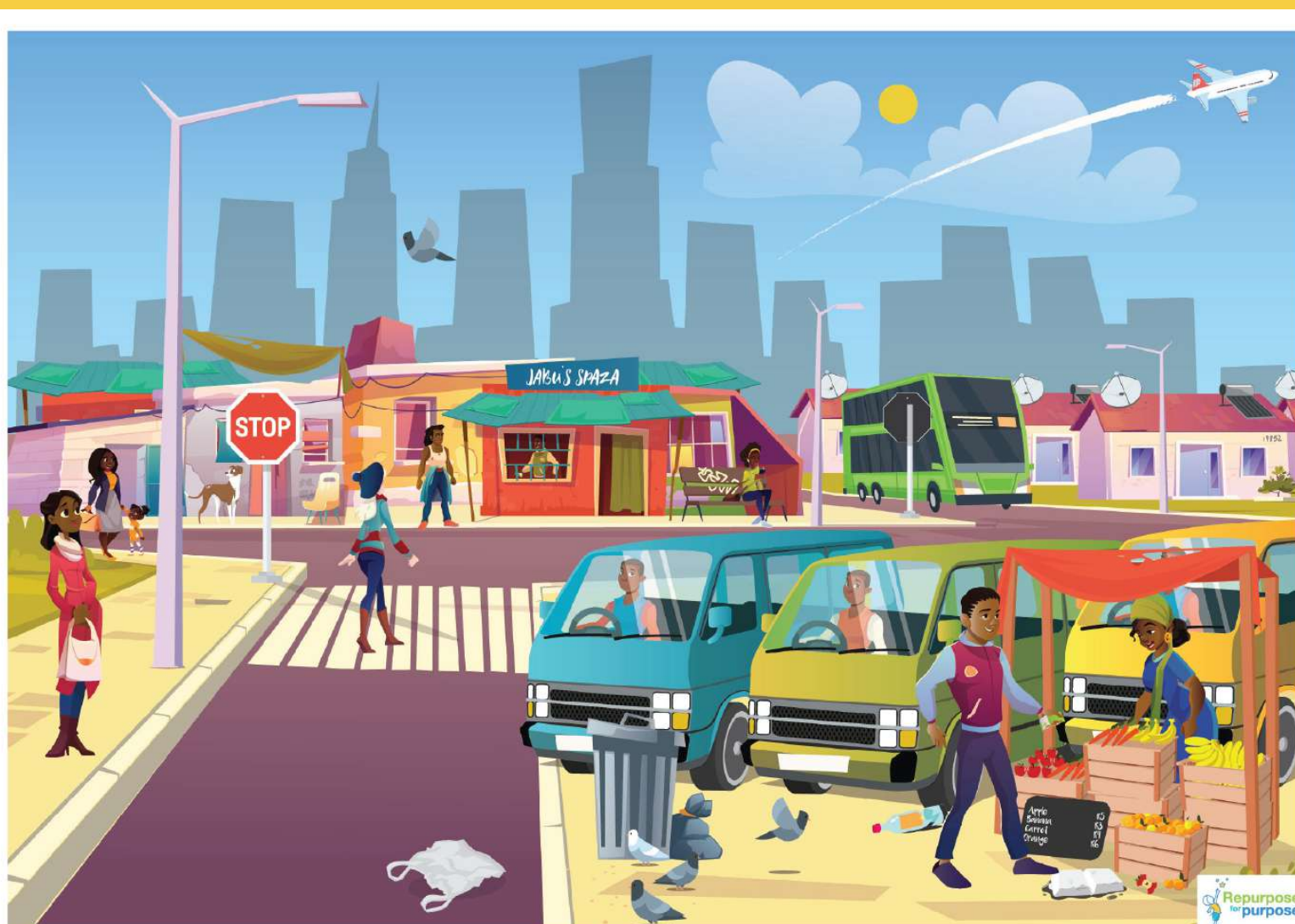
EXAMPLES OF QUESTIONS (LEVEL 1)

- Show me the bird
- Where is the taxi?
- Where is the mommy/lady?

LEVEL 2

AGE 18 MONTHS
to 3 YEARS

URBAN



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?)

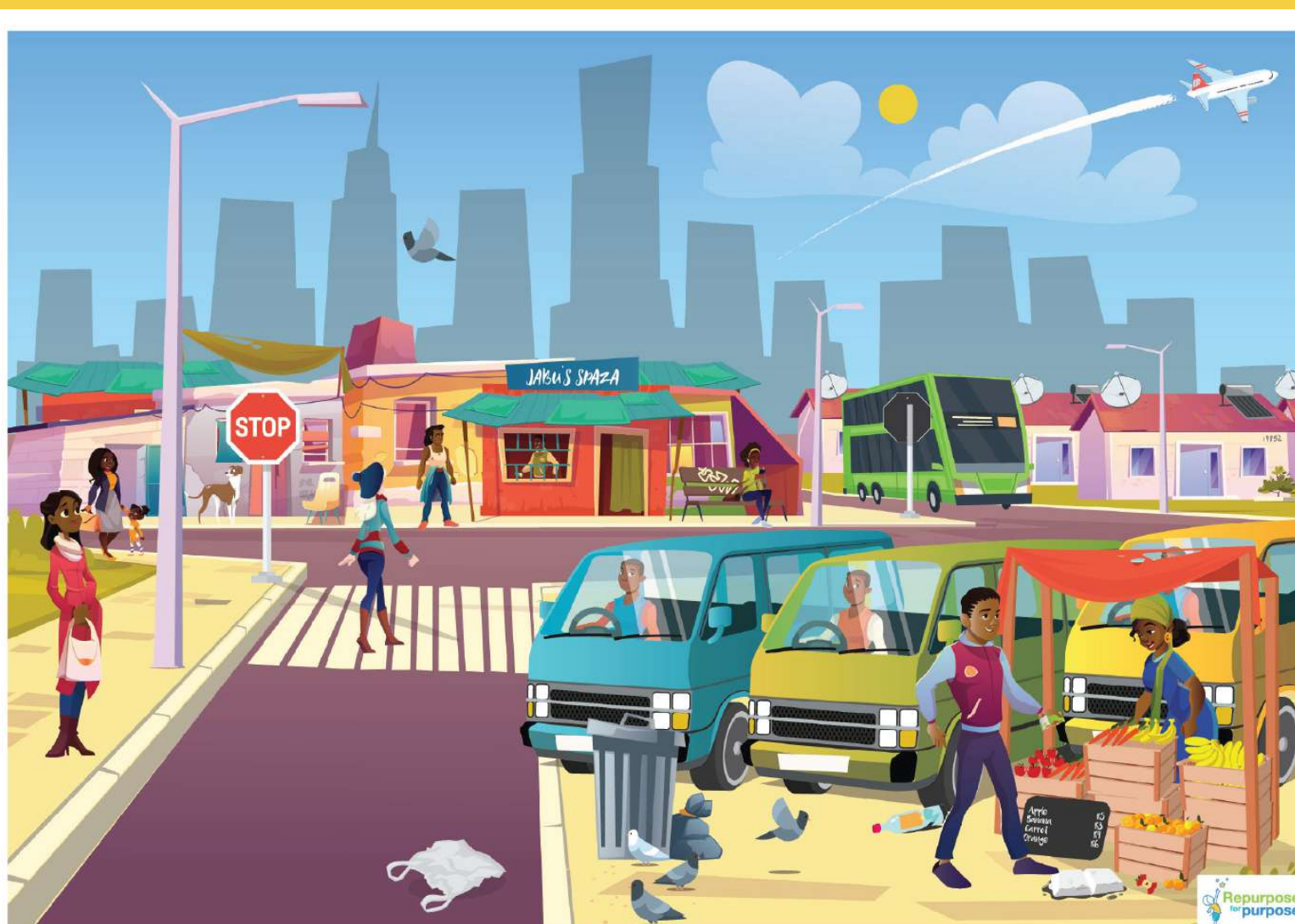
EXAMPLES OF QUESTIONS (LEVEL 2)

- **Point to the taxi**
- **Where is a house**
- **Show me a man**
- **Where is the big bus?**
- **“What/who is this” questions when you point to items in the picture. (Child names the item)**
- **Show me all the taxis?**
 - Who will drive the taxi?
 - Can you make a noise like a taxi?
- **Where is the plastic bag/packet?**
 - What can we put in a plastic bag/packet?
- **What is this lady selling? (child might point or name)**
 - Do you like apples?
 - Do you like bananas?
- **Tell me who is wearing a hat? (more than one possible answer)**
 - Show me the red dress?
 - Has this lady got a bag? (Point to a lady).
- **Is the dog in the road?**
 - Where is the small girl?

LEVEL 3

AGE 3 - 4
YEARS

URBAN



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 this place in the picture? (town)**
 - What can you see up in the sky? What else? / What can you see on the road?
- **Where must the packet go?**
 - Should we throw it on the ground or in the bin? / What else can you see on the ground that should go in the bin? / What is next to the bin? (more than one answer)
- **Who is standing next to the mommy?**
 - Do you walk with your mommy? / Where do you walk with your mommy? / Who else do you walk with? / What do you think they are going to do in town?
- **Must we stop or go when we see this sign? (point to the stop sign)**
 - What colour is the sign?
- **Have you ever been in a taxi?**
 - Where can you go with the taxi? / Are all these taxis the same colour?
- **Show me all the houses that you can see?**
 - Are the roofs black or red? / How many windows can you see on this house?
- **Tell me about your house where you live**
 - Do you live in town or in the country? /What is outside your house?
- **Can you see something that can fly? Tell me what it is. (more than one answer)**
- **Tell me a story about this picture**
- **Is it day or night?**
 - How do we know?

LEVEL 4

AGE 4 - 5 YEARS

URBAN



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 LEVEL4

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)

- Can you see what is behind the lady sitting on the bench?
-Is there a Spaza shop in your road? What do you/can you buy from the Spaza shop?
- Is it good to throw your packets and bottles on the ground? Where should we throw them?
- Will the street look nice if we all throw our litter on the floor?
- How can we help to keep our town clean?
- What ways can we travel somewhere? OR What else can we travel in? (look at the picture for some clues. Accept any form of transport even if not in the picture)
- What would you like to travel in?
-Where can you go in an aeroplane? / Where does an aeroplane fly?
- When is it safe for you to cross the road? / What must you do before you walk across the road?
- What do these lines mean on the road? (point to Zebra crossing)
-Have you seen these lines before? / Who is crossing the street on the lines?
- What can you hear, see or smell when you walk near the road? (Talk about these separately as there is lots to discuss)
- What word am I saying? "rrr - oh - duh" (road)
- Can you find something that helps to make the water hot in this house? (geyser)
-Do you know how it works? Can you tell me
- Can you show me someone wearing a jacket?
-What would I wear if it was raining? / If I am cold what can I wear/put on?
- Tell me what you think all these people are doing in town? (encourage discussion)
- Where is this man going? (the man going to the fruit seller) / Do you think this man is hungry?
-How would we know? (he is buying fruit) / What do you do if you are hungry?
- Can you show me a "buh - nar - nuh" (banana)
- I can see something that shows the price of the fruit/ how much he must pay? Can you show me what it is?
- Tell me everything that you can about this picture / Tell me more / Tell me a story about this picture
- **Why do you think the people are wearing masks?
-What could happen if you don't wear a mask outside? / How do you put on a mask?
- **What should you do as soon as you get home from traveling/driving/shopping? (wash your hands)
- **Can you show me a "mm - aa - ss - kuh" (mask)

RURAL 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

RURAL



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

RURAL



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

RURAL



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

RURAL



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 LEVEL4

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**

FARM SCENE

OVERVIEW & VOCABULARY

The general vocabulary for the FARM 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: Mother, lady, father, man, boy, girl, mommy, baby, tree, horse, sheep, cows, pigs, chicken, chicks, house, window, door, tractor, sun, water, bucket, spade, flowers, stones, grass, farmer, step, roof, gloves, apron, bull, calf, duck, rooster, shovel/spade, wheelchair, sky, clouds, pond, mud, dirt, sand, rock, gate, fence, field, water tank, chicken, feed, chimney, path, road, crops, plants, bush, windmill, bales of hay, feathers, wool, milk, horse's mane, horns, tail, beak, piglet, duckling, ram, ewe, broken leg, plaster of Paris

Body parts: Head, hands, feet, tummy, eyes, ears, nose, fingers, toes, face, knees, arms, legs, elbows

Clothing: T-shirt, dress, skirt, top, jacket, jersey, pants, shorts, shoes, boots

VERBS

(ACTION WORDS)

General: sit, stand, walk, run, eat, talk, drive, swim, look, hold, smile, shout, dig, feed, touch, kneel, plant, reap

ADJECTIVES (DESCRIBING WORDS)

General: open - close, big - small, clean - dirty, fat - thin, tall - short, high - low, fat, old, loud - soft, sore, young, funny

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

Emotions: happy, sad, scared, hurt, sick

LEVEL 1

AGE 0 - 18 MONTHS

FARM



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 man
- Where is the house?
- Show me the tree

LEVEL 2

AGE 18 MONTHS
to 3 YEARS

FARM



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 a cow.
- Show me the tractor
- Point to the water
- “What/who is this” questions, by pointing to items in the scene. Child names the item.
- Who is this? (point to the lady so that the children can tell you if they think it is a big girl or a lady or a mommy)
- Show me the spinach in the garden
- Where is the mommy duck?
 - Can you see the ducklings/ baby ducks? Show me where they are. / What sound does a duck make? What are the duck (& her ducklings) doing?
- Where is the horse?
 - How many horses do you see? / Point to the horse's tail?
- What is this [pointing to tractor]?
 - Who is driving the tractor? / Can you show me the wheel on the tractor?
- What animals are next to the tree?
- Can you see the pigs?
 - Show me the baby pig?

LEVEL 3

AGE 3 - 4 YEARS

FARM



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 tractor 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)

- Show me the fence.
- Is the tractor blue or red? [pointing to tractor]?
-Is the tractor driving on the road or in the field? / Where do you think it is driving to?
- What do pigs eat?
-Are the pigs clean or dirty? / Why do you think they are dirty? (if the child says they are dirty)
- Show me the chicks next to the wheelchair?
-What do you think the chicks are eating?
- What animals can you see on this farm in the picture?
-Have you ever been to a farm? / Did you enjoy being on the farm? / What did you do on the farm? What other things did you see when you went to the farm? / How did you get to the farm?
- What is this girl doing? (the girl in the wheelchair)
-Why do you think the girl is in a wheelchair? / Do you think she is feeling happy or worried? / Why do you think so?
- Is the lady wearing gloves?
- Why do you think she is wearing gloves?
- Has she got gloves on her hands or on her feet?
- How many sheep can you see?
- Tell me all about the sheep. What else can you tell me?

LEVEL 4

AGE 4 - 5 YEARS

FARM



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 animals can give us milk on this farm?
-Can you tell me what they like to eat? / How do all these animals help the farmer on the farm?
- Why do you think the man has the bucket & spade? What do you think could be inside his bucket?
- Is it a girl or a boy in the wheelchair? What do you think happened to the little girl's leg?
- What part of the rooster is this girl touching?
- Do you think she likes to touch it? Why do you think so?
- What could happen to the boy if he pulls the calf's tail?
- I can see an animal that gives us wool. What is it?
- What do we use water tanks for?
- Why does the farmer need water?
- Why do you think it's important that there is a fence on the farm?
-Who do you think is responsible to close the gate? (Whose job is it?) / Why do you think it's important to close the gate?
- Are there more baby chicks or baby ducks?
- Do you think it is summer or winter? Why?
- Can you show me the "ss - uh - nn" (sun)
- Which is the biggest chicken? (might be some discussion)
- What word am I saying? "rrr - oo -ff" (roof)
- Tell me everything that you can about this picture / Tell me more / Tell me a story about this picture

NOTE : For each animal, a range of questions can be discussed: The questions need to match the child's developmental level and need to include some pointing /showing questions:

-What animal is this? Show me the small pig. What sound does a pig make? How many pigs can you see? What colour are the pigs? /What do you think the pigs are doing? Why? What do pigs eat? What do pigs give us? Do you know what a baby pig is called? Can you see the pig's curly tail? Point to his tail. How many legs do pigs have? What do you like about pigs? What do you dislike about pigs

HOME SCENE

OVERVIEW & VOCABULARY

The general vocabulary for the HOME 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: mother, father, man, lady, boy, girl, children, table, chairs, bed, apple, banana, books, blocks, rabbit, aeroplane, stove, cooker, sink, tap, soap, window, wall, pot, wooden spoon, cups, saucers, , bowls, plates, food, fruit, cutlery, knife, fork, spoon, cupboards, pillows, bedcover

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

Clothing: T shirt, shorts, shoes, shirt, cap, dress, pants, tights, jersey , apron

Cleaning products: jik, handy andy, sanitiser, sunlight liquid, washing powder

VERBS (ACTION WORDS)

General: sit, stand, lie down, eat, wash, taste , cook, stir, burn, look, talk, clean, smile, play, build, clean up, tidy up, pack away, unpack, disinfect, sanitise

ADJECTIVES (DESCRIBING WORDS)

General: big - small, hot - cold, clean - dirty
high- low, dangerous , delicious, yummy, old, young
Colours: red, blue, yellow, black, green, orange, purple, pink, brown, grey
Emotions: happy, sad, scared, hurt, sick

LEVEL 1

AGE 0 - 18 MONTHS

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 the man/dad.
- Where is the bed?

LEVEL 2

AGE 18 MONTHS
to 3 YEARS

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?)

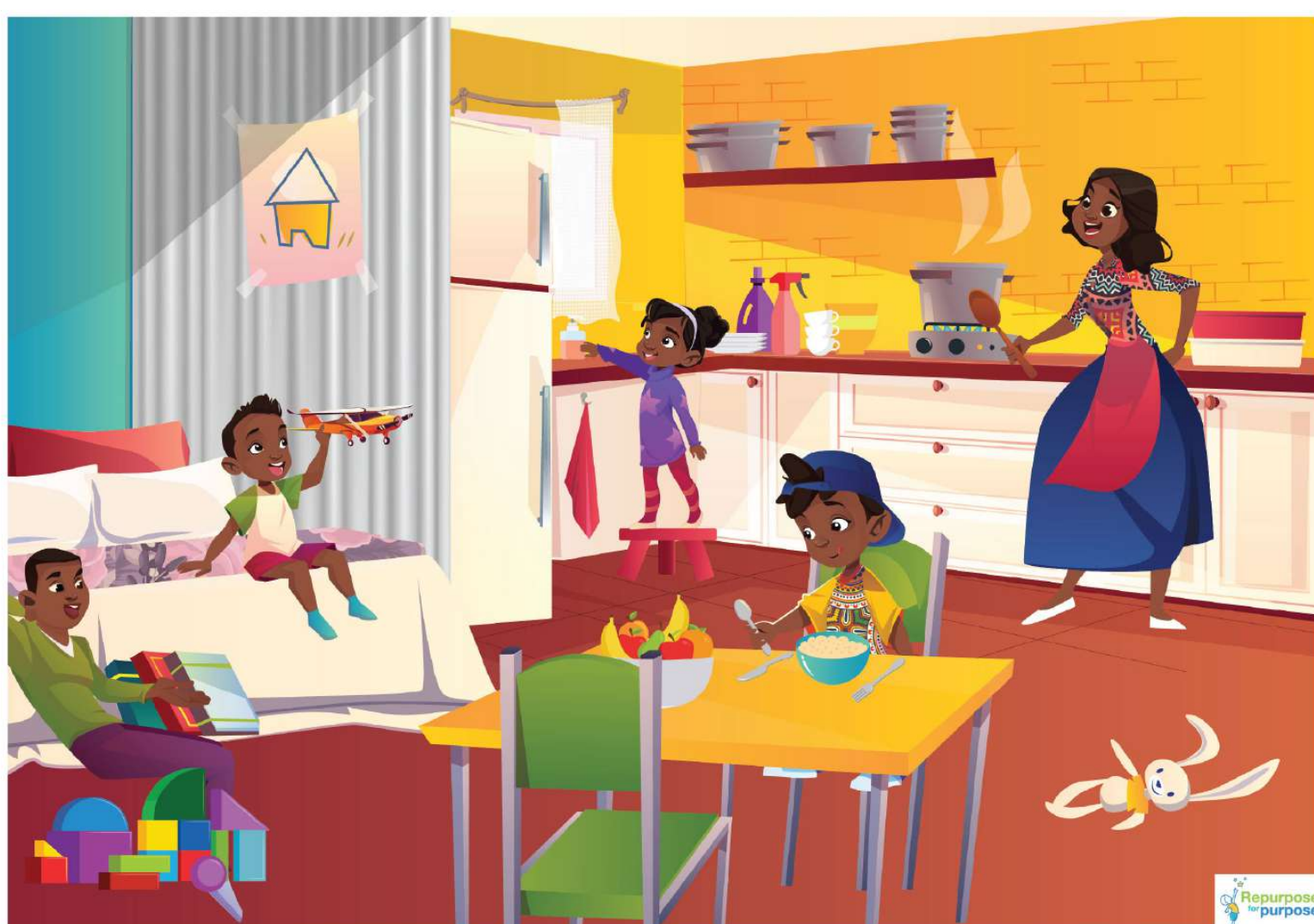
EXAMPLES OF QUESTIONS (LEVEL 2)

- Where is the little girl
- Can you show me the aeroplane?
- "What/who is this" questions (pointing to items in the scene. Child names the item)
- Where is the pot?
 - Is this pot small? (pot on the stove)/ What is inside the pot?
- Can you see more pots? (Show me)
- Is the man standing up?
- What is he (the man) doing?
- Show me the fridge?
- What is this boy (on the bed) playing with?
 - Do you like aeroplanes? / What can you see on the aeroplane? (Colours, wheels, propellor - child might say e.g. 'this thing and point if doesn't know the name)
- Who is wearing a cap?
- Is the girl big?
 - What is she standing on to wash her hands? / Why do you think she is washing her hands?

LEVEL 3

AGE 3 - 4 YEARS

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 do you think the mommy is cooking?**
-Is the pot hot or cold? / Can we touch the hot stove or a hot oven? / What will happen if you do
What is the mommy wearing? (Might name all clothing items) / Can you show me her apron? (If child doesn't mention it) / Why is the mommy wearing an apron?
- **Show me the girl washing her hands?**
-When should we wash our hands? / Why should we wash our hands? / What happens if we don't wash our hands?
- **What kinds of fruit can you see in this bowl on the table? (make sure the children know the term 'fruit')**
-Do you like eating fruit? / What is your favourite fruit? / Why is it good to eat fruit?
- **Who is wearing a green jersey?**
- **Show me all the toys.**
- **What do you like to play in your house?**
- **Where should the toys stay?**
-Should we throw them on the floor or pack them away neatly?
- **Are the books on the floor or on the bed?**
-Do you enjoy reading books? / Who reads books with you?
- **What do we do in a bedroom?**
-Where do you sleep? / Where do you wash? / In which room do you eat food? / Can you wash in the bedroom? (more than one answer as rural people often do) / Can you sleep in the kitchen?

LEVEL 4

AGE 4 - 5 YEARS

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 LEVEL4

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)

- I can see something that helps to keep our food cold. What is it? (Fridge)
- What could this family keep in the fridge?
-Do you have a fridge at home? / What happens to the food if it is not kept inside a fridge?
- Can you show me something that we can travel in? (aeroplane)
-Where can you go in an aeroplane? / Where does an aeroplane fly? / Who has been in an aeroplane before?
What other types of transport (ways to travel) can you think of? / ** What should you do as soon as you get home from traveling/driving in a taxi/shopping? (wash your hands)
- What is this boy eating?
-What time of the day do you think it is in this picture? Why do you think so? (Morning, afternoon or evening)? / What do you like to eat in the morning?/evening? (many children do not have 3 meals a day)
- Where do you sit when you eat dinner?
- When do we wear a cap? (season specific clothing item)
-What would I wear if it is raining? / If I am cold what clothes can I wear/put on?
- I can see someone on the floor between the blocks and the books. Who is it?
- Can you name all the red (choose any familiar colour in the poster) items in the picture?
- What is your favourite colour?
- I am thinking about "fff - oo - duh" . can you tell me what it is?
- Let's clap this word together. (sanitizer): "sa - nih - tie - zuh"
- Tell me everything that you can about this picture/ Tell me more / Tell me a story about this picture
- ** Do you need to wear a mask when you have dinner?
-Why can you not wear a mask when you are having dinner? / When should you wear a mask? / What could happen if you don't wear a mask outside?/ How do you put on a mask? SHOW OR TELL