

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.

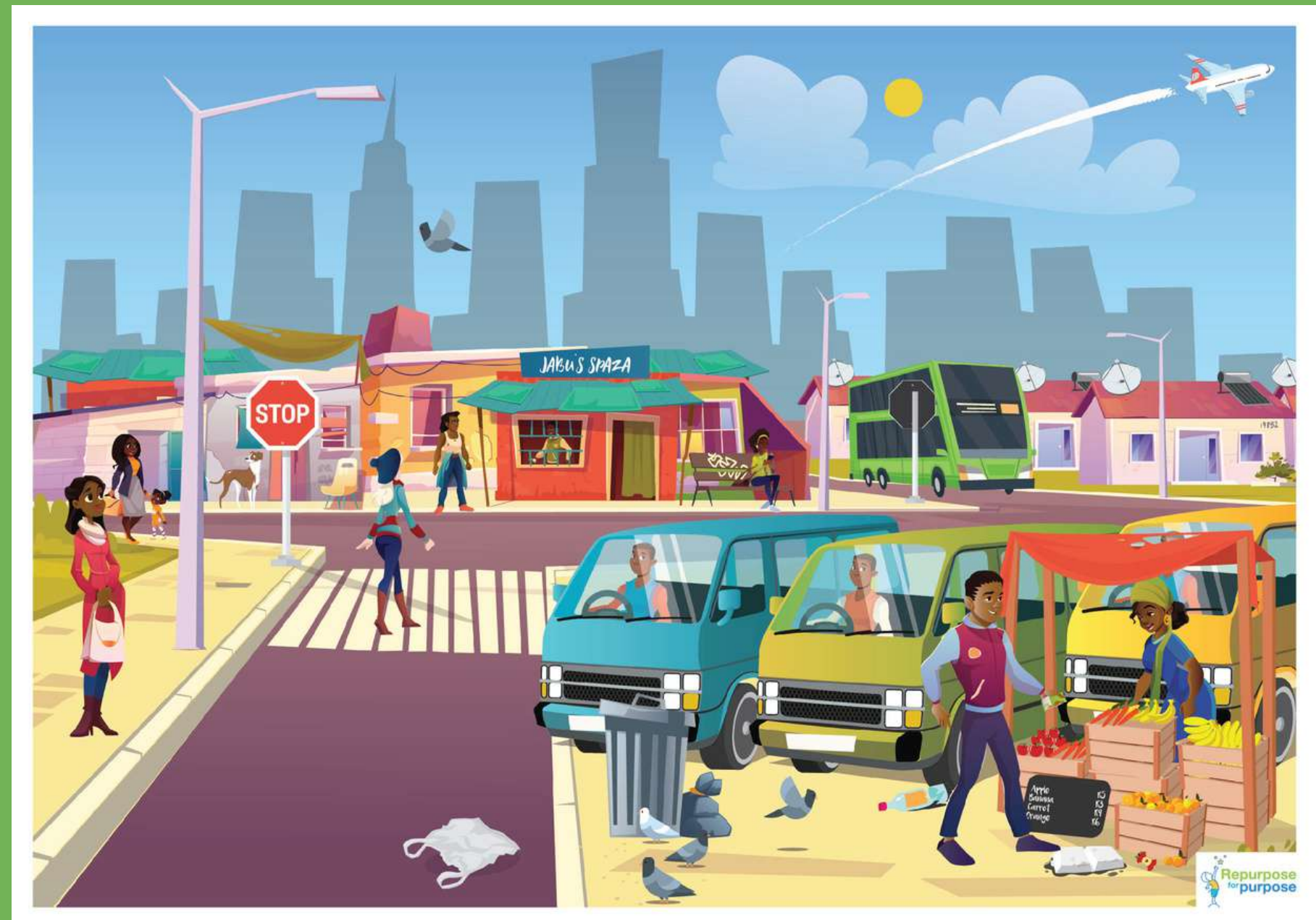
Remember, factors such as general experiences as well as home and school environments can impact a child's vocabulary. For this reason, we have started with the most familiar words at Level 1, gradually introduce new words as we go up through the levels. This creates a comprehension vocabulary (understanding 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

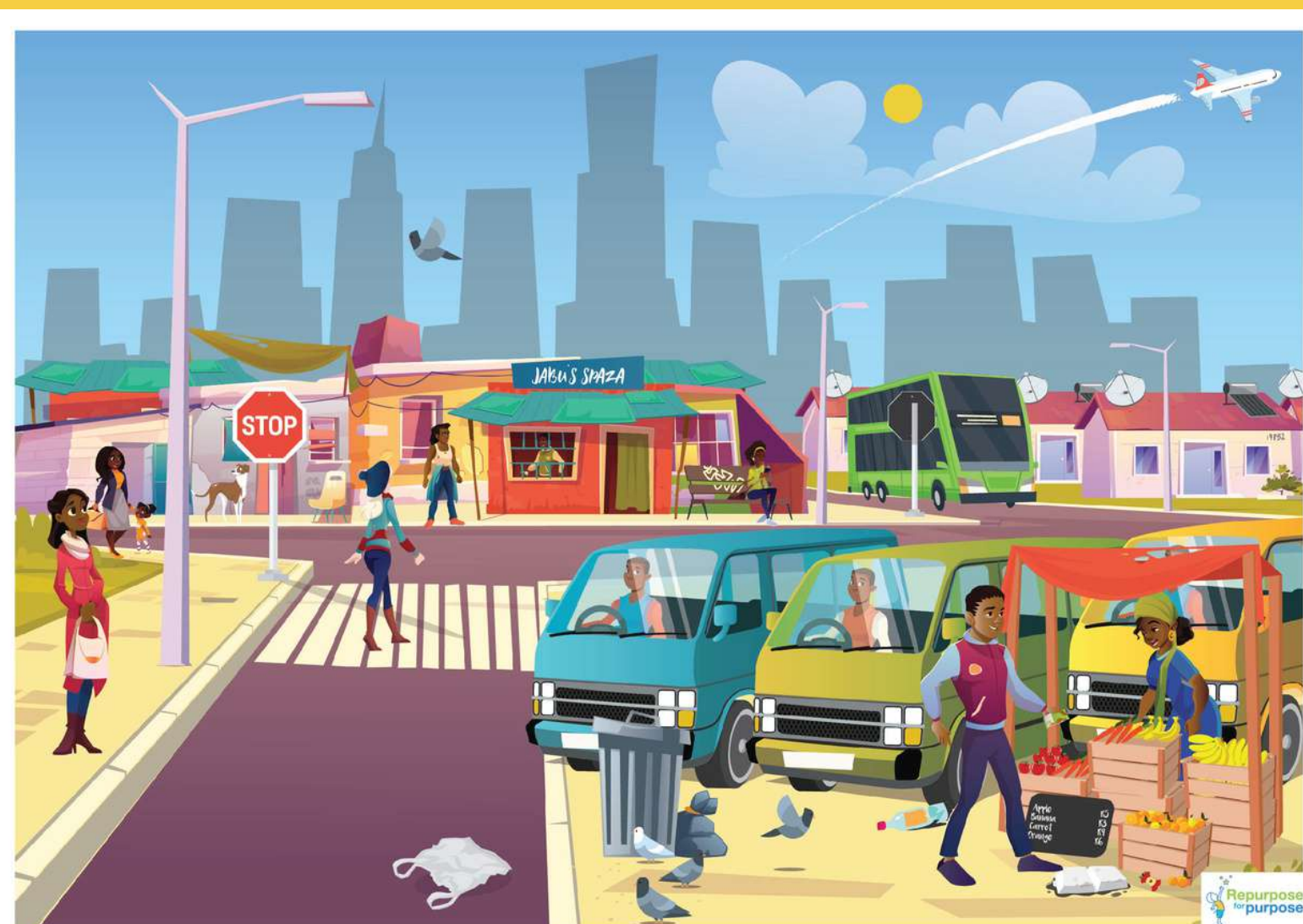
Colours: red, blue, yellow, black, green, orange, purple, pink, brown, grey

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.

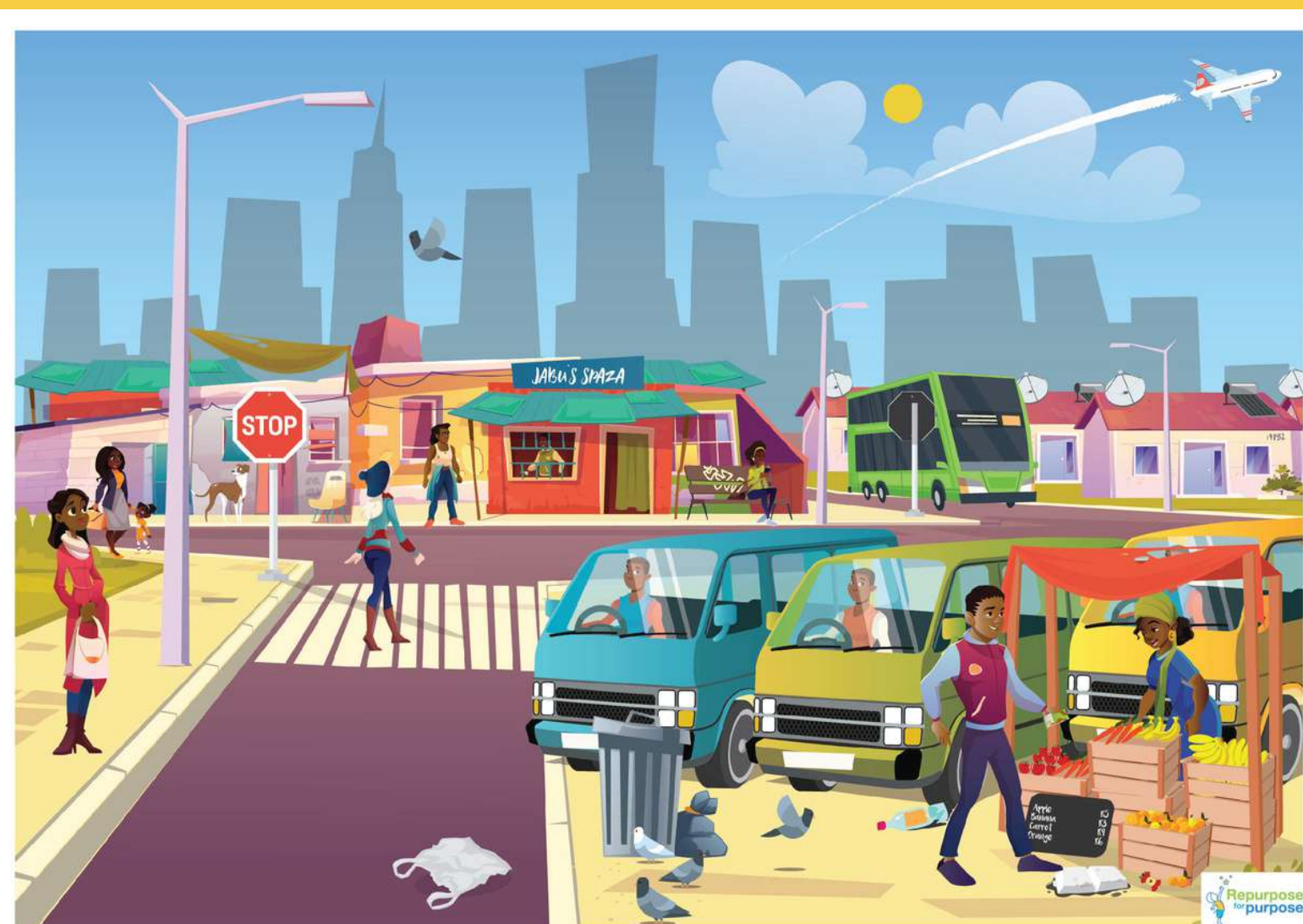
EXAMPLES OF QUESTIONS (LEVEL 1)

- 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?)

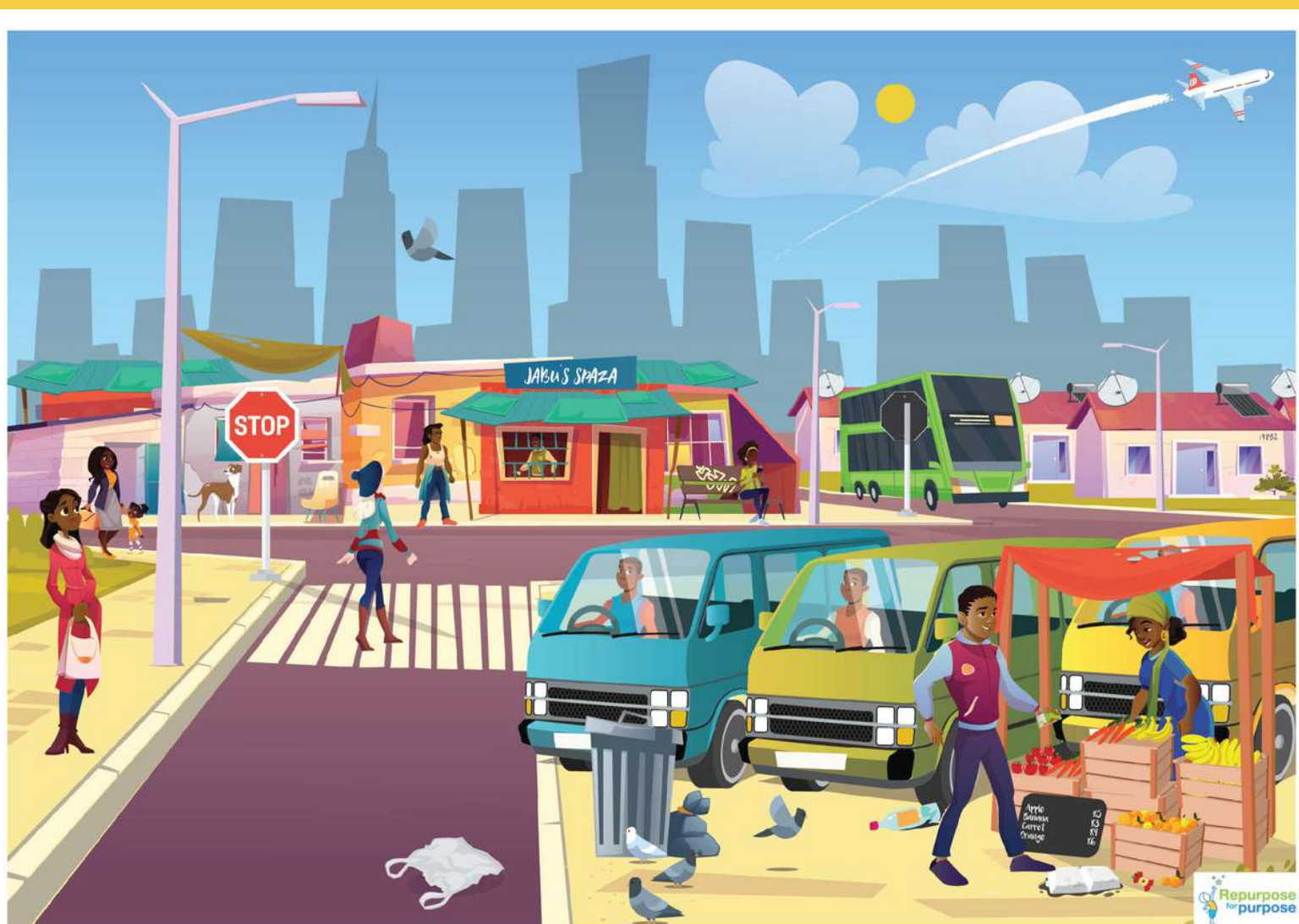
EXAMPLES OF QUESTIONS (LEVEL 2)

- 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?)

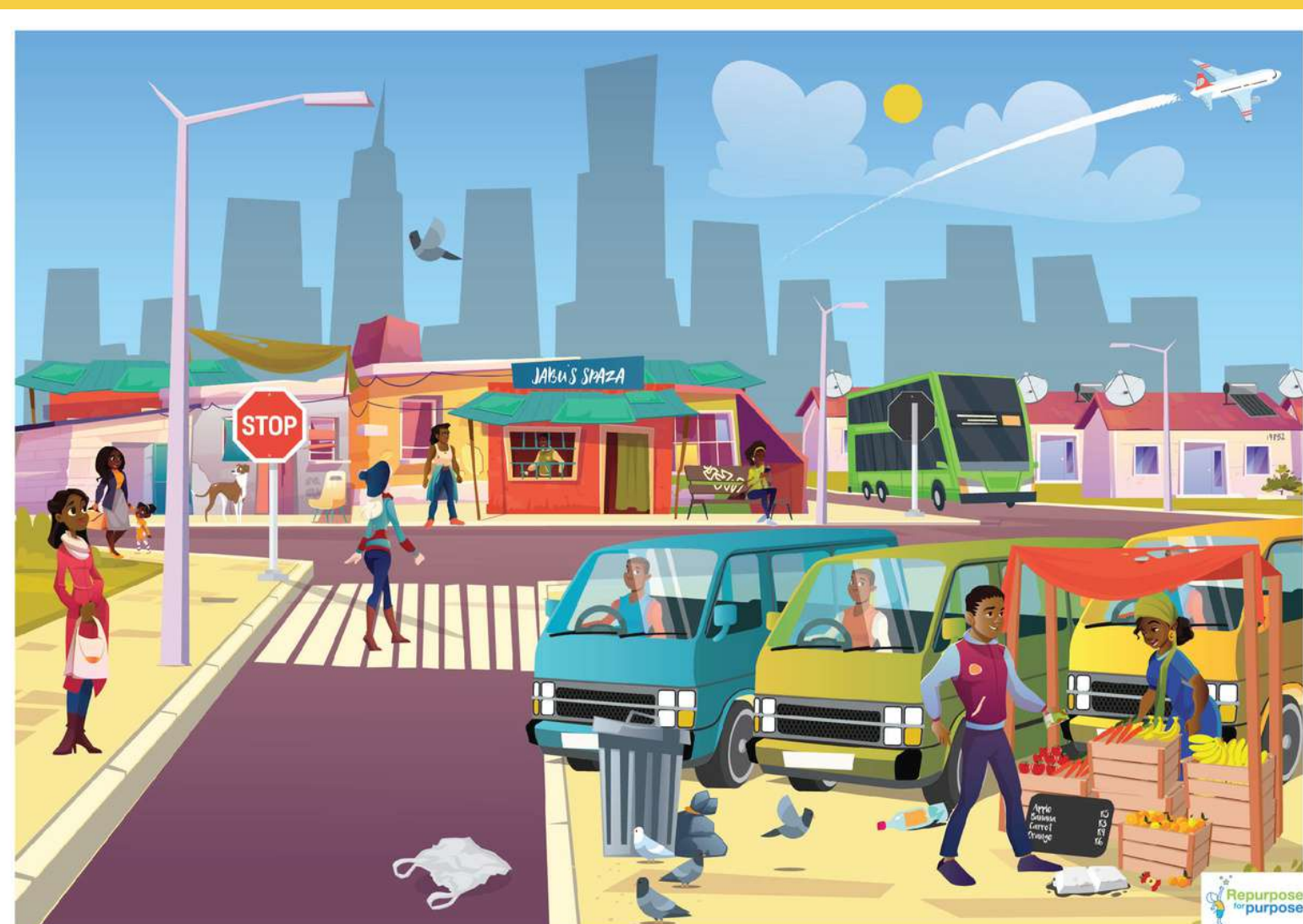
EXAMPLES OF QUESTIONS (LEVEL 3)

- **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 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)

- 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)