LANGUAGE LAUNCHPAD
Daily shared reading activities to develop your child's language.

STORY: Monkey Puzzle

DAY 1

TODAY’S WORD: Tree

RESOURCE LIST:
- Monkey Puzzle book
- Tree baseboard and picture cards
- Sticker chart and stickers
- Sequencing train template
- Sequencing picture cards
- Day 1 bookmark
- Word tree
- Word card - tree
- Blue tack

We recommend watching our videos before starting the activities, as they explain the reasoning and importance behind the tasks, and demonstrate how you can adapt them to support your child. You can find them on our website and social media:

www.ouh.nhs.uk/languagelaunchpad
GETTING SETTLED (2 mins)

Getting settled before you start the activity will help keep your child focused.

✓ Sit comfortably, side by side so that your child can see, and hold the book easily.
✓ Turn off distractions, like TV and mobile phones.

Explain to your child that you are going to have some special time each day, looking at books and talking about what you see.

You could say:

We are going to have some special story time together reading books and talking about words and pictures.

It’s going to be lots of fun!
INTERACTIVE READING (5 mins)

Introduce the book. You could say:

We are going to look at some books together.
This week, our book is Monkey Puzzle (point to title). Can you see Monkey?

Read the whole story together.

✓ Involve your child with the story by letting them turn the pages.
✓ Leave pauses for your child to ask questions, make comments or point things out. Respond positively to anything they say or do with the book.
✓ Point to the pictures as you read.
✓ Use your voice, and facial expression to make it fun.

Here are some questions and prompts about the story:

Resource: day 1 bookmark

After reading the page with Monkey and the butterfly:

What is this? (point to the butterfly), (point to the monkey)

On the same page:

What colour is butterfly?

Can you think of something bigger than monkey?

Prompt your child to join in with the phrase: ‘Come little monkey, come, come ______(come)’

Comment: That’s kind of Butterfly to help Monkey look for his Mum.
SPECIAL WORD AND GAME (5 mins)

Today’s new word is tree.

You could say:

We are going to think about one of the words in our story. Our first special word is tree. Shall we say that word again? Are you ready? “Tree”

Prompt your child to say the word with you (tree). Give them lots of praise for trying. If they don’t want to say it, move on.

Find the word in the story and explain what it means.

You could say:

Let’s find our special word in the story. Here it is! It says: “her tail coils round trees”

Here is a tree in the story (point). Trees have trunks and branches and leaves. Some animals live in trees. Can you find another tree picture in the story?

Resource: word card – tree, word tree

Show your child the word card (tree) and ask them to stick it on the tree word collector.

Play the tree game: (Resource: tree baseboard, tree game pictures)

- Give your child the tree baseboard. Tell them that today, you are going to think of animals that might live in a tree.

- Place the picture cards face down in a pile. One at a time, ask your child to turn them over. If it’s something that might live in a tree, add it to the baseboard. If not, leave it to one side.
To extend this further, you could also talk about the things that don’t live in trees. Where might you find them? Why don’t they live in trees?

**Link the word to your child’s experiences** (this will help them to store the word in their mind):

Think of a place where we have been that has trees.

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**STORY-TELLING (5 mins)**

Resource: sequencing picture cards, sequencing train.

Mix up the 3 story sequencing pictures and put them in front of your child. Use the train template to show the concept of beginning, middle and end.

Explain that these are pictures from the story, but that they are all mixed up.

Support your child to put them in the right order, explaining that the beginning, middle and end help us to know what happened.

You could say:

These are some pictures about our story. One shows us what happened at the beginning (point to front of train), one shows us what happened in the middle (point to middle of train) and one shows us what happened at the end of the story (point to end of train). The pictures are muddled, can you help me find the one for the beginning, middle and end? We are going to put them on the train so we can see what happened in our story.

When you have finished, go back to the story and match the sequencing cards to the story book. Check together that the pictures are in the right order. Give your child lots of praise for trying hard.
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Ask your child if they can remember:

<table>
<thead>
<tr>
<th>What book did we read today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was our special word today?</td>
</tr>
</tbody>
</table>

Resource: sticker chart and stickers

Praise your child for trying hard today.

Let your child choose a sticker for their sticker chart, explaining exactly what the sticker is for (e.g. **this sticker is for thinking carefully about which animals live in trees, well done**). Specific praise helps a child to know exactly what it was that you liked, and what they can do again.

Tell your child you are looking forward to more special time with the story tomorrow.

Join our Language Launchpad community and comment on today’s social media video with a rocket emoji to tell us you’ve completed the activity. Let us know how you got on - we love to hear from you.