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

STORY: Monkey Puzzle

DAY 2

TODAY’S WORD: Lost

RESOURCE LIST:

- Monkey Puzzle book
- Lost and found board and pen/pencil
- Sticker chart and stickers
- Sequencing train template
- Sequencing picture cards
- Day 2 bookmark
- Word tree
- Word card - lost
- 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.

Remind your child about your special story time.

You could say:

We are going to have our special story time again today. We are going to look at our book and talk about words and pictures. It is going to be lots of fun!
INTERACTIVE READING (5 mins)

Re-introduce the book. You could say:

*We are reading Monkey Puzzle* (point to title). *There’s Monkey, what else can you see?* (point to the other animals as a prompt if needed.

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 2 bookmark

*After reading the page with Monkey and the elephant:*

**What’s this?** *(point to the tree), (point to a leaf)*

**Show me the elephant’s ears.**

*Prompt your child to join in with the phrase: “No, no, no, that’s an ___(elephant).”*

**What is monkey doing with his tail?** *(Its coiled around a tree)*
**SPECIAL WORD AND GAME (5 mins)**

Today’s new word is lost.

You could say:

**Today’s special word is lost. Shall we say that word again? Are you ready? lost.**

Prompt your child to say the word with you (*lost*). 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! Monkey says: “I’ve lost my Mum”**.

*Lost* is when you can’t find something. You look and look and look (gesture looking) but you can’t see it anywhere.

Resource: word card – *lost*, word tree

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

**Play the lost game:** (Resource: lost and found board)

- Explain to your child that the people (on the left) have lost their belongings. Can they find the belongings and match them up?

- Ask your child to draw a line between the person and the thing they lost.

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

Can you think of something that we have lost?
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.

Today, encourage your child to put the pictures in order on the sequencing train, and to talk about them as they do this. You might need to give them some prompts (e.g. ‘What’s happening here?’).

You could say:

Do you remember our pictures from yesterday? They help us to tell the story by showing the beginning, middle and end. Can you put them in the right order?

This time I’d like you to tell me a little bit about what’s happening in the pictures too.

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.
**WELL DONE! (3 mins)**

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 turning the pages today, 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.