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

STORY: Monkey Puzzle

DAY 3

TODAY’S WORD: Same

RESOURCE LIST:
- Monkey Puzzle book
- Your own ‘snap’ game, or our ‘snap’ cards
- Sticker chart and stickers
- Sequencing train template
- Sequencing picture cards
- Day 3 bookmark
- Word tree
- Word card - same
- 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:

It’s time for our special story time! I really like the way you look at the book with me and talk about the pictures.
INTERACTIVE READING (5 mins)
Re-introduce the book. You could say:

Do you remember what our story is called? *(point to title).*

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 3 bookmark

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

**What is this?** *(point to Monkey’s nose), (point to Parrot’s beak)*

**What’s different about Monkey’s Mum and the Parrot?** (feathers, beak, wings, sounds, colour)

*Encourage your child to complete the sentence “No, no, no, that’s a ___(parrot)”*

**How does parrot get around the jungle?** (fly)

**How does Monkey get around the jungle?** (jump, leap, spring)
SPECIAL WORD AND GAME (5 mins)

Today’s new word is same.

You could say:

Our special word today is same. Shall we say that word again? Are you ready? Same.

Prompt your child to say the word with you (same). 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:

Our special word today is not written down, but we can see it in the pictures. Here’s the picture of Daddy and Mummy and baby Monkey. They look the same. This means they look like each other. The things that are the same are: they are all brown, they are all furry.
What else can you see that’s the same? (point to ears, eyes, feet, tail if your child needs a prompt)

Resource: word card – same, word tree

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

Play the snap game: (Resource: your own snap game if you have one, or print out our snap cards).

- Explain to your child that you are going to play ‘snap’.

- Shuffle the cards and place them face down between you.

- Take turns to turn over the cards one at a time. When two cards are the same, say ‘SNAP!’

- To extend the activity, you could ask your child what is the same about the two cards.

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

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Link the word to your child’s experiences (this will help them to store the word in their mind):
Find two things in the room that look the same. What is the same about them? (e.g. two red socks, two same size duplo bricks etc)

**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 into order on the train and to tell you what is happening in the story as they do this. Today you will also be asking them an extra question when they have done this. Provide as much support as needed.

You could say:

**Here are our beginning, middle and end pictures. Can you put them in the right order and tell me a little bit about each one?**

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.

**Why can’t butterfly find Monkey’s Mum?** (She didn’t know they look the same). Don’t worry if your child finds this hard, it’s an emerging skill for children around 4 years.

If your child found this question hard, go back to the page (with the elephant) where the butterfly says “You never told me she looks like you” and continue to the following page. If necessary, explain to your child that Butterfly doesn’t look like her babies, so she didn’t realise Monkey and his Mum look the same. Don’t worry if your child finds this hard, it’s an emerging skill for children around 4 years.

Give your child lots of praise for trying.
WELL DONE! (3 mins)

Ask your child if they can remember:

What book did we read today?

What was our special word today?

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 telling me about the pictures, 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.