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

STORY: Monkey Puzzle

DAY 4

TODAY’S WORD: Different

RESOURCE LIST:

- Monkey Puzzle book
- What’s different sheet
- Sticker chart and stickers
- Sequencing train template
- Sequencing picture cards
- Day 4 bookmark
- Word tree
- Word card - different
- 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 love reading with you and learning new things.
INTERACTIVE READING (5 mins)

Re-introduce the book. You could say:

**We have been reading Monkey Puzzle** *(point to title).*

**What’s this?** *(point to the flower on the front cover)*

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 4 bookmark.

**After reading the page with the elephant again:**

**What is this?** *(point to the snake), (point to the spider)*

Encourage your child to join in with the phrase: ‘**Butterfly, Butterfly, can’t you see, none of these creatures looks like_______(me)!**’

**On the page with butterfly and her caterpillars:**

**Show me Butterfly’s babies. What are they called?** *(caterpillars)*

**Show me two things on this page that are the same** *(e.g. two leaves, two caterpillars).*
SPECIAL WORD AND GAME (5 mins)

Today’s new word is different.

You could say:

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

Prompt your child to say the word with you. 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 isn’t written down today, but it comes up a lot in the story. Butterfly looks different to her babies. What do her babies look like? What does she look like? (encourage your child to identify the differences between Butterfly and her caterpillars). They’re different. You could also show your child any of the other pages and point out the differences between the animals.**

Resource: word card – *different*, word tree

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

**Play the ‘what’s different’ game:** (Resource: What’s different board)

- Explain to your child that you have two pictures, and you are going to look for the things that are different.

- Ask your child to find the things that are different between the two pictures.
Link the word to your child’s experiences (this will help them to store the word in their mind):

**Show me two things in the room that are different.** If your child finds this hard, you could give them an object, and then ask them to find something that is different to it. Discuss what is different about the two things e.g. size, colour, shape.

**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, the aim is that your child will independently order the pictures onto the train and talk about them. Step back and let them have a go, and then provide extra support as needed.

When you have finished, give your child lots of praise for having a go on their own e.g. “I really liked the way you put the pictures in order and talked about them all on your own!”

**Did anything else happen in the story that isn’t on these pictures?**

If they need some help, show them a page from the story that will give them an idea, but do this without talking. You can then give more support if they are still finding it hard.

Give your child lots of praise for telling you something else from the story.
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 looking carefully for the things that were different in the ‘What’s different’ game, 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.