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

STORY: Monkey Puzzle

DAY 5

TODAY’S WORD: Come

RESOURCE LIST:

- Monkey Puzzle book
- Sticker chart and stickers
- Sequencing train template
- Sequencing picture cards
- Day 5 bookmark
- Word tree
- Word card - come
- 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

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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:

I'm excited for our special story time today! I can’t wait to read the story together and hear what you have to say.
INTERACTIVE READING (5 mins)
Re-introduce the book. You could say:

Tell me about something you can see here *(point to picture on 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 5 bookmark

*After reading the page with the frog:*

**What is this?** *(point to the crocodile), (point to the frog)*

**The frog is green. Find me something else on this page that is green. What is it called?**

**Finish this sentence:** “*We’ll find her in no time, off we _____(go)!***

**Tell me another animal that lives in water.**

**What would it be like to cuddle a frog?**
SPECIAL WORD AND GAME (5 mins)

Today’s new word is come.

You could say:

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

Prompt your child to say the word with you (come). 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: “Come little monkey, come, come, come”. The Butterfly wants Monkey to come with her so they can look for Monkey’s mum together.**

Resource: word card - *come*

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

Play the Simon Says game: (Resource: none)

- Tell your child that you will play Simon Says, using your new word.
- Take turns to give instructions using the word come e.g. “Come to the swings with me”, or “come into the kitchen”, or “come here”. Demonstrate that it always involves coming towards the person who is saying it, and that you do the following action together.
- Remind your child to only follow the instruction if they hear “Simon Says” first.
Link the word to your child’s experiences (this will help them to store the word in their mind):

Pick something that is relevant to your child e.g.:

Let’s think of someone we could invite over to our house. We could say “would you like to come to my house for tea?”.

Or, “what do we say to the dog when she runs off? We say ‘COME HERE!’ Does she always come? ”

Would you like to come with me to the park?

STORY-TELLING (5 mins)

Resource: sequencing picture cards, sequencing train.

Today, you will ask your child to retell the story to you. Initially, try this without the picture cards. If your child finds this hard, you could bring out the picture cards and use them to prompt your child.

You know the story of Monkey Puzzle really well now. Can you tell me what happened in the story?

Remember to give your child lots of time to tell the story their way.

To be encouraging, you could say “You’re right! What next?”

Give your child lots of praise for trying.
**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 all their hard work today.

Let your child choose a sticker for their sticker chart, explaining exactly what the sticker is for (e.g. **this sticker is for saying the special word with me, well done**). Specific praise helps a child to know exactly what it was that you liked, and what they can do again.

As today is the last day of the week, use this as an opportunity to praise your child for a whole week of trying hard, listening well and joining in with the story.

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.