

# Stage 1 Language activities

## Text level work

### What is happening here?

#### *Big books*

Use any pictures from the big books to get children involved in focused discussions. Simply asking ‘What is happening here?’ provides children with freedom to respond in their own way. Everyone is able to contribute. You can use the children’s responses to assess their ability to:

- ◆ recognize the characters
- ◆ use vocabulary accurately
- ◆ speak in whole sentences
- ◆ interpret the picture
- ◆ make suggestions
- ◆ make predictions
- ◆ explain their ideas.

### What are they saying?

#### *Big books/Sequencing Cards*

Using the big book, share any of the Stage 1 stories with the children. Then go back to the beginning and decide what the characters might be saying in each picture. Cut out large speech bubbles and write down the children’s suggestions. Add to the page with blu-tack. For a more permanent record, enlarge copies of the *Oxford Reading Tree Sequencing Cards* (available as a separate book). Ask children to colour these then add the speech bubbles. Mount in a comic strip sequence in a book or as a wall display. Alternatively, you could use the cut-out characters if you have them.

### Story quiz

#### *Big books*

Share any big book from Stage 1 and ask quick questions chosen to involve:

- ◆ naming characters – Who is looking out of the window?
- ◆ describing characters – What is Chip wearing?
- ◆ using prepositions – Where is Kipper’s Teddy?
- ◆ making suggestions – Why is Kipper the last one to get dressed?
- ◆ explaining – How did Kipper’s Teddy get to the Lost Property Office?
- ◆ predicting – What do you think Biff said when Kipper got his Teddy back?

When children are used to this game, let them take over. One child thinks of a question and says the name of the person who is to answer. If the answer is correct, that child takes over and asks the next question.

### Circle time

Use Circle time to talk about children’s own experiences, for example: after reading *The Haircut* take turns to relate ‘when I had my hair cut’; after reading *The Apple* talk about sharing the last sweet or the last cake; after reading *The Big Box* talk about getting something new.

### Making connections

Share any story with the children and at the end ask the following kind of question:

- ◆ Can you think of another story about someone losing a toy?
- ◆ Does this remind you of another time when Dad got cross?

Encourage children to think about similarities and differences between the stories. The book lists on pages 99 and 101 suggest related stories which will enable children to make comparisons.

### Meet the family

#### *Word Cards or Sheets 1–7*

Take the pictures of Biff, Chip, Kipper, Floppy, Mum and Dad from the *Word Card* box or use copies of Character Sheets 1-7. Talk about each character in turn. For instance, we know that:

- ◆ Biff is a twin, is called Barbara, has long brown hair, likes swimming;
- ◆ Chip is a boy, is a twin, is called David, learned to ride a bike before Biff;
- ◆ Kipper is a boy, is the youngest, is called Christopher, hates having his hair cut.

Talk about Mum, Dad and Floppy in the same way.

## One, two, three and a name

### Word Cards

Place one of each of the six picture cards from the *Oxford Reading Tree Word Cards* box face down on the table. The first player takes a card at random and looks at it, not showing the others. The next player asks the first question, not using a name, for example, 'Are you a boy?' The next player asks a different question, still not using a name, for example 'Are you a twin?' The next player may use a name 'Are you Chip?' If the player is correct she keeps that picture and takes a new card to answer the next set of questions.

## Deliver the letter

Each child has to select a card or envelope, unseen, from a random pile, each one marked either Biff, Chip, or Kipper (or named pictures of the characters). The child has to post the card correctly in one of three boxes, marked correspondingly. Children can then take turns to be the postman, delivering the mail to the right character doll or a child holding a character's name card.

## Sentence level work

### Show and tell

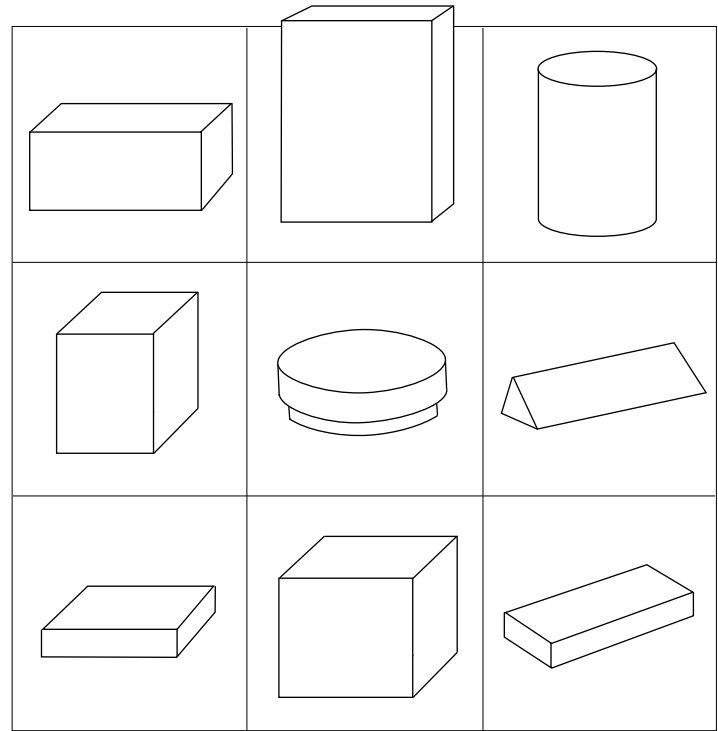
*Activity to encourage children to speak in whole sentences*  
Ask children to tell their news from home or show the class something of interest. Encourage other children to show an interest and ask the speaker questions. Where necessary use your input to repeat back to children what they have said so that the ideas are expressed in whole sentences. Make time for children to show each other their work and talk about it.

### Hide the penny, find the penny

*Game for 4-6 players, encouraging the use of prepositions*

Collect nine boxes of different shapes and sizes. Arrange them in a 3 x 3 square on the table or carpet as shown in the diagram. (You may like to draw a grid on a large sheet of paper.)

Ask a child to hide a penny in a given box saying, for example, 'Put the penny in the big box next to the one with yellow writing on it.' Ask the next child to cover his or her eyes while the first child moves the penny



and changes the position of the boxes, keeping the square layout. The first child then gives instructions as to where the penny may be found 'It is in the box right in the middle' or 'It is next to the smallest box' etc. When a penny is found that player becomes the next person to hide it.

### Can you find it?

*Shapes game to practise using adjectives*

Use two dimensional and three dimensional shapes from your maths equipment to help children use and listen to detailed descriptions. For example, ask a child to find 'something small, red, with three corners' or 'a shape with a circle on top and a circle underneath'. Gradually increase the number of adjectives, for example, 'Find a small, red, thin shape with all the sides the same length' or 'Find a small, blue shape which has a triangle at each end'. When the children are familiar with the game, let them take over. One child describes a shape then names the child she wants to find it. That child describes the next shape.

## Word level work: Word recognition

The *Oxford Reading Tree Context Cards*, *Word Cards* and *Language Master Cards* can be used to help children recognize words both in and out of context and to acquire a sight vocabulary. A description of these support materials is given in the introductory sections of this guide and instructions are provided with the cards. The following section also includes activities which use these materials.

The following three activities encourage children to look carefully at objects and pictures and remember what they have seen. A good visual memory will help children notice and recall differences between words in later activities.

### Story quiz

*Memory game using big books*

Share a big book, close it and ask questions such as:

- ◆ What was Biff/Chip/Kipper wearing?
- ◆ What was Floppy doing?
- ◆ Was the nosy neighbour in this story?
- ◆ What was the title of the story?
- ◆ Did you see a pair of spectacles anywhere?
- ◆ What colour was the car/flower/ball?

### 'Kim's game'

*Memory game to play with 2-4 children*

Collect items relevant to your topic or related to a story. For instance, for *Getting Up* you could have a collection of odd socks; for *The Apple*, a collection of about eight fruits; for *The Library*, eight books from the book corner. Look at and talk about all the items, then cover them with a cloth. Remove one item without the children seeing. Take away the cloth and ask children to identify the missing item. The successful child removes the next item with an adult's help.

### Picture pairs

*Memory game using Word Cards, to play with 2-4 children*

At first use four cards each for Mum, Dad, Biff, Chip and Kipper. Shuffle and place face down on the table. Take turns to turn over two cards. If they match the player keeps the pair and has another turn. If they do not match they are replaced face down. Encourage the children to set out the cards in rows so that they begin

to remember the location of cards they have put back. Increase the number of character cards as the children become more confident.

### Word pairs

*Sheet 1.1*

Make four copies of Sheet 1.1 and cut up to make individual word cards. Play as for 'Picture pairs', children turning over two cards, reading them, and keeping matching pairs.

### Who's who?

*Memory game using Sheet 1.1*

Make a box of character names (at least six of each) using mounted copies of the names on Sheet 1.1. Use blu-tack to place these on the flopover book or on pages of the big books next to the appropriate characters.

### Son of a gun

*Word recognition game using Word Cards, for adult and 4-6 players*

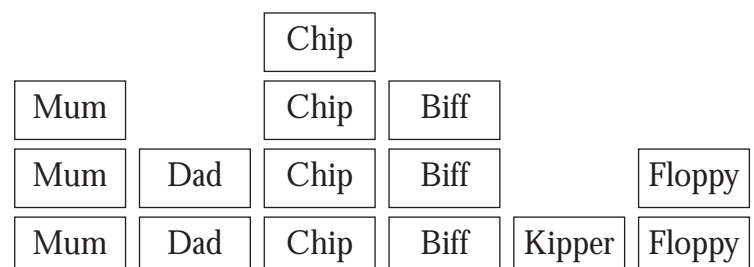
Take four each of all the *Oxford Reading Tree Word Cards* with grey backs, omitting Wilf and Wilma. Make a master set of 12 cards for the adult, namely, Biff, Chip, Kipper, Floppy, Mum, Dad, Mum and Dad, Biff and Chip, Kipper and Floppy, and, the, a. Shuffle the remaining 36 cards. Give each player three cards. Place the remaining pack face down in the centre of the table as a pool. The adult shows the children the top card on her pile. Children with the same card place it face up on the table. Children who do not have it take another card from the pool. Continue playing until the first child has put down all the cards in her hand, or until you have a 'first', 'second' and 'third' player to finish.

### Who is the winner?

*Sheet 1.1*

You will need:

- ◆ a large dice made by covering a cube-shaped box or a brick. Write a character's name on each face of the cube.



- ◆ name cards made from Sheet 1.1, put into a box.

Play with a group of children. Take turns to roll the dice. Read the name, find the name card in the box and place on the table or on the floor. Take turns to continue, placing all the same name cards together in a row or in a column, as in the diagram on the previous page.

Which character wins after each child has had four turns? Compare the rows or columns of cards, for example, 'How many more Chip cards than Biff cards?'

### Draw the face

Name recognition game for 4-6 players, using Sheet 1.2

Use the name dice described in 'Who's the winner?' above and photocopies of Sheet 1.2 for each child. Children take turns to roll the dice and find the right name on their sheet. They draw the face inside the oval. The winner is the first person to draw all the faces.

As a variation, or to make the game quicker, photocopy a child's completed sheet, with all the faces drawn in. Give each player a copy of this sheet. When the dice is rolled, cover the right character's face with a counter. The winner is the first player to cover all the faces.

### Racing home

Name recognition game for 4-6 players, using Sheet 1.3 Using the name dice made for 'Who's the winner' and the track:

**Either:** enlarge the sheet, mount, colour and cover for use as a board game. Children take turns to roll the dice and move counters for each player along the right path. Find out who gets home first.

**Or:** give each child a copy of the sheet. Children take turns to throw the dice and colour a square for the right player. Which child gets a character home first? Alternatively, play until one child has got all the characters home.

### The 'handy and'

Make a 'handy and' by adding loops of cord to each end of a strong 'and' card:



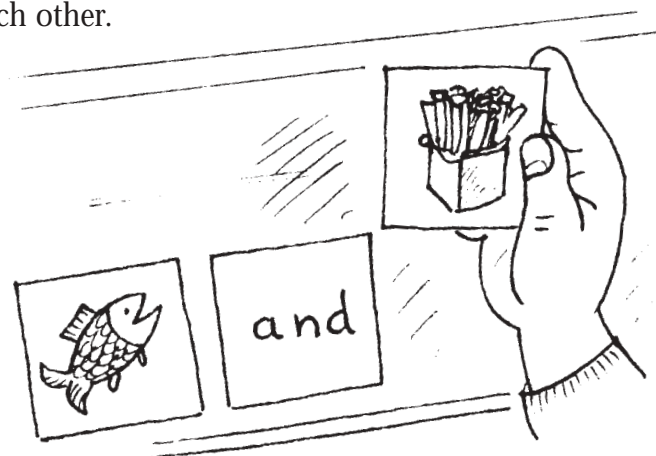
Ask two children to hold the handles. Ask another child to touch the child on the left, the *and* then the child on the right, saying the names, for example, 'Simon and Anna'. That child changes places with one of the pair and another child 'reads'. Continue changing over until each child in the group has had a chance to read and to hold the *and*.

### Fish and chips

Sheet 1.4

**As a group activity:** enlarge the sheet, colour the pictures, cut into squares, mount and laminate. Ask children to sort out pairs which go together with *and* in the middle.

Set out all the pairs in the same way and read the list to each other.



**As an individual activity:** give each child a copy of the sheet. Ask them to colour it, cut it into squares then sort into pairs with *and* in the middle. These can be mounted and children asked to read the page to each other.

### Find the word

Sheet 1.5

Make a word dice by writing *a*, *the*, and *and* twice each on the faces of a covered cube. Give each child a copy of Sheet 1.5. Children take turns to throw the dice and find the word in the picture. They colour the area around the word. Continue until the children have found all the words.

**As a variation:** ask the children to draw pictures related to one of the stories, for example, lost teddies, Kipper at school, apples on a tree. Write *a*, *the*, and *and* on rectangles of paper and stick on areas of the child's drawing. Photocopy and use each other's pictures for the game.

**NB** This activity needs careful supervision. Talk to the children afterwards to ensure they do not think that the words *a*, *and* and *the* are labels for the objects in the picture.

### Pay me back

*Quick game encouraging recognition of the Stage 1 key words for one child and an adult, using Word Cards*

Use the *Oxford Reading Tree Word Cards*. You will need all the word cards of Mum, Dad, Kipper, Floppy, Biff, Chip together with four each of *a*, *and* and *the*.

- ◆ Shuffle and deal all the cards.
- ◆ The players hold their packs face down and take turns to lay down their top card on a central pile.
- ◆ If a player puts down an *a* card, the other player must 'pay' three cards into the central pile. A *the* card is paid two cards and an *and* card is paid one card.
- ◆ Each time a player is 'paid' (without the appearance of an *a*, *the* or *and*) the winning player picks up the central pile and places all the cards at the bottom of her pack. The winner is the player who gains all the cards or who has most after an agreed time.

### Word level work: Phonological awareness

#### I-spy

*Big books*

Use double page illustrations from the big books to focus on initial sounds, for example, in *Fetch!*, the centre pages illustrate:

*bow, cap, coat, collar, hair, hat, hands, jacket, lake, leaf, nose, pond, tail, town, wood, water*

The teacher will need to lead the game at first, saying 'I spy with my little eye, something beginning with ...' (using the sound rather than the letter name). As children become more accurate in recognizing initial sounds they may take over and choose the letter sound.

### Collecting and sorting

Start a collection of small toys and other objects for children to sort by initial sound, for example, ball, book, car, comb, cow, cat, doll, magnet, marble, mirror, paperclip, peg, penny, pencil, ruler, ring, rubber. Items can be added gradually to make the activity more demanding.

### Rhyme and Analogy

Use games from this box to increase children's awareness of initial sounds, alphabetical order and words that rhyme.

**Alphabet Frieze and Tabletop Alphabets:** Use these as a reference for children when they are putting letters in alphabetical order, or learning to say the alphabet in sequence.

Ask children, for example, to

- ◆ find the sound and picture that comes before 'p'
- ◆ find the sound and picture that comes after 'e'
- ◆ find the sound and picture that comes in between 'r' and 't'

Ask children to suggest and draw alternative illustrations for given letters.

**Alphabet Photocopy Masters:** Use these to reinforce oral phonic activities.