magic words

Language activity pack

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Contents

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1. How to use this pack

This pack has been designed to accompany the book, 'Ten Minutes to Bed Little Dinosaur!' by Rhiannon Fielding and Chris Chatterton. It is designed to support both the understanding and use of the words and language in the book and is suitable for children both with and without speech,   language and communication difficulties. Both parents and school staff can use this pack.

The activities are arranged in levels according to Marion Blank's model of language development (Blanks, Rose & Berlin, 1972) with level 1 being the easiest and level 4 being the hardest. For   children with speech, language and communication difficulties work at the level at which the child can achieve success, occasionally challenging them with a harder level activity with full support. The child's speech and language therapist should be able to tell you which Blanks level the child is   currently developing at. For children without speech, language or communication difficulties, all activities are suitable for Key Stage 1 children.

The visual resources at the end of this pack are designed to be cut out and laminated so that they can be re-used.

For children with speech, language and communication difficulties, repetition is key to successful word and language learning. Repeat the story and activities often.

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2. Blank's level 1 Activity Ideas

- Matching - Look at the 'who?' and 'what?' pictures in the book. Place some of the vocabulary pictures in front of the child and encourage them to find the vocabulary picture to match the picture in the book. You can make this a bit harder by closing the book so that they have to remember what they have just seen or heard about.
- Matching - lotto games. Copy the 'who?', 'what doing?' and 'what?' vocabulary words so that there are 2 sets. Keep one set whole as the 'board' and one set cut up individually. Shuffle the cards and place them in a pile face down. Take turns to pick a picture. Whoever fills their lotto board first is the winner.
- Naming - Look at the 'who?' and 'what?' pictures from the book or the vocabulary pictures. Ask the child to label/name them e.g. 'What's this?'. Find some toys to represent the things in the book e.g. dinosaurs, trees etc. Ask the child to find things you say e.g. 'find the 'tree'' or 'find the dinosaur'.
- Naming actions - Look at the 'what doing?' pictures from the book or the vocabulary pictures. Ask the child to label/name the action e.g. 'what's he doing?'
- Naming - dice game. Place 6 'who?', 'what doing?' or 'what?' pictures in front of the child in the dice game template. Take turns to roll the dice, label the picture and turn the card over. Whoever turns all of their cards over first is the winner.
- Naming - pairs or snap. Copy the 'who?', 'what doing?' and/or 'what?' pictures. Play pairs or snap with the 2 sets of pictures, naming the cards as they are turned over.

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3. Blank's level 2 Activity Ideas

- Describe a scene - Use the colourful semantics sentence templates and vocabulary pictures as shown to support the child to describe a scene from the book.
- Answering questions - After reading a page from the book, ask 'who?', 'what happened?', 'what?' and 'where?' questions and encourage the child to answer, using the question prompts and vocabulary pictures to support them if required. To make this harder, close the book after you have read the page so that the child has to remember the information.
- Finish my sentence - After reading a page from the book, start at sentence off for the child and encourage them to finish it, using the vocabulary pictures to support them if necessary.
- Identifying and describing characteristics - Place the 'what like?' (adjective) pictures in front of the child. Ask them to find the people/things in the book that match a given   adjective. Try to find other things in the home/classroom/school that are that adjective. Find sets of toys e.g. dinosaurs that have different features. Ask the child to find one you say e.g. 'find a dinosaur that's tall!'
- Identifying by function - 'Draw a line' game. Use the 'Draw a line' game resource and encourage the child to draw a line between the function and the item.
- Identifying differences - use the dinosaur pictures provided to talk about what is different about each pair of dinosaurs.
- Categorisation - Use the category templates provided to sort some of the vocabulary pictures into different categories (make sure the relevant vocabulary pictures are placed so that the child can see/access them).

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4. Blank's level 3 Activity Ideas

- Sequencing - Use the pictures from the book, cut them out and laminate them. Place them (muddled up) in front of the child and encourage the child to sequence them   correctly.
- Story retell - Use the 'first/next/then/last' prompts to encourage the child to retell the story.
- Prediction in sequence - Ask what the child thinks Rumble and the other dinosaurs might do next.
- Identifying by exclusion - Place pairs of vocabulary pictures in front of the child. Ask them to find the one that is 'not……' e.g. 'find the one that is not a dinosaur', 'find the one that is not running' etc.
- Identifying similarities - Use the 'similarities' and 'differences' dinosaur pictures provided. Ask and talk about why they are similar.
- Identifying synonyms and antonyms - from the vocabulary pictures in the resources, find pairs of words that mean the same or similar and encourage the child to sort them out. Alternatively, find pairs of words that are opposites, and encourage the child to find the pairs.
- Defining a word - Use the word definition template in the resources to encourage the child to define a given word from the book.
- What did they say/think/feel? - Use the speech and/or thought bubble templates and support the child to write/draw in the template what the characters in the book said/thought/felt.

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5. Blank's level 4 Activity Ideas

- Prediction - After reading the book, ask the child, 'if', questions e.g. 'if he got too close to the lava, what would happen?'
- Providing solution to a problem - After reading the book, ask the child, 'what could they do?' questions e.g. 'What could Rumble do if he got lost?'
- Explaining obstacles to a solution - After reading the book, ask the child, 'why can't we/they?' questions e.g. 'why can't Rumble do more adventuring?'
- Identifying the cause - After reading the book ask 'why did that happen?' questions e.g. 'Why did the dinosaurs all run away?'
- Explaining what we see - After reading the book ask, 'How do we know?' or 'How can you tell?' questions e.g. 'How do you know Rumble was asleep?'
- Explaining what could be used to help to achieve a goal and why - After reading the book ask, 'What could they use to…..' and 'why?' questions e.g. 'What could Rumble use as a safe place?...why?'

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6. Picture resources

Activity resources - vocabulary

Little dinosaur	Rumble	frogs
birds	dinosaurs	Mum

Who?

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Activity resources - vocabulary

live	hear	roar
crash	love	hop
fly	call	thunder along
splash	chase	fall

What doing? words (actions/verbs)
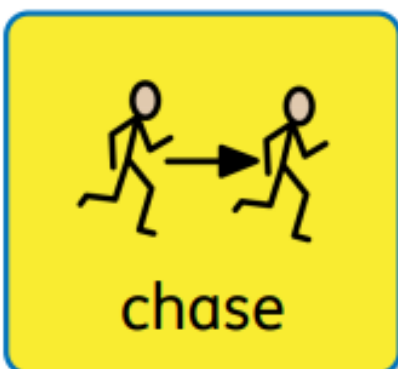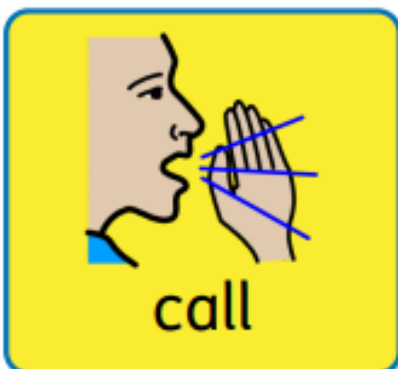
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Activity resources - vocabulary

know	prefer	pass
tremble	look	see
stumble	duck	erupt
bubble	crumble	pour

What doing? words (actions/verbs)

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Activity resources - vocabulary

shake	run	hurtle
say	bend	open
plod	tuck	kiss
explore	sleep	snore

What doing? words (actions/verbs)

Activity resources - vocabulary

fun	hullabaloo	call
tail	7 minutes	adventure
sound	ash	dinosaurs
safe place	thunder	3 minutes

What? words

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Activity resources - vocabulary

eyes	2 minutes	little dinosaur

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Activity resources - vocabulary

Far	across	mountains
seas	among	trees
around	in	heat
jungle	about	along

Where? words

Activity resources - vocabulary

puddle of mud	through	underground
to	from	sky
ground	valley	out
past	where?	high
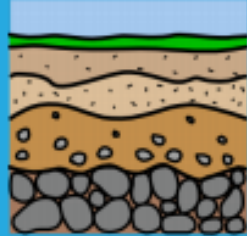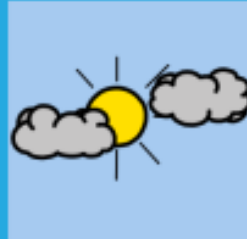
Where? words
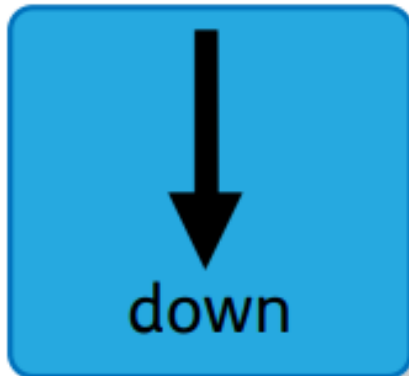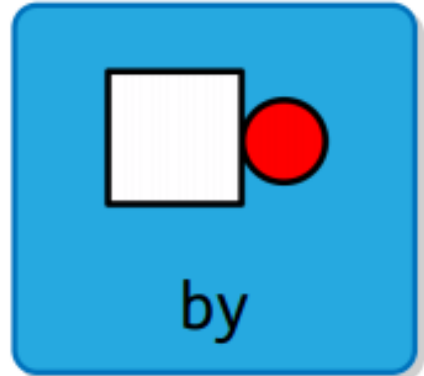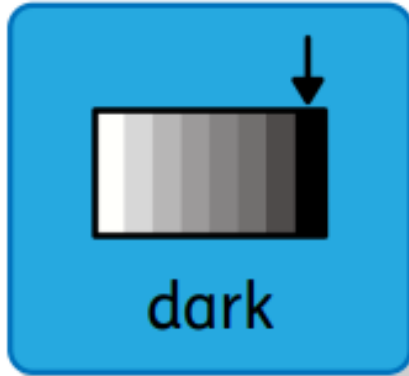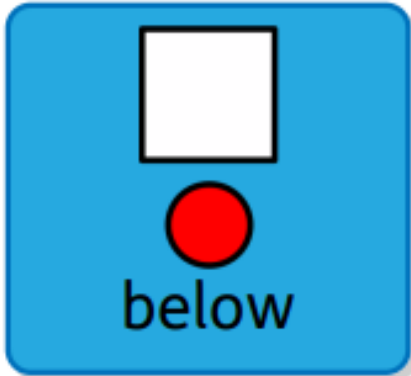
Activity resources - vocabulary

below	dark	by
light of the moon	down	son
up	mum	home

Where? words

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Activity resources - vocabulary

strange	tall	great
little	1	2
3	4	5
6	7	8

What like? words (adjectives)

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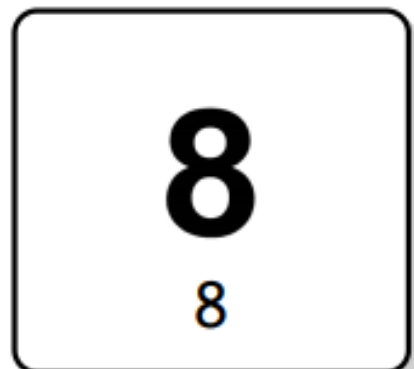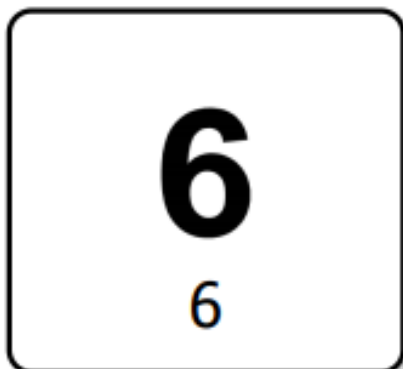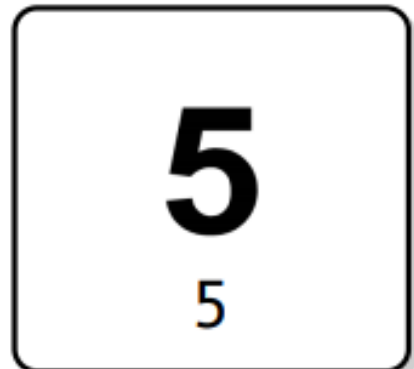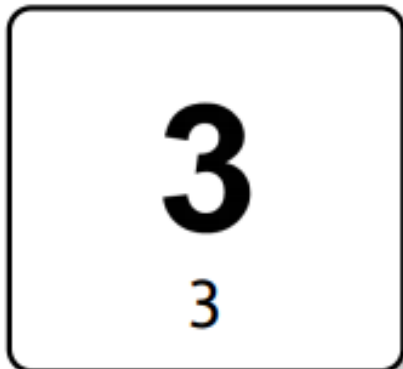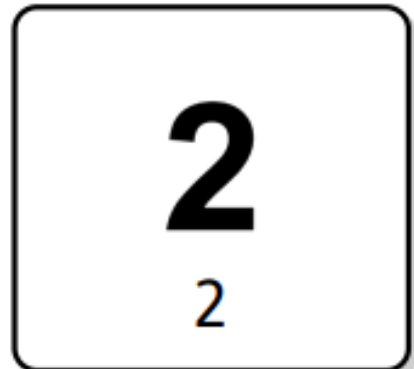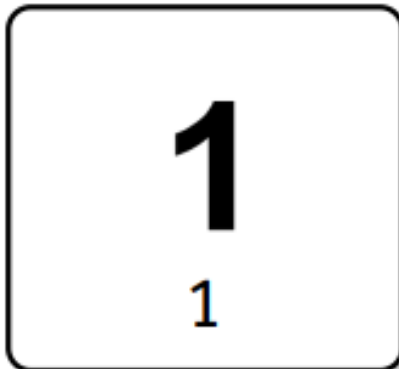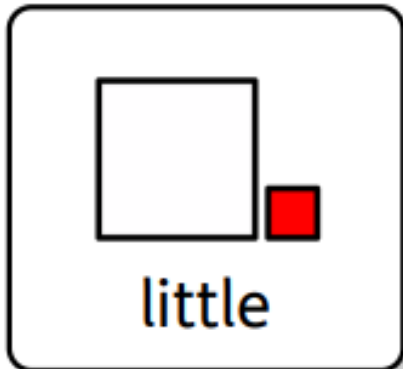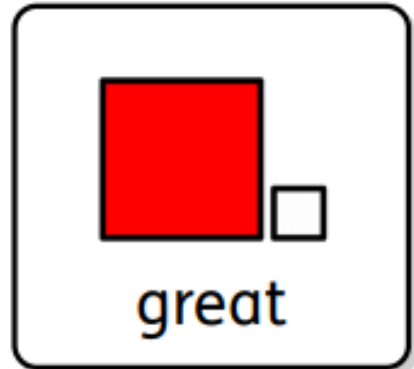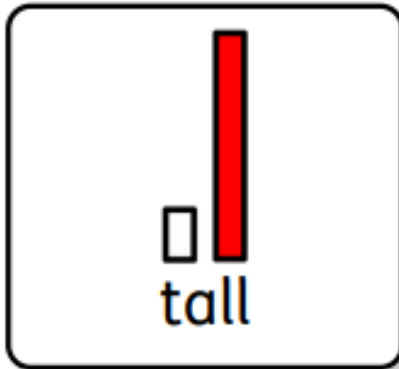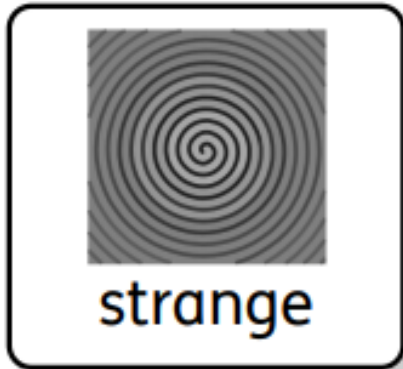
Activity resources - vocabulary
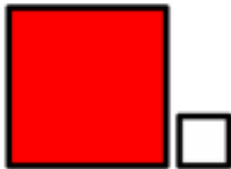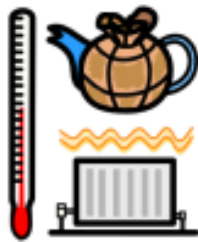
9	**10**	pointed
9	10	
big	loud	strong
warm	boom	heavy
alone	soft	silver

What like? words (adjectives)

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Activity resources - vocabulary

with a thud	with a crash	fast
with heart beating fast	on 4 big feet	side by side
& and	, but	= as
••→ so		
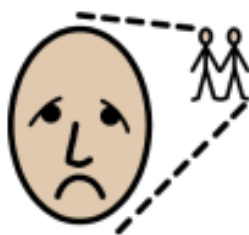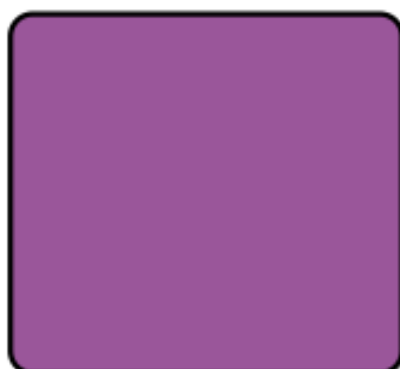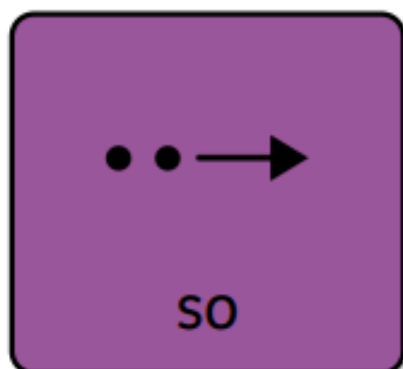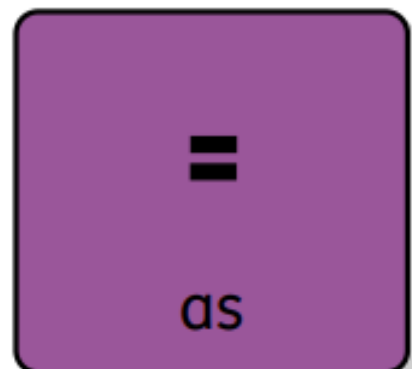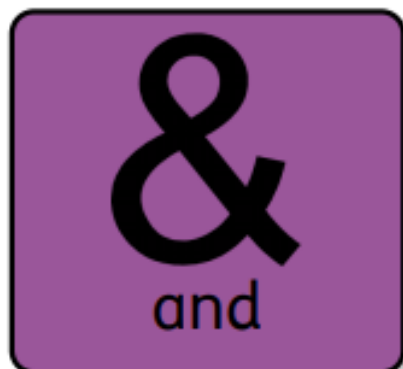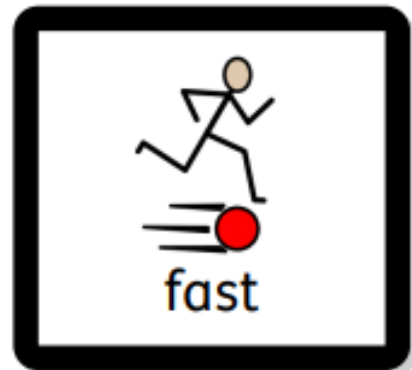
How? (adverbs), conjunctions (joining words)

Activity resources - dice game template

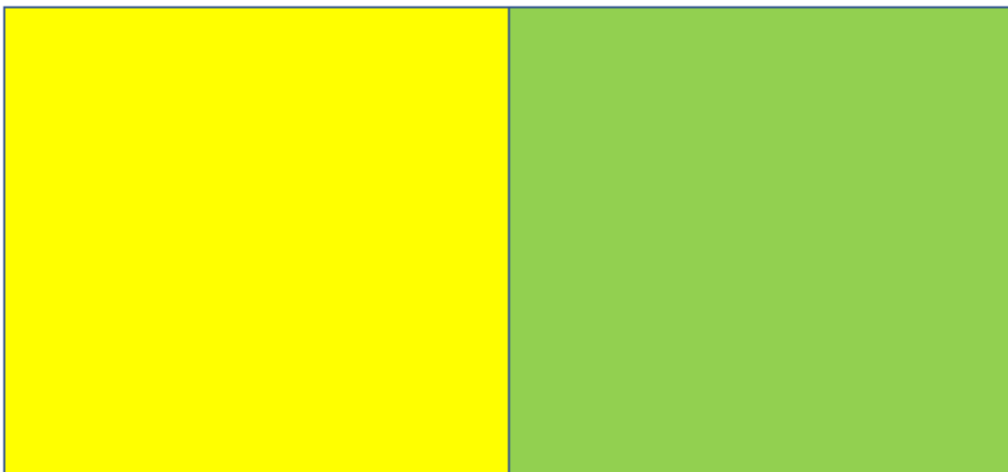|	
1	2
3	4
5	6

Activity resources - Colourful Semantics
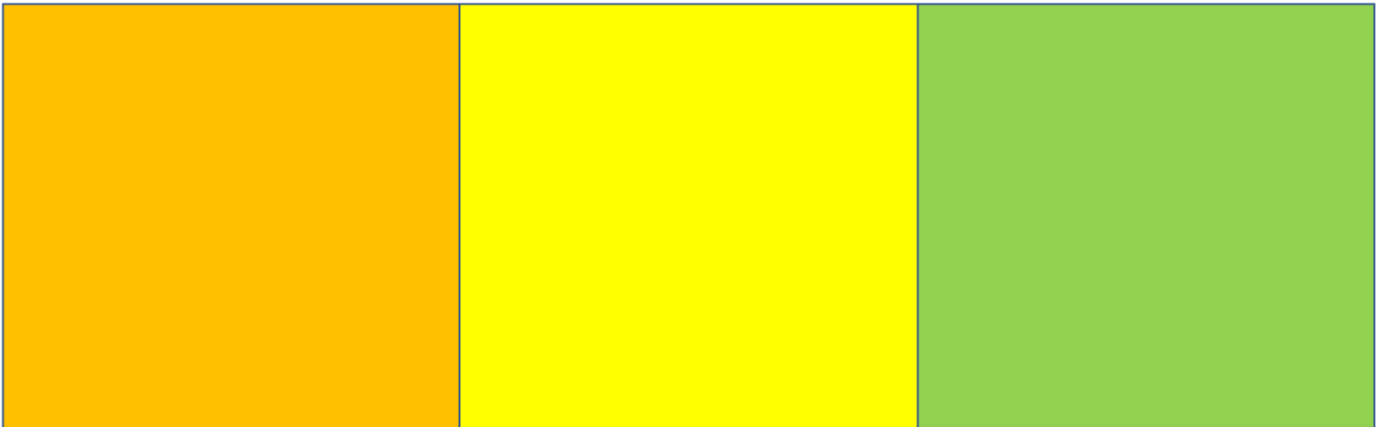
sentence templates
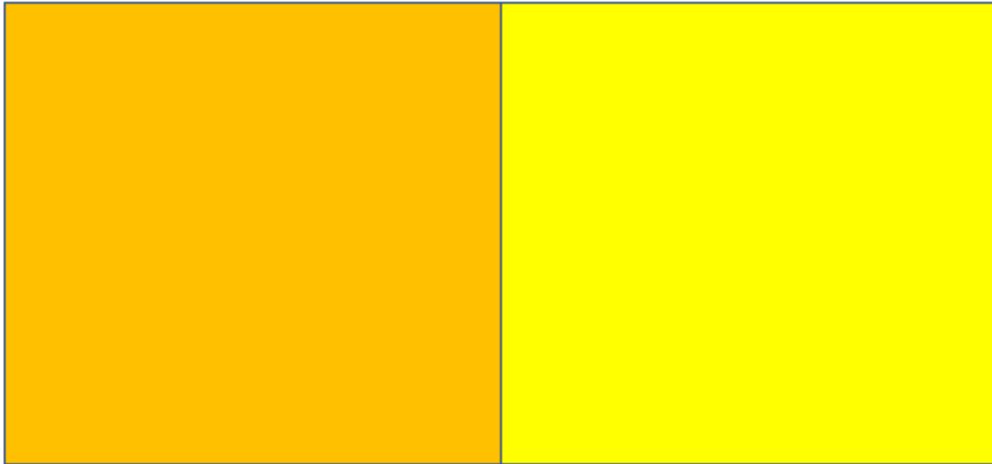
Who? + what doing?

what doing? + what?

Activity resources - Colourful Semantics
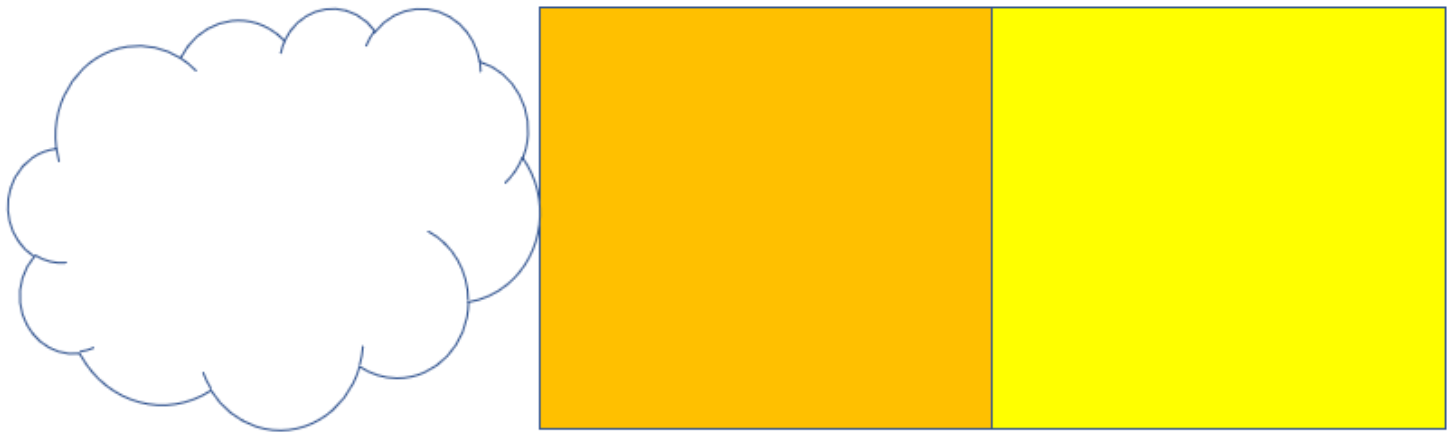
sentence templates

Who? + what doing? + what?

Who? + what doing? + where?

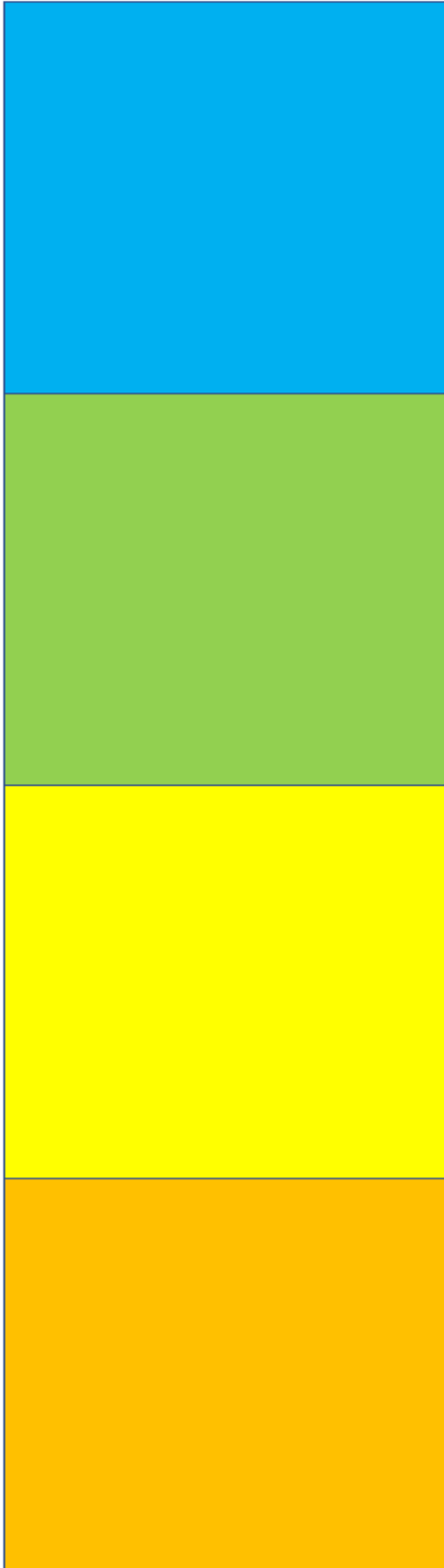# Activity resources - Colourful Semantics
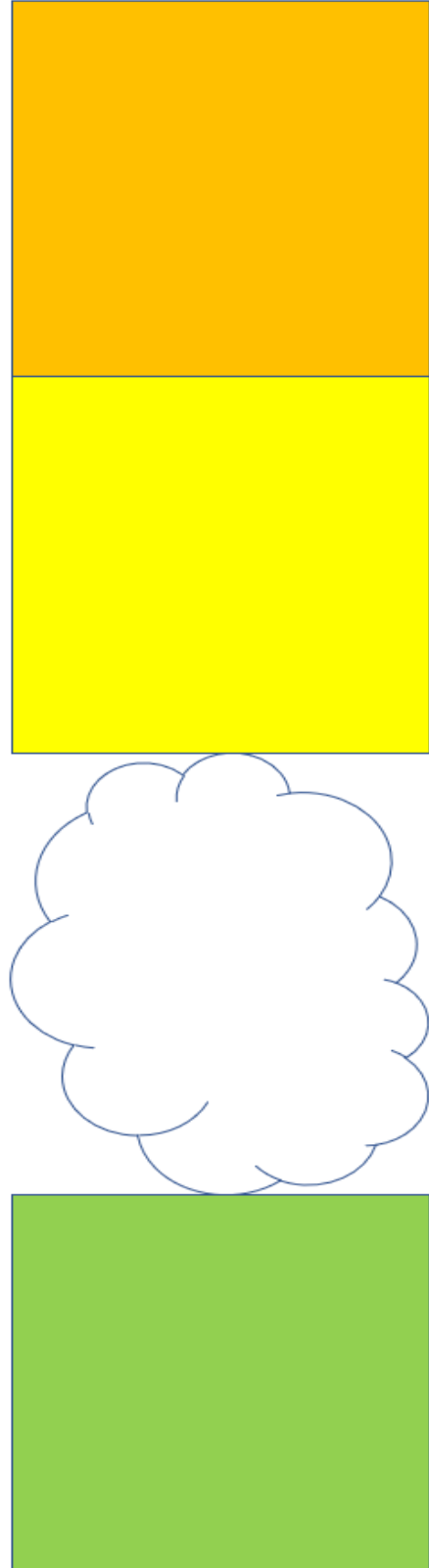
sentence templates

What like? + who? + what doing?

Who? + what doing? + how?

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Activity resources - Colourful Semantics sentence templates

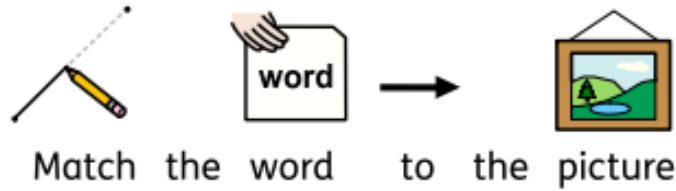Who? + what doing? + what? + where?

Who? + what doing? + what like? + what?

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Activity resources - Function matching

Match the word to the picture

looking	
wagging	
rumbling	
burning	
listening	

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Activity resources - What's similar and what's different?
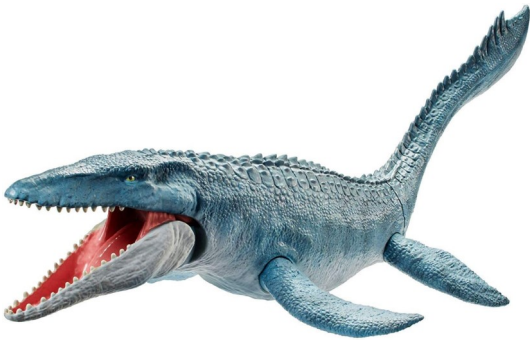
Activity resources - category sorting

Animals	**Planet earth**
Things in the sky	**123 Numbers**
Size	**Parts of the body**
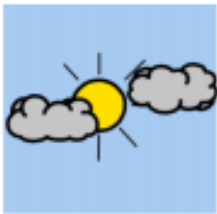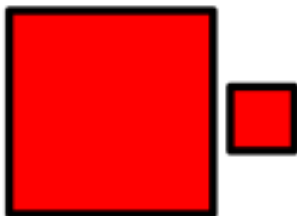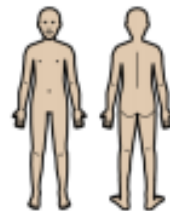
Activity resources - sequencing pictures

"Ten minutes to bed, little dinosaur!"

but this little dinosaur loved to have fun.

"Eight minutes to bed!"

came the call, loud and strong,

as Rumble the dinosaur **thundered along.**

and saw a volcano beginning to glow.

From the sky came a roar! Rumble stumbled and ducked

BOOM!

![magic words logo]

Activity resources - sequencing pictures

"Four minutes to bed . . . but where am I, I won

"Three minutes to bed,"
said a voice from the gloom,

. . . was already fast asleep,
snoring.

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Activity resources - story retell

LAST

THEN

NEXT

FIRST

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Activity resources - Definition template

What do you use it for?

What is it made of?

What does it look like?

What does it feel like?

What type of thing is it?

Where do you see it?
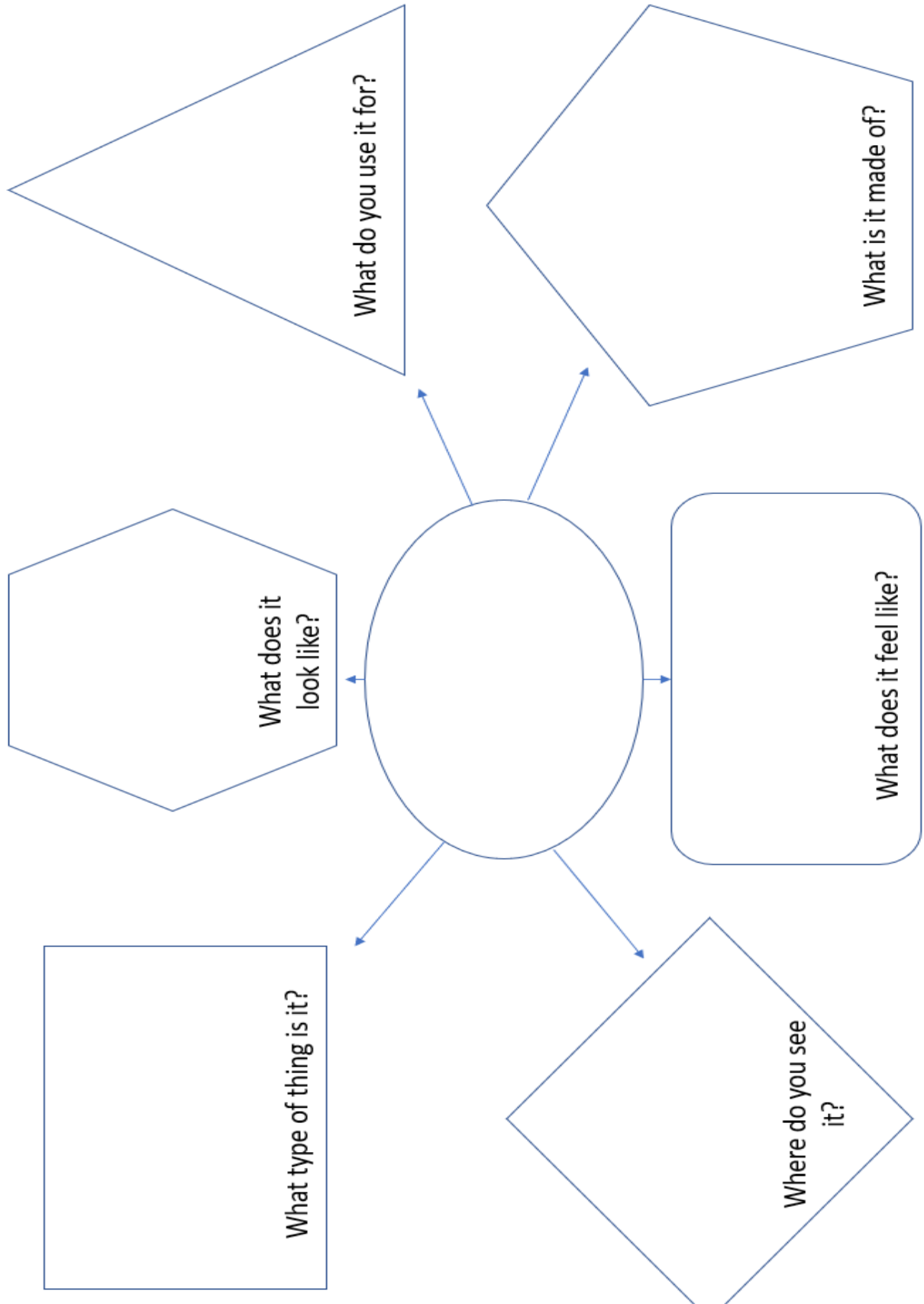
Activity resources - What do they think?

Activity resources - What do they say?