



magic words

Language activity pack





Language activity pack Contents

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1. How to use this pack

This pack has been designed to accompany the book, 'Feelings!' by Libby Walden and Richard Jones. 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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magic words

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. toy people, toy boat etc. Ask the child to find things you say e.g. 'find the 'tree'' or 'find the dog'.
- 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.



magic words

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. boats that have different sizes. Ask the child to find one you say e.g. 'find a boat that's big!'
- Word association - 'Draw a line' game. Use the 'Draw a line' game resource and encourage the child to draw a line between the word association and the item.
- Identifying differences - use the emotions pictures provided to talk about what is different about each pair of pictures.
- 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).



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 the little boy might do next or how he might feel 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 boat', 'find the one that is not noisy' etc.
- Identifying similarities - Use the 'similarities' and 'differences' emotions 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.



5. Blank's level 4 Activity Ideas

- Prediction - After reading the book, ask the child, 'if', questions e.g. 'if the little boy couldn't find his mum, how would he feel?'
- Providing solution to a problem - After reading the book, ask the child, 'what could they do?' questions e.g. 'What could the boy 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 shouldn't the boy throw something if he is angry?'
- Identifying the cause - After reading the book ask 'why did that happen?' questions e.g. 'Why did the boy feel angry?'
- 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 the boy was happy?'
- Explaining what could be used to help to achieve a goal and why - After reading the book ask, 'What could the boy do to calm down when he is angry.....' and 'why?' questions e.g. 'What could ?...why?'
- Look through the book and find idioms and metaphors. Draw stick figure pictures of the literal and non-literal meaning of the idioms with the child e.g.

Heart beats like a drum
Walk in someone's shoes



magic words

6. Picture resources

Activity resources - vocabulary



I



you



boy



girl



dog



bird



crab



rabbit



feelings



everyone

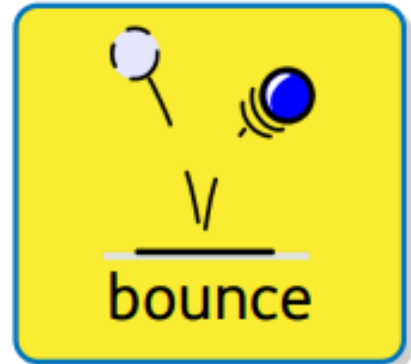


who?



no one

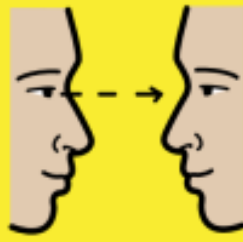
Activity resources - vocabulary



Activity resources - vocabulary



brew



face up



scale



ignore



make



stop



carry on



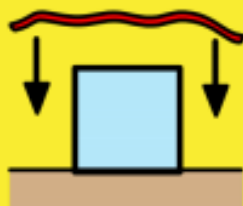
break



burst



happen



cover



lie



Activity resources - vocabulary



spit



swirl



mounting



shake



form



dance



beam



warm



glow



have



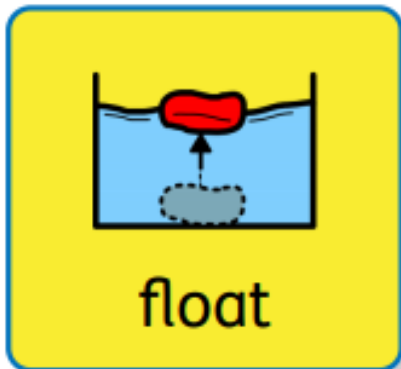
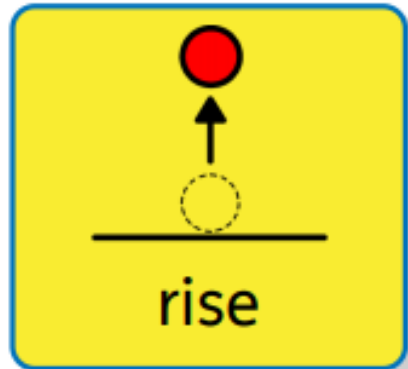
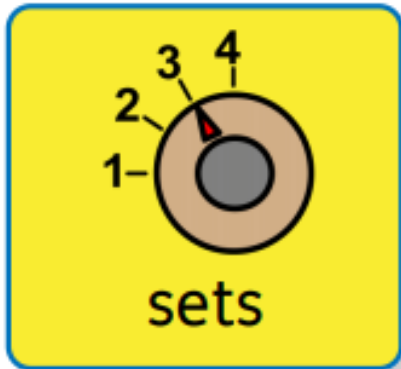
roll



churn

What do you do? words (actions/verbs)

Activity Resources - Vocabulary





Activity Resources - Vocabulary



feel



shine



stare



beat



wish



disappear



stand



wait



delight



fizzle



pop



sprint

What do they do? words (actions/verbs)

Activity Resources - Vocabulary



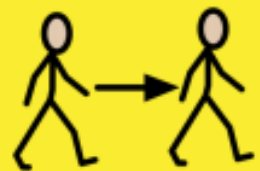
chase



go away



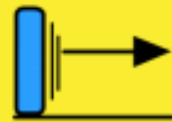
run



follow



snap



rock
forward



rock
backward



gaze



serenade



pass

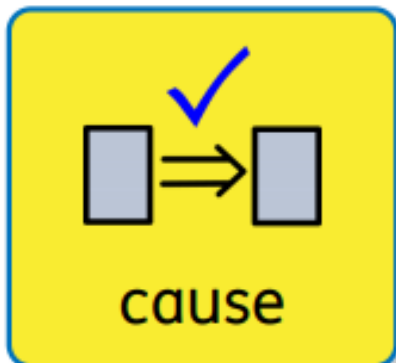
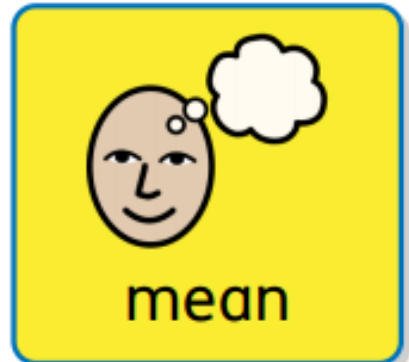
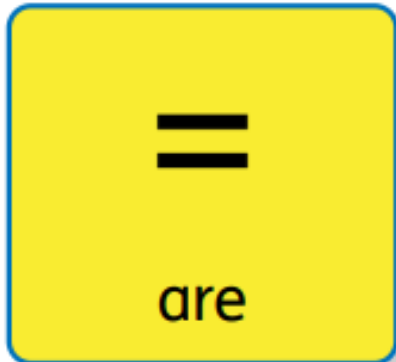
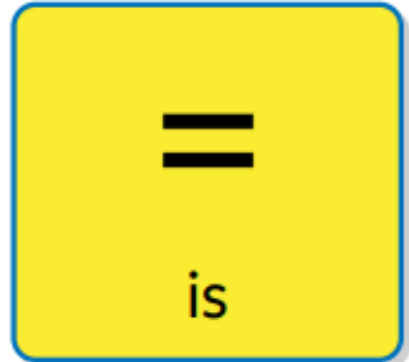
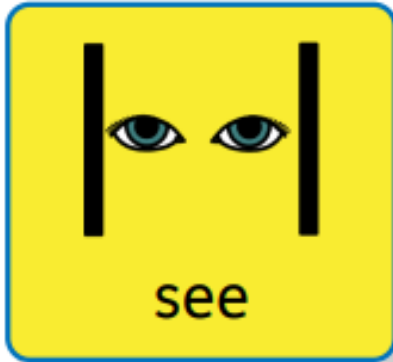


lap



claim

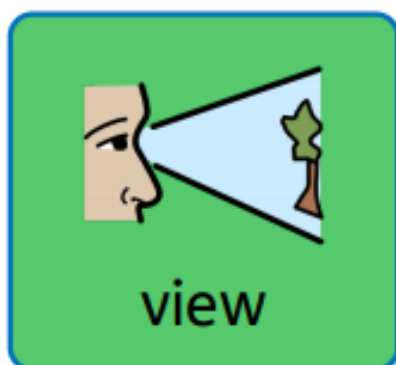
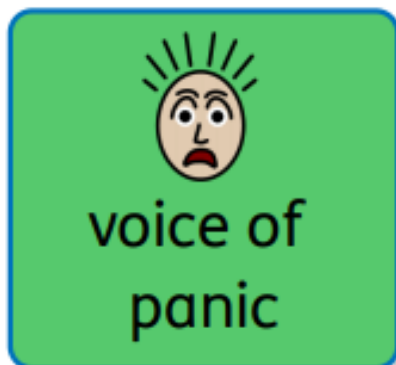
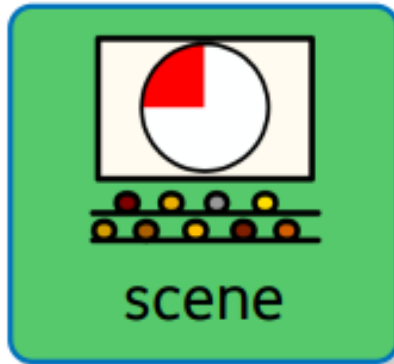
Activity Resources - Vocabulary





magic words

Activity resources - vocabulary



What? words

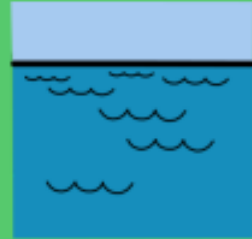
Activity resources - vocabulary



please



thanks



sea



tears



shore



fire-pit



magma



pressure



world



eruption

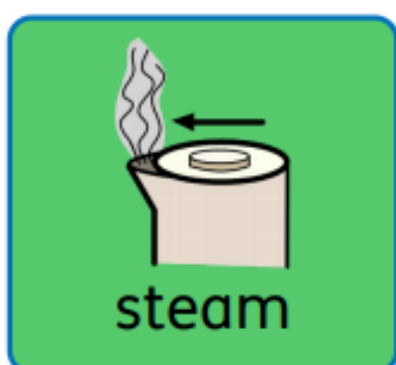
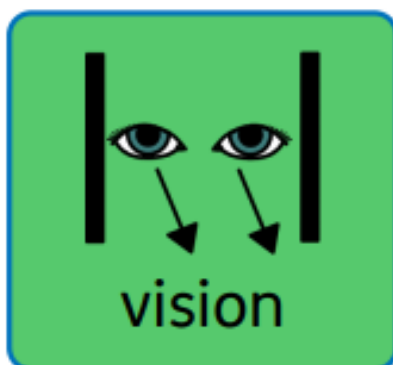
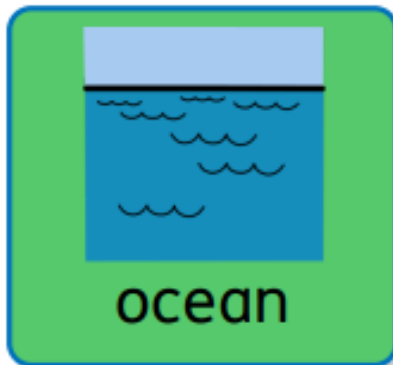
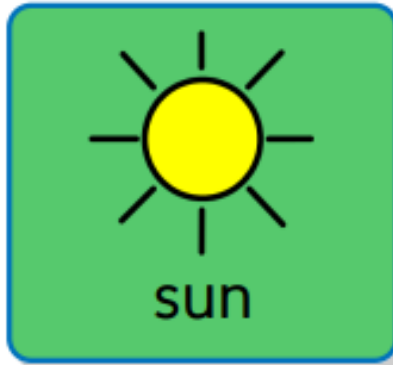


lake



lava

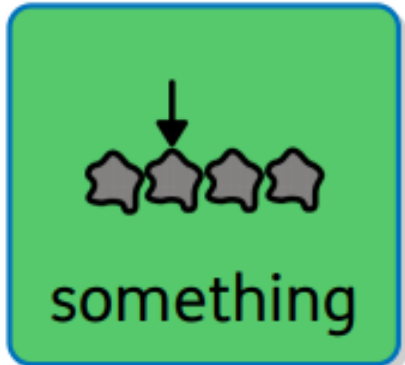
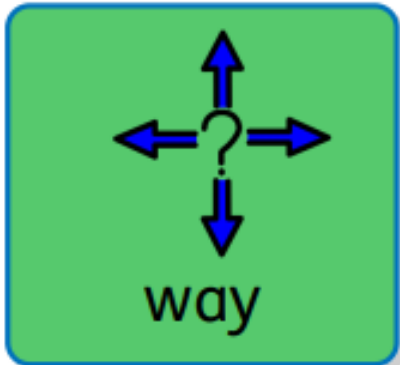
Activity resources - vocabulary





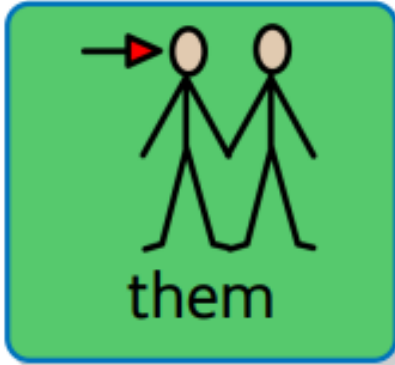
magic words

Activity resources - vocabulary



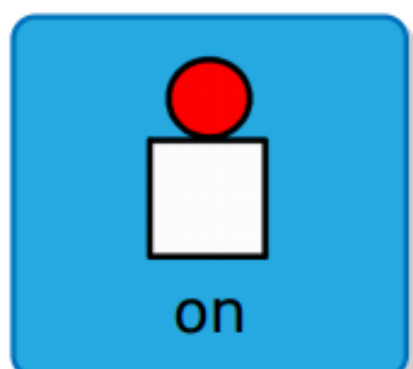
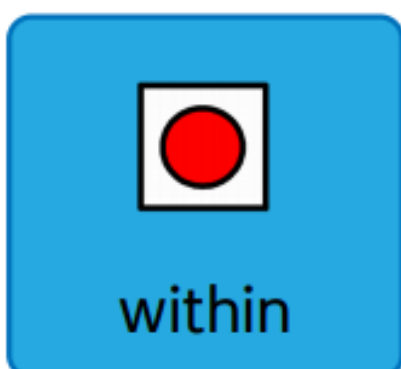
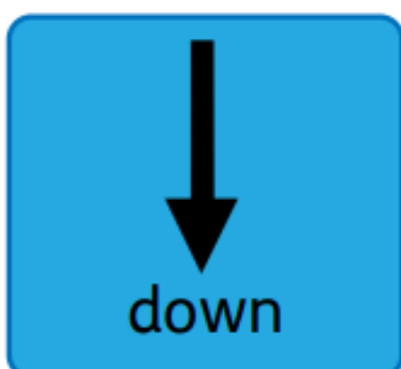
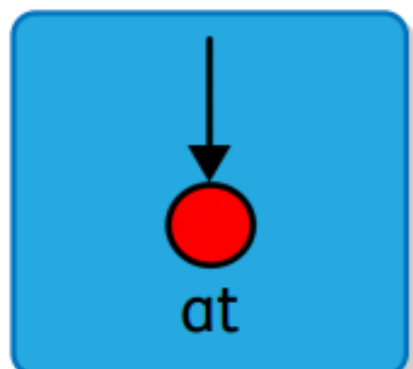
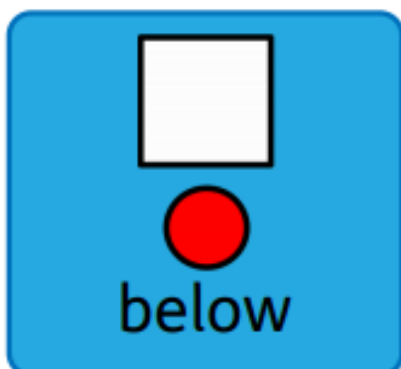
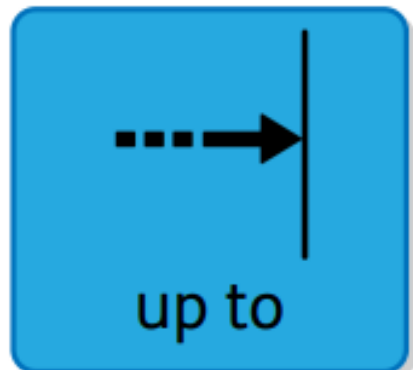
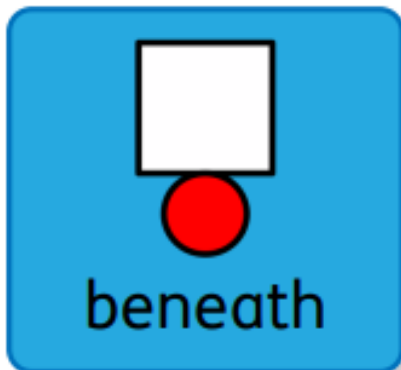
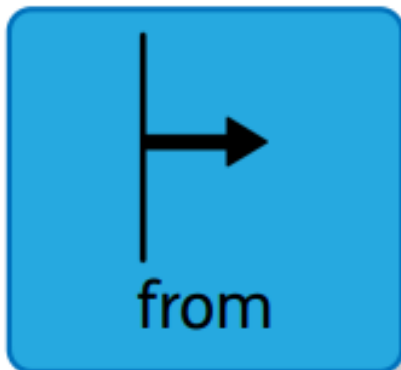
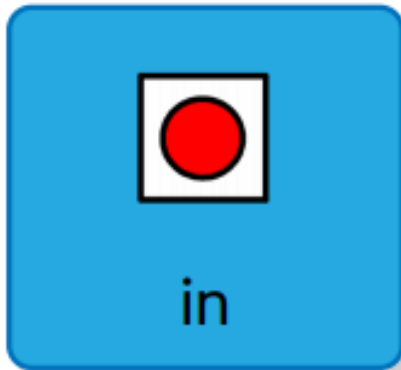
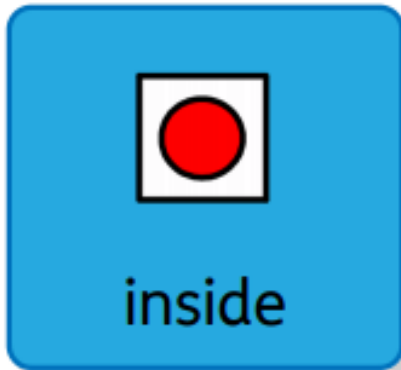
What? words

Activity resources - vocabulary





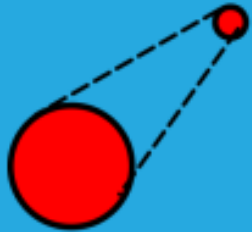
Activity resources - vocabulary



Where? words



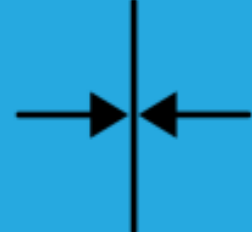
Activity resources - vocabulary



far away



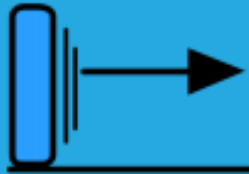
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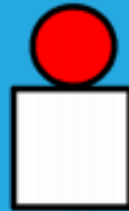
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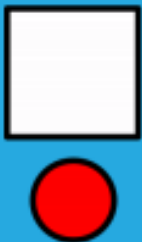
back



forth



upon



under



head



spell



heart



outside



surface

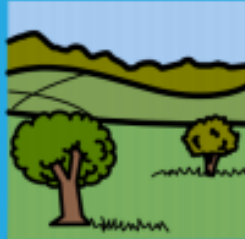
Where? words



Activity resources - vocabulary



banks



inch of land



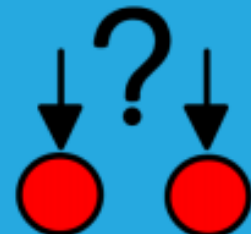
ground



party



sunshine



somewhere



sky



bubble



trouble



clouds



world

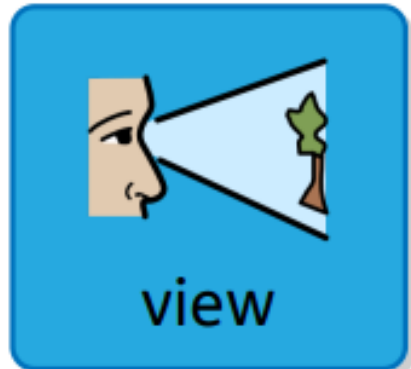
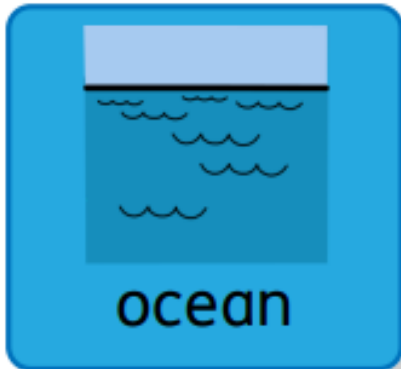
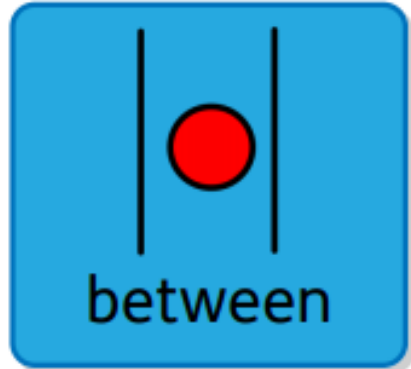


ball

Where? words

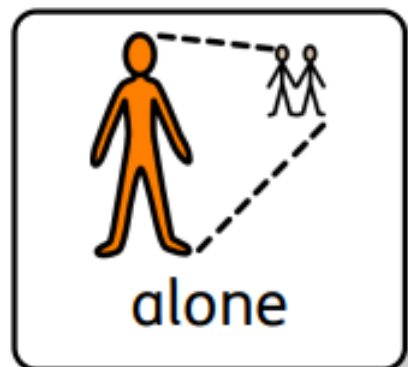
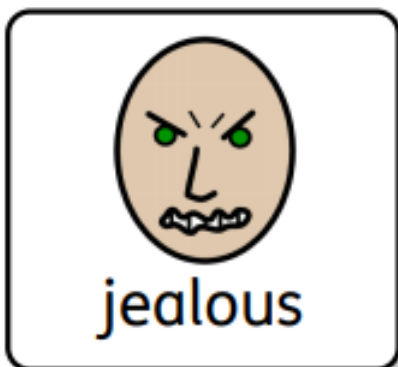
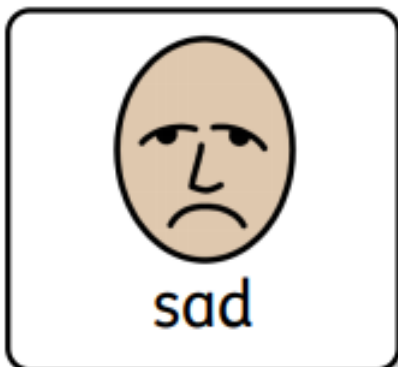
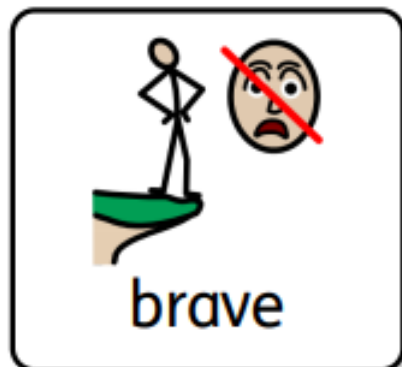
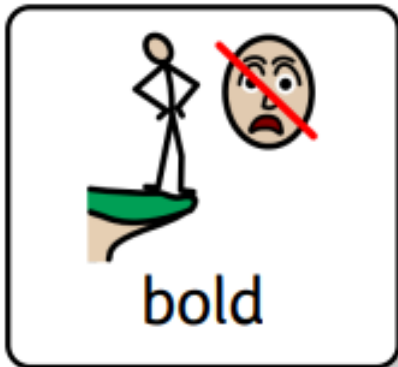
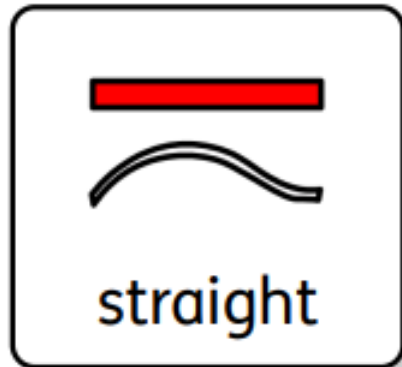
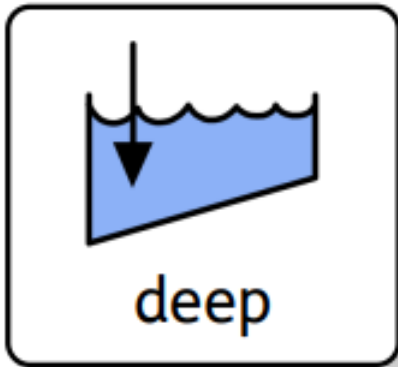
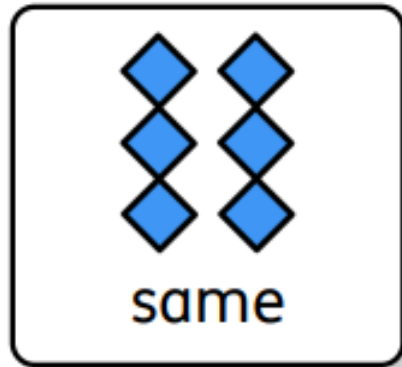


Activity resources - vocabulary

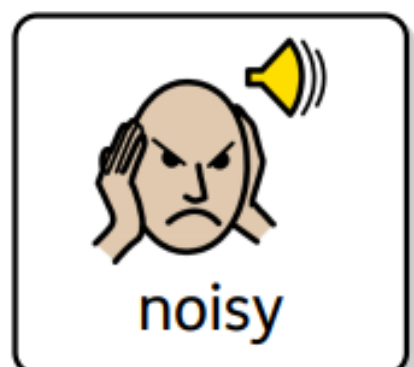
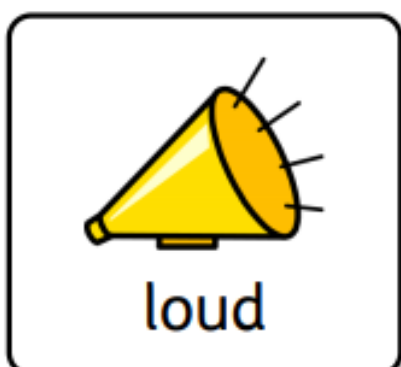
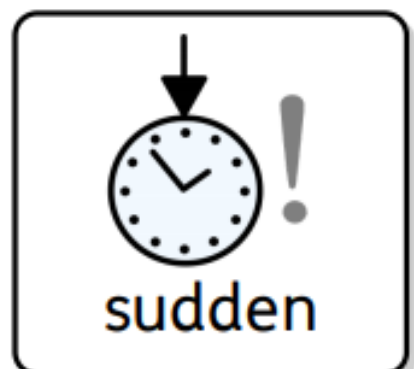
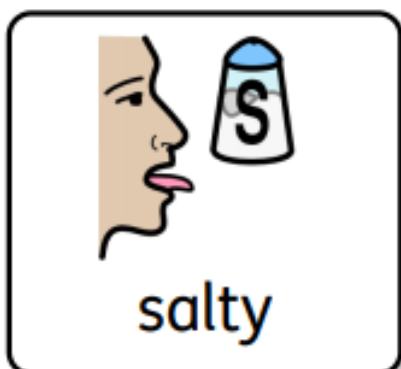
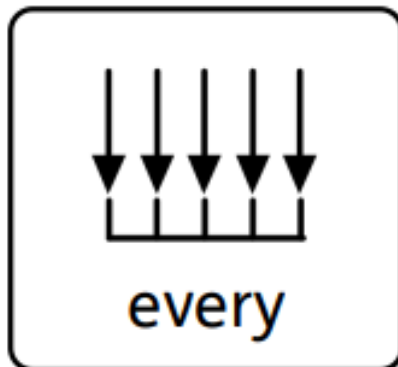
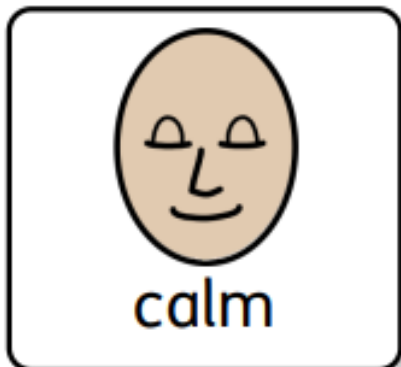
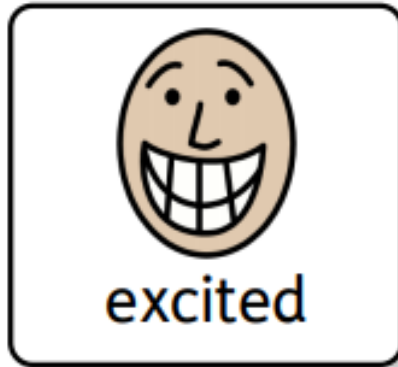
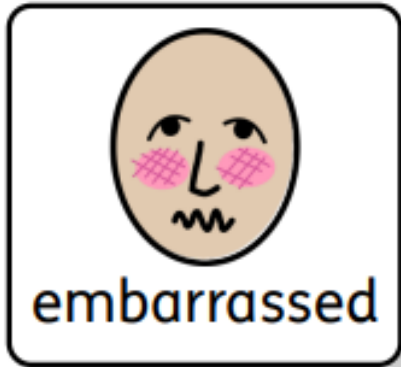


Where? words

Activity resources - vocabulary

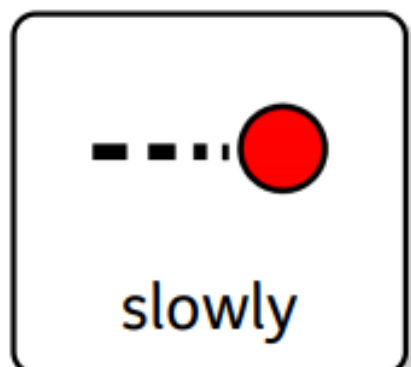
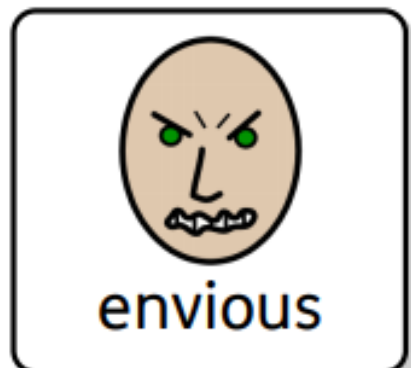
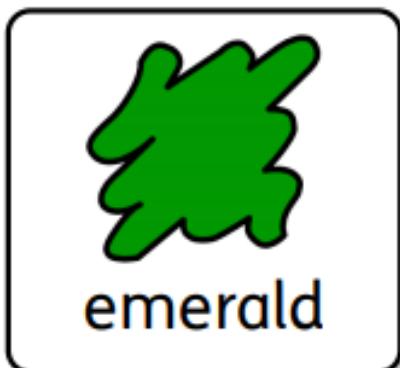
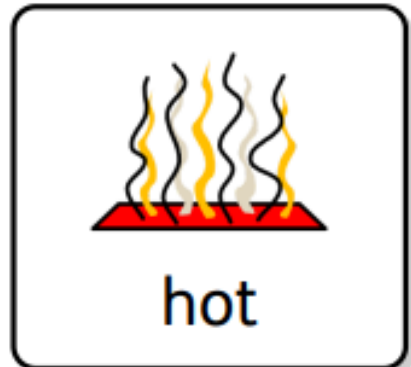
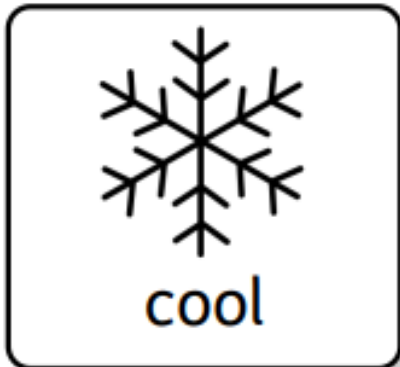
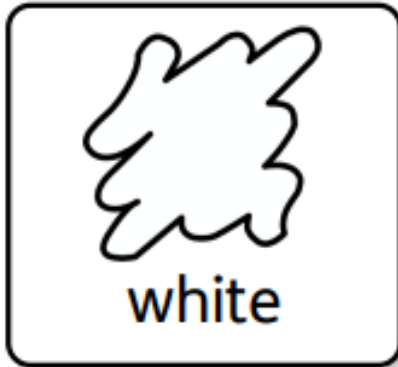
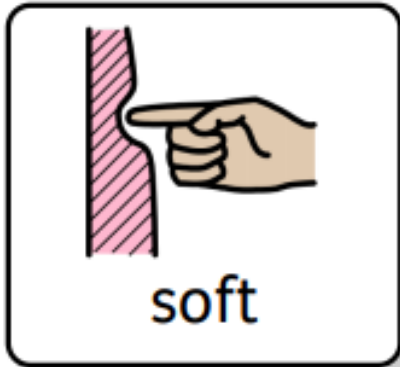


Activity resources - vocabulary



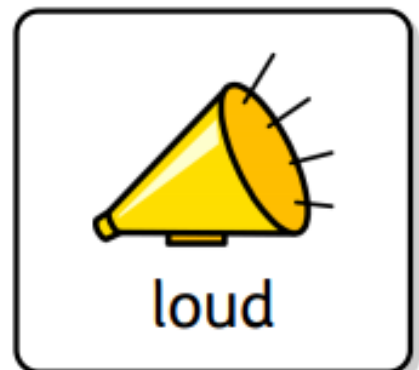
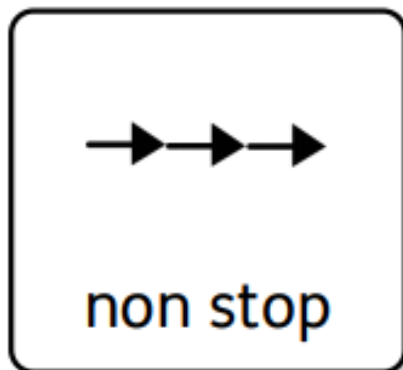
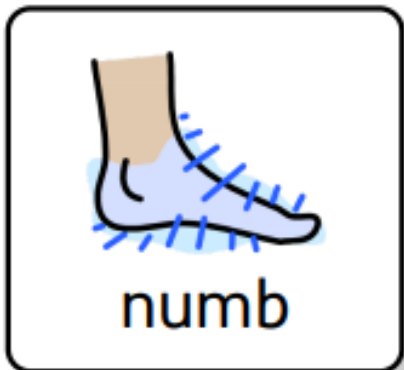
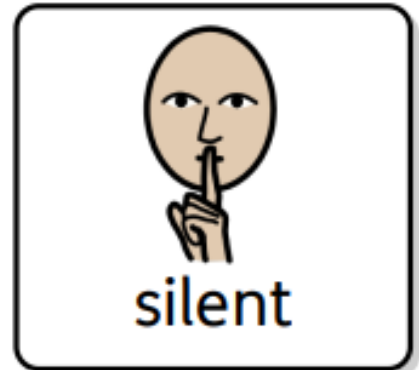
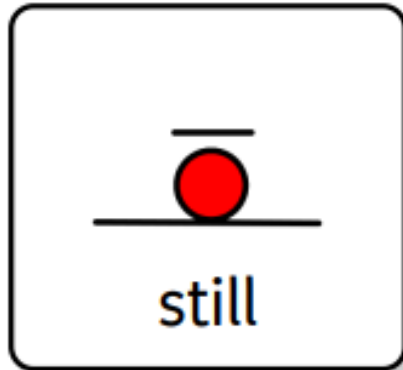
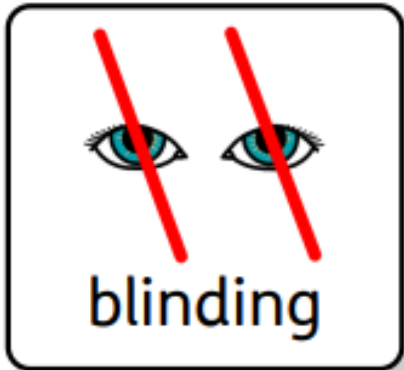
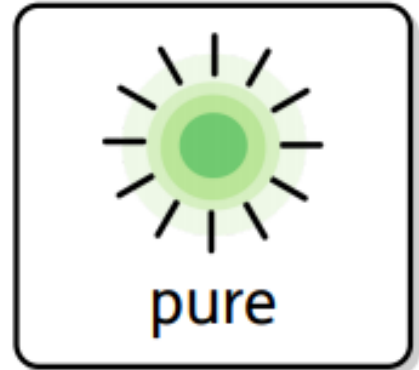
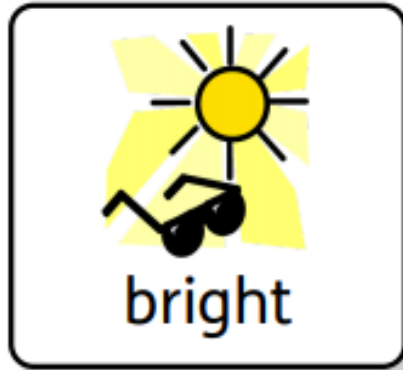


Activity resources - vocabulary

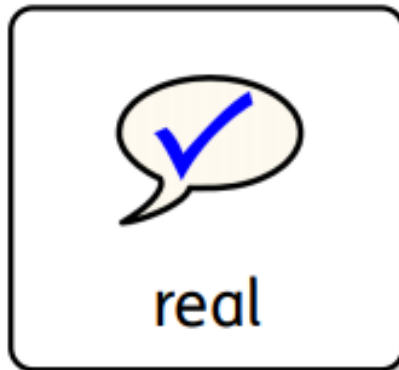
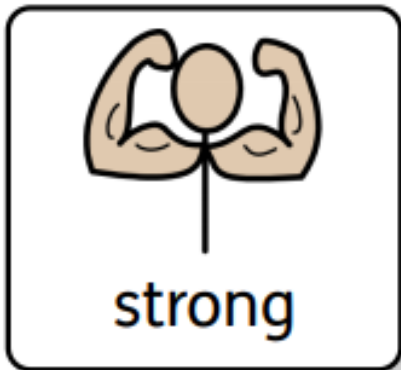
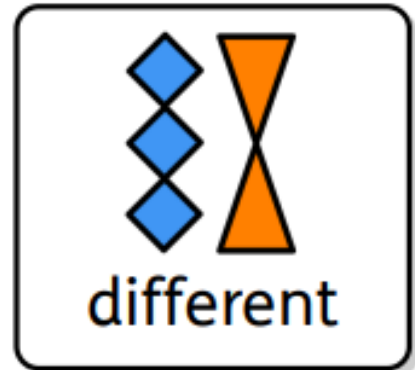
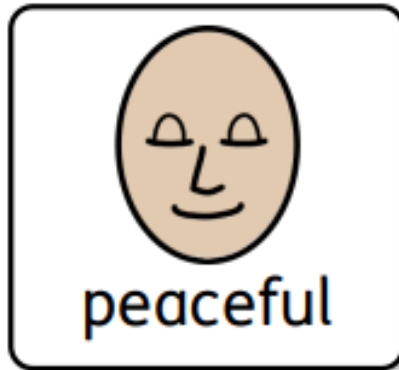
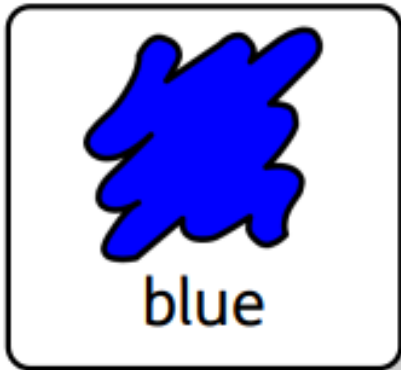
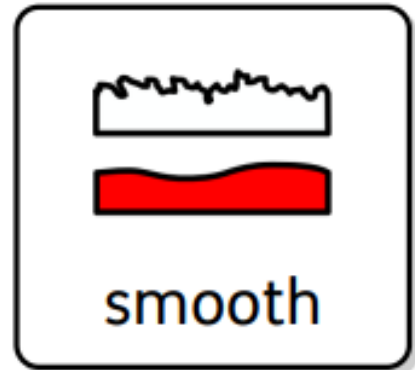
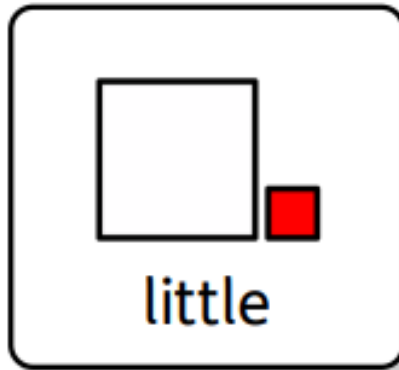
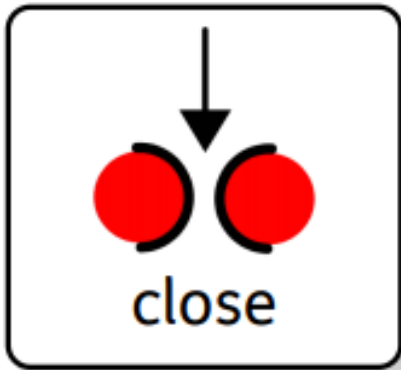


What like? words (adjectives)

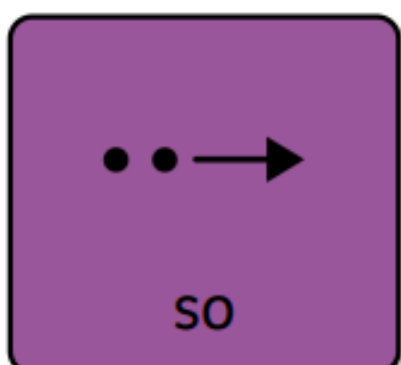
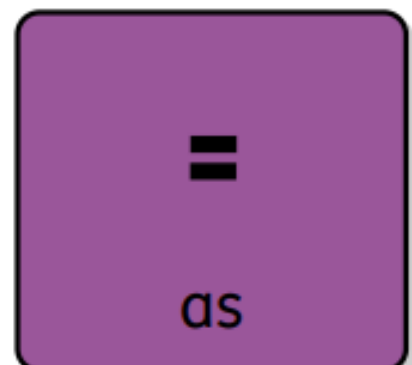
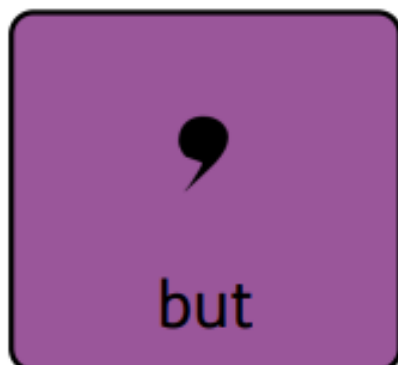
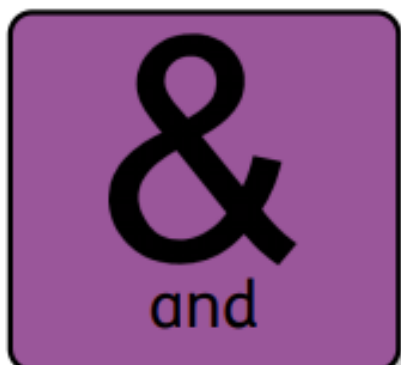
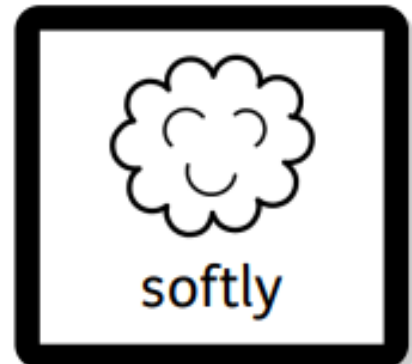
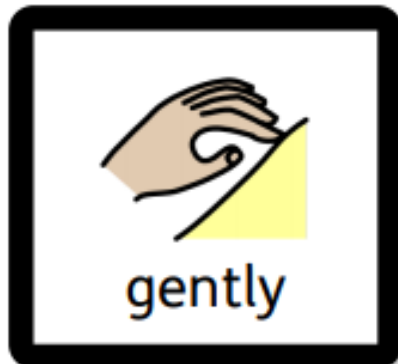
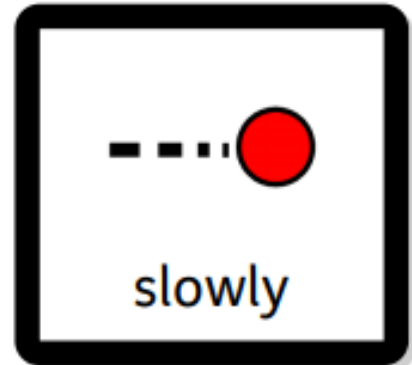
Activity resources - vocabulary



Activity resources - vocabulary



Activity resources - vocabulary



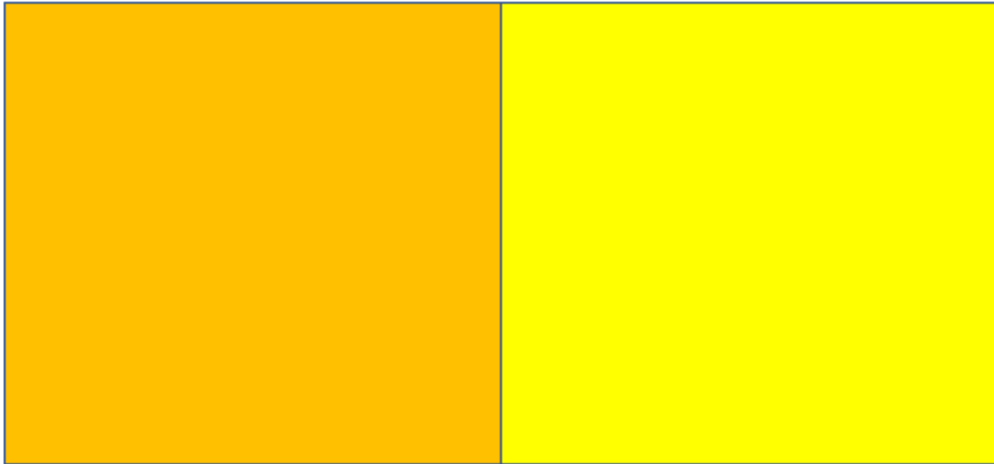


Activity resources - dice game template

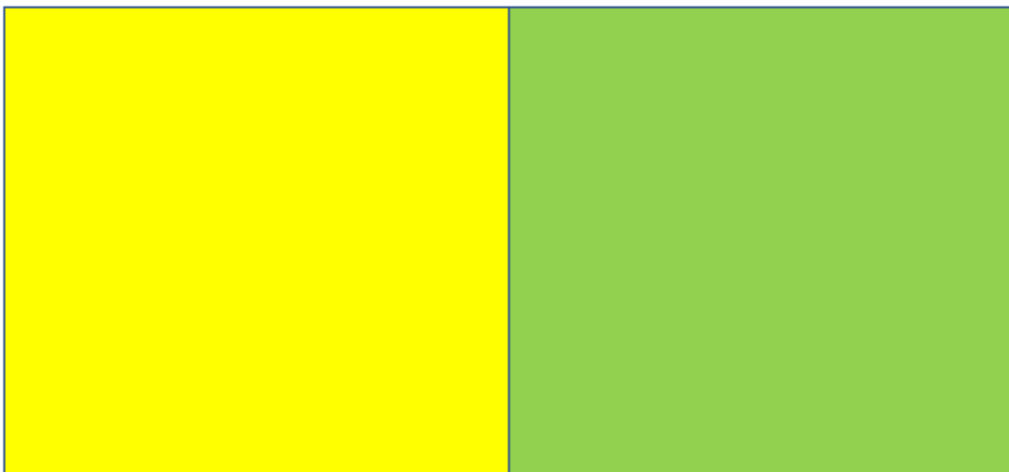
1	2
3	4
5	6



Activity resources - Colourful Semantics
sentence templates



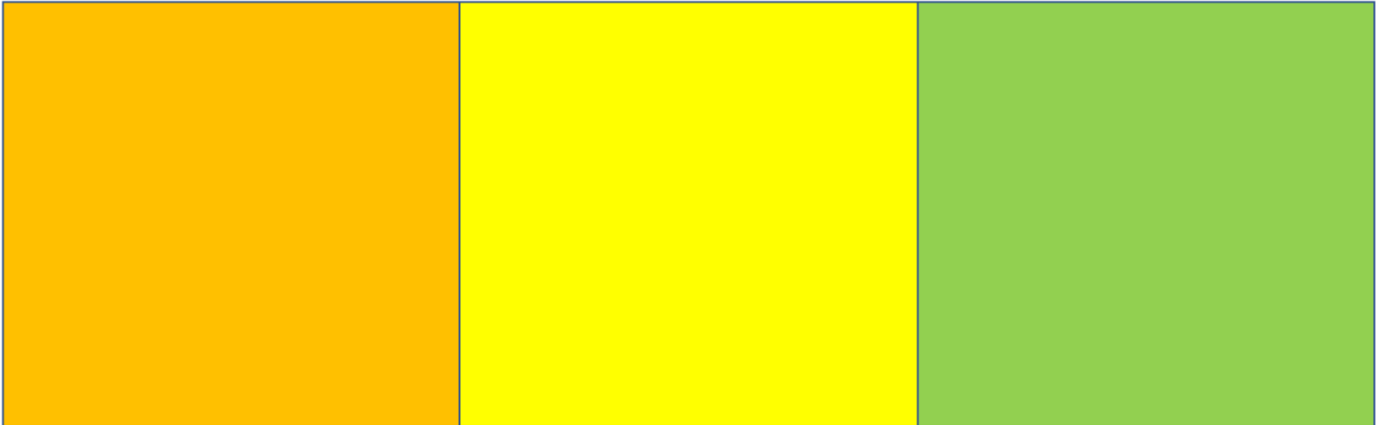
Who? + what doing?



what doing? + what?



Activity resources - Colourful Semantics
sentence templates



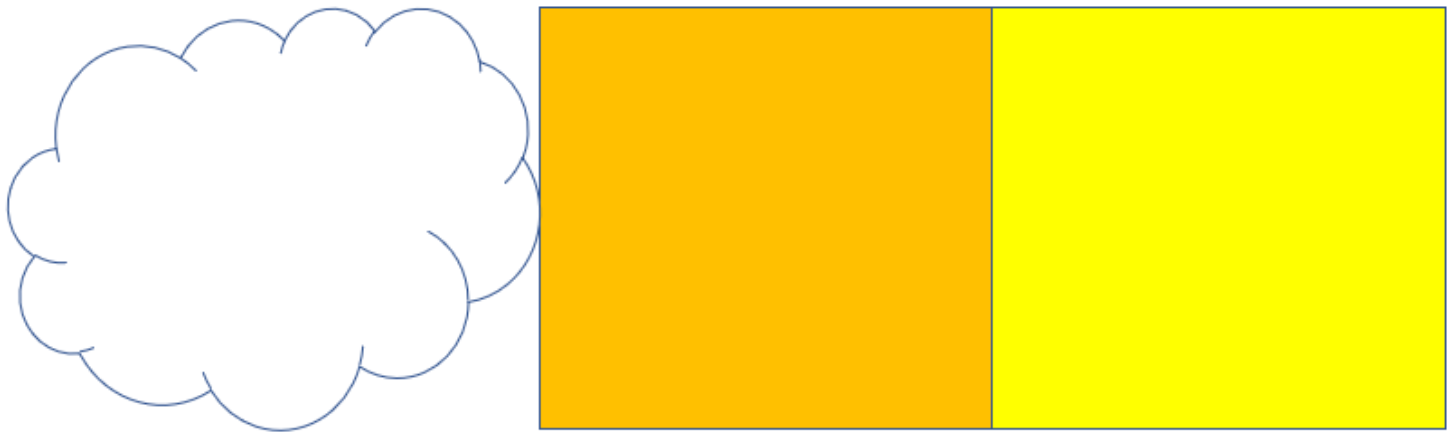
Who? + what doing? + what?



Who? + what doing? + where?



Activity resources - Colourful Semantics
sentence templates



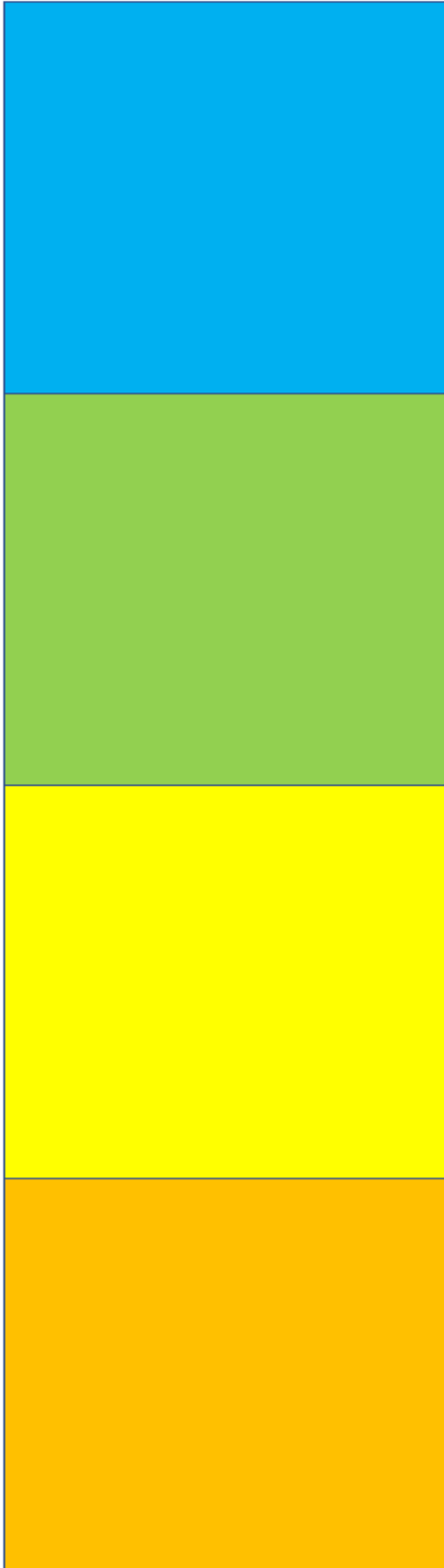
What like? + who? + what doing?



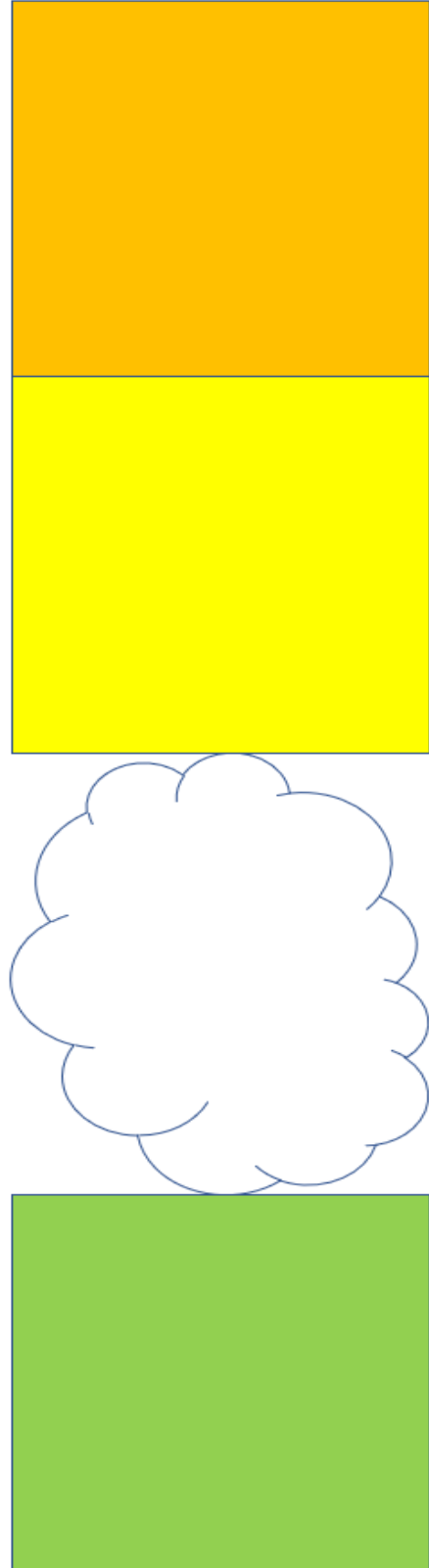
Who? + what doing? + how?



Activity resources - Colourful Semantics
sentence templates



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

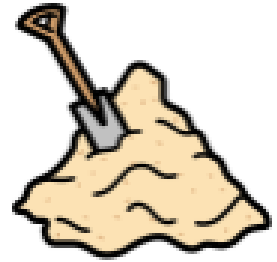


Who? + what doing? + what like? + what?

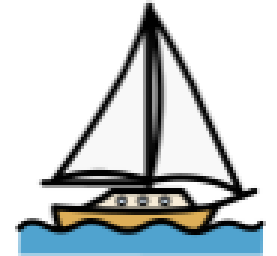


Activity Resources - Word Association

walk
on



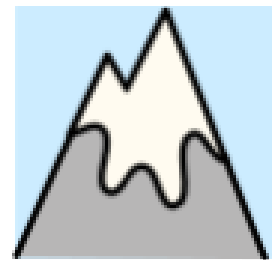
dig



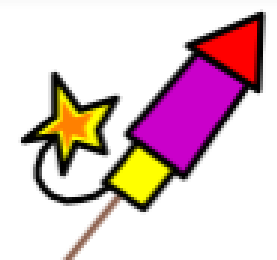
watch



sail



climb





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




magic words

Activity resources - category sorting



Feelings



Animals



The World



Bonfire night



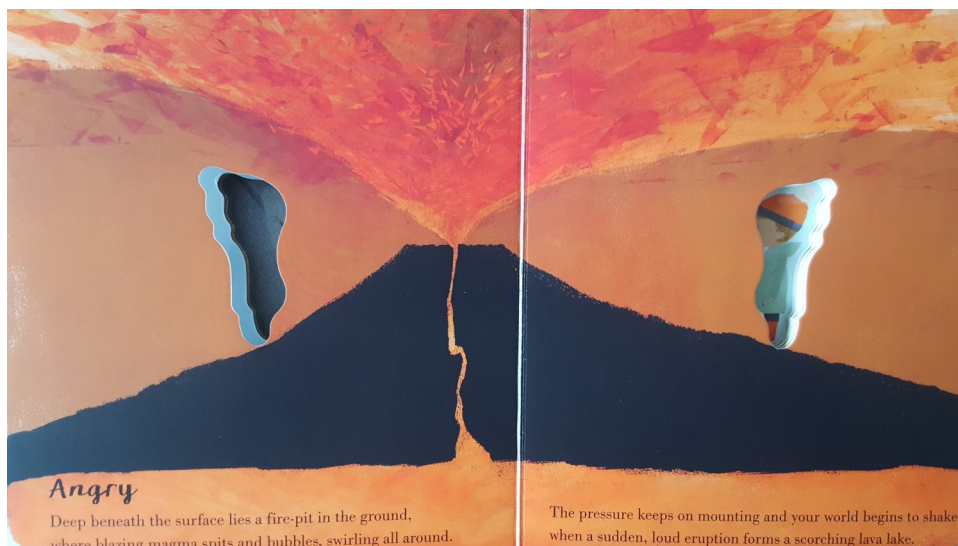
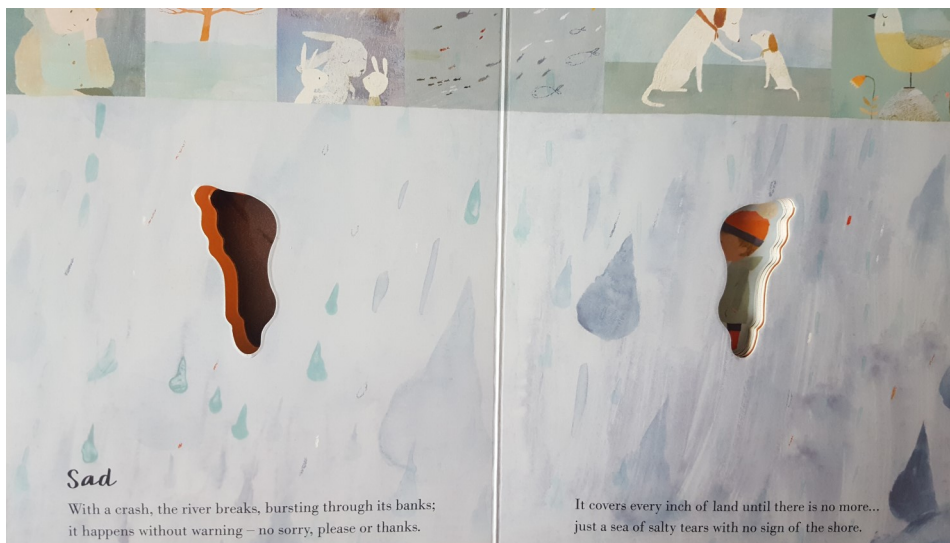
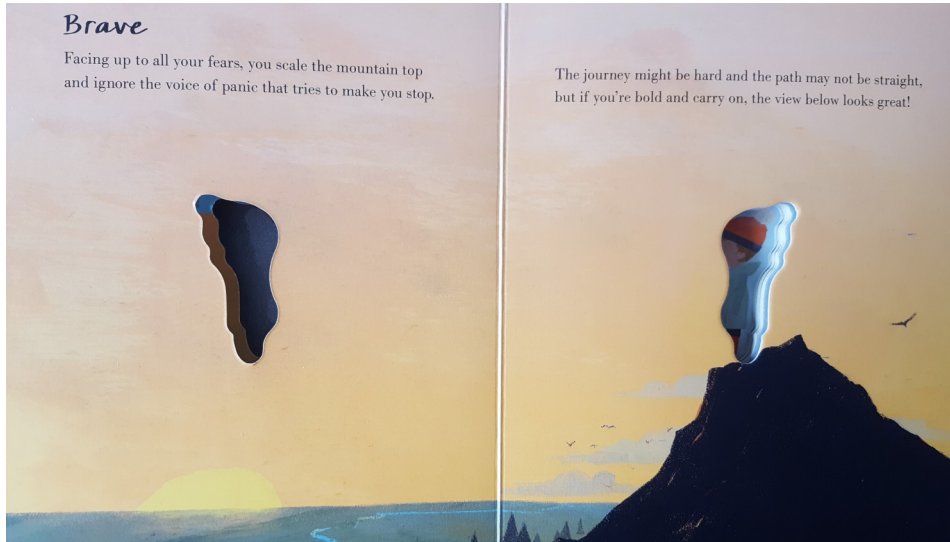
Things we do



Hot things

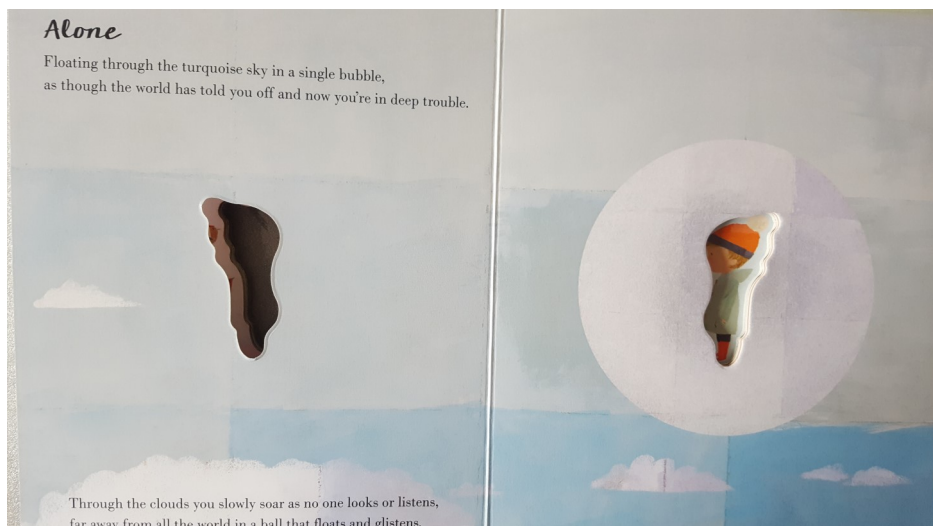


Activity resources - sequencing pictures



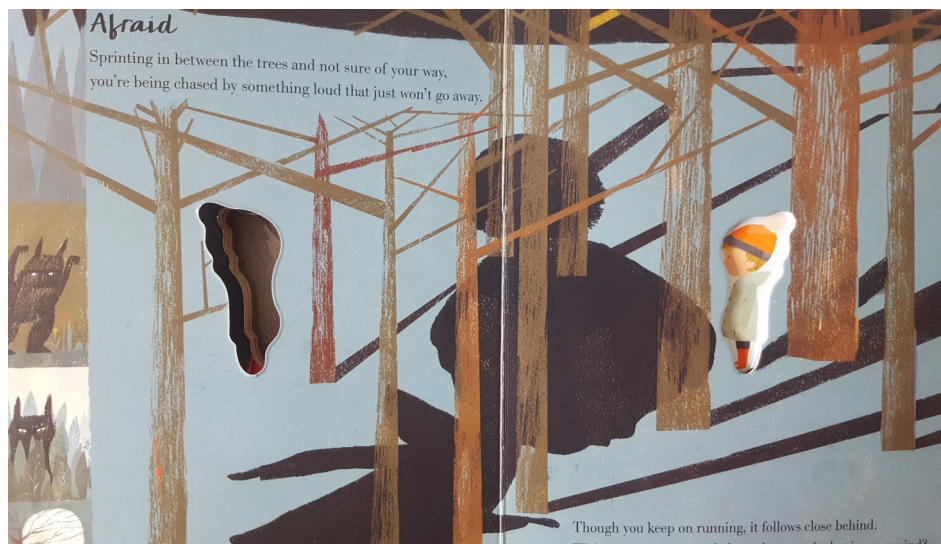
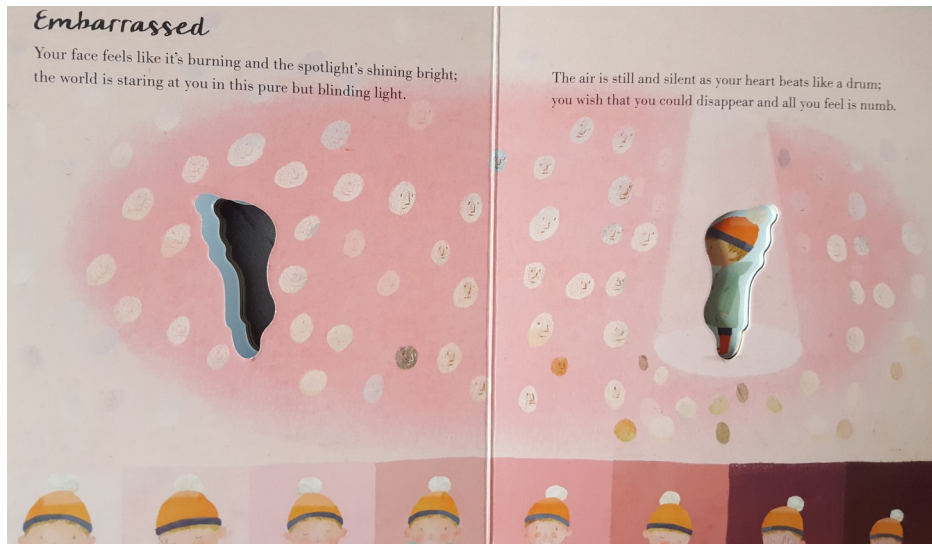


Activity resources - sequencing pictures



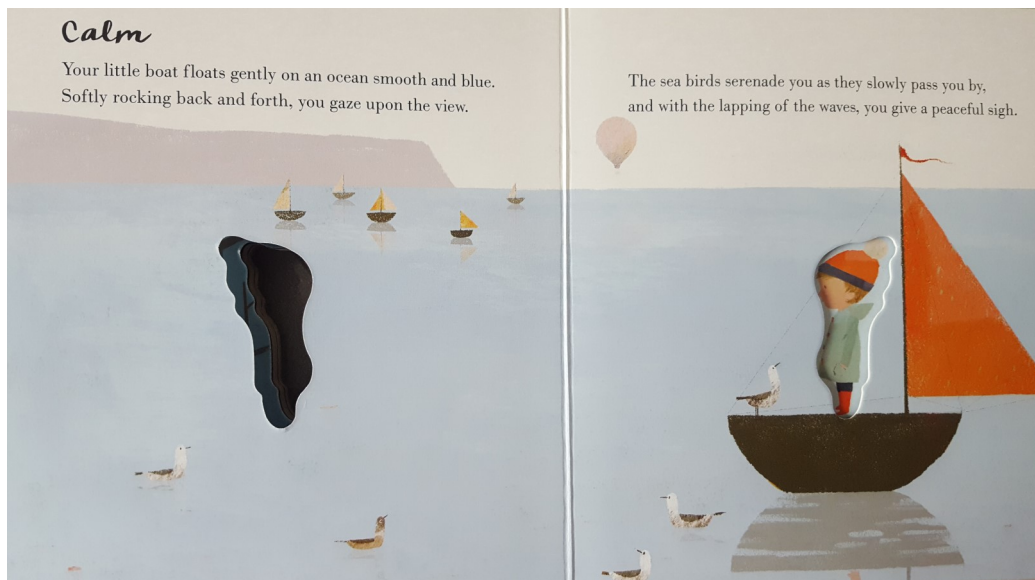


Activity resources - sequencing pictures





Activity resources - sequencing pictures





Activity resources - story retell

LAST

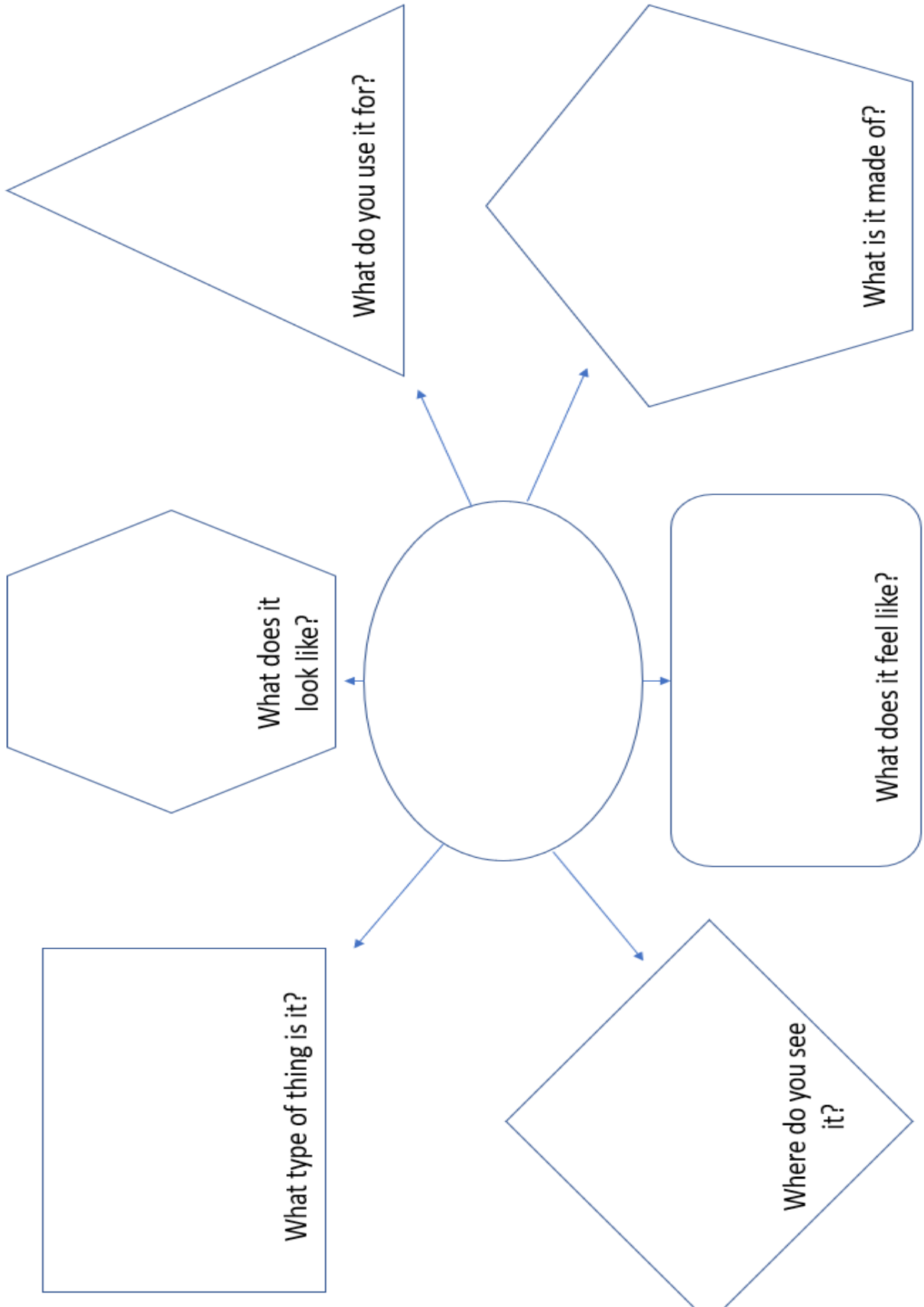
THEN

NEXT

FIRST



Activity resources - Definition template





Activity resources - What do they think?





Activity resources - What do they say?

