

Communication and Language: Holidays - Building Understanding

Composition - Packing for a Holiday

Rae



Introduction

Focusing on the names of relevant topic items and some describing words (colour, size etc), this resource guides adult and child through creating a list of items needed for a beach holiday. It reinforces topic vocabulary, combining two words, and the 'list' structure.



Aims

Your child might...

- Indicate the correct item when you name it
- Indicate the correct item when you name it and specific colour or size from a choice of two or more
- Use one or two words in combination expressively (make requests)
- Structure two words / signs in a list format
- Begin to form the basic shapes of letters (circle, stick) or begin to form the start sounds of words



For this lesson you will need

- Recommended, but not required:
 - Relevant symbols & signs
- A 'list' template
- A pen or pencil, paper, or other materials for mark making
- Relevant items for 'packing' and (optional) something to pack them in



Getting ready

- Reduce distractions within the room (turn off anything that creates light or sound)
- Prepare your child to be 'ready for learning' - this may require a run around outside first, a snack, or an opportunity to re-position and settle into a comfy chair
- Create interest by sharing and exploring props / resources
- Show them you're excited for the lesson! Build curiosity and anticipation!



Collect some items...

With your child, decide what you're going to pack for your trip to the beach and collect the items together. Choose something to pack them into (bag, suitcase, box, backpack etc).



Variation 1

Name items for your child to select from two / four objects and line them up left to right or top to bottom to indicate a 'list' structure. Go back and 're-read' your list. Pack them away together.



Variation 2

Same as 'Variation 1' except that there are multiple types of certain items and you use a qualifying or categorising word (i.e. 'big hat' or 'yellow towel').



Variation 3

Create a ladder or a line on which to line up your objects and your child is in charge of instructing you to create the line, by instructing using one or two word requests.

Alternatively, you hold the objects in a container, the child makes the requests and you pass them over for the child to line up.



Extend

Once you have visually created the 'list' using objects, can your child 'copy' it and create a list on paper using symbols / photos?

You might also encourage your child to create a "written list" using pseudo-letters (shapes and squiggles). If appropriate, can they write the initial letters/start sounds of the words?



Communication and Language

Holidays Unit 12: Lesson 3

Composition: Packing for a Holiday

Make it easier	Make it harder	More ideas
<p>Repetition, repetition, repetition.</p> <p>Drama! Use big, dramatic pauses and silences to build anticipation in play.</p> <p>Present two options for each choice when asking questions or using prompts.</p>	<p>Keep the questions open ended so that the child has to answer without support.</p> <p>Add in some questions about the qualities of the items (colour, number etc). Encourage independence.</p> <p>Motivate the child to write with a pen or pencil.</p>	<p>Apply this method of play to a range of contexts, exploring the language of other sorts of holidays, or lining things up for other 'lists' like "things in the bathroom" or "my favourite toys". Use key verbs alongside to reinforce understanding of action words.</p>

