

Communication and Language: Holidays - Building Understanding

# Storytelling - “My Day Out”



# Introduction

Focusing on an event meaningful to your child/learner (birthday, holiday, a day out), use photos, images (and videos if you are a whizz with technology) to create a sequence which re-tells the adventure.



# Aims

Your child might...

- Show recognition of photographs of themselves
- Show recognition of photographs of other people, places or objects
- Indicate familiar objects in photographs, or name them
- Recall and use keywords relevant to a past experience
- Indicate sequential story elements
- Show understanding of the convention that we read left to right, top to bottom



# For this lesson you will need

- Recommended, but not required:
  - Relevant symbols & signs
- A 'story' template
- A pen or pencil, paper, or other materials for mark making and decoration
- Photographs or other images relevant to a recent experience



# 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!



# Variation 1

Reflect on an experience with your child and show them photographs of themselves - use their name and the word 'find'. Can they choose from two which photo is of them? Can they indicate themselves within a photograph?



# Variation 2

Same as 'Variation 1' except that there are multiple people you could identify.

Try also identifying objects and places.



# Variation 3

Create a storyboard on which to line up your photographs in order of events.

Together, your child and you can sequence.

If you knock one out of sequence, can your child put it back?





# Extend

Can you add key items to complement the story - i.e. a candle for the birthday cake, a shell from the beach?

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



# Communication and Language

Holidays Unit 12: Lesson 4

Story Telling: My Day Out

## Make it easier

Repetition, repetition, repetition.

Drama! Use big, dramatic pauses and silences to build anticipation in play.

Present two options for each choice when asking questions or using prompts.

## Make it harder

Keep the questions open ended so that the child has to answer without support.

Add in some questions about the qualities of the items (colour, number etc). Encourage independence.

Motivate the child to write with a pen or pencil.

## More ideas

Apply this method of play to a range of contexts, exploring the 'stories' of other events which are meaningful.. Use key verbs alongside to reinforce understanding of action words.

