

# PROGRAMMES

The following programming ideas come from the participants who attended *Tales For Terrific Talkers* Workshops at the Kurrajong Early Intervention Centre in Wagga, NSW and Hawthorn Library Meetings Room in Melbourne, Vic in 2004. These programmes can be used and adapted for Children's Centres, Library Storytimes and home language and story sessions. Much of the material cited here can be found in our book, *Tell Me Too! Tales for Terrific Talkers*. Any concerns about using this material, please contact either Morgon or Kerrie. If you would like to book a workshop in 2005 /2006 please email Morgon.

For further storytime material please go to Blackrose Storytelling - resources.

NB. The Tales for Terrific Talkers is a programme to promote language and speech development in young children. If you have any concerns regarding speech and language development in your child please see your community Speech Therapist.

## Receptive Language

**(1) Learning Opportunity (Theme):** Jungle animals

### **Techniques and Program Ideas:**

**Listening:** It is important that children learn about listening and how to listen.

Animal sounds – listening and matching game. This is a commercially developed game where you listen to a tape with animal noises and then identify the animal that makes the noise on a picture board. This game could be played without the tape or board using your own voice to produce the sound and have the child/children name the animal or find a picture or stuffed toy of the animal.

**Concepts:** Exposure to concept words is very important for children. Hearing these words and practicing them is a great way to learn.

Dramatise a walk through the jungle eg: slither under a log like a snake or prowl between the trees like a lion.

**Categories:** learning about category names and the items that belong in that category

Peek-a-boo bag – the child takes an animal figurine out of the bag and decides if it belongs in the category of jungle animal or not

**Following Instructions:** An important social and educational skill that children may need extra assistance with if they have a receptive language difficulty.

Role-play the movement and/or noise of jungle animals eg: let's be a lion

**(2) Theme:** Families

**Purpose:** Grandparents Day, welcoming a new baby, growing up

**Listening:** Story - *Sshh you'll wake the baby* (tell me too!)

**Rhyme** - Here are Grandpa's glasses

**Song** - How many people live in my house? (Use Makaton signs for mum, dad, sister, brother)

**Concepts:** Relate to the family the following concept word old/young//big/small

**Song** - Baby Bear (tell me too!)

**Action song** - When I was a baby (from All together now , CD number 2 by The Lightning Creek Band)

**Categories:** Family as a category - Children identify all the members, using photos, felt figures, stamp sets, magazines and books

**Following Instructions:** Cooking activity - baking scones or pikelets where the children add the ingredients to the bowl and use the actions and words in a rhyme later.

**(3) Setting:** Outside in the sandpit

**Beginning:** Drum to bring children to group in the sandpit then begin with a Hello song to understand affirm that children are Listening

**Prop:** Parachute game to go in and out - Understand Concepts

**Rhyme:** In and Out song (from tell me one!)

**Theme:** Body Parts - categories

**Song:** Heads and shoulders

**Game:** Pin the tale on the donkey

Song: Hokey pokey - following instructions

Created by members of EACH

**(4) Setting :**Preschool Storytime in the Library

**Beginning:** Introduce children to listening with "Are your ears turned on and are your eyes watching?"

**Song:** Heads and Shoulders Knees and Toes

**Song:** Hello Giddy (from tell me one!)

**Theme:** Food

**Books:** The following books to be read-

The Very Hungry Caterpillar by Eric Carle

Lunch by Fleming

Possum Magic by Mem Fox

Intersperse reading with the following song and rhyme

Bananas in Pyjamas and 5 pieces of fruit (tell me too!)

**Activity:** Colour picture of a caterpillar or make a puppet of a butterfly

**Additional:** Use a felt board for the foods in The Very Hungry Caterpillar story and this reinforce the concept of fruit as a category of food.

## Expressive Language

### (5) Learning Opportunity (Theme): Bubbles

#### Techniques and Program Ideas:

**Modelling:** using short and simple language to teach children to communicate  
Bubbles rhyme (page 25 in book)  
Adult saying these simple phrases as they or the child performs the blowing or popping

- “blow bubbles”
- “big bubble”
- “pop”
- “bubbles gone”

**Repetition:** repeating words or phrases often is a valuable way to help children learn new vocabulary

Play a game and use the phrase “ready, set, go ” or “blow bubbles” or “more bubbles” before you blow the bubbles each time.

Rhyme - variation of Little Peter Rabbit

Little Peter Rabbit had a bubble on his nose  
Little Peter Rabbit had a bubble on his nose  
Little Peter Rabbit had a bubble on his nose  
And he flipped it and he flopped it and the bubble went POP

**Choice questioning:** this technique can be used when you know a child can say a word, but they are not using it spontaneously

During the game of bubbles say to the child: “where will the bubbles go? Up in the air or down on the ground” Use gestures to help. Before each blow then say “Bubbles up or down”. You could also use “more bubbles” or “ finish bubbles”

**Anticipation/ creating the need to communicate:** this technique is about holding back and waiting for a child to communicate

During bubble blowing game:  
give the child the bottle of bubbles with the lid on and wait for the child to indicate that they need help to take the lid off

During bubble blowing game give  
the child the bubble mixture without a bubble wand and wait for a request for the wand.

Leave out words in the bubbles

or Little Peter Rabbit rhymes

**(6)Theme:** Transport

**Story:** Chugalug the Night Train (from Tell me too!) - Modelling

**Rhyme:** 3 Little Steam Trains - Repetition

**Game:** train and car sorting and choosing - Choice questioning  
**Song:** Wheels on the Bus - Creating the need to talk

### **3 Little Steam Trains**

3 little steam trains sitting on the track,  
A red train, a blue train and one is black.  
The red one tooted and headed up the track,  
"Toot, toot", said the black train,  
But he didn't come back.

2 little steam trains sitting on the track,  
One was a blue train and one was black.  
The blue train tooted and headed up the track  
"Toot, toot," went the black train,  
But he didn't come back.

1 little black train sitting on the track,  
Waiting and waiting for his friend to come back.  
Along came his driver and boarded the train,  
"Toot, toot," he said,  
I'll see my friends again.  
Ch ch ch ch toot toot.

Written by Jacqui Simpson (Early Childhood Intervention Teacher, Uncle Bobs Child Development Centre, Melbourne) and Melanie Cock (Speech Pathologist, Specialist Children's Service, North West Region Melbourne)

## **Receptive and Expressive Language**

**(7) Suitable:** for a small group

**Purpose:** Explore spatial relationships in/out, on/off, under/over, up/down. Use Makaton key word signs as extra visual clues

**Concepts:** The Ribbon Game (tell me too!) - over/under, up/down

Jack in the Box song with props or children being Jack - in/up/down

Dress Up game - shoes on and shoes off

**Categories:** Search the environment for objects that are in boxes or containers.  
Take things out of containers and put them back in again

Following Instructions:

Sing the song Simon Says

SS crawl under the table

SS put your hands up

SS put your arms down

SS put your hat on

SS take your hat off

**Listening:** Read the story Bears in the Night.

Adapt the story Goldilocks and the 3 bears to include concept words eg. She went into the bathroom, up the stairs, on the bed, off the bed...etc

Created by Lidia and Gwen

## Speech

### (8)Theme: General

#### Techniques and Program Ideas:

**Oral awareness:** this technique explores the parts of the mouth that are used for talking and how these parts move

Tell Tippy Tongue story (page 4 in the book)

**Imagery:** assign an image or object to a sound to help a child learn about that sound and talk about the sound

Use hand puppets or felt board pictures

Song – Make your sound just like me (page 6 in the book)

**Auditory discrimination:** this technique develops the child's ability to listen for a specific sound from other sounds

Song – Short and long sounds (page 9 in the book)

Game – Statues: children listen to music and freeze when they hear you clap/whistle/or say a certain sound. Make sure you are louder than the music.

**Auditory bombardment:** this technique is about children hearing the target sound over and over and hearing words with the target sound over and over

Song – Let's all sing our sound (page 11 in the book)

Rhyme – Chew, chew, chew, chew

Chomp, chomp, crunch

This is the way I eat my lunch

Chomp, chomp, chomp, chomp

Chew, chew, chew

Is this what you.... do?

Variation of The greedy Rap (page 11 in the book) Made up by Kerrie Murphy!!!

### (9)Theme: "th" sound

**Story:** Tippy Tongue (from Tell me too!) - Oral Awareness

**Game:** Listening for the "th" sound - Auditory discrimination

**Rhyme:** Three White Mice - Auditory bombardment

#### **Three White Mice**

Three white mice living in a box,

Three white mice living in a box,

There's Heather, Theodore and Winthrop too,  
They escaped one day and went to the zoo,  
There wasn't a thing that I could do  
That's all there is, my tale is through.

Written by Jackie Kerin, Jenny Tuck and Joan Quagliana, Melbourne

## **Receptive Language and Speech**

**(10) Sing:** Hello Giddy from (tell me one!) to centre children and prepare them for the enticing storytelling session.

**Story:** Tippy Tongue (from tell me too!) A fun way to practice both oral awareness, imagery (via mimicing) or have dual telling where one person tells the story and the other does the actions. Alternatively digital pictures could be used to illustrate the tongue, teeth, lips, teeth.

**Action game:** Flop a big rope onto the ground (this is sleeping Tippy) Encourage the children to help wake up Tippy by demonstrating the concepts.

Jump over the wiggling, snoring tongue

Crawl under it r jump on it.

**Finish:** We say "Ah we're all tired from this work and soooo hungry. Its time to lay down and rest. Now when the feather tickles your nose, you can wash your hands and be ready for a snack. " (touch tip of nose with a feather)

Created by Chris and Kim