

My holiday Talking Box

Equipment needed:

- Bucket
- Spade
- T-shirt
- Shorts
- Sunhat
- Flag
- Net
- Pebbles
- Shells
- Towel
- Swimming costume
- Ball
- Armbands
- Boat

Additional equipment:

- Containers to make shakers from
- Extra small pebbles/sand for shakers
- Sand and sand tray
- Water tray and things to go in water
e.g. boat, sea creatures etc
- Small fishing net
- Different postcards
- Selection of things beginning with the
“s” sound e.g. sock, snake etc.

Talking Box: My holiday

Target: Attention & Listening

Equipment needed: containers to make shakers from, small pebbles, sand

Let's Shake!

Make shakers with the children using empty pots/containers with lids and placing small pebbles in one and sand in the other. Make enough so that each child and adult has two shakers: one with pebbles in and one with sand. Encourage the children to shake the shakers. What can they hear? Is it a loud sound or a quiet sound?

Place the children in a circle so they can see you. Place both of their shakers in front of them. Shake one of your shakers. Can the children copy you, shaking the correct shaker? Tell them, "You made the same sound as me. Was it a loud sound or a quiet sound?"

You can try this activity with each child taking a turn too.

Help tips:

- If they don't respond immediately, shake the shaker again. "Listen, again".
- Point to the correct shaker for them to pick up and shake.

Extending the activity:

Hide the shaker behind your back so they can't see which shaker it is. Can they still copy you?

Help tips:

- If they are not sure, make the sound again "Listen, again"
- Show the child the shaker and see if they can copy you.

Target: Understanding language

You need to know how much the children in your setting understand. You can use these activities to work out how many key words the children understand if you are not sure.

1 key word : Let's pack!

Equipment needed: items from the box and a bag/suitcase.

Tell the children you are going on holiday and you need to pack your bag/suitcase. What do I need? As you take the items out of the box, talk about each one. Tell the children what it's called and what you could do with it on holiday e.g. swimming costume: "I'm going to wear this in the sea and go swimming".

Place the items from the box around the room (so that they are still visible). Tell the children, "I need you to help me pack my bag/suitcase. Sarah (gain the child's attention first by calling their name) can you get the bucket?".

Help tips:

- Repetition of instructions: "Find the bucket. Where's the bucket?"

(emphasising the key word-
underlined).

- Using pointing to show the child which direction to go in.
- Asking another child to go with them to help.

Target: Understanding language

2 key words: Sandcastles

Equipment: tray to put sand in, bucket and spade, pebbles and shells

Fill a tray with sand. Let the children feel the sand. Talk about what it feels like. Children learn by experiencing different textures.

Tell the children you are going to make sandcastles. “Who’s made a sandcastle before? What do you need to make a sandcastle?”

Let the children help you make two sandcastles in the tray, one big one and one small one. Talk about which one is big and which one is small. Check the children know which sandcastle is big and which one is small by asking them to point to the big or little sandcastle.

Show the children the pebbles and the sand. Tell them you are going to decorate the sandcastles. Tell each child what to do, “Sarah, put a shell on the big sandcastle” (see how the two words underlined are the keywords that the child needs to understand in the instruction).

Help tips:

- Make sure the child is looking at you before giving the instruction.
- Repeat the instruction again if they do not respond.
- If they pick up the wrong item or put it in the wrong place, encourage them to “listen again” and then repeat the instruction.
- If they are still unsure then break the instruction into 2 parts e.g. “Find the shell”. When they have found the shell then say, “Put it on the big sandcastle”.

Target: Understanding language

3 key words: Shopping for holidays

Equipment: items in the box and shopping basket

Before you do this activity you can talk about the items in the box to remind the children what the things are called. Put the items out in a seaside shop. Tell the children, "We're going on holiday so we need to buy some things".

Start off by asking each child for one item, then two, then three:

"I'm going shopping to buy a bucket. David, get the bucket".

"I'm going shopping to buy a bucket and a spade". George, get the bucket and spade."

"I'm going shopping to buy a bucket, a spade and a towel. Clare get the bucket, spade and towel".

Help tips as previous activity

Extension: Tell me?

Let the children take turns at asking other children to find things to buy on holiday.

Target: Talking (spoken language)
Going fishing!

Equipment: water tray, fishing net and things that can go in the water e.g. boat, fish etc.

Show the children the water tray as you fill it up with water. Let them put their hands in the water and talk about what it feels like: It's cold. It's wet etc.

Put the items you've found to go in the water in the water tray. Talk about each one as you put it in.

Show the children the fishing net. Tell them, "We're going fishing. Who has been fishing? What do you think we are going to catch?"

Give each child a turn with the fishing net catching something in the water. "What did you catch?" Model the language for them, "I caught a ...".

Extending the activity:

Let the children take turns telling other children what they need to catch.

Target: Talking (spoken language)

It's story-time!

Equipment: story books in your setting

Link the things in the box with a seaside story already available in your setting. Each time one of the items is mentioned in the story then take the item out of the box.

Making **comments** about what happened in the story (e.g. That was a hot day!) will encourage more language from the children than asking questions, but here are some ideas of questions you could ask about the story:

→ These questions are easiest...

- What is this?
- Who is sleeping?
- Where's the bucket?

→ These questions are harder... Try with the older children aged 4.

- How did the girl feel?
- What will happen next?

Why? questions are the hardest! (remember there could be lots of different answers)

(ref: Blank Language for Learning Model)

Target: Talking

Extending the activity:

Retell a favourite Seaside story: Once you know children are familiar with a story, then encourage them to retell the story to you. Let the children use the items in the box to help tell the story.

Story strings: Taking one item at a time out of the box, encourage children to tell their own story. You could bring in other items from around your setting to link into the story or encourage children to go and find something. (*Idea from Nursery Narrative Pack*)

Going on holiday: Get a selection of different postcards from different places. Talk about what you can see in the postcard. Then ask some questions to get the children thinking: Is it a hot place? Can you see the beach? What would you take on holiday with you?

Target: Speech and Sound Awareness
For older children in your setting
Let's clap! (Syllable clapping)

Equipment needed: items in the box

Open the box. Take one of the items out of the box. Encourage the children to name e.g. "towel". Show the children how you can clap the name e.g. "to-wel" (2 claps). Let each child take an item out of the box and help them clap the word. After each child has clapped the word let him/her hide the object somewhere in the room. Then when all of the children have had a turn let them go and find an item and clap the word. This will give them opportunity to practice.

Extending the activity

1. Tell the children you are going to ask them to find something in the box and that you are going to use "robot talking". It sounds funny! Say each word how you would clap it e.g. Find the buc-ket. When they find the item join the word together: buc-ket makes bucket. This activity helps them learn about segmenting words into different parts.

2. Counting the number of claps (syllables) in a word: Some children will be able to count the number of claps immediately but other children will need some support. Use something visual for the children to see as you count e.g. bricks (use one brick for each syllable/clap). As the children become more confident then you can encourage them to take the bricks out as you say the word.

- Bucket (2 syllables)
- Spade (1 syllable)
- T-shirt (2 syllables)
- Shorts (1 syllable)
- Sunhat (2 syllables)
- Flag (1 syllable)
- Net (1 syllable)
- Pebbles (2 syllables)
- Shells (1 syllable)
- Towel (2 syllables)
- Swimming costume (4 syllables)
- Ball (1 syllable)
- Armbands (2 syllables)
- Boat (1 syllable)

Target: Speech and Sound Awareness
For older children
I hear a sssss sound!

Equipment needed: sand tray, selection of things starting with the “s” sound (you can use different sounds each time you do the activity)

Hide the things in the sand that begin with the “s” sound. Remember in English not all words that start with a “s” sound have the letter “s” at the beginning e.g. circle, and not all words that start with the letter “s” make a “s” sound e.g. sugar (starts with a “sh” sound).

Let each of the children take an item out of the sand. Talk about what it is called e.g. sock. Say, “Listen, can you hear the sound at the beginning, “sss”. It’s a long, hissy sound. Sock starts with a “sss” sound”.

Do the same with each item you find. Tell the children at the end of the activity, “All of these things start with the “s” sound “. Then list all of the things you have found: “We found a sock, a snake, a scarf etc.”

Extending the activity:

Go around the room on a treasure hunt finding more things that start with the “s” sound. Each time a child finds something they think starts with the “s” sound, pick it up and say the word e.g. book. Can you hear a “s” sound? Offer them a choice of how the word could sound i.e. Is it a book or a sook?”

Book Ideas

At the Seaside by Germano Zullo & Albertine

Freddie goes to the Seaside by Nicola Smee

The Seaside (Talkabouts) by Stephen Cartwright

Twinkle Tots: Max at the Seaside

Let's Sing

Song: 1,2,3,4,5 Once I caught a fish alive

One, two, three, four, five.
Once I caught a fish alive,
Six, seven, eight, nine ,ten,
Then I let it go again.
Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on the right.

Row, Row, Row your boat

Row, row, row your boat
Gently Down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.

Row, row, row your boat
gently down the stream
and if you see a crocodile,
don't forget to scream
Aghhhh

Seaside song

(tune on Sticky Kids website)

I'm swimming very fast in the deep blue sea (x2)
Swim along with me (x3)

I'm swaying to and fro like a boat on the sea (x2)
Sway along with me (x3)

I'm jumping over waves in the deep blue sea (x2)
Jump along with me (x3)

I'm floating like the seaweed growing in the sea
(x2)
Float along with me (x3)

I'm wobbling like a jellyfish swimming in the sea
(x2)
Wobble, wobble, wobble (x2)
Wobble just like me

I can make a shape like a starfish in the sea (x2)
Make a starfish (x2)
Starfish shape like me

I'm crawling like a crab on the bottom of the sea
(x2)
Crawl along with me (x3)

I can see a big shark swimming in the sea
I can see a big shark swimming after me
Help, he's coming now (x2)
He's coming after me

A sailor went to sea sea sea

A sailor went to sea sea sea
To see what he could see see see
But all that he could see see see
Was the bottom of the deep blue sea sea
sea

**Remember: Sing slowly so the children can
hear the words!**