

**First 1000 words book:
word finding and vocabulary activities**

Using picture pages, try the following activities:

Question games:

- ask questions about the pictures
e.g. 'what is it for?', 'what colour is it?', 'where is it?'
- make cards for the following questions:

what is it made of?
what is it for?
how big is it?
what does it feel like?
where is it?
who uses/plays with it?
what kind of thing (category) is it?
when do you use/play with it?
what does it sound like?
what is it part of?

Take turns to choose a card and a picture and ask the question on the card

Things that go together

Look for things that can go together. This is a chance to tell children about category names e.g. can you find something to go with a knife – that's right a fork. They are both cutlery, can you find something to go with pen – that's right paper. They are both for writing. Can you find something that's like a bee – that's right a butterfly. They are both insects.

Opposites

Copy the pictures from the Opposites page. Play matching pairs games, choosing one picture and finding it's opposite

Credit to: Daryl Merrills

Wh questions using first 1000 words

It's much better to comment on pictures, rather than always use questions but here are some questions that you could ask.

At home (pp 4-5)

Who is on the chair?
What is on the floor?
Who is on the floor?
Who is in the bath?
What is on the bath?
What is on the mat?
Who is on the mat?
Who is in bed?
When is the boy going to get up?
Why is he still in bed?
Where is X?
What is X doing?
What is the mummy carrying?
Why is she bringing the sheets downstairs?

The park (pp 16-17)

Who is kicking a ball?
Who is going to catch the ball?
How is the boy going to catch the ball?
How is the boy going to get his boat?
How is the boy going to catch some fish?
What is happening on the slide?
Credit to: Daryl Merrills

Building sentences game using Usborne's First 1000 words

- choose a double page with a scene and small pictures, e.g. 'the shop'
- take turns
- point to and name the small pictures e.g. 'basket'
- then find them in the big picture. Say the name again e.g. 'there's the basket'
- then say it in a sentence e.g. 'the lady is carrying a basket', 'the basket is heavy'
- take turns so the child can try making their own sentence

Credit to: Daryl Merrills

Words and their meanings using Usborne's First 1000 words

Some children need extra help learning words or recalling words that they already know
Talking about the words helps them to recall the word more easily

Talk about these things for each word:

- things that are the same
- things that are different
- special parts e.g. the elephant has a trunk, the car has four wheels
- what does it do? what do you do with it?
- where do you find it? e.g. shop, airport, park
- what does it look like? e.g. size, colour, shape
- what sound does it begin with?
- what does it rhyme with?
- how many syllables are there?

If the word is an action word, we could ask:

- who does it?
- where can you do it?
- when?
- why do we do it?

Credit to: Daryl Merrills

Verb tenses using Usborne's First 1000 Words - Action word tense games

what you need:

- pictures for action words on the 'doing things' page 42,43
- sort into **regular action** words. These have **ed** endings in the past tense, like walked, looked, painted and **irregular action words**. These change in the past tense: run → ran, catch → caught, go → went
- use just the **regular** words to start with
- make a spinner or dice with the words 'right now', 'today', 'yesterday', 'last week', 'tomorrow', 'next week'
- for younger children just use yesterday, today and tomorrow

to play:

- choose an action word picture.
- spin the spinner or roll the dice to get the time. Past, present or future
- make up a sentence using the verb and time word
 - e.g. present time: 'right now Sam is climbing the steps', 'today Kelly and Sarah are painting their models'
 - past: 'last week George climbed Mount Snowdon', 'yesterday Sally and Sue ate pizza'
 - future: tomorrow we are going to paint our models', 'next week Sam will stay for dinner'

Credit to: Daryl Merrills

He, she, they using First 1000 words

Choose a page with lots of people on e.g. 'At School'. Talk about the picture using he/she/they. e.g:

He

- 'there are lots of people in this school, boys and girls. Where are the girls? Now find the boys'
- 'what are the boys doing? Use the word **he**. '**He** is sticking some leaves. **He** is wearing a box on his head. **He** is pointing. What about him?'

encourage the children to follow your model, telling what the boys/ men are doing using the word **he**

She

- 'let's find the girls'. Use the word **she**. 'What is this **girl** doing? **She** is getting a book'
- 'the teacher is a **lady**', so we say **she**. 'You tell me what the teacher is doing. **She is...**'

encourage the children to follow your model, saying what the girls/ women are doing using the word **she**

The Seaside and **The Farm** are also useful for practicing **he** and **she** sentences

They:

On **The Park** page there are people or animals doing things together. Use these to practice sentences using **they**:

they are flying
they are swimming
they are running
they are having a picnic
they are playing with a ball

Credit to: Daryl Merrills

Describing words, adjectives Usborne's First 1000 words

Use the **At School** page. Some good describing words to start with are:
 tall, short, dirty, naughty, funny, busy, pink, green, red, purple, square, round

the game:

- ask the child to 'find something that's ... ' pink, green, round etc or 'find somebody who is ...' tall, short, dirty, naughty etc
- when they have found the right person, you say 'a pink model' 'a tall boy' etc
- make it into a longer sentence e.g. 'he's making a pink model' 'the tall boy is painting'

do this until the child knows the target words

- now make a new list of describing words together
- take turns to think up sentences about things in the room or in the child's reading/topics at school using these words

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