

# SIZE, COLOUR AND TEXTURE SCAVENGER HUNT



Equipment needed:  
 • None

### How to Play:

1. Ask your child to tell you as many colour, size and texture words they can. If they are having difficulty with this, you can help them by brainstorming some words with them.
2. Tell your child that you are going on a scavenger hunt – this can be around your house or on a walk around your neighborhood.
3. Encourage your child to describe the size and texture of different objects they see or find using the target sentence 'I found a (size word) (colour word) (texture) (object) e.g. 'I found a long, brown, rough stick'.

### How to make it easier:

If your child is having difficulty with this activity, model the target sentence and ask your child to repeat it. Ensure they are repeating the sentence using the correct grammar e.g. some children may say 'I find a huge lounge', say the target sentence again 'I found a huge lounge' and ask them to repeat it.

### How to make it harder:

To make this activity more difficult for your child, introduce more target size and texture words e.g. short, mini, giant, tall, long or spikey, hard, rough, soft, fuzzy.

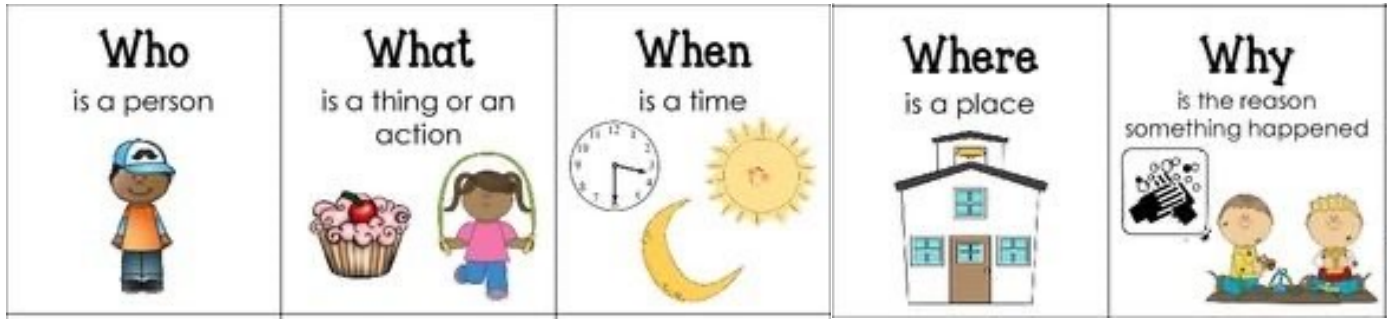
### Why it is Beneficial for your child:

This is beneficial for your child as it is building their vocabulary and ability to use adjectives in their speaking. It also encourages your child to speak in full sentences instead of producing one-word utterances or answers.

### Size word examples: Texture word examples:

- |             |          |
|-------------|----------|
| • Tall      | • Soft   |
| • Humungous | • Hard   |
| • Little    | • Rough  |
| • Tiny      | • Smooth |
| • Mini      | • Wet    |
| • Enormous  | • Dry    |
| • Short     | • Sharp  |
| • Little    | • Spikey |
| • Huge      | • Sticky |
| • Massive   |          |





# READING COMPREHENSION



## Equipment needed:

- Book, short story or magazine article

## How to Play:

1. Ask your child to read the passage out loud.
  2. Explain to your child that you will be asking them questions about the information they have read. Remind them that they can refer back to the information to find the answers.
  3. Ask your child a range of 'wh' questions about the information (who, what, when, where, why) e.g. If you and your child read a passage about a child's birthday party, you could ask:
    - Whose birthday was it?
    - What did they do at the birthday?
    - What time was the birthday party?
    - Where did the party take place?
    - Why was the girl happy?
3. You can change the activity up by taking turns reading with your child.

## How to make it easier:

1. Help your child scan for the information and show them which part of the story to refer back to, to find the information.
2. Revise the 'wh' concepts:
  - Who: we are talking about people
  - What: an event that happened
  - When: we are talking about the time
  - Where: we are talking about the place
  - Why: gives us a reason

## How to make it harder:

Ask your child questions that require them to use their inferencing skills i.e. questions where the answers cannot be found in the information that they read, requiring them to think about what the answer could be.

## Why it is beneficial for your child:

A lack of strong reading comprehension skills can affect your child's success at school as academic progress depends on understanding, analysing and applying information gathered through reading.

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