



'Kick Start' Language & Literacy

**AN EVIDENCE-BASED
EDUCATIONAL PROGRAM
FOR 4-5 YEAR OLDS**

Program Overview

KEY SKILLS BY THEME

Theme: Animals

1. Syllabification (Breaking words into syllables)
2. Same/Different
 - a) *Understanding the concept*
 - b) *Identifying similarities & differences*
3. Auditory Discrimination (listening to individual sounds)
4. Categorising (sorting words into groups)
5. Whole Body Listening
6. "a" sound, "s" sound

Theme: Transport

1. Rhyme
2. Inferencing (making an educated guess)
3. Sequence concepts (e.g. first, second, third, last)
4. Sequencing (putting events in order)
5. "n" sound, "i" sound

Theme: Food

1. Initial Sounds (listening for the first sound in a word)
2. Negation (e.g. not, can't)
3. Opposites (e.g. big/small, cold/hot)
4. Comparatives and superlatives (e.g. big, bigger, biggest)
5. "p" sound, "t" sound

Theme: Time

1. Identifying Final Sounds (listening for the last sound in a word)
2. Answering 'When?' questions
3. Sentence building (creating longer sentences)
4. Time concepts (e.g. today, yesterday, tomorrow)
5. Revising sounds (a, i, p, t, s, n)
6. Trying

Theme: Fairy Tales & Nursery Rhymes

1. Blending onset and rime (joining the first sound to the rest of the word
e.g. h-at = hat)
2. Emotions (identifying and labelling)
3. Answering 'Why?' questions
4. Place concepts (e.g. in front, behind, next to)
5. Answering 'How many?' questions

Theme: Adventures

1. Blending Sounds (putting sounds together, e.g. h-a-t = hat)
2. 3 step instructions (e.g. Pack your hat, lunch and water bottle)
3. Predicting (answering what will happen next)
4. Quantity concepts (e.g. more, less, most)
5. Answering 'Wh-' questions (text level)

Testimonials

"As a kindergarten teacher, I can't recommend Lipsy Loo Learning enough! The modelled lessons allow me to work alongside a speech pathologist and see the strategies in action, which has been an incredible learning experience.

Since starting the program I've noticed a big improvement in the children's speaking and listening skills, and I feel much more confident in supporting early literacy skills. Even our visiting prep teacher was impressed by what we're doing!

The children really look forward to Lipsy Loo - The lessons are fun, easy to work into our routine, and have given me so many new ideas to support oral language throughout the day."

Mel - Teacher/Director
Xavier Kindergarten



"I have found the Lipsy Loo program invaluable in promoting language development and literacy among young learners.

The engaging and interactive activities captivate children's attention, making learning fun and effective.

The program's focus on phonemic awareness, vocabulary building, and comprehension strategies equips children with the essential tools for reading success.

We will continue to enjoy Lipsy Loo in years to come."

Haylene - Teacher
Murgon Childcare & Learning Centre



**View a sample
episode here:**



Scan me!

<https://www.youtube.com/watch?v=nmrDM6rmq0E>

Lipsy Loo
Learning



Classroom Posters

**PRINT THE FOLLOWING POSTERS
TO SUPPORT LEARNING
ACTIVITIES.**

Description Chart

Instructions: Use this sheet to generate adjectives.

Size



- big
- large
- huge
- small
- tiny
- little

Colour



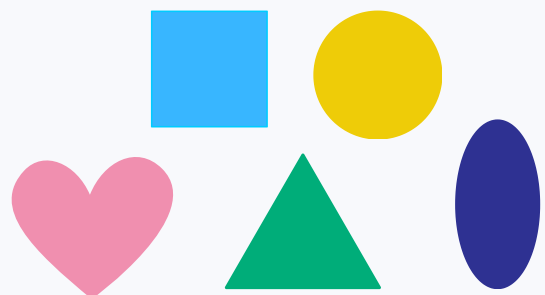
- pink
- brown
- green
- blue
- red
- colourful

Feel / Texture



- soft
- hard
- rough
- smooth
- bumpy
- furry
- scaly
- slimy

Shape



- round
- pointy
- straight
- striped
- curved
- square
- curly
- spotted

A blue line-art illustration of a drum, viewed from the side. It has a cylindrical body with horizontal lines representing the drumhead's tension. Two drumsticks are shown striking the right side of the drum.

A stylized blue line drawing of a drum, viewed from the side. It has a cylindrical body with several horizontal lines representing the drumhead's tension or segments. Two drumsticks are shown striking the right side of the drumhead.

A stylized blue line drawing of a drum, viewed from the side. It has a cylindrical body with several horizontal lines representing the drumhead's tension or lugs. Two drumsticks are shown striking the drumhead from the right side.

A stylized blue line drawing of a drum, viewed from the side. It has a cylindrical body with horizontal lines representing the drumhead and a single vertical line for the central axis. Two diagonal lines extend from the right side, representing drumsticks or lugs.

Theme: Animals

ACTIVITY 1 - SYLLABLES

Target:

- I can clap beats in words.
- I can count the beats in words.

Materials Needed:

- 'Australian Animal' Cards
- 'Syllable Count' Sheet

Purpose:

Dividing words into syllables is an essential pre-literacy skill (i.e. a skill required to learn to read and write). Syllables are the larger chunks within words. Children need to be able to separate words into syllables before they can distinguish individual sounds.

Instructions:

1. Lay out the Australian Animal Cards on the table.
2. Pick up an animal card, label the animal and clap out the beats together.
3. Use the 'Syllable Count Sheet' to tap out each beat
4. Place the card in the correct square that matches the number of syllables in the word.

Tips & Tricks:

- Encourage the children to put their hand under their jaw so they can feel the beats. Each "jaw drop" equals one beat.
- For further practise, clap out beats throughout the day! E.g. Grocery shopping - clap out the beats as you add items to your trolley. Driving - clap out the beats as you spot things along the road.
- When writing in front of the children e.g. writing a shopping list or birthday card, you can break up words out loud as you write them "I need cap-si-cum", "Ha-ppy Birth-day E-mma".

Theme: Animals

ACTIVITY 2 - SORTING ANIMALS

Target:

- I can group animals by their habitat.
- I can label ocean, farm and jungle animals.

Materials Needed:

- Mixed Animal Cards
- Mixed Animal Scenes

Purpose:

Sorting things into categories is one of the best ways to build and extend vocabulary. Learning new words by grouping them categories enhances retention, recall and comprehension.

Instructions:

1. Put the animal cards in a pile.
2. Pick up an animal card, label the animal and ask the children "Where does this animal live?" You may need to give them choices, say "The farm, the ocean or the jungle?"
3. Encourage the children to place the animal in the box next to the corresponding habitat. You can say "That's right a _____ (e.g. pig) is a _____ (e.g. farm) animal."
4. Once the children have placed all the cards in the correct piles, go through the animals in each pile. Say "Let's see who lives on the farm." Encourage the children to name the animals.

Tips & Tricks:

- If a child is unsure, reduce the choices to 2 e.g. Say "Is it a farm animal or a jungle animal?"
- Help extend the childrens' vocabulary by pointing out special body parts unique to each animal e.g. hooves, flippers, mane and trunk.
- *Extension:* Encourage the children to think of other animals in the category. It may help to look at picture books or watch a youTube clip to extend knowledge.

Australian Animal Cards

Instructions: Cut out animals below.



Kookaburra (4), Cockatoo (3), Kangaroo (3), Echidna (3), Koala (3), Platypus (3), Wombat (2), Dingo (2), Emu (2), Possum (2), Swan (1), Owl (1) NB: Black Swan and Tawny Frog Mouth are the names of the final 2 animals, however these have multiple words so use "Swan" and "Owl"

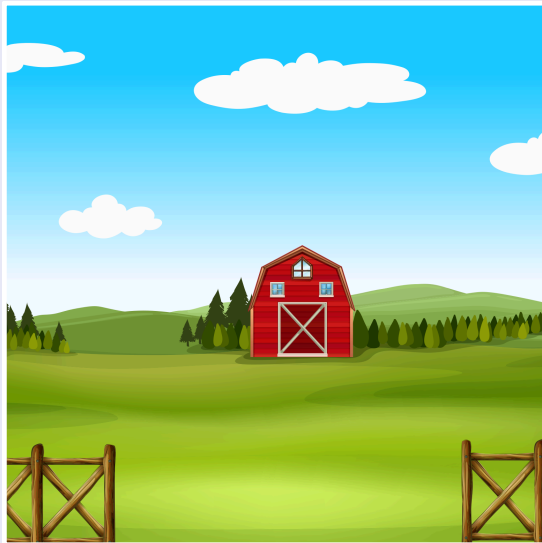
Mixed Animal Cards

Instructions: Cut out animals below.

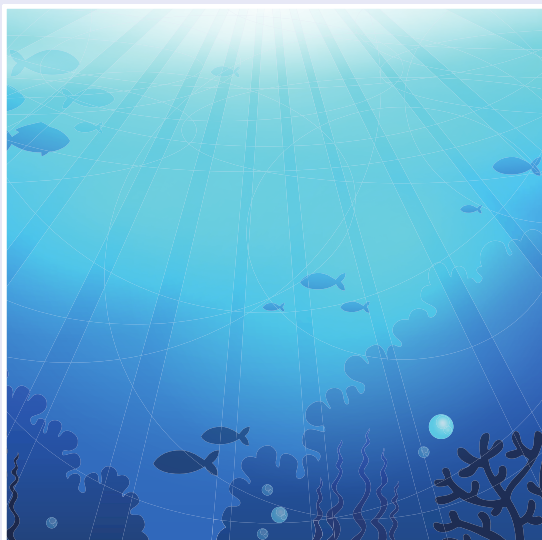


Pig, cow, chicken, horse, shark, whale, octopus, seahorse, monkey, lion, zebra, elephant

Mixed Animal Scenes



PLACE ANIMAL
CARD HERE



PLACE ANIMAL
CARD HERE



PLACE ANIMAL
CARD HERE

Challenge: Can you think of any other animals in these groups?

Classroom Activities

SYLLABIFICATION (BREAKING WORDS INTO SYLLABLES)

Purpose:

Breaking words into syllables needs to be taught explicitly and directly. Children must be able to hear the smaller parts within words before they can learn to write. Teaching children to hear the beats in words helps them to understand that words are made up of separate parts which is an important stepping stone for being able to hear the individual sounds within words.

Activity Ideas:

- **Clapping:** clap individual children's names throughout the day. Try some different actions as well as clapping, e.g. tapping sticks, jumping, stomping, stacking blocks.
- **Train Game:** Jump on board the imaginary syllable train – holding the shoulders of the person in front of you move around the room saying "choo choo" until the driver calls 'stop!' Tell the students what suburb the train stops at and clap it out.
- **Guessing Game:** Place a collection of items in a bag. Each child pulls out an item, guesses what it is and then claps out the word.
- **Snack Time:** At snack time, clap out what students have in their lunch boxes.
- **Jump the Beat:** Using chalk to draw circles, hula hoops or small mats, have children hop or jump out the beats.
- **Story Time:** While reading a book to the children, when you come across a long word, comment and say "Wow. This is a big word, I'll read it in it's beats, ca-ter-pi-llar. Does anyone know what word that is?"
- **Picture Books:** Look at pictures in a picture book and clap them out.
- **Modelled Writing:** When writing for the children, model splitting words into syllables or beats (e.g. If the children request a Doctor's Office sign for their play centre, say "Okay, I'll write the words in their beats. The first beat in 'doctor' is 'doc'." Write the first part of the word and say the sounds as you write the letters. "'D-o-c'. The next beat is 'tor'. T-or.")

Support Strategies:

- Multisensory Instruction:
 1. *Visual*
 - Encourage children to look at your (or a puppet's) mouth and watch it open and close
 - Use the syllable visual – tap the boxes as you say the word slowly
 2. *Kinaesthetic*
 - Encourage children to put their hand under their jaw to feel the beats
- *Modelling:* You do- We do – They do. Clap the word first, then ask the children to have a turn with you, and then independently.
- *Step Down:* 2 syllable compound words with clear boundaries e.g. cowboy, bedroom

Classroom Activities

SIMILARITIES AND DIFFERENCES

Purpose:

Around age 4, children begin to describe differences between two objects and around age 4.5 they start to develop their understanding of similarities. This higher-order thinking skill assists children to store and organise new vocabulary. Comparing and contrasting items is also a great way to explore new adjectives (describing words).

Activity Ideas:

- **Lunch Time Learning:** At lunch time discuss similarities and differences between children's food (e.g. cookies/cupcakes, apples/orange, water/juice)
- **Play Centres:** encourage children to spot similarities and differences between toys within a category (e.g. animals, vehicles, food)
- **Listening Game:** The teacher calls out 'Stand up if ... (insert condition)' e.g. you have a sister, you have brown hair, you like mushrooms. This listening game highlights similarities and differences between children in the group.
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- **Silly Animals:** Draw a head and a body and ask children to help you finish the animals. Will they be the same colour or different? Will they have the same shaped/sized body parts? Will they have the same pattern on their skin? Will they have the same number of legs?
- **Comparing Objects:** Show the children an object and say 'tell me something that is the same (colour/size/shape/texture)' - as a group see how many different objects you can list.
- **Sorting Objects:** Sorting items that differ by one feature (e.g. coloured pompoms) can be a starting point to discuss with children what is the same and what is different.

Support Strategies:

- Check children's understanding of the concept 'same' and 'different'.
- The 'Description Cues' Sheet will help children to think about a specific feature of the item. You can draw their attention to just one area, e.g. "Let's think about how they feel." You can also use other visual charts like the 5 senses or 'Expanding Expression Tool' visuals
- Use physical objects that the children can hold and explore
- Use a sentence starter that draws the child's attention to something that is different, e.g. This one is green but this one ..."
- Ask a yes/no question e.g. Are they the same colour?



Parent Handouts

**THESE CAN BE OFFERED TO
PARENTS AS EASY, PLAYFUL IDEAS
TO FURTHER SUPPORT CHILDREN'S
LANGUAGE AND LITERACY SKILL
DEVELOPMENT AT HOME.**

On The Fly #1



Grocery Store

- Clap out the syllables as you put items in the trolley.
- 'What Group?' - name the category of items as you go through the aisles e.g. fruit, vegetable, meat, dairy. Encourage the children to think about groups within groups, e.g. vegetables we peel, vegetables we cook, soft vegetables, long vegetables etc
- Spot the difference: identify similarities and differences between 2 items e.g. bread roll and apple - both round, but apple is hard and roll is soft.
- Find the letter 'a' and 's' on labels.



Bath Time

- 'Splash out' the syllables - drop toys in the bath and as the children pulls one out, splash out the beats!
- Use shaving cream on the bath surface and the children can try and write the letter 'a' and 's' when you say the sound.
- Write 'a' or 's' on a foggy hand mirror and they tell you the sound!
- Say any 2 sounds from the alphabet e.g. 'mmm' - 'puh'. Can the children tell you if the sounds are the same or different?



Car Trips

- Clap out the syllables as you spot things along the road e.g. ex-ca-va-tor, round-a-bout
- Let's name them: Using the categories animals/clothes/toys/food/transport take turns generating something from that category. You can count how many you get!
- Spot the difference: identify similarities and differences between 2 vehicles on the road e.g. truck/car
- Find the letter 'a' and 's' on street signs, shop fronts.