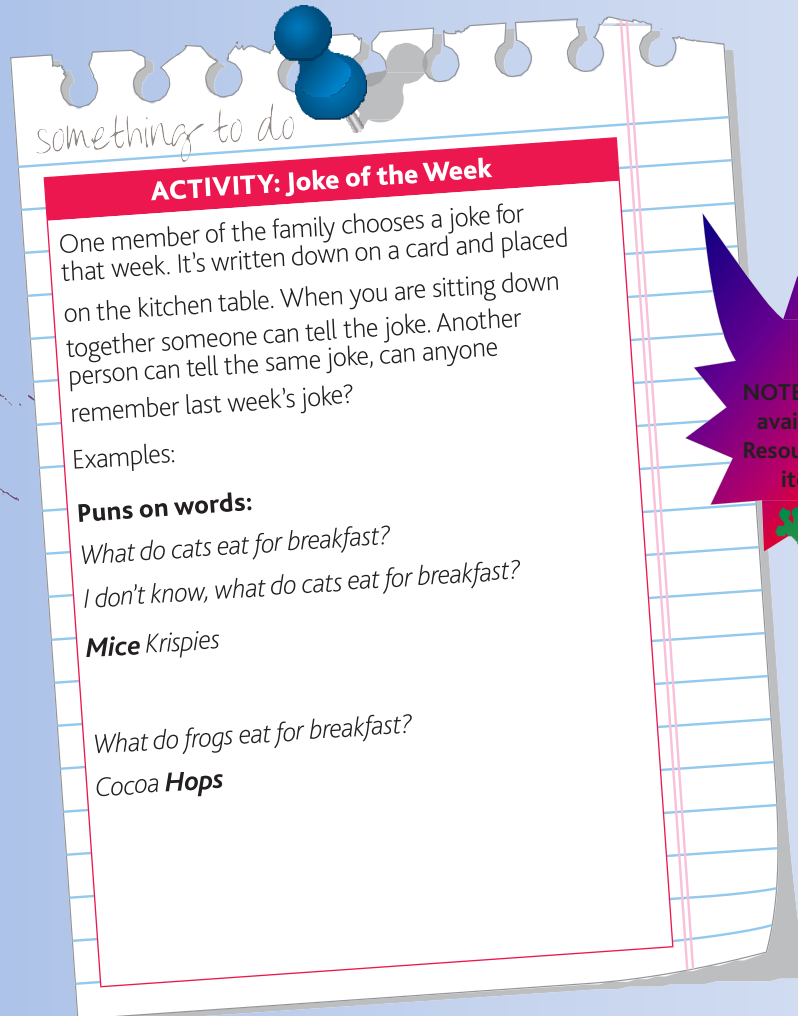


## THERE ARE DIFFERENT TYPES OF JOKES

- Puns on words
- Shaggy dog stories (a short riddle of a longer funny tale with punch line at the end)
- Teach your child the format of jokes. We respond in a set way to different ones. They need to know how to respond so that they can join in. Format jokes e.g. Knock Knock, Who's there \_\_\_\_\_, Why did the chicken cross the road? Because \_\_\_\_\_.



something to do

**ACTIVITY: Joke of the Week**

One member of the family chooses a joke for that week. It's written down on a card and placed on the kitchen table. When you are sitting down together someone can tell the joke. Another person can tell the same joke, can anyone remember last week's joke?

Examples:


**Puns on words:**

*What do cats eat for breakfast?  
I don't know, what do cats eat for breakfast?*

**Mice Krispies**

*What do frogs eat for breakfast?  
Cocoa **Hops***

**NOTE:** More jokes available in the Resources Section item# 2G.



## When words don't mean what they say!

Listen to what you say – a lot of it does not actually mean what it says.

Once your child has established conversational skills, it is important to move them on in their use of detailed and descriptive language. There is an increasing link between what they say and what they read. Some phrases will be learned by you using them, others will be learned by your child reading them. It is important you check that your child understands these words and can use them in context over and over again.

These phrases are the 'icing on the cake', or in other words they are the extra detail or skills which raise the complexity of your child's language and make it sound more natural.

Some families and some communities don't use idioms – if you don't, make sure you highlight and explain them when your child comes across them in their reading books.

EXPAND



EXPAND THE BUILDING BLOCKS OF LANGUAGE

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- e.g. the monster was 'hot on his heels', breathing down his neck.
- e.g. he 'dug deep' in order to finish the race.
- e.g. his hands were 'as cold as ice'.
- e.g. I felt near the edge, I was so angry inside, I was about to explode, but I remembered the wizard's kind words \_\_\_\_\_.


Some children find idiom or phrase learning difficult. Wait until your child has learned a couple of the simpler idioms by you talking about them when they arise. Once they can do this they are ready to learn more. Look for a book in the library or look on the internet for fun pictures and phrases which you have heard within your everyday life. These will vary between countries and communities.

Remember the vocabulary reminders? Use these to use the same few phrases again and again. E.g. Post-It notes, write it down on your paper book mark.

**ONLINE VIDEOS** 

Look out for Idioms and Phrases in books and everyday life.

▶ REF: 3.4 Use and Explain Idioms and Phrases



Write a phrase on a Post-It note in the kitchen. Can I use that phrase during the week.

*something to do*

**ACTIVITY: Focusing on when words don't mean what they say**


There are 2 piles of cards – the phrase & the color. Place the cards on the table face down in 2 sections. When it is your turn, you must turn over 1 card from each pile. If you find a pair which goes together you can keep them.

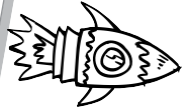
Have a pattern which runs across each card so that children can play alone and self check.

(phrase) He felt sad and (color) blue  
 (color) Green (phrase) with envy  
 (color) A black (phrase) mood  
 (phrase) To see (color) red

Describing words: Two sentence sections – add last word.

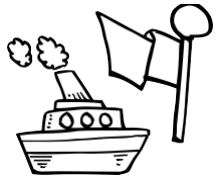
As cold as **ice**  
 As black as **coal**  
 As light as a **feather**  
 As bold as **brass**  
 As strong as an **ox**

 **NOTE: Sample cards available in the Resources Section item # 2H.**



"It's the little phrases and sayings which make my child's language sound more natural."

*Parent*



# › EXPAND – 2G



## ACTIVITY: Jokes

### Puns on words:

What do cats eat for breakfast?

I don't know, what do cats eat for breakfast?

**Mice** Krispies

What do frogs eat for breakfast? -- Cocoa **Hops**

Why didn't the skeleton go to the party? -- Because he had no **body** to go with

What's a mouse's favorite game? -- Hide and **squeak**

Why did the banana go to the Doctors? -- Because he wasn't **peeling** very well

### Short riddle style:

What's big and scary and goes up and down? -- A monster on a trampoline

What would you say if you saw a monster with 3 heads? -- Hello - hello - hello.

What's black and yellow and goes "zzub, zzub, zzub"? -- A bee flying backwards

### Format Jokes:

Knock knock -- Who's there? -- Boo -- Boo who? -- Don't cry it's only a joke

Knock knock -- Who's there? -- Kanga -- Kanga who? -- No, Kangaroo



# EXPAND – 2H



ACTIVITY: Focusing on when words don't mean what they say – Colours



He felt sad and	<b>blue</b>
<b>Green</b>	with envy
A <b>black</b>	mood
To see	<b>red</b>

