

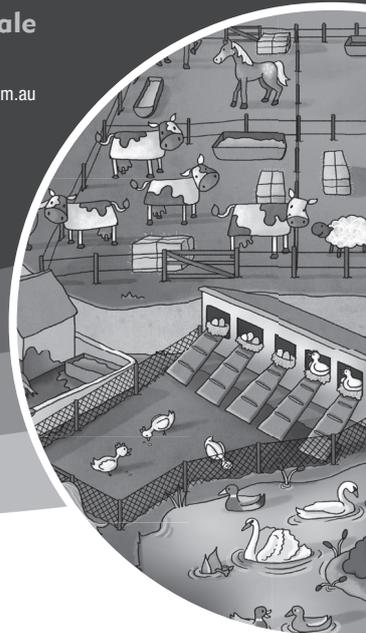
# Oral Language Book A

## TEACHING NOTES

written by Anne Giulieri consultant: Jay Dale

Please note: the following Teaching Notes relate to both the printed Big Book and the digital Big Book spreads. They are also available at [www.hinklereducation.com.au](http://www.hinklereducation.com.au)

Double-page Spread	Language Concepts (relate to all spreads)
Beach (pp. 2–3)	Nouns, verbs
Toy Box (pp. 4–5)	Singulars/plurals
School Playground (pp. 6–7)	Gender language (e.g. she, he)
Pets (pp. 8–9)	Pronouns (e.g. I, me, they, us)
Ant's Journey (pp. 10–11)	Verb tenses
Sandpit (pp. 12–13)	Adjectives
Bedroom (pp. 14–15)	Adverbs
Farm (pp. 16–17)	Convergent categorisation
Big and Little (pp. 18–19)	Divergent categorisation
People (pp. 20–21)	Spatial language (e.g. prepositions—in, on)
House (pp. 22–23)	Language of quantity and size—e.g. more/less, large/small
	Sequencing events:
	* daily, weekly, yearly
	* time order—e.g. first, next, then, after, before, finally, later; today, yesterday, etc.
	Inferring—emotions and events
	Cause and effect



### Overview

The Oral Language Books provide opportunities for the children's oral language to develop in the following areas:

- vocabulary enrichment and word-building
- sentence-structure skills (elements of speech—singular and plural nouns, verbs and verb tenses)
- receptive and expressive language skills (including familiarity with pronouns, conjunctions, sequencing words, spatial language, language of quantity and size, ordinal expressions, inclusion and exclusion language)
- behaviours expected when using the book and practising oral communication, e.g. look at someone when talking to them; use appropriate body distance; ask for clarification; practise rephrasing and taking turns
- questioning and answering skills, e.g. use question matrix—who, what, when, why, where.

### Multiple literacies

The Oral Language Books are a multi-modal approach to developing literacy through a diverse range of stimulus pictures. The multi-modal literacy components covered are:

- linguistic—through vocabulary development
- visual—through discussing and analysing the (visuals) pictures to enhance literacy concepts
- gestural—through the analysis of body language and facial expressions in the different scenarios that are presented
- spatial—through discussing layout, position and size of objects that are presented.

### Multiple purpose

The books can be used:

- to develop oral language skills in students who have English as their first language

- to develop oral language skills in ELL/ESL students, where English is their second language
- to develop oral language skills in students who have a language disorder.

A number of skills will be taught through the use of:

- a double-page spread varying in visual content, e.g. scene/diagram/images
- extensive teaching notes relating to each double-page spread
- an interactive whiteboard.

### Essential skills and knowledge

The Oral Language Books cover a range of essential skills and knowledge:

- grammatical concepts
- skills to extend vocabulary
- thinking beyond
- behaviours expected when talking to others

### Grammatical concepts

- nouns
- singular and plural nouns
- gender language and pronouns (I, me, we, us, you, they, he, him, she, her)
- verbs and verb tenses
- adjectives
- adverbs

### Skills to extend vocabulary

- convergent categorisation (e.g. all these vehicles have a steering wheel)
- divergent categorisation (e.g. pouched animals include kangaroos, koalas and possums)
- spatial vocabulary (e.g. prepositions: in, on, under, near)
- language of quantity and size (e.g. more, less, many, few, large, small)

- sequencing:
  - ordering events in categories such as daily, weekly or yearly
  - ordering events in time order such as first, next, then, after, before, today, yesterday

### Thinking beyond

Familiarity with the following will stimulate children's language:

- inferring of emotions and events
- recognising cause and effect

### Behaviours expected when talking to others

Explain and demonstrate to children how important it is to look at someone when you are talking to them. Say, *When someone is talking to you, it is good manners to look at them.* Ask children how it makes them feel when they have something to say and the person they want to say it to will not look at them.

- Explain and demonstrate or role-play the appropriate use of body language to show that you are interested. Ask, *How should we sit or stand when someone is talking to us?*
- Explain and demonstrate or role-play the appropriate distance for conversation. (Keep an arm's-length distance between the speaker and the listener.) Ask, *How does it make you feel if someone is standing too close?*
- Explain and demonstrate or role-play how children can ask for clarification if they do not understand what is being said, e.g. *Could you please say that again?*
- Explain and demonstrate or role-play the importance of taking turns when speaking or listening, and when asking or answering questions.
- Explain and demonstrate or role-play how to rephrase what is being said to make it clearer, e.g. *Do you mean...?*

## Beach (pp. 2–3)

### Grammatical concepts

#### Nouns/Verbs

- Have children look at the picture. Ask, *What things can you see in the picture?*
- Point to each item (e.g. buckets and spades, surfboard, jetty, canoe, speed boat, yacht, post, ladder, umbrellas, beach shelters, towels, water skis, boogie boards). Ask, *What are these called? What are they used for? Where else would you find them? What do they look like? What colour are they? What are they made of? When would you use them? How would you use them?*
- Point to each individual item (e.g. grass, small trees, branches, roots, lifesaving tower, cliff, concrete path, pebble path, dolphin, whale, fish, starfish, crabs, seaweed, swimmers, surfers, waves, sand dune, sun, clouds, birds, sand, sandcastles, shells, holes, mounds, sandbank, adults, children, grandparents, babies). Ask, *What do you call this/these/them? What are they?* Categorise items, e.g. animals, plants, people, land and sky.
- Point to the sandcastle. Ask, *What is it made of? Where else can you find sand in this picture?*
- Point to an individual surfer. Ask, *What do you call him/her?* (surfer) Point to a group of surfers. Say, *What do you call them?* (surfers)
- Point to the animals in the picture (whale, dolphins, fish—little and larger, birds, starfish, crabs). Ask, *Where do these animals live? How do these animals move? What do these animals eat?*
- Point to the people on the beach, in the water, in the speed boat, on the ladder, on the boogie board, on the surfboard. Ask, *What are they doing?* (e.g. running, walking, swimming, surfing, skiing, climbing, fishing, building)
- Point to the fish, dolphins and birds. Ask, *What are they doing?* (e.g. swimming, diving, flying)

#### Singulars/plurals

- Point to the objects in the border around the picture. Ask children to find these objects, alone or grouped, in the picture. Find an item and model correct language. Point to a towel and say, *I can see one towel.* Point to a group of towels and say, *I can see a few towels.* Sometimes we add 's' to the end of words to show that there is more than one. Sometimes we do not have to add 's' to the ends of words to show that there is more than one. Point to one fish and say, *I can see a fish.* Point to a group of fish and say, *I can see several fish.* Discuss other singular/plural words, e.g. dolphin/dolphins, boat/boats, person/people, fish/fish.
- Discuss other words that can be used to show that there is one or more than one, e.g. only one, a single fish, many fish, lots of fish, plenty of fish, a school of fish.

### Gender language and pronouns

- Point to the different people in the picture (adults, children, babies) and ask, *Who are they? What do you call them?* Point out that what they are called depends on whether they are male or female (e.g. mum, dad, mother, father, grandma, grandpa, nonna, poppa, sister, brother, Mrs, Mr, Miss, boy, girl, man, woman).
- Discuss times when we would use 'she'. Say, *We use 'she' when we are talking about a female.* Model the use of 'she'. Point to the girl who is swimming. Say, *She is swimming in the water. What is she doing?* Repeat for 'he'.
- Discuss and model times when we would use 'they'. Point to the two children building a sandcastle. Say, *They are building a sandcastle. What are they building?* Repeat for 'them' and 'they'.
- Invite children to think of times when we might use 'him', 'her' or 'them'.

### Verb tenses: past, present, future

- Point to people and animals and model verb tense, e.g. say, *Look at the boy who is building a sandcastle. Look at the boy who built a sandcastle. Look at the boy who will build a sandcastle later on.*
- Ask questions related to verb tense, e.g. *After the boy has finished building his sandcastle, what will he say to his mum so that she knows it is finished?* (e.g. Mum, I built a sandcastle!) Say, *Look at the little girl who swims in the ocean every day. Look at the little girl who swam in the ocean this morning. Look at the little girl who will swim after lunch.* Continue modelling and questioning for remaining people and animals.

Past	Present	Future
the dolphin swam	the dolphin swims it is swimming	the dolphin will swim
he ran	he runs he is running	he will run
the bird flew	the bird flies it is flying	the bird will fly
they drove	they drive they are driving	they will drive
I walked	I walk I am walking	I will walk
the child built	the child builds she is building	the child will build

### Adjectives

- Point to various people, animals or items in the picture and brainstorm words that describe them. These adjectives may relate to: colour (e.g. red, blue, green), quantity (e.g. a lot, more, less, few, fewer), size (e.g. big, small, tiny, huge) or texture (e.g. rough, smooth, bumpy, soft).

### Adverbs

- Brainstorm words that add to the meaning of the verbs previously discussed, e.g. quickly, slowly, happily.

### Skills to extend vocabulary

#### Convergent and divergent vocabulary

The following list suggests how vocabulary can be categorised to extend children's thinking. Through discussion and modelling, you can show how words and word concepts are linked, e.g. rather than discussing each sea animal in isolation, talk about how they are all sea creatures; rather than discussing the boat, canoe or yacht in isolation, suggest that they are all forms of transport. Discuss similarities and differences between them. This enables children to extend their vocabulary beyond the picture and build up a bank of related words. Here are some examples:

- Transport—canoe, speed boat, yacht, car,
- Yacht—sails, rudder, portholes, mast, hull, stern
- Speed boat—steering wheel, engine, seats, life jackets
- Food—sandwiches, apples
- Apples—stem, flesh, skin, seeds, round, core
- Sandwich—bread, butter, filling, crust
- Plants—scrub, bushes, trees, seaweed
- Tree—leaves, branches, bark, stem, nuts, flowers
- Plants—leaves, branches, roots
- Cliff—steep, rocks, grass
- Pathways—footpath, road, concrete, sand
- Jetty/pier—canoe, yacht, bollards
- Canoe—oars, life jackets, plastic, wood
- Sea/ocean—dolphin, whale, fish
- Dolphin—eyes, snout, fin, tail, pod
- Swimmers—groups, pairs, singles, bathers, bikinis, board shorts, Speedos, rash vests, swimsuit
- Water sport—ski boat, tyre tube, boogie boards, surfers
- Beach—sandcastles, buckets, spades, sand dune
- Beach—shells, seaweed, holes
- People—young, old, adults, children, babies
- Baby—nappy, little, crying, dummy
- Beach—umbrellas, beach shelter, beach towels

#### Spatial vocabulary and prepositions

- Brainstorm spatial vocabulary with children (e.g. up, down, on, under, over, in, out, through, around, behind, in front of, between, past, next to, far away from).
- Point to various parts of the picture that demonstrate spatial concepts, e.g. the path that leads down to the beach. Say, *Let's have a look at how the people get down to the beach.* Trace along the pathway and discuss directional language with children (through the gate, down the path, over the grass). Ask, *Can you see any other people/animals that are going over/down/through something?*
- Point to the ladder on the jetty. Trace the movement of the child. Say, *Let's have a look at how the girl got to the ladder.*
- Say, *Look at the fish. What did the fish swim past?* Or say, *The fish are swimming past the surfer.*

- Point to a dolphin. Trace the movement of the dolphin on the page. Say, *Let's have a look at where the dolphin has been.* Trace along the pathway and use directional language with children (in the water, over the water, through the water). Ask, *Can you see any other people or animals that are going in/over/through the water?* Repeat spatial modelling and questioning for other people and animals.
- Point to the yacht at the jetty and the yacht out at sea. Ask, *Why is this yacht bigger? Why is this yacht smaller?* Say, *Things are often drawn smaller to show they are a long way away.*

### Language of quantity and size

- Discuss words related to quantity and size, e.g. bigger, smaller, larger, wider, taller, more, less. Ask children to find examples in the picture to match these words, e.g. point to two different-sized sandcastles and say, *This sandcastle is bigger than that one.* Repeat with shells, canoes, fish, people, dolphins, birds and families.

### Sequencing vocabulary

- Discuss words that relate to when things happen, e.g. before, after, morning, afternoon, night, beginning, middle, end. Look at different aspects of the scene and discuss the sequence of events that have happened or will happen. Say, *What is the first thing these people did when they arrived at the beach? What is the first thing you would do when you arrive at the beach?* Point to the girl walking into the water. Say, *What do you think this girl will do next?*
- Discuss the meanings of: first, next, then, before, after, finally. Using the picture, ask questions that develop sequencing vocabulary, e.g. point to the picture of the boy with the ice-cream standing near the water and ask, *What do you think the boy will have to do before he gets in the water? Why?* Point to the beach scene. Ask, *If you went to the beach, what would you do first—build a sandcastle or go for a swim? Why?*

### Thinking beyond

#### Inferring

- Point to the picture and say, *This is a picture of the beach. What do you think is happening in this picture? What do you think this man will do next? What could the dolphin do next? What do you think the weather is like? How can you tell?* Point to the girl with the bucket. Say, *This girl has a bucket. What do you think she will do?* Point to the baby on the blanket. Ask, *Why is the baby crawling?*

#### Cause and effect

- Point to the man who has just fallen off the surfboard. Ask, *Why do you think he fell off?*
- Point to the sandcastle that is not completely built yet and the sandcastle that has been built. Discuss what has caused them to look this way, e.g. say, *This sandcastle is not finished because the children need to put more sand on.*
- Point to where the waves meet the sand. Ask, *Would you build a sandcastle here? Why/Why not? What might happen if you did?*

## Toy Box (pp. 4–5)

### Grammatical concepts

#### Nouns/Verbs

- Have children look at the picture. Point to the toy box and ask, *What is this called?*
- Invite children to look at the toy box and surrounding toys. Ask, *What things can you see in and around the toy box?*
- Point to individual items in and around the toy box. Ask, *What is this called? What does it look like? What colour is it? What is it made of? Does it make a sound? What would it feel like? How would you play with it? When would you play with it? Where would be the best place to play with it? Do you have one of these at home? What would be your favourite toy in the toy box? Why? Can you play with this toy by yourself? Can you play with this toy with a friend?*
- Select a toy in the picture (e.g. a doll) and discuss its parts (e.g. hair, face, clothes).
- Point to several items that belong in the same category (e.g. all the animals). Ask, *What do you call this/these? What are they?* Categorise them according to where you would find them in real life (e.g. on a farm, as pets, in the past); how they move; what function they would have in real life; how you would play with them. Brainstorm words to describe them (e.g. farm animals, pets, tame, wild, four-legged, can fly).
- Point to a toy (e.g. a plastic dinosaur). Ask, *If you were playing with this dinosaur, what could it do?* (e.g. eat, run, walk, fight, climb)
- Point to a different toy (e.g. a doll). Ask, *If you were playing with this doll, what could it do?* (e.g. eat, sleep, walk, cook, go shopping)
- Point to other toys and ask similar questions related to verbs (doing words).

#### Singulars/plurals

- Point to the objects in the border around the picture. Ask children to find the same type of toy in and around the toy box. Find an item and model correct singular/plural language. Point to a truck and say, *I can see a truck.* Point to all the trucks and say, *I can see trucks.* Say, *Sometimes we add 's' to the end of words to show that there is more than one.* Discuss and model when 's' is not added to the end of words (e.g. two fish, three deer, four mice, five men). Say, *Sometimes we do not have to add 's' to the ends of words to show that there is more than one.* Discuss other singular/plural words, e.g. doll/dolls, dinosaur/dinosaurs, book/books, car/cars, block/blocks, teddy/teddies, cup/cups.
- Discuss other words that can be used to show that there is one or more than one, e.g. only one doll, a few dolls, many dolls, lots of dolls.

#### Gender language and pronouns

- Point to the girl and boy in the picture. Say, *If I ask you what toy he played with, am I talking about the girl or the boy? If I ask you what toy she played with, am I talking about the girl or the boy? How do you know? What other words are there for a person who is a male?* (e.g. dad, father, grandpa, poppa, brother, Mr, man)

*What other words are there for a person who is a female?* (e.g. mum, mother, nanna, nonna, sister, Mrs, Miss, woman)

- Discuss times when we would use 'she'. Say, *We use 'she' when we are talking about a female.* Model the use of 'she'. Point to the girl. Say, *She is going to play with the toys.* Repeat for 'he'.
- Discuss and model times when we would use 'they'. Point to the girl and boy. Say, *They are going to play.*

#### Verb tenses: past, present, future

- Point to particular toys to help with modelling verb tenses, e.g. building blocks. Ask, *If you were playing with these blocks, what would you be doing?* (building a tower, making a tower) Ask, *If you had finished building, what could you say?* (I built a tower.) Ask, *If you plan to build something later, what could you say?* (I will build a tower.) Continue modelling and questioning for remaining toys.

Past	Present	Future
I swam	I swim I am swimming	I will swim
I ran	I run I am running	I will run
I flew	I fly I am flying	I will fly
I drove	I drive I am driving	I will drive
I walked	I walk I am walking	I will walk
I built	I build I am building	I will build
I cooked	I cook I am cooking	I will cook
I cuddled	I cuddle I am cuddling	I will cuddle
I dressed	I dress I am dressing	I will dress
I played	I play I am playing	I will play

#### Adjectives

- Point to various toys and brainstorm words that describe them. These adjectives may relate to: colour (e.g. red, blue, green), quantity (e.g. a lot, more, less, few, fewer), size (e.g. big, small, tiny, large) or texture (e.g. rough, smooth, bumpy, soft). Ask, *Can you find a toy in or around the toy box that would be soft/hard? Which toy do you think might be the biggest toy? How can you tell?*

#### Adverbs

- Brainstorm words that add to the meaning of the verbs previously discussed, e.g. quickly, slowly, cleverly.

## Skills to extend vocabulary

### Convergent and divergent vocabulary

The following list shows how vocabulary can be categorised to extend children's thinking. Through discussion and modelling, you can show how words and word concepts are linked, e.g. rather than discussing the trucks or cars in isolation, talk about how they are all forms of transport. Discuss similarities and differences. This enables children to extend their vocabulary beyond the picture and build up a bank of related words. Here are some examples:

- Dolls—rag, porcelain, plastic, girl, boy
- Body—eyes, mouth, hair, arms, legs, tummy, belly button, ears, nose, freckles, dimples
- Transport—cars, trucks, trains, fire engine
- Cars—wheels, tyres, windscreen, seats
- Trains—steam engine, locomotive, wheels
- Books—pages, words, paper, blurb, title, illustrator, spine
- Art equipment—packet of crayons, scissors, glue
- Crayons—colouring, drawing
- Scissors—cutting, sharp, handle, grip
- Puzzles—shape puzzle, wood
- Board games—Snakes and Ladders
- Plastic animals—cows, pig with piglets, horses, ducks, dog, cat
- Cows—udder, milk, moos, legs
- Ducks—swim, feathers, beak, webbed feet, tail
- Horses—gallop, trot, canter, mane, tail, saddle, stirrup, horseshoe
- Animals—legs, eyes, eat
- Plastic dinosaurs—green, teeth, legs
- Teddies—fur, eyes, nose, ears
- Toy food/cooking set—plastic food, spoon, knife, fork, plates, cups
- Fairytale characters—Red Riding Hood, Goldilocks, three bears, wolf, three little pigs
- Red Riding Hood—red cape, basket of goodies, skipping, girl

### Spatial vocabulary and prepositions

- Brainstorm spatial vocabulary with children (e.g. up, down, on, under, over, in, out, through, around, behind, in front of, between, past, next to, far away from).
- Point to various toys in different positions in and around the toy box; discuss and ask questions about their location. Point to the small curly-haired doll with the bow in her hair and ask, *Who is this doll beside/near/between?* Point to the dinosaur that is poking out from behind the toy box. Ask, *Is this dinosaur behind or in front of the toy box?* Or ask, *Where is this dinosaur?* Repeat spatial location questions with other toys in and around the toy box.

### Language of quantity and size

- Discuss words related to quantity and size, e.g. bigger, smaller, middle-sized, baby-sized, larger, wider, taller, more, less. Ask children to find examples in the picture to match these words,

e.g. point to two different-sized dolls and say, *This doll is bigger than that one.* Repeat with other toys.

### Sequencing vocabulary

- Discuss words that relate to when things happen, e.g. before, after, next, first, last, finally. Discuss the sequence of play that the children might use. Ask, *What is the first thing you would do if you were going to read the book near the toy box? What is the next thing you would do? What is the last thing you would do?* Point to a doll. Say, *If you were dressing this doll in different clothes, what is the first thing you would do? What is the next thing you would do? Then what would you do? What is the last thing you would do?*

### Thinking beyond

#### Inferring

- Point to the girl and the boy and ask, *Do you think it is their toy box? Why?*
- Point to the toys and invite children to talk about what they would do if they were either the girl or boy in the picture. Ask, *What toy would you play with? How would you play with it? What different games would you make up? Why are the books in front of the toy box? Why is Little Red Riding Hood in the toy box? Where might the wolf be?*

#### Cause and effect

- Point to the different toys in and around the toy box and brainstorm cause-and-effect scenarios. Ask questions such as, *What could happen if you used these blocks to build a very tall tower? If you used the blue and red crayons together, what colour could you make?*

## School Playground (pp. 6–7)

### Grammatical concepts

#### Nouns/Verbs

- Have children look at the picture. Ask, *What is this a picture of?* Say, *This picture is of a playground. What things can you see in the picture?* (e.g. adults, children, girls, boys, slide, ladder, bridge, pole, monkey bars, tunnel, shop)
- Point to each item or group of items. Ask, *What is this called? What is it used for? Have you ever played on one? How do you play on/with it? Where else would you find it? What does it look like? What colour is it? What is it made of?*

#### Singulars/plurals

- Point to children on the page. Ask children to find them, either alone or grouped, in the scene. Model correct language. Point to one girl and say, *I can see one girl.* Point to a group of girls. Say, *I can see some girls. Sometimes we add 's' to the end of words to show that there is more than one.*
- Discuss other ways and words that can be used to show that there is one or more than one, e.g. many girls, a girl.
- Point to the swings. Say, *I can see one swing here and I can see another swing here.* Point to one swing and ask, *What is this?* (swing) Point to both swings and ask, *What are they called?* (swings)

### Gender language and pronouns

- Point to the people on the page. Ask, *Who are they? What do you call them?* Discuss gender language (girl, boy, mother, father, man, lady, woman, Mr, Mrs).
- Discuss times when we would use 'she'. Say, *We use she when we are talking about a female.* Model the use of 'she' while pointing to a female on the page. Repeat for 'he'.
- Discuss and model times when you would use 'they'. Point to the children. Say, *They are playing on the playground.* Point to a group of children. Ask, *What are they doing?*

### Verb tenses: past, present, future

- Point to the children. Say, *What are the children doing?*
- Ask questions related to verb tense about the equipment and activities in the playground. For example, point to and around the slide. Look at the child who is waiting for a turn. Say, *This boy is going to slide down the slide.* Look at the child who is going down the slide. Say, *This girl is sliding down the slide.* Look at the child who has just finished sliding down the slide. Say, *This girl has slid down the slide.* Point to the children at various places on the monkey bars. Look at the child who is waiting for a turn. Say, *This boy is going to swing across the monkey bars.* Look at the child who is swinging across the monkey bars. Say, *This girl is swinging across the monkey bars.* Look at the child who is climbing down the monkey bars. Say, *This boy has swung across the monkey bars.* Point to the children at various stages in the tunnel and ask, *What is the boy/girl doing?*
- Continue questioning and modelling verb tense as the children highlight items in the picture.

Past	Present	Future
she swung	she swings she is swinging	she will swing
he slid	he slides he is sliding	he will slide
she climbed	she climbs she is climbing	she will climb
he crawled	he crawls he is crawling	he will crawl
she spun	she spins she is spinning	she will spin
he played	he plays he is playing	he will play
she walked	she walks she is walking	she will walk

## Adjectives

- Point to various items and brainstorm words that describe the item. These adjectives may relate to: colour (e.g. red, blue, green, yellow, orange, grey, black, purple, white, brown, pink), quantity (e.g. some, a few, a lot), size (e.g. big, small, tiny, large) or texture (e.g. rough, smooth, bumpy, soft). For example, ask, *What colour are the monkey bars? How do monkey bars feel? What colour are the swings? What does it feel like when you are on a swing? What does it feel like when you are inside a tunnel? How do you feel when you are up high?*

## Adverbs

- Brainstorm words that could describe the actions children use on a playground. Ask, *Do you like to swing quickly or slowly? Do you go down the/a slide fast or slow?*

## Skills to extend vocabulary

### Convergent and divergent vocabulary

The following list suggests how vocabulary can be categorised to extend children's thinking. Through discussion and modelling, you can show how words and word concepts are linked. Discuss similarities and differences between items or people in the playground. This enables children to extend their vocabulary beyond the picture and build up a vocabulary bank of related words. Here are some examples:

- People—adults, children, boys/girls playing, teachers
- Playground—inside playgrounds, outside playgrounds
- Playground—slide, swing, monkey bars, tunnel, shop, spinning wheel, platform, pole
- Slide—down, slippery, plastic
- Tunnel—round, dark, long, plastic
- Ladder—rungs, metal/steel/rope
- Bridge—wooden, wobbly, high, low
- Pole—round, slippery, metal
- Monkey bars—metal, rungs
- Shop—wall, counter, money, buy, sell, pretend
- Platform—metal, wooden, high, flat
- Swings—metal, plastic, seats, ropes, tyre-swings
- Round-about—round, around, flat, spin, twist, turn

### Spatial vocabulary and prepositions

- Brainstorm spatial vocabulary by discussing how the children in the picture are playing on the playground (e.g. up, down, on, under, over, in, out, through, behind, near, in front of, between, past, around, across, next to, inside, outside).
- Point to items in the picture where particular spatial language is relevant.
  - For 'down', point to and discuss the slide, pole, ladder and swing.
  - For 'up', point to and discuss the swings and ladder.
  - For 'across', point to and discuss the bridge, platform and monkey bars.
  - For 'through', point to and discuss the tunnel.

- For 'in', point to and discuss the tunnel.
- For 'behind', point to and discuss the shop.
- For 'in front of', point to and discuss the shop.
- For 'between', point to and discuss the poles.
- For 'over', point to and discuss the bridge and platform.
- For 'under', point to and discuss the platform and bridge.
- For 'past', point to and discuss the children walking past the shop.
- For 'next to', point to and discuss the children who are next to the tunnel.
- For 'near', point to and discuss the children who are near the slide.
- Use the picture to demonstrate/describe spatial language. Say, *If you had to play on all the things in the playground, use your fingers to show where you would go.* Model for children, walking your fingers across the picture as you talk, e.g. *I would go up the ladder and then down the slide. I would go over to the swings and have a swing. Then I would go to the round-about. I would get on and go around and around. I would get off and go over to the pole. Then I would go down the pole.* Choose children to walk their fingers through the playground and encourage them to use words to show what they are doing.

### Language of size

- Discuss words related to size by discussing children on the page. Point to a group of children and ask, *Who is bigger/smaller/taller/shorter?*

### Sequencing vocabulary

- Discuss words that relate to when the children are going to play on the equipment, e.g. before, after, first, next, then, later, last.
- Look at the picture and discuss the possible sequence of events that has happened or will happen. For example, point to a girl/boy and say, *When this girl/boy is finished playing on this, what do you think she/he will do next? What do you think this girl/boy did before they played on this?*

### Thinking beyond

#### Inferring

- Point to the picture and say, *This is a picture of a playground. What do you think this girl/boy is going to do? Why? Look at this girl/boy. How do you think he/she feels? How do you know? Do you think this girl/boy is finding this easy or hard to do? Why? Why is the girl sliding down? What games do you think you would play in the shop? Why?*

#### Cause and effect

- Point to the picture and say, *Why is the swing up high? Why is the child at the top of the slide? Point to other children in various positions and ask, Why are they here? What did they just do?*

## Pets (pp. 8–9)

### Grammatical concepts

#### Nouns/Verbs

- Have children look at the pictures. Ask, *What pictures can you see?*
- Say, *This shows some of the pets people have. What is a pet? Do you have a pet cat? Do you have a pet fish? Do you have a pet bird? Do you have a pet dog? Do you have different kinds of pets that are not in these four pictures? What are they?*
- Share the names of children's pets. Brainstorm other possible pet names. Discuss why they are good names.
- Point to the picture of the pet fish. Ask, *What can you see?* (fish tank, reeds, fish, pebbles/rocks, treasure chest, filter, shells) Ask, *Where would you find a fish tank? Where else could you find fish?*
- Point to the picture of the pet dog. Ask, *What can you see?* (kennel, lead, collar, food bowl, water bowl, bone, toy, ball, bedding, brush) Ask, *What are these used for? What other things could you have if you had a pet dog?*
- Point to the picture of the pet cat. Ask, *What can you see?* (scratching pole, food bowl, water bowl, toy, ball, kitty litter, bed, play area) Ask, *What are these used for? What other things could you have if you had a pet cat?*
- Point to the picture of the pet bird. Ask, *What can you see?* (bird, perch, cage, mirror, bell, seed, water container, seed container) Ask, *What are these used for? What other things could you have if you had a pet bird? Where else can you find birds?*

#### Singulars/plurals

- Point to the animals and discuss singular/plural language. Point to the bird in the cage and say, *Here is a bird.* Point to both birds in the picture and say, *Here are the birds. Sometimes we add 's' to the end of words to show that there is more than one.* Discuss other singular/plural words, e.g. bird/birds, dog/dogs, cat/cats, bowl/bowls.
- Discuss the word 'fish'. Say, *It doesn't matter if there is only one or lots of fish, we just say: Here are some fish. Here is a fish.*

#### Verb tenses: past, present, future

- Point to the pictures and ask questions related to verb tense about what the animals are doing, what they could have done and what they could do. Continue questioning and modelling verb tense as the children highlight items in the picture.

Past	Present	Future
the bird chirped the bird was chirping	the bird chirps the bird is chirping	the bird will chirp
the dog barked the dog was barking	the dog barks the dog is barking	the dog will bark
the cat meowed the cat was meowing	the cat meows the cat is meowing	the cat will meow
the bird flew the bird was flying	the bird flies the bird is flying	the bird will fly
the fish swam the fish was swimming	the fish swims the fish is swimming	the fish will swim
I played I have played	I play I am playing	I will play
I chased I have chased	I am chasing	I will chase
it ran it was running	it runs it is running	it will run
it walked it was walking	it walks it is walking	it will walk
it scratched it was scratching	it scratches it is scratching	it will scratch
it ate it was eating	it eats it is eating	it will eat
it drank it was drinking	it drinks it is drinking	it will drink
it slept it was sleeping	it sleeps it is sleeping	it will sleep
it hid it was hiding	it hides it is hiding	it will hide

### Adjectives

- Point to various animals/objects in the picture and brainstorm words that describe them. These adjectives may relate to: colour (e.g. red, blue, green, yellow, orange, grey, black, purple, white, brown, pink), quantity (e.g. some, a group), size (e.g. big, small, tiny, large) or texture (e.g. rough, smooth, bumpy, furry, fluffy, scaly, slimy, soft). For example, point to the fish and ask, *What do you think the fish would feel like? Why?* Point to the bird and ask, *What do you think the bird would feel like? Why?* Choose children to describe an animal on the page and ask the other children to guess which animal they are describing.

### Skills to extend vocabulary

#### Convergent and divergent vocabulary

The following list shows how vocabulary can be categorised to extend children's thinking. Through modelling and discussion, you can show how words and word concepts are linked. Discuss similarities and differences between the items on the page. This enables children to extend their vocabulary beyond the picture and build up a bank of related words. Here are some examples:

- Pets—animals, cat, dog, fish, bird, turtle, lizard, pony, mice, rabbit, guinea pig
- Fish—bowl, reeds, pebbles/rocks, treasure chest, cave, rock, filter, shell, fish food
- Fish—tail, fin, eyes, gills, mouth
- Dog—kennel, lead, water bowl, food bowl, bone, soft toys, ball, bedding, brush, collar, puppies, litter
- Dog—ears, eyes, nose, snout, ears, furry, fluffy, paws, nails
- Cat—scratching pole, ball, water bowl, food bowl, kitty litter, enclosed play area, collar, kitten, litter
- Cat—whiskers, nose, claws, sharp, ears, eyes
- Bird—perch, cage, mirror, bell, seed, water container, seed container, swing, cuttlefish
- Bird—feathers, wings, claws, talons, beak, tail

#### Spatial vocabulary and prepositions

- Brainstorm spatial vocabulary with children by discussing location of animals and items in the pictures (up, down, on, under, over, in, out, through, behind, in front of, between, past, next to, far away, inside, outside, near). Ask, *Where is the bird?* (It is on the swing.) *Where is the big orange fish?* (It is above the cave.) *Where are the other fish?*

#### Sequencing vocabulary

- Discuss words that relate to when things happen, e.g. before, after, morning, afternoon, night, first, next, then, later, last. Look at the picture and discuss the possible sequence of events that have happened or will happen. For example, say, *When would you walk a dog? Why? When would you feed your pets? Why? What would happen after you put food in the fish tank?*

### Thinking beyond

#### Inferring

- Point to the pictures and say, *Why do dogs bark? Why do cats scratch? Why is there a bowl/lead in the picture of a dog?*
- Ask, *Can you think of some different pets people could have?* List/discuss the advantages and disadvantages of having this type of pet. Ask, *What do fish need to live? Why do dogs have kennels? Why might cats need scratching poles? Why do you need a litter box if you have a cat?*

#### Cause and effect

- Point to the pictures and say, *What would happen if the bird's cage door was left open? What would happen if the water bowl was empty? What would happen if there was no litter tray? What would happen if the fish tank had no water in it?*

### Ant's Journey (pp. 10–11)

#### Grammatical concepts

##### Nouns/Verbs

- Have the children look at the picture. Say, *What things can you see in this picture?*
- Say, *This picture shows the journey of an ant. What do you think is happening in the picture?*
- Point to each item in the picture. Ask, *What is this called? What can it be used for? Where else would you find it? What is it made of?*

##### Singulars/plurals

- Ask children to find objects, alone or grouped, in the picture. Find an item and model correct language. Point to one ant and say, *I can see one ant.* Point to a group of ants. Say, *I can see lots of ants. Sometimes we add 's' to the end of words to show that there is more than one.* Discuss other singular/plural words, e.g. pot/pots, nest/nests, tree/trees, bush/bushes.
- Discuss other words that can be used to show that there is one or more than one, e.g. many ants, one ant, a group of ants, lots of ants.

##### Verb tenses: past, present, future

- Point to the ant on the table and say, *What is the ant doing?* Ask questions related to verb tense about the journey of the ant as it is happening (present tense), relating to what has happened (past tense) and explaining the journey that it might take (future tense). For example: *The ant crawled under the hose. The ant is crawling under the hose. The ant will crawl under the hose.* Continue questioning and modelling verb tense as the children highlight events in the picture.

Past	Present	Future
the ant went	the ant is going	the ant will go
the ant slept the ant was sleeping	the ant sleeps the ant is sleeping	the ant will sleep
the ant ate the ant was eating	the ant eats the ant is eating	the ant will eat
the ant carried the ant was carrying	the ant carries the ant is carrying	the ant will carry
the ant crawled the ant was crawling	the ant is crawling	the ant will crawl
the ant climbed the ant was climbing	the ant climbs the ant is climbing	the ant will climb

#### Adjectives

- Point to various items and brainstorm words that describe the item. These adjectives may relate to: colour (e.g. red, blue, green, yellow), quantity (a lot, a few, more, fewer, less, many), size (e.g. big, small, tiny, large), texture (e.g. rough, smooth, bumpy, soft) or smells (e.g.

sweet). For example, point to an ant and say, *This ant is small. How can you tell it is small? What other things in the picture are small? What things are large? How can you tell? How do you know this? What things in this picture are green?* Point to the sugar in the bowl. Ask, *What does sugar feel like?* Give children some sugar to feel. Discuss what it feels like.

### Adverbs

- Brainstorm words that could describe the ant's journey. Say, *The ant could move: quickly, slowly, fast.* Point to a place the ant has been. Ask, *How do you think the ant moved when it was here?*

### Skills to extend vocabulary

#### Convergent and divergent vocabulary

The following list suggests how vocabulary can be categorised to extend children's thinking. Through modelling and discussion, you can show how words and word concepts are linked. Discuss similarities and differences that occur between items in the picture. This enables children to extend their vocabulary beyond the picture and build up a bank of related words. Here are some examples:

- Underground—nest, ants, dirt, sleep, live
- Nest—high, dirt, grain, soil, live, colony
- Ant—small, minibeast, bites, nips, legs, eyes, body, three body parts
- Garden—grass, dirt, soil, bushes, trees, log, flowers, plants, hose, tap, water, pot plants, dog kennel, dog,
- Water—pond, puddle, lake, river, creek, ocean, rain
- Flowers—petals, leaves, stem
- House—window, kitchen, table, sugar, food
- Human leg—foot, shoe, knee

#### Spatial vocabulary and prepositions

- Point to the dotted ant path. Ask, *What do you think this is for?* Say, *It shows us the track the ant took to get to the sugar. Let's have a look at what the ant did.*
- Trace along the dotted path and discuss spatial language with the children, e.g. up, down, in, out, over, under, in, through, around, between, next to, in front of, behind, into, across, beside, near, on top of, far away.
- Point to individual items on the page where the ant has travelled and promote discussion to reinforce spatial language. For example, point to the outside of the ant's nest and ask, *What did the ant do when it was here? The ant went out of the nest.* Continue questioning for the entire journey the ant made.

#### Language of quantity and size

- Discuss words related to quantity and size, e.g. big/bigger, small/smaller, large/larger, high/higher, wide/wider, tall/taller, more, less. Ask children to find examples of these in the picture. For example, point to the pots in the garden and ask, *Which one is bigger? Which one is smaller?*

### Sequencing order vocabulary

- Discuss words that relate to when things happen, e.g. before, after, first, next, then, finally. Look at the picture and discuss the sequence of events that have happened or could happen. Point to the ant at the sugar and say, *Where was the ant before it climbed up the table leg? What was the first thing the ant crawled over? Where did the ant go after it went under the hose?*

### Thinking beyond

#### Inferring

- Point to the picture and say, *This is a picture of an ant's journey to find some food. What do you think the other ants might do? Why? What pathway do you think they might take? Why? Is there another pathway that could have been taken? Do you think this would have been a better way? Why? What do you think the ant will do next? Why?* Point to the ant at the sugar. Ask, *What might happen to the ant now?* Point to the human leg. Ask, *What could this person be doing? What might he/she do next?*

#### Cause and effect

- Point to the picture and say, *Why did the ant travel to the kitchen?* Point to the hose. Ask, *What could happen if this hose was/is turned on?* Point to the ant's nest. Discuss how ants' nests are made. Point to an ant. Ask, *What might this ant do? Where might it go?*

### Sandpit (pp. 12–13)

#### Grammatical concepts

##### Nouns/Verbs

- Have children look at the pictures. Say, *On this page there are six pictures. Let's count them.*
- Look at the picture featuring the sand cover over half the sandpit. Ask, *What is this a picture of? What can you see in this picture?* (sand, sandpit, cover, sand toy box, boy, girl) Point to the sandpit and ask, *What is in a sandpit?* Point to the sandpit cover. Say, *This is a cover for the sandpit. Why do you think sandpits have covers? Where do you find sandpits? Who plays in sandpits? Why is it called a sandpit?* Point to the sand toy box and ask, *What is this called?* Point to the lid and ask, *What is this called?* Point to the girl and the boy. Ask, *Where is the girl? Where is the boy?*
- Look at the picture featuring only the little girl in the sandpit. Choose children to come and point to objects in the picture (cover, sandpit, sand toy box, little girl, little boy). Ask, *What is this called?* Point to the toy box and ask, *What can you see in the sand toy box?*
- Look at the picture featuring the little boy placing the red bucket in the sandpit. Point to the large bucket in the sandpit. Say, *This is a bucket. What can you use a bucket for? Can you see another bucket?* Point to the boy and ask, *What is he holding?* Point to the spade beside the girl. Say, *What is this called? What is it used for? Can you see another spade?*

- Look at the picture where the boy and the girl have made only one sandcastle. Point to the sandcastle. Ask, *What is this called? What is it made of?* Point to the girl. Ask, *What is she using to help her fill her bucket with sand?* Point to the boy. Say, *This boy is kneeling down. He is on his knees. He is patting the sandcastle. Can you show me what patting means?*
- Look at the picture where the boy and the girl have made lots of sandcastles. Point to the children. Ask, *What are they doing?* Point to the red and yellow buckets. Say, *These buckets are empty. They have no sand in them.*
- Look at the picture where the boy and the girl are standing on the edge of the sandpit. Point to the children. Ask, *Are these children happy or sad? How can you tell? Are the children standing up or crouching down?*

#### Singular/plurals

- Point to the items in the picture. Ask children to find the objects, both alone and in groups, in the pictures. Find an item and model correct language. Point to one bucket and say, *I can see one bucket.* Point to the group of buckets. Say, *I can see buckets. Sometimes we add 's' to the end of words to show that there is more than one.* Discuss other singular/plural words, e.g. bucket/buckets, spade/spades.
- Discuss other words that can be used to show that there is one or more than one, e.g. many buckets, one bucket, a child, children.

#### Gender language and pronouns

- Point to the children in the picture. Ask, *Who are they? What do you call them?* Discuss gender language (sister, brother, female, male, boy, girl).
- Discuss times when we would use 'she'. Say, *We use 'she' when we are talking about a female.* Model the use of the word 'she' when pointing to the girl. Repeat for 'he'.
- Discuss and model times when we would use 'they'. Point to the children. Say, *They are playing outside. What are they doing?*

#### Verb tenses: past, present, future

- Point to the children and say, *What are the children doing?*
- Ask questions related to verb tense by comparing the pictures. For example, look at the picture featuring the little boy placing the red bucket in the sandpit and ask, *What do you think the children are going to do with the spade?* (dig). Look at the picture where the boy and the girl are standing on the edge of the sandpit and ask, *After the children have finished playing, what are they going to do?* (e.g. jump on the castle) Continue questioning and modelling verb tense as the children highlight items in the picture. For example: *What have the children made? What are they making?*

Past	Present	Future
she played she has played	she plays she is playing	she will play
he made he has made	he makes he is making	he will make
she jumped she was jumping	she jumps she is jumping	she will jump
he dug he was digging	he digs he is digging	he will dig
they played they were playing	they play they are playing	they will play
they made they were making	they make they are making	they will make
they jumped they were jumping	they jump they are jumping	they will jump
they dug they were digging	they dig they are digging	they will dig

- Point to various items in the pictures and brainstorm words that describe them. These adjectives may relate to: colour (e.g. red, blue, green, yellow, orange, grey, black, purple, white, brown, pink), quantity (e.g. some, a few), size (e.g. big, small, tiny, middle-sized, large) or texture (e.g. rough, smooth, bumpy, soft, grainy).
- Discuss how sand feels. Collect some sand and place it in a cardboard box/bag (e.g. feely box). Ask children to close their eyes and feel it. Encourage them to talk about how it feels.
- Discuss the colours of the spades (purple, green) and buckets (red, yellow, purple). Ask children to identify similarly coloured objects in the classroom. Discuss other colour names.
- Point to the girl. Ask, *What colours are on her top?* (pink and white) Say, *When the colours are like this we call it 'stripy'. Can you think of an animal that looks like a horse that has stripes?* (zebra)

### Adverbs

- Brainstorm words that could describe how the children are building the sandcastle, e.g. slowly, quickly. Ask, *How do you think the children are going to jump onto the sandcastles?*

### Skills to extend vocabulary

#### Convergent and divergent vocabulary

The following list suggests how vocabulary can be categorised to extend children's thinking. Through modelling and discussion, you can show how words and word concepts are linked. Discuss similarities and differences between the items in the pictures. This enables children to extend their vocabulary beyond the picture and build up a bank of related words. Here are some examples:

- Sandpit—sand, cover, outside

- Sand—soft, hard, grains, grainy, sandy, beach, sandcastle, yellow
- Sandcastle—large, firm, small, round
- Cover—plastic, blue
- Sand toy box—sand toys, toys, wood, lid
- Sand toys—spade, bucket
- Spade—plastic, small, middle-sized, large, tool
- Bucket—water, sand, carry, container, plastic, metal, handle, tool
- Children—girl, boy
- Girl—tall, stripy top, clothes, hair, face, eyes, nose, mouth
- Boy—shorter, plain top, clothes, hair, face, eyes, nose, mouth

### Spatial vocabulary and prepositions

- Brainstorm spatial vocabulary by discussing location of items and movement that occurs in the pictures (up, down, on, under, over, in, out, through, behind, beside, in front of, next to, outside). For example:
  - The sand toy box is next to the sandpit.
  - The sandpit is outside.
  - The spade is beside the little girl.
  - The bucket (has been) was tipped upside down to make a sandcastle.
  - The sand is put in the bucket.
  - The sand came out of the bucket to make a sandcastle.
  - The sand is being put in the bucket.
  - The sandcastle is going to come down.
  - The sandpit was under the cover.

### Language of quantity and size

- Discuss words related to quantity and size, e.g. bigger, smaller, larger, wider, taller, more, least, full, empty, heavy.
- Look at the pictures. Say, *Look at the buckets. How many buckets are there? Which bucket is smaller? What is another word for 'small'?* (little, tiny) *Which bucket is bigger? What is another word for 'bigger'?* (large, huge) Point to the middle-sized bucket. Ask, *How would you describe this bucket?* Discuss other times when the word 'middle-sized' is used? (fairytale, e.g. Goldilocks and the Three Bears)
- Encourage children to compare the buckets. For example: The purple bucket is bigger than the red bucket. The yellow bucket is bigger than the red bucket. The red bucket is smaller than the purple and yellow buckets.
- Look at the picture featuring the little boy placing the red bucket in the sandpit. Ask, *Which bucket has the most sand in it? Which bucket has more sand? Which bucket has the least sand in it?* Discuss 'full' and 'empty'.
- Compare the sandcastles in the last two pictures in the sequence. Ask, *Which sandcastle is bigger/higher/taller?*
- Look at the girl and the boy. Ask, *Who is taller? Who is shorter? How can you tell?*
- Look at the buckets. Discuss concept of 'wider'. Ask, *Which bucket is wider? How can you tell?* Discuss concept of 'heavy'. Ask, *Which bucket of sand would be the heaviest? Why?*

### Sequencing vocabulary

- Discuss words that relate to the sequence of events in the pictures (first, then, next, after, finally, in the end, last, before). Say, *Look at all the pictures and try to work out which one comes first. Can you tell me which picture comes next? Why?* Repeat until the sequence has been discovered. Throughout this discussion, ask children to share the clues they used to help them work out the order. Say, *What clue in the picture did you use to help you?* Discuss the order of the pictures—first, second, third, fourth, fifth, sixth. Explain that first means number 1, second means number 2, and so on. Point to the pictures and ask questions using sequencing vocabulary: *Which picture happened first? How do you know?* Point to picture 1 and ask, *What did the children do when they first got to the sandpit? Which picture happened next? How do you know? Which picture happened next? How do you know? Which picture is the last picture? Why? How do you know?* Point to the picture where the boy and the girl are standing on the edge of the sandpit. Ask, *What do you think will happen next? Why? How do you know?*

### Thinking beyond

#### Inferring

- Point to last picture in the sequence and ask, *Why are the children smiling? What are they just about to do? What will happen when they do it?* Point to the sandpit cover and ask, *Why would you need a sandpit cover? What does it do?* Point to the sand toy box. Ask, *Why do the children keep their toys in the sand toy box? What other types of sand toys could they keep in their sand toy box?* Point to the large sandcastle. Ask, *Why is it big?*

#### Cause and effect

- Look at the picture where the boy and the girl have made only one sandcastle and ask, *Why is the yellow bucket empty?*
- Point to the children getting ready to jump in the last picture in the sequence. Ask, *What will happen to the sandcastle after the children jump?*

### Bedroom (pp. 14–15)

#### Grammatical concepts

##### Nouns/Verbs

- Have children look at the picture. Say, *What is this a picture of? What things can you see in the picture?*
- Point to each item/group of items (e.g. beds, pillows, sheets, quilts/duonas, cupboard, shelves, blankets, books, ornaments, trophy, pictures, mirrors, toys, floor, carpet, toy box, school bags, window, curtains, light switch). Ask, *What is this called? What is it used for? Where else would you find it? What does it look like? What colour is it? What is it made of?*
- Point to the clothes (e.g. shirts, pants, shorts, T-shirts, jumpers, sandals, boots, skirts, dresses, scarf, socks, underpants, pyjamas.) Ask, *What are these called? What are they for? What are they made of? Where do they go on your body?*

## Singulars/plurals

- Point to the items in the border around the picture. Ask children to find these objects, alone or grouped, in the picture. Find an item and model correct language. Point to one shirt and say, *I can see one shirt*. Point to a group of shirts and say, *I can see some shirts*. Sometimes we add 's' to the end of words to show that there is more than one. Discuss other singular/plural words, e.g. T-shirt/T-shirts, shoe/shoes, sock/socks, truck/trucks, jumper/jumpers, coat/coats, book/books.
- Discuss other words that can be used to show that there is one or more than one, e.g. many socks, one sock, a pair of shoes, one shoe.

## Gender language and pronouns

- Point to the children in the picture. Ask, *Who are they? What do you call them?* Discuss gender language (e.g. sister, brother, female, male, boy, girl).
- Discuss times when we would use 'she'. Say, *We use 'she' when we are talking about a female*. Model the use of the word 'she' when pointing to the girl. Repeat for 'he'.
- Discuss and model times when we would use 'they'. Point to the children. Say, *They are playing outside. What do you think they will do when they come inside?*

## Verb tenses: past, present, future

- Point to the children and say, *What are the children doing?* Ask questions related to verb tense around the word 'play'. For example: *After the children have finished playing, what are they going to do? When are you going to play outside? What games are you going to play outside?* Continue modelling verb tense as the children highlight items in the picture. For example: The children were sleeping in the bed. The children slept in the bed. They will sleep in their beds tonight.

Past	Present	Future
they played	they are playing	they will play
they slept	they are sleeping	they will sleep
they cleaned	they are cleaning	they will clean

## Adjectives

- Point to various items in the picture and brainstorm words that describe them. These adjectives may relate to: colour (e.g. red, blue, green, yellow, orange, grey, black, purple, white, brown, pink), quantity (e.g. some, a lot), size (e.g. big, small, tiny, large) or textures (e.g. rough, smooth, bumpy, soft). Ask, *What colour is this dinosaur? How do you think it would feel? Is there another toy that could feel the same? Why?* Point to a pillow and ask, *What do pillows feel like? What does your pillow feel like? What do you think this pillow would feel like?*

## Adverbs

- Brainstorm words that could describe the children's actions. Ask, *Do you wake up quickly or do you wake up slowly? If you had to clean this room would you do it quickly or slowly? Why?*

## Skills to extend vocabulary

### Convergent and divergent vocabulary

The following list suggests how vocabulary can be categorised to extend children's thinking. Through modelling and discussion, you can show how words and word concepts are linked, e.g. rather than just discussing each item of clothing in isolation, you can discuss that they are all clothes. Discuss similarities and differences that occur between them, e.g. those that have buttons. This enables children to extend their vocabulary beyond the picture and build up a bank of related words. Here are some examples:

- Beds/bedding—pillows, sheets, quilts, blankets
- Pillow—fluffy, smooth, soft
- Cupboard—doors, hanging rail, coat hangers, shelves, clothes, shoes
- Coat hangers—plastic, metal
- Clothes—shirts, trousers, pants, shorts, T-shirts, jumpers, shoes, coat, skirts
- Shoes—sandals, gumboots, school shoes, going-out shoes, laces, buckles
- Blankets—wool, warm
- Storage—cupboard, drawers, toy box
- Drawers—socks, underpants, scarf
- Drawers—wood, knobs, handles
- Socks—large, small, coloured, warm, smelly
- Underpants—underwear
- Scarf—cold, warm, woollen, fluffy
- Bookshelf—books, statues, ornaments, trophies
- Books—title, pages, hard cover, story, illustrator, author
- Pictures on wall—hanging, frame
- Mirror—glass, reflection
- Toys—doll, dinosaurs, teddy bears, truck
- Floor—carpet, warm, rug, floorboards
- Empty toy box—wood, storage
- School bags—lunchbox, books
- Window—curtain, pane, glass
- Light switch—on, off

### Spatial vocabulary and prepositions

- Brainstorm spatial vocabulary with children, discussing the location of items in the room in relation to other items (e.g. up, down, on, under, over, in, out, through, behind, in front of, between, past, next to, far away, inside, outside, near). Ask, *What is between the beds? Where is the orange dinosaur? Are the children inside or outside? What is next to the bookshelf? What is in front of the toy box? What is under the bed? What is on top of the bed? What is next to the basketball trophy? What could you put on the bed if it was cold? Why are the toys out of the toy box?*
- Use the picture to demonstrate spatial language. Say, *Using your finger, point to where you would go in this bedroom. Start at the bed. If this was your bed, show me where you would go in your room*. Encourage language such as: *I would get out of bed, and go over to the bookshelf*. Trace movements around the room with your finger. Use spatial language to describe movement as you trace.

## Language of quantity and size

- Discuss words related to quantity and size, e.g. bigger, smaller, larger, wider, taller, more, less. Ask children to find examples in the picture to match these words, e.g. point to the two teddy bears and ask, *Which one is bigger?* Point to the cupboard and ask, *Are there more shirts or skirts?*

## Sequencing vocabulary

- Discuss words that relate to when things happen, e.g. before, after, morning, afternoon, night, first, next, then, later, last, finally. Look at the picture and discuss the possible sequence of events that have happened or will happen. Say, *When would the children have been in bed? When did they get up? What did they do before they went outside? What will they do before they come inside? What could the children do next? Do you think they will clean their room after they have had a play outside? What do you think they will clean first? Why? What will happen at night-time?*

## Thinking beyond

### Inferring

- Point to the picture and say, *This is a picture of a bedroom. What do you think has happened in this room? What do you think the children will do next? What bed does the girl sleep in? Why do you think this? What bed does the boy sleep in? Why do you think this?* Point to the basketball trophy and ask, *Whose trophy do you think this is? Why do you think this? Why are there two blankets in the cupboard? What could they be used for? Why is the toy box empty? What do you think has happened? When do you think the toys will be put back in the toy box? Who do you think will do it? Why aren't the beds made? What time of day do you think it is? Why are there two beds in the room?*

### Cause and effect

- Point to the clothes and ask, *What clothes can make you warm?* Point to the slip-on sandals and ask, *If you wore sandals in the snow, what would happen?* Point to the blue striped pyjama top with buttons and ask, *What do buttons do?*

## Farm (pp. 16–17)

### Grammatical concepts

#### Nouns/Verbs

- Have children look at the picture. Say, *What is this a picture of? This picture is of a farm. What things can you see in the picture?*
- Point to each item/group of items (e.g. pond, stable, pig pen, chicken coop, paddocks, farm house, milking shed, farm shed). Say, *We can find these on a farm. What can you see in the picture?*
- Point to the pond and ask, *What does a pond look like?* Discuss items and animals found in and around a pond, e.g. ducks, reeds, swans, water. Ask children to identify the items by touching or pointing to the picture. Ask, *Can you show me where the reeds/ducks/swans are? What do ducks/swans do? How do ducks/swans move? What do ducks/swans eat? What sounds do ducks/swans make?*

- Point to the stable and discuss what a stable is. Discuss items and creatures found in the stable, e.g. horses, ponies, saddles. Ask children to identify the items by touching or pointing to the picture. Ask, *Can you show me where the horse/pony is? What is the difference between a horse and a pony? What do horses/ponies do? How do horses/ponies move? What do horses/ponies eat? What sounds do horses/ponies make? Can you show me a saddle?* Point to the saddle. Ask, *What do you use saddles for?*
- Point to the pig pen and discuss what a pig pen is. Discuss items and creatures found in the pig pen, e.g. pigs, piglets, feed trough. Ask children to identify the items by touching or pointing to the picture. Ask, *Can you show me where a pig/piglet is? How do pigs/piglets move? What do pigs/piglets eat? What sounds do pigs/piglets make? What do pigs/piglets like to do?*
- Point to the cows in the paddock. Discuss items and creatures found in the cow paddock, e.g. cows, bales of hay, water trough. Ask children to identify the items by touching or pointing to the picture. Ask, *Can you show me where a cow is? How do cows move? What do cows eat? What sounds do cows make? What do cows like to do?*
- Point to the paddocks and discuss what a paddock is. Ask, *Can you show me how many paddocks are on this page? What is around the edge of the paddocks? (fence) Why?* Point to the gates and ask, *Why do paddocks have gates?*
- Point to the milking shed and discuss what it is. Ask, *What is in the shed?* Point to the cow's udder. Discuss that this is where the milk comes from.
- Point to the chicken coop. Discuss items and creatures found in a chicken coop, e.g. chickens, nests, eggs. Ask children to identify items by touching or pointing to the picture. Ask, *Can you show me where a chicken/nest/egg is? What do chickens do? How do chickens move? What do chickens eat? What sounds do chickens make?*
- Point to the farm shed. Discuss items found in the shed, e.g. tractor, hay.
- Sing 'Old MacDonald Had a Farm', using animals that are in the picture. Role-play animal behaviour. Say, *Pretend you are a chicken. How would you move? What noise would you make?*

### Singulars/plurals

- Point to items in the border around the picture. Ask children to find these items, alone or grouped, in the picture. Find an item and model correct language. Point to one cow and say, *I can see one cow.* Point to a group of cows. Say, *I can see cows. Sometimes we add 's' to the end of words to show that there is more than one.*
- Discuss other singular/plural words: duck/ducks, chicken/chickens, horse/horses, piglet/piglets.
- Discuss other words that can be used to show that there is one or more than one, e.g. many cows, one cow, herd of cows.

### Gender language and pronouns

- Point to the animals in the picture. Ask, *What do you call them?* Discuss gender language (e.g. bull/cow, ram/ewe, rooster/hen, drake/duck, stallion/mare, boar/sow).
- Discuss how the children would know which pig is a female. Discuss piglets suckling to get milk.
- Discuss times when we would use 'she'. Say, *We use 'she' when we are talking about a female.* Model the use of the word 'she' when pointing to the female animal. Repeat for 'he'.
- Discuss and model times when we would use 'they'. Point to the cows. Say, *They are in the paddock.* Point to the ducks. Say, *They are in the pond.* Point to the farmers. Say, *They are the farmers.*

### Verb tenses: past, present, future

- Point to the individual animals and say, *What are the animals doing?*
- Ask questions related to verb tense. For example: *What is this pig doing?* (The pig is rolling in the mud). *What is the little girl going to do?* (She is going to ride the horse.) Continue questioning and modelling verb tense as the children highlight items in the picture, e.g. *When this girl has finishing riding the horse you would say, 'The little girl rode the horse'.*

Past	Present	Future
the ducks swam	the ducks swim the ducks are swimming	the ducks will swim
she rode	she rides she is riding	she will ride
the animals have eaten	the animals eat the animals are eating	the animals will eat
the pigs rolled	the pigs roll the pigs are rolling	they will roll
the chickens laid	the chickens lay the chickens are laying	the chickens will lay
the ducks paddled	the ducks paddle the ducks are paddling	the ducks will paddle
they walked	they walk they are walking	they will walk
the horses galloped	the horses gallop the horses are galloping	the horses will gallop
the ducks quacked	the ducks quack the ducks are quacking	the ducks will quack
the cows mooed	the cows moo the cows are mooing	the cows will moo
the horses neighed	the horses neigh the horses are neighing	the horse will neigh

### Adjectives

- Point to various people, animals or items and brainstorm words that describe them. These adjectives may relate to: quantity (e.g. a few, a lot, some), size (e.g. big, small, tiny, large), textures (e.g. smooth, soft, fluffy, furry) or smells (e.g. nasty, sweet, sour), colour (e.g. green, brown, white, blue, grey). For example, point to the sheep and ask, *What do you think a sheep would feel like?* Point to the paddocks. Ask, *What colour is the grass? Is grass always this colour?* Point to the pond. Ask, *What colour is the water? Are ponds always this colour?*

### Adverbs

- Brainstorm words that describe how a duck could swim, e.g. slowly, quickly. Ask children to role-play a duck moving slowly and a duck moving quickly.

### Skills to extend vocabulary

#### Convergent and divergent vocabulary

The following list shows how vocabulary can be categorised to extend children's thinking. Through discussion and modelling, children can be shown how words and word concepts are linked, i.e. rather than just discussing each animal in isolation you can discuss that they are all animals. Look at each animal and discuss their similarities, e.g. ducks and swans like to swim in water; horses and cows can live in paddocks. Discuss differences as well. This enables children to extend their vocabulary beyond the picture and build up a bank of related words. Here are some examples:

- Pond—ducks, reeds, swans, water
- Ducks—webbed feet, beak, feathers
- Swans—webbed feet, beak, feathers
- Living quarters—house, pig pen, chicken coop, stable, paddock
- Pig pen—pigs, piglets, mud, feeding trough
- House—roof, windows, door, rooms, kitchen, lounge room, bathroom, chimney, fireplace
- Sheep—lamb, ram, ewe
- Sheep—woolly, jumpers, spinning wheel, spindle
- Horse stable—horses, ponies, saddles, reins, feeding trough, hay
- Horses—pony, horse, stallion, mare, foal
- Horses—mane, eyes, tail, back, legs, hooves, horseshoe, ears, nose,
- Horses—galloping, cantering, walking, trotting
- Little girl—riding hat, boots, jodhpurs
- Paddocks—cows, horses, sheep, water trough, hay bales, fence, gate
- Milking shed—cow, bucket, stool
- Chicken coop—chickens, eggs, nests, ramps
- Chickens—rooster, hen, chicks
- Chickens—feathers, wings, beak, legs, comb, claws
- Farm shed—farm equipment, tractor, hay

## Spatial vocabulary and prepositions

- Brainstorm spatial vocabulary with children, discussing the location of items in relation to other items (e.g. up, down, on, under, over, in, out, through, behind, in front of, between, past, next to, far away, inside, outside).
- Use the picture to demonstrate spatial language. Ask, *Are the ducks inside or outside? Are the chickens inside or outside? What is beside the mother pig? (piglets) What is next to the horse paddock? What is between the pig pen and the milking shed? What do you have to walk past to get to the stable?*

## Language of quantity and size

- Discuss words related to quantity and size, e.g. bigger, smaller, larger, wider, taller, more, less. Ask children to find examples in the picture. Point to the horse and the pony and ask, *Which one is bigger? Which one is smaller?* Point to the pig and a piglet and ask, *Which one is bigger? Which one is smaller?* Point to the ducks and the cows and ask, *Are there more ducks or are there more cows?* Point to the pigs and piglets and ask, *Are there more pigs or piglets?*

## Sequencing vocabulary

- Discuss words that relate to when things happen, e.g. before, after, morning, afternoon, night, first, next, then, later, last, finally. Look at the picture and discuss the possible sequence of events that have happened or will happen. Say, *What would the chickens do at night? Why? What would the farmer do in the morning? What does the little girl have to do before she rides the horse? What do the chickens do before they lay an egg? What do the farmers do after the chickens lay their eggs? What will the farmer do before she milks the cow?*

## Thinking beyond

### Inferring

- Point to the milking shed and say, *This is a milking shed. What do you think happens in the shed? How long do you think it would take to fill up the bucket with milk?* Look at other parts of the picture and ask, *Why do you think pigs like mud? Why is the chicken coop fenced off? Why is there a ramp going from the ground up to the egg-laying area? Where do you think the ducks go at night? Why do you think they would go there? Where do you think the ducks could sleep? Why? Why might this paddock be empty?*

### Cause and effect

- Ask, *What happens when a cow is miked? What happens when a chicken sits on its nest? What might happen if a gate in the paddock is left open?*

## Big and Little (pp. 18–19)

### Grammatical concepts

#### Nouns/Verbs

- Have children look at the pictures. Point to individual pictures of animals. Ask, *What do you call this? Where does it live? Have you seen one? Where have you seen one? Is it a big animal? Is it a little animal?*

- Have children look at the pictures. Point to individual pictures of objects. Ask, *What do you call this? Where do you find it? Have you seen one? Where have you seen one? Is it big? Is it little?*
- Look at the pictures. Say, *I am going to point to the pictures. When I point, say 'little' if it is little or 'big' if it is big.*
- Discuss that sometimes items can be considered little or big depending on what they are being compared to. Point to the big and little elephants. Say, *This elephant is little when it's next to the big elephant, but if it is near a snake it would be big. This dog is little and this dog is big.*

### Singulars/plurals

- Point to the items and animals in the border around the picture. Ask the children to find these items, alone and grouped, in the picture. Find an item and model correct language. Point to an elephant and say, *I can see an elephant.* Point to both elephants and say, *I can see two elephants. Sometimes we add 's' to the end of words to show that there is more than one.* Discuss other singular/plural words: snail/snails, worm/worms, snake/snakes, plane/planes, balloon/balloons, dog/dogs.
- Discuss mouse/mice as singular and plural.
- Discuss other words that can be used to show that there is one or more than one, e.g. many dogs, one dog.

### Adjectives

- Discuss the concept of size. Discuss other words for 'big', e.g. huge, enormous, large, gigantic. Point to the items and animals and describe them using these words. Say, *This elephant is enormous. This elephant is huge. This elephant is gigantic.* Ask, *Is this different to saying 'big'?*
- Discuss other words for 'little', e.g. small, tiny, miniature, teensy weensy. Point to the items and animals and describe them using these words. Say, *This frog is small.* Ask, *Is this different to saying 'little'?* Say, *This frog is tiny.* Ask, *Is this different to saying 'little'?*

### Skills to extend vocabulary

#### Convergent and divergent vocabulary

The following list shows how vocabulary can be categorised to extend children's thinking. Through discussion and modelling, you can show how words and word concepts are linked, e.g. rather than just discussing the little and big animals/items in isolation, discuss similarities and differences between the big and little items/animals. This enables children to extend their vocabulary beyond the picture and build up a bank of related words. Here are some examples:

- Mouse— mice, whiskers, fur, cheese, mousehole, mousetrap, tail
- Snail—shell, foot, slimy, slides, spiral
- Worm—ground, holes, compost, garden, soil
- Elephant— bull, cow, calf, ears, tusks, tail, trunk, jungle, zoo
- Transport—train, boat, plane, car, bus, bike, truck, ferry, motorbike, ocean liner, container ship, tram, helicopter, submarine, dinghy

- Plane—flies, pilot, wing, engine, travel, landing, airport, cabin, cockpit, cabin crew, aisle, terminal, air traffic controller
- Ship—water, travel, engine, crew, ocean liner, container ship, anchor
- Train—tracks, station, steam, locomotive, driver, carriage
- Bike—wheels, handlebars, seat, bell, basket, ride
- Apple—eat, tree, apple juice, apple pie, seeds, skin, core
- Orange—eat, tree, orange juice, pip, pith, segments
- Skyscraper—building, tower, city, elevators, lifts, windows, work
- House—roof, windows, door, live, bricks, wood, storey
- Hot-air balloon—hot air, sky, float, wind, basket, inflate, vent, gas, flame
- Party balloon— air, blow up, pop, decoration, colourful, deflate
- Dinghy—water, oars, paddle, life jacket, rubber
- Dogs—ears, tail, wag, bones, toys, fetch, walks, bowl, bark, kennel, pet, plays
- Ant—insect, body, bites, garden, ant nest
- Snake—slithers, slides, venom, fangs, bites, mouth, eyes, scales, poisonous, hibernate, eggs
- Frog—jumps, croaks, pond, lily pad, tadpole, eggs
- Ladybug—insect, body, wings, spots, antennae

### Spatial vocabulary and prepositions

- Brainstorm spatial vocabulary with children (e.g. up, down, on, under, over, in, out, through, behind, in front of, between, past, next to, far away, inside, outside). For example, say, *A plane flies in the air. An ant lives in the ground. Skyscrapers have windows on the outside of the building. Trains run along train tracks. Apples grow on trees.*

### Language of quantity and size

- Discuss concept of size by comparing objects. Point to the dogs and say, *Which one is bigger?*
- Discuss concept of quantity in relation to big/little. Play language games. Select a secret object or animal from the picture. Then ask the children to try to guess what you have selected by asking size questions, e.g. *Is the... bigger or smaller?* The object/animal will be revealed as children ask a series of questions and through the process of elimination.

### Sequencing vocabulary

- Use words such as 'before' and 'after' to discuss changes that can occur in objects. Say, *Before the balloon was blown up, it was little. After it was blown up, it was big.*

### Thinking beyond

#### Inferring

- Discuss the concept of size and how it can change. Look at the party balloon and ask, *What could make this balloon smaller/larger?* Look at the little mouse. Ask, *What could make this mouse bigger?*

## Cause and effect

- Point to the balloon and discuss. Ask, *What makes the balloon go up? What makes the balloon go down?*

## People (pp. 20–21)

### Grammatical concepts

#### Nouns/Verbs

- Have children look at the picture. Ask, *Who can you see in this picture?* (babies, toddlers, children, teenagers, parents, grandparents) Ask, *Can you find a baby? Can you find a toddler? Can you find a grandparent?* Repeat for all categories of people in the room.
- Point to the grandmothers. Say, *What else can they be called?* (e.g. grandma, nana, nan, nonna, gran, granny)
- Point to the grandfathers. Say, *What else can they be called?* (e.g. grandad, pop, poppa, pa, nonno, grandpa)
- Point to the mothers. Say, *What else can they be called?* (e.g. mum, mama, mummy)
- Point to the fathers. Say, *What else can they be called?* (e.g. dad, daddy, papa)

#### Singulars/plurals

- Point to the people in the border around the picture. Ask children to identify where they can find these people in the picture. Find a person and model correct language. Point to one grandparent and say, *I can see a grandparent.* Point to two grandparents. Say, *I can see some grandparents. Sometimes we add 's' to the end of words to show that there is more than one.* Discuss singular/plural words, e.g. mum/mums, dad/dads, baby/babies, teenager/teenagers.
- Discuss child/children as singular and plural.

#### Gender language and pronouns

- Point to the people in the picture. Ask, *Who are they? What do you call them?* Discuss gender language (e.g. female, male, boy, girl, man, woman, mother, father, Mr, Mrs, Miss, Master, grandma, grandpa, mum, dad, brother, sister, uncle, aunt, niece, nephew, stepmother, stepfather, mother-in-law, father-in-law, brother-in-law, sister-in-law).
- Discuss times when we would use 'she'. Say, *We use 'she' when we are talking about a female.* Model the use of the word 'she' when pointing to the various females in the pictures. Repeat for 'he'.

#### Verb tenses: past, present, future

- Point to individual people in the picture and say, *What is this man doing? What is this lady doing?*
- Ask questions related to verb tense, e.g. *After the children have finished playing, what are they going to do?* Continue modelling verb tense as the children highlight people in the picture. For example: *The baby is crying. When the mother feeds him, he will stop crying. He will cry if he gets hungry.*

Past	Present	Future
they played	they play they are playing	they will play
they talked	they talk they are talking	they will talk
they cried	they cry they are crying	they will cry
they sat	they are sitting they sit	they will sit
they stood	they stand they are standing	they will stand
they read	they read they are reading	they will read
they watched	they watch they are watching	they will watch
they listened	they listen they are listening	they will listen

#### Adjectives

- Point to various people and categorise them according to their size and their age, e.g. young/old, tall/small/short.

#### Skills to extend vocabulary

##### Convergent and divergent vocabulary

The following list shows how vocabulary can be categorised to extend children's thinking. Through discussion and modelling, children can be shown how words and word concepts are linked, e.g. look at each group of people and categorise them according to age. Discuss similarities and differences between them. This enables children to extend their vocabulary beyond the picture and build up a bank of related words. Here are some examples:

- People—family, relatives, babies, toddlers, children, teenagers, uncle, aunt, cousins, parents, grandparents, nephew, niece, great grandparents, step parents
- Babies—small, dummy, milk, nappy, crawling, cots, bassinets, change tables, nappy bags, car seats, bottle, teat, rattles
- Toddlers—small, tantrums, potty training, high chair, booster seat
- Children—school, growing, friends, chores, homework, sport
- Teenagers—high school, jobs, homework, study, friends, sport
- Parents—mum, dad, work, housework, caring, loving
- Grandparents—older, elderly, retirement, babysitting

##### Spatial vocabulary and prepositions

- Brainstorm spatial vocabulary to show where people are in the room in relation to each other and the furniture (e.g. on, in, behind, in front of, near, between, next to). Say, *The toddlers are in the playpen. The grandmother is on the couch. The children are in front of the couch.*

## Language of quantity and size

- Discuss words related to quantity, e.g. more, fewer. Ask children to find examples of 'more' and 'fewer'. Ask, *Are there more babies or more teenagers?*

### Sequencing vocabulary

- Discuss words relating to when this scene could have taken place, e.g. morning, afternoon, night, weekend.
- Ask sequencing questions such as, *What will the grandmother do after she reads to the toddler?*

### Thinking beyond

#### Inferring

- Point to the picture and say, *What is happening in the picture? Why might all these people be together? What type of celebration could it be? What could happen next? Whose house could it be? Why are the toddlers in the playpen? Why is the baby crying?*

#### Cause and effect

- Point to the individual people and say, *Look at his/her face/body. Why do they look like this?*

## House (pp. 22–23)

### Grammatical Concepts

#### Nouns/Verbs

- Have children look at the picture. Say, *What is this a picture of? This picture is of a house and garden/yard. What rooms can you see in the house? How do you know? What is in the kitchen, bedrooms/bathroom/lounge room?*
- Point to each object inside the house (e.g. beds, cupboard, bookshelf, drawers, sink, fridge, table, couch, fireplace, TV, lamp, stove, microwave oven, bath, toilet, shower, towels, basin). Ask, *What is this called? What is it used for? Where else would you find it? What does it look like? What colour is it? What is it made of?*
- Point to each object outside the house (e.g. trees, flowers, bushes, path, letter box, wheelbarrow, clothes line, barbeque, play house, kennel). Ask, *What is this called? What is it used for? Where else would you find it? What does it look like? What colour is it? What is it made of?*
- Point to each object inside/near the garage (bins, bike, car). Ask, *What is this called? What is it used for? Where else would you find it? What does it look like? What colour is it? What is it made of?*

#### Singulars/plurals

- Point to objects in the border around the edge of the picture. Ask children to find these objects, alone or grouped, in the picture. Find an item and model correct language. Point to one bedroom and say, *I can see a bedroom.* Point to the two bedrooms and say, *I can see some bedrooms. Sometimes we add 's' to the end of words to show that there is more than one.* Discuss other singular/plural words, e.g. table/tables, tree/trees, towel/towels, chair/chairs.
- Discuss other words that can be used to show that there is one or more than one, e.g. many flowers, one flower.

## Gender language and pronouns

- Point to the people in the picture. Ask, *Who are they? What do you call them?* Discuss gender language (e.g. sister, brother, female, male, boy, girl, mum, dad, Mr, Mrs).
- Discuss times when we would use 'she'. Say, *We use 'she' when we are talking about a female.* Model the use of the word 'she' when pointing to the girl. Repeat for 'he'.
- Discuss and model times when we would use 'they'. Point to the children and say, *They live in this house.*

## Verb tenses: past, present, future

- Point to each family member (mum, dad, boy, girl). Ask questions related to verb tense about the actions they are performing. Ask, *What is the boy doing? What is the girl doing? What is the mother doing? What is the father doing?* Continue questioning and modelling verb tense. For example: *When Dad has finished his drink, he is going to cook dinner for the family.*

Past	Present	Future
they played they were playing	they play they are playing	they will play
he cooked he was cooking	he cooks he is cooking	he will cook
she climbed she was climbing	she climbs she is climbing	she will climb

## Adjectives

- Point to various items and brainstorm words that describe them. These adjectives may relate to: colour (e.g. red, blue, green, yellow, orange, grey, black, purple, white, brown, pink), quantity (e.g. some, many), size (e.g. big, small, tiny, large) or textures (e.g. rough, smooth, bumpy, soft). Point to the couch. Ask, *What colour is it? Is it big or small? What would it feel like to sit on it?* Point to the fridge. Ask, *What colour is it? Is it big or small? What would it feel like inside?*

## Skills to extend vocabulary

### Convergent and divergent vocabulary

The following list shows how vocabulary can be categorised to extend children's thinking. Children can be shown how words and word concepts are linked, e.g. discuss the features of each item and how it relates to other things. Discuss similarities and differences between them. This enables children to extend their vocabulary beyond the picture and build up a bank of related words. Here are some examples:

- House—rooms (entrance, hall, lounge, kitchen, stairs, bathroom, bedroom, laundry, basement, attic, cellar, dining room, study, rumpus room, veranda, pergola, porch)
- Garage—car, bikes, bins, carport, tools
- Lounge—couch, chair, TV, lamp, lamp table, fireplace, coffee table
- Couch—cushions, seat, cloth, leather, sofa, ottoman, lounge

- Kitchen—fridge, stove, microwave oven, sink, table, chairs
- Fridge—butter, milk, meat, fruit, vegetables, freezer, frozen food
- Vegetables—carrots, potatoes, beans, peas, pumpkin
- Bathroom—bath, shower, basin, towels, towel rails, heater, exhaust fan
- Bath—taps, hot and cold, plug, water
- Bedroom—beds, drawers, cupboard, bookshelf, desk, lamps
- Bed—pillows, sheets, blankets, bunks, trundle, double, single, doona, quilt
- Car—steering wheel, engine, seats, wheels, car seats, boot, bonnet, indicator
- Windows—curtains, glass, window pane, blinds, venetian blinds, sill, latch
- Walls—light switches, pictures, windows
- Roof—chimney, tiles, gutter, tin, spouting, down pipes
- Letterbox—number, letters, postie, mailbox
- Backyard—clothes line, play house, barbeque, shed, wheelbarrow, spade, hose, trees, bushes, flowers, shrubs, dog kennel, fence, gate
- Wheelbarrow—wheels, carry
- Plants—trees, bushes, flowers, shrubs, pot plant, hanging basket
- Plants—stems, leaves, branches, flowers, nuts, seeds

## Spatial vocabulary and prepositions

- Brainstorm spatial vocabulary with items in the house (e.g. up, down, on, in, out, in front of, next to, inside, outside). Ask, *What is at the front of the house? What is on the lamp table? What rooms are downstairs? What can you see outside the house? Who is up in the play house? What could be in the fridge?*

## Language of quantity and size

- Discuss words related to quantity and size, e.g. bigger, smaller, larger, wider, taller, more, less. Ask children to find examples of this in the picture. Point to the lamps. Ask, *Which one is bigger? Which one is smaller?*

## Sequencing /vocabulary

- Discuss words that relate to when things happen, e.g. before, after, morning, afternoon, night, first, next, then, later, last, finally. Look at the picture and discuss the possible sequence of events that have happened or will happen. Ask, *What do you think Dad did before he went into the kitchen? What might he do after he cooks dinner?*

## Thinking beyond

### Inferring

- Point to items in the picture and ask, *Why is there a barbeque in the backyard? When would the lamp be turned on? When would you look in the mailbox? Why are the clothes hanging on the clothes line? Why are the bins in the garage?*

## Cause and effect

- Point to the picture and say, *Why does Mum have a spade and pot?* Point to a tap in the bathroom. Ask, *What would happen if this tap was left on?* Point to the light switches. Ask, *What happens when you turn them on?*