

Oral Language Book B

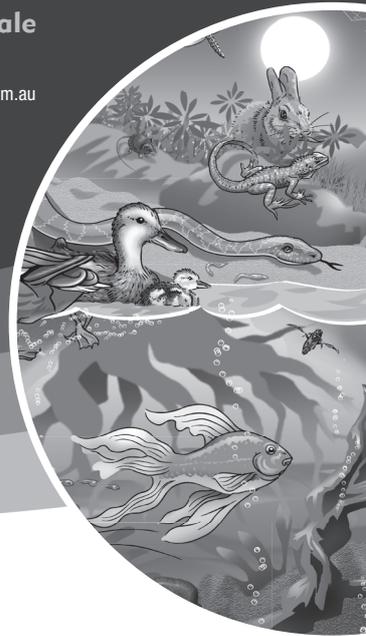


TEACHING NOTES

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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

Double-page Spread	Language Concepts (relate to all spreads)
Faces (pp. 2–3)	Nouns, verbs
Pond (pp. 4–5)	Singulars/plurals
Food (pp. 6–7)	Gender language (e.g. she, he)
Zoo (pp. 8–9)	Pronouns (e.g. I, me, they, us)
Clothing (pp. 10–11)	Verb tenses
Transport (pp. 12–13)	Adjectives
Minibeasts (pp. 14–15)	Adverbs
Kitchen (pp. 16–17)	Convergent categorisation
Suburban Street (pp. 18–19)	Divergent categorisation
Occupations (pp. 20–21)	Spatial language (e.g. prepositions—in, on)
Supermarket (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...?*

Faces (pp. 2–3)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Ask, *What pictures can you see? This shows some different people's faces. It shows how they are feeling. Can you see a happy face? What does happy mean? When are you happy? What do you do when you are happy? Can you see a sad face? What does sad mean? When are you sad? What do you do when you are sad? Can you see an angry face? What does angry mean? When are you angry? What do you do when you are angry? Can you see a scared face? What does scared mean? When are you scared? What do you do when you are scared? Can you see a surprised face? What does surprised mean? When are you surprised? What do you do when you are surprised? Can you see a worried face? What does worried mean? When are you worried? What do you do when you are worried? Can you see an excited face? What does excited mean? When are you excited? What do you do when you are excited? Can you see a confused face? What does confused mean? When are you confused? What do you do when you are confused?*
- Say, *Let's look at the faces. What do the faces all have? They all have eyes, a nose, a mouth, ears, a chin, cheeks, eyebrows, a forehead, hair and eyelashes. Some pictures show teeth and some show eyelashes.* Point to a nose. Ask, *What is this called? Why do we have a nose? What does it help us to do?* Point to a mouth. Ask, *What is this called? Why do we have a mouth? What does it help us to do?* Point to the eyes. Ask, *What are these called? Why do we have eyes? What do they help us to do?* Point to the ears. Ask, *What are these called? Why do we have ears? What do they help us to do?* Point to the eyelashes. Ask, *What are these called? Why do we have eyelashes? What do they help us to do?* Point to the teeth. Ask, *What are these called? Why do we have teeth? What do they help us to do?*
- Discuss each picture by looking at the facial features that occur with each emotion. Say, *Look at the happy face. Ask, How can you tell this face is happy?* Discuss wide eyes, full cheeks, upturned lips making a smile. Say, *Look at the sad face. Ask, How can you tell this face is sad?* Discuss down turned lips/mouth, down turned eyes, tears. Say, *Look at the angry face. Ask, How can you tell this face is angry?* Discuss the eyebrows, clenched mouth. Say, *Look at the scared face. Ask, How can you tell this face is scared?* Discuss upturned eyebrows, larger eyes. Say, *Look at the surprised face. Ask, How can you tell this face is surprised?* Discuss wide eyes, raised eyebrows. Say, *Look at the worried face. Ask, How can you tell this face is worried?* Discuss upturned eyebrows, smaller mouth. Say, *Look at the excited face. Ask, How can you tell this face is excited?* Discuss raised eyebrows, wide eyes, beaming smile. Say, *Look at the confused face. Ask, How can you tell this face is confused?* Discuss crooked eyebrows, flat cheeks.

- Point to each facial feature and discuss in detail. Point to the eyes. Say, *Look at the eyes.* Ask, *What colour are they?* Point to the round section within the eye. Say, *This is called the pupil.* Ask children to look at each other's eyes and their pupils. Ask, *Are the pupils big or small? Why do you think they are big/small?* Say, *When it is very bright our pupils are smaller and when it is darker they are larger.* Point to the coloured part of the eye and say, *This is called the iris.* Ask, *What colour iris do you have/does your friend have?* Point to the noses. Say, *Look at the noses.* Point to each nostril. Ask, *What are these called?* Point to the ears. Say, *The part of the ear that hangs down is called an earlobe.* Ask children to find the earlobes on the faces. Say, *The part of your ear that is like a small tunnel is called the ear canal.* Point to the mouth and teeth. Ask, *What things are inside your mouth?* (gums, tongue, teeth—baby teeth/first teeth, adult teeth/second teeth, saliva) Discuss names of teeth—molars, incisors.
- Sing songs related to body parts, e.g. 'Head and shoulders, knees and toes'.
- Sing songs related to emotions, e.g. 'If you're happy and you know it, clap your hands'.

Singulars/plurals

- Point to the pictures and discuss singular/plural language, e.g. point to the boy. Say, *Here is a boy.* If there were two boys you could say, *'Here are the boys'.* Say, *Sometimes we add 's' to the end of a word to show that there is more than one.*
- Model and discuss other singular/plural words, e.g. ear/ears, eye/eyes, girl/girls, head/heads.
- Discuss the words 'man' and 'woman'. Say, *If there is one man you say 'man'; if there are two, you say 'men'. If there is one woman you say 'woman'; if there are two, you say 'women'.*

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, woman, man).
- Discuss when you would use 'she'. Say, *We use 'she' when we are talking about a female.* Model the use of 'she' when pointing to the girl.
- Discuss when you would use 'he'. Say, *We use 'he' when we are talking about a male.* Model the use of 'he' when pointing to the boy.

Verb tenses: past, present, future

- Point to the pictures and ask questions related to verb tense about what the people are doing, what they could have done and what they could do. Continue questioning and modelling verb tense, e.g. *The boy is smiling. If he stops smiling, we say 'He smiled'. If we know that he is going to smile we say, 'The boy is going to smile'.* Point to the sad face and ask, *What is she doing? What has she done? What will she do?* Some of the possible verb tenses are:

Past	Present	Future
he smiled he was smiling	he is smiling he smiles	he will smile
she cried she was crying	she is crying she cries	she will cry
he screamed he was screaming	he is screaming he screams	he will scream
she yelled she was yelling	she is yelling she yells	she will yell
he growled he was growling	he is growling he growls	he will growl
she looked she was looking	she is looking she looks	she will look
he frowned he was frowning	he is frowning he frowns	he will frown

Adjectives

- Point to facial features and brainstorm words that describe them. These adjectives may relate to: colour (e.g. black, white, brown); size (e.g. big, small, tiny, large, long, short); texture (e.g. rough, smooth, bumpy, silky, soft). Point to the woman with curly hair. Ask, *What does her hair look like?* (e.g. straight, curly, wavy) *How do you think it feels?*

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 them. This enables children to extend their vocabulary beyond the picture and build up a bank of related words. Here are some examples:

- Face—eyes, nose, mouth, ears, chin, forehead, cheeks, eyebrows, hair, eyelashes, teeth, hairy, glasses
- Ears—hear, earlobes, earrings, earache, ear canal
- Eyes—eyelashes, eyeball, pupil, see, different colours, tears
- Eye—pupil, iris, cornea
- Eye colours—hazel, brown, blue, green
- Teeth—white, baby, adult, dentist, eat, toothbrush, toothpaste
- Hair—curly, straight, long, short, bald, wavy
- Hair colour—blonde, black, brown, red

- Face—happy, sad, angry, frightened, surprise, scared, worried, excited
- Senses—see, listen, smell, feel, taste
- Senses—sight, hearing, smell, touch, taste
- Hear—hearing impaired, deaf, sign language
- Sight—sight impaired, blind, Braille, seeing-eye dog

Thinking beyond

Inferring

- Point to the sad face and say, *How do you think she is feeling? How can you tell she is sad? Why might she be sad? What could have happened? What might happen to her?*
- Point to the happy face and say, *How do you think he is feeling? How can you tell he is happy? Why might he be happy? What could have happened? What might happen to him?*
- Point to the angry face and say, *How do you think he is feeling? How can you tell he is angry? Why might he be angry? What could have happened? What might happen to him?*
- Point to the scared face and say, *How do you think he is feeling? How can you tell he is scared? Why might he be scared? What could have happened? What might happen to him?*
- Point to the surprised face and say, *How do you think she is feeling? How can you tell she is surprised? Why might she be surprised? What could have happened? What might happen to her?*
- Point to the worried face and say, *How do you think she is feeling? How can you tell she is worried? Why might she be worried? What could have happened? What might happen to her?*
- Point to the excited face and say, *How do you think she is feeling? How can you tell she is surprised? Why might she be surprised? What could have happened? What might happen to her?*
- Point to the confused face and say, *How do you think he is feeling? How can you tell he is confused? Why might he be confused? What could have happened? What might happen to him?*
- Ask, *Can you think of a time when you felt happy/sad/scared/angry/surprised/worried/excited/confused? What did you do when you felt like this? Sometimes we feel like this and other times people around us feel like this. What could you do if someone around you felt like this?*

Cause and effect

- Ask, *What would your face look like if you were sad? Repeat for angry, worried, happy, scared, surprised, confused, excited. Ask, What happens when you cry? What happens when you laugh? What happens to your voice when you are angry? When you look sad, what do people do? What could happen if you were kind/mean to someone?*

Pond (pp. 4–5)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Ask, *What can you see? This is a picture of a pond. It shows what is under the water in a pond, what is above the water, what is around the edge of a pond and what is around a pond.*
- Point to the section of the picture below the surface of the pond. Ask, *What animals can you see in the water? What are the animals doing? Do these animals live anywhere else? What plants can you see in the water? What is on the bottom of the pond?*
- Point to the section of the picture around the edge of the pond where the water meets the land. Ask, *What animals can you see on the edge of the water? What are the animals doing? Do these animals live anywhere else? What plants can you see around the edge of the pond? Can you find these anywhere else?*
- Point to the section of the picture on the surface of the pond. Ask, *What animals can you see on the surface of the pond? What are the animals doing? Do these animals live anywhere else? What plants can you see on the surface of the pond? Can you find these anywhere else?*
- Point to the section of the picture from the ground up. Ask, *What animals can you see living around the pond? What are the animals doing? Do these animals live anywhere else? What plants can you see above the ground? Can you find these anywhere else?*
- Point to each section that makes up the picture: under the water, the surface of the water, the water's edge, the surrounding ground vegetation and animals around the pond. Discuss similarities and differences between the land and water vegetation and animals.
- Point to the tadpole eggs, tadpoles and frogs. Discuss the life cycle of a frog.

Singulars/plurals

- Point to the individual items in the border. Ask children to find these items, alone or grouped in the scene.
- Discuss and model plural words that are formed by adding 's', e.g. reed/reeds, frog/frogs, snake/snakes.
- Discuss other words that can be used to show that there is one or more than one, e.g. many tadpoles, one tadpole.

Verb tenses: past, present, future

- Point to the individual animals in and around the pond and discuss how they move, e.g. jumping, swimming, hopping, flying, slithering.
- Ask questions related to verb tense about the actions of animals in the picture, e.g. *What is the fish doing?* (The fish is swimming. The fish was swimming. The fish will swim.) Continue question and modelling verb tense, as the children point to animals in the picture. Some of the possible verb tenses are:

Past	Present	Future
the frog jumped	the frog is jumping	the frog will jump
the frog was jumping	the frog jumps	
the fish swam	the fish is swimming	the fish will swim
the fish was swimming	the fish swims	
the rabbit hopped	the rabbit hops	the rabbit will hop
the rabbit was hopping	the rabbit is hopping	

Adjectives

- Point to various items in the picture and brainstorm words that describe them. These adjectives may relate to: colour (e.g. yellow, orange, grey); quantity (a lot, some, a few); size (big, small, tiny, large, huge, enormous); texture (smooth, soft, fluffy, furry, slimy, slippery, scaly); smells (smelly, dirty, muddy). Point to a fish. Ask, *What colour is it? Are fish always this colour? Is it big or little? Are they always this size?* Ask children to describe the difference between the fish and a tadpole.

Adverbs

- Brainstorm words that could describe the movement of the animals in and around the water, e.g. slowly, quickly, smoothly. Ask children how they think the animals would move.

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 animal and plant in isolation, discuss how they all fit together in this environment. Use words such as 'same' and 'different' to help children extend their understandings of how these plants and animals cohabit. This enables children to extend their vocabulary beyond the picture and build up a bank of related words. Here are some examples:

- Underwater—fish, tadpoles and eggs, frog, log, pebble, yabbie, turtle
- Top of water—lily pad, flower, bug
- Amphibians—frog, toad
- Reptiles—lizard, turtle, snake
- Water's edge—frog, worm
- Above ground—tree, bush, snake, lizard, mouse, butterfly, bird, rabbit
- Fish—scales, tail, gills, fin
- Ground—rabbit burrow
- Life cycle—butterfly, frog
- Frog life cycle—tadpole eggs, tadpole, tail, legs, frog
- Butterfly life cycle—caterpillar, cocoon, pupa, butterfly

Sequencing vocabulary

- Discuss words that relate to when things happen in the life cycle of animals such as butterflies and frogs, e.g. first, after, next, then, before, finally. Look at the picture and discuss possible sequences of events that have happened or will happen, e.g. *The first thing that happens is that the tadpole eggs are laid in the water. After a while, the tadpole eggs begin to turn into tadpoles. They begin to grow a tiny tail and little eyes. Then their legs grow bigger and they begin to grow tiny front legs. Next their tail drops off. They keep growing and the last thing that happens is that they become frogs.* Repeat for butterflies.
- Discuss and draw a sequence of pictures to show the life cycle of a butterfly or a frog.

Thinking beyond

Inferring

- Point to individual animals and plants in the picture and say, *What do you think this animal has just been doing? Why? What do you think it will do next? Why? What makes you think this? Why is this plant here? Could it grow in a different spot? Why? Why not?*

Cause and effect

- Point to the picture and say, *What happens when you stand near the edge of a pond? If there was no water in the pond, what would happen? Why do frogs live in and near ponds?*

Food (pp. 6–7)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Ask, *What is this a picture of? This picture shows us lots of different types of food we can eat. What things can you see in the picture?*
- Point to each item of food and discuss, e.g. point to the apple and ask, *What is this? This is an apple. Have you tasted an apple? Did you like it? What did it taste like? What does it look like? When would you usually eat an apple? Where do you buy apples from? How are they grown?* Repeat for other foods on the page.
- Point to each item of food and ask, *What types of foods/dishes have this food in it?* Brainstorm the different recipes the children know which contain these foods, as well as the meals and snacks the children have had with these foods, e.g. minced meat (rissoles, hamburgers, lasagne, pasta sauce, meatloaf, meatballs), pineapple (pineapple juice, fruit salad, pineapple fritter, pineapple cake, dried pineapple).
- Point out the processed foods, e.g. sausages, bread, pasta. Ask, *How are they made?*
- Point out food items that are grown and categorise these. Discuss where they are grown and how they are grown. Ask, *Which foods grow on trees, on vines, under the ground? What do they need to help them grow?* (sun, water, soil, fertiliser)

- Discuss foods that are similar and categorise these into food types. Say, *Some of these are fruit. Can you see some fruit in the picture?* Encourage a conversation about what some fruit may have in common. Discuss why they are collectively known as fruit. Repeat for other categories of food, e.g. vegetables, meat, fish, bread, pasta, dairy products.
- Discuss various collective nouns for food, e.g. a bunch of grapes/bananas, a hand of bananas, a punnet of strawberries.
- Discuss the word 'healthy'. Say, *'Healthy' means fit, well and strong. Some foods help us to stay healthy.* Ask, *Which foods are healthy for us to eat?* Discuss the different food types and what they do for our body, e.g. point to the fruit and vegetables. Say, *These are fruit and vegetables. When we eat them, they give our bodies vitamins and minerals that help us to grow.*
- Discuss the names of the meals children have—breakfast, play lunch, brunch, lunch, afternoon snack, dinner/tea, dessert, supper, snacks. Discuss the types of foods that are eaten during these times.
- Discuss foods and celebrations/events. Say, *What type of food do you have at a party? What type of food do you have at a fair?*
- Discuss foods and age. Say, *What foods do babies usually eat? What do children usually eat at play lunch?*

Singulars/plurals

- Point to the individual items. Model the correct singular/plural language, e.g. *Here is a sausage. Here are some sausages.*
- Discuss and model plural words that are formed by adding 's', e.g. apple/apples, carrot/carrots, cake/cakes.
- Discuss and model singular/plural language where the word changes: loaf/loaves, tomato/tomatoes, potato/potatoes.
- Discuss other words that can be used to show that there is one or more than one, e.g. many cakes, one cake.

Verb tenses: past, present, future

- Ask questions related to verb tense about food and drink. Some of the possible verb tenses are:

Past	Present	Future
I ate I was eating	I am eating I eat	I will eat
He drank He was drinking	He is drinking He drinks	He will drink
She swallowed She was swallowing	She is swallowing She swallows	She will swallow
I chewed I was chewing	I am chewing I chew	I will chew

Adjectives

- Point to various foods and brainstorm words that describe them. The adjectives may relate to: colour (e.g. red, yellow, green); quantity (e.g. a few, many); size (e.g. big, small, tiny, large); texture (e.g. smooth, soft, rubbery, spiky, rough); smell (e.g. sweet, strong); taste (e.g. bitter, sweet, terrible, delicious, tasty). Ask, *What colour are they? Are they always this colour? What do they look like? What do they feel like? What do they smell like? What do they taste like?*

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 them. This enables children to extend their vocabulary beyond the picture and build up a bank of related words. Here are some examples:

- Food—meat, fruit, vegetables, bread, milk, yoghurt, cheese
- Fruit—banana, pear, raspberry, blueberry, lemon, apple, orange, strawberry, watermelon, melon, mango, passionfruit, grapes, kiwifruit, pineapple, plum, apricot, avocado
- Ripe, unripe, bruise
- Skin, seed, core, pips
- Vegetables—pumpkin, potato, tomato, cauliflower, cabbage, brussels sprouts, celery, turnip, parsnip, peas, corn, bean, carrot, broccoli
- Berries—strawberry, blueberry, raspberry
- Grows underground—carrot, potato, turnip
- Grows on plants—pea, bean, tomato
- Grows on trees—lemon, apple, orange, pear, banana, plum, apricot
- Peas—pod, green
- Bread—rolls, buns, loaves, slices, sticks, pita, Turkish bread
- Bread—white, wholemeal, rye, wholegrain
- Bread—dough
- Pastry chef, baker
- Pasta—spaghetti, ravioli, gnocchi, fettuccini, lasagne, penne
- Rice—brown rice, white rice, risotto
- Meats—chicken, red meat (lamb, beef), roast, minced meat, sliced meat, ham, sausages
- Fish—fish, calamari, fish fingers, squid
- Cakes—pastries, lamingtons, mud cake, doughnuts
- Cheese—sliced cheese, block cheese
- Yoghurt—tubs, flavoured
- Cream, custard, sour cream, dips
- Milk—flavoured, low-fat, high-calcium
- Healthy—food, exercise
- Milk—flavoured, low-fat, high-calcium
- Baker, farmer, fisherman, chef, butcher, grocer

- Manufacturing, processing, distribute
- Markets, shops, malls, supermarkets, shopping centres, stalls, grocer

Language of size

- Discuss words related to size, e.g. bigger, smaller, larger, more, less. Ask children to discuss the foods in the picture in relation to size, e.g. Can you find something that is bigger/smaller than an apple? Ask, *Can they change size? What makes them change size?* Say, *Some tomatoes are little. They are called cherry tomatoes.*

Thinking beyond

Cause and effect

- Ask, *What happens when you are hungry? What happens when you are full? What happens if you leave milk out of the fridge for too long? What happens if you leave a banana out in the sun for too long? What happens when you drop soft fruit?* (It bruises.)

Zoo (pp. 8–9)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Ask, *What can you see? This shows a picture of a zoo. Have you been to a zoo before?* Point to individual animals and ask, *What is this animal called? Have you seen this animal at a zoo?*
- Discuss where individual animals are found in the picture. Say, *Look at the picture. Talk about where the animal is found in this picture.* Ask, *Where do you find this animal at the zoo?* (e.g. The seals are found in the water. The snakes are in the reptile house.) Ask, *Where do these animals live in the wild?* (e.g. Seals live in the sea.) Ask, *What other animals are found with or near this animal? Why are they found in the same area?*
- Discuss what the animals are doing in the picture. Ask, *What are these animals doing?* (e.g. The seals are swimming.)
- Discuss the movements that the animals make.
- Discuss the physical features of each animal. Point to an individual animal. Ask, *What colour is this animal? What body covering does it have? Does it have feathers/fur/skin/scales/a shell? Does it have legs? How many legs does it have? Does it move around on four or two legs? Does it have wings? Does it have a tail? If so, is the tail long or short, thick or thin? Does it have flippers? Does it have horns/antlers? Does it have claws? If so, what might it use its claws for? Does it have feelers, whiskers? Why?* For example, point to an elephant's trunk. Ask, *What is this called? What does it help the elephant do? What other animals have similar features?*
- Discuss the different foods the animals would eat (plant eaters/meat eaters).
- Discuss the care needed to look after the animals at the zoo. Point to an individual animal. Ask, *What would this animal eat? When does this animal sleep?*

- Discuss the sounds the animals would make.
- Discuss dangerous animals. Ask, *Which animals are dangerous? Why?*
- Discuss the word 'nocturnal'. Say, *Nocturnal animals are animals that sleep during the day and are awake at night.* Ask, *Are any of the animals in this picture nocturnal? Why? Why not? What animals are nocturnal?* (e.g. wombat)
- Discuss collective nouns, e.g. herd, flock, pride, group, colony, den, litter, pack.
- Discuss animals and fairy tales. Look at the bears. Ask, *Do you know any stories about bears?* (e.g. Goldilocks and the Three Bears)

Verb tenses: past, present, future

- Point to individual animals in the zoo and discuss the actions of the animals. Ask, *How does this animal move? What does this animal do? How would this animal pick up its food?* Discuss the movements/sounds of different animals, e.g. jump, swim, roam, climb, dive, run, swing, crawl, slide, pounce, slither, splash, bounce, gallop, slither, munch, roar, growl, hiss.
- Continue questioning and modelling verb tenses as the children are highlighting animals in the picture. Some of the possible verb tenses are:

Past	Present	Future
the lion roamed the lion was roaming	the lion roams the lion is roaming	the lion will roam
the lion pounced the lion was pouncing	the lion pounces the lion is pouncing	the lion will pounce
the elephant splashed the elephant was splashing	the elephant splashes the elephant is splashing	the elephant will splash
the snake slid the snake was sliding	the snake slides the snake is sliding	the snake will slide
the polar bear swam the polar bear was swimming	the polar bear is swimming the polar bear swims	the polar bear will swim
the leopard leapt the leopard was leaping	the leopard leaps the leopard is leaping	the leopard will leap
the monkey swung the monkey was swinging	the monkey swings the monkey is swinging	the monkey will swing

Adjectives

- Point to various items and brainstorm words that describe the item. The adjectives may relate to: colour (e.g. red, white, brown); size (e.g. big, small, tiny, large, huge, enormous); texture (e.g. smooth, soft, fluffy, furry, slimy, slippery, scaly, wet); sounds (e.g. loud, noisy, squeaky, scary) Point to a monkey. Ask, *What colour is it? Are monkeys always this colour? Is it big or little? Are they always this size? What would it feel like?*

Adverbs

- Brainstorm words that could describe the movement of the animals, e.g. slowly, quickly, smoothly. Ask children to discuss how they think the animals would move. Ask children to demonstrate the movement of selected animals, e.g. slither like a snake; slither slowly/quickly.

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 just discussing each animal in isolation, 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:

- Primates—monkey, orangutan, chimpanzee, baboon
- Monkey—fur, swinging
- Giraffes/zebras/oxen—grassy plains, hooves
- Australian animals—kangaroo, koala, emu
- Kangaroos—pouches, joey
- Wombats—burrows, scratches, claws
- Reptiles—lizard, snake, turtle, tortoise, crocodile/alligator
- Reptiles—cold-blooded, scales, eggs
- Snakes—venom, bite, scales, forked tongue, slither, fangs
- Birds—feathers, beaks, wings, eggs, nests, claws
- Aviary—flight, wings, swoop
- Fly, walk, climb, crawl, hop, slither, swim
- Butterfly enclosure—hot, humid, steamy, tropical
- Butterflies—wings, antennae, caterpillars, cocoons
- Big cats—lion, tiger, leopard, cheetah
- Lion/tigers/cheetahs/leopards—big, meat-eaters, stalk their prey, predators
- Lions—mane, claws, roar, fur
- Bears—polar bears, brown bears
- Bears—claws, sharp teeth, fur, large
- Seals, otters, penguins—water
- Elephants—trunks, floppy ears, grey
- Mammals—warm-blooded, feed their young
- Wild animals—prey, capture, stalk, predators

- Zoo—zookeepers, enclosures, wildlife, cages
- Zoo—admission, entrance, exit, souvenir shop
- Animals—endangered, extinct
- Life cycle—metamorphosis, infant, adult
- Animals—mammals, reptiles, amphibians, birds, fish
- Animals—native, wild, captured, released

Language of size

- Discuss words related to size, e.g. bigger, smaller, larger, taller, shorter, longer, thinner, thicker. Ask children to discuss the animals in the picture in relation to size, e.g. Ask, *Can you find an animal that is bigger/smaller than a lion? Can this same animal be a different size?* (baby/ infant/adult) Look at the bears and discuss different sizes. Ask children to find animals that are the same size/a different size.

Thinking beyond

Inferring

- Point to individual animals in the picture and say, *What do you think this animal has just been doing? Why? What do you think it will do next? Why? What makes you think this? What type of place do you think this animal would live in? Why? Why are the snakes kept in covered enclosures/spaces? Why is there a glass enclosure around the tigers/lions? Why are the birds in an enclosed cage? Why are the tigers and lions in a different enclosure to the polar bears?*

Cause and effect

- Point to the picture and say, *What happens when an elephant sucks water into its trunk?*

Clothing (pp. 10–11)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Ask, *What is this a picture of? What things can you see in the picture?*
- Point to the shoes. Say, *These are called shoes.* Ask children to point to their shoes. Ask, *What are shoes for? Where do we put them? Why do we wear shoes? How many different types of shoes can you see in this picture?* Count all the shoes with the children.
- Discuss and categorise the different types of shoes in the picture by the season in which they would be worn. Say, *Some shoes are for winter and some are for summer.* Ask children to point to/identify which shoes are for summer and which are for winter. Ask, *Why do you think/how do you know they are summer/winter shoes? What makes them good summer/winter shoes? Do you have a pair of shoes like these?*
- Discuss and categorise shoes by: how they are fastened (e.g. buckles, shoelaces, Velcro, slip-on); whether they are worn inside or outside, or both.

- Point to the tops. Say, *These are called tops.* Ask children to point to their top. Ask, *What are tops for? Why do we wear tops? How many different types of tops can you see in this picture?* Count them with the children. Discuss and categorise the different types of tops (e.g. T-shirts, long- and short-sleeved shirts, jumpers, windcheaters, skivvies, tracksuit tops).
- Discuss and categorise the tops by the season in which they would be worn. Ask children to point to/identify which tops are for summer and which are for winter. Ask, *Why do you think they are summer/winter tops? What makes them a good summer/winter top?*
- Discuss and categorise tops into: everyday tops/ going-out tops; how they are fastened (buttons/ no buttons).
- Repeat the questioning and discussion for pants, skirts and dresses.
- Point to the coats. Say, *These are called coats.* Ask children if they have a coat. Ask, *What are coats for? Why do we wear coats? How many different types of coats can you see in this picture?* Count them with the children. Say, *Coats are usually worn when it's cold.*
- Point to the accessories. Say, *These are all the extra things we can wear. How many different types of scarves/hats/jewellery can you see in this picture?* Count them with the children. Discuss and categorise them into scarves, hats, jewellery. Discuss their function and purpose.
- Point to the pyjamas, slippers and dressing gown. Ask, *What are these called? When do we wear them?*

Singulars/plurals

- Point to the shoes. Discuss the concept of 'pair'. Say, *When we have two shoes we can say, 'I have a pair of shoes'.* Count how many pairs of shoes can be found on the page.

Verb tenses: past, present, future

- Role-play actions associated with verb tense. Say, *Pretend you have a coat on, and button it up.*
- Discuss the word 'put' in the context of different tenses. Say, *I put my shirt on. I will put my shirt on. I have put my shirt on.*
- Model verb tense related to putting on the items in the picture. Point to the shoes. Say, *If you are going to tie your shoelaces, you say, 'I am going to tie my shoelaces'. If you are tying your shoelaces, you say, 'I am tying my shoelaces'. If you have finished tying them, you say, 'I have tied my shoelaces'.* Continue modelling verb tenses as the children are highlighting items in the picture. Some of the possible verb tenses are:

Past	Present	Future
she dressed she was dressing	she is dressing she dresses	she will dress
he tied he was tying	he is tying he ties	he will tie
she buttoned she was buttoning	she is buttoning she buttons	she will button
he zipped he was zipping	he is zipping he zips	he will zip
she fastened she was fastening	she is fastening she fastens	she will fasten
he pulled he was pulling	he is pulling he pulls	he will pull
she wore she was wearing	she is wearing she wears	she will wear

Adjectives

- Point to various items and brainstorm words that describe them. The adjectives may relate to: colour (e.g. red, blue, green); quantity (e.g. some, a lot); size (e.g. big, small, tiny, large); texture (e.g. smooth, soft, fluffy, furry, woolly). Point to different items of clothing and ask children to say what the items look and feel like.

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 just discussing each item of clothing in isolation, discuss that they are all shoes, tops, coats etc. Discuss similarities and differences between them, e.g. the sandals and gumboots are shoes; gumboots and raincoats are worn when it is raining. This enables children to extend their vocabulary beyond the picture and build up a bank of related words. Here are some examples:

- Shoes—gumboots, thongs, sandals, school shoes, sneakers, high-heeled shoes, slippers,
- Shoes—shoelaces, slip-on, buckles, Velcro
- Gumboots—mud, rain, slip-on
- Tops—T-shirt, shirt (long sleeved and short sleeved), jumper, windcheater, skivvy, tracksuit top
- T-shirts—plain, printed
- Coats—raincoat, big woolly coat, going-out coat
- Skirts—denim skirt, long skirt, short skirt
- Pants—good pants, tracksuit pants, jeans
- Material—wool, denim, cotton, cloth
- Dresses—sundress, long sleeved winter dress, sleeveless dress (sundress)

- Underclothes—sock, pants, singlets
- Accessories—sunhat, beanie, snow hat, cap, scarf, earrings, jewellery, bracelets, rings, necklaces, glasses, sunglasses
- Glasses—reading, sunglasses
- Night clothes—dressing gown, pyjamas, slippers
- Swimming—bathers, swimmers, goggles, towels, swim suit

Spatial vocabulary

- Brainstorm spatial vocabulary relevant to getting dressed (up, down, on, under, over, in, out, through). Ask children to role-play situations such as pulling their socks up and down, taking their jumpers on and off. Discuss spatial language as children are doing the tasks.

Sequencing vocabulary

- Discuss words that relate to when things happen, e.g. before, after, morning, afternoon, night, first, next, then, before, after, finally, last. Look at the picture and discuss possible sequences of events that have happened or will happen when getting dressed/undressed, e.g. discuss children's routines in the morning before school/after school/before bed. Ask, *When do you put on your night clothes? Do you get dressed before or after breakfast?* Discuss the order of events when getting dressed/undressed. Ask, *What do you put on before you put on your shoes?*

Thinking beyond

Inferring

- Ask questions about different items in the picture. Say, *This is a picture of a coat. When would be the best time to wear it? Who would wear these clothes? What makes you think this? When would be the best time to wear sandals? Why? If you could only take three items of clothing to the snow, which ones would you take? Why?*

Cause and effect

- Point to the picture and say, *What would happen if you wore a coat in summer? What would happen if you wore a swimming costume in winter? How would you feel if you wore gumboots in summer? What would happen if you wore sandals when it was raining? Why are you warm when you wear a coat?*

Transport (pp. 12–13)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Say, *This picture shows different ways in which we can travel.* Point to the air travel pictures and ask, *How do these vehicles travel/move/get from one place to another? Say, These pictures show some of the ways in which we can travel in the sky.* Point to individual components of the air transport pictures (e.g. wings, balloon) and discuss. Ask, *What is this called? Why is it needed? How does it help? Have you seen something similar to this? Where? What other vehicles do we use to travel in the sky?* Repeat for the water travel, road travel and track travel pictures.
- Focus on each type of transport and discuss how they can be categorised (e.g. water transport—all the pictures show things that travel on, in or through water; air transport—all the pictures show things that move through the air/sky; road transport—all the pictures show things that travel on roads; track transport—all the pictures show things that travel on a track).
- Within each transport type, discuss similarities and differences of the vehicles in appearance, method of movement and purpose, e.g. *A yacht and a hovercraft travel on water. A yacht is powered by the wind and the hovercraft is powered by a motor/engine. A hot-air balloon is used for sightseeing, but a plane is used to transport people between cities and countries. A bus is used to transport large numbers of people, but a truck is used to transport goods. A tram and a train both travel on a track.*
- Look at each transport type and discuss who travels in the vehicles and when. Ask, *When would you travel on/in a bus/car/train/tram/yacht/truck? Why would you travel in these vehicles? Who is most likely to travel in/on them? Who can use/drive them?* (i.e. children can ride bikes but they can't drive a car) *How fast do these forms of transport go? What rules do you need to follow when you travel on these forms of transport? What do you have to be careful of when you are travelling in/on them?*
- Discuss how many people can travel on the different vehicles, e.g. *Many people can fit on a ship, but only a few people can fit in a row boat.*
- Sing songs related to the movement of different vehicles, e.g. 'The wheels on the bus go round and round'.

Singulars/plurals

- Point to the items in the border around the picture. Point to the truck and say, *I can see one truck.* Discuss what you would say if there were two or more of the objects.
- Discuss and model plural words that are formed by adding 's', e.g. car/cars, train/trains, plane/planes, yacht/yachts, boat/boats.
- Discuss other words that can be used to show that there is one or more than one, e.g. many cars, one car.

Verb tenses: past, present, future

- Point to the individual modes of transport and discuss how they move, e.g. say, *A car drives on a road.*
- Model verb tense related to the ways that the different vehicles move, e.g. *The plane is flying. The plane has flown. The plane will fly.* Some of the possible verb tenses are:

Past	Present	Future
we drove we were driving	we drive we are driving	we will drive
I flew I was flying	I fly I am flying	I will fly
she sailed she was sailing	she is sailing she sails	she will sail
we chugged we were chugging	we are chugging we chug	we will chug
I floated I was floating	I am floating I float	I will float
she sped she was speeding	she is speeding she speeds	she will speed

Adjectives

- Point to various items and brainstorm words that describe each item. The adjectives may relate to: colour (e.g. yellow, red, brown); size (e.g. big, small, tiny, large); texture (e.g. smooth, soft, hard); smell (e.g. fuel). Point to the train. Ask, *What colour is it? Are trains always this colour?*

Adverbs

- Brainstorm words that could describe how the different types of transport move, e.g. slowly, quickly, fast, smoothly.

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 just discussing each method of transport in isolation, discuss that they all are related to 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:

- Air transport—jumbo jet, small plane, spacecraft, hot-air balloon, helicopter
- Propellers—helicopter, plane
- Planes—sky, fly, air, wind, fast, airport, pilot
- Airport—runways, terminals, air traffic controller, security, baggage, luggage, conveyer belts, metal detectors
- Airport travel—domestic, international
- Space shuttle—space, atmosphere, moon, planets, landing, take off

- Water travel—hovercraft, boat, yacht, canoe, rowing boat, ocean liner, submarine, ferry, cargo ship
- Water travel—buoys, bollards, channels, navigation
- Submarine—underwater, telescope, radar
- Boats—lifejackets, engines, oars, bucket
- Boats—tankers, oil, vessel, powerboat, sail boat, paddle boat, fishing boat
- Row boats—oars, life jackets
- Yacht—sails, rudder, mast, keel, jib, mainsail, hull
- Steering wheels—car, van, bus, truck, semi-trailer, motorbike, taxi
- Road—car, van, bus, truck, semi-trailer, bike, motorbike, taxi, scooter
- Cars—steering wheel, seats, speedometer, lights, head rest, airbags, petrol gauge, seatbelt, radio, CD player, odometer, car boot, engine, wheels, tyres, petrol cap, indicator
- Road—car, bike, scooter
- Crew, captain, passengers, driver
- Tracks—train, tram, train tracks/lines, tram tracks/lines
- Trains—steam, locomotives
- Station—platform, ticket, timetable, conductor, attendant, announcements
- Boat—cabin, deck, starboard (right), port (left), stern, mast, sails
- Cockpit—plane, pilots, instruments

Spatial vocabulary

- Brainstorm spatial vocabulary in relation to movement (e.g. up, down, on, under, over, in, out, through, past, next to, far away). Say, *A plane is in the sky. A plane is on the ground. The train goes through a tunnel. The submarine is under the water.*

Language of size

- Discuss words related to size, e.g. bigger, smaller, larger, wider, taller, longer, shorter, higher, lower. Ask children to compare methods of transport in relation to size. Ask, *Which form of transport is the biggest in size? (ocean liner) Why? How do you know?* Repeat for smallest. Give other examples, say, *The jumbo jet is bigger than the small plane. The row boat is smaller than the ocean liner.* Ask children to look at the different forms of transport and categorise: big in size and small in size. Order the transport from largest to smallest.

Thinking beyond

Inferring

- Point to the different types of transport and ask, *Which one would you choose to get to...? Why?*

Cause and effect

- Point to the picture and say, *What happens when a train stops at a station? If you were in a yacht and there was no wind, what would happen? How could you get wet if you were on a boat?*

Minibeasts (pp. 14–15)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Ask, *What can you see? Say, This is a picture of lots of little animals. They are called minibeasts. Scientists call them invertebrates because they do not have a backbone.*
- Point to the picture. Ask, *What minibeasts can you see that are flying? What are they doing? Can you find them anywhere else in the picture?*
- Point to the picture. Ask, *What minibeasts can you see that are on the ground? What are they doing? Can you find them anywhere else in the picture?*
- Point to the picture. Ask, *Can you see some minibeasts that are on some plants/log? What are they doing? Can you find them anywhere in the picture?*
- Point to each minibeast and discuss physical features, e.g.
 - bee—three body parts (head, thorax, abdomen), wings, antennae, proboscis (curled tongue), compound eyes, six legs, (stinger)
 - ladybug—three body parts (head, thorax and abdomen), black spots on wings, six legs, antennae
 - wasp—three body parts (head, thorax and abdomen), stinger, wings, antennae, six legs, coloured bands
 - fly—three body parts (head, thorax, abdomen), two wings, six legs
 - butterfly—three body parts (head, thorax, abdomen); eyes, two knobbed antennae or feelers, two pairs of wings, feet (taste with feet), six legs, proboscis (curled tongue)
 - moth—three body parts (head, thorax, abdomen), eyes, two feathery antennae or feelers, two pairs of wings, six legs, feet (taste with their feet), proboscis (curled tongue)
 - mosquito—three body parts (head, thorax, abdomen), mouthpart, antennae, compound eyes, six legs, wings
 - ant—three body parts (head, thorax, abdomen), mandibles (strong jaws), antennae, compound eyes, six legs
 - slater—segments, antennae, many legs
 - earwig—pincers, claws, wings
 - caterpillar—three body parts (head, thorax, abdomen), mouth, mandible (jaws for munching), antenna, stemmata (eyelets), lots of legs, jaws for munching, legs, spinules (minute spines)
 - worm—mouth, body, segments, anterior (front end), posterior, clitellum (band on worm)
 - centipede—many legs, antennae, compound eyes, legs, pincers, spiracle (each body segment)
 - spider—two body parts (head, abdomen), eight legs, eight eyes, fangs, spinnerets (where the silk comes from)
 - snails—antennae, eyes, radula (ribbon-like tongue), tentacles, foot, head, shell
 - slug—no shell

- Discuss collective nouns, e.g. swarm of bees/flies/wasps, colony of ants

Singulars/plurals

- Point to the minibeasts in the border around the picture. Find the minibeasts in the picture and model correct language, e.g. *I can see one bee. I can see three bees.*
- Discuss and model plural words that are formed by adding 's', e.g. snail/snails, ant/ants, worm/worms, spider/spiders.
- Discuss other words that can be used to show that there is one or more than one, e.g. one ant, many ants.

Verb tenses: past, present, future

- Point to the individual minibeasts. Say, *What is this bee doing?* Discuss possible actions, e.g. flying, stinging, buzzing, landing. Repeat for the remaining creatures (e.g. snail/slug—slides, glides; spider—spins, crawls, climbs; butterfly and moth—flies, flutters; ant—nips, bites, gathers, scurries, crawls; worm—slides, slithers, burrows; caterpillar—creep, crawls; earwig—bites, nips, scurries; fly—buzzes, flies, darts; bee/wasp—buzzes, flies, hovers, builds, stings, lands; spider—spins, bites, crawls, creep, climbs, scurries).
- Model verb tense related to the actions of the animals in the picture, e.g. *The bee is flying. The bee flew. The bee will fly.* Continue modelling verb tense as the children highlight animals in the picture. Some of the possible verb tenses are:

Past	Present	Future
the bee/wasp stung the bee was stinging	the bee/wasp is stinging the bee/wasp stings	the bee/wasp will sting
The spider spun the spider was spinning	the spider is spinning the spider spins	the spider will spin
the snail slid the snail was sliding	the snail slides the snail is sliding	the snail will slide
the ant scurried the ant was scurrying	the ant scurries the ant is scurrying	the ant will scurry
the caterpillar crawled the caterpillar was crawling	the caterpillar crawls the caterpillar is crawling	the caterpillar will crawl
the butterfly fluttered the butterfly was fluttering	the butterfly is fluttering the butterfly flutters	the butterfly will flutter
the slater rolled the slater was rolling	the slater rolls the slater rolls	the slater will roll

Adjectives

- Point to various minibeasts and brainstorm words that describe them. The adjectives may relate to: colour (e.g. red, blue, green, yellow, orange, grey, black, purple, white, brown); quantity (e.g. a lot, a few); size (e.g. big, small, tiny, mini); texture (e.g. smooth, furry, slimy, hairy, slippery, scaly, hard, soft). Point to a bee. Ask, *What colour is it? Are bees always this colour?* Ask children to describe the difference between the bee and the wasp.

Adverbs

- Brainstorm words that could describe the movements of minibeasts, e.g. slowly, quickly. Ask children to compare the movements of different minibeasts, e.g. a snail compared to a fly. Categorise all minibeasts as either slow or quick moving.

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 just discussing each minibeast in isolation, discuss similarities and differences. Encourage children to categorise minibeasts according to how they look or move or where they are found. This enables children to extend their vocabulary beyond the picture and build up a bank of related words. Here are some examples:

- Insect parts—six legs, three body parts (head thorax, abdomen), antennae
- Insects that fly—bee, fly, wasps, dragonfly, butterfly, mosquito, moth
- Insects that bite—bee, wasp, mosquito, spider, ant
- Camouflage—moth, caterpillar, spider, praying mantis
- Spider—eight legs, two body parts, eight eyes
- Spiders—webs, silk, spiderlings (baby spiders), egg sac, fangs, spinning, spinnerets
- Bee—wings, antennae, stinger, eyes, three body parts, abdomen, six legs
- Bee—flowers, pollen, honey, hive, beekeeper, honeycomb
- Caterpillar—life cycle, caterpillar (larva), (chrysalis) cocoon, butterfly/moth
- Caterpillar—mouth, mandible (strong jaws), antenna, stemmata (eyelets), lots of legs, spinules (minute spines)
- Worm—compost, garden, soil, leaves
- Worm—mouth, body, segments, anterior (front end), posterior, clitellum (band on worm)
- Moth—eyes, antennae /feelers, wings, body, legs, feet, proboscis (curled tongue)
- Ants—mandibles (strong jaws), antennae, compound eyes, legs
- Snail—shell, moist, slimy, spiral, coil

Spatial vocabulary

- Brainstorm spatial vocabulary with children when discussing location of the minibeasts in the picture (e.g. up, down, on, under, over, in, out, through, behind, in front of, between, past, next to, far away, inside, outside). Say, *The wasp is near the snail. Is the wasp above or below the snail? Can you find two minibeasts that are on a leaf? What minibeast goes inside its house when touched?*

Thinking beyond

Inferring

- Point to individual minibeasts in the picture and say, *Why do you think the spider has spun its web here? What minibeasts might be in the cocoon? Why do you think this? Why might bees like flowers? What minibeast carries its home around with it?*

Cause and effect

- Point to the picture and say, *What will happen if you step on a bee? What will happen if you touch a snail/slater? Why?*

Kitchen (pp. 16–17)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Ask, *What is this a picture of? This is a picture of a kitchen and all the things you can find in a kitchen.*
- Point to each individual item (cup, mug, glass, plate, bowl, knives, forks, spoons, teaspoons, wooden spoons, toaster, stove top, oven, oven tray, cake rack, microwave, blender, mixer, hand beater, fridge, dishwasher, detergent, dishcloth, freezer, sink, taps, tea-towels, pot holder, serviettes/napkins, salt and pepper shakers, pot, pan, frying pan, kettle, teapot, tongs, spatula, jug, egg cups, place mats, bin, salad bowl, salad servers, tablecloth, cake plate, canisters, fruit bowls, bench, cupboards, handles, chopsticks, wok, curtains, power point). Ask, *What is/are this/these? What is/are this/these called? What is/are this/they used for? How would you use this/these?* Point to individual items and ask, *Do you have ... in your kitchen at home? Where is it kept? Who uses the utensil/appliance? Is it safe to use by yourself? What other things in your kitchen are similar to this?*
- Point to items in the picture and ask children to find items that are specific to a task. For example, ask, *What items in the picture can be used to drink from? What items can you use to put food on? What items can you use to put food in? What items can you use to mix food?* Categorise items into things for cooking, eating, storing food, cleaning up and serving. Discuss the similarities and differences between the items, e.g. a cup and a glass are both used for drinking out of, but you would use them for different kinds of drinks. A fork, knife and spoon are all used for eating; but the knife is used for cutting, a fork is used to stab and then pick up food, and a spoon is used to either stir or scoop food/liquid up.

- Point to the picture. Ask, *What things do you have to be careful of when you are in a kitchen?* (e.g. stove, knives) *Why?*

Verb tenses: past, present, future

- Point to utensils/appliances and model verb tense, e.g. *I ate my breakfast. I am eating my lunch. I will eat my dinner.* Some possible verb tenses are:

Past	Present	Future
I spilt I was spilling	I spill I am spilling	I will spill
he ate he was eating	he eats he is eating	he will eat
she cooked she was cooking	she cooks she is cooking	she will cook
I poured I was pouring	I pour I am pouring	I will pour
he burnt he was burning	he burns he is burning	he will burn
she drank she was drinking	she drinks she is drinking	she will drink
I chopped I was chopping	I chop I am chopping	I will chop
he diced he was dicing	he dices he is dicing	he will dice
she mixed she was mixing	she mixes she is mixing	she will mix
I heated I was heating	I heat I am heating	I will heat
he fried he was frying	he fries he is frying	he will fry
she cleaned she was cleaning	she cleans she is cleaning	she will clean

Adjectives

- Point to 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, long, short, thick, thin, wide).

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 utensil or appliance, 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:

- Cooking—wooden spoon, toaster, oven, stove top, oven tray, range hood, cake rack,

microwave, blender, mixer, hand beater, pot, pan, frying pan, kettle, teapot, tongs, spatula, wok

- Eating—knives, forks, spoons, teaspoons, dessertspoons, chopsticks
- Cutlery—knives, forks, spoons, teaspoons, dessertspoons, chopsticks
- Storing food—fridge, freezer, salt and pepper shakers, canister, fruit bowl, cupboards
- Utensils—tools, equipment, apparatus
- Cleaning up—dishwasher, detergent, dishcloth, sink, taps, tea-towels, serviettes/napkins, bin, exhaust fan
- Serving—cup, mug, glass, pot holder, jug, egg cup, plate, bowl, coaster, place mat, tablecloth, salad bowl, salad servers
- Knife—sharp, cuts, shiny, pointed, serrated
- Kettle—boil, steam, water, hot, pour
- Spoon—stir, dish, eat, scoop, measure
- Measure—millilitres, litres, grams, kilograms, teaspoon, cup, half, quarter, tablespoon
- Containers—cartoon, bottle, box, canister
- Napkins—serviette
- Kitchen—floor, cupboards, windows, ceiling, doors
- Utensils—metal, wooden, glass, plastic
- Glass—drinking cup, window, bottle
- Temperature—hot, cold, warm, lukewarm, cold, freezing
- Table—manners, setting
- Gauge—timer, temperature

Spatial vocabulary

- Brainstorm spatial vocabulary with children (e.g. up, down, on, under, over, in, out, through, around, beside, behind, in front of, near, between, past, next to, far away from).
- Point to various utensils/appliances that demonstrate spatial concepts, e.g. the placemat on the table. Say, *The placemat is on the table. What else is on the table? Where are the knives and forks? What is on the shelves? What is beside the sink? What is above the stove? What is near the fridge?*
- Point to the knives and forks on the table. Discuss their placement, e.g. the knife is placed to the right of the plate, and the fork is placed on the left of the plate.

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 bowls and say, *This bowl is bigger than that one.*
- Discuss/compare sizes of utensils, e.g. look at the canisters and ask, *Which one is smaller? Which one is bigger? Look at the bowl and ask, Which one has more fruit in it?*

Sequencing vocabulary

- Discuss words that relate to when things happen, e.g. before, after, morning, afternoon, night, beginning, middle, end. Discuss words related, e.g. breakfast, lunch, snack, dinner, supper, dessert.
- Discuss the sequence of meals throughout the day. Look at different aspects of the scene and discuss possible sequences of events that have happened or will happen before, during and after a meal. Use sequencing language, e.g. first, next, then, before, after, finally. Say, *What do you do when you set the table? What do you put on the table first/next ...?*
- Discuss sequencing vocabulary (first, second, third) related knives, forks and spoons. Say, *The first thing you do when you sit at the table is pick up your knife and fork. When you begin to eat a bowl of ice-cream, the first thing you do is pick up your spoon. The next thing you do is scoop up some ice-cream, etc.*

Thinking beyond

Inferring

- Point to the picture and say, *This is a picture of a kitchen. Why is some food kept in the fridge? Why are there napkins on the table? Why do we use a pot holder to take things out of the oven? Why do you put your drink in a glass rather than on a plate? Why would you turn the pot handles away from the edge of the stove?* Point to the cupboards/drawers. Ask, *What might be kept in this cupboard? What makes you think this?*

Cause and effect

- Point to the spill on the floor. Ask, *What could happen if someone walked on this?*
- Point to the freezer. Ask, *What would happen if you took some ice-cream out of the freezer and left it on the kitchen bench?*
- Point to the stove. Ask, *Why are the tea-towels away from the stove?*

Suburban Street (pp. 18–19)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Ask, *What is this a picture of?* Say, *This is a picture of a street with houses, flats, cars and people.* Ask, *What things can you see in the picture?* (houses, cars, flats, people, a bike, animals, street light, bus stop/shelter, power lines, mailboxes, footpath, gutter, drain, fences, backyards/garden, front yards/garden, carports, garages, shop, bins, driveway, fire hydrant). Discuss with the children where they live, e.g. in a house/unit/flat, street name, suburb, etc.
- Discuss words associated with the picture—neighbourhood, neighbour, next door, community, family.

- Point to individual structures (street light, bus stop/shelter, power lines, mailboxes/letter boxes, footpath, gutter, drain, fences, carports, garages, driveway, fire hydrant) and ask, *What do you call this? What is it used for? Have you seen one of these before? Where have you seen it? What would happen if it/they was/were not in a street?* For example, point to the gutter. Say, *This is a gutter. It helps to take rainwater to the drains.* Point to the street light. Say, *This is a street light. It helps to shine light on the footpath and street when it is dark.* Point to the bus stop. Say, *This is a bus stop. This is where you wait if you want to catch a bus.*
- Point to the buildings—shop, double-storey house, single-storey houses, flats. Discuss similarities and differences between them (size, storeys, materials they are made of, function). Point to one of the brick houses. Ask, *What is this house made from?* Say, *It is made of brick.* Ask, *Can you see any other houses that are made from bricks?* Point to the flats. Ask, *What are flats? How many families do you think live in these flats?* Look at the front yard and backyard of various houses. Discuss the purpose of a yard and the types of things that you find in a yard.
- Point to the footpath/road/driveways. Discuss safety issues related to these. Say, *When we walk, it is safer to walk on the footpath than the road.* Discuss the relationship between where driveways and footpaths cross over. Say, *When you are walking along a footpath, you need to watch out for cars that might be coming out of or going into their driveways.*

Singulars/plurals

- Point to the people and objects and discuss singular/plural language. Point to a boy. Say, *Here is a boy. If there were two boys, you could say, 'Here are the boys'. Sometimes we add 's' to the end of a word to show that there is more than one.*
- Discuss and model plural words that are formed by adding 's', e.g. house/houses, brick/bricks, street light/street lights.

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).
- Discuss times when we would use 'she'. Say, *We use 'she' when we are talking about a girl.* Model the use of the word 'she' when pointing to a girl.
- Discuss times when we would use 'he'. Say, *We use 'he' when we are talking about a father.* Model the use of the word 'he' when pointing to the father.
- Discuss and model times when we would use 'they'. Point to the family. Say, *They are getting out of the car.*

Verb tenses: past, present, future

- Point to the people and objects in the picture and ask questions related to verb tense, such as *What are these boys doing? The boys are running. What is the dad doing? He is unpacking the groceries. What is this car doing? The car is driving down the street.*

Past	Present	Future
I walked I was walking	I am walking I walk	I will walk
she drove she was driving	she is driving she drives	she will drive
he lived he was living	he is living he lives	he will live
they rode they were riding	they are riding they ride	they will ride

Adjectives

- Point to various items and people in the picture and brainstorm words that describe them. Adjectives may relate to: colour (e.g. red, yellow, purple); quantity (e.g. single, double); size (e.g. big, tall, small, tiny, large, long, short); texture (e.g. smooth, soft, solid). Ask children to use 'feels like' and 'looks like' words to describe the footpath (e.g. The footpath is curved and solid.)

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 building in isolation, 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:

- Houses—single storey, double storey, bricks, wood
- Houses—dwellings, address, live, residence
- Neighbourhood—street, suburb, town, city, state/territory, country
- Buildings—roof, door, window, skylight, veranda, doorstep, stairs
- Houses—carport, garage, fence, garden, driveway, mailbox/letter box, doorbell
- Garden—backyard, front yard, grass, trees, bushes
- Houses—rooms, kitchen, living room, laundry, bathroom, bedrooms, cellar, attic
- Letter box—postman, letters, stamps, post, mail, mail van, address, send, receive
- Roads—street, court, road, freeway, highway, lane
- Roads—speeds, signs, lights
- Road—gutter, curb, footpath, bus stop, bus shelter, street light, electricity wires, drain, fire hydrant

- Concrete—gutter, path, driveway
- People—boy, girl, baby, mum, dad
- Car, bus, bike, pram—wheels, transport
- Pets—dog, cat, fish, horse, guinea pig, rabbits

Spatial vocabulary

- Brainstorm spatial vocabulary with children as you discuss the locations of items in the picture (e.g. up, down, on, under, over, in, out, through, behind, in front of, near, beside, between, past, next to, far away, inside, outside). Ask, *Is the double-storey house next door to the single-storey house? Is the bus shelter in front of the shop?* Point to a house and ask children to direct you to the bus shelter (e.g. Go out the front door and down the street).

Sequencing vocabulary

- Discuss words that relate to when things happen, e.g. before, after, morning, afternoon, night, first, next, then, finally. Look at the picture and discuss possible sequences of events that have happened or will happen, e.g. *Do you think the picture is in the morning or in the afternoon? Why?* Point to the man getting the groceries out of the car. Ask, *What do you think he is going to do next?*

Thinking beyond

Inferring

- Point to the picture and say, *Where do you think these people are going? Why is there a bus stop in the street? Where could the bus go to? Who do you think would live in this single-storey house? Who might live in the flats? Why do you think this? What might the shop sell?*

Cause and effect

- Point to the picture and say, *What would happen if the street lights went out? What would happen if the bus did not come? What happens when you ring a doorbell?*

Occupations (pp. 20–21)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Ask, *What pictures can you see? This shows some of the people who help us.* Point to the picture of the firefighter. Ask, *Who is this? This is a firefighter. What does a firefighter do? How does he/she help us?* Repeat for the doctor, nurse, vet, shopkeeper, police officer, postal worker, teacher and builder.
- Ask, *Are there any other people who help us but are not in these pictures?* Brainstorm others and discuss how they help us.
- Point to the picture with the doctor and nurse. Ask, *What can you see?* (e.g. ambulance, hospital, stethoscope, thermometer, medicine, tablets, syringe, bandage, red cross sign) Ask, *What are these called? What are they used for?*

- Point to the picture with the firefighter. Ask, *What can you see?* (e.g. truck, hose, hat, water, boots, axe, ladder, pants) Ask, *What are these called? What are they used for?*
- Point to the picture with the vets. Ask, *What can you see?* (e.g. dog, cat, rabbit, bird, surgery items, oxygen tanks, blanket, carry basket) Ask, *What are these called? What are they used for?*
- Point to the picture with the shopkeeper. Ask, *What can you see?* (e.g. cash register, money, bag). Ask, *What are these called? What are they used for?*
- Point to the picture with the postal worker. Ask, *What can you see?* (e.g. letters, stamps, postbox, motorbike, postal van, postal tube, letter boxes) Ask, *What are these called? What are they used for?*
- Point to the picture with the builder. Ask, *What can you see?* (e.g. house, building, pencil, hammer, nails, crane, tape measure, bricks, helmet, vest) Ask, *What are these called? What are they used for?*
- Point to the picture with the teacher. Ask, *What can you see?* (e.g. map, whiteboard, computer, books) Ask, *What are these called? What are they used for?*
- Point to the picture with the police officer. Ask, *What can you see?* (e.g. police dog, handcuffs, radio, helicopter, siren, police car) Ask, *What are these called? What are they used for?*

Singulars/plurals

- Discuss and model plural words that are formed by adding 's', e.g. doctor/doctors, builder/builders.
- Discuss other words that can be used to show that there is one or more than one, e.g. one fire truck, many fire trucks.

Gender language and pronouns

- Point to the people in the pictures. Ask, *Who are they? What do you call them?* Discuss gender language (e.g. female, male, woman, man).
- Discuss times when we use 'she'. Say, *We use 'she' when we are talking about a woman.* Model the use of the word 'she' when pointing to the police officer.
- Discuss times when we use 'he'. Say, *We use 'he' when we are talking about a man.* Model the use of the word 'he' when pointing to the shopkeeper.

Verb tenses: past, present, future

- Ask questions related to verb tense about the different people in the picture. Say, *What does this person do to help us? What does a police officer do when there is a robbery?* (The police officer caught the robber. The police officer chases the robber. The police officer will catch the robber.) Possible examples of verb tense are:

Past	Present	Future
he built he was building	he is building he builds	he will build
she fixed she was fixing	she is fixing she fixes	she will fix
he fought (the fire) he was fighting (the fire)	he fights (the fire) he is fighting (the fire)	he will fight (the fire)
she caught she was catching	she is catching she catches	she will catch
he sold he was selling	he is selling he sells	he will sell
she chased she was chasing	she is chasing she chases	she will chase
she delivered she was delivering	she is delivering she delivers	she will deliver
he helps he was helping	he is helping he helps	he will help

Adjectives

- Point to various items and brainstorm words that describe them. Adjectives may be related to: colour (e.g. red, blue, green); size (e.g. big, small, tiny, large, huge, enormous); texture (e.g. smooth, soft, fluffy, furry, wet); smells (e.g. smelly, smoky). Point to the fire truck. Ask, *What colour is it? Are they always this colour? What size is it?* Point to the ambulance. Say, *What colour is it? Is it bigger or smaller than the fire truck?* Ask children to describe the difference between the ambulance and the fire truck.

Adverbs

- Brainstorm words that could describe how an ambulance, fire truck and police car could move, e.g. slowly, quickly. Ask children to suggest when these vehicles might move differently.

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 occupation in isolation, discuss that they are jobs that people can do to help us. 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:

- Firefighter—truck, hose, hat, water, fire, ladder, high, climb, burnt
- Fire truck—wheels, steering wheel, hose, siren, red, ladder
- Doctor/nurse—ambulance, hospital, stethoscope, thermometer, medicine, tablets, injections, bandages, red cross sign
- Ambulance—stretcher, siren, flashing lights, fast
- Builder—houses, buildings, roads, cranes, diggers, hammers, nails, bricks
- Nails—metal, sharp, pointy, bang, flat head, silver/grey
- Shopkeeper—cash register, money, bags
- Money—coins, notes, cents, dollars etc., paper/plastic
- Postal worker—letters, communication
- Letters—envelope, typing, laptop, keyboard, stamp
- Police officer—police car, siren, lights, radio, police dog, handcuffs
- Handcuffs—wrists, attach, key, metal, criminals
- Vet—animals, dog, cat, rabbit, surgery items, oxygen tanks, blankets, cages
- Rabbit—hare, hutch, straw, pellets, water, ears, teeth
- Teacher—learning, maths, reading, writing, school, principal, lunchbox, tables, pencils, books

Sequencing vocabulary

- Discuss words that relate to when things happen, e.g. before, after, morning, afternoon, night, first, next, then, finally. Look at the pictures and discuss possible sequences of events that have happened or will happen, e.g. *What do you do before a shopkeeper gives you change? What do you do after a shopkeeper gives you change?*

Supermarket (pp. 22–23)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Ask, *What is this a picture of? This picture is of a supermarket. What things can you see in the picture?*
 - Point to each section of the supermarket shown and say, for example, *This is the fruit and vegetable section. We can find this in a supermarket. What can you see in this part of the picture?* Look at the other sections (dairy, butcher, bread) and discuss food items that could be found in these sections.
 - Point to items and people in the picture, e.g. shopping trolleys, baskets, bags, freezers, checkout, registers and shop assistants, and discuss their function. For example, ask, *What is this called? Say, This is a shopping trolley/basket. What is it used for? How is it used? This is a shop assistant. What does she/he do? How can she/he help you?*
 - Point to the picture and discuss the meaning of an 'aisle'. Say, *An aisle is a passageway between two areas or displays. Ask, Where else might you find an aisle?*
 - Point to the checkout. Discuss its purpose. Say, *This is where you pay for the things you have bought. Discuss what happens when there are lots of people waiting at the checkout. Say, When there are a lot of people standing at the checkout it is called a 'queue'. Ask, Have you ever been in a queue?*
 - Discuss the types of products found in each section. Ask, *Can you show me where the meat is found? What could you find in this section? What do you do with the items found in this section? You can cook the meat and eat it. Have you been in this part of a supermarket before?* Repeat for all sections.
 - Discuss collective nouns for items in the supermarket, e.g. a bunch of grapes/bananas, a hand of bananas, a row of drinks, a pile of apples, a pile of tomatoes.
- #### Singulars/plurals
- Point to the pictures around the border. Ask children to identify these objects, alone and grouped, in the picture. Find an item and model correct language, e.g. point to the orange. Ask children to point to an orange/some oranges in the picture. Discuss that when we add 's' to the end of a word it changes that word to mean more than one.
 - Discuss and model plural words that are formed by adding 's', e.g. apples/apple, banana/bananas, basket/baskets.
 - Discuss and model singular/plural language where the word changes, e.g. loaf/loaves, tomato/tomatoes, potato/potatoes.
 - Discuss other words that can be used to show that there is one or more than one, e.g. one egg, many eggs, a dozen eggs.

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).
- Discuss times when we use 'she'. Say, *We use 'she' when we are talking about a girl.* Model the use of the word 'she' when pointing to the girl/shop assistant.
- Discuss times when we use 'he'. Say, *We use 'he' when we are talking about the man at the check out.* Model the use of the word 'he' when pointing to the man.
- Discuss and model times when we use 'they'. Point to the mother and her child. Say, *They are shopping.*

Verb tenses: past, present, future

- Ask questions related to verb tense about people's actions in the picture. Point to the man at the checkout. Ask, *What is this man doing? He is buying his food. When he has finished buying the food, we would say, 'He has bought the food'. If he is going to buy food tomorrow, we would say, 'He is going to buy some food'.*
- Discuss past, present and future with the words 'I have seen', 'I saw' and 'I can see'. Discuss what you have seen at a supermarket. Say, *I have seen eggs at the supermarket. I saw eggs at the supermarket.* Discuss that the word 'have' needs to be said before 'seen' to make it past tense. Possible examples of verb tenses are:

Past	Present	Future
I have bought I was buying	I am buying I buy	I will buy
he has paid he was paying	he is paying he pays	he will pay
she has shopped she was shopping	she is shopping she shops	she will shop
I have stacked I was stacking	I am stacking I stack	I will stack
he has placed he was placing	he is placing he places	he will place
she has seen she saw	she is seeing she sees	she will see
I have picked I was picking	I am picking I pick	I will pick
she has pushed she was pushing	she is pushing she pushes	she will push
he has carried he was carrying	he is carrying he carries	he will carry

Adjectives

- Point to various items and brainstorm words that describe them. Adjectives may relate to: colour (e.g. white, brown, red); quantity (e.g. many, lots); size (e.g. big, small, tiny, large); texture (e.g. smooth, soft, slimy, cold, hot, rough); smells (e.g. sweet, sour); tastes (e.g. bitter, sweet, salty, terrible, delicious, tasty). Point to the various items of food. Ask, *What colour are they? Are they always this colour? What do they look like? What do they feel like? What do they taste like? What do they smell like?*

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 them. This enables children to extend their vocabulary beyond the picture and build up a bank of related words. Here are some examples:

- Supermarket—food, different sections, shop, cash registers, shop assistants, trolleys, baskets, money, price tags, bags (environmentally friendly), aisles, shoppers
- Shoppers—people, customers
- Bags—environment, waste, recycling, environmentally friendly, plastic
- Food—meat, fruit, vegetables, bread, milk, yoghurt, cheese, ice-cream
- Fruit—apple, orange, strawberry, watermelon, grapes, kiwifruit, pineapple, bananas
- Vegetables—pumpkin, potato, peas, corn, bean, carrot
- Peas—pod, green
- Health—medicines, bandages
- Hair and beauty—shampoo, conditioner, soap
- Cleaning products—dishwashing detergent, washing powder
- Animal products—toys, food, lead, collar
- Breads—rolls, buns, loaves, slices, brown, wholegrain, rye
- Pasta—spaghetti, ravioli, gnocchi, fettuccine, lasagne
- Sweet aisle—lollies, chocolate, chips, biscuits
- Frozen—ice-cream, vegetables, pies, pizzas

Spatial vocabulary

- Brainstorm spatial vocabulary with children when discussing location of items (e.g. up, down, on, under, in, out, through, behind, in front of, between, past, next to). Ask, *What are the apples next to? What is above the milk?* Ask a child to select an item in the supermarket. Ask the remaining children to ask questions requiring a yes/no response by the child, e.g. *Is it near the milk? No/Yes.*

Quantity language

- Discuss words related to quantity, e.g. bigger, smaller, larger, more, less. Ask children to find examples of these in the picture. Ask, *Can you find something that is bigger/smaller than a trolley?* Point to two trolleys. Ask, *Are there more items in this trolley or this trolley? How can you tell?*

Sequencing vocabulary

- Discuss words that relate to when things happen, e.g. before, after, morning, afternoon, night, first, next, then, finally. Look at picture and discuss possible sequences of events that have happened or will happen. Point to the woman with the trolley. Ask, *What item might this woman put in her trolley next? What makes you think that?*

Thinking beyond

Inferring

- Point to the picture and say, *This is a picture of a supermarket. What do you think happens in a supermarket? Where do you think the coldest place in the supermarket would be? Why?* Point to a shopper. Ask, *What might this person do next? Why?* Point to another shopper. Ask, *What would happen if this shopper lost his/her purse?* Point to the open egg carton. Ask, *Why do you think this egg carton is open?*

Cause and effect

- Point to the picture and say, *What would happen if a shopper dropped a carton of eggs?* Point to a juice bottle. Ask, *What would happen if this bottle fell out of the box?* Point to the milk. Ask, *What would happen if the milk containers did not have lids?*