

Oral Language Book C

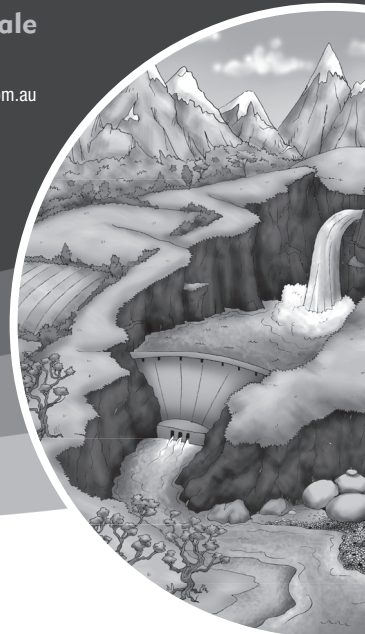


TEACHING NOTES

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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)
Dinosaurs (pp. 2–3)	Nouns, verbs Singulars/plurals
Fruit and Vegetable Garden (pp. 4–5)	Gender language (e.g. she, he) Pronouns (e.g. I, me, they, us)
Shopping Mall (pp. 6–7)	Verb tenses
Construction (pp. 8–9)	Adjectives Adverbs
City (pp. 10–11)	Convergent categorisation Divergent categorisation
Physical Features (pp. 12–13)	Spatial language (e.g. prepositions—in, on)
Fair (pp. 14–15)	Language of quantity and size—e.g. more/less, large/small
Household Items (pp. 16–17)	Sequencing events: * daily, weekly, yearly
Landscape (pp. 18–19)	* time order—e.g. first, next, then, after, before, finally, later; today, yesterday, etc.
Milk (pp. 20–21)	Inferring—emotions and events
Backyard (pp. 22–23)	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...?*

Dinosaurs (pp. 2–3)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Ask, *What things can you see in the picture? Say, This is a picture of prehistoric or ancient creatures that lived a long time ago. They are called dinosaurs. The word 'dinosaur' means terrible lizard.*
- Have children look at the picture. Point to individual dinosaurs on the land (e.g. large-sized land dinosaurs—Apatosaurus, Tyrannosaurus, Stegosaurus, Brachiosaurus, Triceratops; medium-sized land dinosaurs—Ornithomimus, Protoceratops; small-sized land dinosaurs—Compsognathus). Say, *This dinosaur lives on the land. Say, This dinosaur is called an Apatosaurus/Tyrannosaurus/Stegosaurus/Brachiosaurus/Triceratops/Ornithomimus/Protoceratops/Compsognathus. Ask, What does it look like? What colour is it? What do its teeth look like? What coverings does it have on its body?*
- Have children look at the picture. Point to the dinosaurs in the water (Plesiosaurus, Elamosaurus). Say, *This dinosaur lives in the water. This dinosaur is called a Plesiosaurus/Elamosaurus. Ask, What does it look like? What colour is it? What do its teeth look like? What coverings does it have on its body?*
- Have children look at the picture. Point to the dinosaurs that can fly (Pteranodon, Dimorphodon). Say, *This dinosaur is called a Pteranodon/Dimorphodon. Ask, What does it look like? What colour is it? What do its teeth look like? What coverings does it have on its body?*
- Have children look at the three habitats of dinosaurs (water, land, sky). Discuss the similarities and differences between the dinosaurs in each of the habitats (e.g. all dinosaurs that can fly have wings).
- Discuss the type of foods that dinosaurs ate—meat, plants, insects. Say, *A meat-eating dinosaur is called a carnivore. Carnivorous dinosaurs were —Tyrannosaurus, Stegosaurus, Elamosaurus, Dimorphodon, Compsognathus and Pteranodon (Pterodactyl). Ask, How do you think these dinosaurs got their meat? What special body parts would they have needed to help them get meat? Say, A plant-eating dinosaur is called a herbivore. Herbivorous dinosaurs were—Brachiosaurus, Apatosaurus, Stegosaurus, Triceratops and Protoceratops. Ask, How do you think these dinosaurs ate plants? What special body parts would they have needed to help them to collect/reach plants? Say, Dinosaurs that ate plants, animals and insects are called omnivores. Ornithomimus was an omnivorous dinosaur. Ask, How do you think this dinosaur ate plants, animals and insects? What special body parts would it have needed to help it get meat and insects, and to collect/reach plants?*

Verb tenses: past, present, future

- Point to various dinosaurs and model verb tense, e.g. say, *Look at the dinosaur that is eating the leaves. This dinosaur has just caught its prey. The dinosaur will fly.*
- Ask questions related to verb tense. Continue modelling and questioning for remaining dinosaurs.

Past	Present	Future
the dinosaur swam the dinosaur was swimming	the dinosaur swims the dinosaur is swimming	the dinosaur will swim
the dinosaur caught the dinosaur was catching	the dinosaur catches the dinosaur is catching	the dinosaur will catch
the dinosaur ran the dinosaur was running	the dinosaur runs the dinosaur is running	the dinosaur will run
the dinosaur flew the dinosaur was flying	the dinosaur flies the dinosaur is flying	the dinosaur will fly
the dinosaur fought the dinosaur was fighting	the dinosaur fights the dinosaur is fighting	the dinosaur will fight
the dinosaur walked the dinosaur was walking	the dinosaur walks the dinosaur is walking	the dinosaur will walk
the dinosaur attacked the dinosaur was attacking	the dinosaur attacks the dinosaur is attacking	the dinosaur will attack

Adjectives

- Point to various dinosaurs in the picture and brainstorm words that describe them. These adjectives may relate to: colour (e.g. blue, green, brown, beige), size (e.g. big, small, tiny, huge, enormous, gigantic) or texture (e.g. rough, smooth, bumpy, soft, jagged, sharp).

Adverbs

- Brainstorm words that add to the meaning of the verbs previously discussed, e.g. quickly, slowly, fiercely, swiftly, roughly, ferociously.

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 by looking at similarities and differences between them. This

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

- Earth—rocks, limestone, sandstone, coal, sand, mud
- Earth—shells, bones, fossils, skeleton, cast, mould, discovered, eggs
- Dinosaurs—prehistoric, ancient, old, evolve, extinct (65 million years ago), vanished
- Vegetation—forests, ferns, trees
- Fossils—cast, mould, palaeontologists, sedimentary rocks, skeleton, restoration, reconstruction, museum
- Vertebrates—amphibians (land and water), reptiles (eggs laid on land; cold-blooded), mammals, birds
- Ocean/water dinosaurs—Plesiosaurus, Elamosaurus
- Flying dinosaurs—Pteranodon (Pterodactyl), Dimorphodon
- Large-sized land dinosaurs—Apatosaurus, Tyrannosaurus, Stegosaurus, Brachiosaurus, Triceratops
- Medium-sized land dinosaurs—Ornithomimus, Protoceratops
- Small-sized land dinosaurs—Compsognathus
- Carnivores (flesh-/meat-eating dinosaurs)—meat-eating, scaly skin, sharp teeth, claws, bony tail
- Carnivores—victims, prey, tear, slash, hunters
- Carnivorous dinosaurs—Tyrannosaurus, Stegosaurus, Elamosaurus, Dimorphodon, Compsognathus, Pteranodon (Pterodactyl)
- Herbivores (plant-eating dinosaurs)—peaceful creatures, blunt teeth, toothless beak, grinding leaves
- Herbivorous dinosaurs—Brachiosaurus, Apatosaurus, Stegosaurus, Triceratops, Protoceratops
- Omnivores (flesh-/meat-, plant- and insect-eating dinosaurs)—Ornithomimus
- Dinosaur—herd, pack, roam, guard
- Dinosaur—beaks, claws, feet, tail, armour, teeth, horns, wings, leathery skin

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 locations (land, ocean/water, air) and discuss spatial concepts relating to a dinosaur's position. Point to a dinosaur and say, *Let's look at this dinosaur. Ask, Can you see any other dinosaurs that are going over/down/through/under/around/behind/in front of/between/past something?*

Language of quantity and size

- Discuss words related to quantity and size, e.g. huge, enormous, bigger, smaller, larger, wider, taller, tiny, minute. Ask children to find examples of dinosaurs in the picture to match these words, e.g. ask, *Which dinosaur is the smallest dinosaur? Point to the Stegosaurus and ask, Which dinosaur is larger than this dinosaur?*

- Discuss the size of dinosaurs in relation to their position in the picture. Say, *Things are often drawn smaller to make them appear further away.*

Sequencing vocabulary

- Discuss words that relate to when things happen, e.g. first, next, then, before, after, finally. Using the picture, ask questions that develop sequencing vocabulary, e.g. point to the dinosaur in the water and ask, *What do you think this dinosaur will do next? Why?* Point to a dinosaur that is attacking another dinosaur and ask, *What is the first thing that this dinosaur will do? Why?*

Thinking beyond

Inferring

- Point to the picture and say, *This is a picture of what the world might have looked like a long time ago.* Ask, *What do you think the dinosaurs are doing in this picture? What do you think they will do?* Point to various dinosaurs and ask questions related to their physical features, e.g. *Why might this dinosaur have a long neck? Why might this dinosaur have armour? Why might this dinosaur have claws? Why might this dinosaur have bony plates on its back?*

Cause and effect

- Point to the armour on the Stegosaurus. Ask, *Why would this dinosaur need armour?*

Fruit and Vegetable Garden

(pp. 4–5)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Ask, *What things can you see in the picture?* Say, *This is a picture of a garden full of different plants. Trees, flowers, herbs, bushes, grasses, vines and ferns are all plants. Some plants in this picture provide us with food.*
- Point to the fruit and vegetables (e.g. tomatoes, strawberries, beans, peas, carrots, pumpkin, lettuce) and promote discussion. Ask questions about each food that is produced in the garden.
- Point to the tomato plant and say, *This is a plant that grows tomatoes.* Ask, *Can you see a tomato on the plant?* Ask, *What is a tomato? What does a tomato look like? Where else have you seen a tomato?* (e.g. at the shops, at home) *What do you use tomatoes for?* Discuss stages of growth of a tomato plant (seed, seedling, young green tomato, ripe tomato). Ask, *How can you tell if a tomato is ready to be picked from the vine?*
- Point to the strawberry plant and say, *This is a plant that grows strawberries.* Ask, *What is a strawberry? What does a strawberry look like? Where else have you seen a strawberry?* (e.g. at the shops, at home) *What do you use strawberries for?* Discuss stages of growth of a strawberry plant (seed, seedling, young green strawberry, ripe strawberry). Ask, *How can you tell if a strawberry is ready to be picked from the plant?* Discuss the word 'berry'. Ask, *Do you know the name of any other fruit with the word 'berry' in it?* (blueberry, raspberry, boysenberry) *What do you think the word 'berry' might mean?*

- Point to the bean plant and say, *This is a plant that grows beans.* Ask, *Can you see a bean on the plant?* Ask, *What is a bean? Where else have you seen a bean?* (e.g. at the shops, at home) *What do you use beans for?* Discuss stages of growth of a bean plant. Ask, *How can you tell if a bean is ready to be picked? Do you know of any fairytales that have beans in them?*
- Point to the pea plant and say, *This is a plant that grows peas.* Ask, *Can you see peas on the plant? Why not?* Point to a pea pod and say, *This is a pea pod.* Ask, *What do you think might be inside the pea pod? Why?* Ask, *What is a pea? What does a pea look like? Where else have you seen a pea?* (e.g. at the shops, at home) *What do you use peas for?* Discuss stages of growth of peas. Ask, *How can you tell if a pea pod is ready to be picked?*
- Point to the carrot plant and say, *This is a plant that grows carrots.* Ask, *Can you see the carrots? Why not?* Ask, *What is a carrot? What does a carrot look like? What shape is a carrot? Are all carrots the same size? Where else have you seen a carrot?* (e.g. at the shops, at home) *What do you use carrots for?* Discuss stages of growth of carrots. Ask, *How can you tell if a carrot is ready to be pulled from the ground?*
- Point to the pumpkin plant and say, *This is a plant that grows pumpkins.* Ask, *Can you see a pumpkin on the plant?* Ask, *What is a pumpkin? Where else have you seen a pumpkin?* (e.g. at the shops, at home, Halloween) *What do you use pumpkins for?* Discuss stages of growth of pumpkins. Ask, *How can you tell if a pumpkin is ready to be picked? How big do you think pumpkins might grow?*
- Point to the lettuce and say, *This is a lettuce plant.* Ask, *What is lettuce? Where else have you seen a lettuce?* (e.g. at the shops, at home) *What do you use lettuce for?* Discuss stages of growth of a lettuce plant. Ask, *How can you tell if lettuce is ready to be picked? How do you pick lettuce? Have you seen lettuce that looks different from this? What is it called?*
- Point to each of the fruit trees (orange, apple, pear, lemon, apricot, banana). Ask, *What is this called? Have you tasted this fruit? How does it grow? How do you eat it?* Discuss words relevant to each fruit (e.g. seeds, pips, skin, peel, pith, core, stone).
- Point to the flowers (rose, daffodil, pansy). Say, *This is called a rose/daffodil/pansy.* Look at the different parts of the flower (e.g. roots, stem, petals, leaves, stamen—contains pollen, stigma—receives pollen).
- Point to each section of the plants (e.g. stem, leaves, branch, fruit/vegetable, roots, seeds, thorn, prickle, trunk, sucker, bulb) and discuss.
- Discuss what the plants (tomatoes, strawberries, beans, peas, carrots, pumpkin, lettuce, fruit trees) need to grow and survive (e.g. water, sunlight, soil).
- Discuss items in the garden (e.g. soil, dirt, mulch, garden beds, bark, creepers, flowers, grass). Ask, *What is this called? Where have you seen this before?*

- Discuss the foods that contain these fruit and vegetables (e.g. strawberry—strawberry sundae, fruit salad, strawberry jam, jam tart, strawberry jam doughnut).

Singulars/plurals

- Point to the objects in the border around the picture. Ask children to find these objects, alone or grouped, in the picture. Locate an item and model correct language. Point to a strawberry and say, *I can see one strawberry.* Point to a group of strawberries and say, *I can see several strawberries. Sometimes we add 's' to the end of words to show that there is more than one.*
- Discuss other words that can be used to show that there is one or more than one, e.g. one banana, a single banana, a bunch of bananas, many bananas, lots of bananas.

Verb tenses: past, present, future

- Ask questions related to verb tense about growing and eating the fruit and vegetables in the picture.
- Point to various plants and model verb tense, e.g. say, *I ate a strawberry. I am eating a strawberry. I will eat a strawberry.* Continue modelling other verb tenses that relate to eating and growing fruit and vegetables.

Past	Present	Future
it grew it was growing	it grows it is growing	it will grow
I ate I was eating	I eat I am eating	I will eat
I picked I was picking	I pick I am picking	I will pick
I planted I was planting	I plant I am planting	I will plant

Adjectives

- Point to various fruit and vegetables in the picture and brainstorm words that describe them. These adjectives may relate to: colour (e.g. red, blue, green, orange, yellow), quantity (e.g. a lot, more, less, few, fewer), size (e.g. big, small, tiny, huge), texture (e.g. rough, smooth, bumpy, soft), smell (e.g. sweet, sour, nasty), or shape (long, round).
- Point to different plant features and brainstorm words that describe what they look like (e.g. the vine is long and green; the grass is pointy, soft and green).

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 by looking at similarities and differences between them. This enables children to extend their vocabulary and build up a bank of related words. Here are some examples:

- Vegetables—beans, peas, carrots, pumpkin, lettuce

- Pea—pod, vine, green, sphere
- Fruit—tomatoes, oranges, apples, pears, lemons, apricots, bananas
- Oranges—fruit, drink, juicy
- Oranges—pulp, pith, segments
- Fruit and vegetables—ripe, rotten
- Flowers—rose bush, daffodil, pansy
- Flowers—pollen, bees, stamen, stigma
- Flowers—scent, perfume, aroma
- Rose bush—flower, thorn
- Ground covering—rocks, bark, mulch, soil/dirt, lawn/grass
- Plants—flowers, trees, bushes, shrubs
- Plants—water, feed, sun, nutrients, prune, grow, living
- Plant—petal, stem, leaf, thorn/prickle, bud, seeds, twig, branch, bough, sucker, roots, trunk, bulb
- Vines—leaves, climb, stick/twists, creeper

Spatial vocabulary and prepositions

- Brainstorm spatial vocabulary with children (e.g. up, down, inside, outside, on, under, over, near, in, out, through, around, behind, in front of, between, past, next to, far away from).
- Point to various plants/vegetables/fruit in the garden; discuss and ask questions about their location. Point to fruit and vegetables on the plants, e.g. say, *The peas are inside the pea pods.*

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 and compare two different fruits. For example, say, *The apple is larger than the strawberry.*

Sequencing vocabulary

- Discuss words that relate to when things happen in the growth cycle of fruit and vegetables, e.g. beginning, middle, end, first, next, then, before, after, finally. Look at the scene and discuss the sequence of events that has happened or will happen, e.g. first—plant the seed; next—water the plant and let it grow; finally—pick the fruit from the tree when it is ripe.

Thinking beyond

Inferring

- Point to the picture and say, *This is a picture of a garden. Ask, What would happen if it did not rain? Why? What would happen if you left the apples on the tree? How could you make orange juice? What could happen if there was a snail in the garden? What could happen if there was a thunderstorm?*

Cause and effect

- Point to the watering-can. Ask, *What happens when you tip the watering-can on the plants? Why?*
- Point to the strawberry plant. Ask, *What happens if you pick the strawberries from the plant?*

Shopping Mall (pp. 6–7)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Ask, *What is this a picture of?* Say, *This is a picture of a shopping mall.* Ask, *What things can you see in this picture?*
- Point to individual items (e.g. signs, seats, bins). Say, *These are all found in a shopping mall.* Ask, *Why are there signs/seats/bins in a shopping mall?*
- Point to the people in the shopping mall. Ask, *What are they doing? Why are they in the shopping mall?*
- Point to each individual shop (e.g. clothes shop, toyshop, bookshop, homewares shop, pet shop, jewellery shop, bank). Ask, *What type of shop is this? What types of things would you find in this shop? What type of people would buy from this shop? What are items in this shop used for? When would you use them? How would you use them? Where else would you find them?* Put the shops into categories (e.g. clothing, service, entertainment, personal use).

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 seat and say, *I can see one seat.* Point to a group of seats and say, *I can see several seats.* Say, *Sometimes we add 's' to the end of words to show that there is more than one.* Then say, *Other times we do not add 's' to the ends of words to show that there is more than one.* For example, point to one fish and say, *I can see a fish.* Point to a group of fish and say, *I can see lots of fish.*
- Discuss other words that can be used to show that there is one or more than one, e.g. only one seat, a single seat, many seats, lots of seats.

Gender language and pronouns

- Point to the people in the picture and ask, *Who are they? What do you call them?* Discuss gender language (e.g. mum, dad, mother, father, nanna, grandpa, nonna, poppa, sister, brother, Mrs, Mr, Miss, boy, girl, man, woman). Point out that the word we use for a person depends on whether they are male or female.
- 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 a girl in the shopping mall. Ask, *What is she doing?* Repeat for 'he'.
- Discuss and model times when we would use 'they'. Repeat for 'them'. Invite children to think of times when we might use 'him', 'her' or 'them'.

Verb tenses: past, present, future

- Point to people in the shopping mall and model verb tense, e.g. say, *Look at the woman sitting on the seat.* Ask, *What is she doing?*

- Discuss the words 'bought' and 'buy'. Model correct use of these words. Say, *I bought a coat yesterday. I will buy another coat tomorrow.* Point to the people near the clothes shop. Say, *This man has bought some clothes.* Ask, *What has the man just done?* Say, *This woman is going to buy some clothes.* Ask, *What is she going to do?* Point to the boy in the bookshop. Say, *He is buying a book.*
- Ask children if they have been to a shopping mall and bought something. Ask them to say, *I bought a ...* Continue questioning and modelling verb tense with children.

Past	Present	Future
I bought I was buying	I buy I am buying	I will buy
I sold I was selling	I sell I am selling	I will sell
he saw he was seeing	he sees he is seeing	he will see
she stole she was stealing	she steals she is stealing	she will steal

Adjectives

- Point to various people and 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, large, tiny, huge), texture (e.g. rough, smooth, bumpy, soft) or appearance (e.g. bright, shiny).

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 by looking at similarities and differences between them. This enables children to extend their vocabulary and build up a bank of related words. Here are some examples:

- Shops—clothes, toy, book, homewares, pet, jewellery, bank
- Clothes shop—men's clothes, women's clothes, children's clothes, babies' clothes
- Fasteners—buttons, zips, buckles
- Clothes—collar, cuff, hem, lapel
- Clothes—material, cotton, wool, knitted, sewn
- Clothes—shoes, jumpers, dresses, skirts, suits, shirts, pants, shorts, T-shirts, coats
- Shoes—boots, thongs, sandals, high-heel shoes, gumboots, school shoes, ballet shoes
- Shops—assistant, cash register, money, till, rack, coathangers, mannequins
- Money—coins, notes, credit card

- Mall—shops, tables, chairs, signs, boards, bins, trolleys, food court, escalator
- Shopping mall—car park, signs, shops, people
- Toyshop—doll’s houses, teddy bears, bikes
- Homewares shop—kettles, bowls, pots, glasses
- Pet shop—puppies, kittens, fish, birds, mice, rabbits
- Jewellery shop—rings, watches, necklaces, jewellery boxes
- Bank—security guard, automatic teller machine

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 and ask questions relating to spatial vocabulary. For example, ask, *What is the pet shop next to? What is in front of the clothes shop? If you walk through the mall, what shops will you see? Does the escalator go up or down?*

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. For example, point to the pet shop and ask, *Are there more puppies or cats in this shop?*

Sequencing vocabulary

- Discuss words that relate to when things happen, e.g. before, after, next, last, morning, afternoon, night, beginning, middle, end. Look at different aspects of the scene and discuss the sequence of events that have happened or might happen. Point to various people in the shopping mall. Say, *What do you think this person will do next? What do you think they were doing before they went into this shop? Ask, Do you think this picture is in the morning, afternoon or night? Why? Say, What is the first thing you would do if you were in this shopping mall? What is the last thing you would do before you left the shopping mall? Why?*

Thinking beyond

Inferring

- Point to the escalator and say, *This is a picture of an escalator. Ask, Where do you think this escalator is going? What might be up on that level? Point to individual shoppers. Ask, What do you think he/she will do next? Point to the clothes on the mannequins and the shoppers in the mall. Ask, What is the weather like outside? Point to the pet shop. Ask, What do you think happens in this shop during the night? Talk about the things not shown in the picture. Ask, What other things (shops/amenities) do you need in a shopping mall that you cannot see in this picture? (e.g. toilets)*

Cause and effect

- Point to the pet shop. Ask, *Why are the animals kept in cages?*
- Point to the bank. Ask, *Why is the security guard standing at the front of the bank?*

Construction (pp. 8–9)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Say, *This is a picture of a building site. Ask, What things can you see in this picture? Point to one storey of the building. Say, This is one storey of the building. Ask, How many storeys are in this building?*
- Point to building materials used on the site (e.g. steel, concrete, glass, bricks, timber, pipes). Ask, *What are these called? What are they made of? What are they used for? Why could they be used here? Where else would you find them?*
- Point to the large mechanical equipment used on the building site (e.g. crane, excavators (digger), bulldozer, concrete truck). Ask, *What do you call this? What is it used for? What does it help the workers on the building site to do? Discuss the parts that make up each piece of mechanical equipment.*
- Point to objects that are used to transport items to and from the building site (e.g. tip truck, truck, van). Ask, *What do you call this? What is it used for? What could it transport to and from the building site?*
- Point to the smaller equipment used on the building site (e.g. hammers, shovels, picks, wheelbarrows, drills). Ask, *What do you call these? What are they used for? What do they help the workers on the building site to do? Where else would you find them?*
- Point to the workers on the building site. Ask, *What are they doing? Where else have you seen builders?*

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 shovel and say, *I can see one shovel. Point to several shovels and say, I can see several shovels. Say, Sometimes we add ‘s’ to the end of words to show that there is more than one.*
- Discuss other words that can be used to show that there is one or more than one, e.g. only one wheelbarrow, a single wheelbarrow, many wheelbarrows, lots of wheelbarrows.

Gender language and pronouns

- Point to the builders/workers on the building site. Discuss and model times when you would use ‘he’, ‘she’, ‘him’, ‘her’, ‘they’, ‘them’.

Verb tenses: past, present, future

- Point to the builders/workers and model verb tense, e.g. say, *The workman has built a wall. The workman is building a wall. The workman will build a wall.*

Past	Present	Future
I built I was building	I build I am building	I will build
he fixed he was fixing	he fixes he is fixing	he will fix
she climbed she was climbing	she climbs she is climbing	she will climb
he drove he was driving	he drives he is driving	he will drive
she walked she was walking	she walks she is walking	she will walk

Adjectives

- Point to various items in the picture and brainstorm words that describe them. These adjectives may relate to: colour (e.g. brown, grey, black, 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, steadily, carefully.

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 by looking at similarities and differences between them. This enables children to extend their vocabulary and build up a bank of related words. Here are some examples:

- Construction materials—pipes, steel, concrete, glass, bricks, wood
- Glass—windows, drinking glass, mirror, vase
- Wood—trees, forests, timber, lumber, saw
- Trees—bark, sap, ringbark
- Construction equipment—scaffolding, ladders, hard hats, safety goggles, tool belts, shovels, picks, hammers, drills, wheelbarrows
- Hammer—nails, bang, fix
- Tools—hammer, drill, spanner, saw, wrench, file
- Construction machinery—cranes, excavators (diggers), bulldozers, cement mixers
- Construction vehicles—trucks, vans
- Construction site—building, making
- Construction—Lego, blocks, sandpit, cardboard
- Buildings—multi-storey, levels, lifts/elevators, escalators, stairwell
- Buildings—single-story, double-storey, multistorey, skyscraper, basement

- Construction—cords/electrical leads, power
- Worker—builder, labourer, tradesperson, plumber, electrician, carpenter, mechanic, painter
- Buildings—design, architect, interior decorator, decor, furniture, pictures

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) in relation to workers in, on and around the building site. For example, say, *The worker is climbing up the ladder. The excavator is taking soil from under the building.*

Language of quantity and size

- Discuss words related to quantity and size, e.g. bigger, smaller, larger, wider, taller, more, less, higher, lower. Ask children to find examples in the picture to match these words, e.g. point to two different-sized pieces of mechanical equipment and say, *The excavator is bigger than the van. The crane is taller than the cement mixer.*
- Discuss the size of objects in the picture. Say, *Things are often drawn smaller to make them appear further away.*

Sequencing vocabulary

- Discuss the meanings of: first, next, then, before, after, finally, last. Using the picture, ask questions that develop sequencing vocabulary, e.g. point to a worker and ask, *What do you think this worker will do next? What do you think this worker has just done? What will this worker do before climbing the ladder? Why?* Repeat for other workers on the building site.
- Sequence the stages of building construction from beginning to end. Brainstorm words that can be used to describe the building site at the beginning, in the middle and at the end of construction.

Thinking beyond

Inferring

- Point to the picture and say, *This is a picture of a building site. Ask, What could have been here before the construction started? What do you think is being built?* Look at the building materials. Ask, *How can each building material be used in a different way?* Point to the workers and ask, *Why do they wear hard hats?*

Cause and effect

- Point to a wheelbarrow and ask, *What will happen when the wheelbarrow is full?*

City (pp. 10–11)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Ask, *What is this a picture of?* Say, *This is a picture of a city.* Ask, *Have you ever been to a city? What do you usually see in a city?* Sometimes a part of a city is called the CBD (Central Business District). Ask, *What is a business? What does central mean? What does district mean?*

- Point to the tall buildings. Ask, *What are these called?* (skyscrapers, office buildings, high-rise buildings, multistorey buildings) Ask, *What are they made of?*
- Discuss the function of tall buildings. Ask, *What is inside them? What are they used for?* (shopping complexes, offices/businesses, residences—flats/apartments) Say, *The tall buildings in the city can be used for offices/businesses, shops or to live in.* Ask, *What type of shops/offices/businesses could be in the buildings?* Ask, *What type of housing could be in the buildings?* Look at the shops at ground level in the city (e.g. newspaper stand, fruit stalls). Ask, *What are they called? What could you buy from them?*

- Point to the escalators and lifts. Ask, *What are these called? What are they for? Have you been on/in one? Have you seen them anywhere else?*
- Point to each individual item (e.g. traffic lights, intersections, pedestrian crossings, signs, roads, cars, taxis, buses, train station, helipad). Ask, *What are these called? What are they used for? Where else would you find them? When would you use them? How would you use them?*
- Point to people in the picture (e.g. people shopping/walking, business people, window cleaners, police). Ask, *Who are these people? What are they doing? Why are they in the city?*

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 building and say, *I can see one building.* Point to a group of buildings and say, *I can see several buildings.* Say, *Sometimes we add 's' to the end of words to show that there is more than one.* The following words could be modelled and discussed: light/lights, car/cars.
- Discuss words that change when there is more than one, e.g. person/people, policeman/policemen, woman/women, man/men.

Gender language and pronouns

- Point to the different people in the picture (adults, children) 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. boy, girl, man, woman, him, her, 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'. Repeat for 'he'.
- Discuss and model the use of 'they' and 'them'.

Verb tenses: past, present, future

- Point to people and model verb tense, e.g. look at pedestrians at various stages of crossing the road and say, *He is crossing the road. He has crossed the road. He will cross the road.* Point to people in the picture and ask, *What is he/she doing? What has he/she just done? What will he/she do?* Repeat modelling and questioning for the remaining people.

Past	Present	Future
I crossed I was crossing	I cross I am crossing	I will cross
she has gone she was going	she goes she is going	she will go
she drove she was driving	she drives she is driving	she will drive
he walked he was walking	he walks he is walking	he will walk

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, grey, blue, green), quantity (e.g. a lot, more, less, few, fewer), size (e.g. big, huge, enormous, small, tiny) or texture (e.g. rough, smooth, bumpy, soft).

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 by looking at similarities and differences between them. This enables children to extend their vocabulary and build up a bank of related words. Here are some examples:

- City—Central Business District, block
- City—suburb, town, city, state/territory, country
- City—tall buildings, skyscrapers, office towers, business towers, shopping complexes, residential apartments/flats, theatres, concert halls
- Residential—apartments, flats, condominiums, penthouse
- Tall buildings—escalators, lifts, stairwells
- Tall buildings—glass, concrete, steel
- Transport—roads, cars, taxis, buses, train station, helicopter, helipad
- Taxi—taxi rank, money, hail, driver, service
- City roads—traffic lights, corners, intersections, pedestrian lights, pedestrian crossings, signs, newspaper stand, fruit stall, shopfronts, people
- City roads—lanes, laneways, dual carriageways, freeways, bridges, tunnels
- Traffic lights—red, amber, green, arrows, flashing
- Pedestrian crossing—lights, jaywalking, walk/don't walk sign
- City people—business people/men/women, window cleaners, police, shoppers, shop assistants.

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) in relation to the location of objects and people in the picture. Point to the helipad and ask, *Where is this?* (on top of the building)
- Point to a car in the background and to one in the foreground. Ask, *Why is this car bigger? Why is this car smaller?* Say, *Things are often drawn smaller to make them appear further 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 buildings and ask, *Which building is taller? How can you tell? Which building is wider?* Point to different groups of people and ask, *Are there more people in this group than in this group?*

Sequencing vocabulary

- Discuss words that relate to when things happen, e.g. before, after, first, next, then, finally, last. Look at different aspects of the scene and discuss a possible sequence of events. Point to the train station. Say, *What is the first thing the people leaving the station will do?* Ask, *What is the first thing you would do if you were in the city? What would you do next?* Point to the delivery person crossing the road. Say, *What do you think this man will do next?*

Thinking beyond

Inferring

- Point to the picture and say, *This is a picture of a city.* Ask, *What do you think is happening in this picture? What do you think this man will do next? What do you think the weather is like? How can you tell?* Point to the taxi. Say, *Why is the taxi stopping here? Why are office buildings built so high? Why is it busy in the city?*

Cause and effect

- Point to the pedestrian crossing. Ask, *What happens when you push the button at the lights?*
- Point to the shadows. Ask, *What is making these shadows?*

Physical Features (pp. 12–13)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Say, *This is a picture of a girl and a boy. The girl and the boy are made up of a head, a body, arms and legs.*
- Point to the face and discuss its general features (e.g. eyes, nose, mouth, jaw, cheekbone).
- Point to the eyes and discuss their features in detail (e.g. eyelids, eyebrow, eyelashes, pupil, iris). Say, *Eyes give us sight. They allow us to see.* Ask, *What is sight? What would happen if you could not see?* Discuss different types of glasses (e.g. sunglasses, prescription glasses, safety glasses).

- Point to the head and discuss its features (e.g. skull, forehead, scalp, hair, follicle). Point to the hair and ask, *What is this called?* Talk about different kinds of hair (e.g. straight, curly, wavy, long, short). Discuss hair care (e.g. brush, comb, wash, style, straighten, hairdryer).
- Point to the nose and discuss its features in detail (e.g. nostrils, tip, bridge). Ask, *What is this called? Why is it important? What does it do?* Say, *Our nose gives us our sense of smell. It allows us to smell.* Ask, *What would happen if you could not smell?*
- Point to the mouth and discuss its features in detail (e.g. lips, gums, teeth, tongue). Ask, *What is this called? Why is it important? What does it do?* Point to the tongue. Say, *Our tongue gives us our sense of taste. It allows us to taste.* Ask, *What would happen if you could not taste?* Point to the teeth and ask, *Do you have the same teeth for all of your life?* Discuss first teeth/baby teeth, second teeth/adult teeth. Discuss function and purpose of teeth (to help us eat, to help us talk).
- Point to the ears and discuss their features in detail (e.g. lobe, canal). Ask, *What are these called? Why are they important? What do they do?* Say, *Our ears give us our sense of hearing. They allow us to hear.* Ask, *What would happen if you could not hear?* Discuss jewellery that can be worn on the ears (earrings).
- Point to the trunk of the body (e.g. neck, shoulders, chest, abdomen, stomach and bellybutton). Discuss the purpose and function of these physical features. Ask, *What is this called? Why is it important? What does it do? What would happen if you do not have any of these?*
- Point to the arms (e.g. elbows, hands, wrists, fingers, nails, cuticles, knuckles). Discuss the purpose and function of these physical features. Ask, *What are these called? Why are they important? What do they do? What would happen if you did not have them?*
- Point to the legs (e.g. thighs, knees, calves, feet, ankles, toes). Discuss the purpose and function of these physical features. Ask, *What are these called? Why are they important? What do they do? What would happen if you did not have them?*
- Point to the girl and the boy. Say, *Our bodies are made up of bones, skin, ligaments, tendons, muscles and cartilage.* Discuss bones and skin and their function. Say, *Adults have over 200 bones (206); babies have more bones. As children grow, some bones join together. Our bones have different names, e.g. the cranium is our skull and the humerus is our elbow. The smallest bone is inside the ear, and the biggest bone is the thigh bone.* Ask, *Have you ever broken a bone?* Discuss individual differences between people. Say, *We are all very different, and special in our own way. We have different hair, skin, and body shapes and sizes.* Ask, *Why do you think we are lucky to be different?* (variety; we all have different skills)

Singulars/plurals

- Point to the girl and the boy and talk about the fact that some physical features are singular and others are plural. Say, *Sometimes we add 's' to the end of words to show that there is more than one.* Categorise body parts according to whether they are singular (e.g. face, scalp, nose, body) or plural (e.g. legs, arms, toes, fingernails, nostrils, ears, eyes). Discuss that the word 'pair' means two, e.g. say, *We have a pair of ears. We have a pair of eyes.*

Gender language and pronouns

- Point to the girl and discuss gender-specific vocabulary such as 'she' and 'her'. Model the use of 'she' and 'her'. Discuss other related gender vocabulary (e.g. girl, lady, woman). Point to the boy and repeat for 'he' and 'him' and other related gender vocabulary (e.g. boy, gentleman, man).
- Discuss and model times when we would use 'they' and 'them' in referring to both children.

Verb tenses: past, present, future

- Point to the children in the picture and model verb tense in relation to the five senses (sight, sound, touch, smell, taste). Examples of some possible verb tenses include:

Past	Present	Future
he smelt he was smelling	he smells he is smelling	he will smell
he saw he was seeing	he sees he is seeing	he will see
they heard they were hearing	they hear they are hearing	they will hear
she tasted she was tasting	she tastes she is tasting	she will taste
she touched she was touching	she touches she is touching	she will touch

Adjectives

- Brainstorm adjectives that relate physical features to the senses: looks like—hair (blonde, brunette, auburn, black, long, short) and eyes (hazel, brown, green, blue, small, large); sounds like—ears (loud, soft); tastes like—tongue (sweet, sour, bitter); feels like—hands and feet (rough, smooth, soft, bumpy).

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 by looking at similarities and differences between them. This enables children to extend their vocabulary and build up a bank of related words. Here are some examples:

- Face—nose, cheeks, ears, eyes, mouth, jaw, forehead

- Head—hair, skull
- Hair—scalp, follicle
- Body—arms, legs, stomach, chest, abdomen, shoulders, bellybutton
- Body—baby, toddler, child, adolescent/teenager, adult
- Eyes—eyelashes, pupil, iris, eyebrow, eyelid
- Iris—blue, hazel, brown, black, green
- Nose—nostril, tip, bridge
- Mouth—lips, gum, teeth, tongue
- Ears—lobe, canal
- Arms—elbow, hand, wrist,
- Hand—fingers, nails, cuticles, knuckles
- Legs—thigh, knee, calf, foot, ankle, toes
- Senses—sight, sound, touch, taste, smell
- Sight—blind, visually-impaired, Braille, seeing eye dog
- Sound—hearing-impaired, deaf, hearing aid

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 similarities and differences in the size of physical features in the picture and among themselves. Ask, *Who has bigger feet? Who has more teeth?*

Thinking beyond

Inferring

- Point to the children and ask, *What would happen if you did not brush your teeth/comb your hair/wash your hair? What would happen if you could not hear/see/feel/taste/touch?*

Fair (pp. 14–15)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Say, *This is a picture of a fair. Sometimes fairs are called carnivals or shows. Ask, Have you ever been to a fair? What things can you see in the picture?*
- Point to the individual rides (e.g. big dipper/roller-coaster, carousel, chair swing, dodgem cars, Ferris wheel). Ask, *What is this called? Have you been on one before? What did it feel like? What happens when you go on it? Why is it called a big dipper?*
- Point to the animals in the baby animal pen (e.g. lamb, ducklings, chicks, piglets, guinea pig). Ask, *What do you call this/these? What are they? When these animals grow up what will they be called? What are the children doing in this pen?*
- Point to the animal competition pen. Say, *In this area the animals will be judged. Ask, What animals are being judged? What do you think they are being judged on?*
- Point to the baking competition stall. Ask, *What is being judged here? (cakes and biscuits) Ask, How do you think the judges will decide which one is the best?*

- Point to the carnival games (e.g. throwing balls into the clown's mouth, knocking over bottles with a ball). Ask, *What is happening here? What game are the children playing? Have you ever played a game like this?*
- Point to the show bag stall. Ask, *What are show bags? What is inside a show bag?*
- Point to the food stalls. Ask, *What is being sold at the food stalls? (chips, drinks, hotdogs, fairy floss, toffee apples, hamburgers)*

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 show bag and say, *I can see one show bag.* Point to a group of show bags and say, *I can see several show bags.* Say, *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 end of words to show that there is more than one.* Point to one person in the picture and say, *I can see a person.* Point to a group of people and say, *I can see some people.*
- Discuss other words that can be used to show that there is one or more than one, e.g. one ride, a single ride, many rides, lots of rides, plenty of rides, several rides.

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, nanna, grandpa, nonna, poppa, sister, brother, Mrs, Mr, Miss, boy, girl, man, woman).
- Discuss and model times when you would use 'she', 'he', 'him', 'her', 'they' and 'them' by identifying people in the picture.

Verb tenses: past, present, future

- Point to people and animals in the picture, and model verb tense based on what they are doing, have done or are going to do at the fair.

Past	Present	Future
I spun I was spinning	I spin I am spinning	I will spin
I ran I was running	I run I am running	I will run
she flew she was flying	she flies she is flying	she will fly
she ate she was eating	she eats she is eating	she will eat
he walked he was walking	he walks he is walking	he will walk
they rode they were riding	they ride they are riding	they will ride

Adjectives

- Point to various people, animals or items 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), texture (e.g. rough, smooth, bumpy, soft) or smell (e.g. sweet, sour, nasty).

Adverbs

- Brainstorm words that add to the meaning of the verbs previously discussed. Ask questions related to rides such as, *Which ride would move very 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 by looking at similarities and differences between them. This enables children to extend their vocabulary and build up a bank of related words. Here are some examples:

- Fair—carnival, show, entertainment
- Fair—ticket booth, tickets
- Fair—rides, baby animals, food stalls, competitions, games
- Rides—big dipper/roller-coaster, carousel, chair swing, dodgem cars, Ferris wheel
- Ferris wheel—round, high, rotates
- Dodgem cars—bump, knock, drive, electrical, poles
- Competitions—knitting/jam-making/cake-making competitions
- Baby animals—lamb, chick, duckling, piglet
- Animals—cow, sheep, dog, pony
- Games—clown's mouth, bottle knock, prizes
- Bottle knock game—prizes, win, stuffed toys
- Food stalls—fairy floss, toffee apples, hamburgers, chips, hotdogs, drinks
- Fairy floss—pink, fluffy, sugary, sweet

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 the paths that lead around the fair. Say, *Let's look at how the people can go around the fair.* Trace along the pathways and discuss directional language with children (e.g. through the gate, down the path, around the ride, in front of the animals). Ask children to use spatial language to describe how they would walk around the fair.
- Point to the roller-coaster. Discuss the pathway that it takes. Ask children to describe the path that the roller-coaster takes, e.g. say, *It goes up the hill, then around a corner, down a hill, through a tunnel.*
- Point to the individual rides and the people on them. Discuss the placement of people on/in/near/around the rides, e.g. *The girl is on the carousel. The boy is in the Ferris wheel carriage. The lady is behind the stall.*

Language of quantity and size

- Discuss words related to quantity and size, e.g. bigger, smaller, larger, wider, taller, more, less, higher. Ask children to find examples in the picture to match these words, e.g. point to two different-sized rides and ask, *Which ride goes higher?* Point to different family groups and ask, *Which family has more children?*

Sequencing vocabulary

- Discuss words that relate to when things happen, e.g. before, after, beginning, middle, end, first, next, then, finally. 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 are going to do at the fair? What is the first thing you would do when you arrive at a fair?* Point to the little girl waiting for a ride on the Ferris wheel and say, *What do you think this little girl will do next?*

Thinking beyond

Inferring

- Point to the picture and say, *This is a picture of a fair. Ask, What do you think is happening in this picture? What ride do you think would be the scariest? Why? What rides do you think small children should go on? Why? What do you think the weather is like? How can you tell?* Point to the people standing in line at the ticket booth. Ask, *Why are these people standing in line?* Point to the ticket booth. Ask, *If you don't have a ticket what could you do?*

Cause and effect

- Point to a child on the carousel and ask, *Why does she look scared?*
- Point to the baby animal enclosure and ask, *Why is the gate shut?*

Household Items (pp. 16–17)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Say, *This is a picture looking down into a house. Ask, What things can you see in the picture?*
- Point to each room. Ask, *What is this room called?* (bedroom, kitchen, lounge room, bathroom, dining room, laundry, study) *What are these rooms used for? What happens in each room? Do you have these rooms in your house? Why do you think a bedroom is called a bedroom? Why is a lounge room called a lounge room? Can you call these rooms different names?* (lounge room—family room)
- Point to the house. Say, *This house is all on one level. It is called a single-level/one-storey house. Ask, How many storeys does your house have?*
- Point to each individual item (e.g. lamp/light, fan, smoke detector, power point, electrical cord, rug, carpet, tiles, floorboards, desk, shelves, computer, printer, couch, lounge chair, beanbag ottoman, coffee table, side table, television, DVD player, stereo, basin, mirror, shower, bath, tap, bed, drawers, cupboard, fridge, hotplates, table, chair, oven, sink, bin, vacuum cleaner, iron, washing machine, broom,

dryer, mop, buckets). Ask, *What is this called? What is it used for? Where else would you find it? What does it look like? What is it made of? When would you use it? How would you use it?*

- Point to items in each room. Discuss the types of items found in each room. Ask, *Why are they found in this room? Are they anywhere else in the house?* Categorise them into items that are used for comfort, cleaning, cooking, storage.

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 chair and say, *I can see one chair.* Point to a group of chairs and say, *I can see several chairs.* Say, *Sometimes we add 's' to the end of words to show that there is more than one.*

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), quantity (e.g. a lot, more, less, few, fewer), size (e.g. big, small, tiny, huge) or texture (e.g. rough, smooth, bumpy, soft).

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 by looking at similarities and differences between them. This enables children to extend their vocabulary and build up a bank of related words. Here are some examples:

- Rooms—bedroom, lounge room, kitchen, study, laundry, dining room, bathroom
- Bedroom—bed, dresser, tallboy/drawers, shelves, cupboard, side table
- Bed—mattress, sheets, pillow, doona, blanket
- Bathroom—basin/vanity, shower, bath, shower screen, taps
- Shower—shower head, drain, taps, hot, cold
- Lounge room—couch, lounge chair, sofa, beanbag ottoman, coffee table, side table, television, DVD player, stereo
- Kitchen—fridge, freezer, stove, table, chairs, oven, sink, taps, bin
- Floor coverings—carpet, tiles, floorboards, rug
- Rug—wool, pile, woven
- Laundry—vacuum, iron, washing machine, dryer, mop, bucket, broom
- Study—desk, shelves, computer, printer
- Computer—monitor, keyboard, screen, drives
- Fixtures—lamp, light, heater, fans, smoke detector, power point (electrical cords)

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) in relation to objects and rooms. Ask, *How would you get from the kitchen to the lounge room? What is the couch on? What is behind the couch?*

- Point to objects and discuss the size they have been drawn at. Ask, *Why is the bed bigger than the dresser? Why is the dresser smaller? Say, To show that they are different sizes, and to match their size comparison in real life.*

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 bookshelves and say, *This bookshelf is bigger than that one.* Repeat, using comparative language with other objects.

Thinking beyond

Inferring

- Point to the picture and say, *This is a picture of different rooms in a house. Ask, What else could you put in this room? Why? If you could change the furniture in this room what would you add or take away? Why? Say, This picture shows different objects you could find in a house. Select individual objects and ask, How would you use this? Why is it kept in this room?*

Cause and effect

- Point to the power points. Ask, *What happens when the switch is turned on/off?*
- Point to equipment that can be turned on/off. Ask, *What happens when this is turned on/off?*
- Point to the cleaning equipment (e.g. vacuum cleaner, broom) and ask, *What happens when these are used?*

Landscape (pp. 18–19)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Say, *This is a picture of a landscape. Ask, What things can you see in the picture?*
- Point to each individual physical component in the picture (e.g. mountain, snow, hills, valley, creek, river, gorge, rocks, pebbles, boulder, swamp, dam, reservoir) and name them.
- Discuss physical components of mountains. Say, *Look at the mountains. Ask, What do they look like? What are they made of? Have you seen mountains before? Where have you seen them? What can you find on mountains? What grows on mountains? Have you ever walked up a mountain? Was it hard or easy to walk up the mountain? Can you have different-sized mountains? What can sometimes happen on very tall mountains?* Point to the mountain summit. Say, *This is the summit of the mountain.* Point to the snow on the summit. Ask, *What is snow? Why do you think there is snow here?*
- Discuss physical components of hills. Say, *Look at the hills. Ask, What do they look like? How are they different from mountains? What are they made of? Have you seen hills before? Where have you seen them?* Look at the mountains and hills in the picture and compare them.

- Discuss physical components of valleys. Say, *Look at the valley*. Ask, *What does it look like? Have you seen a valley before? Where have you seen a valley? What can you find in a valley? What can grow in a valley? Have you ever walked through a valley?*
- Discuss physical components of gorges. Say, *Look at the gorge*. Ask, *What does it look like? Have you seen a gorge before? Where have you seen a gorge? What can you find in a gorge? What can grow in a gorge?* Look at the similarities of and differences between gorges and valleys.
- Discuss physical components of the shoreline and beach. Say, *Look at the shoreline/beach*. Ask, *What does it look like? Have you ever been to the beach?* Say, *The shoreline is where the land meets the sea. What can you find on the shoreline? Why?* Discuss what you can find on the shoreline (e.g. sand, ocean, shells, waves, plants (seaweed), animals).
- Discuss other physical components in the picture (e.g. dam, reservoir, river, creek, swamp). Point to the dam, reservoir, river, creek, swamp. Discuss similarities and differences between them. Ask, *How much water do they have? Does the water move? How does the water move? How does the water get there? Can you drink the water? Is there always water there?*
- Discuss other physical components (e.g. rocks, boulders, pebbles). Discuss similarities and differences between them.
- Categorise components of the picture into plants, land and sky.

Singulars/plurals

- Point to the objects in the border around the picture. Find items and model correct language. Point to a hill and say, *I can see a hill*. Point to a group of hills and say, *I can see some hills*. Say, *Sometimes we add 's' to the end of words to show that there is more than one*.
- Discuss other words that can be used to show that there is one or more than one, e.g. one mountain, a single mountain, many mountains, lots of mountains, plenty of mountains, mountain range.

Adjectives

- Point to various items in the picture and brainstorm words that describe them. These adjectives may relate to: colour (e.g. blue, turquoise, aqua, green, emerald, olive green, khaki green, brown, beige, fawn), quantity (e.g. a lot, more, less, few, fewer), size (e.g. big, small, tiny, huge, enormous) or texture (e.g. rough, smooth, bumpy, sharp, soft).

Skills to extend vocabulary

Convergent and divergent vocabulary

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- Landscape—mountains, hills, meadows, rivers, ocean
- Mountains—summit, peak, cliff, snow, range, mountainous
- Swamp—marsh, mangroves
- Water—creek, stream, river, ocean, sea, swamp, dams, reservoir, tides, shore, waterfall
- Land—hills, mountains, slopes, undulating, flat, valley, gorges
- Cliffs—steep, rocks, grass
- Plants—scrub, bushes, trees, seaweed
- Trees—leaves, branches, bark, stem, nuts, flowers
- Plants—leaves, branches, roots
- Rocks—pebbles, stones, boulders
- Grass—fields, paddocks
- Caves—crevice, dark, musty, damp
- River—flows, cascades, meanders

Spatial vocabulary and prepositions

- Brainstorm spatial vocabulary with children (e.g. up, down, on, under, over, in, out, through, around, behind, in front of, near, between, past, next to, far away from).
- Point to various parts of the picture that demonstrate spatial concepts, e.g. the river that flows down to the beach. Say, *Let's look at how the river flows from the mountain down to the beach*. Trace along the river's path and discuss directional language with children.
- Point to the various landscape features on the picture (e.g. swamp, mountains) and discuss their location in relation to other features. For example, say, *The swamp is near the beach. The river flows between the mountains*.

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 mountains and say, *This mountain is bigger than that one*. Discuss how the size of a landscape feature can determine the word that is used to describe it, e.g. stream/river, hill/mountain.
- Discuss the relative size of the features in the picture. For example, say, *These mountains are far away, but you can tell that they are bigger than the hills in front because of the way they are drawn*.

Sequencing vocabulary

- Discuss the meanings of: first, next, then, before, after, finally. Using the picture, ask questions that develop sequencing vocabulary in relation to the flow of the river, e.g. point to where the river starts in the mountains and ask, *Where does the river flow to first? Where does the river end?*

Thinking beyond

Inferring

- Point to the landscape in the picture and ask, *What could happen if a town were built here? Why does the river flow in the pathway that is shown?*

Cause and effect

- Point to the picture and say, *What could happen if it rains? What will happen if the snow melts?*

Milk (pp. 20–21)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Say, *This is a picture of how milk is produced/made*. Ask, *What things can you see in the picture?*
- Point to the first picture in the sequence. Ask, *What can you see in this picture* (cows, paddock/fence, grass, trees, milking shed, little girl and farmer). Point to the physical features of the cows and ask, *What is this/are they called?* (e.g. hooves, legs, udder, tail). Ask, *What picture is next in the sequence? How can you tell?* (number order)
- Point to the items in the second picture in the sequence (e.g. cows, milking shed, farmer, little girl, cows being milked by milking machines, udders, cow being hand-milked by girl, bucket). Ask, *What are these called? What are they used for? When would you use them? How would you use them?* Ask, *What picture is next in the sequence? How can you tell?*
- Point to the items in the third picture in the sequence (milk, milk vat, milk tanker, little girl, jug). Ask, *What do you call this/these? What are they used for?* Ask, *What picture is next in the sequence? How can you tell?*
- Point to the items in the fourth picture in the sequence (milk tanker, factory, milk cartons). Ask, *What do you call this/these? What is happening in this picture? What is the milk being stored in?* Ask, *What picture is next in the sequence? How can you tell?*
- Point to the items in the fifth picture in the sequence (milk cartons, shelf, shop, little boy, mother). Ask, *What do you call this/these? What is happening in this picture? What is the milk stored in?* Point to the other products on the shelf. Ask, *What could these items be?* (cheese, butter, yoghurt, cream, ice-cream) *Why are they stored near the milk? What could they be made from?* Discuss dairy foods and how they are made. Ask, *What picture is next in the sequence? How can you tell?*
- Point to the items in the sixth picture in the sequence (little girl, kitchen, milk, jug, glass, grandpa, little boy, carton, bowls). Ask, *What do you call this/these? What is happening in this picture? Where did the milk come from?*

Gender language and pronouns

- Point to the different people in the pictures (boy, girl, grandfather, mother, father, workers) 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 (mum, mother, grandpa, grandma, poppa, pop, poppy, sister, brother, Mrs, Mr, Miss, boy, girl, man, woman).
- Discuss times when we would use 'she' and 'he'. Say, *We use 'she' when we are talking about a female*. Model the use of the word 'she'. Point to the girl who is milking the cow. Say, *She is milking the cow*. Repeat for 'he'.

- Invite children to think of times when we might use ‘him’, ‘her’, ‘them’ and ‘they’.

Verb tenses: past, present, future

- Point to people and cows, and model verb tense, e.g. look at the first picture and say, *The cows are going to be milked.* Look at the second picture and say, *Look at the little girl who is milking the cow.* Repeat modelling and questioning for the remaining pictures in the sequence.

Past	Present	Future
I milked I was milking	I milk I am milking	I will milk
it flowed it was flowing	it flows it is flowing	it will flow
they drove they were driving	they drive they are driving	they will drive
it poured it was pouring	it pours it is pouring	it will pour
he processed he was processing	he processes he is processing	he will process
she bought she was buying	she buys she is buying	she will buy

Adjectives

- Point to various people, animals or items and brainstorm words that describe them. These adjectives may relate to: colour (e.g. red, white, brown, blue, green), quantity (e.g. a lot, more, less, few, fewer), size (e.g. big, small, tiny, huge, thin, thick), texture (e.g. rough, smooth, bumpy, soft, creamy) or taste (e.g. sweet, sour, salty).

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 by looking at similarities and differences between them. This enables children to extend their vocabulary and build up a bank of related words. Here are some examples:

- Cows—hooves, legs, udders, teats, milk, ears, eyes, nose, hide
- Cows—grass, four stomachs, chew, digest
- Milk—fresh, long-life, full-cream, low-fat, froth, skim, flavoured
- Milk—cartons, bottles, crates
- Factory—machinery, equipment, milk cooling vats, churn
- Milk—processed, pasteurised, homogenized, purified
- Milk products—yoghurt, cream, ice-cream, sour cream, butter, cheese

- Milkshakes—strawberry, vanilla, spearmint, chocolate, raspberry, mocha, coffee
- Cheese—sliced, block, cheddar, tasty, vintage, mature
- Milking—stool, bucket, suction, squeezing, squirting, flow, stream

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 the cows in line to be milked in picture two. Ask, *Which cow is behind the first cow?* Point to the milk tanker and ask, *What is in the milk tanker?*
- Point to picture five and ask, *What is next to the cheese? What is under the milk?* Repeat questioning for other items.
- Point to the six pictures in the sequence. Ask, *Which picture is the first picture? Why?* Repeat for the second, third, fourth, fifth and sixth. Ask children to use spatial vocabulary to talk about each picture in reference to the other pictures in the sequence.

Language of quantity and size

- Discuss words related to quantity and size, e.g. bigger, smaller, larger, wider, taller, more, less. Ask children to look at the different types of containers that hold milk, such as the jug, the milk cartons, the bucket, the vats and the milk tanker. Ask, *Which is the widest/tallest/smallest?* Discuss which container would hold more milk, less milk, etc.
- Discuss the size of cows in relation to their position in the picture. Say, *Things are often drawn smaller to make them appear further away. This helps to show distance in a picture.*

Sequencing vocabulary

- Discuss flow charts and how they help to show a sequence of events. Look at the different stages shown in the six pictures and discuss what has happened and what will happen. Use words that indicate a sequence, e.g. first, next, then, before, after, finally, last. Point to a picture and ask, *What is happening? What will happen next?*
- Discuss sequencing words that give an indication of the time of day (e.g. morning, afternoon, night). Look at the pictures and discuss the possible time of day shown in each. Ask, *Why do you think it is the morning in the first picture?*
- Discuss milk processing in terms of what happens at the beginning, in the middle and at the end.
- Discuss the meanings of: first, next, then, before, after, finally. Using the pictures, ask questions that develop sequencing vocabulary, e.g. point to the picture of the girl pouring milk from the jug and ask, *What do you think the girl did before she poured the milk? Why?*

Thinking beyond

Inferring

- Point to the pictures and ask, *Why are there cows in the paddock? Why is the boy pouring milk from a carton and not a jug? Why are dairy products stored together at the shop? Why are dairy products kept in a fridge? Why are cooling vats needed at the milk factory? How do milking machines help with milk collection?*

Cause and effect

- Ask, *What might happen if milk is not kept in a fridge? What might happen if cows do not have grass to eat?*

Backyard (pp. 22–23)

Grammatical concepts

Nouns/Verbs

- Have children look at the picture. Say, *This is a picture of a backyard.* Ask, *What things can you see in the picture? Who can you see in the picture? What are they doing in the backyard?*
- Point to the equipment in the backyard (e.g. wheelbarrow, spade, shovel, rake, pick, lawnmower, broom, nails, watering-can, hose, sprinkler, secateurs, hedge trimmers). Ask, *What is this called? What is it used for? When would you use it? How would you use it?* (e.g. carrying, digging, cutting, cleaning, watering) *What things in the garden might need to be carried/dug up/cut/watered?*
- Point to the hammer and the screwdriver. Ask, *What are these called? How are they used to fix things? Have you seen them being used before?*
- Point to the shed and discuss what could be stored in it. Ask, *Why do you need a shed? What could you put in a shed?*
- Point to the washing line, BBQ and bikes, and ask, *What are these called? What are they used for? Have you seen other things similar to these?* (clothes horse, grill, tricycle)
- Point to the tools and equipment and ask, *What are they made of?*

Gender language and pronouns

- Point to the different people in the picture (mother, father, brothers, sister) 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, nanna, sister, brother, Mrs, Mr, Miss, boy, girl, man, woman, female, male).
- Discuss times when we would use ‘she’ and ‘he’. Say, *We use ‘she’ when we are talking about a female, and ‘he’ when we are talking about a male.* For example, ask, *What is the mum doing?* Say, *She is fixing the cubby house.* Repeat using an example that involves ‘he’.
- Discuss and model times when we would use ‘they’, ‘them’, ‘him’, ‘her’.

Verb tenses: past, present, future

- Point to the picture and model verb tense based on what the mum, the dad and the children are doing, have done or will do with the tools and equipment. For example, say, *Look at the mum. She is fixing the cubby house.* Point to the watering-can and ask, *What will they use the watering-can for?*

Past	Present	Future
I fixed I was fixing	I fix I am fixing	I will fix
it dug it was digging	it digs it is digging	it will dig
they cut they were cutting	they cut they are cutting	they will cut
they watered they were watering	they water they are watering	they will water
she trimmed she was trimming	she trims she is trimming	she will trim
he carried he was carrying	he carries he is carrying	he will carry

Adjectives

- Point to the tools and equipment 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. sharp, pointy, rough, smooth, bumpy, soft).

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 by looking at similarities and differences between them. This enables children to extend their vocabulary and build up a bank of related words. Here are some examples:

- Garden—yard, backyard
- Garden—plants, tree, vegetables, tree house, BBQ, shed, washing line
- Cubby house—children, playing, wood, high
- Cleaning—weeding, raking, rake, broom, lawnmower
- Broom—bristles, handle
- Weeds—noxious, overgrown, poison
- Watering—hose, watering-can, sprinkler
- Fixing—pick, hammer, nails, screwdriver
- Garden—secateurs, hedge trimmers, rake
- Carrying—wheelbarrow, bucket
- Digging—spade, shovel, pick
- Cutting—secateurs, hedge trimmers

- Gardening—chores, jobs, hobby
- Water—sprinkler, watering-can, hose, tap
- Garden—pool, play house, trampoline, basketball ring
- Plants—pots, garden bed, garden, hanging baskets

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. Ask, *What is in the wheelbarrow? What is in front of the watering-can? What is under the lawnmower?*
- Point to the wheelbarrow at the back of the garden and the one at the front of the garden. Ask, *Why is this wheelbarrow bigger? Why is this wheelbarrow smaller?* Say, *Things are often drawn smaller to show that they are further 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 the secateurs and the hedge trimmers and ask, *Which one is bigger?* Point to the shovel and the spade and ask, *Which one is smaller?* Point to two different-sized nails and ask, *Which one is bigger/smaller?* Point to the garden and ask, *Which part of the garden has more/less weeds?*

Sequencing vocabulary

- Discuss words that relate to when things happen, e.g. first, next, then, before, after, finally, last, beginning, middle, end. Look at different aspects of the scene and discuss the sequence of events that have happened or will happen. Have children look at the dad in the vegetable garden. Say, *What is the first thing dad will do after he has finished digging in the vegetable garden?* Point to the mum fixing the cubby house and ask, *What will she do next?*

Thinking beyond

Inferring

- Point to the picture and say, *What else could you use if you didn't have a washing line or a BBQ? Why are these people fixing/cleaning up the backyard? Why have the planks fallen off the cubby house? Why are there weeds in the garden? What could the tanbark in the wheelbarrow be used for? What could happen if the cubby was not fixed?*

Cause and effect

- Point to the hedge trimmers. Ask, *What would happen to a hedge if the hedge trimmers were used on it?*
- Point to the wheelbarrow. Ask, *If the wheelbarrow was full of soil, what would it feel like to move it?*