

Unit 4 Toys

By the end of Unit 4 the children will be able to:

- say the words for toys: *kite, ball, teddy, train, doll*.
- perform the classroom routine of putting rubbish in the bin and recognise which items are rubbish and which are not.
- say the sounds, sing the names and trace the letters *j, k* and *l*.
- recognise that *jelly* goes with *j*, *kite* with *k* and *lemon* with *l*.
- recognise and say the number 4 and understand the amount.
- understand which things move and which do not.
- recognise and say the colour *green* and be aware of the shape *circle*.
- make a puzzle.

New/Reviewed words and language

kite, ball, teddy, train, doll

/dʒ/, /k/, /l/, j, k, l

jelly, kite, lemon

4, four

move

green, circle, leaf

Classroom language

Come with me.

I've got a (teddy).

Put the rubbish in the bin, please.

Thank you.

Where's (Teddy)?

Colour the (leaf).

Stop!

Value of the unit

I put rubbish in the bin.

Materials

paper, scissors, a hole punch, crayons, pencils,

glue, card

Horsey puppet

flashcards

CD

Unit 4 Lesson 1




Lesson aims

- To learn/review and say the words: *kite, ball, teddy, train, doll*.
- To learn the sound of the letter *j* and associate it with *jelly*.

Materials: a cardboard box, clean, shredded wastepaper, toys: a ball, a car, a train, a doll; a teddy, a toy kite, a diamond shaped piece of card, string, tissue paper (optional), a bag; several dolls, trains, balls, teddies and card kites (optional); a tambourine or music; an apron for each child, a packet of jelly, boiling water, cold water, a bowl and spoon, little plastic bowls and spoons; white wax crayon, white paper, paint, paintbrushes (one for each child); wooden spoons (one for each child), marker pens, pieces of wool, cut-outs of clothes from coloured card (see teacher's website)

Warm up

-  Fill a cardboard box with clean, shredded wastepaper. Add toys: a ball, a car, a train and a doll. Let the children come up to the front one by one and feel around for a toy in the box. Before they pull it out, encourage them to guess what they have found. Say the word as they pull it out. Then they put it back in again and another child has a go.

1 Listen and repeat. Sing.

Introduce the vocabulary

- Take toys into the classroom: a train, a ball, a doll, a teddy and a kite. If you do not have a kite, make a small one from a diamond shaped piece of card and add a string tail decorated with tissue paper bows. Put them all in a bag and take them out, one by one saying the word as you do so.
- Give the children flashcards of the toys and get them to put their card next to the correct toy.
- If possible, have several dolls, trains, balls, teddies and card kites. Let the children choose which one they would like on their desk.
- Now bang a tambourine or play music. Stop and call out *Doll!* All the children who have dolls on their desks, stand up and hold up the toy. You could do this in a circle too, i.e. the children hold their toys and dance around in a circle; when you call out the name of a toy, the children holding it dance into the centre of the circle.

Use the book

- Help the children open their books at page 24.
- Ask the children to point and say the names of the characters in the picture (Jack, Lily, Horsey and Bella).

Play the CD

- Play the recording and encourage the children to repeat.

 39
kite
ball
teddy
train
doll

- Point out the ball's bouncy path and help the children to trace over this pre-writing line.
- Prompt the children to name the toys. Say *Look at Bella. What has she got? A kite!* Then ask the question again without supplying the answer. Do the same for the other characters.

Play the song

- Play the CD and encourage the children to join in.
- Sing the song again and hold up flashcards or real toys as you sing. When it comes to the bit about the train, all line up, hold on to each other and dance and sing around the classroom making 'chuff, chuff' train noises.

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*I've got a teddy, I've got a doll,
I've got a ball and a kite.*

I've got a train.

Come with me.

[repeat]

*One two three, one two three,
one two three, come with me!*


Chuff chuff chuff, chuff chuff chuff,

chuff chuff chuff,

Come with me!

2 Listen and repeat. Trace and colour.

Introduce the letter j

-  Show the flashcard of the letter *j* and say the sound. Write it on the board several times, saying the sound each time. Let Horsey make a funny noise every time you add the dot above the letter. Then add other letters from *a-i* on the board and get Horsey to point to the *j* letters. Then let the children do the same.
- Show the flashcard of jelly and say *Jelly. It's a jelly.* Pretend to wobble like a jelly and encourage the children to do the same. You could put on some music and all do a wobbly jelly dance.
- See pages 20 and 45 for more letter games.

Cookery activity

- All wash your hands and put on aprons. Get a packet of jelly and make it with the children, according to the instructions. Make sure they stand clear when you are adding the boiling water, but let them add the cold water.

Let them stir the jelly mixture until it has dissolved. Take the children with you while you put the jelly in the fridge and then tell them you must all be patient and wait until tomorrow to eat the jelly.

- Take in little plastic bowls and spoons and enjoy the jelly the following day. Remind them that if they make jelly at home, they must always have help from Mummy or Daddy with the hot water.



Make magic letters.

- Write the letter *j* with a white wax crayon on white paper.
- Give the children some paint and a paintbrush and show them how to paint over the letter. The paint will not be absorbed on the wax and the letter will be revealed. If they enjoy doing this, encourage them to ask for other letters. Help them to say the sounds of the letters.



Make dolls.

- Give the children a wooden spoon each (see teacher's website, <http://www.macmillanyounglearners.com/learningstars/teacher>). Help them to draw faces on their spoons and stick on wool for hair. Cut clothes for the children from coloured card. Let the children choose how they wish to dress their dolls and help them to stick the clothes onto the handles of their spoons.

Use the book

- Point to the picture of Horsey. Say that he has a new letter on his necklace today. Point and say the sound /dʒ/. Point to the jelly and say *jelly*. Say /dʒ/, /dʒ/, /dʒ/, *jelly*.

Play the CD

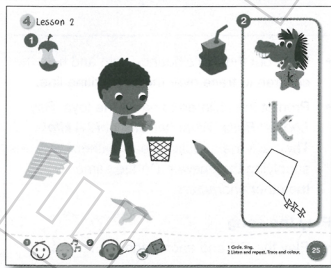
- Play the recording and encourage the children to repeat.



j jelly
j *j* *j* *j*
j jelly

- Help the children to trace the letter *j* and colour the jelly.

Unit 4 Lesson 2



Lesson aims

- To become familiar with the classroom routine of putting rubbish in the bin.
- To become aware of what is and what is not rubbish.
- To learn the sound of the letter *k* and associate it with *kite*.

Materials: a tambourine or drum (optional); (clean) rubbish items, e.g. torn paper, used

cartons, pencil shavings, a doll; scrap paper, ribbon; scraps of old paper (one piece for each child); chalk, small watering cans or plastic tumblers filled with water

Warm up

- Play a jumping game to review the numbers 1–3. Call out *one* and get the children to jump once, then stop. Then call out *two* and they jump twice. Call out *three* and they jump three times. Do this a couple of times so that they get the idea and then call out the numbers in random order. You could beat a tambourine or bang a drum and get them to call out the number of beats as they jump.



Circle. Sing.

Introduce the routine

- Put some (clean) rubbish items on the table, e.g. torn paper, used cartons, pencil shavings. Point and say *Rubbish. This is rubbish*. Now add some things which are not rubbish, e.g. a doll, a book, a pencil. Ask *Horsey, rubbish? Is this rubbish, Horsey? Make Horsey say No! and put them to one side.*
- Then point to the bin and say *Put the rubbish in the bin, please, Horsey*. Make Horsey take one item of rubbish and put it in the bin. Say *Good, Horsey, thank you!* Do this a few times and then ask the children to put some rubbish in the bin.



Make recycled notebooks.

- Help the children become aware of recycling by using scrap paper to make notebooks. Show them that instead of throwing away a piece of paper which is only partially drawn upon, you are salvaging the clean part. Cut scraps into the same shape and size, punch holes and tie with ribbons for the children to reuse.

Use the book

- Help the children open their books at page 25.
- Look at the pictures together. Ask the children which items they think are rubbish. Then ask if the pencil is rubbish and if they should throw that in the bin? Help the children to circle the items which should be thrown away (the apple core, the used drink carton, the banana skin, the torn paper).

Play the song

- Play the CD and encourage the children to join in.
- Put a rubbish bin in the centre of the classroom. Give each child a scrap of old paper.
- Play the song several times and prompt the children to take turns to put the scraps of paper in the bin as they sing.




Put the rubbish in the bin
Put the rubbish in the bin
Put the rubbish in the bin, please.
Thank you!



2 Listen and repeat. Trace and colour.

Introduce the letter k

-  Show the flashcard of the letter *k* and say the sound. Write it several times on the board, saying the sound each time. Write other letters around it and then get Horsey and the children to find the *k* letters.
- See pages 20 and 45 for more letter games.



Play Disappearing letters.

- In the school playground, write the letters from *a-k* in chalk. Space the letters wide apart from each other. Draw a simple flower shape around each letter. Give the children small watering cans or plastic tumblers of water. Say the sound of a letter and the children water that letter until it disappears.

Use the book

- Show the children that Horsey has a new letter on his necklace. Point and say the sound /k/. Point to the kite and prompt them to say the word. Then say /k/, /k/, /k/, kite.

Play the CD

- Play the recording and encourage the children to repeat.



k kite
k k k k
kite

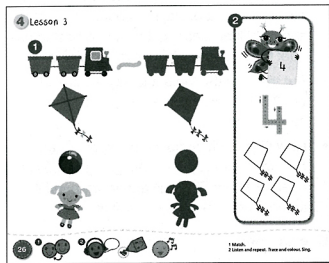
- Help the children to trace the letter *k* and colour the kite.



When possible, use good quality paper and art supplies for the children's art and craft work.

Some of them may still only be scribbling at this stage, but having nice paper to do it on gives the activity more value and encourages them to do better drawings and writing.

Unit 4 Lesson 3



Lesson aims

- To match pictures of toys to their shapes.
- To learn the number 4 and become aware of the amount.

Materials: wrapping paper or dark tissue paper, a doll; paper plates (a set of four plates for each table), fruit on a platter (one for each table), a knife; four boxes, soft balls or beanbags

Warm up

- Mime playing with a doll, train, car and ball, e.g. throw an imaginary ball in the air and pretend to catch it, rock an imaginary doll to sleep, make driving a car noises and chuff like a train. Encourage the children to call out the names of the toys. Then help the children to take turns to do the mimes.

1 Match.

Introduce the activity

- Wrap some items in wrapping paper, e.g. a pencil, a doll, a book. The shape of the object should still be clear so it might be best to use dark tissue paper which is more pliable.
- Put them on the table and say *Where's the doll?* Let children come and pick up the correct item.
- Now give them some wrapping paper and help them to wrap something, e.g. a small toy or school item. They give their wrapped item to their friend to guess what it is.

Use the book

- Help the children open their books at page 26.
- Encourage the children to point to the pictures and say which toys they can see (train, kite, ball, doll).
- Then draw their attention to the shapes on the right and show them the example. Ask them if they can find the correct shape for each toy. Help them to trace over the sample line; then draw short lines to match the other toys to the correct shapes.

2



Listen and repeat. Trace and colour. Sing.

Introduce the number 4

- Show the flashcard for the number 4 or write the number on the board and say *four*. Now put four of the same item on a table (four books, four crayons) and count them as you put them down *One, two, three, four*.
- See ideas for more number games on pages 22 and 32.

Game

Play Put it on the plate.

- Write numbers 1, 2, 3 and 4 on paper plates. Put a set of four plates on each table.
- Get everyone to wash their hands and dry them. Wash some fruit and cut it up into small pieces. Place a platter of fruit on each table. The children have to put one piece of fruit on the plate marked 1, two pieces on the plate marked 2 and so on. When they have put the correct amounts on each plate, let them eat the pieces of fruit. (If some children eat more than others, hand out more pieces of fruit, counting them as you do so.)

Use the book

- Show the children that Bella has a new number today. Point and say *four*. Hold up four fingers as you do so. Point to the kites and count them, *One, two, three, four*. *Four kites*.

Play the CD

- Play the recording and encourage the children to repeat.



Four [pause] four [pause] four [pause]

- Help the children to trace the number 4 and colour the kites.

Play the song

- Play the CD and encourage the children to join in.
- Sing the song again and do the actions: the children skip around the classroom then sit down when they get to the last line.



1 2 3 4

Skip with me, skip, skip, skip

1 2 3 4

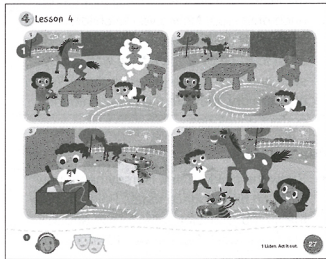
Skip with me then sit, sit, sit!

Game

Play Throw the ball.

- Label four boxes with the numbers 1–4. Give the children soft balls or beanbags. Call out one of the numbers and they throw a ball into the correct box. Then let the children call out the numbers. You could ask them to throw one ball into the box marked 1, two into the box marked 2 and so on.

Unit 4 Lesson 4




Lesson aims

- To listen to a story which reviews the language of the unit.
- To act out the story.

Materials: real toys for props

Warm up

- **Game**  Play a *No, thank you!* game with Horsey puppet. Make Horsey look as if he needs cheering up, i.e. sit him down with his head hung low. Offer him a toy. Make him look at you then shake his head and politely say *No, thank you*. Repeat this with other toys. Finally, offer him a book and make Horsey jump up, act happy and say *Thank you!*

1 Listen. Act it out.

- Help the children open their books at page 27.
- Let them have a few moments to look at the pictures. Ask them who they can see and what toys there are. Then ask why they think Jack is looking sad.

Play the CD

- Play the recording several times while the children just listen.
- When the children have heard the complete story, play it again pausing after each frame to ask questions in L1, e.g. What does Jack want? What toy has Lily/Bella got? What toy has Horsey got? Is Jack happy now?




Jack: *Where's Teddy?*
Lily: *Look, Jack, a car!*
Jack: *No, thank you.*

Jack: *Where's Teddy?*
Lily: *Look, Jack, a train!*
Jack: *No, thank you!*

Jack: *Where's Teddy?*
Bella: *Look, Jack, a kite!*
Jack: *No, thank you.*

Horsey: *Look, Jack – Teddy!*
Jack: *Thank you, Horsey!*

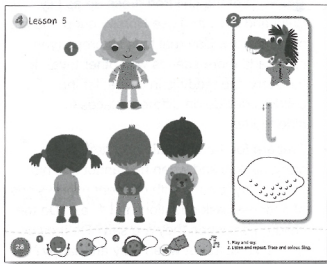
Act it out.

-  Let the children dress up as Lily, Bella and Jack and use Horsey puppet to act out this story. Use real toys as props (you could add more scenes with other toys). In the story, the teddy is in a tree; let the children decide on different places to hide teddy.
- Prepare for the dramatic play first. In the story, Jack is sad when he cannot find his teddy. Play around with different expressions of sadness. Ask questions in L1, e.g. Do the children cry when they are sad? Do they go quiet? What about when they are happy? Do they always laugh? Or do they just feel happy inside. Can they remember when they last felt sad or happy? What made them feel like that?



Tip Playing simple acting games about our emotions helps our children to express themselves more freely when they are at school. They might not want to admit to feeling sad at school sometimes and drama and role-play can help us all understand each other better.

Unit 4 Lesson 5



Lesson aims

- To play a guessing game with toys.
- To learn the sound of the letter /l/ and associate it with *lemon*.

Materials: a cushion; toys; a pack of small envelopes, small pieces of card, glue sticks, glitter; plastic letters (two of each letter *α-l*), small pieces of card (optional), 24 plastic cups (see teacher's website)

Warm up

- **Game** Play *Jump and Say*. Put a cushion on the floor and ask the children to jump over it. Then stand next to the cushion and hold up a flashcard of something they have already learnt. As they jump, the children say the word. If they cannot remember, tell them the word and show them the same flashcard next time it is their turn.

1 Play and say.

Introduce the activity

- Hide toys around the room. Say *Where's Teddy?* and encourage the children to search for him. Say *Here he is!* when you find him. Do the same with the doll *Where's Dolly?* *Here she is!*

Use the book

- Help the children open their books at page 28.
- Ask the children what is happening in the picture (the children are playing a game). Then ask what they think is happening in the game. Ask who has got the teddy. Let them point to the correct child in the picture. Now tell them they are going to play the same game. Let them decide which toy they want to use.
- Three children line up. Another child stands with his or her back to them. Give the toy to one of the children to hold behind their back. The other child turns around and guesses who is holding it.

2 47 & 48 Listen and repeat. Trace and colour. Sing.

Introduce the letter /

- Show the flashcard of the letter / and say the sound. Write it on the board several times, saying the sound each time. Show the children that this is a nice easy letter to write. Let them come and try to write it on the board too.
- See pages 20 and 45 for more letter games.

Game Play Alphabet envelopes.

- Take a pack of small envelopes and write the letters *α-l* on the front – one letter on each envelope. Now give the children small cards with the letters printed on them. Help them to trace over the letters with a glue stick and then shake glitter on them. When they are dry, they put the letters into the correct envelopes.

Use the book

- Show the children that Horsey has a new letter on his necklace today. Point and say the sound /l/. Point to the lemon and ask if they can remember the word *lemon* and what colour it is. Say *Lemon. /l/, /l/, /l/, lemon.*

Play the CD

- Play the recording and encourage the children to repeat.



- Help the children to trace the letter / and colour the lemon.

Play the song

- Remind the children that letters have names as well as sounds. Ask them if they can remember the *Alphabet* song so far.
- Play the CD and encourage the children to join in.
- Write the letters on the board and have the children point to them as they sing again. Alternatively, give out the alphabet flashcards and the children hold them up.

- See page 25 for Teacher's notes on playing the *Eat the letter* game.



abc
def
ghi
jkl
[repeat]



Play Match the letters.

- Place plastic letters from a–l on a table. You need two of each letter. If you do not have toy letters, write them on small cards. Place them in random order and cover each one with a plastic cup (see teacher's website, <http://www.macmillanyounglearners.com/learningstars/teacher/>).
- One child removes one cup then tries to find its pair by removing another cup. If the letters match, the cups stay off. If they do not, put the cups back in place. The next child now has a turn.



Tip

Play around with language. You can call the doll *Dolly*, teddy can be *Ted* or *Big Ted* or *Little Ted*.

This will help the children to feel free and natural when they speak English.

Unit 4 Lesson 6



Lesson aim

- To think about movement and which things can move.

Materials: toy cars, boxes; music; a toy train, a picture of a house; plastic drinking straws

Warm up

- 16 & 42 Tidy up the classroom before you start. Sing the *Tidy up* song and the *Put the rubbish in the bin* song.

1 Colour.

Introduce the topic

- Put some toy cars on the floor. Say *cars* as you put each one down. Make bridges from boxes and let the children have fun trying to push the cars so that they go under them. Say *The cars are moving!* as they play.



Play Musical statues.

- Play some music and let the children dance and move around the classroom. Say *Move, move, move* as they dance. When you pause the music, they have to stop and stand still like a statue. Say *Stop! Stop moving.*

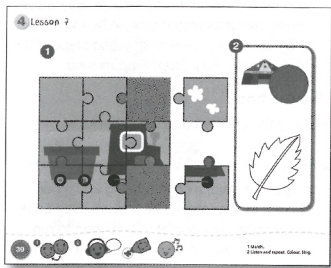
Use the book

- Help the children open their books at page 29.
- Point to the three photos at the top of the page: the train, a child running and a car. Take a toy car and make it move. Say *Look, it's moving.* Ask one of the children to run. Say *Look, he/she's moving.* Take a toy train and make it move and repeat the phrase, *Look, it's moving.* Make the train stop. Say *It isn't moving.* Then make it move again until they understand what you are showing them.
- Show them a house and ask *Do houses move?* Shake your head and answer *No.*
- Now look at the main picture and the other photos and decide together what is moving. Ask them to colour the stars next to the objects which move: the mother and child, the car, the boat, the train and the bus.

Science activities

- Put a book on the table and ask the children to push it. Then place some plastic drinking straws under the book. Ask them to push it again. Is it easier this time? Explain that the straws help the book to roll and it is easier to roll something than to slide it.
- Give the children toy cars. Put one upside down on your table. Push it and show that it does not move easily. Turn it onto its wheels. Push it again and show that the wheels make it easier.

Unit 4 Lesson 7



Lesson aims

- To develop cognitive skills by completing a puzzle.
- To make a simple puzzle.
- To learn the colour *green* and become familiar with the shape *circle*.


Materials: picture of a car or a toy car; wooden jigsaw puzzles with four pieces; printed flashcards (one for each table) (see teacher's website); items which are green, e.g. green toy cars, red or yellow items, a worksheet of naturally green items, e.g. a leaf, a cucumber, a pepper (one for each child) (optional), pots of green crayons; saucers of blue paint, saucers of yellow paint, clean saucers, paintbrushes; photocopy of a simple flower (one for each child to colour), pots of red crayons, pots of yellow crayons, circular cards; a hula hoop, masking tape, music; pictures of cars, slices of tomato or cucumber (optional)

Warm up

- **Game** Play a moving game. Show the children flashcards of a cat, a goat, an insect, a train and a picture of a car or a toy car. Help them to remember the words.
- Say *Move like a cat*. Make cat movements and encourage the children to join in. Then say *Stop!* Then say *Move like a car*, and let the children pretend to be driving around the classroom. Continue with the other items.
- Demonstrate the Train yoga pose (see teacher's website) and encourage the children to join in.

1 Match.

Introduce the activity

-  Play with Horsey puppet and simple wooden jigsaw puzzles which have four pieces. Make Horsey try to put the puzzle together and get it wrong. Let the children call out *Yes* or *No* as he tries to put the pieces in the correct place. Then let them help him get it right.

Use the book


- Help the children open their books at page 30.
- Look at the puzzle together. Ask them what they think the finished puzzle will show (a train). Point out that two pieces are missing and draw attention to the missing pieces on the right.
- Give them time to work out which piece goes where and point to the correct spaces. Then help them draw matching lines from the pieces to the spaces.

CPFS Make a puzzle.

- Download flashcards from the teacher's website, <http://www.macmillanyounglearners.com/learningstars/teacher>. Give a picture to each table and help them to glue their picture onto a sheet of card.
- Cut the pictures into four pieces for them, then hand these out to each group.
- See if they can fit the pieces together to make the picture complete. Groups can then swap puzzles with each other.

2 49 & 50 Listen and repeat. Colour. Sing.

Introduce the colour green

- Show the flashcard for the colour green and gather together items which are green, e.g. pencils, crayons, books, toy cars. Say *Green. A green car. Green. A green crayon*, as you put them on a table.
-  Now add one yellow item. Ask Horsey *Is it green? Make Horsey say No! Say That's right, Horsey. It isn't green. It's yellow!*
- Now play odd one out with three green items and one red or yellow item. Get the children to take away the odd item. Encourage them to say the colours as they do so.
- Draw outlines of three things which are naturally green, e.g. a leaf, a cucumber and a pepper. You could make this into a worksheet by drawing in black pen on white paper and photocopying it. Put pots of green crayons on the table and let the children colour the items.



Make green paint.

- Give the children saucers of blue paint, saucers of yellow and a clean saucer. Show them how to take a little blue paint on their paintbrush and put it on the clean saucer. Then they wash their brushes and add some yellow paint to the blue. They mix it up and say *green*.



Play Colour by numbers.

- Draw a simple flower with petals, a centre and a stem and leaves. Write *1* on each petal, *2* in the centre and *3* on the stem and leaves. Photocopy it so that each child has one.
- Place pots of red crayons next to a card with the number *1* on it, a pot of yellow crayons next to a card with the number *2* and a pot of green crayons next to the number *3*. Help the children to colour their flowers according to the code.

Introduce the shape *circle*

- Show the flashcard of the circle shape and say *circle*. Hold up a circular piece of white card and say *Circle. It's a circle*. Draw a circle on the board and say *circle*. Give the children circular cards to draw around.



Play *Jump into the shapes*.

- Put a hula hoop on the floor. Say *Jump into the circle*. and let the children take turns to jump into it. Now use masking tape to make a triangle on the floor too. Make them large so that several children can stand in the shapes together. Play some music and let them dance around the shapes. When you stop the music call out *Triangle!* or *Circle!* and they jump into the correct shape. Then add a square shape.

Use the book

- Point to the green circle. Say *green*. Draw a circle with your finger and say *circle*. Say *A green circle*.
- Ask the children to open their books at page 3 and see if they can find the same shape on the rug.
- Point to the leaf and say *leaf*. Show the flashcard of a leaf and say *leaf*.

Play the CD

- Play the recording and encourage the children to repeat.



*Green, green, green,
Leaf! Leaf!*

- Help the children to colour the leaf green. Ask the children to name other natural things which are green, e.g. apple, grass, green pepper.
- Have the children look and point to things that are circles in the classroom. Show pictures of cars and ask them to identify the circles there. You could also hold up slices of tomato or cucumber, etc.

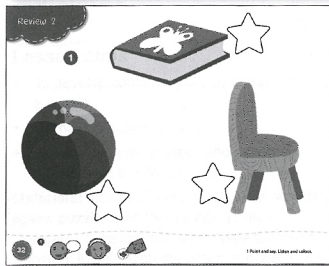
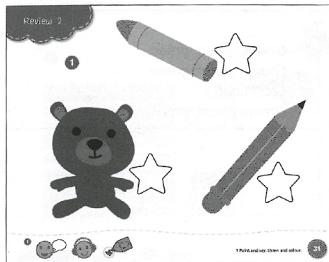
Play the song

- Play the CD and encourage the children to join in.



*Green, green, green,
Green, green, green,
Leaf! Leaf!
Green, green, green.*

Review 2



Lesson aim

- To review the main vocabulary of Units 3 and 4.

Warm up

- If you made your own puzzles in the previous lesson, put the completed puzzles on the table and let the children choose which one they would like to play with. Hand them out and let them take them apart and put them together again. They might like to only play with the ones they have made themselves, but try to encourage sharing.

1 Point and say. Listen and colour.

Introduce the activity

- Put two flashcards on the board: one of a ball and one of a chair. Draw a star outline next to each of them.
- Say *ball, ball*. Let individual children come up to the front and point to the correct card. Now give one child a coloured marker or coloured chalk and let him or her colour the star next to the picture of the ball. Now say *chair, chair* and let a child colour the star next to the chair. Add other cards of items the children are familiar with.

Use the book

- Help the children open their books at pages 31 and 32.
- Let the children have a few moments to look at the pages and say what they can see.
- Then ask individual children to point to each picture and say the word. Point to pictures in random order so that you can ascertain if they are all familiar with the vocabulary.

Play the CD

- Play the recording and encourage the children to listen.
- Play the CD again. Pause after each word to give the children time to find the matching picture. They then colour the star next to it. Tell the children that if they cannot see the picture on the first page, they will have to turn the page over to the pictures on the second page.



ball
chair
pencil
teddy
book



- Place flashcards of the above items around the classroom. Play the recording again and encourage the children to go to the correct one.