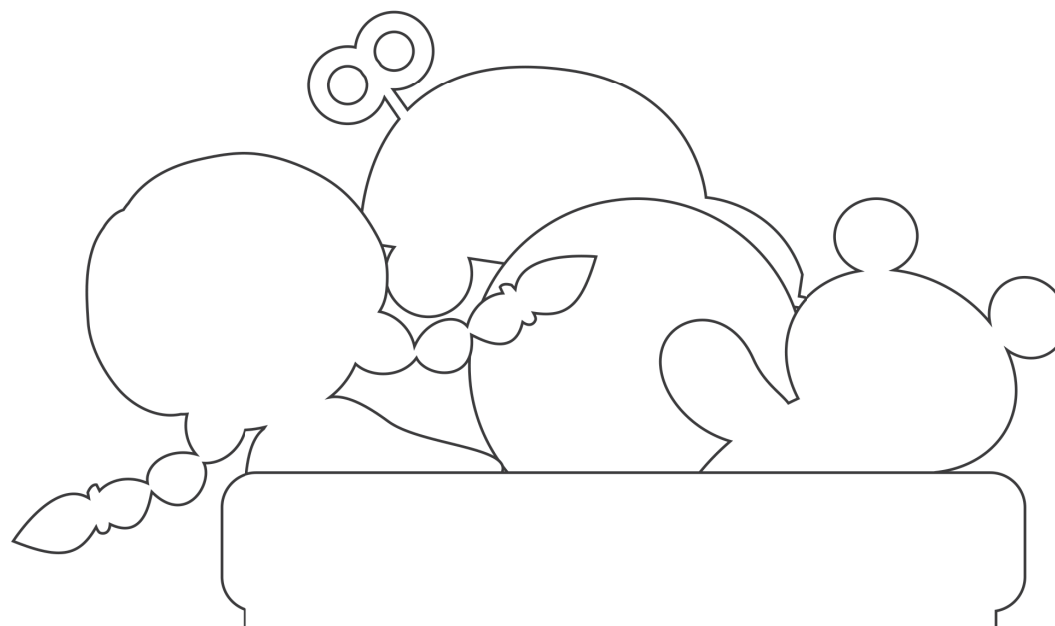
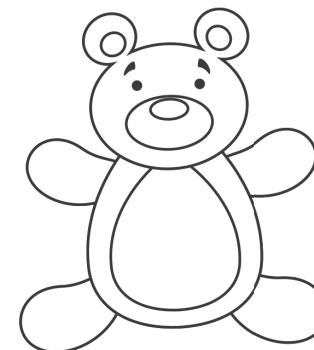
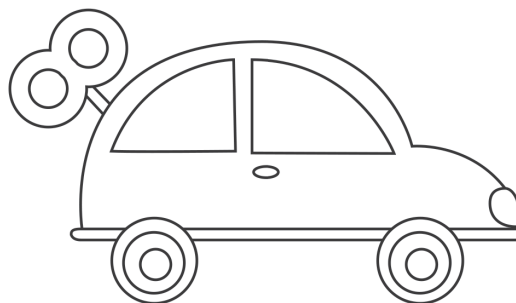
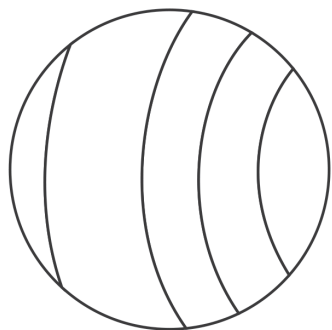


7

What is a toy?

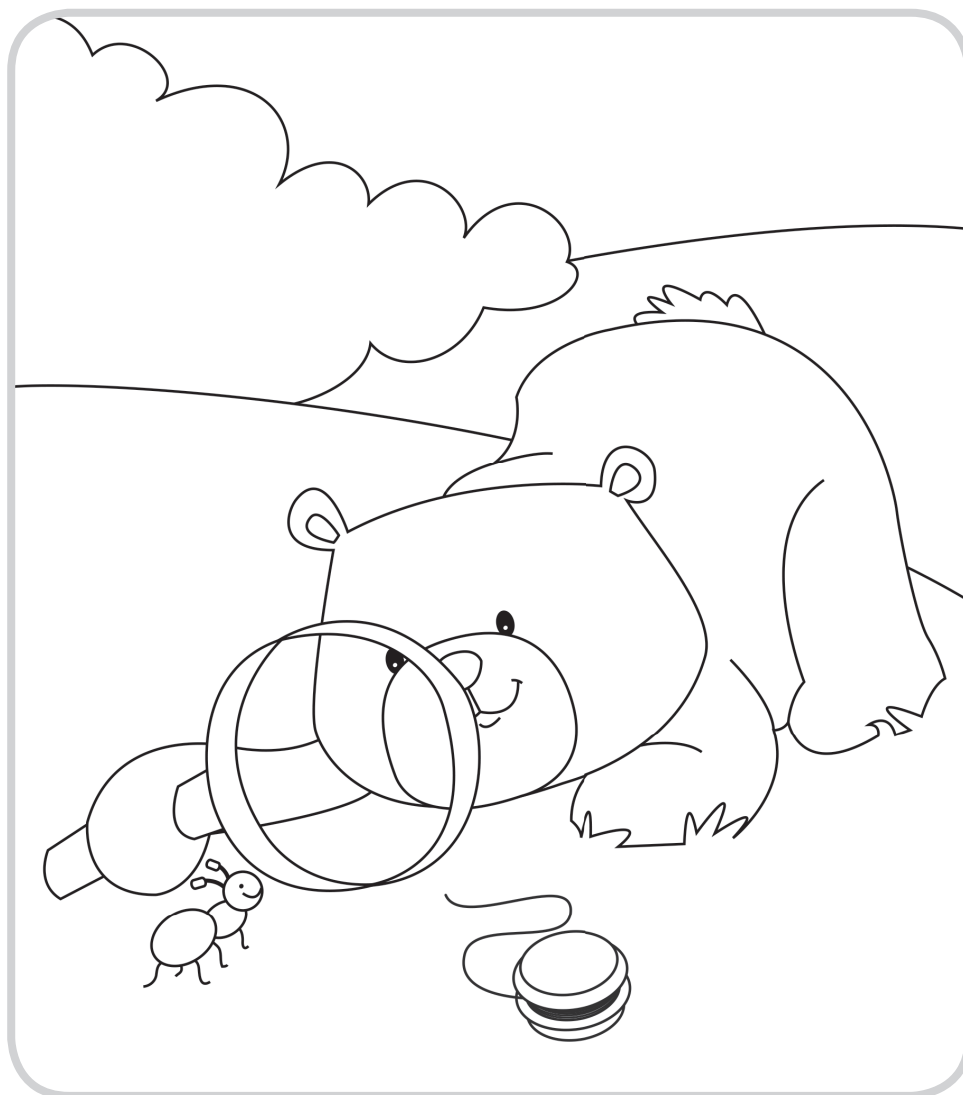
👉 Point. 💬 Say. 📄 Match.



Key Language: *car, teddy bear, doll, ball.* Children point to and name the toys at the top of the page. Then they draw a line to match the toys to their outlines in the toy box. Finally, they finger trace the lines and say the words as they link the illustrations: *ball – ball, doll – doll, etc.*

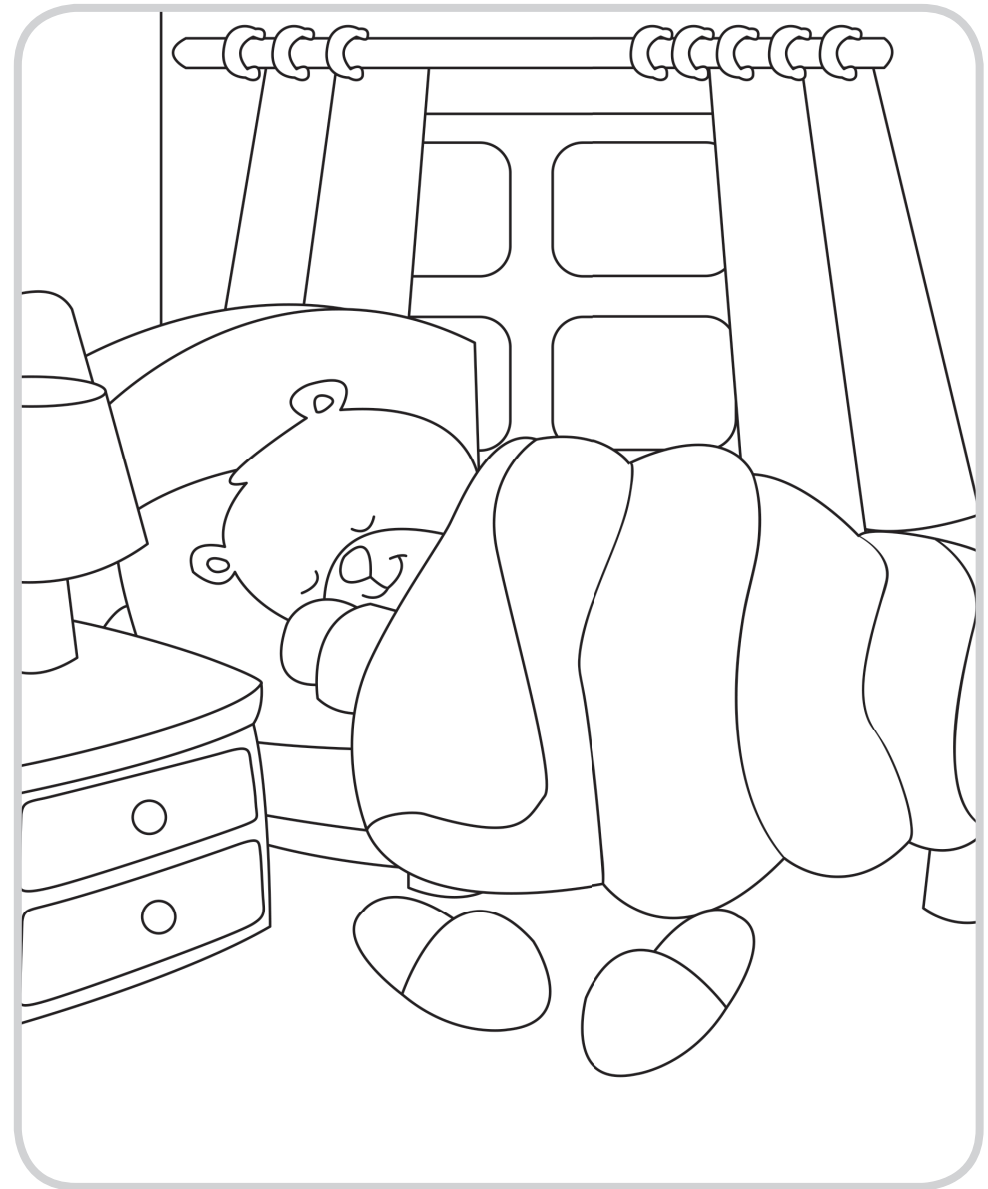
 Say.  Circle.  Color.

A Little Teddy Bear



Key Language: *What can you see? What is the story about? teddy bear, yo-yo.* Children look at the story scenes. Ask the literacy questions. Elicit answers using *I can see ...* Then ask: *Can you see a teddy bear? Can you see a yo-yo?* Children circle and then color the items in the pictures.

 Say.  Circle.  Color.



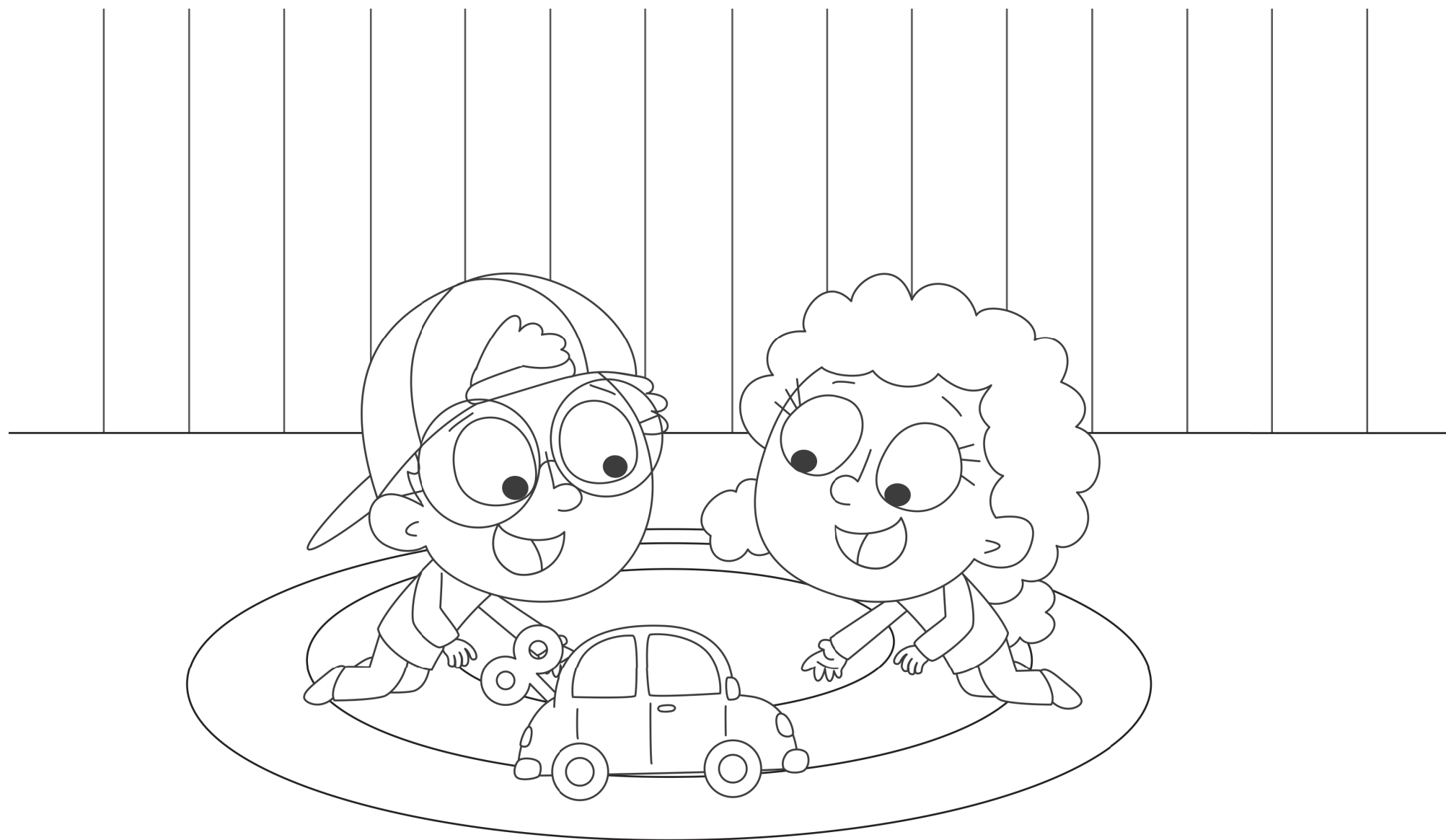
Key Language: *What can you see? What is the story about? Where is teddy? Is it day or night? teddy bear, zipper.* Children look at the story scenes. Ask the literacy questions. Elicit answers using *I can see / It is...* Then ask: *Can you see a teddy bear? Can you see a zipper?* Children circle and then color the items in the pictures. Finally, they retell the story in their own words. Provide language as needed.

Look. Draw. Color.



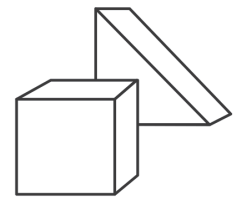
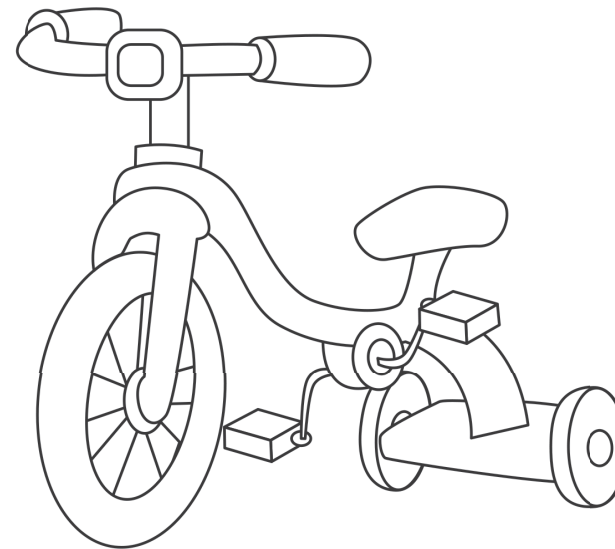
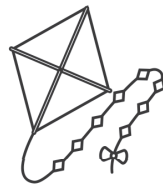
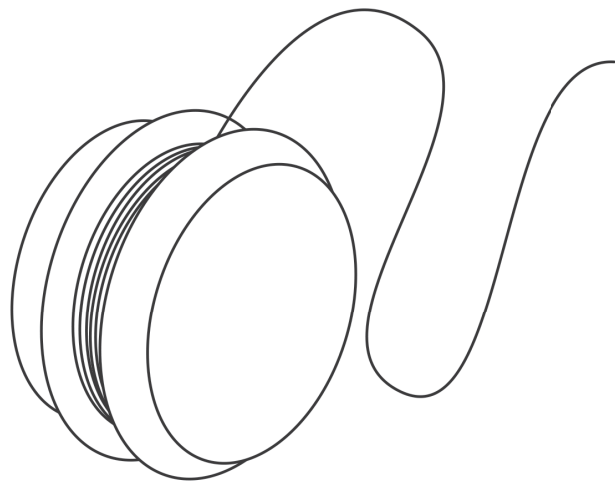
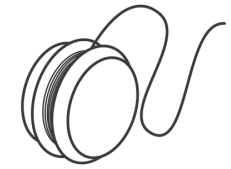
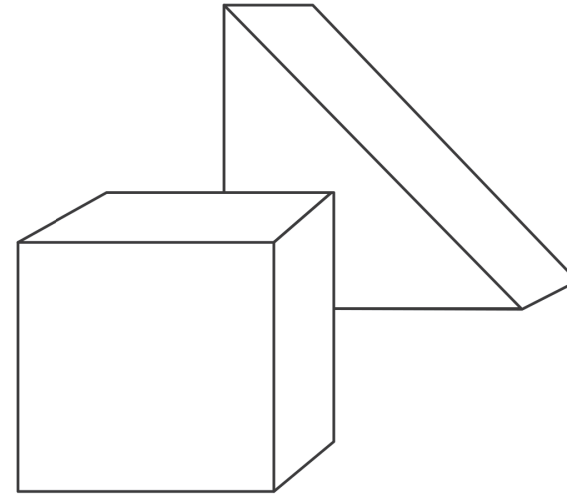
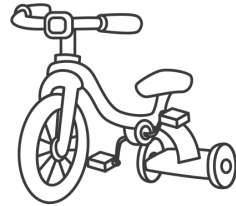
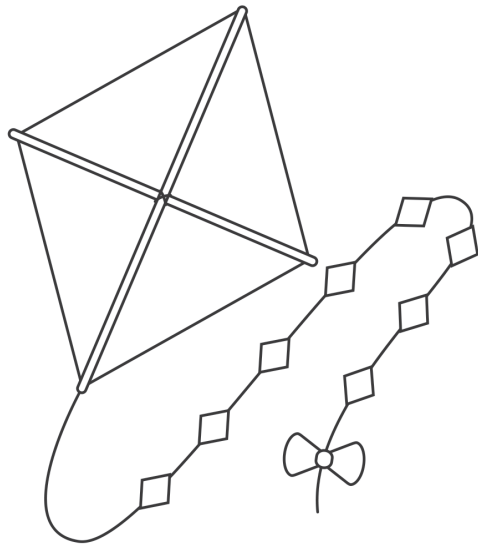
Key Language: *Is this a scene from the story? Can you remember? Where is Teddy? Is it day or night? What happens next?* Point to the scene to the left of the page. Children draw a line from the first scene to the scene at the bottom right of the page. Then they color the teddy bear in the two where he's at home.

👁️ Look. 💬 Say. ✍️ Color.



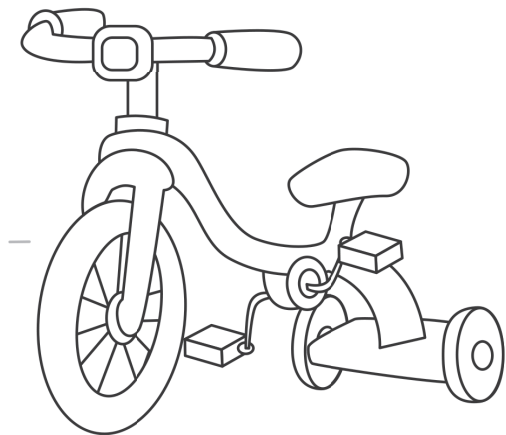
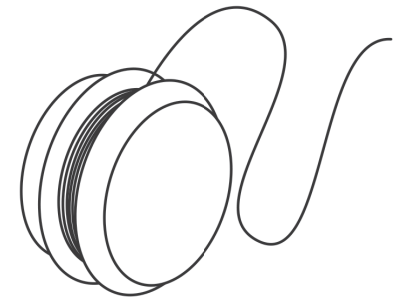
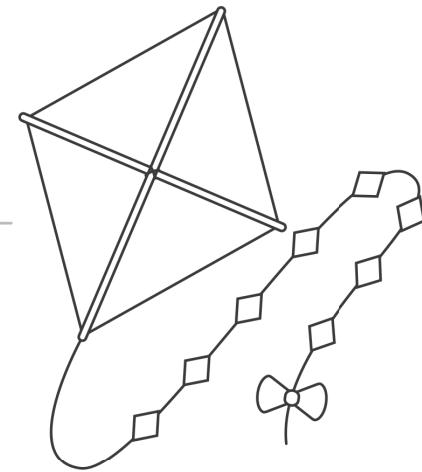
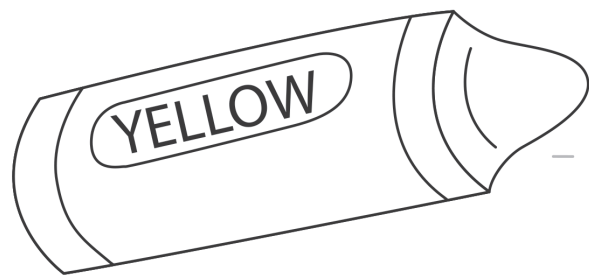
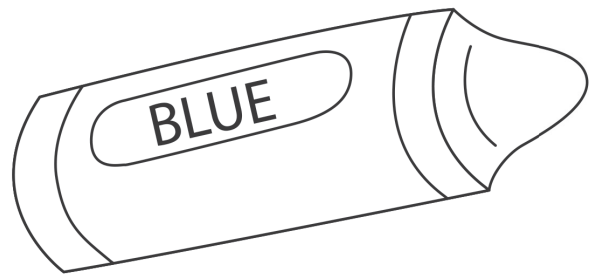
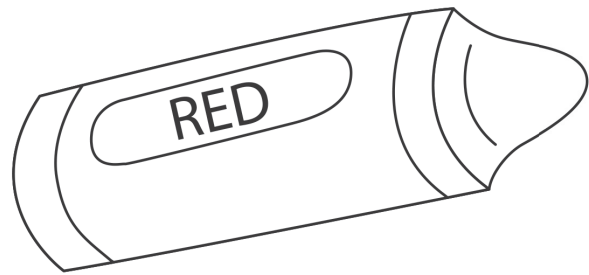
Key Language: *sharing toys, Are they sharing the (toy)?* Children look at the scene. Ask: *What are the children doing? (Playing with a toy car.) Are they sharing the toy? (Yes.)* Discuss why it is better to share toys so everyone is happy. Finally, children color the children who are sharing and the toy.

👉 Point. 🗨️ Say. 📄 Match.



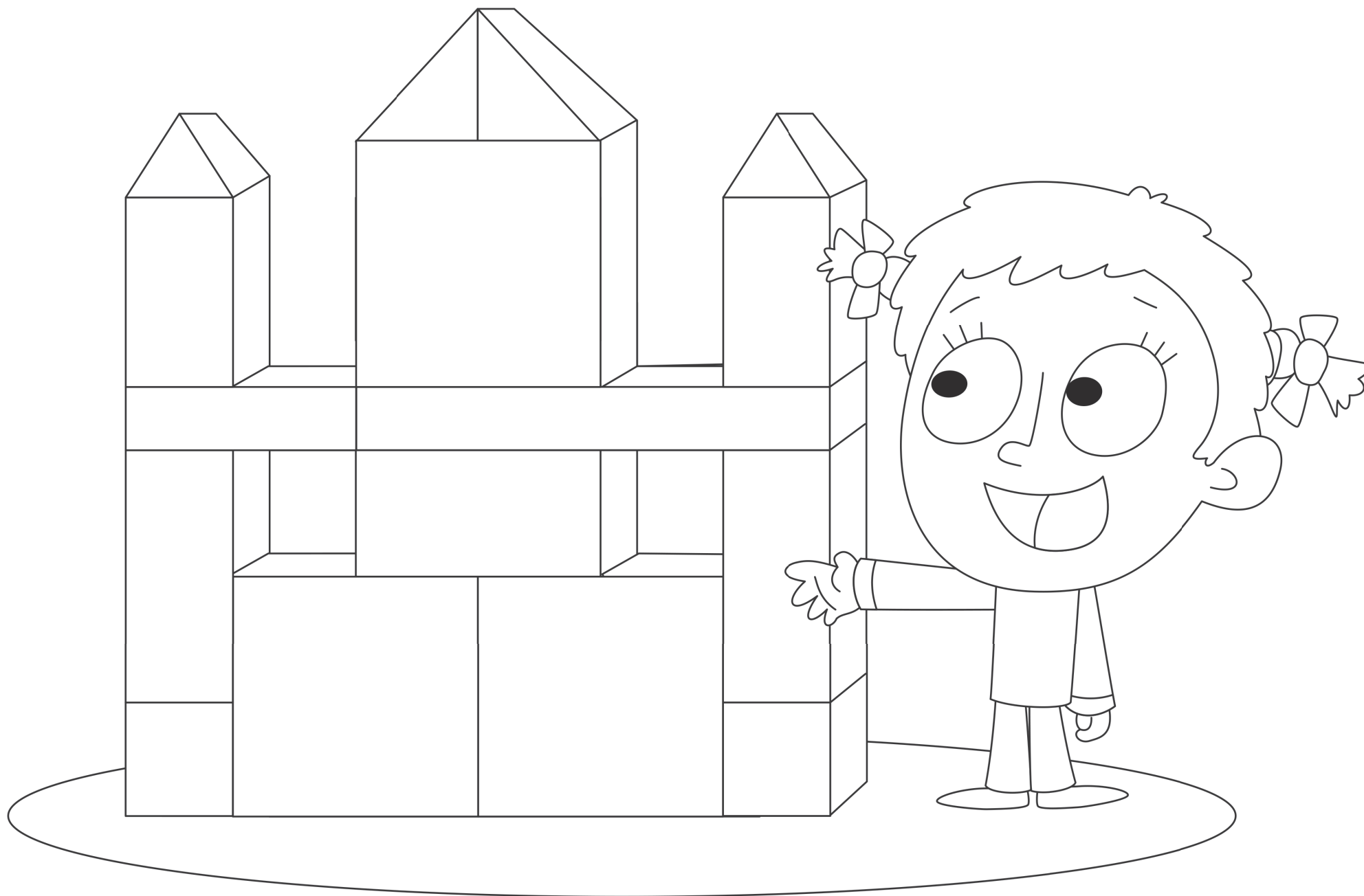
Key Language: *kite, tricycle, blocks, yo-yo*. Children point to and name the toys in the top row: *kite, tricycle, blocks, yo-yo*. Then they draw lines to match the corresponding big and small toys. Finally, children finger trace the lines and say the words as they link the illustrations, e.g., *big kite – small kite*.

 Color.  Trace.  Say.



Key Language: *What color is the (ball)? The (ball) is (red). It's (red).* Have children color the first crayon red. Say: *The crayon is red.* Children repeat. Then they trace the line and color the yo-yo red. Repeat with the remaining colors and toys. Finally, ask: *What color is the kite / yo-yo / tricycle?* Encourage children to respond by saying *It's (yellow).* And *The (kite) is (yellow).*

👁️ Look. 🗨️ Say. ✍️ Color.



Key Language: *What shape is it? It's a square.* Children look at the scene. Ask what the girl is playing with (*blocks*). Point to one of the square blocks at the bottom and say: *Look, it's a square.* Then point to each shape in the tower and ask: *Is it a square? (No.)* Explain that children should color only the squares. As they work, go around, point to a square and ask: *What shape is it?*