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## The rationale behind this book

- Naming pictures of objects is a feature of many pages in this book to extend vocabulary and encourage discussion and the sharing of ideas. The better the knowledge of words, the less difficult reading will be in more formal lessons.
- The pages are in not graded in order of complexity, so cherry-picking and going back and forth is encouraged. Think of the variety as a treasure-chest of goodies full of surprises. Many of the pages are to do with object recognition in order to build vocabulary and to help develop a memory for words, their pronunciation and their shades of meaning. Putting these words into sentences is the next stage, also covered in this book.
- The all-important left to right eye movement is an area given prominence because of the importance in being able to do this until it is instinctive. All pictures (except one) face the right to help develop this automatic L to R eye movement direction.
- Multiple how-to-use ideas on talking the talk are provided on every page to make the learning benefits both easy to follow for the teacher, and child-appealing for the learner. Each page can support many different lessons, not including voluntary re-visits for those who want to re-live a previous enjoyable experience.
- **No written words or sound symbols are introduced because this book is based on the oral, aural, and visual learning.** (Check that ears, eyes and the breathing and mouth 'machinery' are each working well. Have them professionally checked as soon as possible if problems are not resolving.)
- Thorough teaching will help ensure that no child falls by the wayside. Success and self-pride are vital elements in all areas of this language-based early learning.
- Children are quick to work out who is less smart. This book can help prevent this ogre from appearing on the scene.
- Everyone needs a 'cheer-up', so public recognition for effort plus the warmth of an encouraging smile needs to be given at least once a day, so be generous in this department!
- The full-colour pictures are a vital part of the Grand Design of this book, and a source of delight for adults and children alike.
- This book has been set up so that each page provides ideas and material for all levels of understanding. Learning thus becomes meaningful and successful for all abilities, providing the goods to set each child up for a literacy-rich and happy learning future.

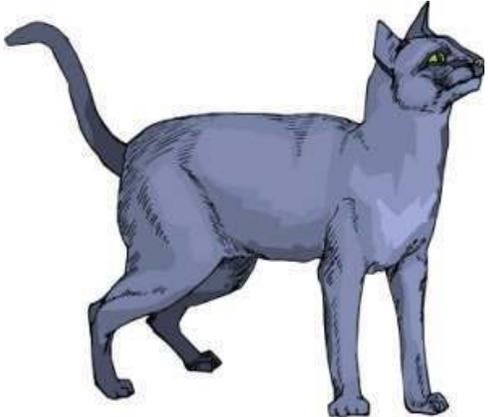
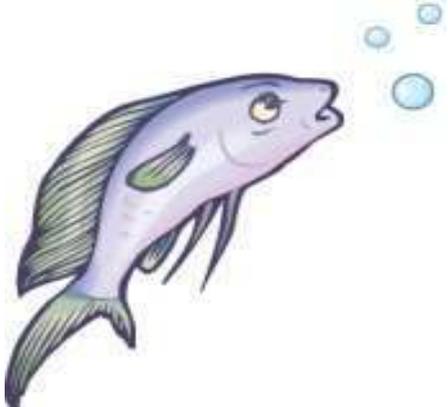
## How to make a personal microphone

**Hearing one's own voice as if it is amplified helps enormously when teaching the sounds of speech.**

Cup your hands and put them behind your ear flaps so that you push them well forward. Speak and you will hear your own voice as you may never have heard it before. Check that your fingers are fully cupped (no gaps) to enlarge your sound 'catchment'. Have fun with this!

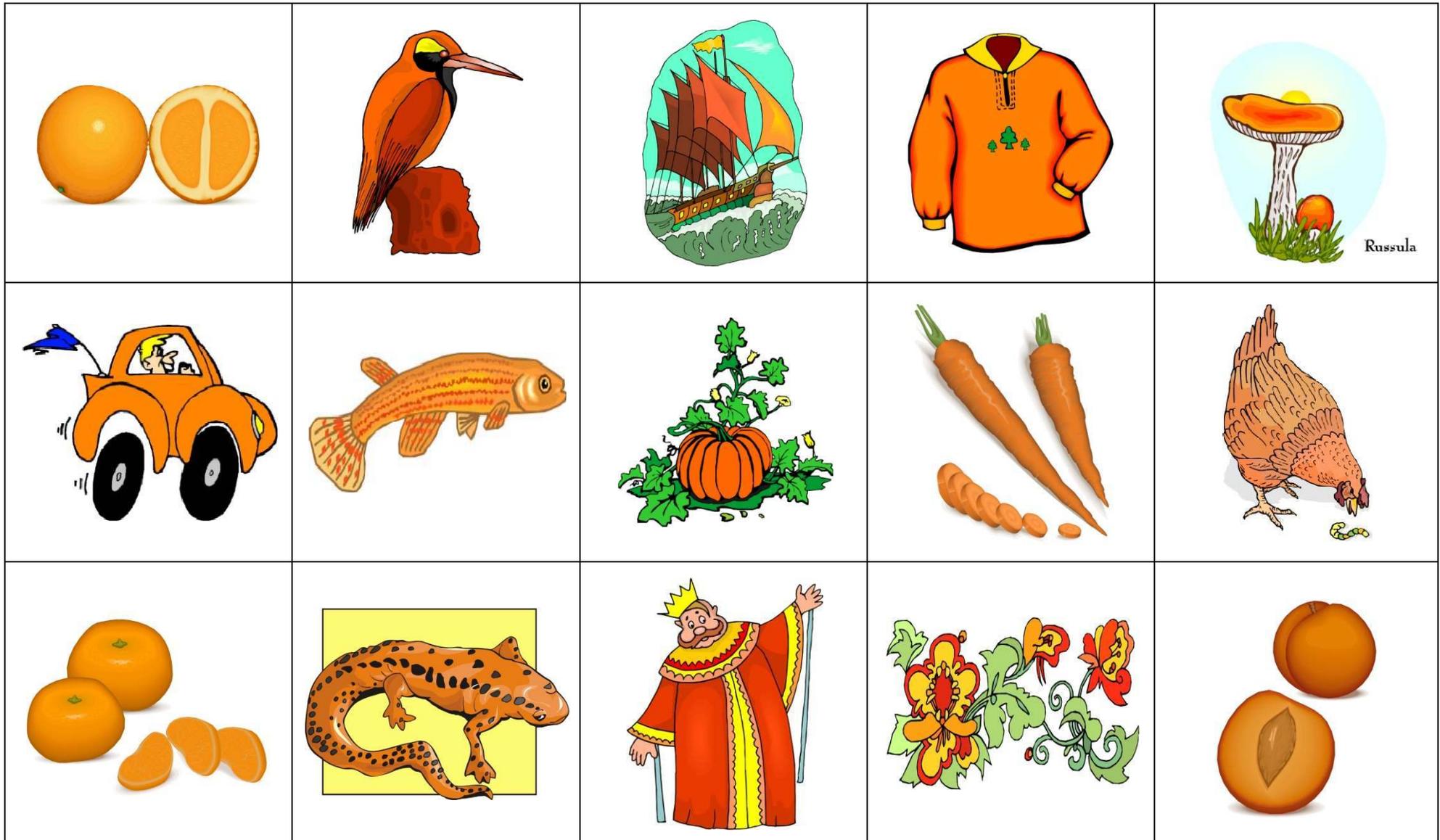
## Mouth mover warm-ups

The exercises on this page are to help learners feel how their mouth 'machinery' and breathing apparatus work. (Change the dialogue to suit.) Revisit these warm-ups often for learning happiness. Add variations to keep them fresh. Note: Many examples can include a voice noise to encourage vocal confidence.

<p><b>Lion's roar</b> Open your mouth as wide as you can and roar like a lion. Show your teeth and look as fierce as possible.</p> <p>Do this several times, turning your head in different directions to warn other lions not to get too close.</p>		<p><b>Hungry cat</b> Be a cat. Think in your mind what colour you are. Meow a very long, loud meow on one breath.</p> <p>Every now and again stop to mime washing your face with a paw. When your whiskers are spick and span, have a stretch, yawn as widely as you can, then curl up in a circle shape for a cosy cat nap.</p>	
<p><b>Puppy dog drinking</b> Pull your tongue in and out of your mouth like a hungry dog having its dinner.</p> <p>Make your mouth very loose and floppy to do this. If your long ears get messy, every now and again stand still and shake give them a short shake.</p>		<p><b>Fish bubbles</b> Open and close your lips like a fish so that you make soft little mouth noises. Go from small mouth openings to very wide and back to small.</p> <p>Pretend to be mirror with a partner. The 'doer' does slow connected actions that the mirror copies. It should be hard to tell who is who.</p>	

## All about orange

This page can be used for not only naming each object left to right and row by row, but additional information provided by the teacher can expand both general knowledge and vocabulary. Next idea is to put the orange colour and any additional secondary colours in a sentence. For example - The long-sleeved orange shirt has a yellow collar and cuffs, a small black zip, a black hem, and one large and two small green trees on the centre front. (Lead up to this sort of detail gradually.)



## At the beach pick-a-box

Pick a box and describe in words its position and three things, such as: 'In the second row, third box, I can see two feet, one head and a red bucket.' After all pictures have been described in general detail, less obvious details can add to the fun, as: 'In the second row, third box, I can see two big toes, a brown handle on the bucket, and sand-sculptured arms.' Colour, shape and position words are the aim here. The words foreground and background are also good to introduce.

