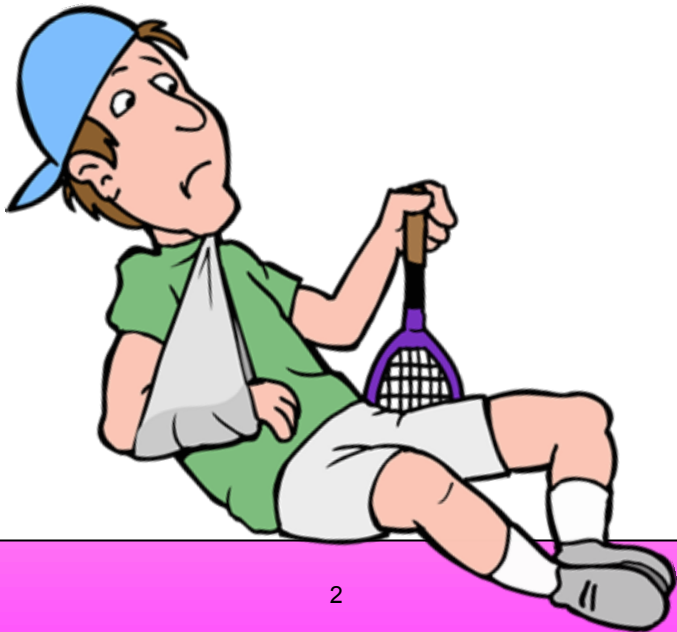


1. The other day I hurt my arm.

2. Talk to some cows on a dairy farm.



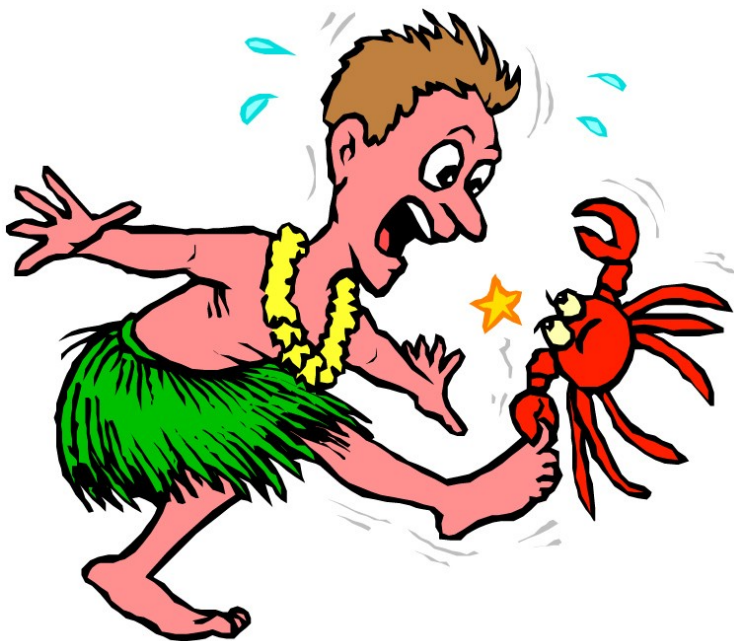
1. The other day I hurt my chin.

2. Play a game and try to win.



1. The other day I hurt
my toe.

2. Find a boat and
start to row.



Why this book is good

Rhythmical and rhyming out-loud language is perfect for lots of repetition and togetherness fun. It calls upon the teacher's imagination to devise different ideas to keep these repetitions fresh. Suggestions to do this:

- Add **movement** to the spoken word, teacher initiated and then choreographed by learners.
- **Change groups** in an imaginative way — e.g. shoe size; low/high voice; if you have a pet at home etc.
- Encourage the **memorisation of many poems and songs**. This in turn strengthens reading because the mouth muscles, sequential thinking, syntax, linguistic rhythm and pronunciation work together to form a strong and secure word-knowledge base.
- **Add active visualisation opportunities**. Short and frequent impromptu oral conversational lessons should be incorporated into every school day.
- **Boost language knowledge development**: Syllabic stresses/non-stresses, pronunciation clarity, facial expression subtleties, hearing and using new words in personal conversations, verbal expression and ideas allow the imagination to soar.
- This book shows the pleasure of the unpredictable.

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