

# WHAT AM I ?

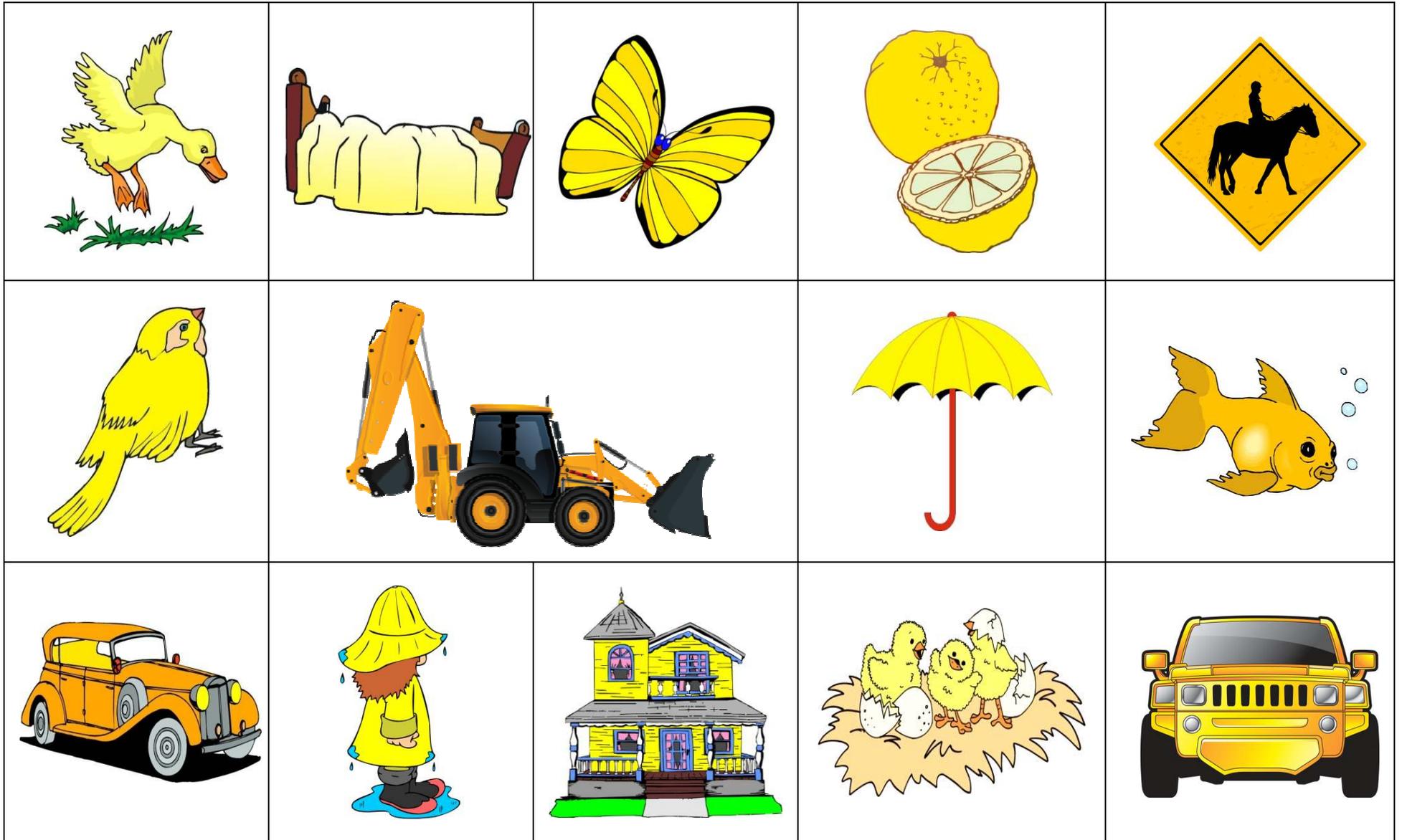
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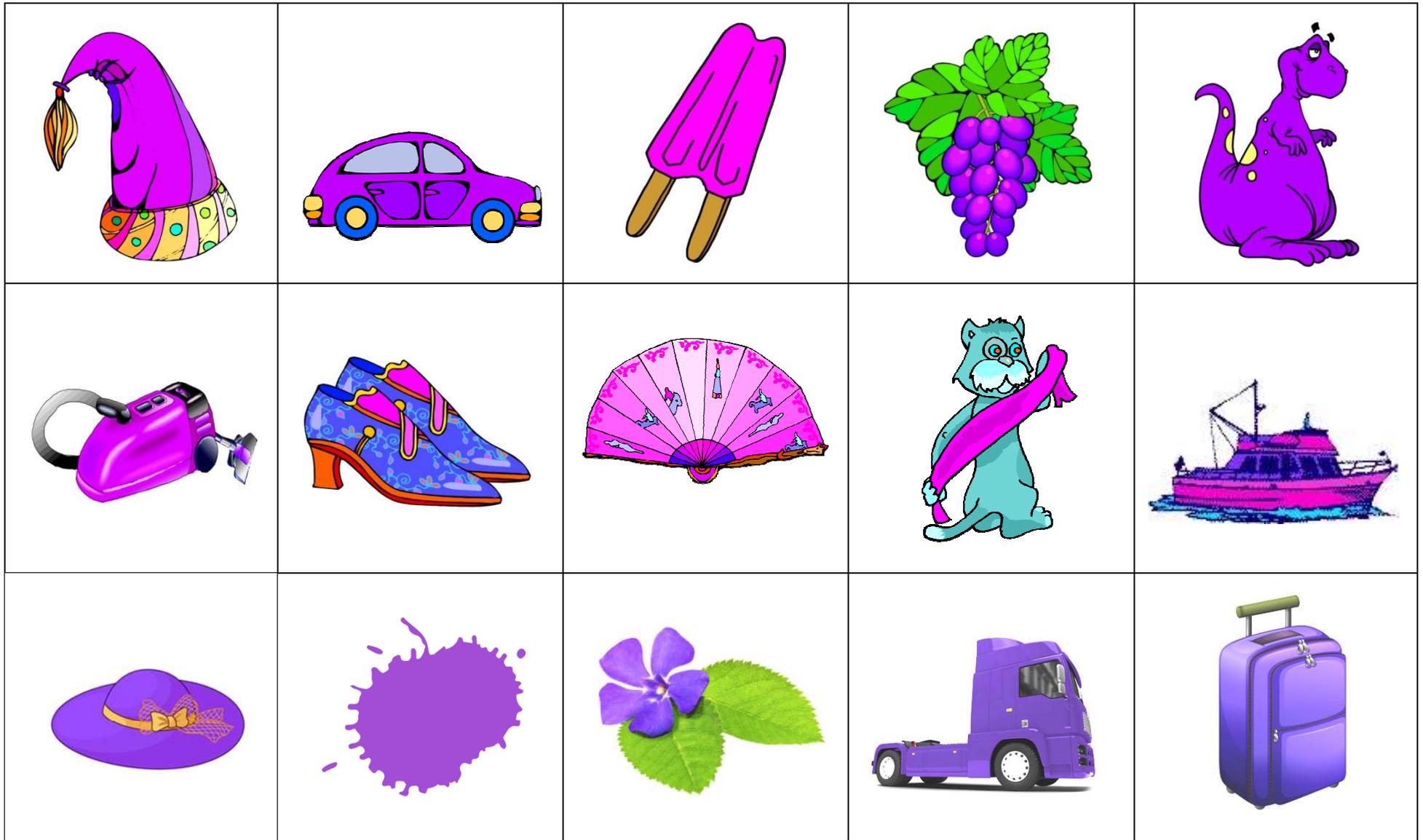
## The yellow page

This is the first **eye movement** and **naming page**. The aim is to 'read' the pictures in L to R order by naming each item along the rows in turn, then swinging the eyes quickly to the next line. This emulates reading text. Practise until naming is fluent. Gradually progress on different days from 'duck' to 'A yellow duck is flapping its wings' to a more complex story such as, 'Dan the duck almost landed on a lizard and is quacking loudly in fright.' Copying the teacher's oral sentences is fine.



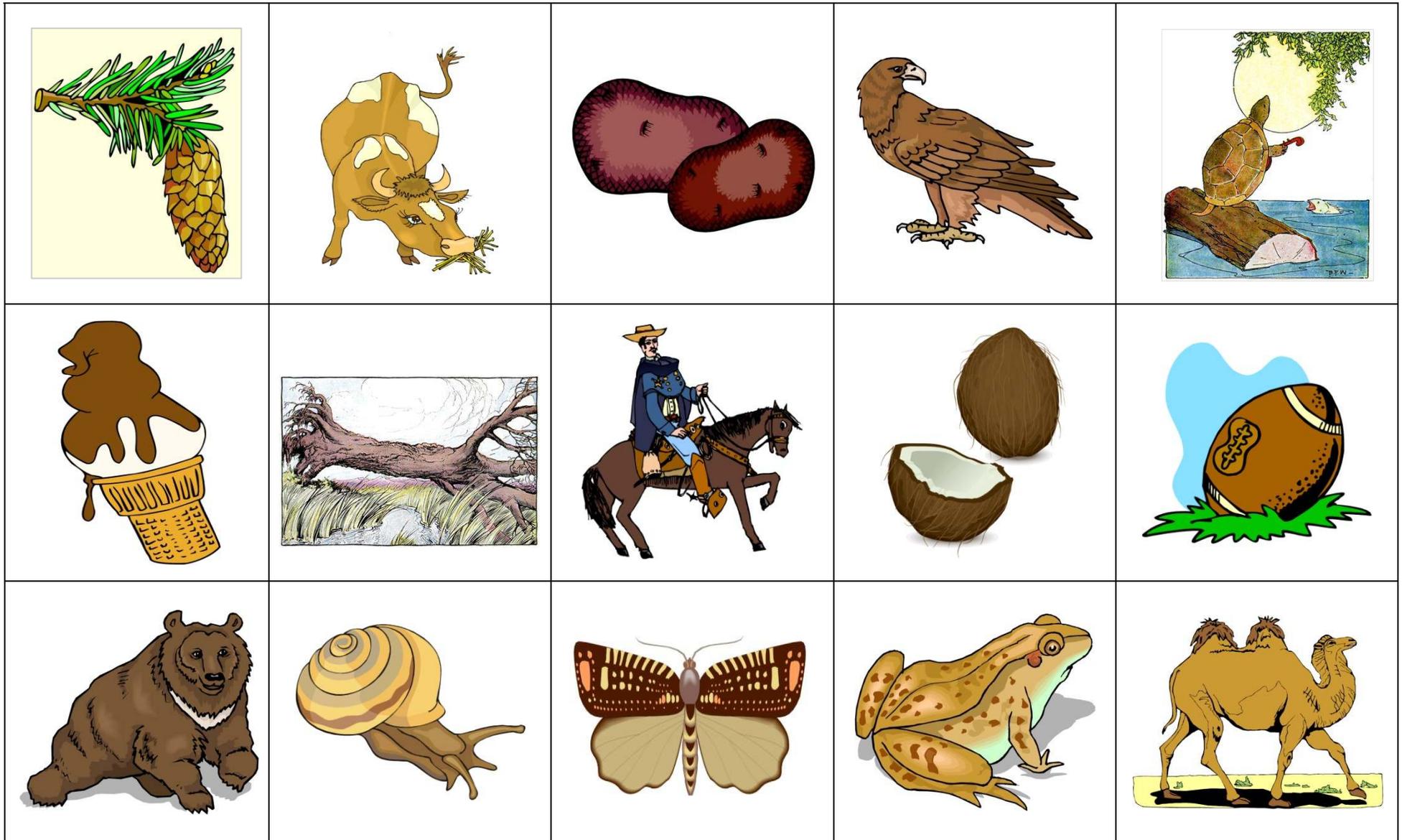
## The magenta and violet page

Magenta is a more unusual word, but is important to know because it is an ink cartridge colour. The difference between magenta and violet can be discussed here, particularly as violet takes its name from the flower of the same name. Observation of items and their colours in everyday life, nature and picture books etc are enhanced when they can be named. Having a wide vocabulary is the highly beneficial result. Visit this page frequently, making up different sentences each time.



## The caramel and chocolate brown page

Brown is a colour of Nature and an enjoyable one to explore one because of its many tones and naming possibilities. (Look up shades of brown names.) Demonstrate mixing red, yellow and blue. (Rich language work can happen here.) Create colours and shades by mixing various primary colours with tones black and white on a plastic lid. Use a piece of 3cm wide stiff card edge to dip in several of these colours and then scrape over firm paper to make a pattern. Add a brown border/frame.



## Why this book was written

Any number of reasons can lead to poor oral language, spoken language inexperience and a low vocabulary lexicon of children in pre-schools and the early school years. Some of these difficulties are listed below, and include both the fixable and more challenging. However, just by knowing them can help in the carer/parent/teacher's choice of content when deciding what teaching methods work best to help solve these problems in the typical pre-school or classroom.

The list: Insufficient attention given in earlier years to the naming of objects; inexperience in recalling and using words heard and used in previous oral language discussions; a lack of visualisation skills to be able to see mind pictures while listening to stories, poems, instructions, questions etc., (which then leads to an inability to comprehend meaning in spoken and written language); having an undiagnosed learning and/or hearing problem that is causing concern, evidenced by exhibiting a slower than average learning progress; a lack of confidence and/or knowledge of English to be able to respond to others in conversations; lack of repetition in the learning process; poverty, distress and/or malnourishment; poor sleep; inexperience in the creative process of describing, and having a social disconnect with others.

This book was written to help teachers, parents and carers close the above-mentioned learning gaps for pre-school children and beginner English readers. And - having a wide vocabulary can lead to high-quality and creative writing.

**There is much comfort in repetition. Enjoyment and social togetherness are tucked in here as well.**