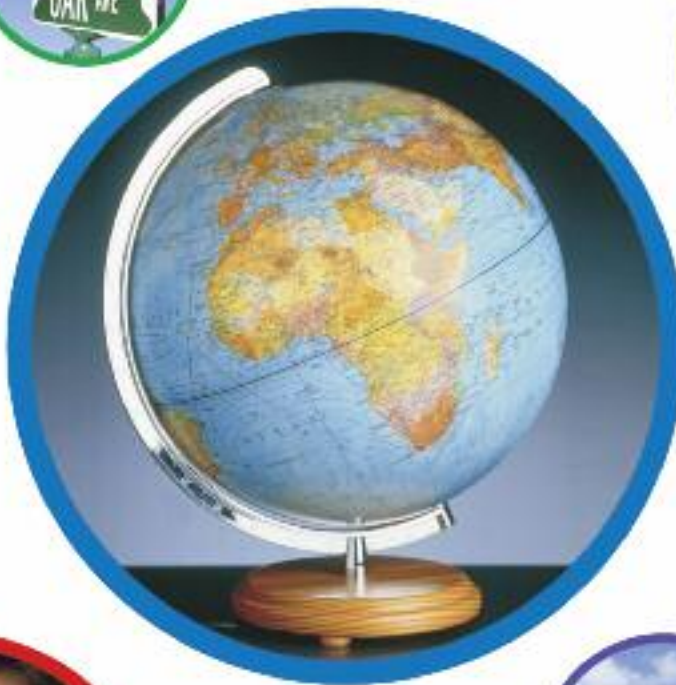


The Heinle

PICTURE DICTIONARY



for Children



ABC
▲ ■ ★
123



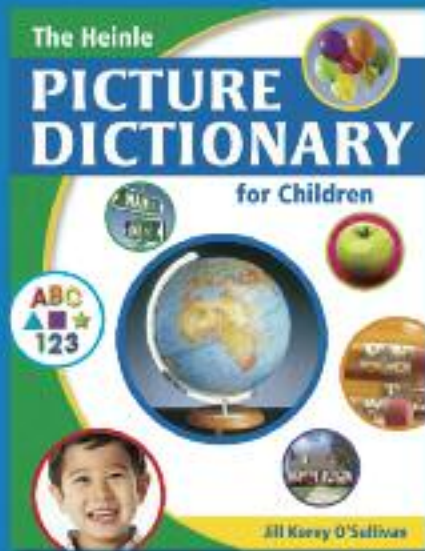
**SNEAK
PREVIEW**

Includes:
3 lessons
1 Workbook
lesson
1 Lesson Planner
sample

Jill Korey O'Sullivan

The Heinle Picture Dictionary for Children

Grades K-3 Pre-reading to high-beginning



"I would definitely adopt The Heinle Picture Dictionary for Children because the pictures are excellent visually, as well as educationally. There are activities, 'Playing with Words,' that students would enjoy and that are engaging, and the 'Fun Facts' are interesting ways to teach students facts that they may not know. In fact, there were a few I learned!"

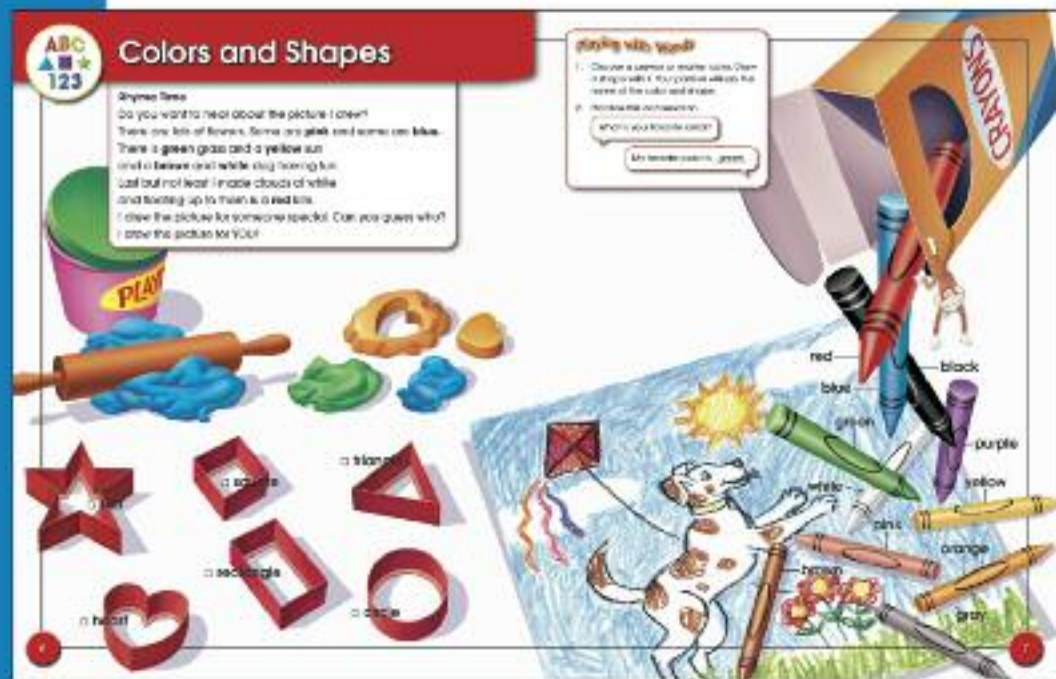
Kristi Arriaga
West Lake Elementary School
Apex, NC

Pictures plus a world of fun!

The Heinle Picture Dictionary for Children is the only children's dictionary that presents vocabulary within thematic readings and offers opportunities for multi-level practice of every word introduced to help develop English language skills.

- **1,100 words are taught contextually** through colorful illustrations and photographs, readings, and activities in eight thematic units.
- Students encounter words in context through "Rhyme Time" and "Fun Facts" readings.
- "Playing with Words" offers fun activities in which students increase semantic understanding and develop their language skills.

The Heinle Picture Dictionary for Children begins with a basic unit which features six lessons including "Letters;" "Numbers;" "Colors and Shapes;" "In, On, Over;" "Opposites;" and "Time." These lessons introduce important basic vocabulary that will jump start your students' language acquisition. Units 2-8 explore other areas of the learner's life including their family, neighborhood, school, and the world.



Everything teachers need to help students succeed and have fun learning English!

- ✓ Multi-level Lesson Planner
- ✓ Activity Bank CD-ROM
- ✓ Classroom Presentation Tool CD-ROM and full-color Transparencies
- ✓ Audio Program
- ✓ Sing-Along Audio CD
- ✓ Workbook
- ✓ Interactive CD-ROM

See pages 14-15 for a more detailed description.



Can you find the monkey?

This fun character encourages exploration as students start each lesson. They will enjoy finding the monkey every time they turn the page!

Try a lesson today!

This Preview contains three sample lessons—including one full lesson with matching workbook and lesson planner content—to use with your class now.

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* Included in this sampler

"Rhyme Time" and "Fun Facts" readings featured in each lesson present vocabulary in context through enjoyable readings that are sure to engage your students.

Vocabulary words appear directly next to the corresponding image to help your students make the connection between word and image.

"Playing with Words" activities give students opportunities to demonstrate their language development and apply semantic awareness.



Face and Hair

- Fun Facts**
- There are about 550 hairs in an **eyebrow**.
 - Our **nose** and **ears** never stop growing, but our eyes stay the same size from birth.
 - You can't sneeze with your eyes open.
 - A grown-up has 32 **teeth**.



- playing with Words**
1. Say a part of the face. Your partner will draw it on a piece of paper. Then your partner will say a different part of the face. Add this part to the drawing. Take turns until the face is finished.
 2. Which words begin with the letters *ch*? (Hint: There are 2.)

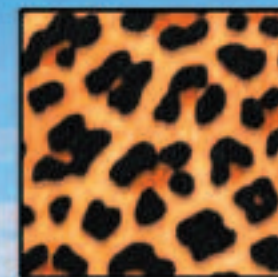
Also available in British English



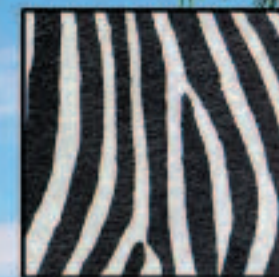
In the Grasslands

Fun Facts

- **Rhinoceroses** do not eat any meat.
- **Leopards** can leap more than 20 feet.
- **Elephants** put their **trunks** in each other's mouths when they meet.
- **Lions** spend 20 hours a day at rest or asleep.
- **Giraffes** need less than 2 hours sleep.



spots



stripes



a horn



a tusk

a trunk



a koala



a kangaroo



an elephant



an ostrich



a giraffe



a buffalo



a rhinoceros



a hippopotamus



a zebra



a lion



a leopard

playing with Words

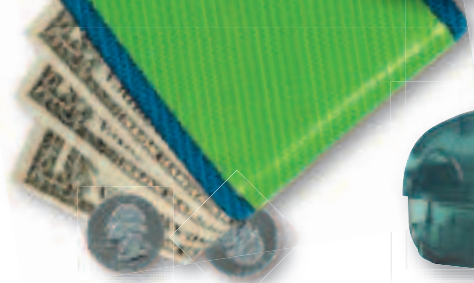
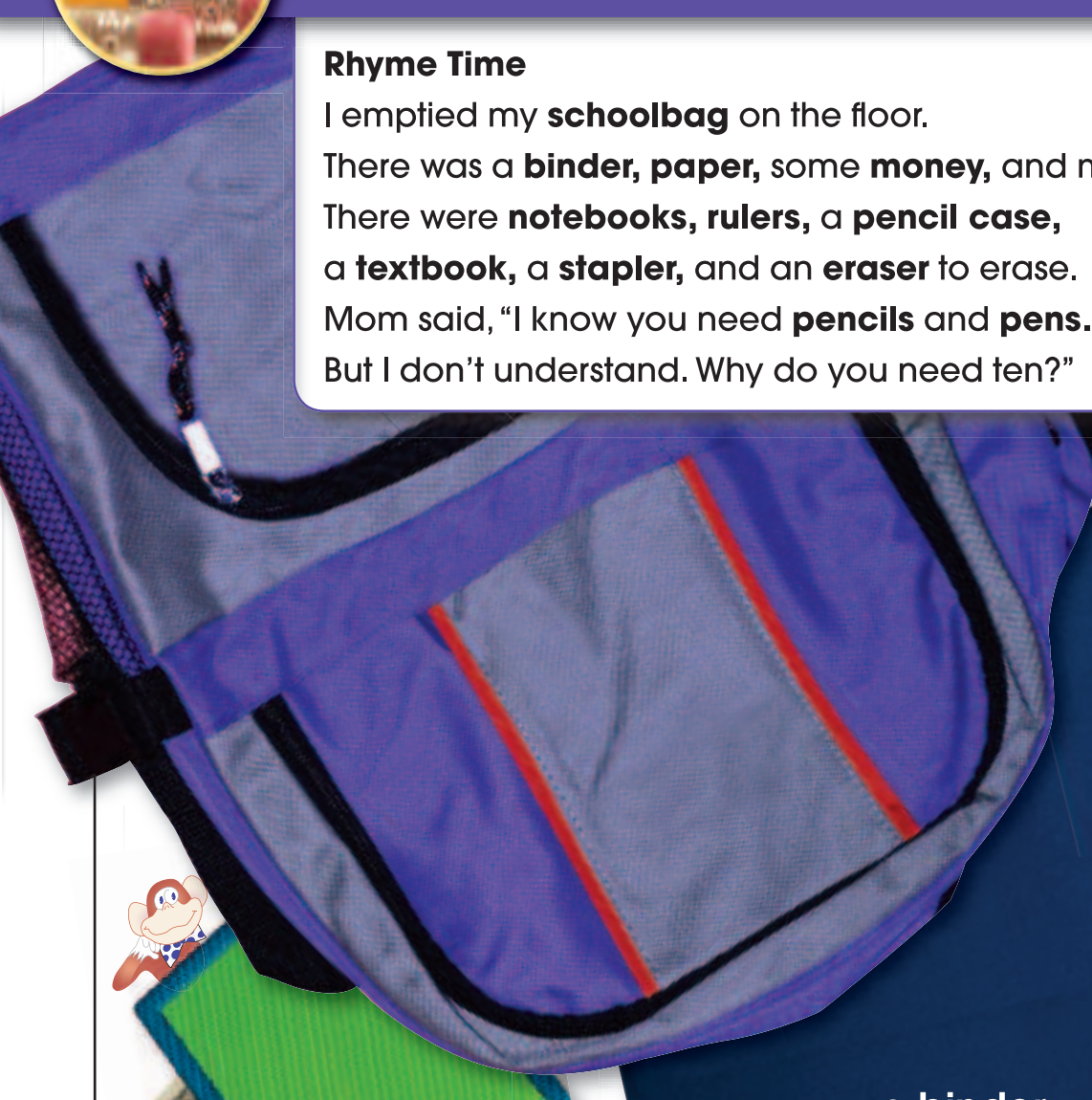
1. Pretend to be one of these animals. Move like the animal. Make the sound of the animal. Your class will guess the name of the animal.
2. Which words end with the letter *a*? (Hint: There are 2.) Make the sound of the letter *a* in those words.



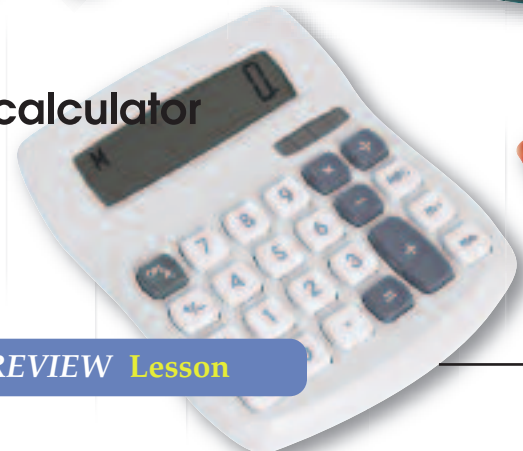
In my Schoolbag

Rhyme Time

I emptied my **schoolbag** on the floor.
 There was a **binder**, **paper**, some **money**, and more.
 There were **notebooks**, **rulers**, a **pencil case**,
 a **textbook**, a **stapler**, and an **eraser** to erase.
 Mom said, "I know you need **pencils** and **pens**.
 But I don't understand. Why do you need ten?"



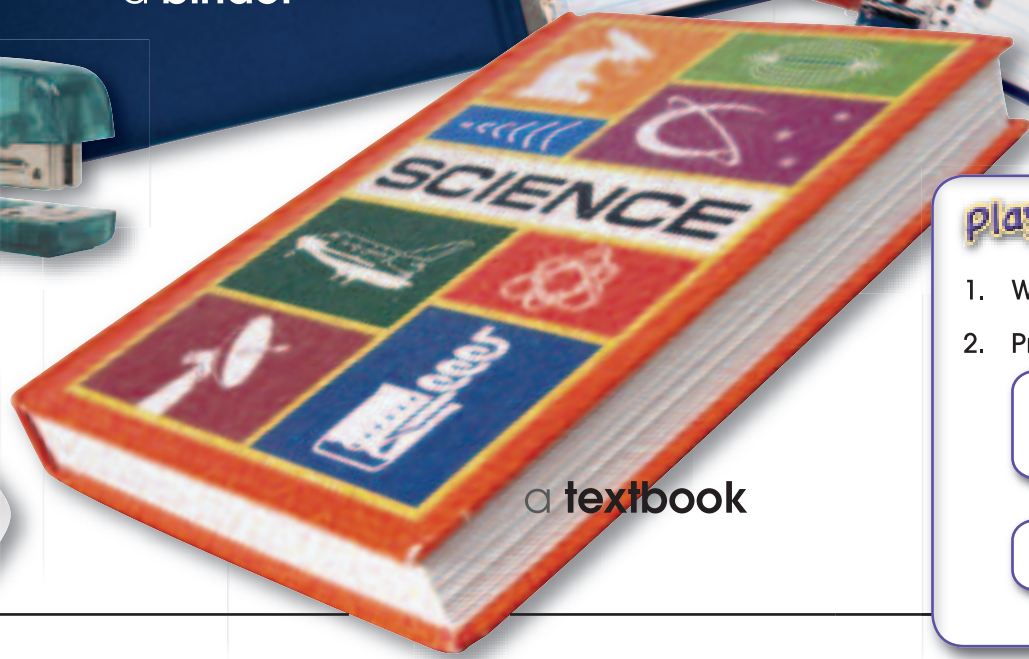
money



a calculator

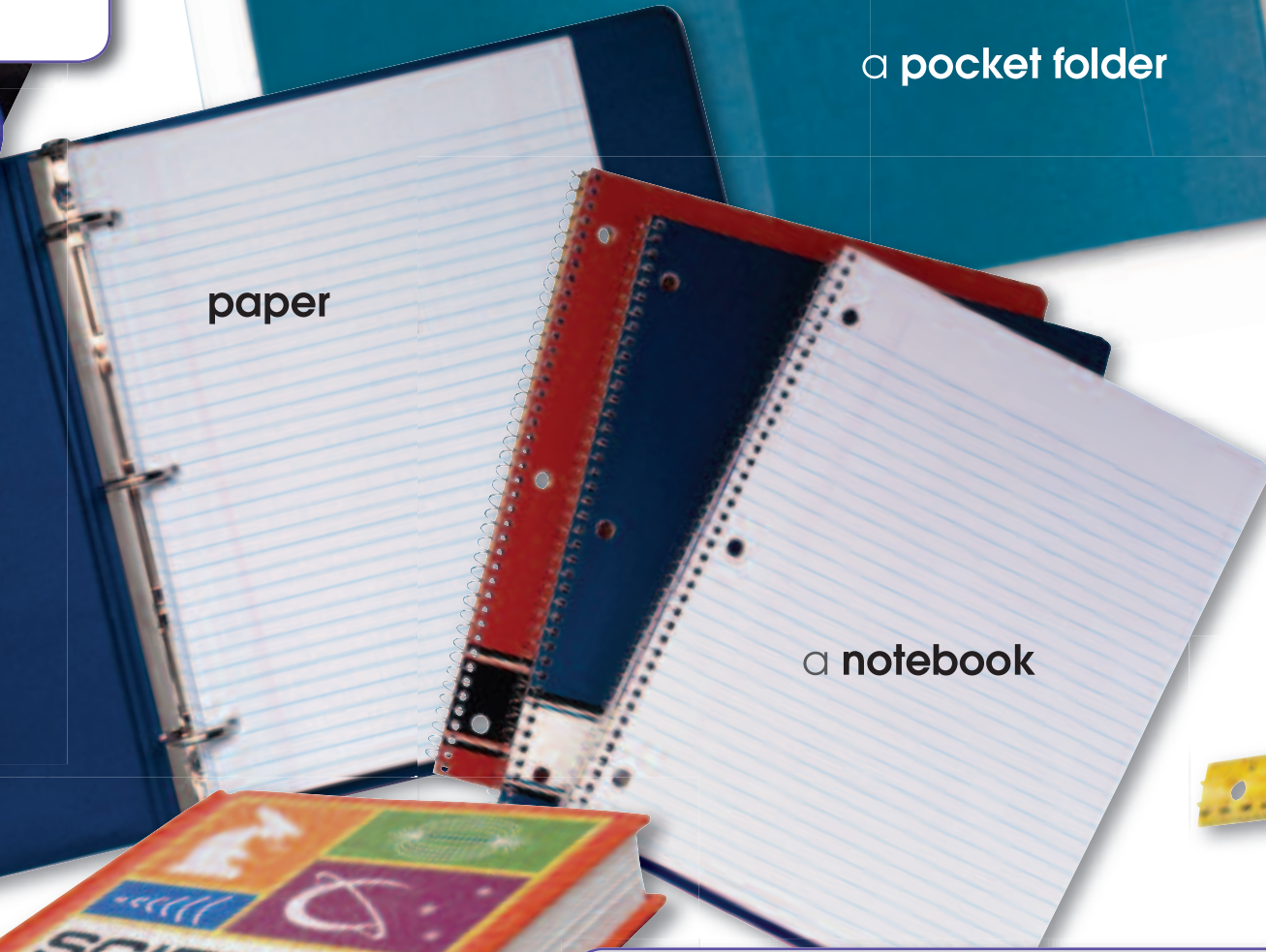


a stapler



a textbook

a binder

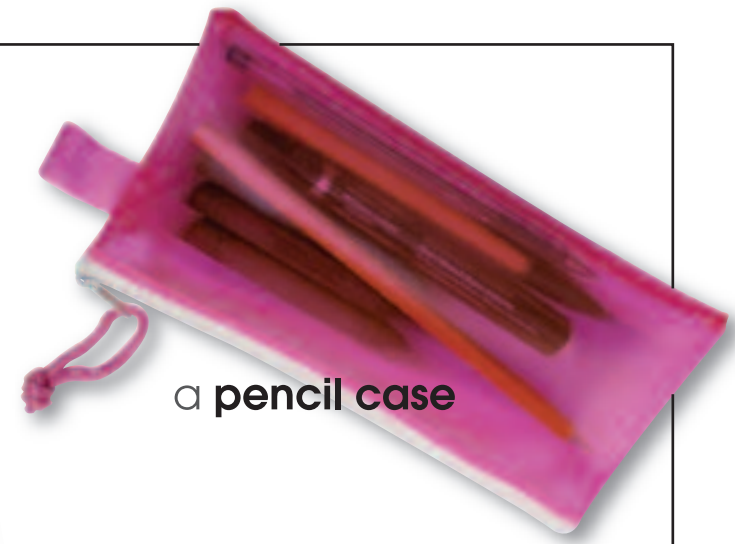


paper

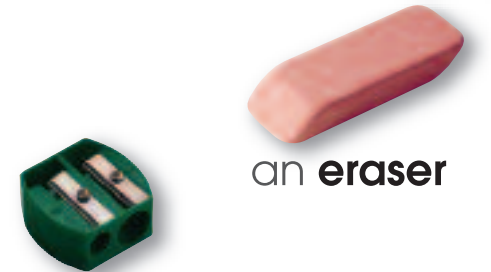
a notebook



a pocket folder



a pencil case



a pencil sharpener

an eraser

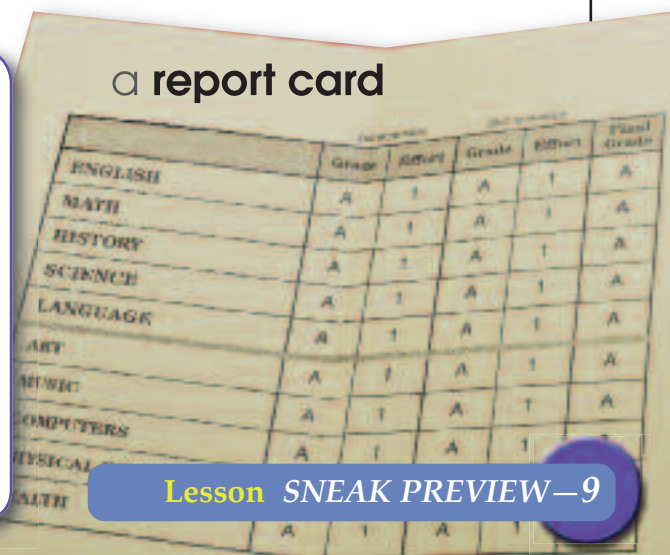


a pencil

a pen



a ruler



a report card

playing with Words

1. Write a list of all of the things you have in your schoolbag.
2. Practice this conversation.

I see something that begins with a/an r.

Is it a/an ruler?

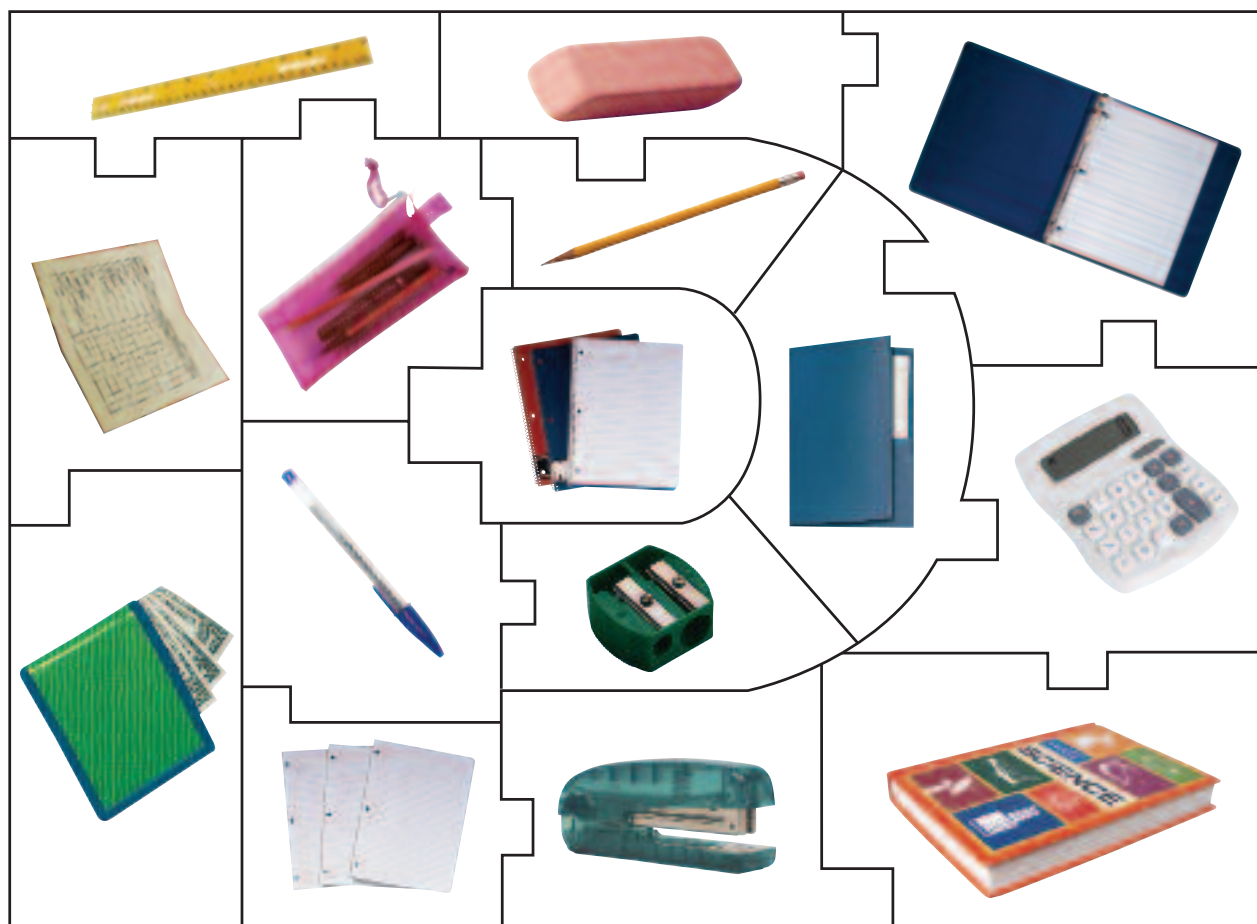
Yes!



In my Schoolbag

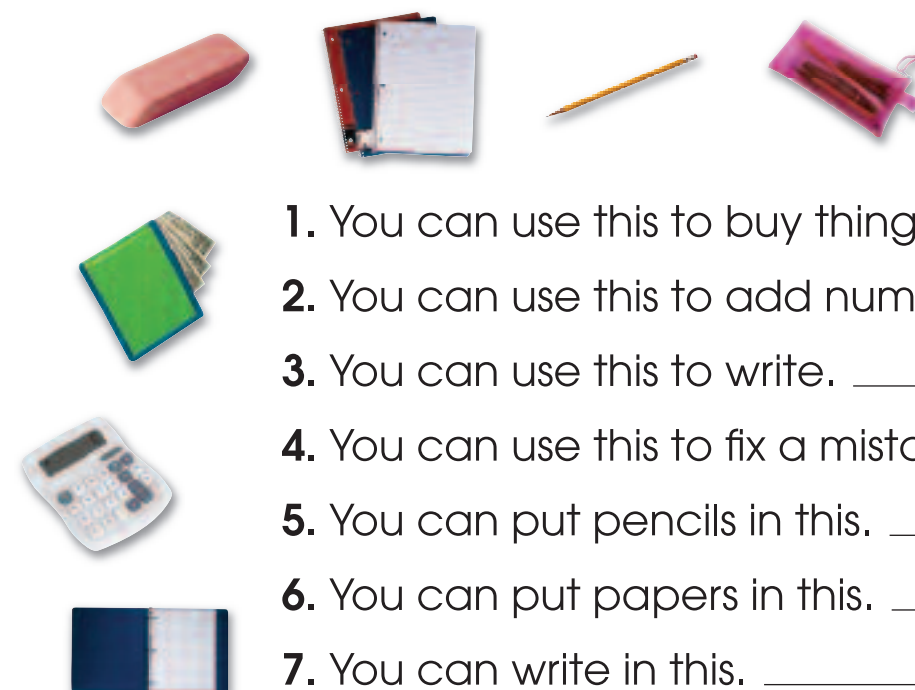
- | | | |
|------------|------------------|---------------|
| binder | paper | pocket folder |
| calculator | pen | report card |
| eraser | pencil | ruler |
| money | pencil case | stapler |
| notebook | pencil sharpener | textbook |

A Find the things that begin with the letter *p*. Color them purple.



What do you see? _____

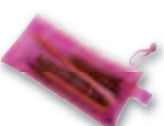

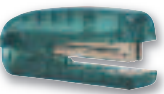

B Write the correct word.



Workbook pages correlate to student pages.

1. You can use this to buy things. money
2. You can use this to add numbers. _____
3. You can use this to write. _____
4. You can use this to fix a mistake. _____
5. You can put pencils in this. _____
6. You can put papers in this. _____
7. You can write in this. _____

C Ask your friends: What is in your schoolbag? Check (✓) the boxes.

Do you have a ...				
Me				
(name)				
(name)				
(name)				
(name)				



In my Schoolbag

Rhyme Time

I emptied my schoolbag on the floor.
There was a binder, paper, some money, and more.
There were notebooks, rulers, a pencil case,
a textbook, a stapler, and an eraser to erase.
Mom said, "I know you need pencils and pens.
But I don't understand. Why do you need ten?"

playing with Words

- Write a list of all of the things you have in your schoolbag.
- Practice the conversation.

I saw something that begins with a/an _____.
Is it a/an _____?
Yes!

Materials

Workbook: pp. 72–73
Activity Page 72

Sing-along CD: CD 2, Track 2
Transparency 36
Vocabulary Flashcards

Playing with Words

Answers will vary.

In my Schoolbag

Level ★

Vocabulary Development

Schoolbag Items

Look at the picture of the schoolbag with students. Explain that many students carry books and other things to school in a schoolbag. Ask students to raise their hand if they carry a schoolbag. Point to each picture and read the name aloud. Have students repeat each word. Say each word and have students point to the picture. Hold up the Vocabulary Flashcards for this topic one at a time. Ask volunteers to hold up the item if they have one or to point to one in the classroom or on their dictionary page.

Language Development

Describe: Use Singular and Plural Forms

Show students one pencil and say *one pencil*. Have them repeat the phrase. Show students two pencils and say *two pencils*. Write the phrases on the board and underline the *s* at the end of the word *pencils*. Continue using the singular and plural forms to describe each item. Explain that the word *money* stays the same and describe it by saying *some money*. Ask students to choose an item in the classroom that could be in a schoolbag and describe it with the singular and plural form.

Phonics

Consonants *p, r*

Write the word *pen* on the board and underline the letter *p*. Tell students the letter *p* stands for the sound /p/. Have them repeat the word and the sound. Continue with the words *pencil, paper, and pocket*. Repeat the procedure with the words *ruler* and *report* to introduce the letter *r* and the sound /r/. Have students place a pencil and a ruler on their desks. Say words that start with /p/ (e.g., *pot, pan, pond*) or /r/ (e.g., *red, run, rice*) and have them hold up the item that has the same initial sound.

Level ★★

Vocabulary Development

Schoolbag Items

Guide students to read the vocabulary words and point to each item on the dictionary pages. Ask students to say something about each item, such as the color or location. *The paper is in the blue binder.* Place real items like the ones on the pages in a schoolbag. Line up the Vocabulary Flashcards on the board ledge. Have students reach into the schoolbag and pull out one item. Tell them to say the name of the item and hold up the Vocabulary Flashcard. Distribute the items and Vocabulary Flashcards and have students match them.

Language Development

Describe: Use *I have*

Introduce the phrase *I have _____* to students and demonstrate its use: *I have a notebook. I have three pens.* Describe several items from the lesson and have students repeat the sentences. Then have partners use the phrase *I have _____* to describe the pictures from the lesson as well as things they have in their schoolbags. Switch partners several times for extra practice. Then have students complete Activity Page 72 with partners.

Phonics

Long e: *ey*; Long a: *a, a_e*

Write the word *money* on the board. Underline the letters *ey*. Tell students the letters *ey* stand for the sound /e/. Repeat the procedure for the sound /a/ with the words *case, stapler, paper, and eraser*. Write each word on the board and omit the vowel. Have students write the words and fill in the missing vowels. Ask them to write one more word with each sound.

Level ★★★

Vocabulary Development

Schoolbag Items

Divide the class into small groups. Have each group pack a schoolbag with the things they think are important to have at school. They can use real items or draw pictures. Ask each group to show their items to the class and give the name of each item. Encourage students to give extended descriptions that include color words or other adjectives, such as *a red pen, a sharp pencil, a science textbook*. After each presentation, ask the other students to name all of the items the group showed.

Language Development

Describe: Use *I have, He has, She has, They have*

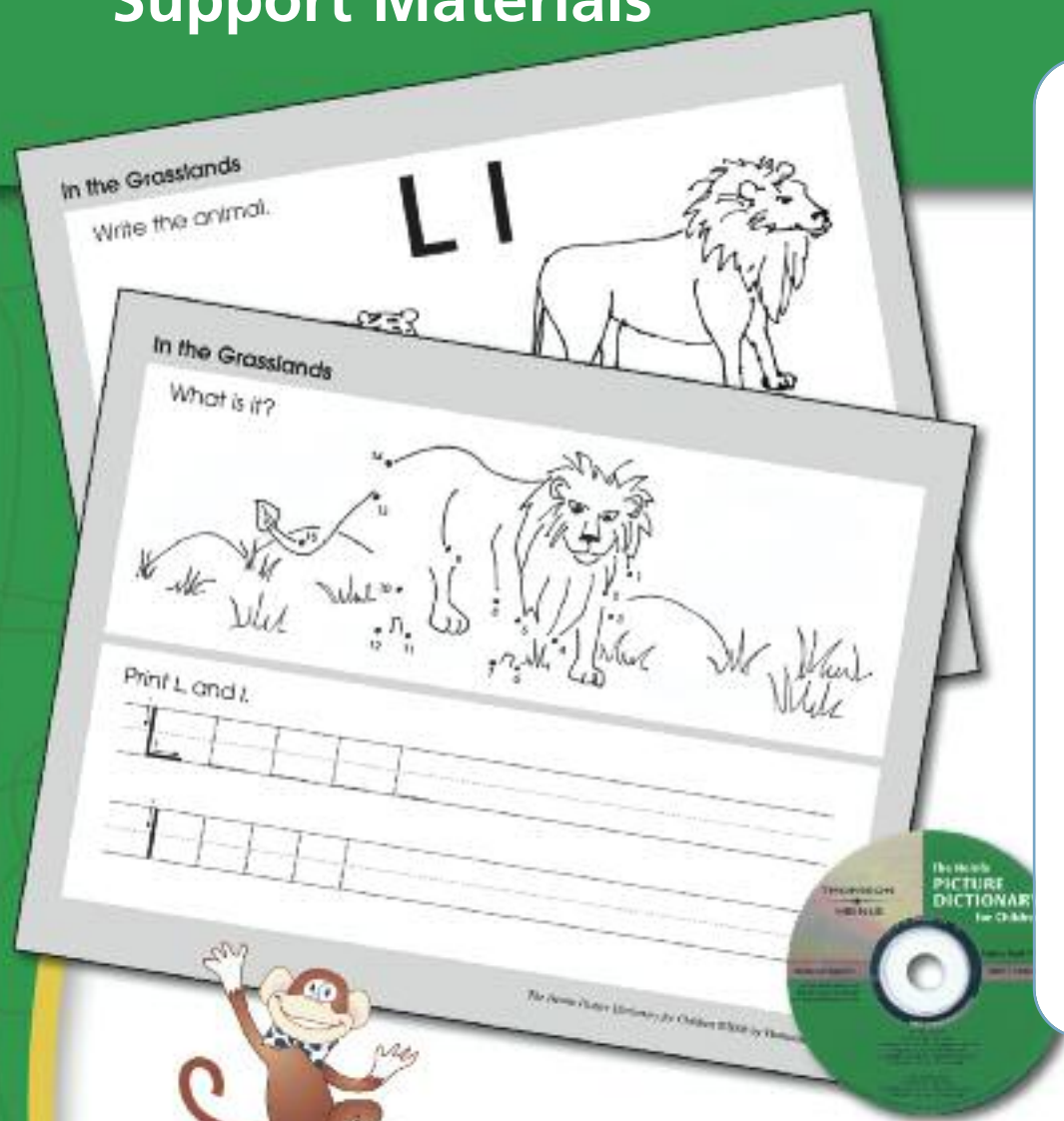
Demonstrate the use of the phrases *I have, he has, she has*, and *they have*: *I have four erasers. He has one binder. She has one calculator. They have big schoolbags.* Have students repeat each phrase. Distribute schoolbag items to students. Arrange one or more students in front of the class and ask other students to describe what they have: *He has two textbooks. They have six pocket folders.* Divide the class into small groups. Have each group use the phrases to make a short presentation to the class.

Phonics

Two Sounds for *oo*

Write the words *textbook* and *notebook* on the board and underline the letters *oo*. Tell students the letters *oo* sometimes stand for the sound /u/. Write the word *schoolbag* and underline the *oo*. Tell students that sometimes the letters *oo* stand for the sound /oo/. Draw a large schoolbag and a textbook on the board. Say the following words and have students write them where they belong: *tooth, cook, pool, moon, toothpaste, zoo, cooler, rooster, pool, moon*. Ask students to contribute other words they know.

Support Materials



Activity Bank CD-ROM

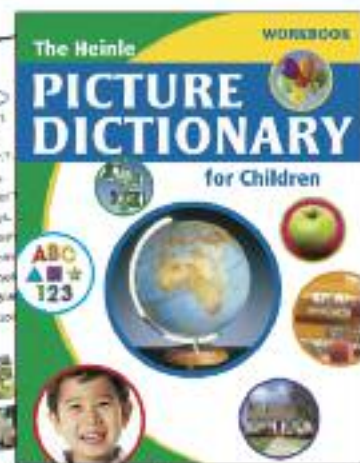
The Activity Bank CD-ROM contains ample resources to make life easier for teachers. These resources include:

- one literacy worksheet for each lesson
- activity pages for use with mini-lessons in the Lesson Planner
- vocabulary flashcards for each lesson
- reproducible activity masters including graphic organizers and games
- an alphabetical word list for each lesson
- each reading from the dictionary in a customizable format
- song lyrics from the Sing-Along CD-ROM



Interactive CD-ROM

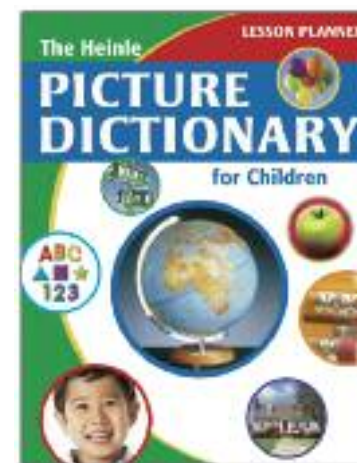
Interactive CD-ROM includes engaging activities such as flashcards, matching, and spelling for fun extra practice to reinforce language skills.



Workbook

The Workbook provides extra practice in vocabulary and language development. This colorful addition also helps students solidify new vocabulary and develop phonemic and graphemic awareness.

See the sample Workbook lesson on pp. 10-11



Lesson Planner

Multi-level Lesson Planner provides three different 'mini-lessons' for each level focusing on vocabulary, phonics, and language development. The Lesson Planner is a must-have teaching tool. With three levels of instruction, it provides ample support for teachers with multi-level classrooms.

Use the sample Lesson Plan on pp. 12-13 to try a lesson today!



*My body! Your body!
Everybody's body is so smart.
My body! Your body! Come on
everybody, name the parts!
Shoulders roll around.
Arms move up and down.
Elbows bend at the joint.
Hands wave. Fingers point!*



Sing-Along Audio CD

An entertaining and engaging Sing-Along Audio CD includes one original song per lesson that recycles the vocabulary (in bold) that students are learning in the dictionary. These 63 songs reinforce words introduced in the lessons.



"I love the songs! The music is engaging and the lyrics are fun and reinforce the vocabulary in the picture dictionary."

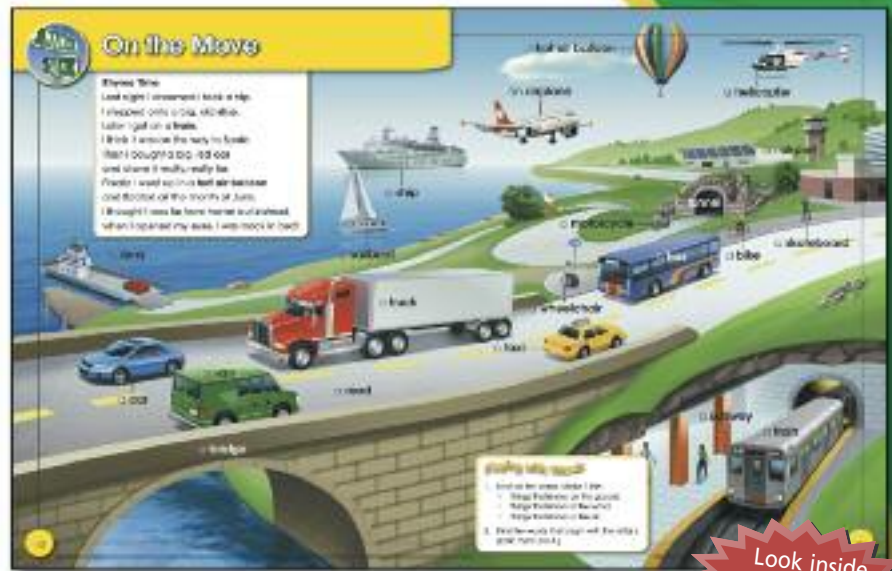
Lisa Young
George Washington
Academy
St. George, UT

**Bring fun into learning English.
Try a lesson today!**

"...this book is very engaging—not just 'another' dictionary. It's colorful, informative, age appropriate, and FUN."

Melissa Jones

Jupiter Elementary School, Jupiter, FL



**Look inside
for Sample
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Workbook	978-1-4240-0421-8
Interactive CD-ROM	978-1-4240-0418-8
Lesson Planner (includes Audio CDs and Activity Bank CD-ROM)	978-1-4240-0419-5
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