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

The Heinle Picture Dictionary for Children
Jill Korey O’Sullivan

Look inside for Sam ple Lessons

Text (softcover) 978-1-4130-2256-8
Text (hardcover) 978-1-4240-0711-0
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
Transparencies 978-1-4240-0712-7
Presentation Tool CD-ROM 978-1-4240-0870-4
Audio CDs 978-1-4240-0416-4
Audio Tapes 978-1-4240-0417-1
Sing-Along Audio CD 978-1-4240-0942-8
Spanish/English Bilingual Edition 978-1-4240-0876-6

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SNEAK PREVIEW
Includes:
3 lessons
1 Workbook lesson
1 Lesson Planner sample
The Heinle Picture Dictionary for Children

Grades K-3 Pre-reading to high-beginning

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.

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.
“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.

Vocabulary words appear directly next to the images 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.

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.)
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.

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

I see something that begins with a/an _.
Is it a/an ruler?

Yes!
In my Schoolbag

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

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

**B** Write the correct word.

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.

<table>
<thead>
<tr>
<th>Do you have a …</th>
<th></th>
<th></th>
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<tbody>
<tr>
<td><strong>Me</strong> (name)</td>
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<td>(name)</td>
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</tr>
</tbody>
</table>

What do you see?  _________________
Materials
Workbook: pp. 72–73
Activity Page 72
Singalong CD: CD 2, Track 2
Audio Program: CD 2, Track 4
Transparency: 36
Vocabulary Flashcards

Playing with Words

1. Write a list of all the things you have in your schoolbag.
   a. pencil case
   b. pencil sharpener
   c. notebook
   d. pencil eraser
   e. ruler
   f. notebook
   g. report card
   h. eraser
   i. glue stick
   j. scissors

   Yes, it is a list of the things in your schoolbag.

   List, yes.

   Yes.

   2. Find something that begins with a "p".

   pencil

   Yes.

   Yes.

   Yes.


In my Schoolbag

Lesson Planner

Lesson Planner is spiral-bound for ease-of-use.

In my Schoolbag

Blythe Times

I learn to carry a schoolbag on the floor:

Then with a binder, paper, some money, and more

There were notebooks, rules, a pencil case,

A textbook, a stapler, and a pencil sharpener.

Mom said, "I know you need pencils and pens,

But I don't understand. Why do you need them?"

Level 1

Vocabulary Development

Schoolbag Items

Look at the picture of the schoolbag with students. Explain that many students carry books and other items to school in a schoolbag.

Ask students to raise their hand if they carry a schoolbag. Have each student 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 pages.

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 is the same in both singular and plural form.

Ask students to choose an item in the classroom that could be in a schoolbag and describe it with the singular and plural forms.

Phonics

Consonant /p, r/

Write the word pen on the board and underline the letter p. Tell students the letter p sounds for the sound /p/.

Have them repeat the word and the sound. Continue with the words pencil, paper, and pocket book. 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, pen, pond) and /r/ (e.g., red, ran, rant) and have them hold up the item that has the same initial sound.

Level 2

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 folder. Have students look at the icons on the page in the 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 Like 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/ (Long e) & /a/ (Short a)

Write the word money on the board. Underline the letter e. Tell students the letter e sounds for the sound /e/.

Have them repeat the word and the sound. Continue with the words apple, paper, and racecar. Repeat the procedure with the words teacher and racecar. Have each student hold up the item that has the same initial sound.

Level 3

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 schoolbag 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. Write four sentences. He has one ruler. 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. Have two notebooks. 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 oe

Write the words skateboard and notebook on the board and underline the letter o. Tell students the letter o sounds for the sound /o/.

Have them repeat the word and the sound. Continue with the words skateboard and notebook. Tell students that sometimes the letter o sounds for the sound /u/. Draw a large schoolbag and a notebook on the board. Say the following words and have students write them where they belong: books, cool, shadow, notebook, use, blue, cooler, readers, field, across. Ask students to underline 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.

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.

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

Support Materials
14 — SNEAK PREVIEW

“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!"

Sneak Preview
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."

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Jupiter Elementary School, Jupiter, FL

Includes:
3 lessons
1 Workbook lesson
1 Lesson Planner sample

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