

## INSTRUCTIONS TO PLAY WITHOUT THE TALKING PEN

The objective of the book is to learn NUMBERS: 1-10. Each page has 3 objects. You can first go over the different NUMBERS by pointing to each NUMBER saying: "This is the number three" or simply "three". Once you have done it a couple of times, you can proceed to look at the rest of the book.

EN

- ACTIVITY 1.  
1. Ask: "Can you see the number three?"  
2. When the child points to the appropriate number you can say: "Well done, it is the number three."  
3. Continue with the other numbers. "Where is the number...?" "Well done, it is the number..." **one / two / three / four / five / six / seven / eight / nine / ten.** Once you have asked about the numbers you can go on to ask about the objects on each page.  
You can first go over the different items by pointing to each one saying: "This is a fox/These are socks" or simply "fox/socks". Once you have done it a couple of times, you can proceed to look at the rest of the book. FOX, BEE, FLOWER, HOUSES, TREES, CLOUDS, SOCKS, JUMPERS, SHOES, CUPS, PLATES, SPOONS, TEDDIES, DOLLS, CARS, CRAYONS, PENCILS, PAINTBRUSHES, BISCUITS, SWEETS, LOLLIPOPS, LADYBIRDS, SPIDERS, BUTTERFLIES, BUILDING BLOCKS, BALLS, SHAKERS, FINGERS, TOES, STARS.

## ACTIVITY 2.

1. Ask, "Can you see the fox?"  
2. When the child points to the appropriate animal/item you can say: "Well done, there is one fox."  
3. Continue with the other objects. "Can you see the [item]?" "Well done, there is [one fox/ there are two houses]."

**There is one fox. / There is one bee. / There is one flower.**

**There are two houses. / There are two trees. / There are two clouds.**

**There are three socks. / There are three jumpers. / There are three shoes.**

**There are four cups. / There are four plates. / There are four spoons.**

**There are five teddies. / There are five dolls. / There are five cars.**

**There are six crayons. / There are six pencils. / There are six paintbrushes.**

**There are seven biscuits. / There are seven sweets. / There are seven lollipops.**

**There are eight ladybirds. / There are eight spiders. / There are eight butterflies.**

**There are nine building blocks. / There are nine balls. / There are nine shakers.**

**There are ten fingers. / There are ten stars. / There are ten toes.**

## ACTIVITY 3. Once the child is familiar with the book you may also use the following activity:

1. Ask, "Can you find five dolls?"  
2. When the child points to the appropriate animal/item you can say: "Well done, there are 1 – 2 – 3 – 4 – 5 dolls."  
3. Continue with the other objects. "Can you find [number + item]?" "Well done, there are [number + item]?"  
• Encourage the child to say, "Here!" when they point to the correct item or number.  
• If the answer is correct, you can say, "Very good!" or "Well done!" / If the answer is wrong, you can say, "Oops, try again!"

## INSTRUCCIONES PER JUGAR SENSE EL TALKING PEN

L'objectiu del llibre és aprendre els nombres de l'1 al 10. Cada pàgina conté tres elements. En primer lloc, podeu dir el nom dels diferents nombres, assenyalant-los i dient: "This is the number three" o, simplement, "Three". Quan ho hagueu fet un parell de vegades, podeu procedir a mirar la resta del llibre.

CA

- ACTIVITAT 1  
1. Pregunteu: "Can you see the number three?"  
2. Quan el nen assenyalí el nombre correcte, podeu dir: "Well done, it is the number three."  
3. Continueu amb la resta de nombres. "Where is the number...?" "Well done, it is the number..." **one / two / three / four / five / six / seven / eight / nine / ten.** Quan hagueu preguntat tots els nombres, podeu continuar preguntant pels objectes de cada pàgina.  
Podeu assenyalar els diferents elements i dir: "This is a fox", "These are socks" o, simplement, "fox, socks". Quan ho hagueu fet un parell de vegades, podeu procedir a mirar la resta del llibre. FOX, BEE, FLOWER, HOUSES, TREES, CLOUDS, SOCKS, JUMPERS, SHOES, CUPS, PLATES, SPOONS, TEDDIES, DOLLS, CARS, CRAYONS, PENCILS, PAINTBRUSHES, BISCUITS, SWEETS, LOLLIPOPS, LADYBIRDS, SPIDERS, BUTTERFLIES, BUILDING BLOCKS, BALLS, SHAKERS, FINGERS, TOES, STARS.

## ACTIVITAT 2

1. Pregunteu: "Can you see the fox?"  
2. Quan el nen assenyalí l'animal/objecte correcte, podeu dir: "Well done, there is one fox."  
3. Continueu amb la resta d'elements. "Can you see the [element]?" "Well done, there is one fox / there are two houses."

**There is one fox. / There is one bee. / There is one flower.**

**There are two houses. / There are two trees. / There are two clouds.**

**There are three socks. / There are three jumpers. / There are three shoes.**

**There are four cups. / There are four plates. / There are four spoons.**

**There are five teddies. / There are five dolls. / There are five cars.**

**There are six crayons. / There are six pencils. / There are six paintbrushes.**

**There are seven biscuits. / There are seven sweets. / There are seven lollipops.**

**There are eight ladybirds. / There are eight spiders. / There are eight butterflies.**

**There are nine building blocks. / There are nine balls. / There are nine shakers.**

**There are ten fingers. / There are ten stars. / There are ten toes.**

## ACTIVITAT 3

Quan el nen s'hagi familiaritzat amb el llibre, també podeu fer l'activitat següent:

1. Pregunteu: "Can you find five dolls?"  
2. Quan el nen assenyalí l'element correcte, podeu dir: "Well done, there are 1 – 2 – 3 – 4 – 5 dolls."  
3. Continueu amb la resta d'elements. "Can you find [número i element]?" "Well done, there is/are [número i element]."  
• Animeu el nen a dir: "Here!", quan assenyalí el nombre o l'element.  
• Si la resposta és correcta, podeu dir: "Very good!" o "Well done!" / Si la resposta és incorrecta, podeu dir: "Oops, try again!"

## INSTRUCCIONES PARA JUGAR SIN EL TALKING PEN

ES/MX

El objetivo del libro es aprender los números del 1 al 10. Cada página contiene tres elementos. En primer lugar, se pueden nombrar los números, señalándolos y diciendo: "This is the number three" o, simplemente, "Three". Cuando se haya hecho un par de veces, se puede proceder a mirar el resto del libro.

## ACTIVIDAD 1

1. Preguntar: "Can you see the number three?"  
2. Cuando el niño señale el número correcto, se puede decir: "Well done, it is the number three."  
3. Continuar con los otros números. "Where is the number...?" "Well done, it is the number..." **one / two / three / four / five / six / seven / eight / nine / ten.** Cuando se haya preguntado por los números, se puede preguntar también por los objetos de cada página.

Se pueden señalar los diferentes elementos y decir: "This is a fox", "These are socks" o, simplemente, "fox, socks". Cuando se haya hecho un par de veces, se puede proceder a mirar el resto del libro. FOX, BEE, FLOWER, HOUSES, TREES, CLOUDS, SOCKS, JUMPERS, SHOES, CUPS, PLATES, SPOONS, TEDDIES, DOLLS, CARS, CRAYONS, PENCILS, PAINTBRUSHES, BISCUITS, SWEETS, LOLLIPOPS, LADYBIRDS, SPIDERS, BUTTERFLIES, BUILDING BLOCKS, BALLS, SHAKERS, FINGERS, TOES, STARS.

## ACTIVIDAD 2

1. Preguntar: "Can you see the fox?"  
2. Cuando el niño señale el animal/objeto correcto, se puede decir: "Well done, there is one fox."  
3. Continuar con el resto de elementos. "Can you see the [element]?" "Well done, there is one fox / there are two houses."

**There is one fox. / There is one bee. / There is one flower.**

**There are two houses. / There are two trees. / There are two clouds.**

**There are three socks. / There are three jumpers. / There are three shoes.**

**There are four cups. / There are four plates. / There are four spoons.**

**There are five teddies. / There are five dolls. / There are five cars.**

**There are six crayons. / There are six pencils. / There are six paintbrushes.**

**There are seven biscuits. / There are seven sweets. / There are seven lollipops.**

**There are eight ladybirds. / There are eight spiders. / There are eight butterflies.**

**There are nine building blocks. / There are nine balls. / There are nine shakers.**

**There are ten fingers. / There are ten stars. / There are ten toes.**

## ACTIVIDAD 3

Cuando el niño se haya familiarizado con el libro, también se puede hacer la siguiente actividad:

1. Preguntar: "Can you find five dolls?"  
2. Cuando el niño señale el elemento correcto, se puede decir: "Well done, there are 1 – 2 – 3 – 4 – 5 dolls."  
3. Continuar con el resto de elementos. "Can you find [número y elemento]?" "Well done, there is/are [número y elemento]."  
• Animar al niño a decir: "Here!", cuando señale el número o elemento correcto.  
• Si la respuesta es correcta, se puede decir: "Very good!" o "Well done!" / Si la respuesta es incorrecta, se puede decir: "Oops, try again!"



AUDIO FILES ARE AVAILABLE HERE:  
[WWW.KIDSANDUS.NET](http://WWW.KIDSANDUS.NET)

## INSTRUCTIONS POUR JOUER SANS LE TALKING PEN

FR

Le livre a pour objectif d'apprendre les NOMBRES : 1-10. Chaque page a trois objets. Vous pouvez tout d'abord nommer les différentes nombres en montrant chaque numéro et en disant : « This is the number three » ou simplement « Three ». Après l'avoir fait plusieurs fois, vous pouvez regarder le reste du livre.

## ACTIVITÉ 1.

1. Demandez : « Can you see the number three? ».  
2. Lorsque l'enfant montre le bon numéro, vous pouvez dire : « Well done, it is number three ».  
3. Continuez avec les autres nombres. « Where is the number...? » « Well done, it is the number... **one / two / three / four / five / six / seven / eight / nine / ten.** ». Après avoir demandé les nombres, vous pouvez continuer en demandant les objets figurant sur chaque page. Vous pouvez tout d'abord montrer les différents éléments et dire : « This is a fox/These are socks » ou simplement « fox/socks ». Après l'avoir fait plusieurs fois, vous pouvez regarder le reste du livre. FOX, BEE, FLOWER, HOUSES, TREES, CLOUDS, SOCKS, JUMPERS, SHOES, CUPS, PLATES, SPOONS, TEDDIES, DOLLS, CARS, CRAYONS, PENCILS, PAINTBRUSHES, BISCUITS, SWEETS, LOLLIPOPS, LADYBIRDS, SPIDERS, BUTTERFLIES, BUILDING BLOCKS, BALLS, SHAKERS, FINGERS, TOES, STARS.

## ACTIVITÉ 2.

1. Dites : « Can you see the fox? ».  
2. Lorsque l'enfant montre le bon animal/objet, vous pouvez dire : « Well done, there is one fox. ».  
3. Continuez avec le reste des éléments. « Can you see the [item]? » « Well done, there is one fox/ there are two houses. ».  
**There is one fox. / There is one bee. / There is one flower.**  
There are two houses. / There are two trees. / There are two clouds.  
There are three socks. / There are three jumpers. / There are three shoes.  
There are four cups. / There are four plates. / There are four spoons.  
There are five teddies. / There are five dolls. / There are five cars.  
There are six crayons. / There are six pencils. / There are six paintbrushes.  
There are seven biscuits. / There are seven sweets. / There are seven lollipops.  
There are eight ladybirds. / There are eight spiders. / There are eight butterflies.  
There are nine building blocks. / There are nine balls. / There are nine shakers.  
There are ten fingers. / There are ten stars. / There are ten toes.

## ACTIVITÉ 3.

Lorsque l'enfant connaît le livre, vous pouvez également faire l'activité suivante :  
1. Dites : « Can you find five dolls? ».  
2. Lorsque l'enfant montre le bon numéro, vous pouvez dire : « Well done, there are 1 – 2 – 3 – 4 – 5 dolls. ».  
3. Continuez avec le reste des éléments. « Can you find [número + item]? » « Well done, there is/are [número + item] ». Poussez l'enfant à dire : « Here! », lorsqu'il montre un élément ou un numéro. Si la réponse est bonne, vous pouvez dire : « Very good! » ou « Well done! ». Si la réponse n'est pas bonne, vous pouvez dire : « Oops, try again! ».

**ISTRUZIONI PER GIOCARE SENZA LA TALKING PEN**

L'obiettivo del libro è imparare i numeri: 1-10. Ogni pagina ha 3 oggetti. Prima si possono vedere i diversi numeri indicando ciascun numero e dicendo: "This is the number three" o semplicemente "Three". Una volta fatto un paio di volte, si può procedere a scoprire il resto del libro.

**IT**

**ATTIVITÀ 1.**  
 1. Chiedere: "Can you see the number three?"  
 2. Quando il bambino indica il numero giusto si può dire: "Well done, it is the number three."  
 3. Continuare con altri numeri. "Where is the number...?" "Well done, it is the number..." **one / two / three / four / five / six / seven / eight / nine / ten.** Una volta a chiesti i numeri si può andare avanti e chiedere degli oggetti di ogni pagina. Si possono indicare i diversi elementi e dire: "This is a fox", "These are socks" o, semplicemente, "fox, socks". Una volta fatto un paio di volte, si può procedere a scoprire il resto del libro.  
**FOX, BEE, FLOWER, HOUSES, TREES, CLOUDS, SOCKS, JUMPERS, SHOES, CUPS, PLATES, SPOONS, TEDDIES, DOLLS, CARS, CRAYONS, PENCILS, PAINTBRUSHES, BISCUITS, SWEETS, LOLLIPOPS, LADYBIRDS, SPIDERS, BUTTERFLIES, BUILDING BLOCKS, BALLS, SHAKERS, FINGERS, TOES, STARS.**

**ATTIVITÀ 2.**

1. Dire: "Can you see the fox?"  
 2. Quando il bambino indica l'animale/oggetto giusto si può dire: "Well done, there is one fox."  
 3. Continuare con gli altri oggetti. "Can you see the [oggetto]?" "Well done, there is one fox / there are two houses."  
**There is one fox. / There is one bee. / There is one flower.**  
**There are two houses. / There are two trees. / There are two clouds.**  
**There are three socks. / There are three jumpers. / There are three shoes.**  
**There are four cups. / There are four plates. / There are four spoons.**  
**There are five teddies. / There are five dolls. / There are five cars.**  
**There are six crayons. / There are six pencils. / There are six paintbrushes.**  
**There are seven biscuits. / There are seven sweets. / There are seven lollipops.**  
**There are eight ladybirds. / There are eight spiders. / There are eight butterflies.**  
**There are nine building blocks. / There are nine balls. / There are nine shakers.**  
**There are ten fingers. / There are ten stars. / There are ten toes.**

**ATTIVITÀ 3.**

Una volta che il bambino ha familiarizzato con il libro si può anche svolgere la seguente attività:

1. Dire: "Can you find five dolls?"
  2. Quando il bambino indica l'animale/oggetto giusto si può dire: "Well done, there are 1 – 2 – 3 – 4 – 5 dolls."
  3. Continuare con gli altri oggetti. "Can you find [numero + oggetto]?" "Well done, there is/are [numero + oggetto]."
- Incoraggiare il bambino a dire: "Here!", quando indica l'oggetto o il numero corretto.
  - Se la risposta è corretta, si può dire: "Very good!" o "Well done!" / Se la risposta è errata, si può dire: "Oops, try again!"

**INSTRUCTIES ZONDER DE TALKING PEN**

Het doel van dit boek is om de CIJFERS van 1-10 te leren. Op elke pagina staan 3 objecten. Bespreek eerst één voor één de verschillende CIJFERS door ernaar te wijzen en te zeggen "This is the number three" of gewoon "Three". Zodra jullie dit een paar keer gedaan hebben, kunnen jullie de rest van het boek bekijken.

**ACTIVITEIT 1.**

1. Vraag: "Can you see the number three?"  
 2. Wanneer het kind naar het juiste cijfer wijst, kan je zeggen: "Well done, it is the number three."  
 3. Doe hetzelfde voor de andere cijfers. "Where is (the number)?" "Well done, it is (the number)... **one / two / three / four / five / six / seven / eight / nine / ten.** Zodra alle cijfers besproken zijn, kunnen jullie de andere objecten op de pagina bekijken.  
 Bespreek eerst de verschillende objecten door ernaar te wijzen en te zeggen "This is a fox/These are socks" of gewoon "fox/socks". Zodra jullie dit een paar keer gedaan hebben, kunnen jullie overgaan naar de rest van het boek. **FOX, BEE, FLOWER, HOUSES, TREES, CLOUDS, SOCKS, JUMPERS, SHOES, CUPS, PLATES, SPOONS, TEDDIES, DOLLS, CARS, CRAYONS, PENCILS, PAINTBRUSHES, BISCUITS, SWEETS, LOLLIPOPS, LADYBIRDS, SPIDERS, BUTTERFLIES, BUILDING BLOCKS, BALLS, SHAKERS, FINGERS, TOES, STARS.**

**ACTIVITEIT 2.**

1. Zeg: "Can you see the fox?"  
 2. Als het kind wijst naar het juiste dier/object, kan je zeggen: "Well done, there is one fox."  
 3. Doet hetzelfde voor de andere objecten. "Can you see the [item]?" "Well done, there is one fox/ there are two houses."  
**There is one fox. / There is one bee. / There is one flower.**  
**There are two houses. / There are two trees. / There are two clouds.**  
**There are three socks. / There are three jumpers. / There are three shoes.**  
**There are four cups. / There are four plates. / There are four spoons.**  
**There are five teddies. / There are five dolls. / There are five cars.**  
**There are six crayons. / There are six pencils. / There are six paintbrushes.**  
**There are seven biscuits. / There are seven sweets. / There are seven lollipops.**  
**There are eight ladybirds. / There are eight spiders. / There are eight butterflies.**  
**There are nine building blocks. / There are nine balls. / There are nine shakers.**  
**There are ten fingers. / There are ten stars. / There are ten toes.**

**ACTIVITEIT 3.**

Zodra het kind vertrouwd is met het boek, kunnen jullie de volgende activiteit doen:

1. Zeg: "Can you find five dolls?"
  2. Als het kind wijst naar het juiste dier/object, kan je zeggen: "Well done, there are 1 – 2 – 3 – 4 – 5 dolls."
  3. Doe hetzelfde voor de andere objecten. "Can you find a [cijfer + object]?" "Well done, there are [cijfer + object]."
- Moedig het kind aan om: "Here!" te zeggen wanneer hij/zij het juiste object of cijfer aanwijst.
  - Als het antwoord juist is, kan je "Very good!" of "Well done!" zeggen. / Als het antwoord fout is, zeg dan: "Oops, try again!"

**TALKING PEN ARKATZA GABE JOLAS EGITEKO ARGIBIDEAK**

Liburuaren helburua 1etik 10erako zenbakiek ikastea da. Orri bakoitzak 3 elementu ditu. Lehenengoa, zenbakiek izendatzea da hauetkin seinalatuta eta honako hau esanez: "This is the number three" edo "Three". Hau pare bat aldiz egin ondoren, liburuaren gainontzeko orriak begiratu daitezke.

**BAQ**

**1. JARDUERA**  
 1. Galduetu: "Can you see the number three?"  
 2. Haurrak zenbaki zuzena seinalatzen duenean, "Well done, it's number three" esan daiteke.  
 3. Jarraitu beste zenbakiek. "Where is the number...?" "Well done, it is the number... **one / two / three / four / five / six / seven / eight / nine / ten.**" Zenbakiek buruz galduet ondoren, orri bakoitzeko objektuei buruzko galderak ere egin daitezke. Elementu seinalatua, eta honako hau esan daiteke: "This is a fox", "These are socks" edo "fox, socks". Hau pare bat aldiz egin ondoren, liburuaren gainontzeko orriak begiratu daitezke. **FOX, BEE, FLOWER, HOUSES, TREES, CLOUDS, SOCKS, JUMPERS, SHOES, CUPS, PLATES, SPOONS, TEDDIES, DOLLS, CARS, CRAYONS, PENCILS, PAINTBRUSHES, BISCUITS, SWEETS, LOLLIPOPS, LADYBIRDS, SPIDERS, BUTTERFLIES, BUILDING BLOCKS, BALLS, SHAKERS, FINGERS, TOES, STARS.**

**2. JARDUERA**

1. Galduetu: "Can you see the fox?"  
 2. Haurrak animalia/objektu zuzena seinalatzen duenean, "Well done, there is one fox" esan daiteke.  
 3. Jarraitu gainontzeko elementuekin. "Can you see the [elementual]?" "Well done, there is one fox / there are two houses."  
**There is one fox. / There is one bee. / There is one flower.**  
**There are two houses. / There are two trees. / There are two clouds.**  
**There are three socks. / There are three jumpers. / There are three shoes.**  
**There are four cups. / There are four plates. / There are four spoons.**  
**There are five teddies. / There are five dolls. / There are five cars.**  
**There are six crayons. / There are six pencils. / There are six paintbrushes.**  
**There are seven biscuits. / There are seven sweets. / There are seven lollipops.**  
**There are eight ladybirds. / There are eight spiders. / There are eight butterflies.**  
**There are nine building blocks. / There are nine balls. / There are nine shakers.**  
**There are ten fingers. / There are ten stars. / There are ten toes.**

**3. JARDUERA**

Haurrek liburua ezagutzen dutenean, hurrengo jarduera ere egin dezakete:  
 1. Galduetu: "Can you find five dolls?"  
 2. Haurrak elementu zuzena seinalatzen duenean, "Well done, there are 1 – 2 – 3 – 4 – 5 dolls" esan diezaiokegu.  
 3. Jarraitu gainontzeko elementuekin. "Can you find [zenbakia eta elementua]?" "Well done, there is/are [zenbakia eta elementua]."  
 • Animate haurra honako hau esatera: "Here!", zenbaki edo elementu zuzena seinalatzen duean. Erantzuna zuzena bada, honako hau esan diezaiokegu: "Very good" edo "Well done"! / Erantzuna ez bada zuzena, honako hau esan diezaiokegu: "Oops, try again!"

**INSTRUÇÕES PARA JOGAR SEM A TALKING PEN**

O objetivo do livro é aprender NÚMEROS: 1-10. Cada livro tem 3 objetos. Pode começar pelos diferentes NÚMEROS apontando para cada NÚMERO dizendo "This is the number three" ou simplesmente "Three". Depois de fazer isto algumas vezes, pode avançar e ver o resto do livro.

**ATIVIDADE 1.**

1. Pergunte: "Can you see the number three?"  
 2. Quando a criança apontar para o número correto, poderá dizer: "Well done, it is the number three."  
 3. Continue com os outros números. "Where is the number...?" "Well done, it is the number..." **one / two / three / four / five / six / seven / eight / nine / ten.** Quando tiver feito as perguntas sobre os números pode continuar a fazer perguntas sobre os objetos em cada página. Pode começar pelos diferentes elementos apontando para cada um dizendo "This is a fox/These are socks" ou simplesmente "fox/socks". Depois de fazer isto algumas vezes, pode avançar e ver o resto do livro.

**FOX, BEE, FLOWER, HOUSES, TREES, CLOUDS, SOCKS, JUMPERS, SHOES, CUPS, PLATES, SPOONS, TEDDIES, DOLLS, CARS, CRAYONS, PENCILS, PAINTBRUSHES, BISCUITS, SWEETS, LOLLIPOPS, LADYBIRDS, SPIDERS, BUTTERFLIES, BUILDING BLOCKS, BALLS, SHAKERS, FINGERS, TOES, STARS.**

**ATIVIDADE 2.**

1. Diga: "Can you see the fox?"  
 2. Quando a criança apontar para o animal/elemento correto, poderá dizer: "Well done. there is one fox"  
 3. Continue com os outros objetos. "Can you see the [elemento]?" "Well done. there is one fox/ there are two houses"  
**There is one fox. / There is one bee. / There is one flower.**  
**There are two houses. / There are two trees. / There are two clouds.**  
**There are three socks. / There are three jumpers. / There are three shoes.**  
**There are four cups. / There are four plates. / There are four spoons.**  
**There are five teddies. / There are five dolls. / There are five cars.**  
**There are six crayons. / There are six pencils. / There are six paintbrushes.**  
**There are seven biscuits. / There are seven sweets. / There are seven lollipops.**  
**There are eight ladybirds. / There are eight spiders. / There are eight butterflies.**  
**There are nine building blocks. / There are nine balls. / There are nine shakers.**  
**There are ten fingers. / There are ten stars. / There are ten toes.**

**ATIVIDADE 3.**

Quando a criança estiver familiarizada com o livro, poderá fazer também a atividade seguinte:  
 1. Diga: "Can you find five dolls?"  
 2. Quando a criança apontar para o objeto correto, poderá dizer: "Well done, there are 1 – 2 – 3 – 4 – 5 dolls."  
 3. Continue com os outros objetos. "Can you find a [número + elemento]?" "Well done, there are [número + elemento]?"  
 • Incentive a criança a dizer: "Here!" ao apontar para o elemento ou número correto.  
 • Se a resposta estiver correta, poderá dizer: "Very good!" ou "Well done!" / Se a resposta estiver errada, poderá dizer, "Oops, try again!"

**NÁVOD KE HŘE BEZ TALKING PEN**

Cílem knihy je naučit se ČÍSLA: 1 - 10. Na každé straně jsou 3 předměty. Nejprve můžete prozkoumat ČÍSLA tím, že na ČÍSLO ukážete a řeknete: "This is the number three" nebo jednodušeji "three". Poté, co fráze několikrát zopakujete, můžete pokračovat k dalším částem knihy.

**1. CVIČENÍ**

1. Zeptejte se: "Can you see the number three?"  
 2. Když dítě ukáže na správné číslo, můžete říct: "Well done, it is the number three."  
 3. Pokračujte s dalšími čísly. "Where is the number...?" "Well done, it is the number..." **one / two / three / four / five / six / seven / eight / nine / ten.** Poté, co jste se zeptali na číslo, můžete pokračovat tak, že se zeptáte na předměty na každé straně.  
 Můžete začít tím, že na předměty ukážete a řeknete: "This is a fox/These are socks" nebo jednodušeji: "fox/socks". Jakmile fráze několikrát provítejte, můžete pokračovat v práci se zbytkem knihy. **FOX, BEE, FLOWER, HOUSES, TREES, CLOUDS, SOCKS, JUMPERS, SHOES, CUPS, PLATES, SPOONS, TEDDIES, DOLLS, CARS, CRAYONS, PENCILS, PAINTBRUSHES, BISCUITS, SWEETS, LOLLIPOPS, LADYBIRDS, SPIDERS, BUTTERFLIES, BUILDING BLOCKS, BALLS, SHAKERS, FINGERS, TOES, STARS.**

**2. CVIČENÍ**

1. Řekněte: "Can you see the fox?"  
 2. Když dítě ukáže na správné zvíře/předmět, můžete říct: "Well done, there is one fox."  
 3. Pokračujte s ostatními předměty."Can you see the [předmět]?" "Well done, there is one fox/ there are two houses"  
**There is one fox. / There is one bee. / There is one flower.**  
**There are two houses. / There are two trees. / There are two clouds.**  
**There are three socks. / There are three jumpers. / There are three shoes.**  
**There are four cups. / There are four plates. / There are four spoons.**  
**There are five teddies. / There are five dolls. / There are five cars.**  
**There are six crayons. / There are six pencils. / There are six paintbrushes.**  
**There are seven biscuits. / There are seven sweets. / There are seven lollipops.**  
**There are eight ladybirds. / There are eight spiders. / There are eight butterflies.**  
**There are nine building blocks. / There are nine balls. / There are nine shakers.**  
**There are ten fingers. / There are ten stars. / There are ten toes.**

**3. CVIČENÍ**

Jakmile se dítě s knihou seznámí, můžete pracovat na následující aktivitě:  
 1. Řekněte: "Can you find five dolls?"  
 2. Jakmile dítě správně ukáže na obrázek, můžete říci: "Well done, there are 1 – 2 – 3 – 4 – 5 dolls."  
 3. Pokračujte i s dalšími předměty."Can you find [počet + předmět]?" "Well done, there are [počet + předmět]."  
 • Povzbudte dítě, ať řekne: "Here!", jakmile ukáže na správný předmět nebo číslo.  
 • Pokud je odpověď správná, můžete říct: "Very good!" nebo "Well done!" Pokud je odpověď nesprávná, můžete říci: "Oops, try again!"

**INSTRUCCIÓN PARA XOGAR SEN O TALKING PEN**

O obxectivo do libro é aprender os número do 1 ao 10. Cada páxina contén tres elementos. Primeiramente, pódense enumerar os números, etiándooos e dicindo: "This is the number three" ou simplemente "Three". Tras unhas cantas repeticións, pódese mirar o resto do libro.

**ACTIVIDADE 1**

1. Preguntar: "Can you see the number three?"  
 2. Cando o cativo sinale o número correcto, dicimos: "Well done, it is the number three."  
 3. Continuar cos outros números."Where is the number...?" "Well done, it is the number..." **one / two / three / four / five / six / seven / eight / nine / ten.** Cando remate a quenda de preguntas sobre os números, pódese preguntar tamén polos obxectos de cada páxina. Pódese sinalar os diferentes elementos e dicir: "This is a fox", "These are socks" ou simplemente, "Fox, socks". Tras unhas cantas repeticións, pódese mirar o resto do libro. **FOX, BEE, FLOWER, HOUSES, TREES, CLOUDS, SOCKS, JUMPERS, SHOES, CUPS, PLATES, SPOONS, TEDDIES, DOLLS, CARS, CRAYONS, PENCILS, PAINTBRUSHES, BISCUITS, SWEETS, LOLLIPOPS, LADYBIRDS, SPIDERS, BUTTERFLIES, BUILDING BLOCKS, BALLS, SHAKERS, FINGERS, TOES, STARS.**

**ACTIVIDADE 2**

1. Preguntar: "Can you see the fox?"  
 2. Cando o cativo sinale o animal/obxecto correcto, dicimos: "Well done, there is one fox."  
 3. Continuar co resto de elementos. "Can you see the [elemento]?" "Well done, there is one fox / there are two houses"  
**There is one fox. / There is one bee. / There is one flower.**  
**There are two houses. / There are two trees. / There are two clouds.**  
**There are three socks. / There are three jumpers. / There are three shoes.**  
**There are four cups. / There are four plates. / There are four spoons.**  
**There are five teddies. / There are five dolls. / There are five cars.**  
**There are six crayons. / There are six pencils. / There are six paintbrushes.**  
**There are seven biscuits. / There are seven sweets. / There are seven lollipops.**  
**There are eight ladybirds. / There are eight spiders. / There are eight butterflies.**  
**There are nine building blocks. / There are nine balls. / There are nine shakers.**  
**There are ten fingers. / There are ten stars. / There are ten toes.**

**ACTIVIDADE 3**

Cando o neno se familiarice co libro, podemos realizar a seguinte actividade:  
 1. Preguntar: "Can you find five dolls?"  
 2. Cando o cativo sinale o elemento correcto, dicimos: "Well done, there are 1 – 2 – 3 – 4 – 5 dolls."  
 3. Continuar co resto de elementos. "Can you find [número e elemento]?" "Well done, there is/are [número e elemento]."  
 • Animar ao neno para que diga: "Here!", cando sinale o número ou o elemento correcto.  
 • Se a resposta é correcta, dicimos: "Very good!" ou "Well done!" / Se a resposta é incorrecta, dicimos: "Oops, try again!"