

EN

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.

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!"

CA

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.

ACTIVITAT 1

1. Pregunteu: "Can you see the number three?"

2. Quan el nen assenyali 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 assenyalat 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 assenyali 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 assenyali 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 [nombre i element]?" "Well done, there is/are [nombre i element]."

- Animeu el nen a dir: "Here!", quan assenyali 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!"

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 [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.**

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!"

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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 [nombre + item]? » « Well done, there is/are [nombre + 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! ».

