New

1 **Teach**	Use a sign or gesture for **new**. Look at the symbol together. Say the word **new** to your partner. Sing a Word Aware song including the word **new**.
2 **Teach** 	**Equipment: Concept Cat toy, two pairs of shoes (one new and one old).** Concept Cat is a clever, clever cat. He looks here, he looks there, learning as he goes and, when he comes home, he tells us a story. Concept Cat is a clever, clever cat. This story is all about **new**. Listen out for the word **new**. One day, Concept Cat went to the shop with his Dad and bought **new** shoes. The **new** shoes were in a box. The **new** shoes were clean. The **new** shoes did not have holes in them. The shop assistant said, 'Do you want to put on the **new** shoes?' Concept Cat did not want to. He liked his shoes that were not **new**. At home, Concept Cat looked at the **new** shoes. The **new** shoes looked great. He tried on the **new** shoes. The **new** shoes felt great too. He said goodbye to his not **new** shoes and kept his **new** shoes on. Concept Cat, what a clever, clever cat. He knows all about **new**.
3 **Teach**	A Present two similar items, one **new** and one not **new**. Talk about them. B Talk about a time when the children got something **new**.
4 **Activate**	A If you get a **new** piece of equipment, have an unveiling and talk about it being **new**. Compare it with any equipment it is replacing. This could be as simple as **new** pencils. B Change displays in the classroom, taking down the one that is not **new** and replacing it with one that is **new**.
5 **Review**	**Activity:** collect several items, some of which are **new** and some not **new**. Talk about them, using the word **new**. **Word Bag:** place two items in the bag, one that is **new** and one that is not **new**. **Concept book:** see page 76 for details. **Family:** look at your child's book or toys together. Which ones look **new** and which ones do not look **new**?

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