The Missing Toy

LET'S PLAY / 5 OF 5 / SUPER MINDS LEVEL 1

TEACH TAGS RESOURCES

Look, draw and say.






1





2





3





Lesson Ideas for “The Missing Toy”

Prepare

Use after introducing ball, car, train and kite in Unit 2. Give each learner a pencil and the student page. Review the four reference pictures across the top: ball, car, train, kite. The reference set stays visible throughout. No independent reading or word writing is required.

Compare and complete

Demonstrate the rule with four real objects: remove one and show that the group needs it back. On the page, each numbered row shows three different toys from the four-picture reference set. Children compare the row with the reference, identify the absent toy and draw it in the empty box. The picture order changes; this is not a repeating pattern.

Say and share

For each completed row, ask the child to name the toy they drew. Accept a single noun. Optionally point to the drawing and ask the familiar question “What’s this?” Support “It’s a train”, “It’s a car” or “It’s a kite”. Children then check their pictures with a partner. Judge the intended toy, not drawing accuracy.

Answer key

Reference, left to right: ball, car, train, kite.
Row 1: car, kite, ball. Draw a train.
Row 2: train, ball, kite. Draw a car.
Row 3: car, train, ball. Draw a kite.
Each completed row contains each of the four toys exactly once.

Speaking support

Core words: ball, car, train, kite.
Optional revision: “What’s this?” “It’s a [toy].”
Point and model the task; children do not need to understand or produce “missing”, “compare” or an explanation in English. Printed row numbers help navigation only. Colours and sizes are not clues.

Another way

Cover two rows and work on one at a time. A child can point to the absent toy in the reference set and say its name while an adult draws. For a second oral round, cover the completed drawing boxes and name the absent toys again. Keep the reference visible and use the same four words.