Title: METHOD AND BOOKS FOR TEACHING CONCEPTS TO CHILDREN

Abstract: A book for teaching young children visual recognition comprises a plurality of learning sections. Each learning section includes a descriptive page showing an object to be learned, and a relationship page relating the object to at least one every-day item. A final page of the learning section is a recognition page presenting a plurality of different items wherein those items possessing the characteristic of the learned object are visually highlighted for easy selection. The end of the book has a review section including a compilation page showing all objects learned in each of the learning sections. A final review page integrates all the objects thereon and includes a plurality of items, each item possessing the characteristic of one of the learned objects and wherein all items are highlighted in an equal manner one with respect to the others.
METHOD AND BOOKS FOR TEACHING CONCEPTS TO CHILDREN

RELATED APPLICATIONS

[001] This application claims the priority of U.S Provisional Application Serial Number 61/069052 filed March 12 2008, the contents of which is fully incorporated herein by reference.

FIELD OF THE INVENTION

[002] The present invention relates to children's books in general and more particularly to children's books for teaching physical characteristics through association of the characteristics with objects.

BACKGROUND OF THE INVENTION

[003] Throughout history people have been communicating with one another. Society cannot function without interpersonal communication. The two primary forms of communication employed are oral and written. Written communication has evolved from hieroglyphics and cuneiform scripts found on walls and stone tablets dating to early recorded history to modern day books printed on paper. One of the primary purposes of books is to record and impart information to others. As a result, our entire educational system is built around the use of books as a central part of the education process.
Early education centers on teaching the uneducated the basics of communication; namely learning how to read and write one or more languages. This learning process generally comprises associating language terms with aspects of everyday life and structuring and arranging the order of those terms within a set form according to grammatical rules so that others can readily understand the intended meaning of a communicative effort. The use of printed books is thus a key to the successful education of every individual, and those individuals must be taught the importance of books in the educational process.

One way in which to inculcate the importance of books is by exposing individuals, such as infants and toddlers, to books very early in life. Ideally, exposure to books, and thus the concept of gaining knowledge from books, occurs within the first years of life, even before the infant or toddler is able to read. Such early children's books rely primarily on illustrations to which a small story is correlated, or rely exclusively on illustrations to which an adult can supply an impromptu verbal description.

Previous children's books that are directed to an early childhood or toddler age group usually rely on a series of illustrations that may or may not be interrelated. The books in which the illustrations are not interrelated, while possibly entertaining, can be difficult for the child to learn from since there is very little repetition. Further, the material is typically presented in a manner that is not conducive for a child to build a progressive learning experience.
Thus what is desired is a children's book that utilizes illustrations in a manner which builds and facilitates a child's learning experience. The system can be implemented to cover one color at a time, and/or can increase in difficulty from one color, to two colors together, to three colors, and so forth.

**SUMMARY OF THE INVENTION**

The present invention is directed to a children's book that satisfies the need for teaching basic concepts utilizing illustrations. The book for teaching young children visual recognition comprises a plurality of learning sections. Each learning section includes a descriptive page showing an object and/or concept to be learned, and a relationship page relating the object or concept to at least one every-day item.

In an additional or alternative embodiment, a final page of the learning section is a recognition page presenting a plurality of different items wherein those items possessing the characteristic of the learned object are visually highlighted for easy selection.

In an additional or alternative embodiment, the end of the book has a review section including a compilation page showing all objects learned in each of the learning sections.
[0011] In yet a further additional or alternative embodiment, a final review page integrates all the objects thereon and includes a plurality of items, each item possessing the characteristic of one of the learned objects and wherein all items are highlighted in an equal manner one with respect to the others.

[0012] In a preferred embodiment of the invention, the system shows a child an illustration which highlights (e.g. in color) one concept at a time, so that the child may focus on, recognize, and learn a particular concept. This is conducted so that the child will become adept at discriminating various objects and/or concepts as they differ from the total set, and particularly so that the child can isolate and identify the object or concept when viewing a final full illustration (e.g. in full color) showing multiple objects and concept therein. As the child is learning, the object and/or concept of interest can be highlighted in color on a black and white background to emphasize the distinction to the child and facilitate its isolation and identification. The same or different colors can be used for the identification process. For example, a number of interest can be highlighted in yellow on black and white in all panels. Or, the first object/concept of interest can be highlighted in red on black and white; the second object/concept of interest can be highlighted in yellow on black and white; the third in green, or so forth (with these particular colors not being limiting but merely used herein as examples). By the time the final illustration is displayed to the child, he or she will have become more adept at discriminating various objects or concepts as they differ from the total set.
These and other features, aspects, and advantages of the invention will be
further understood and appreciated by those skilled in the art by reference to the
following written specification, claims and appended drawings.

**BRIEF DESCRIPTION OF THE DRAWINGS**

For a fuller understanding of the nature of the present invention, reference
should be made to the accompanying drawings in which:

- **Figure 1** is an elevation view of a book embodying the present invention,
  wherein pages are partially unfolded to illustrate a general book configuration;
- **Figure 2** is an illustrated view of object and relational pages relating to a
  specific learning object, here shown as the color red and items associated with the
  color red;
- **Figure 3** is an illustrated view of a recognition page wherein the red item
  objects are highlighted for easy identification;
- **Figure 4** illustrates compilation pages wherein the learned objects are
  presented for review, here represented as a plurality of colors;
- **Figure 5** is an illustrated review page in which objects of all learned colors
  are presented in an equally highlighted manner.
- **Figure 6** is an alternate embodiment of a recognition page wherein the
  objective of the pages is to teach shapes, here illustrating rectangles.
- **Figure 7** is an alternate embodiment of a compilation page wherein objects
  of all learned shapes are presented in an equally highlighted manner.
Like reference numerals refer to like parts throughout the several views of the drawings.

**DETAILED DESCRIPTION OF THE PREFERRED EMBODIMENT**

For purposes of description herein, the terms "upper", "lower", "left", "rear", "right", "front", "vertical", "horizontal", and derivatives thereof shall relate to the invention as oriented in Figure 2. However, one will understand that the invention may assume various alternative orientations and step sequences, except where expressly specified to the contrary. Therefore, the specific devices and processes illustrated in the attached drawings, and described in the following specification, are simply exemplary embodiments of the inventive concepts defined in the appended claims. Hence, specific dimensions and other physical characteristics relating to the embodiments disclosed herein are not to be considered as limiting, unless the claims expressly state otherwise.

Turning to the drawings, Figure 1 shows a construction of a children's book 20 having a plurality of learning sections 21 which is one of the preferred embodiments of the present invention and illustrates its various components.

Book 20 has a spine edge 22 wherein each of learning sections 21 are bound into book form according to well known book construction practices. Each learning section 21 includes a bound element 24 affixed to spine edge 22 and a fold-out element 25 affixed to bound element 24 and foldably hinged therewith at an outer right edge 23 of book 20. The elements 24-25 of learning sections 21 include a
plurality of faces 26-28. A rear face 28 of a previous learning section 21 has an object page 30 thereon, an outer face 26 of the instant learning section 21 has a relationship page 40 thereon, and an inner face 27 of the instant learning section 21 has a recognition page 50 thereon such that recognition page 50 extends continuously from spine edge 22 of bound element 24 to extreme end 29 of fold-out element 25.

[0025] Referring to Figure 2, each of learning sections 21 are constructed such that upon opening to an individual learning section 21, the viewer is initially presented with object page 30 on a left side of the viewing area (rear face 28 of a previous learning section 21) and with relationship page 40 on a right side of the viewing area (outer face 26 of the instant learning section 21). Object page 30 presents to the viewer, an object to be learned, such as a color or shape. Figure 2 presents the color red as the learning object wherein object page is colored in red 32 and centrally presents the printed word "red" 34 thereon. Relationship page 40 presents to the viewer items that are typically associated with the object to be learned. On the sample page 40 common items associated with the color red are presented such as ketchup bottle 42, strawberry 44, red rose 46, and apple 48.

[0026] Figure 3 shows recognition page 50 which is presented on inner face 27 of the instant learning section 21, namely the learning section for the object to be learned, here the color red. Recognition page 50 extends from the bound edge 23 on the left to extreme edge 29 on the right. The illustration for recognition page 50 and presented thereon is primarily in gray-scale and illustrates thereon a
plurality of items such as flower 55, bumble bee 56, fruit slice 57, pond 58, and butterfly 59, all presented in gray-scale. Interspersed between the plurality of items, gray-scale colored items 55-59 are items associated with the color red. Since the color red is the object to be learned in the instant section 21, those items, i.e. rose 52, ladybug 53, and strawberry 54, are appropriately highlighted (here colored in red) for recognition by the viewer.

[0027] Book 20 includes a plurality of learning sections 21 that are similarly structured such that each subsequent learning section will be directed to a new color (learning object) on its respective object page 30 and items associated with that color are presented on its relationship page 40. The associated recognition page 50 will be the same grayscale illustration presented in the previous recognition pages, except that only the items associated with the color to be learned will be highlighted in that color and all other items will be presented in gray-scale.

[0028] A review section 27 (Fig. 2) is positioned at the end of book 20. Review section is structured similarly to the various learning sections 21. A first review page 60 has presented thereon a compilation of the objects presented on previous object pages 30. Thus, for the instant book 20, first review page 60 includes a compilation of the colors learned. A second review page 70 includes a plurality of similar items each identifiable one from the other by identifying the unique characteristic of the learned object such as red balloon 72, green balloon 74 and blue balloon 76. Finally, review section 27 includes a review page 80 of the same
illustration presented on previous recognition pages 50. Review page 80 has all items included therein highlighted in their respective manner as individually highlighted in previous recognition pages 40. Thus, for book 20 as described above, the illustration for review page 80 has all items thereon colored in their respective colors. Bumble bee 81 and flower 82 are colored yellow; ladybug 83, strawberry 84, and rose 85 are colored red; pond 86 is colored blue; butterfly 87 and fish 88 are colored orange, and so on. Each of the colors was a learning object of a previous learning section 21.

[0029] Figures 6-7 illustrate a second embodiment 120 of a learning book wherein the learning object is "shapes" such as squares, rectangles, circles, etc. A learning section for this embodiment 120 would include an object page similar to object pages 30 described above, however, the individual object presented is a single shape such as a rectangle. A relationship page similar to relationship pages 40 described above is also included in the learning section. A series of items incorporating a rectangular shape are illustrated on the relationship page. Figure 6 illustrates an associated recognition page 150a wherein items having a variety of shapes are included and wherein only items incorporating rectangular shapes are highlighted such as the sign 152a and the cereal boxes 154a and the remainder of the illustration is presented in gray-scale. Subsequent learning sections and recognition pages would highlight different shapes. In a review section as illustrated in Figure 7, the entire illustration 150 would be highlighted or colored and would equally present all shaped items such as rectangular sign 152,
triangularly shaped cheese and wall appliqué 153, rectangular cereal boxes 154, square cookie boxes 155, circular clock 156, and star shaped cookies 157.

[0030] In use (referring to book 20 and figures 1-5), an adult (parent) would spend time with a toddler in reviewing book 20. The parent would open book 20 to a first learning section 21 and direct the child's attention to object page 30 where the object, here the color red, is presented. The parent then directs the child's attention to facing relationship page 40 where the object (color red) is related to common everyday items that possess that characteristic, such as a red strawberry 44 and red rose 46.

[0031] If desired, once the relationships have been taught, a fold-out element can be opened to reveal the relationship page 50. At that point, the child can be asked to find a desired item in the gray-scale illustration (e.g. the red items). (However, it should be noted that not all of the red examples need to appear in the gray scale illustration, and that all of the objects do not have to appear on the final page. It should also be noted that a relationship page does not need to be provided in all embodiments).

[0032] This process can be repeated for all subsequent learning sections. The review section 27 at the end of book 20 can be utilized to review each of the colors learned on first review page 60, and then on second review page 70 to pick out a particular colored item from a collection of similarly shaped but differently colored items. Finally, second review page 70 can be opened to present the full colored review illustration 80 wherein the child is asked to find the various
colored items such as the red rose 85, the orange butterfly 87, and the blue pond 86. The process can be repeated multiple times until the child has demonstrated a proficiency in identifying the various colors.

[0033] The above description is considered that of the preferred embodiments only. Modifications of the invention will occur to those skilled in the art and to those who make or use the invention. Therefore, it is understood that the embodiments shown in the drawings and described above are merely for illustrative purposes and are not intended to limit the scope of the invention, which is defined by the following claims as interpreted according to the principles of patent law, including the doctrine of equivalents.
CLAIMS

I claim:

1. A book for teaching young children visual recognition, said book comprising:
   (a) a plurality of learning sections, each section including:
      a descriptive page showing an object to be learned;
      a relationship page relating said object to at least one every-day item; and
      a recognition page presenting a plurality of different items and wherein
      those of said items possessing the characteristic of said object are
      visually highlighted; and
   (b) a review section including:
      a compilation page showing all objects learned in each of said learning
      sections; and
      at least one review page integrating all said objects thereon and wherein
      said review page includes a plurality of items, each item possessing the
      characteristic of one said object and wherein all items are highlighted
      in like manner one with respect to the others.

2. A method for teaching young children visual recognition, said method
   comprising:
   displaying to a child:
   (a) a plurality of learning sections, each section including:
a descriptive page showing an object to be learned;
a relationship page relating said object to at least one every-day item;
and
an recognition page presenting a plurality of different items and wherein
those of said items possessing the characteristic of said object are
visually highlighted; and
(b) a review section including:
a compilation page showing all objects learned in each of said learning
sections; and
at least one review page integrating all said objects thereon and
wherein said review page includes a plurality of items, each item
possessing the characteristic of one said object and wherein all items
are highlighted in like manner one with respect to the others.
Point to the red color tab and ask: "Can you find something red in the picture?" Or point to something green and say: "Is this red?"

Point and say: "This is a red rose." Point back and forth between the red tab and the red objects and reinforce the connection. Repeat for all colors.

Recess: You learned the colors..."
INTERNATIONAL SEARCH REPORT

International application No
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According to International Patent Classification (IPC) or to both national classification and IPC

A CLASSIFICATION OF SUBJECT MATTER
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USPC - 434/81

B FIELDS SEARCHED

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USPC 434/81

Documentation searched other than minimum documentation to the extent that such documents are included in the fields searched
USPC 434/81, 98, 428

Electronic data base consulted during the international search (name of data base and, where practicable, search terms used)
USPTO, PUBWEST (PGPB, USPT, USOC, EPAB, JPAB), Google, Amazon, Barnes and Noble
Search Terms Used: teach, learn, educational, book, picture, object, shape, color, number, compare, relate

C DOCUMENTS CONSIDERED TO BE RELEVANT

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Authorized officer
Lee W Young
PCT Helpdesk 571-272-4300
PCTOISP 571-272-7774

Name and mailing address of the ISA/US
Mail Stop PCT, Attn: ISA/US, Commissioner for Patents
P.O. Box 1450, Alexandria, Virginia 22313-1450
Facsimile No 571-273-3201

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