

# Aunt Rose Comes to Stay



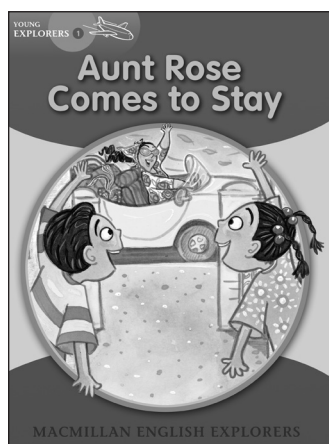
## The story

This is another Holly and Tom story.

A letter arrives from Aunt Rose asking if she can come to stay. Tom and Holly have never met her, so Dad shows them a photo of her. The family get Aunt Rose's bedroom ready. They go to the shops to buy new curtains, a new chair and a new quilt for the bed. Aunt Rose arrives in an open-topped sports car. She likes her bedroom because the colours of the new curtains, the new chair and the new quilt match her dress, her shoes and her bag. Tom and Holly go to the car to help Aunt Rose bring in some presents. Unfortunately, it is so windy that all the labels are blown off the presents. Aunt Rose cannot remember who the presents are for. Each member of the family gets the wrong present and they all laugh.

## Introduce the book

### The cover



- Hold up the book and point to the cover. Read the title to the class. Read it again and encourage the children to repeat after you.
- Point to the picture on the cover. Point to Aunt Rose and ask *Who is this?* and elicit from the children that it is Aunt Rose. Point to her name on the cover as they say her name.

## Aunt Rose Comes to Stay

---

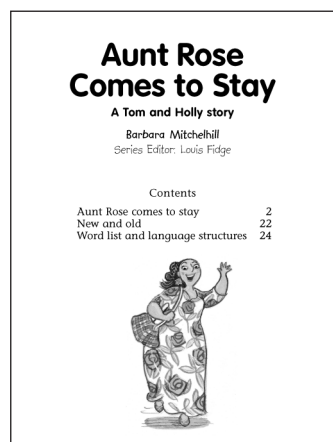
- Ask *What is an aunt? Have you got aunts? When do you see them?*
- Ask *What colour is Aunt Rose's car? What has Aunt Rose got on her dress?* If you wish, tell the children that the flowers are called roses in English, just like Aunt Rose's name. Then ask *What is in the back of the car? Who is waving at Aunt Rose? Are they all happy?*
- Tell the children to look at the picture. Ask *Who can you see? What colour are her shoes? What colour is her bag? What colour is her hair? Is she happy?*



### Aunt Rose Comes to Stay

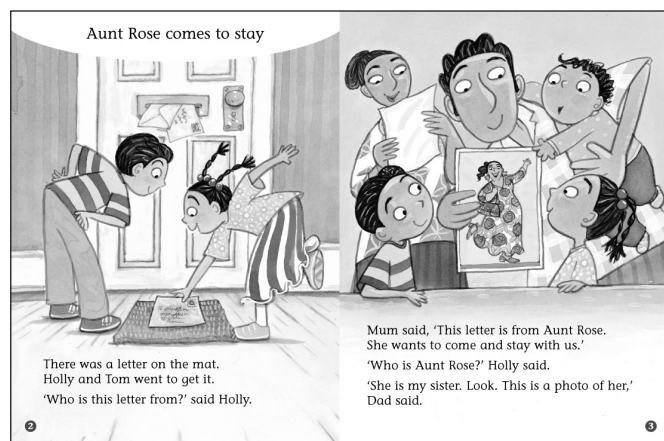
The story can be played at any time.

## The contents page



- Tell the children to open their books to the contents page. Open your own book and hold it up to show the class.
- Read the title again and encourage the children to read it with you. Point to the words *A Tom and Holly story*. Remind the children who Tom and Holly are. Talk about any other Tom and Holly stories the children have read.
- Point to the word *Contents* and the contents list. Elicit from the children what it tells them about the book (what is in it and on what page). Read the title of the story (*Aunt Rose Comes to Stay*). Elicit from the children what they think the story is about. Then elicit from the children what page it is on.

Pages 2 and 3



**Word list**

*a, and, aunt, come, comes, Dad, from, get, her, Holly, is, it, letter, look, mat, Mum, my, of, on, photo, Rose, said, stay, she, sister, stay, there, this, to, Tom, us, wants, was, went, who, with*

**Language summary**

past simple tense, *wh* questions, *want to*, object pronouns

**Preparation**

Wordcards: 1, 3, 5, 21, 23, 26, 27, 34, 36, 39, 42, 46, 53, 54, 59, 61, 63–65, 72, 73, 81, 88, 92–95, 98, 100, 101, 104, 110, 112 plus punctuation

**Materials**

a photograph, a letter, a mat

**Before reading**

- Before looking at the pages, teach the name *Aunt Rose, sister, letter, mat* and *photo*. Write *Aunt Rose* on the board and encourage the children to repeat it after you. Explain that Aunt Rose is Dad's sister. Write *sister* on the board and elicit or explain what it means. Ask *Have you got a sister?*

- Hold up the letter and say *letter*. Write *letter* on the board. Explain that *letter* can also mean a letter of the alphabet. Repeat with *mat* and *photo*.
- Ask *Why do people write letters? Who brings the letters? Have you had a letter? Who was it from? Point to the word on the board and ask What letters are the same? Point to photo and ask What letter is the same? What sound does photo start with? What letters make the sound /f/? Write elephant on the board. Ask Can you see the sound /f/? What letters make the sound?*
- Tell the children to open their books to pages 2 and 3. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 2. Ask *Where are Holly and Tom? What is Holly picking up? How many letters can you see? (3, there are two still in the door) Who is the letter from?* and elicit suggestions from the children.
- Tell the children to look at the picture on page 3. Ask *Who is reading the letter? Who is Dad holding? (in earlier books Joe was a baby – note how he has grown!) What is Dad holding? Who is in the photo? Can the children guess who the letter is from now? Ask What is the letter about?* and elicit suggestions.

**During reading**

- Read the title again. Elicit from the children why Aunt Rose starts with a capital letter (it's a person's name).
- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Holly, Mum and Dad.
- Ask *Can you see the word letter? Can you see the words Aunt Rose? Can you see the word photo? Can you see the word mat?*

- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite four children to be the narrator, Holly, Mum and Dad. They can read both pages out loud.
- Read page 2 to the class again. Say the following sentences and encourage the children to complete them:  
*There was a ... on the mat.*  
*... and ... went to get it.*  
*'Who is this letter from?' said ... .*  
*Mum said, 'This letter is from ... .*  
*She wants to come and ... with us.'*  
*'Who is Aunt Rose?' ... said.*  
*'She is my ... . Look.*  
*This is a ... of her,' Dad said.*
- Ask *Do Holly and Tom know Aunt Rose? Are Mum and Dad happy? Why? What will Aunt Rose do?*
- Ask *How many full stops can you see?* and elicit from the children why we use them.
- Say *Find and point to said. How many can you see?*
- Then ask *Which words end with the letter o?*
- Play some word games with the children. Write *mat* on the board. Ask the children to read it. Then say each individual sound in the word (/m/ /æ/ /t/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /mæt/ encouraging the children to repeat after you. Rub out the *t* and write in an *n*. Encourage the children to read the new word. Then rub out the *m* and write in a *c* and ask the children to read it (*can*). Then rub out the *n* and write in a *t* and ask the children to read it (*cat*). Play the same game with *get* to make *got*, *not*.
- Then write *from* on the board and ask the children to read it. Change the *m* to *g*. Ask *What animal is it?* (*frog*).
- Then write *this* on the board. Rub out the *t*. Ask *What word can you see?* (*his*). Now rub out the *h* and ask the same question (*is*).
- Then write *rose* on the board and ask the children to read it. Ask *What word sounds the same?* If the children need help, point to your nose and elicit the word from the children.
- Play the same rhyming game with *stay*, e.g. *day*, *say*, *play*.

### After reading

- Write *There was a letter on the mat.* on the board. Ask the class to read it.
- Rub out *letter*. Ask the children to suggest other nouns that could go in the space and still make sense, e.g. *cat*, *book*, *ball* etc. Write in each word they suggest and read the new sentences together.
- Re-write the original sentence. Rub out *mat*. Ask the class to suggest other nouns that could go in the space and still make sense, e.g. *table*, *chair*, *carpet* etc. Write in each word they suggest and read the new sentences together.

### Extra activity

Think about different types of communication and how they work, e.g. phone, letter, email. Talk about the advantages and disadvantages of each type.

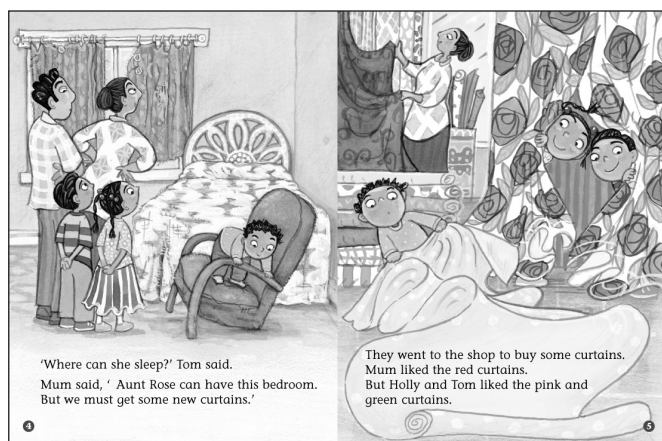
### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do pages 49 and 50 in the Comprehension and Vocabulary Workbook.



Pages 4 and 5



**Word list**

*and, aunt, bedroom, but, buy, can, curtains, get, green, have, Holly, liked, Mum, must, new, pink, red, Rose, said, she, shop, sleep, some, the, they, this, to, Tom, we, went, where*

**Language summary**

*wh* questions, *can, must*, past simple tense, *but*

**Preparation**

Wordcards: 3, 5, 8, 12, 13, 15, 22, 27, 29, 30, 36, 48, 59, 60, 62, 66, 71–74, 77, 79, 80, 83, 90, 92, 94, 95, 102, 104, 107 plus punctuation

**Materials**

curtain (if you do not have them hanging in the classroom)

**Before reading**

- Before looking at the pages, teach *sleep, bedroom* and *curtains*. Write *sleep* on the board. Mime sleeping and say *sleep*. Encourage the children to repeat it after you.

- Then ask *Do you sleep in the day or at night? Where do you sleep?* and try to elicit *bedroom*. Write *bedroom* on the board and encourage the children to repeat it after you. Ask *What have you got in your bedroom? What colour is your bedroom?*
- Then point to the curtains in the classroom or hold up the one you have brought in with you and say *curtains*. Write the word on the board and encourage the children to repeat it after you. Ask *Why do we use curtains?*
- Point to all the words on the board. Ask *Which word has got the sound /i:/ in the middle? What letters make the /i:/ sound?* Elicit the other sounds in *sleep*. Start with /s/ and elicit them in order (/s/ /l/ /i:/ /p/).
- Point to *bedroom*. Ask *How many words can you see?* and point out *bed* and *room*.
- Tell the children to open their books to pages 4 and 5. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 4. Ask *What room are the family in? Are the curtains new or old? Why are they looking at the curtains? Where is Joe?*
- Tell the children to look at the picture on page 5. Ask *Where are the family now? (in a curtain shop) What colour are the curtains Mum is looking at? What colour are the curtains Tom and Holly are hiding behind? Who has got a dress like that? What is Joe doing?*

**During reading**

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Tom and Mum.
- Ask *Can you see the word bedroom? Can you see the word sleep? Can you see the word curtains? Can you see the word some? Can you see the word but?*

- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite three children to be the narrator, Mum and Tom. They can read both pages out loud.
- Tell the children to look at page 4. Say *Find and point to the word she. Who is she?* and elicit that it refers to Aunt Rose.
- Ask *Who asked a question? What did Tom ask?* and elicit the exact question.
- Tell the children to look at page 5. Say the following sentences and encourage the children to complete them:  
*They went to the ... to buy some ... .*  
*Mum liked the ... curtains.*  
*But Holly and Tom liked the ... and ... curtains.*
- Say *Find and point to the word they. Who is they?* and elicit that it refers to the family.
- Say *Find and point to sleep. What sound is in the middle? What word on page 5 has got the same sound in the middle?*
- Rub out the *c* and write in a *v*. Encourage the children to read the new word. Continue, changing the first letter to *m, p, r, v*. Repeat the activity with these words: *but* (bun, run, fun) and *red* (bed, bad, sad).
- Practise sounding out some of the phonically regular words with the class, e.g. /m/ /ʌ/ /s/ /t/ must  
/w/ /e/ /n/ /t/ went  
/ʃ/ /ɒ/ /p/ shop  
/p/ /ɪ/ /n/ /k/ pink
- Write *new* on the board. Elicit from the children the opposite word (old).

### Extension

- How many different rooms of a house can the children name?
- How many different types of shop can the children name?

- Ask *What colour curtains will they buy? What will they buy next?*

### After reading

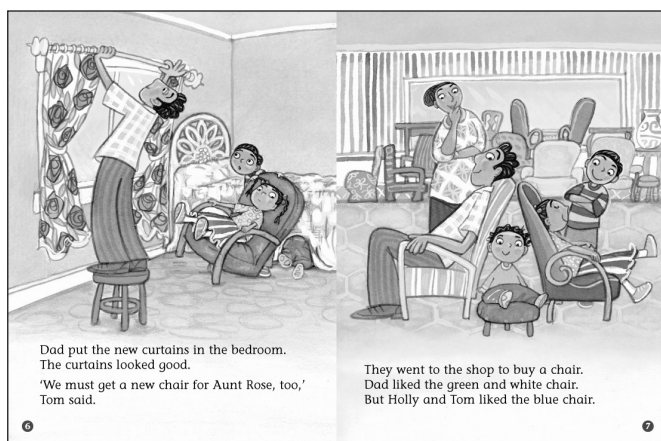
- Invite five children to the front of the class. Give each child a wordcard in random order. Use: *They, went, to, the, shop*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *They went to the shop*. When the children are in the correct order, write the sentence on the board.
- Write *Mum liked the pink curtains* on the board. Ask *Is this true?* Elicit from the children what word needs to change to make the sentence true.
- Play some word games with the children. Write *can* on the board. Ask the children to read it. Then say each individual sound in the word (/k/ /æ/ /n/ ). Repeat each sound then say the word /kæn/ encouraging the children to repeat after you.

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 51 in the Comprehension and Vocabulary Workbook.

Pages 6 and 7



**Word list**

*a, and, aunt, bedroom, blue, but, buy, chair, curtains, Dad, for, get, good, green, Holly, in, liked, looked, must, new, put, Rose, said, shop, the, they, to, Tom, too, we, went, white*

**Language summary**

past simple tense, *must, but*

**Preparation**

Wordcards: 1, 5, 8, 9, 12, 13, 19, 22, 23, 25, 28, 29, 36, 38, 48, 52, 60, 62, 69, 72, 73, 77, 83, 84, 90, 94–96, 103, 104, 108 plus punctuation

**Before reading**

- Before looking at the pages, teach *chair*. Point to your chair and say *chair*. Say *Point to your chair*. and encourage the children to point to their chairs. Write *chair* on the board and encourage the children to repeat it after you. Ask *What sound does chair start with?*
- Tell the children to open their books to pages 6 and 7. Open your own book and hold it up to show the class.

- Tell the children to look at the picture on page 6. Ask *What is Dad doing? What colour curtains did they buy? Do the new curtains look nice? What is Holly sitting on? What is wrong with it? What is Tom saying?* and elicit suggestions from the children. Then ask *Where is Joe?* (under the bed).
- Tell the children to look at the picture on page 7. Ask *Where are the family now? (in a furniture shop) What colour is the chair Dad is sitting on? Is it comfortable? What colour is the chair Holly is sitting on? Is it comfortable, too? Which chair does Tom like? How do you know? Which chair do you like best? What is Joe doing?*

**Extra activity**

Talk about what other furniture you would find in a furniture shop.

**During reading**

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Tom.
- Ask *Can you see the word bedroom? Can you see the word curtains? Can you see the word chair? How many can you see? Can you see the word the? How many can you see?*
- Then ask *Can you see the word get? Can you see the word buy?* Explain to the children that on this page the two words have the same meaning.
- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite two children to be the narrator and Tom. They can read both pages out loud.

- Say *Find and point to the word they. Who is they?* and elicit that it refers to the family.
- Say the following sentences and encourage the children to complete them:  
*... put the new ... in the ... .*  
*'We must get a new ... for Aunt Rose, too,'*  
*... said.*  
*They went to the ... to ... a ... .*  
*Dad liked the ... and ... chair.*  
*But Holly and Tom liked the ... chair.*
- Say *Find and point to put.* Repeat for *new, good, must, too, went, shop, buy, liked.*
- Say *Find and point to blue.* Say the word out loud and encourage the children to repeat it after you. Then say *Find the words that sound the same.* (new, too)
- Write *oo* on the board. Ask *What letter is this? How many can you see?* Say *Find the words with these letters in.* (bedroom, looked, good, too)
- Ask *How many full stops can you see?* Elicit from the children why they are used.
- Then write *shop* on the board and brainstorm /ʃ/ words in the same way, e.g. *ship, shoe, shirt, sheep, she.* Rub out the *s* and encourage the children to read the new word (hop).
- Write *We must get a new chair for Aunt Rose, too.* on the board and ask the class to read it.
- Point to *too.* Elicit from the children any words they know that sound the same (zoo).
- Write *Holly and Tom liked the green and white chair.* on the board. Ask *Is it true or false?* Elicit from the children what words they need to change to make the sentence true.

### Extra activity

Ask *How many legs has a chair got? What animals have got four legs?*

- Ask *What colour chair will they buy? What will they buy next?*

### Wordcard activities

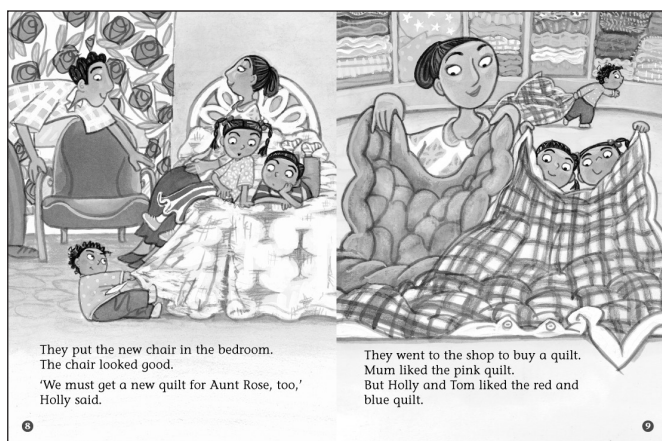
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

### After reading

- Invite eight children to the front of the class. Give each child a wordcard in random order. Use: *Dad, put, the, new, curtains, in, the, bedroom.* Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *Dad put the new curtains in the bedroom.* When the children are in the correct order, write the sentence on the board.
- Rub out *Dad* and write in *Mum.* Encourage the children to read the new sentence. Ask *Is the sentence true or false?*
- Write *chair* on the board. Ask the class to read it. Ask *What sound does chair start with?* Brainstorm any other /tʃ/ words the children know, e.g. *chicken, children, chips, choose, chocolate.* Rub out the *c* and encourage the children to read the new word (hair).
- Do page 52 in the Comprehension and Vocabulary Workbook.



Pages 8 and 9



**Word list**

*a, and, aunt, bedroom, blue, but, buy, chair, for, get, good, Holly, in, liked, looked, Mum, must, new, pink, put, quilt, red, Rose, said, shop, the, they, to, Tom, too, we, went*

**Language summary**

past simple tense, *must, but*

**Preparation**

Wordcards: 1, 3, 5, 8, 9, 12, 13, 19, 25, 27, 28, 36, 38, 48, 52, 59, 60, 62, 66, 69–73, 77, 83, 84, 90, 94–96, 103, 104 plus punctuation

**Materials**

a quilt

**Before reading**

- Before looking at the pages, teach *quilt*. Hold up the quilt and say *quilt*. Write *quilt* on the board and encourage the children to repeat it. Ask *What sound does quilt start with?* Elicit any other words the children know that start with /kw/, e.g. *queen, question*. Point out that the letter *q* is always followed by the letter *u*.
- Tell the children to open their books to pages 8 and 9. Open your own book and hold it up to show the class.

- Tell the children to look at the picture on page 8. Ask *What is Dad doing? What colour chair did they choose? Does the new chair look nice? What are Mum, Holly and Tom sitting on? What is Holly pointing to? Is the quilt old or new? What does Holly want to do?* and elicit suggestions from the children. Then ask *What is Joe doing?*
- Tell the children to look at the picture on page 9. Ask *Where are the family now? (in a shop which sells things for beds) Are all the family there? What colour is the quilt Mum is holding? What colour is the quilt Holly and Tom are holding? What is Joe doing? Which quilt do you like best?*

**During reading**

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Tom.
- Ask *Can you see the word bedroom? Can you see the word chair? Can you see the word quilt? How many can you see? Can you see the word liked? How many can you see?*
- Then ask *Can you see the word get? Can you see the word buy?* Elicit that in this case the two words have the same meaning.
- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite two children to be the narrator and Holly. They can read both pages out loud.
- Say *Find and point to the word they. Who is they?* and elicit that it refers to the family.

- Say the following sentences and encourage the children to complete them:  
*They put the new ... in the ... .*  
*The chair looked ... .*  
*'We must get a new ... for Aunt Rose, too,' ... said.*  
*They went to the ... to ... a ... .*  
*Mum liked the ... quilt.*  
*But Holly and Tom liked the ... and ... quilt.*
- Say *Find and point to the word* and. Elicit other words the children know that sound the same, e.g. *sand, hand*.
- Tell the children to look at the first sentence on page 9. Ask *What word is the same?*
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.

### After reading

- Invite four children to the front of the class. Give each child a wordcard in random order. Use: *The, chair, looked, good*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *The chair looked good*. When the children are in the correct order, write the sentence on the board.
- Write *they* on the board. Ask the class to read it. Rub out the *y* and ask the children to read the new word. Now rub out the *t* and ask the children to read the new word (*he*). Now rub out the *h* and write in *w* and ask the children to read the new word (*we*).
- Write *a red bed* on the board. Ask the children to read it. Ask *What words sound the same?* Write *red* and *bed* on the board again, one under the other and ask *What letters are the same? What letters are different?*
- Ask *What colour quilt will Mum buy? Will Aunt Rose like the new bedroom?*

### Extra activity

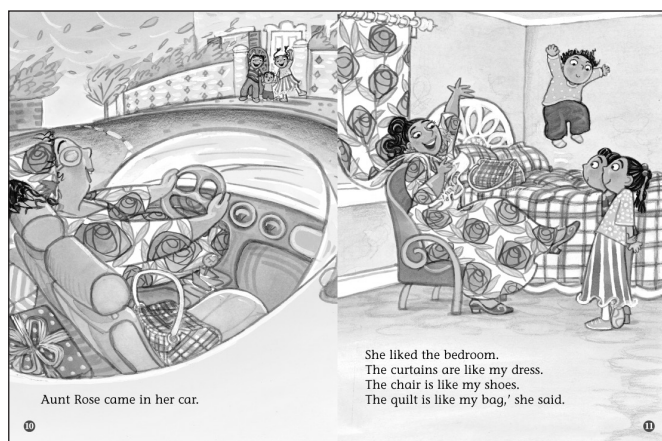
Ask the children to talk about the way their bedrooms are decorated. Encourage them to use colour words and *curtains, chair, quilt*.

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 53 in the Comprehension and Vocabulary Workbook.

Pages 10 and 11



**Word list**

are, aunt, bag, bedroom, came, car, chair, curtains, dress, her, in, is, like, liked, my, quilt, Rose, said, she, shoes, the

**Language summary**

past simple tense, to be like, object pronouns

**Preparation**

Wordcards: 4, 5, 7, 8, 14, 17, 19, 22, 24, 34, 38, 39, 47, 48, 61, 70–73, 75, 76, 83, 84 plus punctuation

**Materials**

a toy car, a dress, a pair of shoes, a bag

**Before reading**

- Before looking at the pages, remind the children of the words *car*, *dress*, *shoes* and *bag*. Write the words on the board and ask the children to read them. If necessary, say each one and encourage the children to repeat after you. Hold up each item in turn and invite individual children to come to the board, point to and read the matching word.
- Ask *Which word starts with /j/? Which word has got /æ/ in the middle? Which word ends with /g/?*

- Tell the children to open their books to pages 10 and 11. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 10. Ask *Who is in the car? Is it a fast car or a slow car? What colour is the car? What can you see in the back of the car? What is on the seat next to Aunt Rose? What is the weather like? Point to the trees in the background (windy). Then ask Who is waiting for Aunt Rose? Are they happy to see Aunt Rose? How do you know?*
- Ask *Is Aunt Rose good fun? How do you know? Do you like Aunt Rose's car? What cars do you like? Is it nice to have a car with no roof?*
- Tell the children to look at the picture on page 11. Ask *Where are the children and Aunt Rose now? Is Aunt Rose happy?*
- Say *Look at Aunt Rose's dress. What is the same colour? Look at Aunt Rose's bag. What is the same colour? Look at Aunt Rose's shoes. What is the same colour? What is Joe doing?*

**Extra activity**

Ask *Are you allowed to jump on your bed at home? Have you got any rules about keeping your bedrooms tidy?*

**During reading**

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Aunt Rose.
- Ask *Can you see the word car? Can you see the word bedroom? Can you see the word curtains? Can you see the word dress? Can you see the word chair? Can you see the word shoes? Can you see the word quilt? Can you see the word bag?*

- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite two children to be the narrator and Aunt Rose. They can read both pages out loud.
- Say *Find and point to the word she. Who is she?* and elicit that it refers to Aunt Rose.
- Say the following sentences and encourage the children to complete them:  
*Aunt Rose came in her ...*  
*She liked the ...*  
*'The curtains are like my ...*  
*The chair is like my ...*  
*The quilt is like my ... , ' she said.*
- Say *Find all the words with two letters.* When the children have found them, encourage them to read them out loud (in, my, is). Ask *Which word ends with the letter y?* Repeat the activity with three-letter words (her, car, she, the, are, bag). Then ask *Which word starts with /s/? Find and point to another word that starts with /s/ (shoes).*
- Play a word game with the children. Write *bag* on the board. Ask the children to read it. Then say each individual sound in the word (/b/ /æ/ /g/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /bæg/ encouraging the children to repeat after you. Rub out the *g* and write in a *d*. Encourage the children to read the new word. Then rub out the *b* and write in an *s* and ask the children to read it (sad). Then rub out the *d* and write in a *t* and ask the children to read it (sat).
- Write *like* on the board. Rub out the *l* and write in a *b* and ask the class to read the new word (bike). Write *I like my bike.* on the board and ask the class to read it.

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

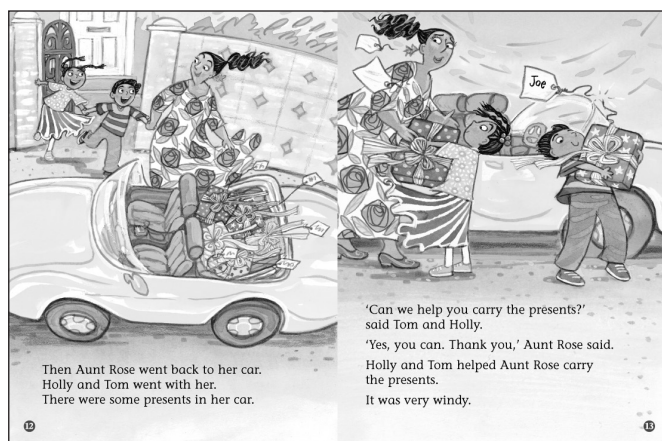
- Do pages 54 and 55 in the Comprehension and Vocabulary Workbook.

### After reading

- Write *Aunt Rose came in her car.* on the board and ask the class to read it. Rub out *car* and write in *train*. Ask the children to read the new sentence. Then rub out *train* and ask the children to suggest other words that could go in the space, e.g. *plane, boat*.
- Write *car* on the board and ask the children to read it. Rub out the *c* and write in *st*. Encourage the children to read the new word (star). Ask *When can we see the stars?*
- Write *The curtains are like my shoes.* on the board and ask the class to read it. Ask *Is it true or false?* Ask the children to tell you what word they have to change to make the sentence true.



Pages 12 and 13



**Word list**

*and, aunt, back, can, car, carry, help, helped, her, Holly, in, it, presents, Rose, said, some, thank, the, then, there, to, Tom, very, was, we, went, were, windy, with, yes, you*

**Language summary**

past simple tense, *can*, object pronouns

**Preparation**

Wordcards: 3, 5, 6, 15, 16, 18, 32–34, 36, 38, 43, 67, 72, 73, 80–83, 86, 88, 94, 95, 99, 101, 105, 111, 112, 114, 115 plus punctuation

**Materials**

a bag, 2 wrapped presents, a pile of books

**Before reading**

- Before looking at the pages, teach *carry*, *present* and *windy*. Pick up the bag and say *I carry the bag* and carry it around the room. Then pick up a book and say *I carry the book*. Write *carry* on the board, read it and encourage the children to repeat it after you.
- Hold up the present and elicit from the children what it is. Write *present* on the board then ask *How many have I got?* and encourage the children to say *One*. Take out the other present and ask the question again.

- Elicit from the children what letter you need to add to *present* to make it plural (s at the end). Ask *Do you like getting presents? When do you get presents?*
- Write *windy* on the board and read it to the children. Tell the children what it means. The children could have fun making some windy noises!
- Tell the children to open their books to pages 12 and 13. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 12. Ask *What can you see in Aunt Rose's car? Who are the presents for? Is it windy? How do you know? Why are Aunt Rose and Holly and Tom going to the car?*
- Tell the children to look at the picture on page 13. Ask *Are Holly and Tom helping Aunt Rose? What is happening to the presents? Talk about why we put labels on presents.*

**During reading**

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Aunt Rose, Holly and Tom.
- Ask *Can you see the word car? Can you see the word presents? Can you see the word carry? Can you see the word windy?*
- Explain *went back* if necessary.
- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite four children to be the narrator, Tom and Holly and Aunt Rose. They can read both pages out loud.
- Say *Find and point to the word we*. *Who is we?* and elicit that it refers to Holly and Tom.

- Ask the class some questions about page 12. Encourage the children to read the correct sentences from the page to answer them.  
Ask:  
*Where did Aunt Rose go?*  
*Who went with Aunt Rose?*  
*What was in her car?*
- Tell the children to look at page 13. Say the following sentences and encourage the children to complete them:  
*Holly and Tom helped Aunt Rose ... .*  
*It was very ... .*
- Say *Find and point to the word you. How many can you see?*

### After reading

- Write *There were some presents in the car.* on the board and ask the class to read it. Rub out the word *presents*. Ask children to suggest some other things that might be in a car and write their suggestions in the sentence, e.g. *books, dogs, balls, pens* etc.
- Write *Can we help you carry the presents?* on the board and ask the class to read it. Rub out *presents*. Hold up the bag and write *bag* in the space. Carry the bag and pretend that it is very heavy. Encourage the children to ask *Can we help you carry the bag?* and reply *Yes, you can. Thank you.* and give the bag to one of the children. Repeat the activity with the pile of books.

### Extra activity

Talk about how helpful Tom and Holly were. Talk about ways in which the children can help each other at school, and can help at home.

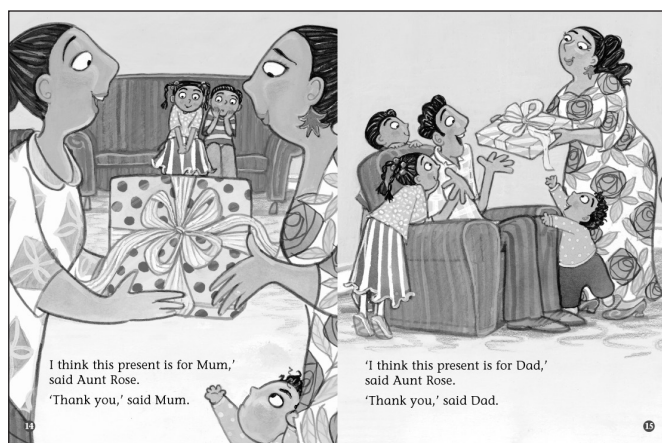
- Write *It was very windy.* on the board. Elicit from the children any other weather words the children know, e.g. *sunny, rainy, cold, hot* etc.
- Ask *Is Aunt Rose polite? What does she say?* and elicit *Thank you.* Talk about the need for politeness.
- Ask children to find and read the words with the letters *th* in, e.g. *then, with, there, the, thank.*
- Play some word games with the children. Write *can* on the board. Ask the children to read it. Then say each individual sound in the word (/k/ /æ/ /n/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /kæn/ encouraging the children to repeat after you. Rub out the *n* and write in an *t*. Encourage the children to read the new word. Then rub out the *c* and write in an *b* and ask the children to read it (*bat*). Then rub out the *t* and write in a *d* and ask the children to read it (*bad*).
- Then write *in* on the board. Elicit letters to add to the beginning of it to make some new words, e.g. *bin, chin, thin*, etc.
- Ask *Will Aunt Rose know who the presents are for? What will happen when Aunt Rose gives out the presents?*

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 56 in the Comprehension and Vocabulary Workbook.

Pages 14 and 15



**Word list**

*aunt, Dad, for, I, is, Mum, present, Rose, said, thank, think, this, you*

**Language summary**

past simple tense

**Preparation**

Wordcards: 5, 23, 25, 37, 39, 59, 67, 72, 73, 82, 91, 92, 115 plus punctuation

**Materials**

a wrapped present

**Before reading**

- Before looking at the pages, teach *think*. Write it on the board and sound it out as you do so, e.g. /θ/ /ɪ/ /n/ /k/ /θɪnk/. Explain what it means. Ask *What sound does think start with?*
- Tell the children to open their books to pages 14 and 15. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 14. Ask *What is Aunt Rose giving to Mum? What colour is the present? What is in Mum's present?* and elicit suggestions from the class.

- Tell the children to look at page 15. Ask *Who is Aunt Rose giving a present to? Is Dad happy? What is Joe doing? What is in Dad's present?* and elicit suggestions from the class.

**During reading**

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Aunt Rose, Mum and Dad. Make sure the expression in your voice and on your face is a little uncertain as you read Aunt Rose's words.
- Ask *Can you see the word present? Can you see the word think?*
- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite four children to be the narrator, Mum and Dad and Aunt Rose. They can read both pages out loud.
- Explain that when Aunt Rose says *I think*, it shows she is not sure if she is giving the right present to each person. Remind the children that the wind blew all the labels off.
- Tell the children to look at page 14. Say the following sentences and encourage the children to complete them:  
*'I think this present is for ... ,' said ... .*  
*'... ,' said Mum.*
- Tell the children to look at page 15. Say the following sentences and encourage the children to complete them:  
*'I think this present is for ... ,' said ... .*  
*'... ,' said Dad.*

- Say Find and point to *I think this present is for Dad*. Then tell them to look at page 14 and ask them to find and point to the sentence with the same words in it. Ask *What word is different?* Repeat the activity with *'Thank you,' said Dad*.
- Ask *Were Mum and Dad polite? What did they say?*

### After reading

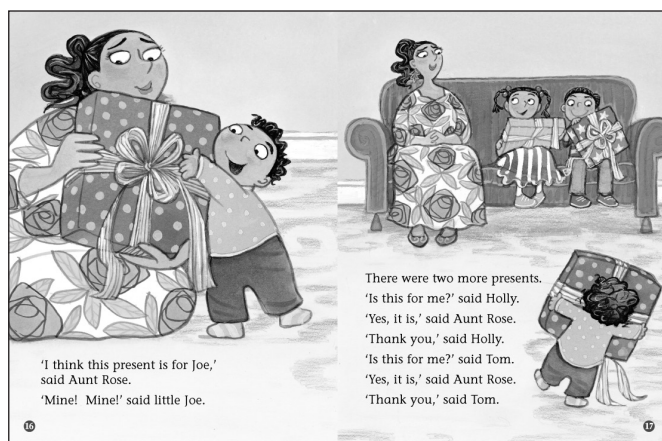
- Put a wrapped present on your desk. Write *This present is for Mum*. on the board and ask the children to read it. Rub out *Mum* and write in the name of one of the children. Ask the class to read the new sentence and encourage the child to come out and take the present. Encourage the child to say *Thank you*. Repeat with other children.
- Put the wordcards for all the words on pages 14 and 15 on your desk, face down. Ask a child to come to the front and choose a wordcard. Ask him/her to guess what word they think it is, by saying *I think this word is ...*. They can then turn the word over and read it, and then put it back. Repeat with other children.
- Write *think* on the board and ask the class to read it. Rub out the *i* and write in *a*. Ask the class to read the new word (thank).

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.



Pages 16 and 17



**Word list**

*aunt, for, Holly, I, is, it, Joe, me, mine, more, present, Rose, said, thank, there, think, this, Tom, two, were, yes, you*

**Language summary**

past simple tense, object pronouns

**Preparation**

Wordcards: 5, 25, 36, 37, 39, 40, 42, 44, 55, 57, 58, 67, 72, 73, 82, 88, 91, 92, 95, 97, 105, 114 plus punctuation

**Materials**

3 pencils and a small box  
a wrapped present

**Before reading**

- Before looking at the pages, teach the name *Joe*. Write it on the board and say it. Ask *Who is Joe? Why does it start with a capital letter?*

- Also teach *mine* and *more*. Write *mine* on the board and read it. Demonstrate the word by picking up a book or pen from your desk and saying *This is my pen. The pen is mine*. Walk around the classroom and pick up objects belonging to the children. Ask *Is this your (bag)?* and encourage the child to answer, *Yes. It's mine.* or *Yes. The (bag) is mine*. Elicit from the children a number that rhymes with *mine* (nine).
- Write *more* on the board and read it. Demonstrate the meaning of the word. Put one pencil on your desk and two pencils in the box. Say *Look. There is one pencil on my desk, but there are two more pencils in the box*.
- Tell the children to open their books to pages 16 and 17. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 16. Ask *Who is Aunt Rose giving a present to? Why is she on the floor? Is Joe happy? What is in the present?* and elicit suggestions from the children.
- Tell the children to look at page 17. Ask *Where is Aunt Rose now? Who are sitting next to her? What are Tom and Holly holding? What is in their presents? Can you see Joe? Is Joe's present heavy? How do you know?*

**During reading**

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Aunt Rose, Joe, Holly and Tom. Make sure the expression in your voice and on your face is a little uncertain as you read Aunt Rose's words.
- Ask *Can you see the word mine? Can you see the word more? Can you see the word Joe?*

- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite four children to be the narrator, Mum and Dad and Aunt Rose. They can read both pages out loud.
- Elicit that when Aunt Rose says *I think*, it shows she is not sure if she is giving the right present to each person.
- Explain to the children that young children like Joe do not use proper sentences when they talk. When he says *Mine!* he really means *This present is mine*.
- Ask the class some questions about page 16. Encourage the children to read the correct sentences from the page when they answer. Ask:  
*What did Aunt Rose say?*  
*What did Joe say?*
- Ask the class some questions about page 17. Encourage the children to read the correct sentences from the page when they answer. Ask:  
*How many more presents were there?*  
*What did Holly ask Aunt Rose?*  
*What did Aunt Rose say to Holly?*  
*What did Holly say when Aunt Rose gave her the present?*  
*What did Tom ask Aunt Rose?*  
*What did Aunt Rose say to Tom?*  
*What did Tom say when Aunt Rose gave him the present?*
- Ask the children to find all the questions on pages 16 and 17. Read each one together.
- Invite a child to come to the front of the class. Point to the first sentence and ask the child to read it out loud. Write another child's name in the space in the second sentence and ask the child at the front to read the reply and give the present to the right child. Repeat this with different children.
- Draw a line of ten apples on the board. Cover up five of them and ask *How many apples are there?* Then ask *How many more apples are there?* Uncover them and check.
- Invite five children to the front of the class. Give each child a wordcard in random order. Use: *Is, this, for, me, ?*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *Is this for me?* When the children are in the correct order, write the question on the board. Talk about how you can rearrange some of the words to make the question into a sentence, i.e. *This is for me*.
- Write *there* on the board and ask the class to read it. Rub out the *t* and encourage the children to read the new word (here). Rub out the last *e* and encourage the children to read the new word (her). Repeat the activity with *his* and rubbing out *t* and then *h*.
- Ask *Have the family got the right presents?*  
*What will happen next?*

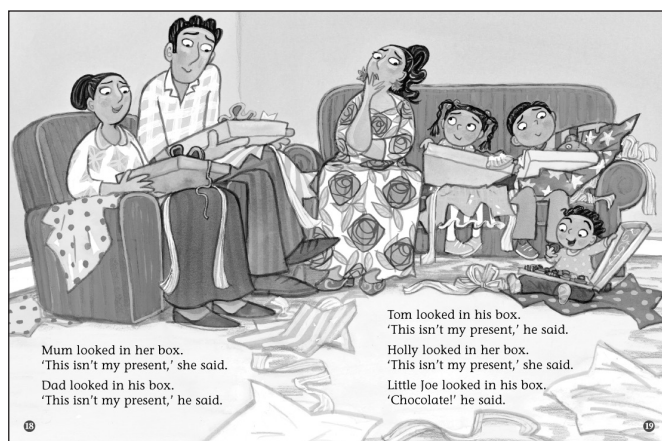
### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

### After reading

- Put a wrapped present on your table. Write two sentences on the board:  
*Who is this present for?*  
*This present is for ... .*

Pages 18 and 19



**Word list**

box, chocolate, Dad, he, her, his, Holly, in, isn't, Joe, little, looked, Mum, my, present, said, she, this, Tom

**Language summary**

object pronouns, past simple tense

**Preparation**

Wordcards: 10, 20, 23, 31, 34–36, 38, 41, 44, 49, 52, 59, 61, 67, 73, 74, 93, 95 plus punctuation

**Materials**

chocolate, a box, a big ball and a little ball

**Before reading**

- Before looking at the pages, teach *chocolate*, *box* and *little*. Hold up the chocolate and say *chocolate*. Write *chocolate* on the board and encourage the children to repeat it after you. Ask *What sound does chocolate start with? What other food starts with /tʃ/?* (e.g. chicken, chips, cheese) *What chocolate do you like?*
- Hold up the box and say *box*. Write the word on the board and encourage the children to repeat it after you. Put the chocolate into the box and ask *What is in the box?*

- Hold up the big ball and say *big ball*. Then hold up the little ball and say *little ball*. Write *little* on the board and encourage the children to repeat it after you. Put the little ball into the box and ask *What is in the box?* (chocolate and the little ball). Elicit some little objects and animals from the children, e.g. a mouse, a pencil etc.
- Tell the children to open their books to pages 18 and 19. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Have the family opened the presents? Are they happy? Why not? Is Aunt Rose happy? What happened?* and elicit suggestions from the children. Then ask *Is Joe happy? Why? What has he got? What has Tom got in his box?*

**During reading**

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for each character. Make sure the expression in your voice and on your face is a little uncertain as you read each person's words. Sound very pleased when you read Joe's words.
- Ask *Can you see the word box? How many can you see? Can you see the word present? How many can you see? Can you see the word Joe? Can you see the word little? Can you see the word chocolate?*
- Read the text again and encourage the children to repeat each word or phrase after you.
- Read both pages again together as a class.
- Invite six children to be the narrator, Mum and Dad, Tom and Holly and Joe. They can read both pages out loud.

- Ask the class some questions about the pages. Encourage the children to read the correct sentences from the pages when they answer. Ask:

*Who looked in her box first?*

*What did Mum say?*

*Who looked in his box next?*

*What did Dad say?*

*Who looked in her box after Dad?*

*What did Holly say?*

*Who looked in his box after Holly?*

*What did Tom say?*

*What did little Joe say when he looked in his box?*

- Ask *Who said the same? What did they say?*
- Point out the use of the exclamation mark to show that Joe is surprised and happy with what he found in his box.

### After reading

- Invite five children to the front of the class. Give each child a wordcard in random order. Use: *Mum, looked, in, her, box*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *Mum looked in her box*. When the children are in the correct order, write the sentence on the board.
- Rub out *Mum* and write in *Dad*. Ask the class if the sentence *Dad looked in her box* is right. Elicit which other word has to be changed. Then replace *her* with *his*. Repeat the activity changing the name for each member of the family and eliciting the new pronoun each time.
- Pick up a child's bag. Turn to another child and ask *Is this your bag?* Encourage the child to answer *No, this isn't my bag*. Repeat with other children and other objects.

- Write *box* on the board, Rub out the *b* and write in *f*. Encourage the children to read the new word.

### Extra activity

On pages 18 and 19 there are a variety of facial expressions. Talk about how we can often tell how a person feels by the expression on their face. Ask the children to make different expressions, e.g. worried, surprised, happy, sad, bored, excited, tired etc.

- Ask *What will happen next? Will Aunt Rose be sad?*

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 58 in the Comprehension and Vocabulary Workbook.



Pages 20 and 21



**Word list**

*all, laughed, they*

**Language summary**

past simple tense

**Preparation**

Wordcards: 2, 45, 90 plus punctuation

**Before reading**

- Before looking at the pages, teach the word *laughed*. Laugh out loud and say *laugh*. Encourage the children to laugh. Then write *laugh* on the board and encourage the children to repeat it after you. Add *ed* to the end and explain that this is the past form. Encourage the children to repeat *laughed* after you. Ask *What makes you laugh? What is the opposite of laugh? (cry) What makes you cry?*
- Tell the children to open their books to pages 20 and 21. Open your own book and hold it up to show the class.

- Tell the children to look at the picture. Ask *What are they doing? Why?* (Aunt Rose has given them the wrong present). Look at each person in turn and elicit what present he or she has got and whose present it really is (Mum has got a pair of trainers which are for Tom. Dad has got a small dress and magic wand which are for Holly. Holly has got a jumper which is Dad's. Tom has got a teddy which is for Joe). Then ask *How many chocolates did Joe eat? How do you know?* (there are two empty sections in the box) *Who are the chocolates for?* (Mum).
- Then ask *Why did they get the wrong presents?* and talk about the labels again.

**During reading**

- Read the text to the class.
- Read it again and encourage the class to join in. You could all laugh together.
- Ask the children to find and point to each word in random order.
- Point out the use of the exclamation mark to show strong feelings.

**After reading**

- Write *all* on the board and ask the children to read it. Add a *b* to the beginning and ask the children to read the new word. Rub out the *b* and add a *t*. Continue with *c, w, f*.
- Write *they* on the board and ask the children to read it. Rub out the *y* and ask the children to read the new word (the). Then rub out the *t* and encourage the children to read the new word (he).
- Explain that this is the end of the story, but encourage the children to talk about what the family would do next, e.g. give the presents to the right people, thank Aunt Rose, share the chocolate.

- Give the children time to read the whole story again with a partner or to read it quietly by themselves.

### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 59 in the Comprehension and Vocabulary Workbook.

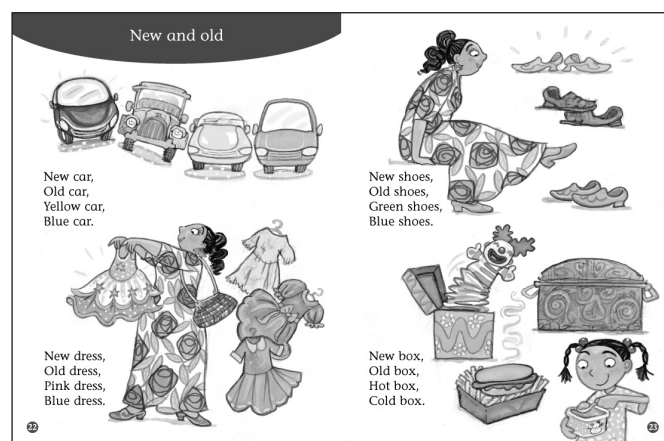
### Wordcard activities

Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 60 in the Comprehension and Vocabulary Workbook.

## Pages 22 and 23

## New and old



- Read pages 22 and 23 to and with the class.
- Focus on one verse at a time and ask *What colour words can you see?*
- Point out how the pictures can help the children to work out what the objects are in each verse. Read the rhyme again and tell the children to point to the correct colour object in the pictures as you say them.

## After reading the book

### Response to the story

- Ask *Did you like the story? Why? Why not? Did you like the end? Why? Why not?*

### Characters

- *Did you like Aunt Rose? Would you like to have an aunt like her?*
- *Did you like Joe? Was he funny? What did he do?*
- *Did you like Holly and Tom? Were they kind and helpful?*

### Setting

- *Where did the story take place? What shops did the family go to?*

### Plot

- Encourage the class to re-tell the story simply in their own words.

### Moral issues

- Elicit how the story shows the family making their visitor feel welcome and comfortable.

### Vocabulary

- Use the **Word recognition record sheet** to check what sight vocabulary the children have learnt.

## Follow-up ideas

**Relatives** Talk about family and how people are all related, e.g. a grandma is the mother of your Mum or Dad, an aunt is the sister of your Mum and Dad. Ask *Which relatives do you see often? Which relatives would you like to see more?*

**Bedrooms** Brainstorm furniture you put in a bedroom. Encourage the children to talk about what they have got in their bedrooms. They can draw a picture of their bedrooms and colour them in. Make a display.

**Writing a letter** As a class, imagine you are Holly and Tom, and make up a thank-you letter to Aunt Rose, thanking her for her presents.

**Postage stamps** Ask the children to bring in examples of postage stamps from different countries. Find these countries on a world map with the class.

**Presents** Talk about presents that are most suitable for different people, e.g. a baby, a two-year old, a five-year old, a nine-year old, a teenager, a mum, a dad, an older relative etc.

**Art** Photocopy and enlarge the picture of Aunt Rose from the contents page of the reading book. Encourage the children to colour her in accurately.