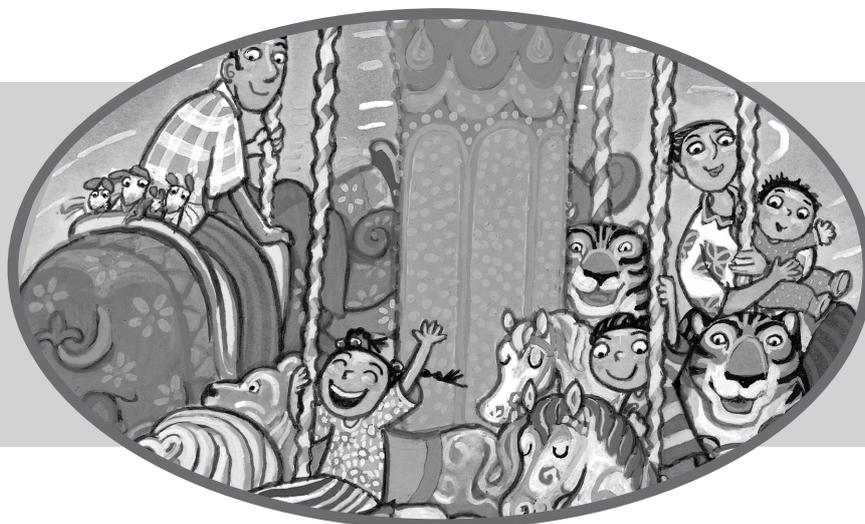


A Fun Day Out



The story

The two stories in this book are about Holly and Tom and their family. They all go out for the day. First they visit the fair and then they go to a fast-food restaurant to have something to eat.

At the fair

Holly and Tom have a ride on the merry-go-round. Holly rides a lion and Tom rides a horse. Then Tom plays a game where he has to throw balls into boxes. He wins a toy duck and gives it to his baby brother. Then Holly plays a game where she has to throw rings over toy ducks. She wins a duck and gives it to her baby brother.

I'm hungry

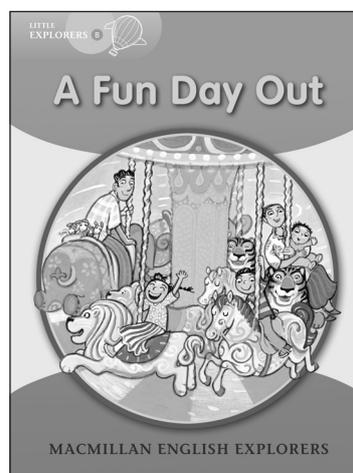
On the way home from the fair, the family visit a fast-food restaurant. Tom chooses a hot dog and Holly chooses a burger. They all have ice cream and then go home.

The mouse family

A family of mice appears in all the *Little Explorers A* and *Little Explorers B* Holly and Tom stories. They copy Holly and Tom, and Mum and Dad and provide a funny mini story that the children will love to discuss. Encourage the children to find the mice in each picture and talk about what they are doing.

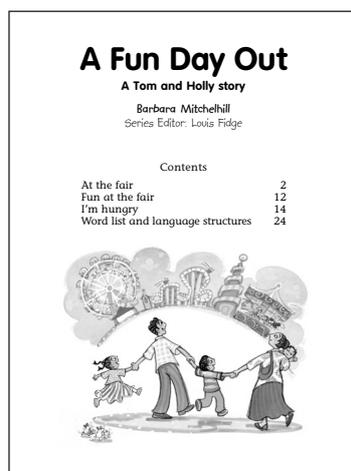
Introduce the book

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. Ask *Who can you see?* Elicit from the children as many of the names as they can remember from *Little Explorers A*. Ask *Where are they?* (at the fair) Write *fair* on the board. Explain what it means and talk about fairs the children have been to. Then ask *What animal is Tom sitting on?* Repeat the question for the other members of the family. Then ask *Can you see the mice? Where are they?* (riding on the back of Dad's elephant)
- Elicit from the children what they think the book is about. Read the title again if necessary.

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 name of the author. Make sure the children know what an author is.
- Tell the children to look at the picture. Ask *Who can you see? Where are they going? Are they happy? Can you see the mice?*
- 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 what page). Elicit from the children what page the first story is on and what the title of the first story is.

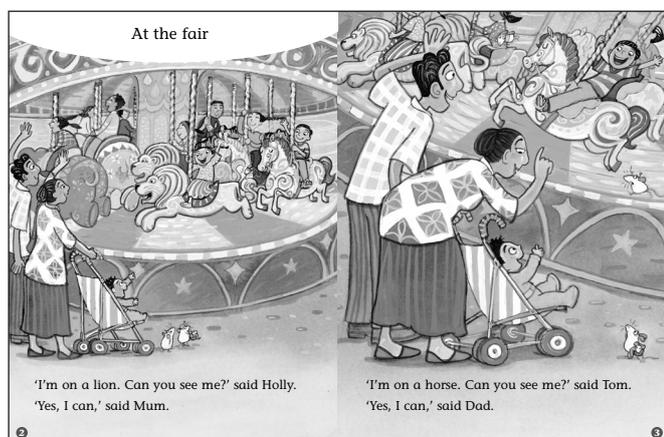


A Fun Day Out

The story can be played at any time.

Pages 2 and 3

At the fair



Word list

a, can, Dad, Holly, horse, I, I'm, lion, me, Mum, on, said, see, Tom, yes, you

Language summary

present continuous tense, prepositions, *can* for ability, past simple tense

Preparation

Wordcards 1, 4, 10–12, 15, 24, 25, 29, 30, 38, 41, 43, 46, 51–53, 57, 64 plus punctuation

Materials

pictures of a lion and a horse

Before reading

- Before looking at the pages teach *lion* and *horse*. Hold up each picture in turn and elicit what animal it is from the children. Say the animal and encourage the children to repeat after you. Write the words on the board. Ask *What sound does lion start with? (/l/)*. *What sound does horse start with? (/h/)*.
- 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 page 2. Point to the title of the story and read it out loud. Elicit from the children the sort of things they think the family will do at the fair.
- Tell the children to look at the picture on page 2. Talk about the roundabout. Use words like *round* and *round*, *up* and *down* and *on*.
- Ask *What animals can you see?* Make sure the children identify and point to the horses and lions. They may also identify the elephants. Ask *Can you see Holly? What animal is Holly on? (a lion) Is she having fun? How do you know? (she is smiling and waving) Who is watching Holly? (Mum, Dad and Joe) Can Joe see Holly? How do you know? (he is pointing at her)*.
- Ask *Can you see the mice family? What are they doing? (Watching Holly and Tom, one is on the tail of Holly's horse)*
- Tell the children to look at the picture on page 3. Ask *Who is Dad waving to? (Tom) What animal is Tom on? (a horse)*. Elicit from the children what Mum is saying to Joe (*Can you see Tom?*)
- Ask *Can you see the mice family? What are they doing? (one is looking at Joe, one is running after the mouse on the horse who is looking worried)*.

During reading

- Read pages 2 and 3 to the class slowly and clearly. If you wish, use a different voice for each character. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word lion? Can you see the word horse?*

- Ask the class to find and point to Holly's name on the page. Then ask them to find and point to Tom's name. Repeat the activity for Mum and Dad. Explain that in English people's names begin with a capital letter. Elicit whether any of the children have names which begin with the same letter as any of the characters' names.
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Elicit from the children which words are different on the two pages. Do this by reading one sentence at a time out loud from each page and comparing them.
- Ask the children to find and point to the word *can*. Elicit why it has a capital letter in one sentence but not in all sentences. Then ask *What sound does can start with? (/k/)* *What sound does can end with? (/n/)* *What sound is in the middle? (/æ/)*.
- 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.
- Change the word *lion* in the sentence on the board to *horse*. Repeat the matching activity with four different children.
- Write '*Can you see me?*' said _____. on the board. Write *Holly* in the sentence. Encourage the children to read the completed sentence. Rub out *Holly* and write in *Tom* and encourage the children to read the new sentence. Repeat with *Mum* and *Dad*.
- Write *can* on the board. 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.
- Play a word game with the children. Rub out the *c* at the beginning of the word and replace it with an *m*. Ask *What does it say?* (*man*). Continue the game rubbing out the first letter each time and replacing it with another, e.g. *p* (*pan*), *f* (*fan*), *v* (*van*). See how many new words the children can make.
- Ask *Are Holly, Tom, Mum, Dad and Joe happy? What will they do next?* If necessary, remind them of the sorts of things they thought the family would do at the fair in **Before reading**.

After reading

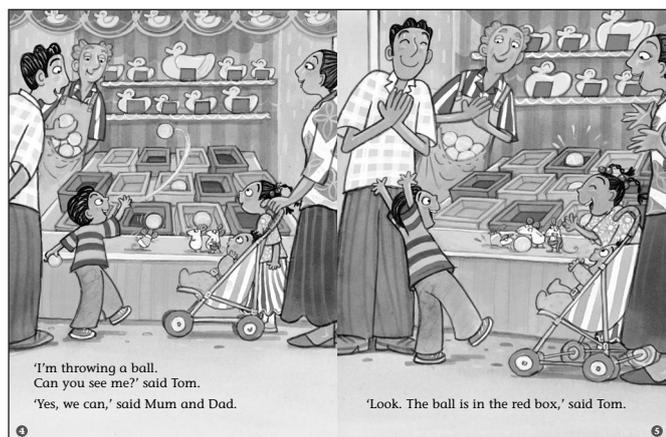
- Write *I'm on a lion*. on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together. Tell the children that *I'm* is a short way of writing *I am*. Give five children one wordcard each and ask them to come to the board match their card with the correct word.

Wordcard activities

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

- Do page 27 in the Comprehension and Vocabulary Workbook.

Pages 4 and 5



Word list

a, and, ball, box, can, Dad, I, I'm, in, is, look, me, Mum, red, said, see, the, Tom, throwing, we, yes, you

Language summary

present continuous tense, *can* for ability, past simple tense, prepositions, imperatives

Preparation

Wordcards 1, 6, 7, 10, 11, 12, 30, 32, 33, 39, 41, 43, 49, 51–54, 56, 57, 59, 63, 64 plus punctuation

Materials

a box, a ball, a bag

Before reading

- Before looking at the pages, draw a ball and a box on the board. Teach *ball* and *box*. Write the words on the board and encourage the children to repeat after you. Ask *What can we do with a ball?* Make sure the children say *throw*. Ask *What can we do with a box? What sound do ball and box start with? (/b/)*
- 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 the children to name the members

of the family. Then ask *What is Tom doing?* (throwing balls at boxes). Elicit what the children think Tom has to do to win the game.

- Point to the ducks at the back of the stall and elicit what type of animal they are (ducks). Ask *What are the ducks for?* (prizes).
- Ask *Who is watching Tom?* (Mum, Joe, Holly, Dad) *Who is the man holding a ball?* (the man who owns the stall).
- Tell the children to look at the picture on page 5. Ask *Is Tom Happy? Where is his ball? What colour box is it in?* Elicit from the children why everyone is clapping.
- Ask *Can you see the mice family? What are they doing?* Look at both pages.

During reading

- Read pages 4 and 5 to the class slowly and clearly. If you wish, use a different voice for each character. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word ball? Can you see the word box?*
- Ask the class to find and point to Tom's name on the pages. Repeat the activity for Mum and Dad.
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Ask the children to look at page 4. Ask them to find and point to the question *Can you see me?*. Tell them to look back at pages 2 and 3 to find and point to the same question.
- Tell the children to look at page 4. Ask them to find, point to, and read, Mum and Dad's answer *Yes, we can*. Then tell the children to look back to page 2 to find Mum's answer *Yes, I can*. Elicit from the children which

words are different. Do this by reading one answer at a time out loud and comparing them. Elicit from the children or explain that *we* is used when two people speak.

- Hold up your book and point to *Look* on page 5. Ask *What sound does look start with?* (/l/) *What sound is at the end?* (/k/) *What sound is in the middle?* (/ʊ/). *What letters make the sound?* (the sound is made by the double o). Point out to the children that the *oo* in the middle looks like a pair of eyes! You could write the word *look* on the board and draw in eyes on the *oo*.
- Ask the children to find and point to the word *said* and ask individual children to read it to you. Tell the children to see how many times they can find *said* on pages 4 and 5 (3 times).
- Ask the children to find, point to and read the words *you* and *Yes*. Say them out loud and ask *What sound do they start with?* (/j/). Point out that they both start with the same sound.
- 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

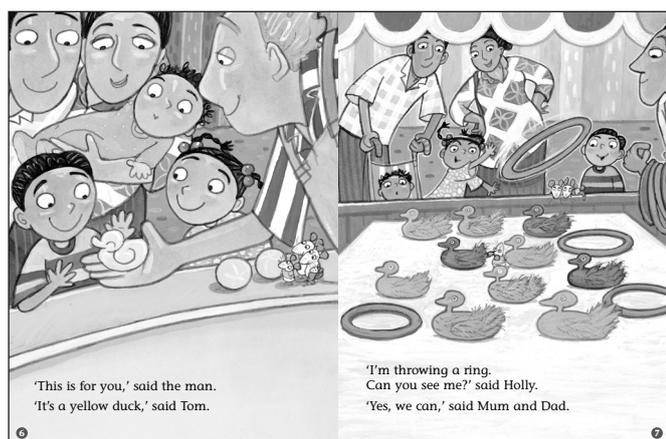
- Write *I'm throwing a ball.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give five children one wordcard each in random order. Ask them to stand at the front of the class in a line, holding up the cards. Ask the class to arrange the children so their wordcards are in the same order as the sentence on the board.

- Write *The ball is ___ the ___ .* on the board. Put the box, bag and ball on your desk. Invite two children to the front of the class. Give one child the two wordcards *in* and *on* and the other child the two wordcards *box* and *bag*. Point to each card in turn and encourage the class to read them. Put the ball in the box and ask the children with the wordcards to hold up the correct cards to complete the sentence on the board (*in* and *box*). Then put the ball on the bag and ask the children with the wordcards to hold up the correct cards to complete the sentence on the board. Continue with as many variations as possible and with different children.
- If you have a red pen, colour some *red* onto the board and write the word *red* next to it. If you don't have a red pen, just write the word. Say each individual sound in the word (/r/ /e/ /d/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /red/ encouraging the children to repeat after you.
- Write the word *in* on the board. Say each individual sound in the word (/ɪ/ /n/) to show the children how to read and pronounce simple words. Repeat each sound then say the word /ɪn/ encouraging the children to repeat after you. Repeat the activity with *is*.
- Ask *Are Holly, Tom, Mum, Dad and Joe happy? Why? What will they do next?* If necessary, remind them of the sorts of things they thought the family would do at the fair in **Before reading** for pages 2 and 3.

Wordcard activities

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

Pages 6 and 7



Word list

a, and, can, Dad, duck, for, Holly, I, I'm, is, it's, man, me, Mum, ring, said, see, the, this, Tom, throwing, we, yellow, yes, you

Language summary

present simple tense, past simple tense, present continuous tense, *can* for ability

Preparation

Wordcards 1, 3, 10–13, 16, 24, 30, 33, 35, 40, 41, 43, 50–53, 55, 56, 62–64, 57, 59 plus punctuation

Draw a red duck, a yellow duck, a red ring, a yellow ring on pieces of paper

Before reading

- Before looking at the pages, draw a duck and a ring on the board. Teach *duck* and *ring*. Write the words on the board and encourage the children to repeat after you.
- Ask *What sound does duck start with? (/d/)* *What sound is at the end? (/k/)* *What letters make the sound at the end?* and make sure the children know that the last sound /k/ is made by the *c* and the *k* together. Then ask *What sound is in the middle? (/ʌ/)*. Repeat with the word *ring*. Make sure the children know that the last sound /ŋ/ is made by the *n* and the *g* together.

- 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 the children to name the members of the family. Then ask *What is the man from the stall giving Tom?* (a duck) *What colour is it?* (yellow). Elicit from the children why the man is giving it to Tom (it's a prize, he won it).
- Ask *Can you see the mice family? What are they doing?* (looking at the duck).
- Tell the children to look at the picture on page 7. Ask *What is Holly doing?* (throwing rings at ducks). Elicit what the children think Holly has to do to win the game. Point to the ducks on the stall and elicit what type of animal they are (ducks). Ask *What are the ducks for?* (prizes). *What colour are they? What colour are the rings?*
- Ask *Who is watching Holly?* (Mum, Joe, Tom, Dad) *Who is the man holding the rings?* (the man who owns the stall).
- Ask *Can you see the mice family? What are they doing?* (one is sitting on a blue duck, the others are watching).

During reading

- Read page 6 to the class slowly and clearly. If you wish, use a different voice for each character. Read the page again pointing to each word as you read it.
- Ask *Can you see the word duck? Can you see the word man?*
- Ask the class to find and point to Tom's name on the page.
- Read the text again and encourage the children to repeat each sentence after you. Then read the page again together as a class.

- Invite different children to be each character and read their part of the story out loud.
- Ask the children to find, point to and read the words *you* and *yellow*. Ask *What sound do they start with?* (/j/). Point out that they both start with the same sound.
- Ask *Which word starts with /f/ on page 6?* Give the children time to find and point to it (for).
- Point to different words at random and ask the children what they say. Then read the text on the page again, encouraging the children to read with you.
- Ask the children to look at page 7. Read the text to the class slowly and clearly. If you wish, use a different voice for each character. Read the page again pointing to each word as you read it.
- Ask *Can you see the word ring? Can you see the word throwing?*
- Ask the class to find and point to Holly's name on the page. Repeat with Mum and Dad.
- Ask them to find, point to and read the question *Can you see me?* and to Mum and Dad's answer *Yes, we can*. Tell the children to look back at page 4 to find and point to the same question and answer.
- Tell the children to look at page 7. Read the text again and encourage the children to repeat each sentence after you. Then read the page again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Ask the children to find, point to and read the words *throwing* and *ring*. Ask *What sound do they end with?* (/ŋ/). Point out that they both end with the same sound and letters.

After reading

- Draw a red duck, a yellow duck, a red ring and a yellow ring on separate pieces of paper. Write *This is for you.* and *It's a _____ .* on the board.
- Put the wordcards for *red, yellow, ring* and *duck* on your desk, face up. Invite a child to come to the front and give the child the yellow duck picture. Encourage the class to read and say *This is for you*. Tell the child receiving the picture to hold it up so the class can see it and to choose the correct wordcards from the desk to complete the sentence *It's a _____ .* (It's a yellow duck.) Repeat with the other pictures and different children.

Extra activity

Write the word *ring* on the board and draw a yellow and red ring on the board. Ask *What colour begins with the same sound as ring?* (red). Play a word game with the children. Rub out the *r* in *ring* and replace it with *w*. Ask *What word have you made?* (wing). Continue the game rubbing out the first letter each time and replacing it with another, e.g. *k* (king), *s* (sing). See how many new words the children can make.

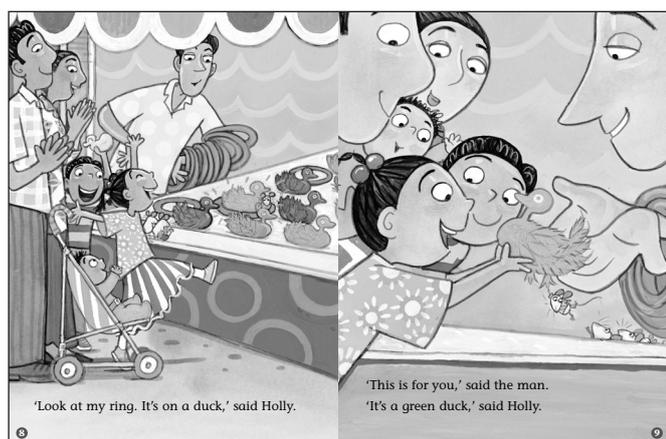
- Ask *Is Holly good at the game? Will she win?*

Wordcard activities

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

- Do page 28 in the Comprehension and Vocabulary Workbook.

Pages 8 and 9



Word list

a, at, duck, for, green, Holly, is, it's, look, man, my, on, ring, said, the, this, you

Language summary

imperatives, prepositions, present simple tense, past simple tense, possessive pronouns

Preparation

Wordcards 1, 4, 13, 16, 19, 24, 33, 35, 39, 40, 44, 46, 50, 51, 53, 55, 64 plus punctuation

Before reading

- 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 the children to name the members of the family. Ask *Why is Holly happy?* (she has won the game). Elicit from the children what Holly had to do to win the game.
- Ask *Can you see a ring over a duck? What colour is the duck?* (green) *Are Mum, Dad, Tom and Joe happy?*
- Ask *Can you see the mice family? What are they doing?* (one is near the green duck, the others are watching).

- Tell the children to look at the picture on page 9. Ask *What is the man from the stall giving Holly?* (a duck) *What colour is it?* (green). Elicit from the children why the man is giving it to Holly (it's a prize, she won it). Elicit from the children what colour duck Tom won.
- Then ask *Is Joe still in his buggy? Are Mum, Dad, Tom and Joe happy?*
- Ask *Can you see the mice family? What are they doing?* (one is hanging on to the green duck, the others are watching and looking worried)

During reading

- Read pages 8 and 9 to the class slowly and clearly. If you wish, use a different voice for each character. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word look? Can you see the word ring? Can you see the word duck? Can you see the word man?*
- Ask the class to find and point to Holly's name on the page.
- Read the text again and encourage the children to repeat each sentence after you. Then read the page again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Ask *Can you find the word a? How many can you find?* (2). Repeat with: *said* (3), *is* (1), *It's* (2).
- Then ask *Which two words begin with /m/?* (my, man). *Which word begins with /g/?* (green).

- Ask *Can you see the word Look? Can you see the word It's? Can you see the word This?*. Elicit why each word begins with a capital letter (because it is the beginning of a sentence). If you wish, point out that each sentence ends with a full stop.
- Point out the speech marks and explain what they are and how they are used.
- Point to different words at random and ask the children what they say. Then read the text on the page again, encouraging the children to read with you.
- Rub out the labels under the three pictures on the board and write under each one *It's a _____*. (Explain that *It's* is a short way of saying *It is*.) Point to the red ring. Tell the children with the wordcards to look at their card and to come to the front of the class if they think they have one which matches the ring. When the two children have come to the front ask them to say the complete sentence together, holding their wordcards up for the class to see. Make sure they are standing in the correct order for the class to read from left to right, i.e. *red ring* NOT *ring red*. Repeat with the other wordcards using different children each time.

After reading

- Draw pictures of a ring, a duck, a ball on the board. Label each one. Write *Look at my _____* . on the board. Read the sentence out loud stopping when you get to the missing word and pointing to one of the objects on the board. Encourage the class to read the sentence completing it with the object you are pointing to. Repeat with the other objects on the board.

Extension

This may be extended by using other nouns children know.

- Colour the objects on the board as follows: ring red, duck yellow, ball green. Give three children one colour wordcard each: *red, green, yellow*. Give three other children one wordcard each: *duck, ring, ball*.

- Write the word *at* on the board. Say each individual sound in the word (/æ/ /t/) to show the children how to read and pronounce simple words. Repeat each sound then say the word /æt/ encouraging the children to repeat after you. Repeat with *man* /mæn/.
- Play a word game with the children. Add *c* to the beginning of *at*. Ask *What word have you made?* (*cat*). Continue the game rubbing out the first letter each time and replacing it with another, e.g. *b* (*bat*), *m* (*mat*), *h* (*hat*). See how many new words the children can make.

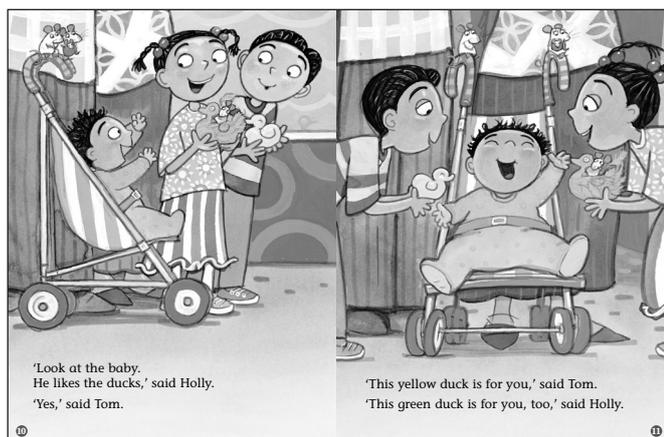
Extra activity

Ask *What shape is a ring?* (a circle, round).
Ask *What else is a circle/round?* (ball, world, moon).

Wordcard activities

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

Pages 10 and 11



Word list

at, baby, duck(s), for, green, he, Holly, is, likes, look, said, the, this, Tom, too, yellow, yes, you

Language summary

imperatives, present simple tense, past simple tense

Preparation

Wordcards 4, 5, 13, 14, 16, 19, 21, 24, 33, 37, 39, 51, 53, 55, 57, 58, 62–64 plus punctuation

Materials

picture of a baby
a selection of familiar objects

Before reading

- Before looking at the pages teach *baby*. Hold up the picture and say *baby*. Write the word on the board. Encourage the children to repeat after you. Ask *What sound does baby start with?* (/b/). Say the word again. Ask *Can you hear the other /b/ sound in the word?* and point to the second *b*.
- 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 the children to name the members of the family. Then ask *What colour duck has Holly got? What colour duck has Tom got?*
- Ask *Does the baby like the ducks? How do you know?* (he is trying to reach them).
- Ask *Can you see the mice family? What are they doing?* (one is sitting on the green duck, and others are on the buggy).
- Tell the children to look at page 11. Ask *What are Tom and Holly doing?* (giving the ducks to Joe). *Do you think Tom and Holly are kind? Is the baby happy?*
- Ask *Can you see the mice family? What are they doing?*

During reading

- Read pages 10 and 11 to the class slowly and clearly. If you wish, use a different voice for each character. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word look? Can you see the word baby? Can you see the word duck? Can you see the word yellow? Can you see the word green?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the page again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Explain the meaning of *too* (as well, or also).
- Read the first two sentences on page 10 again. Elicit from the children what *he* refers to (the baby). Explain that we use *he* so that we don't have to use Tom's name twice.
- Ask *Which two words begin with /l/?* (look, likes). Then ask *Which two words begin with /h/?* (he, Holly).
- Ask *Can you find the word the? How many can you find?* (2).

- Tell the children to look at the text on page 11. Elicit from the children which words are different in the two sentences. Do this by reading one sentence at a time out loud and comparing them.
- Then ask *Can you find the two colour words? (yellow, green). Who has got the yellow duck? (Tom) Who has got the green duck? (Holly).*
- Tell the children to look at both pages. Ask *Can you find the word said? How many can you find? (4). Repeat with: this (2).*
- Hold up your book and point to the words *Look* and *duck*. Say them out loud. Ask *What sound do they end with? (/k/).*

After reading

- Write *Look at the baby.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together. Then point to an object in the classroom, e.g. a chair, and say *Look at the chair.* Point to a different object that the children will know the word for and encourage them to say *Look at the (pencil).* Continue playing the game changing the noun each time to reinforce the structure. If the children are confident, you could ask individual children to say the sentence.
- Write *I like the duck.* and *The baby likes the duck.* on the board. Then point to an object in the classroom, e.g. a bag, and say *I like the bag. The baby likes the bag.* Point to a different object that the children will know the word for and encourage them to say *I like the (pencil). The baby likes the (pencil).* Continue playing the game changing the noun each time to reinforce the structure.

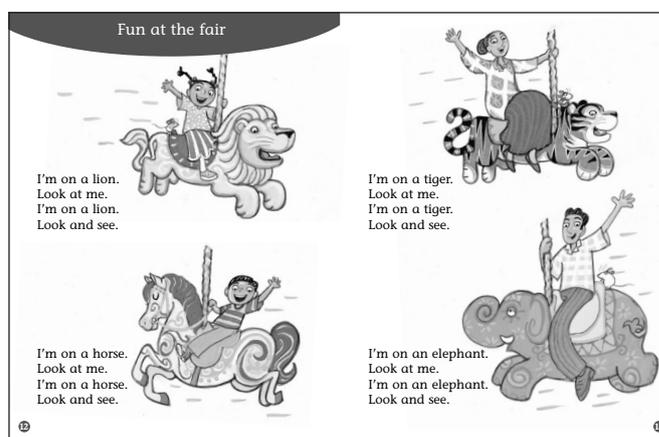
- Draw a single duck and a pair of ducks on the board. Label the pictures *duck* and *ducks*. Point out the difference between *duck* (only 1) and *ducks* (more than 1). Use other regular nouns to reinforce this, e.g. *ball/balls, lion/lions, ring/rings*. Draw different plural numbers of these objects each time to reinforce that we add an *s* when there is more than 1, not just for 2 objects.
- 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 29 in the Comprehension and Vocabulary Workbook.

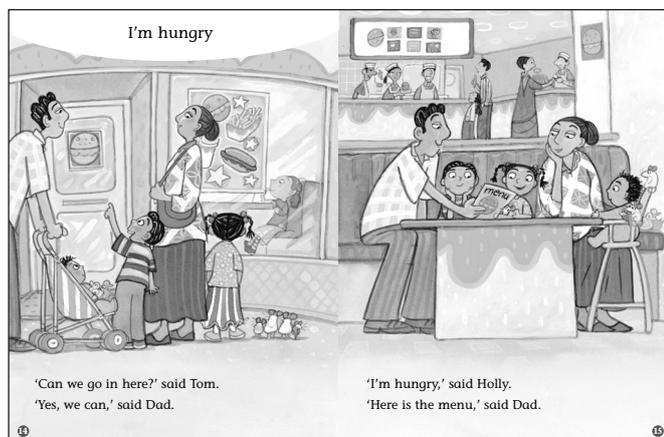
Pages 12 and 13



- The rhyme on pages 12 and 13 recycles the vocabulary of the story. Read the rhyme to the class twice and encourage the children to join in when they feel confident. You may need to pre-teach *tiger* and *elephant*.

Pages 14 and 15

I'm hungry



Word list

can, Dad, go, here, Holly, hungry, I'm, in, is, menu, said, the, Tom, we, yes

Language summary

can for requests, past simple tense,
can for permission, present simple tense

Preparation

Wordcards 10–12, 17, 22–24, 28, 30, 32, 33, 42, 51, 57, 59, 63 plus punctuation

Materials

a menu

Before reading

- Before looking at the pages teach *hungry* and *menu*. Hold up the menu and say *menu*. Ask *Where do you see a menu? Do you eat in restaurants?* Write the word on the board and encourage the children to repeat after you.
- Then rub your stomach and pretend to be hungry. Look at the menu. Say *I'm hungry*. Write *hungry* on the board and encourage the children to repeat after you. Ask *What do you eat when you're hungry?* Ask *What sound does hungry start with? (/h/)*. *What sound does menu start with? (/m/)*. Say the words again.

- 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 page 14. Point to the title of the story and read it out loud. Elicit from the children what they think the story is going to be about.
- Tell the children to look at the picture on page 14. Ask them to name the members of the family. Ask *Where are the family?* (outside a restaurant) *What are they looking at?* (the pictures on the door and the window). Elicit from the children the types of food they can see on the restaurant window (burgers, fries, milkshake, hot dog).
- Ask *Where are the ducks? Can you see them?* (the baby is holding them). Tell the children that the family are on their way home from their visit to the fair.
- Ask *Can you see the mice family? What are they doing?* (looking at the restaurant).
- Tell the children to look at the picture on page 15. Ask *Where are the family now?* (in the restaurant) *What are they doing?* (looking at the menu). Point out that Joe has his own high chair.
- Ask *What can you see happening at the back of the restaurant?* (people are ordering food).
- Ask *Can you see the mice family? What are they doing?* (sitting on Joe's high chair).

During reading

- Read pages 14 and 15 to the class slowly and clearly. If you wish, use a different voice for each character. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word hungry? Can you see the word menu?* Point out that *menu* is also written on the menu in the picture.
- Ask the class to find and point to Tom's name. Repeat for Holly's name and Dad.

- Read the text again and encourage the children to repeat each sentence after you. Then read the page again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Tell the children to look at the text on page 14. Ask *What does Tom say? What does Dad say?*
- Then tell the children to look at the text on page 15. Ask *What does Holly say? What does Dad say?*
- Tell the children to look at the text on page 14. Ask them to find and point to *can*. Ask *How many can you see?* Elicit from the children or remind them that the first one begins with a capital letter because it is at the beginning of a sentence. Do the same with the word *here* on pages 14 and 15.
- Ask the children to find and point to the words *here*, *hungry* and *Holly*. Ask *What sound do they begin with? (/h/)*.
- Then ask *Which word begins with /g/? (go). Which word begins with /w/? (we)*. Repeat with */m/*, */j/* and */s/*.
- Point to different words at random and ask the children what they say. Then read the text on the page again, encouraging the children to read with you.

After reading

- Write *Can we go in here?* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give six children one wordcard each and ask them come to the board and match their card with the correct word.
- Then give four other children one of these wordcards: *Yes, we can*. Ask them to stand at the front of the class in a line, holding up

the cards in the same order as Dad's reply on page 14 (Yes, we can).

- Draw pictures of a menu, a duck, a ball, and a ring on the board and label each picture. Give four children one wordcard each: *menu*, *duck*, *ball* or *ring*. Point to each picture on the board in random order and encourage the child with the correct wordcard to stand up.
- Write *Here is the _____* on the board. Read the sentence out loud stopping when you get to the missing word and pointing to one of the objects on the board. Encourage the class to read the sentence completing it with the object you are pointing to. Repeat with the other objects on the board.
- Write the word *am* on the board. Say each individual sound in the word (*/æ/ /m/*) to show the children how to read and pronounce simple words. Repeat each sound then say the word */æm/* encouraging the children to repeat after you.

Extra activity

If you wish elicit from the children the word you can you make if you add *j* to the beginning of *am*. Tell them it is something you can eat on bread.

- Ask *What will Holly choose from the menu? What will Tom choose from the menu?* Encourage them to think about both food and drink.
- Introduce the word *thirsty*. Talk about the children's favourite drinks.

Wordcard activities

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

Pages 16 and 17



Word list

a, burger, can, fries, have, Holly, hot dog, I, ice cream, menu, pizza, please, salad, said, Tom

Language summary

can for requests, past simple tense

Preparation

Wordcards 1, 8, 11, 20, 24, 26, 29, 48, 51, 57 plus punctuation

Materials

a menu from a fast-food restaurant

Before reading

- 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 holding the menu?* (Dad) They can look back at page 15 if necessary. Tell the children to look at the pictures on the menu. Ask *What is on the menu? What would you choose?*
- Ask *Can you see the mice family? What are they doing?* (one mouse is looking over the top of the menu). Elicit from the children what mice like to eat.

- Tell the children to look at the picture on page 17. Ask *Where are Holly, Tom and Dad?* (at the counter ordering their food) *Where are Mum and Joe?* and elicit suggestions from the children (at the table). Ask *Who is the lady behind the counter?* (the assistant) *What does she do?* (serves the food).
- Tell the children to look at the menu above the lady's head. Ask *What is on the menu? Is it the same as the menu on page 16?*
- Elicit from the children what items they think Holly and Tom are pointing at.
- Ask *Can you see the mice family? What are they doing?* (on the floor looking up at the menu).

During reading

- Read the menu on page 16 out loud. Point to each item as you read it. Point out how important pictures are in helping us to work out what words say. Read the menu again and encourage the children to repeat each word after you. Then read the menu again together as a class.
- Ask *Can you find a word beginning with /b/?* (burger). Repeat with /h/, /p/, /s/, /f/, /aɪ/.
- Read page 17 to the class slowly and clearly. If you wish, use a different voice for each character. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word hot dog? Can you see the word burger?* If necessary, the children can look back at the menu on page 16 and use the pictures to help them find the words on page 17.
- Ask the class to find and point to Tom's name. Repeat for Holly's name.

- Read the text again and encourage the children to repeat each sentence after you. Then read the page again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Ask *What does Holly want?* (a burger) *What does Tom want?* (a hot dog). Ask them to find and point to what Holly wants on the menu on page 16 and on the menu above the lady. Repeat for Tom.
- Talk about *hot dog*. Tell the children what it means literally. Ask the children to make up other funny combinations, e.g. *hot cat*, *hot horse* etc.
- Ask the children to find and point to the word *please*. Point out that we use *please* in English to ask for something politely. Ask *What sound does please begin with?* (/p/) *Which item on the menu begins with the same sound?* (pizza).
- Ask *Can you find said?* *Which item on the menu begins with the same sound?* (salad).

After reading

- Draw pictures of a burger, hot dog, pizza and salad on the board. Give four children one wordcard each: *burger*, *hot dog*, *pizza* or *salad*. Point to each picture on the board in random order and encourage the child with the correct wordcard to stand up and read it out loud.
- Write *Can I have a _____, please?* on the board. Read the sentence out loud stopping when you get to the missing word and pointing to one of the pictures on the board. Encourage the child with that wordcard to read the sentence completing it with the correct word. Repeat with the other pictures on the board.

Extra activity

If you wish, continue this activity using other nouns, e.g. *ball*, *duck*, *ring* etc. NB It would be best at this stage to avoid using nouns which change *a* to *an*, e.g. *ice cream*. It would also be best to avoid using uncountable nouns which use *some* instead of *a*, e.g. *fries*.

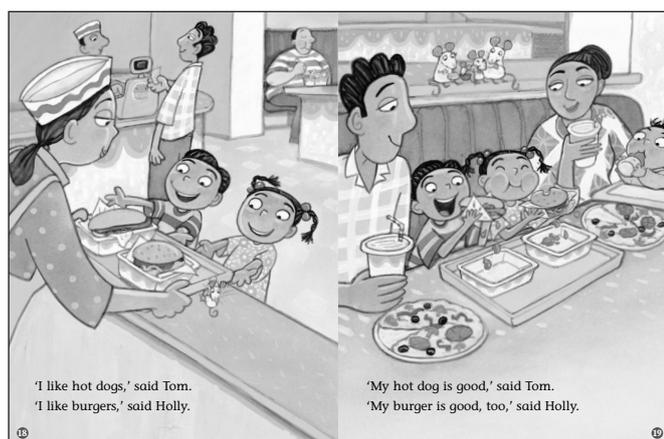
- Write the words *hot* and *dog* separately on the board. Say each individual sound in the words (/h/ /v/ /t/ /d/ /v/ /g/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the words /hot/ /dog/ encouraging the children to repeat after you.
- Play a word game with the children. Rub out the *o* in *hot* and replace it with *a*. Ask *What does it say?* (*hat*). Continue the game rubbing out the middle letter each time and replacing it with another, e.g. *u* (*hut*), *i* (*hit*).
- If you can, bring in a menu from a fast-food restaurant and talk about what is on it with the class. Talk about the ingredients used for each item. Find out which is the most popular item on the menu.
- Ask *What will Mum and Dad choose? What will Joe have?*

Wordcard activities

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

- Do page 30 in the Comprehension and Vocabulary Workbook.

Pages 18 and 19



Word list

burger(s), good, Holly, hot dog(s), I, is, my, like, said, Tom, too

Language summary

present simple tense, past simple tense, possessive pronouns

Preparation

Wordcards 9, 18, 24, 27, 29, 33, 36, 45, 51, 57, 58 plus punctuation

Before reading

- 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 on page 18. Ask *What has the lady given Holly?* (a burger) *What is the lady giving Tom?* (a hot dog).
- Elicit from the children why the items are served up in containers on a plastic tray (because it's a fast-food restaurant where people can sit down at the table or take the food away to eat it outside). Point out the paper serviettes. Ask *What are these used for?* (to put on your lap while you eat and to wipe your hands and mouth after eating).
- If appropriate, discuss the need for washing hands before eating etc.

- Ask *Can you see the mice family? What are they doing?* (one is hanging from the plastic tray).
- Ask *What is Dad doing?* Explain that he is paying for the food. Use words and phrases like *paying the bill, cashier, till, money* etc.
- Tell the children to look at page 19. Ask *What is Tom eating?* (hot dog) *What is Holly eating?* (burger) *What is Dad drinking?* (milkshake) *What is Mum drinking?* (milkshake) *What are Mum and Dad eating?* (pizza).
- Ask *Are Holly and Tom enjoying their meal? Whose mouth is full?* (Holly's).
- Ask *Can you see the mice family? What are they doing?* (sitting behind the family eating their food).

During reading

- Read pages 18 and 19 to the class slowly and clearly. If you wish, use a different voice for each character. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word hot dog? Can you see the word burger? Ask How many can you see?* for each word.
- Ask the class to find and point to Tom's name. Repeat for Holly's name.
- Read the text again and encourage the children to repeat each sentence after you. Then read the page again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Elicit from the children which words in the two sentences on each page are different. Do this by reading one sentence at a time out loud and comparing them. Elicit from them or remind them what *too* means (as well, also).
- Tell the children to look at page 18. Ask *What does Holly say? What does Tom say?* Repeat the questions for page 19.

- Tell the children to look at the text on pages 18 and 19. Ask *Can you find a word beginning with /l/?* (like). Repeat with /i/, /g/, /t/, /m/.
- Ask *Which is the shortest word on page 18?* (I). Remind the children that we always use a capital *I* when we write about ourselves.
- Point to different words at random and ask the children what they say. Then read the text on the page again, encouraging the children to read with you.
- Point out the speech marks and elicit what they are and how they are used.

After reading

- Draw pictures of a burger, a hot dog, a pizza, a salad and an ice cream on the board. Label each one. Give four children one wordcard each: *burger, hot dog, pizza, salad, or ice cream*. Point to each picture on the board in random order and encourage the child with the correct wordcard to stand up and read it.
- Write *I like my _____ . My _____ is good.* on the board. Read the sentences out loud stopping when you get to the missing word each time and pointing to a picture on the board. Encourage the child with that wordcard to read the sentences completing them with the correct word. Repeat with the other pictures on the board.
- Ask the children to tell you some foods they don't like!

Extra activity

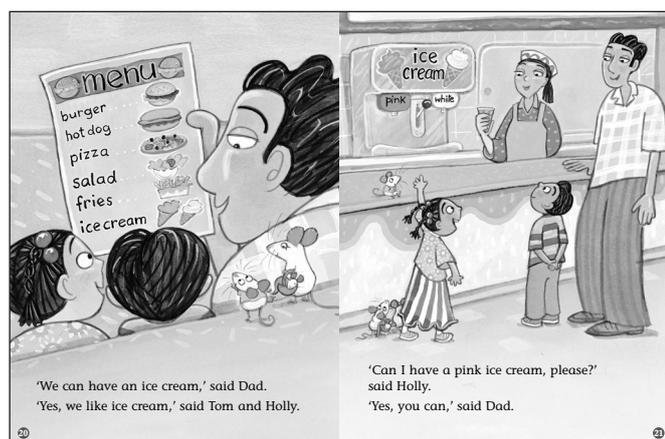
Ask the children what drinks they like and don't like.

- Talk about good and bad manners with the children. Ask *Is it polite to talk with your mouth full?* Elicit from them or remind them that we use *please* to ask for something politely.
- Ask *Will they have more to eat? What will they have?*

Wordcard activities

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

Pages 20 and 21



Word list

a, an, and, can, Dad, have, Holly, I, ice cream, like, pink, please, said, Tom, we, yes, you

Language summary

present simple tense, *can* for permission,
past simple tense, *can* for requests

Preparation

Wordcards 1–3, 10–12, 20, 24, 29, 31, 36, 47,
48, 51, 57, 60, 63, 64 plus punctuation

Before reading

- 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 on page 20. Ask *Why are Tom, Holly and Dad looking at the menu again? What will they choose?*
- Ask *Can you see the mice family? What are they doing?* (looking at the menu).
- Tell the children to look at the picture on page 21. Ask *What is Holly pointing to?* (an ice cream machine) *How do you know it's an ice cream machine?* (it is labelled *ice cream*) Then ask *What colour ice creams can the machine make?* (pink and white) *How do you know?* (it is labelled).

- Ask individual children *What colour ice cream do you like?* Talk about what ingredients go into ice cream.
- Ask *Who is the lady behind the counter?* (the assistant) *What is she holding?* (an ice cream cone).
- Ask *Can you see the mice family? What are they doing?* (one is sitting on the counter, the others are on the floor).

During reading

- Read pages 20 and 21 to the class slowly and clearly. If you wish, use a different voice for each character. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word ice cream? Can you see the word like? Can you see the word can? Ask How many can you see?* for each word. If necessary, point out that *ice cream* is also on the menu on page 20 and on the machine on page 21.
- Ask the class to find and point to Tom's name. Repeat for Holly's name and Dad.
- Read the text again and encourage the children to repeat each sentence after you. Then read the page again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Tell the children to look at the text on page 20. Ask *What does Dad say? What do Tom and Holly say?* Elicit from the children or remind them when we use *we* (when two people speak).
- Tell the children to look at the words *can* and *an* in the first sentence on page 20. Elicit from them that *can* is *an* with a *c* at the beginning.
- Ask *What colour ice cream does Holly want?* Tell them to point to the answer in the picture on page 21.

- Tell the children to look at the text on page 21. Ask *Which word does Holly use to be polite?* (please).
- Ask *Can you find words beginning with /p/?* (pink, please). *What sound is at the end of pink?* (/k/).
- Ask *What name begins and ends with /d/?* (Dad).
- Point to different words at random and ask the children what they say. Then read the text on the page again, encouraging the children to read with you.
- Repeat the activity with the sentence *I like ice cream.* rubbing out *ice cream* and replacing it with other nouns the children know. Invite individual children to read each new sentence.
- Play a word game with the children. Write *we* on the board. Rub out the *w* at the beginning of the word and replace it with an *m*. Ask *What does it say?* (me). Continue the game rubbing out the first letter each time and replacing it with another, e.g. *h* (he).

After reading

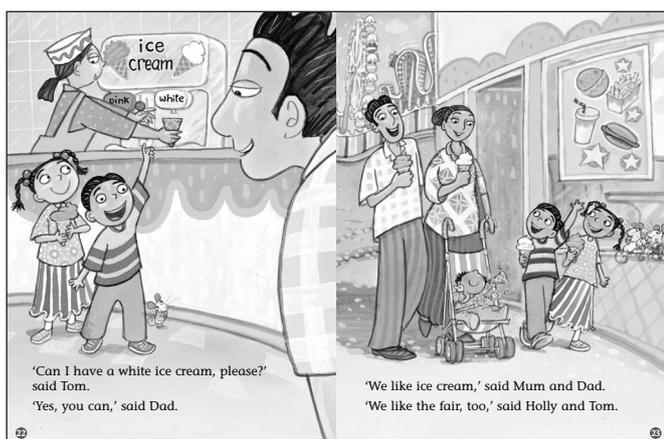
- Write *Can I have a pink ice cream, please?* and the answer *Yes, you can.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentences together.
- Rub out *pink ice cream* and replace it with *burger*. Invite a pair of children to come to the front of the class and encourage one to ask the question and the other to read the answer, pointing to each word as they do so. Rub out *burger* and ask the children for another word. If necessary, tell them to look back at both stories in the book for ideas, e.g. *red ball, green duck, yellow duck, red ring* etc. Complete the sentence on the board with their suggestion each time and invite a different pair of children to come to the front and read the new question and answer.
- Talk again about the importance of saying please and introduce *thank-you*. Point out that we use *please* to ask for something and *thank you* when we are given something.
- Ask *Will Mum and Dad have an ice cream? Will Joe have an ice cream? What colour will they have?*

Wordcard activities

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

- Do page 31 in the Comprehension and Vocabulary Workbook.

Pages 22 and 23



Word list

a, and, can, Dad, fair, have, Holly, I, ice cream, like, Mum, please, said, the, Tom, too, white, we, yes, you

Language summary

can for requests, past simple tense,
can for permission, present simple tense

Preparation

Wordcards 1, 3, 10–12, 15, 20, 24, 29, 31, 36, 43, 48, 51, 53, 57, 58, 60, 61, 63, 64 plus punctuation

Materials

red, yellow, green, pink, white board pens or chalks

Before reading

- Tell the children to open their books to pages 22 and 23. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 22. Ask *What is Holly holding?* (an ice cream) *What colour is it?* (pink) *What is Tom asking for?* (a white ice cream) *What has the mouse got?* (a pink ice cream).

- Tell the children to look at the picture on page 23. Ask *Are the family still inside the restaurant?* *What can you see in the background?* (the fair) *Have they all got an ice cream?* *What colour ice cream has each person got?* (Dad: pink; Mum: white; Joe: pink; Tom: white; Holly: pink)
- Ask *Can you see the mice family?* *What are they doing?* (sitting on the window ledge eating ice cream)

During reading

- Read pages 22 and 23 to the class slowly and clearly. If you wish, use a different voice for each character. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word ice cream?* *Can you see the word like?* *Can you see the word can?* Ask *How many can you see?* for each word. If necessary, point out that *ice cream* is also on the on the machine on page 22.
- Ask the class to find and point to Tom's name. Repeat for Holly's name, and Mum and Dad.
- Read the text again and encourage the children to repeat each sentence after you. Then read the page again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Ask the children to look at the text on page 22. Ask them to find and point to the question *Can I have a white ice cream?* Tell them to look back at page 21 to find and point to the same question. Elicit from the children which words are different. Do this by reading one question at a time out loud and comparing them.
- Ask *What colour ice cream does Tom want?* Tell them to point to the answer in the picture on page 22.

- Tell the children to look at the text on page 22. Ask *Which word does Tom use to be polite?* (please).
- Tell the children to look at the text on page 23. Ask *What do Mum and Dad say? What do Holly and Tom say?*
- Ask *Can you see the word ice cream? Can you see the word Tom?* Then ask *What sound do they both end with? Whose name begins and ends with a /m/ sound?* (Mum).
- Ask *Can you find a word beginning with /l/?* (like). Repeat with /w/, /j/, /s/, /æ/, /f/, /t/.
- Point to different words at random and ask the children what they say. Then read the text on the page again, encouraging the children to read with you.
- Write all the colour words the children have learnt from the book on the board, i.e. *red, yellow, green, pink, white*. Give five children one of the coloured pens/chalks. Ask them to come to the board in turn and draw a ball of the right colour above each word. Say *Draw a red ball*. Continue the activity with different children and different object to draw each time.
- Ask *Did the family enjoy their day out?* Elicit from the children some of the things the family have done. If necessary, they can look back through the book.
- Give the children time to read through the whole story again with a partner or to read it quietly by themselves.

After reading

- Repeat the *Can I have a pink ice cream? Yes, you can.* activity from **After reading** on page 20 of these Teacher's Notes, but change *pink* to *white*.
- Play a word game. If possible, get the children to sit in a circle with you. You start the game by saying *I like ice cream*. The child sitting on your right has to repeat the sentence but say another noun e.g. *I like lions*. The next child has to say a different noun and so on, until the chain is broken and someone can't think of another noun. Try to encourage the children not to repeat nouns.
NB If you can't sit the children in a circle, play from the front of the class to the back, pointing at the child whose turn it is next.

Wordcard activities

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

- Do page 32 in the Comprehension and Vocabulary Workbook.

After reading

Response to the story

- Ask *Did you like the stories? Why? Why not?*
Which story did you like best?

Characters

- Ask the children to name each member of the family.

Setting

- *Where did the first story take place?*
- *Where did the second story take place?*

Plot

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

Moral issues

- Ask the children what the first story teaches us (to be kind and thoughtful to others).
- Ask the children what the second story teaches us (to be polite).

Vocabulary

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

Follow-up ideas

The fair Talk to the children about their experiences of fairs or adventure parks. What sort of stalls and games were there? What sort of rides were there? Which did they like best? Which rides were most frightening? Did they win any prizes?

Games Make and play some simple games like those Holly and Tom played.

- Get some cardboard boxes and paint them different colours. Each coloured box can be worth a certain number of points. Give the children three balls each. They must throw the balls into the boxes. Who can score most points?
- Make some strong cardboard rings like those Holly had. Place some 'prizes' on a table. The children must throw the rings over the prizes to win one. (Experiment with the size of the rings first so it isn't too easy!)

Poetry Get the children to make up some more verses for the poem on pages 12 and 13. Use the same language patterns in each verse.

Menu Make your own classroom menu of favourite dishes/foods.

Food alphabet Make up your own alphabet of food with the class. See if you can think of a food or drink beginning with each letter of the alphabet. e.g. *a is for apple; b is for burger* etc.

Art

- Make an animal roundabout. Give each child an animal to colour in. Cut out each animal and stick it on the end of a lollipop stick. Cut out a long strip of card (about 10 cm wide and as long as necessary!) and stick it together to make a circle. Glue the lollipop stick 'animal rides' to the outside of the cardboard circle to make a roundabout.
- Experiment mixing paint colours to make others, e.g. yellow and blue to make green; red and yellow to make orange; red, yellow and black to make brown.
- Make a menu for fruit (or drinks). Draw or cut out pictures of different fruits (or drinks) and label them for your menu.

Drama Have fun acting out a visit to a fast food restaurant. Think about characters, e.g. visitors to the restaurant, people who take the order, cashier, cooks, waiters etc. and props you need, e.g. plastic trays, menus, etc.