

Sun, Cloud, Stone

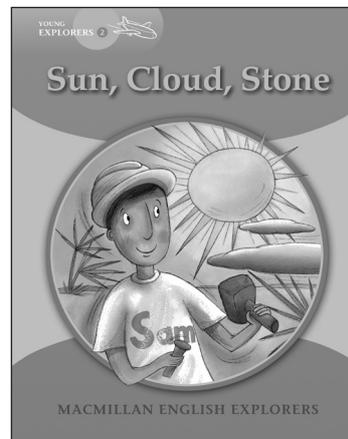


The story

Sam is a stone cutter. It is hot and tiring work. One day, his boss, Jim, tries to make Sam work faster. Sam looks at the sun and sees how strong it is. He wishes that he could be the sun. Suddenly he grows bigger and hotter and flies up into the sky. He is very happy. But then a cloud blows in front of him and blocks out all his heat. Sam realises that the cloud is stronger than the sun. He wishes that he could be a cloud. Suddenly he begins to change into a cloud! He is very happy because he can rain and make things grow. But then he realises that the rain has no effect on blocks of stone. Sam realises that a block of stone is stronger than a cloud. He wishes that he could be a block of stone. Suddenly he begins to change into a block of stone! He is very happy. But then Jim comes back and starts cutting Sam, the block of stone. Sam realises that a man is stronger than a block of stone. He wishes that he could be a man again!

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 *Can you see a sun? Can you see a cloud?* Then ask *What is a stone?* Bring several large stones into class and hold these up. Say *This is a stone.*

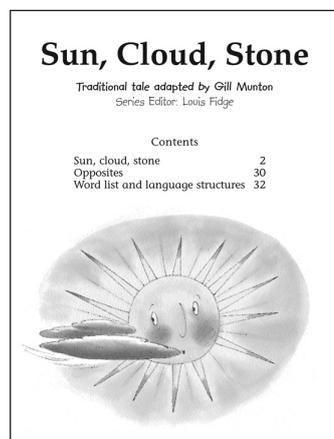
- Ask *Is a stone hard or soft? What do we build with stones? Do you know any buildings that are made of stone?*
- Read the title again and encourage the children to point to the correct part of the picture and to the stone as you say each item.
- Point to Sam on the cover. Point out the name on his T-shirt and say *This is Sam*. Ask *What is his job?* Talk about any clues there might be, e.g. he is wearing a hard hat, like a builder; he is carrying a hammer and chisel for shaping and cutting large blocks of stone.
- Focus on the background. Ask *Is it hot or cold?*
- Ask the children what they think will happen in the story.
- 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). Ask *What page does the story start on?*
- Tell the children to look at the picture. Ask *Why has the sun got a face? Why is the sun looking worried? What is the cloud going to do?* Talk about what happens when a cloud goes in front of the sun.



Sun, Cloud, Stone **Track 2**

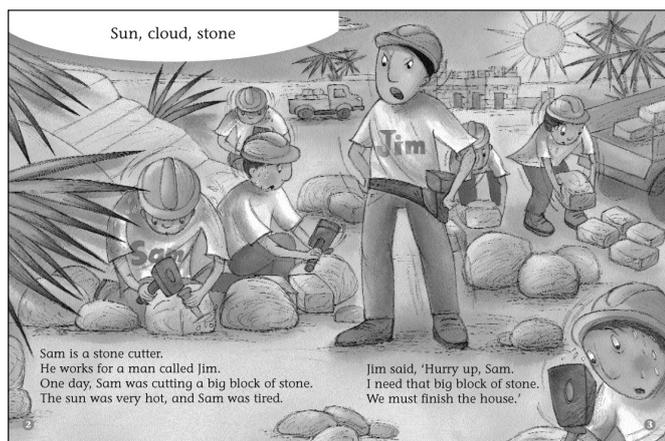
The story can be played at any time.

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 out that it is an adaptation (a simplified version) of a traditional tale (a story that has been told for many years).

Pages 2 and 3



Word list

a, and, big, block, called, cutter, cutting, day, finish, for, he, hot, house, hurry, I, is, Jim, man, must, need, of, one, said, Sam, stone, sun, that, the, tired, up, very, was, we, works

Language summary

present simple tense, present continuous tense, past simple tense, imperatives, *must*

Preparation

Wordcards: 1, 7, 18, 20, 24, 34, 35, 36, 47, 50, 68, 69, 71, 72, 78, 80, 88, 92, 93, 97, 98, 104, 105, 112, 118, 120, 121, 122, 130, 133, 134, 137, 149, 147, 149, 150, 153, 154

Materials

a stone

Before reading

- Before looking at the pages, teach *stone*, *cutter*, *block*, *tired*, and *finish*. Hold up the stone and elicit what it is from the children. Write *stone* on the board. Say the word in two parts and blend them together, e.g. /st/ /əʊn/ /stəʊn/. Encourage the children to repeat the word after you. Elicit other words the children know that begin with /st/, e.g. *stop*, *stand*, *still*, *stay*.

- Write *cutter* on the board immediately after *stone*. Underline *cut* in the word and explain that a stone cutter is someone who cuts stone. Talk about how a stone cutter can cut stone. If necessary, show them the cover of the book again to look at the tools.
- Draw a square on the board and next to it write *a block of stone*. Read it to the children and encourage them to repeat it after you. Explain that a block of stone is a large stone that is cut into a block (like a large brick) and is used for building. Elicit from the children any colour words that begin with /bl/ (blue, black).
- Write *tired* on the board and mime its meaning. Ask *Are you tired? When do you feel tired?* Encourage the children to repeat it after you.
- Write *finish* on the board and explain what it means. Encourage the children to repeat it after you. Ask *What sound does finish end with?* (ʃ).
- 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. Ask *How many men can you see?* (7) *What are they doing?* (cutting blocks of stone.) Talk about how they are doing this. Then ask *Why are they making blocks of stone? What is it for?* (point out the unfinished house in the background) *Are the blocks of stone heavy?* (point out the men on page 3 lifting them into the truck) *Why are the men putting the blocks of stone onto the truck? Are all the men hot? How do you know?* (notice their sweat and the sun in the sky) *Are they happy? Are they tired? What are they wearing? Why are they wearing special hats?*

- Then ask *Can you see a man called Jim?*
Can you see a man called Sam? Is Jim a stone cutter, too? What is his job? (a manager) Is Jim happy? Who is Jim talking to? What is Jim saying to Sam? and elicit suggestions from the class.

During reading

- Read the title again. 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 Jim.
- Ask *Can you see the word stone? Can you see the word cutter? Can you see the word block? Can you see the word tired? Can you see the word finish?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words.
- Invite two children to be the narrator and Jim. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 2. Say the following sentences and encourage the children to complete them:
Sam is a
He ... for a man called
One day, Sam was ... a big ... of stone.
The sun was very ... , and Sam was
- Tell the children to look at the text on page 3. Ask *What did Jim say to Sam?*
- Say *Find all the words with four letters.* When the children have found them, encourage them to read them out loud (very, said, need, that, must). Repeat the activity with five-letter words (stone, works, block, tired, hurry, house).

After reading

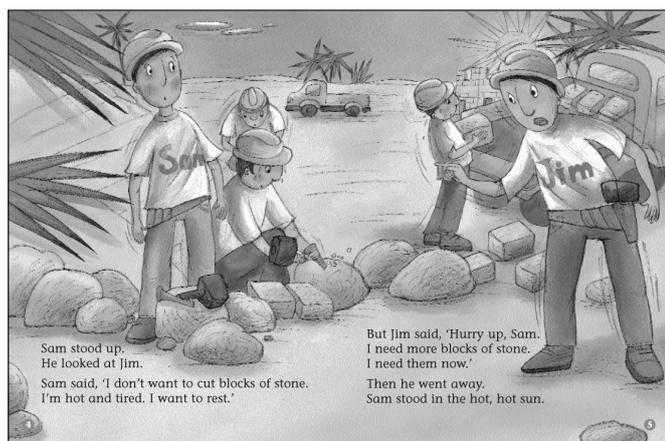
- Write *Sam is a stone cutter.* on the board. Ask the class to read it. Rub out *stone cutter*. Elicit other jobs from the children that could go in the space, e.g. *doctor, builder, teacher* etc.
- Write these words from the pages on the board, but leave off the endings:
hou__ (house)
tir__ (tired)
st___ (stone)
fin___ (finish)
cu_____ (cutter)
- Invite individual children to come to the board to complete a word. Reinforce the word *finish* by saying (*child's name*), *come and finish a word.*
- Play a word game with the children. Write *man* on the board. Ask the children to read it. Then say each individual sound in the word (/m/ /æ/ /n/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /mæn/ encouraging the children to repeat after you. Rub out the *m* and write in an *r*. Encourage the children to read the new word. Then rub out the *r* and write in an *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*). Continue changing one letter at a time to make new words. Repeat the activity with *big, hot, sun.*
- Ask *What will happen next? What will Sam do? What will Jim do?*

Wordcard activities

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

- Do page 13 in the Comprehension and Vocabulary Workbook.

Pages 4 and 5



Sam stood up.
He looked at Jim.
Sam said, 'I don't want to cut blocks of stone.
I'm hot and tired. I want to rest.'

But Jim said, 'Hurry up, Sam.
I need more blocks of stone.
I need them now.'
Then he went away.
Sam stood in the hot, hot sun.

Word list

and, at, away, blocks, but, cut, don't, he, hot, hurry, I, I'm, in, Jim, looked, more, need, now, of, rest, said, Sam, stone, stood, sun, the, them, then, tired, to, up, want, went

Language summary

past simple tense, present simple tense, imperatives

Preparation

Wordcards: 7, 11, 12, 21, 23, 33, 38, 64, 65, 68, 71, 72, 73, 76, 80, 86, 90, 93, 96, 97, 102, 104, 105, 112, 114, 118, 121, 123, 124, 130, 131, 133, 135, 149, 150, 153, 154

Before reading

- Before looking at the pages, teach *stood up* and *rest*. Sit down on a chair and then stand up. Say *Stand up* and encourage the children to stand up. Tell them to sit down again. Write *stood up* on the board and read it. Say *You stood up* and elicit from the children or explain that it is the past form of *stand up*.
- Write *rest* on the board one letter at a time, saying each sound as you write it. Then say the word. Say *I am very tired. I want to rest*. Mime being tired and go and sit down for a rest to demonstrate its meaning.

- 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. Ask *What is Sam doing? What has he done with his tools? Is he very hot and tired? How do you know? Are the other men working? Is Jim happy with Sam? How do you know? What is he doing? What is he saying?* 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 different voices for Sam and Jim.
- Ask *Can you see the words stood up? Can you see the word stood? Can you see the word rest?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words.
- Invite three children to be the narrator, Sam and Jim. They can read both pages out loud.
- Read both pages again together as a class.
- Ask:
What did Sam do?
What did he say to Jim?
What did Jim say to Sam?
What did Jim do then?
- For all the questions, encourage the children to read the exact words from the text that give them the answers. For questions two and three make sure they read the words inside the speech marks. Elicit why we use speech marks.
- Make sure the children know that *I'm* is the short form of *I am* and *don't* is the short form of *do not*. Elicit from the children which letters have been taken out of the short forms.

- Ask *Which words have got the sound /ʊ/ in the middle? Which word has got the sound /i:/ in it?*
- Say *Find the word stood. How many can you see? (2). Repeat for: up (2), he (2), said (2), want (2), hot (3), need (2), more (1), of (2).*
- Say *Find the words want and went. What letter is different?*
- Then ask *How many sentences can you see?* Count the full stops to check.
- Ask *Was Sam sensible to stop working? Is Jim a nice man? Is he making the men work too hard? Does he know Sam is too hot and tired? Should he let Sam and the men rest?*
- Ask *What will Sam do? Will he cut more blocks of stone? Will he rest?*

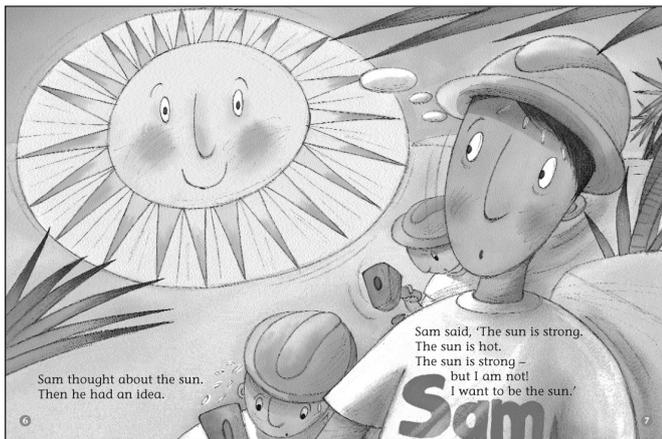
Wordcard activities

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

After reading

- Write *I want to rest.* and *I don't want to cut blocks of stone.* on the board. Rub out *rest* and *cut blocks of stone.* Brainstorm things the children want to do and don't want to do and make some new sentences.
- Talk about whether we always get the things we want. Write *want* and *need* on the board and ask the children to read them. Elicit the difference between things we want and things we need (*need* is used for things we cannot survive without, e.g. water, food etc, or for things that we must have to do something, e.g. a footballer needs a ball, a builder needs a hammer; *want* is used for things we don't necessarily need but would like to have). Brainstorm things we need and then ask the children to tell you some of the things they want.
- Write *now* on the board and ask the children to read it. Change the *n* to *c*, and then to an *h* and ask the children to read the new word each time.
- Do page 14 in the Comprehension and Vocabulary Workbook.

Pages 6 and 7



Word list

about, am, an, be, but, had, he, hot, I, idea, is, not, said, Sam, strong, sun, the, then, thought, to, want

Language summary

past simple tense, present simple tense

Preparation

Wordcards: 3, 5, 6, 16, 22, 61, 64, 68, 72, 74, 78, 95, 104, 105, 116, 118, 121, 122, 124, 129, 131, 135, 149, 150, 152, 153, 154

Materials

a large pile of books

Before reading

- Before looking at the pages, teach *strong*, *idea*, and *thought*. Write the *strong* on the board. Say it and mime being strong by carrying a large pile of books. Encourage the children to repeat it after you. Ask the children *Are you strong? What can you do?* and elicit from the children things they can do to show they are strong, e.g. carry heavy things.

- Write *idea* on the board and read it. Explain what it means (an idea is a thought about how to do or change something). Encourage the children to repeat it after you. Then write *thought* on the board. Say it and explain that it is the past form of *think*.
- 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. Ask *What is Sam thinking about? How do you know?* Talk about how we can use thought bubbles to show what someone is thinking. Ask *Do we know what the other men are thinking?* (no) *Why is Sam thinking about the sun?* 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 Jim.
- Ask *Can you see the word thought? Can you see the word idea? Can you see the word strong?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words.
- Invite two children to be the narrator and Sam. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 6. Say the following sentences and encourage the children to complete them:
Sam ... about the
Then he had an

- Tell the children to look at the text on page 7. Say the following sentences and encourage the children to complete them:
*Sam said, 'The sun is
The sun is
The sun is strong, but I am
I ... to be the'*
- Ask *Why does Sam want to be the sun?* and encourage the children to read his reasons.
- Say *Find the word sun. How many can you see?* (5).
- Then ask *Which words start with /ð/?* (then, the) *Which word starts with /θ/?* (thought). Point out how the words start with the same letters, but with a different sound.
- Say *Find all the words with two letters.* When the children have found them, encourage them to read them out loud (he, an, is, am, to, be). Ask *Which ones sound the same?* (he, be) *Which words sound the same on page 7?* (hot, not).

After reading

- Invite six children to the front of the class. Give each child a wordcard in random order. Use: *Sam, thought, about, the, sun.* 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 *Sam thought about the sun.* When the children are in the correct order, write the sentence on the board.
- Repeat with *Then he had an idea.* using five different children. Point to *he* on the board and ask *Who is he?* Elicit that it refers to Sam.
- Play the word-changing game (see page 4, **After reading**) with these words: *sun, had, not, but.*
- Write *hot* on the board. Elicit the opposite from the children (cold). Do the same with: *finish* (start), *sun* (moon), *strong* (weak).

Extra activity

Elicit other pairs of opposites the children know.

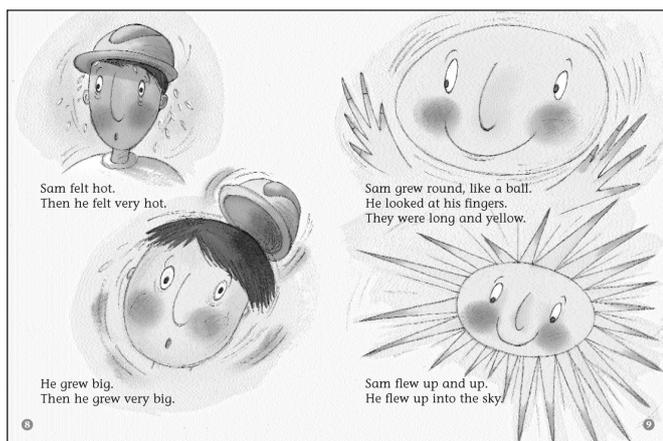
- Ask *What will happen next? What will Sam do?*

Wordcard activities

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

- Do page 15 in the Comprehension and Vocabulary Workbook.

Pages 8 and 9



Word list

a, and, at, ball, big, felt, fingers, flew, grew, he, his, hot, into, like, long, looked, round, Sam, sky, then, they, up, very, were, yellow

Language summary

past simple tense, prepositions

Preparation

Wordcards: 1, 7, 11, 14, 18, 43, 46, 48, 57, 64, 65, 67, 68, 77, 82, 83, 86, 103, 105, 107, 124, 126, 133, 134, 141, 148, 149, 150

Materials

a ball

Before reading

- Before looking at the pages, teach *felt*, *grew*, *flew*, *round* and *fingers*. Write *felt* on the board. Pretend to feel hot and say *I feel hot today. But yesterday I felt cold.* Explain what *feel* means and that *felt* is the past form. Teach *grew* and *flew* in similar way, e.g. *I grow flowers. The flowers grew last year. I can't fly. A bird flew over my head.* Point out the sound of the /u:/ phoneme in *flew* and *grew*. Encourage the children to repeat *felt*, *grew*, *flew* after you.

- Hold up the ball. Ask *What shape is the ball?* Write *round* on the board and encourage the children to repeat it after you. Elicit other round things the children know, e.g. sun, moon, apple etc.
- Hold up your hand and wiggle your fingers. Say *fingers* and encourage the children to wiggle their fingers and repeat it after you. Ask *How many fingers have you got?* and count them with the class.
- 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 pictures. Ask *What is happening?* and elicit that Sam is changing into the sun. Tell the children to look at page 8. Say *Look at the top picture. Is Sam hot or cold? What happens to our faces when we get very hot? (they go red) What is happening to Sam's head in the bottom picture? Why is he looking surprised? (he is getting bigger)*
- Tell the children to look at page 9. Say *Look at the top picture. What shape is Sam's head? and try to elicit round.* Then ask *What has happened to his fingers? Are they long or short? Is he happy? What does he look like?* Tell the children to look at the bottom picture. Ask *What is Sam now? Is he happy? Is he on the ground or in the sky?*

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.
- Ask *Can you see the word felt? Can you see the word grew? Can you see the word round? Can you see the word flew?* For each word ask *How many can you see?*

- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words and elicit from the children what *very* does to an adjective (it emphasises an adjective, makes it more than just the adjective).
- Invite different children to read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 8. Say the following sentences and encourage the children to complete them:
Sam ... hot.
Then he felt ... hot.
He ... big.
Then he grew ... big.
- Tell the children to look at the text on page 9. Say the following sentences and encourage the children to complete them:
Sam grew ... , like a
He looked at his
They were ... and
Sam ... up and up.
He flew up into the
- Say *Find the word he. How many can you see?* (5). Repeat with: *very* (2), *then* (2), *grew* (3), *up* (3).
- Ask *How many sentences can you see?* Elicit from the children what the sentences start with (capital letter) and what they end with (full stop).
- Write *He flew up into the sky.* on the board and ask the children to read it. Brainstorm things that fly up into the sky.
- Write *at*, *up* and *and* on the board. Ask the children to suggest what letters could be put in front of each word to make some new words, e.g. *bat*, *cat*, *fat*, *hat*, *that*, *mat*, *sat*; *cup*; *hand*, *sand*, *stand*.
- Write *round*, *ball* and *long* on the board and read them slowly, phoneme by phoneme as you do so, e.g. /r/ /aʊ/ /n/ /d/ /raʊnd/. Rub out the first letter of each word and elicit from the children other letters they can use to make new words, e.g. *sound*, *found*, *call*, *tall*, *song*.
- Ask *What is the opposite of long?*
- Ask *Is Sam happy to be the sun? What will he do now? What can the sun do?*

Wordcard activities

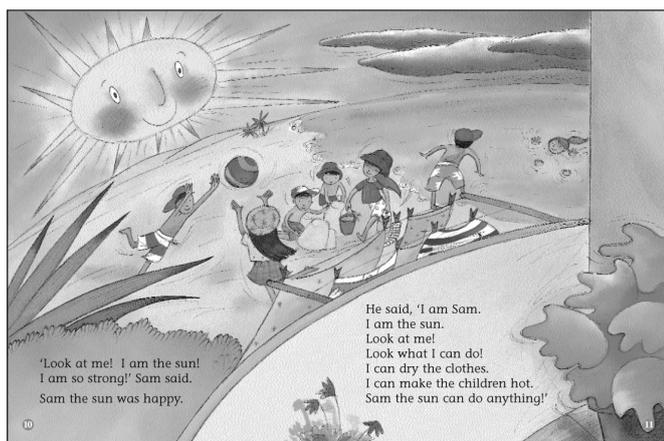
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 16 in the Comprehension and Vocabulary Workbook.

After reading

- Write *Sam grew round, like a ball.* on the board and ask the class to read it. Rub out *round* and write in *big*. Then rub out *ball* and elicit from the children a replacement, e.g. *monster*, *car* etc. Then rub out *big* and write in *hot* and elicit some hot things, e.g. *fire*, *sun*, *volcano* etc.

Pages 10 and 11



Word list

am, anything, at, can, children, clothes, do, dry, happy, he, hot, I, look, make, me, said, Sam, so, strong, sun, the, was, what

Language summary

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

Preparation

Wordcards: 5, 9, 11, 26, 28, 29, 37, 40, 62, 65, 68, 72, 85, 87, 89, 104, 105, 108, 116, 118, 121, 137, 142, 149, 150, 152, 153, 154

Materials

some clothes, water

written instructions on pieces of paper, e.g. *Stand up, Sing a song, Hop on one foot, Count to ten.* etc.

Before reading

- Before looking at the pages, teach *clothes*, *dry* (verb) and *children*. Hold up the clothes you have brought in with you and say *clothes*. Encourage the children to repeat. Then point to your own clothes and say *My clothes. I am wearing ...* and say each object you are wearing. Point to individual children and ask *What clothes are you wearing?* and encourage the child to say what he/she is wearing.

- Take one of the clothing items and make it wet with water. Hold up one dry item and the wet item. Say *dry* and then *wet*. Write *dry* on the board and encourage the children to repeat it after you. Ask *Is water dry? Is the desert dry?*
- Point to yourself and say *I am a man/woman*. Then point to the children and say *You are children. How many children are here?* and encourage the children to count together to see how many there are in the class. Write *children* on the board and encourage the children to repeat after you.
- Point to the words on the board and ask *Which word sounds the same as sky?*
- 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. Ask *Is Sam the sun still happy? Where is he? Is it a hot day? How do you know? How many children can you see? (7) What are they doing? Are they happy?* Talk about how nice it is to be by the sea or by a pool when it's a hot day.
- Point to the washing hanging on the line. Ask *Why are they outside? Are they wet or dry?*
- Then ask *Is the sky clear? Are there clouds in the sky? Is it going to rain?*

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.
- Ask *Can you see the word clothes? Can you see the word dry? Can you see the word children?*

- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or phrases, e.g. *to make hot, anything*. Elicit from the children what *so* does to an adjective (it emphasises an adjective, makes it more than just the adjective).
- Invite different children to read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 10. Ask *What did Sam say?*
- Tell the children to look at the text on page 11. Ask *What did Sam say he can do?* Encourage the children to read the correct part of the text to give their answer.
- Ask *How many times does Sam say Look at me!.* Repeat the question for *I am the sun.* (he says both twice).
- Then ask *Can you see the word can? How many can you see?* (4).
- Say *Find and point to the word me on page 8. Which word on page 9 sounds the same?* (he). Repeat for *what* and *hot* on page 9. Point out that they sound the same, but haven't got the same letter pattern at the end.
- Play *Look what I can do*. Use the instructions you have written on the pieces of paper. Put them on your table face down. Invite a child to the front and tell him/her to choose a piece of paper. The child must read it, say, *Look at me. I can (sing a song)*. and do the action. Repeat with different children.
- Write *cl* on the board. Ask the children what word from pages 10 and 11 started with these letters (clothes). Brainstorm other words which start with the sound, e.g. *cloud, clock, clap*. Repeat the activity with *ch* (children), e.g. *chair, cheese, chicken*.
- Play some word games with the children. Write *dry* on the board and ask the class to read it. Change the *d* to a *c* and ask the children to read the new word.
- Then write *make* on the board and ask the class to read it. Change the *m* to a *c*, and then to a *t*. Ask the children to read the new words.
- Ask *Will Sam the sun be happy? What will the clouds in the sky do?*

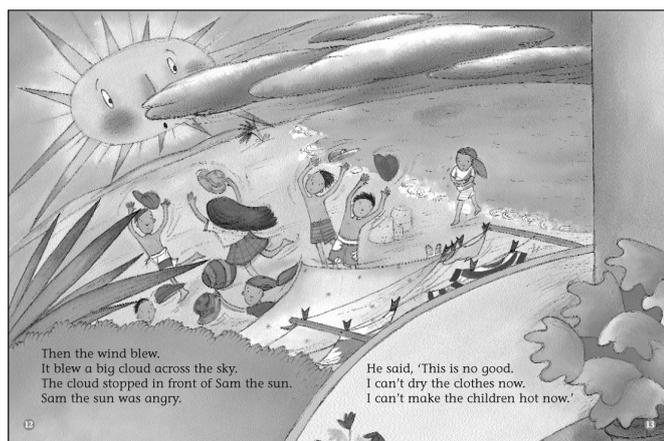
Wordcard activities

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

After reading

- Write *I am so strong*. on the board and ask a child to come out, read it and mime its meaning.
- Rub out *strong* and elicit other adjectives from the children, e.g. *hot, tired, hungry* etc. Ask different children to read the sentences and mime the meanings.
- Do page 17 in the Comprehension and Vocabulary Workbook.

Pages 12 and 13



Word list

a, across, angry, big, blew, can't, children, clothes, cloud, dry, front, good, he, hot, I, in, is, it, make, no, now, of, said, Sam, sky, stopped, sun, the, then, this, was, wind

Language summary

past simple tense, prepositions, present simple tense, *can't* for ability

Preparation

Wordcards: 1, 4, 8, 18, 19, 27, 28, 29, 30, 40, 52, 55, 65, 68, 72, 76, 78, 79, 87, 94, 96, 97, 104, 105, 107, 115, 118, 121, 122, 124, 128, 137, 146, 149, 150, 153, 154

Before reading

- Before looking at the pages, remind the children of the word *cloud*. Write *cloud* on the board one phoneme at a time /k/ /l/ /aʊ/ /d/ /klaʊd/ to show the children how to build up a word from its sounds. Elicit what a cloud is from the children. You may like to invite a child to the board to draw one for you. Explain that clouds are made of moisture and that when they become too heavy they drop the moisture as raindrops.
- Rub out the *c*. Ask the children to read the word that is left (*loud*).

- Teach *angry*. Make an angry face and mime being angry. Say in an angry voice *I am angry*. Write *angry* on the board, say it and encourage the children to repeat it after you. Ask *What makes you angry?*
- Invite two children to the front of the class. Stand one in front of the other. Say (*child's name*) *is in front of (child's name)*. Write *in front of* on the board. Encourage the children to repeat it after you. Invite another child to the front and say *Stand in front of me*. Ask the children to sit down.
- Start blowing like the wind. Ask the children to blow with you. Write *blow* on the board. Then write *blew* on the board but don't read it. Tell the children that it is the past form of *blow*. Write *grew* and *flew* on the board, which the children should recognise, and ask them to read the words. Point to *blew* and ask the children to read it. Say *Yesterday the wind blew*. to help them understand its meaning.
- 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. Ask *Is Sam the sun happy now? Where is the big cloud? Has the weather changed? Is it windy? How do you know?* (focus on the washing on the line and the children's hats) *Are the children happy? What are they looking at?*

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.
- Ask *Can you see the word blew? Can you see the word cloud? Can you see the word angry?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words, e.g. *across* and elicit from the children that *can't* is the same as *cannot*.
- Invite two children to be the narrator and Sam. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 12. Say the following sentences and encourage the children to complete them:
Then the ... blew.
It blew a big ... across the
The cloud ... in front of Sam the
Sam the sun was
- Tell the children to look at the text on page 13. Ask *What did Sam the sun say? What can't Sam do now?*
- Say *Find all the words with four letters.* When the children have found them, encourage them to read them out loud (then, wind, blew, said, can't, this, good, make). Then ask them to find all the five-letter words (cloud, front, angry).

After reading

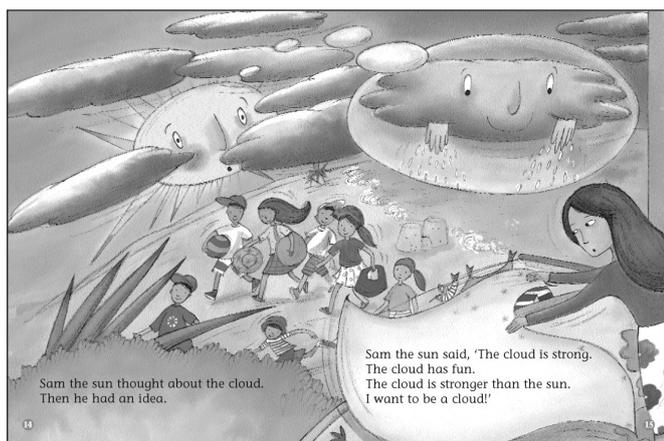
- Write *The cloud stopped in front of Sam the sun.* and ask the class to read it. Rub out *The cloud* and *Sam the sun*. Elicit other ways of completing the sentence from the children, e.g. *The car stopped in front of the shop. The train stopped in front of the station.* etc.
- Write *I can't dry the clothes* on the board and ask the children to read it. Brainstorm some things the children can't do. Then elicit from the children what letter you need to rub to make the sentence positive ('t). Brainstorm some things the children can do.
- Play a word game with the children. Write *sun* on the board. Ask the children to read it. Then say each individual sound in the word (/s/ /ʌ/ /n/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /sʌn/ encouraging the children to repeat after you. Rub out the *s* and write in an *f*. Encourage the children to read the new word. Then rub out the *u* and write in an *a* and ask the children to read it (fan). Then rub out the *f* and write in a *c* and ask the children to read it (can). Continue changing one letter at a time to make new words. Repeat the activity with *hot*.

Wordcard activities

Put up a washing line and peg the wordcards for pages 12 and 13 to the line as your washing. The children can collect each piece of washing from the line as they read each word.

- Do page 18 in the Comprehension and Vocabulary Workbook.

Pages 14 and 15



Word list

a, about, an, be, cloud, fun, had, has, he, I, idea, is, said, Sam, strong, stronger, sun, than, the, then, thought, to, want

Language summary

past simple tense, present simple tense, comparatives

Preparation

Wordcards: 1, 3, 6, 16, 30, 52, 61, 63, 64, 72, 74, 105, 116, 117, 118, 119, 121, 122, 124, 129, 131, 134, 149, 150, 152, 153, 154

Materials

a heavy object, e.g. a big stone, or some stones in a bag

Before reading

- Before looking at the pages, teach the expression *stronger than*. Write *strong* on the board and elicit what it says and what it means. Ask *Is Sam the sun strong?* Invite two children to the front of the class. Find out which child is the strongest by asking them to lift a heavy object, e.g. some stones in a bag. Choose the one who lifts it more easily and say *(child's name) is strong. He/She is stronger than (child's name)*.

- Write *stronger than* on the board and encourage the children to repeat it after you. Encourage them to make some sentences using the expression, e.g. *A cow is stronger than a sheep*.
- 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. Ask *Why are the children leaving the beach? Why is the lady taking her washing off the line? Why can't we see all of Sam the sun's face? Is Sam happy? Is he angry or surprised?*
- Then ask *What is Sam thinking about? How do you know?* Remind the children about how we use thought bubbles. Ask *Why is Sam thinking about being a cloud? Does he want to be a cloud? Why? What is coming from Sam the cloud's fingers?*

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.
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or words the children need reminding of, e.g. *thought, idea, fun*.
- Invite two children to be the narrator and Sam. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 14. Say the following sentences and encourage the children to complete them:
Sam the sun ... about the
Then he had an

- Tell the children to look at the text on page 15. Say the following sentences and encourage the children to complete them:
*Sam the sun said, 'The cloud is
The cloud has
The cloud is ... than the sun.
I ... to be a'*
- Ask *Why does Sam want to be a cloud?* and encourage the children to read his reasons.
- Say *Find the word cloud. How many can you see? (5).*
- Ask *Which words start with /ð/? (then, the, than) Which words start with /θ/? (thought).*
- Say *Find all the words with two letters.* When the children have found them, encourage them to read them out loud (he, an, is, to, be). Then ask them to find all the three-letter words (Sam, the, sun, had, has, fun). Ask *Which two words sound the same on page 15? (fun, sun).*
- Put the children into pairs. Ask one child to turn back to page 6 and read it. Ask the other to read page 14. Ask *What words are different?* and encourage the children to compare the pages together.
- Write *The cloud is stronger than the sun.* on the board and ask the children to read it. Write pairs of animals on the board, e.g. *crocodile* and *monkey*. Ask *Is a monkey stronger than a crocodile?* and encourage the children to give their opinions, using *stronger than*.

Extension

Extend this activity by using other comparative adjectives, e.g. *longer than, taller than, heavier than, noisier than, faster than* etc. You could compare children in the class using some of the adjectives.

- Ask *Will Sam be happy as a cloud? What will he do?*

Wordcard activities

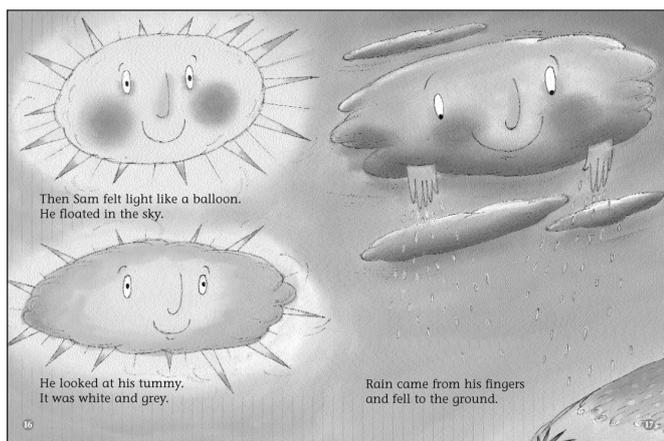
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 19 in the Comprehension and Vocabulary Workbook.

After reading

- Invite eight children to the front of the class. Give each child a wordcard in random order. Use: *Sam, the, sun, thought, about, the, cloud*. 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 *Sam the sun thought about the cloud*. When the children are in the correct order, write the sentence on the board.
- Ask the two children holding the *the* wordcards to swap places. Ask *Is the sentence the same?*

Pages 16 and 17



Word list

a, and, at, balloon, came, fell, felt, fingers, floated, from, grey, ground, he, his, in, it, light, like, looked, rain, Sam, sky, the, then, to, tummy, was, white

Language summary

past simple tense

Preparation

Wordcards: 1, 7, 11, 15, 25, 42, 43, 46, 49, 51, 58, 59, 65, 67, 76, 79, 81, 82, 86, 101, 105, 107, 121, 124, 131, 132, 137, 144, 149, 150

Materials

a balloon, a feather, a bowl of water
a range of things that will float or sink:
feather, sheet of paper, cork, pencil, eraser,
coin, paper clip, leaf

- Ask *Is a balloon heavy or light?* Say *A balloon is light.* and tap it in the air again. Hold up the feather. Ask *Is it heavy or light?* Write *light* on the board and read it. Encourage the children to repeat it after you. Brainstorm other things which are light.
- Then float the balloon on some water. Say *float.* Then put the feather in the water and say *float.* Take the balloon out and say *The balloon floated on the water.* Write *floated* on the board and read it. Encourage the children to repeat it after you. Elicit other things that float from the children.
- Finally point to your tummy and say *tummy.* Encourage the children to point to their tummies and say *tummy* with you. Write *tummy* on the board.
- 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 pictures. Ask *What is happening?* and elicit that Sam is changing into a cloud. Tell the children to look at page 16. Say *Look at the top picture? Is Sam still round? What is happening to Sam's head in the bottom picture? Why is he looking down? What is looking at? What colours is he?*
- Tell the children to look at page 17. Ask *What is Sam? What is coming from his fingers? Is he happy? Is he on the ground or in the sky?*

Before reading

- Before looking at the pages, teach *balloon, light, floated* and *tummy.* Hold up a balloon. Tap it into the air. Say *balloon* and encourage the children to repeat it after you. Write *balloon* on the board and ask the children to read it.

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.
- Ask *Can you see the word balloon? Can you see the word light? Can you see the word floated? Can you see the word tummy?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or words the children need reminding of, e.g. *rain, ground, fell* (past form of *fall*).
- Invite different children to read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 14. Say the following sentences and encourage the children to complete them:
Then Sam felt ... , like a
He looked at his
It was ... and
- Tell the children to look at page 17. Say the following sentence and encourage the children to complete it:
... came from his ... and fell to the
- Say *Find all the words with six letters*. When the children have found them, encourage them to read them out loud (looked, ground). Then ask them to find all the seven-letter words (balloon, floated, fingers).
- Ask *How many sentences can you see? (6)*. Elicit that each sentence begins with a capital letter and ends with a full stop.

After reading

- Put the float and sink objects you have brought in with you on your table. Have a bowl of water ready. Hold up each object in turn and ask the children to say *Float* or *Sink* for each one so that you end up with two piles of objects. Test the *Sink* objects first to see if the children were right. Then test the *Float* objects.
- Write *came* on the board and ask the children to read it. Rub out the *c*. Elicit from the children other letters that could replace it to make other words, e.g. *g, s*. Repeat the activity with *fell*, e.g. *b, t, sm*.
- Write *ground* and *grey* on the board and ask the children to read them. Ask *What sound do they start with? /gr/* Elicit any other words the children know that start with the same sound, e.g. *green, great, grow*.

Extra activity

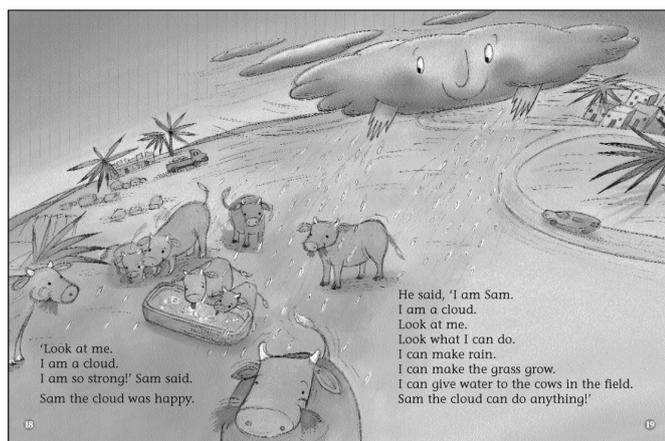
Talk about why rain is so important to us.

Wordcard activities

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

- Do page 20 in the Comprehension and Vocabulary Workbook.

Pages 18 and 19



Word list

a, am, anything, at, can, cloud, cows, do, field, give, grass, grow, happy, he, I, in, look, make, me, rain, said, Sam, so, strong, the, to, was, water, what

Language summary

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

Preparation

Wordcards: 1, 5, 9, 11, 26, 30, 32, 37, 44, 54, 56, 60, 62, 65, 72, 76, 85, 87, 89, 100, 104, 105, 108, 116, 121, 131, 137, 138, 142, 149, 150, 152, 153, 154

Materials

some grass

Before reading

- Before looking at the pages, teach *grass*. Give the children some clues and ask them to guess what you are describing, e.g. *It is green. Cows eat it* etc. Hold up the grass you have brought in with you and write *grass* on the board. Encourage the children to repeat it after you. Explain that a farmer keeps cows in a *field* and explain what a field is. Write *field* on the board and encourage the children to repeat it after you.

- 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 *What is Sam now? Is he happy? What is Sam the cloud doing?*
- Ask *Is it in a town or the countryside? How do you know? What are the cows eating? What are the cows drinking?* Elicit from the class how water is important for the cows, i.e. it makes the grass grow. The cows eat the grass. Cows need water to drink.
- Focus on the background. Ask *Can you see the blocks of stone? Can you see the house?*

During reading

- Ask *Can you see the word grass? Can you see the word strong? Can you see the word cows?*
- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it.
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or words the children need reminding of, e.g. remind the children of the use of *so* to add emphasis to the adjective *strong*. Explain *make the grass grow* if necessary.
- Invite two children to be the narrator and Sam. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 18. Ask *What did Sam say?*
- Tell the children to look at the text on page 19. Ask *What can Sam do?* and encourage the children to read the part of the text that lists what Sam can do.
- Ask *How many times does Sam say Look at me? How many times does he say I am a cloud? (2).*

- Say *Find the word the. How many can you see?* (4). Repeat for *happy* (1), *strong* (1), *can* (5), *said* (2), *what* (1), *make* (2), *rain* (1), *water* (1), *cloud* (4), *cows* (1).
- Say *Find and point to the words grass and grow. What letters are the same? What sound do they make?* Elicit more *gr* words from the children.
- Put the children into pairs. Ask one child to turn back to pages 10 and 11 and read them. Ask the other to read pages 18 and 19. Ask *What words are different?* and encourage the children to compare the pages together.
- Write the following sentences on the board, one under the other:
Sam the cloud makes rain.
The rain makes the grass grow.
Cows eat the grass.
Cows make milk.
- Ask the children to read them. Talk about what we use milk for, e.g. to drink, in cooking, on our cereals etc. Brainstorm products which are made from milk, e.g. yoghurt, cheese, cream etc.
- Ask *Will Sam be happy as a cloud? What will happen next?*

After reading

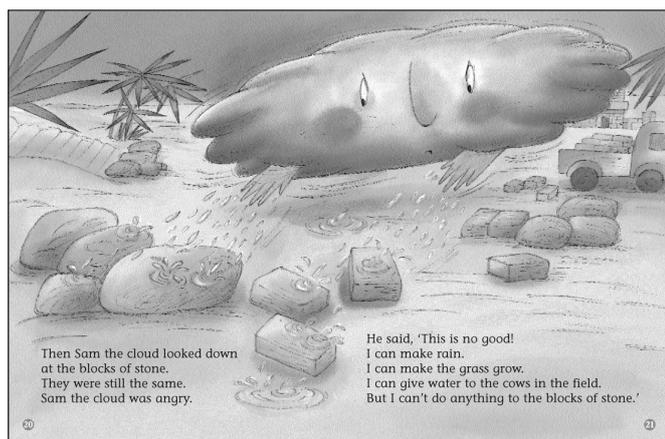
- Write *I am so strong.* on the board. Ask a child to come out, read it and mime its meaning.
- Rub out *strong* and elicit other adjectives from the children, e.g. *hot, tired, hungry* etc. Ask different children to read the sentences and mime the meanings.
- Play *Look what I can do* (see page 12, **After reading**).
- Write *cow* on the board and ask the children to read it. Ask *What sound does it start with?* Change the *c* to an *h*, and an *n*, and read the new words you make.
- Now write *grow* on the board next to *cow* and ask the children to read it. Ask *What letters are the same? Do they sound the same?* Change the *gr* in *grow* to *l, sl, sh, sn,* and *thr* and encourage the children to read the new word each time.

Wordcard activities

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

- Do page 21 in the Comprehension and Vocabulary Workbook.

Pages 20 and 21



Word list

angry, anything, at, blocks, but, can, can't, cloud, cows, do, down, field, give, good, grass, grow, he, I, in, is, looked, make, no, of, rain, said, Sam, same, still, stone, the, then, they, this, to, was, water, were

Language summary

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

Preparation

Wordcards: 8, 9, 11, 21, 23, 26, 27, 30, 32, 37, 39, 44, 54, 55, 56, 60, 65, 72, 76, 78, 86, 87, 94, 97, 100, 104, 105, 106, 111, 112, 121, 124, 126, 128, 131, 137, 138, 141, 149, 150, 152, 153, 154

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.
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or words the children need reminding of, e.g. *still the same*.
- Invite two children to be the narrator and Sam. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 20. Say the following sentences and encourage the children to complete them:
Then Sam the cloud looked ... at the ... of
They were ... the
Sam the cloud was
- Tell the children to look at the text on page 21. Ask *What did Sam say he can do? What did he say he can't do?*
- Point to words at random and ask the children to read them. Read both pages together again as a class.

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. Ask *Is Sam the cloud still raining on a field of cows? What is he raining on now? What happened to the grass when Sam rained on it? Does stone change when it gets wet? Does it grow?*
- Ask *Is Sam happy now? Why not? Is he angry? Why?*

After reading

- Invite twelve children to the front of the class. Give each child a wordcard in random order. Use: *Then, Sam, the, cloud, looked, down, at, the, blocks, of, stone*. 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 *Then Sam the cloud looked down at the blocks of stone*. When the children are in the correct order, write the sentence on the board.
- Ask the two children holding the *the* wordcards to change places. Elicit from the children if it changes the meaning of the sentence.
- Play a game. Draw a simple shape on the board, e.g. a square. Ask the children to close their eyes. Change the shape in some way, e.g. rub out one side, or draw something in the centre. Tell the children to open their eyes. Ask *Is it still the same?* Encourage the children to tell you what is different. Sometimes leave the drawing exactly the same. You can do simple drawings, too, if you wish.

Extra activity

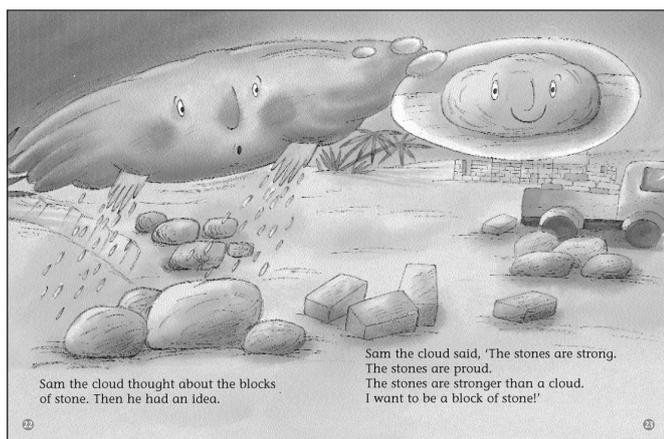
Brainstorm things which grow when they are rained on, e.g. flowers, trees, fruit, vegetables.

- Ask *What will happen next? What will Sam the cloud do?*

Wordcard activities

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

Pages 22 and 23



Word list

a, about, an, are, be, block(s), cloud, had, he, I, idea, of, proud, said, Sam, stone(s), strong, stronger, than, the, then, thought, to, want

Language summary

past simple tense, present simple tense, comparatives

Preparation

Wordcards: 1, 3, 6, 10, 16, 20, 21, 30, 61, 64, 72, 74, 97, 99, 104, 105, 112, 113, 116, 117, 119, 121, 122, 124, 129, 131, 135, 149, 150, 152, 153, 154

Materials

pictures of strong and weak things the children know in English, e.g. stone, paper, scissors, car, bubble, balloon, feather, string, cotton wool etc.

Before reading

- Before looking at the pages, teach *proud*. Write it on the board and explain what it means. Encourage the children to repeat it after you.
- 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. Ask *Is Sam happy? Is he thinking? How do you know? What is he thinking about? Why is he thinking about being a block of stone? Why does he think it would be good?*

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.
- Ask *Can you see the word proud?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or words the children need reminding of, e.g. *thought, idea, stronger than*.
- Invite two children to be the narrator and Sam. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 22. Say the following sentences and encourage the children to complete them:
Sam the cloud ... about the ... of
Then he had an
- Tell the children to look at the text on page 23. Say the following sentences and encourage the children to complete them:
Sam the cloud said, 'The stones are
The stones are
The stones are ... than a
I ... to be a ... of'
- Ask *Which words sound the same?* (proud, cloud).
- Ask *Why does Sam want to be a block of stone?* Encourage the children to find and read his reasons.
- Point to words at random and ask the children to read them.

- Put the children into pairs. Ask one child to turn back to pages 14 and 15 and read them. Ask the other to read pages 22 and 23. Ask *What words are different?* and encourage the children to compare the pages together.
- Write *proud* on the board. Ask *Which two letters does it start with? What sound do they make?* Elicit any other words that begin with *pr* (present, prize, prince, princess, pretty, programme).

After reading

- Draw a simple picture of a face with a large blank thought bubble. Write underneath it *I had an idea*. Draw your idea, e.g. a holiday idea, in the thought bubble. Say *I thought about a holiday*. and write it on the board. Ask the children to think about a subject, e.g. a favourite food, a favourite sport etc. Rub out *a holiday* in the sentence.
- Invite individual children to come out and draw their idea in the thought bubble. Rub out *I* in *I had an idea*. Ask the class to complete the sentence with the child's name. Then encourage the child to say *I thought about ...*
- Play a game with the children. Clean the board and stick the pictures you have brought in with you on the board. Make sure the children know the word for each picture. You start the game by choosing two pictures, e.g. the paper and the stone, and saying *The stone is stronger than the paper*. Then choose a child to look at the pictures, choose two objects and make a sentence. Continue around the room.

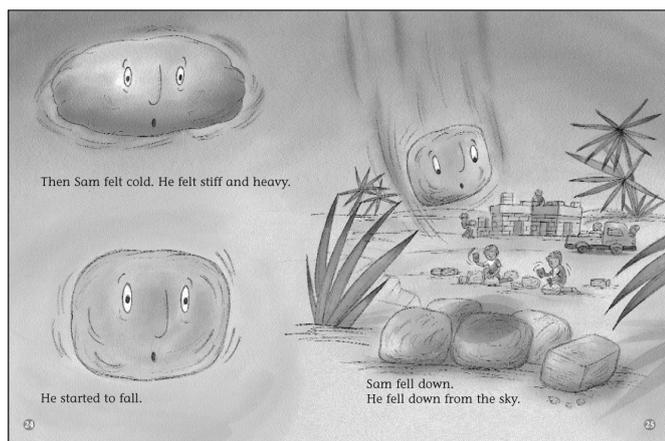
- Ask *Will Sam be happy as a block of stone? Why/Why not?*

Wordcard activities

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

- Do page 22 in the Comprehension and Vocabulary Workbook.

Pages 24 and 25



Word list

and, cold, down, fall, fell, felt, from, he, heavy, Sam, sky, started, stiff, the, then, to

Language summary

past simple tense

Preparation

Wordcards: 7, 31, 39, 41, 42, 43, 51, 65, 66, 105, 107, 109, 110, 121, 124, 131, 149

Materials

a piece of very stiff card

Before reading

- Before looking at the pages, teach *stiff* and *heavy*. Hold up the stiff card you have brought in with you. Try to bend it and say *stiff*. Stand up very straight and stiff and say *stiff*. Explain that if something is stiff, we cannot bend it easily. Ask the children to point to or hold up some stiff things in the classroom, e.g. a pencil, a book with hard covers, the door etc. Write *stiff* on the board and say each sound as you write it, e.g. /s/ /t/ /ɪ/ /f/ /stɪf/. Encourage the children to repeat it after you.

- Pick up a large pile of books and pretend that they are heavy. Try to carry them and say *heavy*. Write *heavy* on the board and encourage the children to repeat after you. Elicit other heavy things from the children.
- Tell the children to open their books to pages 24 and 25. Open your own book and hold it up to show the class.
- Tell the children to look at the pictures. Ask *What is happening?* and elicit that Sam is changing into a block of stone. Tell the children to look at page 24. Say *Look at the top picture? Is Sam still a cloud? Is he surprised? Why? What is happening to Sam's head in the bottom picture? What shape is he?*
- Tell the children to look at page 25. Ask *What is Sam? Why is he falling down from the sky? (he's heavy) Why is Sam worried? Where will he land?*

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.
- Ask *Can you see the word stiff? Can you see the word heavy?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or words the children need reminding of, e.g. *felt, fall/fell*.
- Invite different children to read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 24. Say the following sentences and encourage the children to complete them:
Then Sam felt
He felt ... and
He started to

- Tell the children to look at the text on page 25. Say the following sentences and encourage the children to complete them:
Sam
He fell down from the
- Say *Find a word that sounds the same as old (cold)*. Repeat for: *ball (fall), bell (fell), town (down), my (sky)*.
- Point to words at random and ask the children to read them. Read both pages together again as a class.
- Ask *What falls from the sky?* (rain, snow).
- Ask *Will Sam be happy as a block of stone? What will he do?*

Wordcard activities

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

After reading

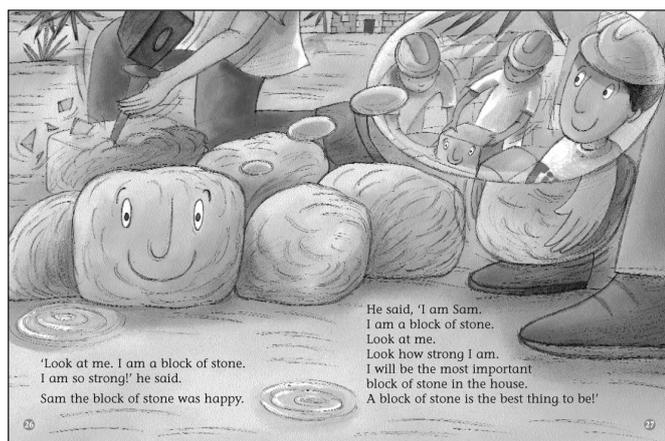
- Write *Sam felt cold*. on the board and ask the children to read it. Rub out *cold* and elicit other adjectives, e.g. *hot, angry, hungry, thirsty* etc.
- Write *cold* on the board. Change the *c* to an *h, s,* and *t* and read the new word each time.

Extra activity

Hold something heavy in your hand and let it drop. Ask the children to describe what happens and to try and explain why it happens. Encourage them to use words like *heavy* and *fall down*.

- Write *fall* on the board and ask the children to read it. Brainstorm words that sound the same, e.g. *ball, call, all, small*. Elicit what the past form of *fall* is (*fell*). Point to *fall* on the board and ask *What letter do we need to change?* Brainstorm words that sound the same as *fell*, e.g. *bell, smell, tell, sell*.

Pages 26 and 27



- Tell the children to look at the picture. Ask *What is Sam now? Is he happy? What is he thinking about?* (being put into the most important position in the house).
- Build a house of wooden blocks and decide with the children which block is the most important.
- Ask *Who is the man in the thought bubble? Who is Jim? What is the man doing behind Sam the block of stone? (cutting a block) Will this happen to Sam?*

Word list

a, am, at, be, best, block, happy, he, house, how, I, important, in, is, look, me, most, of, said, Sam, so, stone, strong, the, thing, to, was, will

Language summary

imperatives, present simple tense, past simple tense, *will* for the future, superlatives

Preparation

Wordcards: 1, 2, 11, 16, 17, 20, 62, 64, 65, 69, 70, 72, 75, 76, 78, 85, 89, 91, 97, 104, 105, 108, 112, 116, 121, 127, 131, 137, 145, 149, 150, 152, 153, 154

Materials

wooden blocks

During reading

- Ask *Can you see the word strong? Can you see the words the most important?*
- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it.
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or words the children need reminding of, e.g. the use of the future tense *I will be*, the phrase *the best thing*.
- Invite different children to read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 26. Ask *What did Sam say?*
- Tell the children to look at the page on 27. Say the following sentences and encourage the children to complete them:
He said, 'Look how ... I am.
I will be the most ... block of ... in the
A block of stone is the ... thing to be!'
- Ask *How many times does Sam say Look at me? How many times does he say I am a block of stone? (2).*

Before reading

- Before looking at the pages, teach the phrase *the most important*. Write it on the board and read it. Think of someone the children know who is important, e.g. the Principal of the school. Say *Mr/Miss/Mrs ... is an important person in the school. He/She is the most important person in the school.* Ask *Who is the most important person in the country?*
- Tell the children to open their books to pages 26 and 27.

- Say *Find all the words with two letters*. When the children have found them, encourage them to read them out loud (at, me, am, of, so, he, be, in, is, to). Then ask them to find all the three-letter words (the, was, Sam, how).
- Say *Find a word that sounds the same as book* (look). Repeat for: *clock* (block), *no* (so), *song* (strong), *phone* (stone), *fill* (will), *mouse* (house), *vest* (best), *wing* (thing).
- Ask *Which word has got two letters the same in the middle?* (happy) *What sound do the letters make?* /p/.

After reading

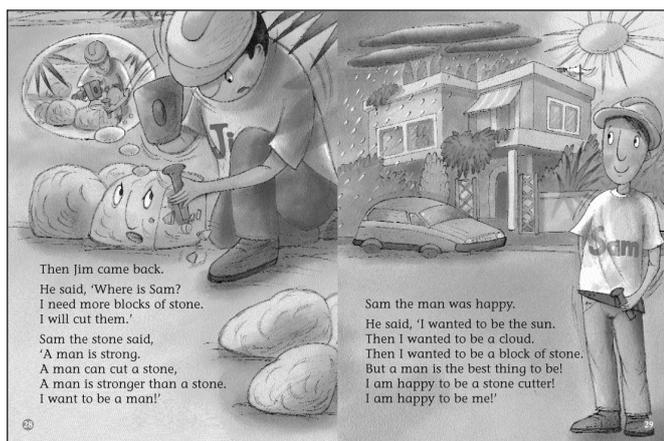
- Give the children some riddles to solve. Say *I am strong. I am heavy. I am cold. You can make a house with me. What am I?* (a block of stone). Prepare similar riddles for the sun and the cloud.
- Write *important* on the board and ask the children to read it. Show them how it can be broken down into three syllables, *im-port-ant* to make it easier to read. Ask *Who is important for you? Are your parents important? Why?*
- Write *me* on the board. Rub out the *m* and elicit other letters that can be added to make new words, e.g. *be, he, we, the*. Repeat with *to* and the *t*, e.g. *do, so*. Point out that even though these small words end with the same letter, they don't all sound the same.
- Write *block* on the board and ask the children to read it. Ask *What two letters does it start with? What sound do they make?* Elicit other words that start with these letters, e.g. *black, blue, blow, blood*. Repeat the activity with the *st* in *stone* (stand, star, start, station, stay, step, stairs, stick, stiff, story, strong, string).

Wordcard activities

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

- Do page 23 in the Comprehension and Vocabulary Workbook.

Pages 28 and 29



Word list

a, am, back, be, best, block(s), but, came, can, cloud, cut, cutter, happy, he, I, is, Jim, man, me, more, need, of, said, Sam, stone, strong, stronger, sun, than, the, them, then, thing, to, want, wanted, was, where, will

Language summary

past simple tense, *Wh* questions, *will* for the future, present simple tense, *can* for ability, comparatives, superlatives

Preparation

Wordcards: 1, 2, 5, 13, 16, 17, 20, 21, 23, 25, 26, 30, 33, 34, 62, 65, 72, 78, 80, 88, 89, 90, 93, 97, 104, 105, 112, 116, 117, 118, 119, 121, 123, 124, 127, 131, 135, 136, 137, 143, 145, 149, 150, 151, 152, 153, 154

Before reading

- Tell the children to open their books to pages 28 and 29. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 28. Ask *Is Sam happy? What is Jim doing? Is Sam angry? Why? What is Sam thinking? What does Sam want to be now?*

- Tell the children to look at the picture on page 29. Ask *Is Sam still a block of stone? What is he now? Is he happy? Can you see a cloud and the sun? Why are they in the picture?*

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.
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or words the children need reminding of, e.g. *came back, cut, stone cutter*.
- Invite three children to be the narrator, Jim and Sam. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 28. Ask *What did Jim say? Why did he need more blocks of stone? What did Sam say? Why did he think a man is stronger than a block of stone?*
- Tell the children to look at the text on page 29. Say the following sentences and encourage the children to complete them:
Sam the ... was
He said, 'I ... to be the
Then I ... to be a
Then I ... to be a ... of
But a ... is the ... thing to be!
I am ... to be a ...!
I am ... to be ...!'
- Say *Find the word sun. How many can you see? Repeat for cloud, stone, man, wanted, happy.*

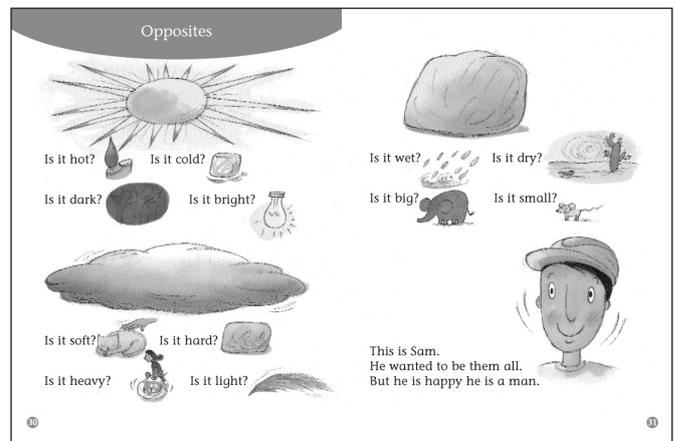
After reading

- Write *cut* and *but* on the board and ask the class to read them. Ask *Do they sound the same? What letters are the same?* Brainstorm other *-ut* words, e.g. *shut, nut*. Repeat with *can* and *man* (fan, pan, ran, van).
- Write *want* on the board and ask the children to read it. Brainstorm some things the children want. Now add *ed* to the end of the word to show them how to change it into the past tense. Ask the children to think of some things they wanted last year, but no longer want now.
- Ask *Will Sam be happy now he's a man again?* Talk about what the children might like to be when they are older.
- Ask *Did you like the way the story ended?*
- Give the children an opportunity to read the whole story through again either individually or with a partner.

Wordcard activities

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

Opposites



- Read the rhyme on pages 30 and 31 to and with the class. Talk about how the pictures help the children to work out what the words mean.
- Divide the children into four groups. Ask each group to read a verse each.
- Write one word from each pair of opposites on the board. Ask the class to tell you opposite each time.
- Do page 24 in the Comprehension and Vocabulary Workbook.

After reading

Response to the story

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

Characters

- *What did you think of Sam? Was he foolish to keep wanting to be something else?*

Setting

- *Where did the action take place when Sam was a stone, the sun, a cloud? Elicit all the places from the children.*

Plot

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

Moral issues

- You may wish to encourage the children to think that each of us is a bit like Sam. Most of us always want something more than we have got and as soon as we have got it, we are unhappy or bored with it and want something else!

Vocabulary

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

Follow-up ideas

Developing the story Ask the children to make up extra episodes of the story. Ask them to think about what else Sam might have wanted to be, e.g. the moon, snow, ice, the wind etc.

What I want to be when I grow up Ask the children to share their ideas on what they want to be when they grow up. Encourage them to say why. Talk about what skills they will need. Invite each child to do a large painting or drawing of what they want to be and have a display of them round the room.

The opposites game Make two sets of wordcards.

Set A: *hot, dark, soft, heavy, wet, big, happy*

Set B: *cold, bright, hard, light, dry, small, sad*

Divide the class into two teams. Mix up the two sets of cards and place them face down on your table. Invite one child from each team to come to the front, one at a time, and turn over two cards. If the child can read the words and the words are a pair of opposites, that team keeps those cards and scores one point. If the cards are not opposites or the child cannot read them, they are turned face down on the table again. The game continues until all the pairs of opposites have been found and there are no more cards on the table.