

The Bike Race



The story

In this Tom and Holly story, the family go to the park. Tom and Holly take their bikes. Tom meets some friends and when they are riding round the park, they meet Jake on his new bike. No-one likes Jake because he is a bully. Jake stops Tom and his friends and laughs at Tom's bike. Tom challenges him to a race. When Tom starts to win, Jake pushes him off his bike. Tom cuts his knee and damages his bike. Mum puts a plaster on his knee and Dad mends his bike. Tom and Holly then go for another ride, but once again Jake appears. Tom challenges Jake to another race. During the race, Jake's bike hits a stone and Jake falls off. Tom's Mum and Dad come to the rescue. Mum puts a plaster on Jake's knee and Dad mends his bike. Tom asks his Mum if they can all have an ice cream and invites Jake to join them. Jake apologises to Tom for being nasty to him and they become friends. They all go for a bike ride together.

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.
- If necessary, explain *race*. Ask *Do you have races? What races do you have? Who do you race with?*

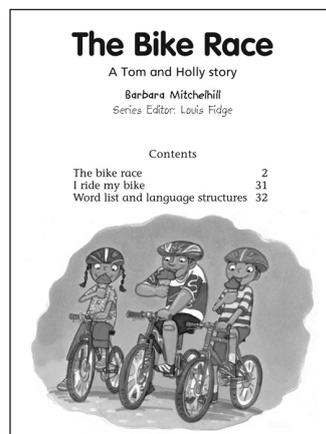
- Point out that this is another Tom and Holly story. If the children have read any other Tom and Holly stories, ask them what they can remember about the stories and the family.
- Point to the picture on the cover. Point to Holly and Tom in turn and ask *Who is this?* to remind the children of their names. Then ask *What is Tom riding? Is he having a race? Who with?* and elicit that it's a boy but that we don't know his name.
- Then ask *Is Tom happy? Is the boy happy? Are they riding on a path or on the grass? Where are Tom and Holly?* and elicit suggestions from the class.

Extra activity

Talk about where it is safe to ride a bike.

- Ask *Are Tom and the other boy going fast? How do you know? What are they wearing on their heads? Why? Is Holly happy? What is she doing? (cheering) Who is she cheering for? Has Holly got a bike? What clue is there in the picture? (her helmet).*
- Ask *Why is the story called The Bike Race? What will happen in the story?*

The contents page



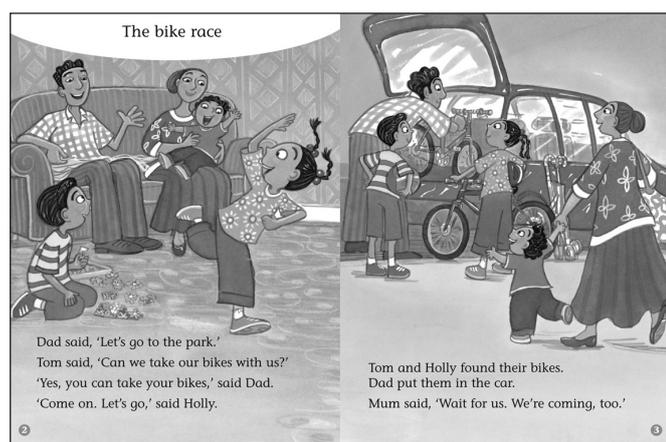
- Tell the children to open their books to the contents page. Open your own book and hold it up to show the class.
- Read the title again and encourage the children to read it with you.
- Point to the word *Contents* and the contents list. Elicit from the children what it tells them about the book (what is in it and on what page). Ask *What page does the story start on?*
- Tell the children to look at the picture. Ask *Are the children racing now? What are they eating? Are they happy? Do you like ice cream? What flavour do you like?*



The Bike Race Track 5

The story can be played at any time.

Pages 2 and 3



Word list

bike, bikes, can, car, come, coming, Dad, for, found, go, Holly, in, let's, Mum, on, our, park, put, race, said, take, the, their, them, to, Tom, too, us, wait, we, we're, with, yes, you, your

Language summary

past simple tense, *Let's, can* for requests and permission, imperatives, present continuous tense

Preparation

Wordcards: 16, 17, 23, 24, 25, 28, 29, 32, 43, 44, 48, 62, 67, 77, 88, 101, 103, 107, 113, 114, 117, 132, 136, 138, 140, 149, 150, 152, 155, 157, 160, 161, 171, 172, 173, 175, 177, 178, 179, 181, 182

Before reading

- Before looking at the pages, teach *park, bikes,* and *wait*. Draw a simple bike on the board and elicit what it is from the children, they may know the word. Write *bike* on the board next to it, say the word and encourage the children to repeat after you. Ask *Who has got a bike? What colour is it? Where do you ride it?*

- Write *park* on the board. Again see if the children can read it. Then say the word and encourage the children to repeat it after you. Ask *What can you do in the park?*
- Finally write *wait* on the board. Explain what it means and encourage the children to repeat it after you.
- Write *I like my bike.* on the board and ask the class to read it. Ask *What words sound the same?*
- Tell the children to open their books to pages 2 and 3. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 2. Ask *Who can you see?* If necessary, remind the children that the baby is called Joe. Then ask *Where are the family? What are they doing?* and talk about each person.
- Tell the children to look at the picture on page 3. Ask *What is Dad putting in the car? What are Tom and Holly holding under their arms? (their helmets) Where are the family going?* and elicit suggestions from the children. Then ask *Is Joe excited? Are Mum and Joe going to the car, too?*

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 each character.
- Ask *Can you see the word park? Can you see the word bike? Can you see the word wait?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words and expressions, e.g. *Come on*. Make sure the children understand that *found* is the past form of *find*. Also elicit from them why *bike* has an *s* on the end (plural).

- Invite five children to be the narrator, Dad, Tom, Holly and Mum. 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:
Dad said, 'Let's go to the'
Tom said, 'Can we ... our ... with us?'
- Then ask *What did Dad reply to Tom? What did Holly say?*
- Tell the children to look at the text on page 2. Say the following sentences and encourage the children to complete them:
Tom and Holly ... their
Dad ... them in the
- Then ask *What did Mum say? Who is us?* and elicit that it refers to Mum and Joe.
- Ask *Can you see Let's go. How many can you see? (2)*
- Say *Find all the words with two letters.* When the children have found them, encourage them to read them out loud (go, to, we, us, on, in, us). Repeat for three and four-letter words (3: Dad, the, Tom, can, our, yes, you, put, car, Mum, for, too; 4: said, let's, park, take, with, your, come, wait, we're).
- Invite eight children to the front of the class. Give each child a wordcard in random order. Use: *Wait, for, us, We're, coming, too.* 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 *Wait for us. We're coming, too.* When the children are in the correct order, write the sentences on the board.
- Point out that *Wait for us.* is an imperative. Play the imperatives game. Invite four children to the front of the room. Give them some commands using imperatives, e.g. *Shut your eyes. Hop on one foot. Shake your arm.* etc. All of the children must do the action immediately. The last one to react is out. Ask the rest of the class to watch closely to see who is last.
- Write *take* on the board and ask the class to read it. Rub out *t*. Elicit other letters that could replace it to make new words, e.g. *b, c, l, m, w, sh* etc.
- Write *found* on the board and ask the class to read it. Rub out *f*. Elicit other letters that could replace it to make new words, e.g. *r, s, gr* etc.
- Ask *Why did Dad suggest a visit to the park? How did Tom and Holly feel about going to the park? Was Joe excited? Is the park near or far? How do you know? (they are going by car).*

After reading

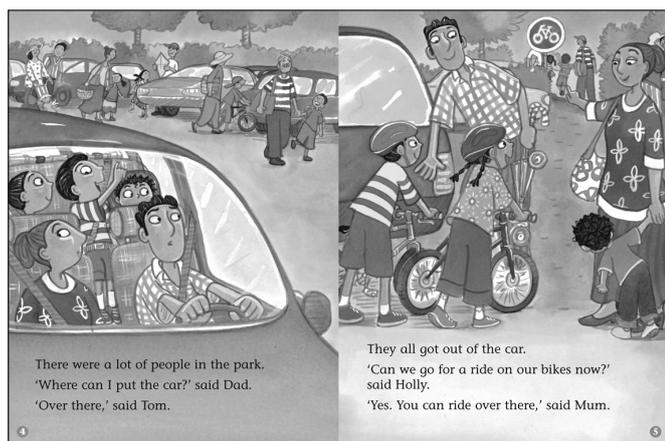
- Write *Let's go to the park.* on the board and ask the class to read it. Explain that *Let's go* is a way of making a suggestion.
- Rub out *park*. Elicit other places the children would like to go to, e.g. the shopping mall, the cinema, the swimming pool, the beach etc. and write them in the space one at a time. Ask the children to read the new sentence each time.

Wordcard activities

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

- Do page 49 in the Comprehension and Vocabulary Workbook.

Pages 4 and 5



Word list

a, all, bikes, can, car, Dad, for, go, got, Holly, I, in, lot, Mum, now, of, on, our, out, over, park, people, put, ride, said, the, there, they, Tom, we, were, where, yes, you

Language summary

past simple tense, *a lot of*, prepositions, *Wh* questions, *can* for ability, requests and permission

Preparation

Wordcards: 1, 3, 17, 23, 24, 25, 32, 43, 48, 51, 62, 63, 67, 83, 88, 95, 96, 101, 103, 104, 105, 106, 107, 108, 113, 116, 117, 136, 142, 143, 146, 150, 160, 163, 165, 172, 174, 177, 178, 179, 181, 182

Before reading

- Before looking at the pages, teach *a lot of* and *people*. Draw a lot of stars on the board. Write *a lot of stars* underneath. Say it and encourage the children to repeat it after you. Ask *Is there one star? Are there two stars? How many stars are there?* and try to elicit *a lot of stars*. Look around the classroom and ask the children to find other things that there are a lot of, e.g. children.

- Write *people* on the board and ask the children to read it. If necessary, explain what it means. Then ask *How many people are there in this room?* and count with the children. Write *a lot of people* on the board and ask the children to read it.
- 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 *Where are they?* (in the car park at the park) *How many cars can you see in the car park?* *How many people can you see?* *Why is Dad worried?* (he can't find anywhere to put his car) *What is Tom pointing to?* (a space for their car).

Extra activity

Talk about wearing seatbelts and why it is a good idea.

- Tell the children to look at the picture on page 5. Ask *Have Holly and Tom got their bikes?* *What have they put on their heads?* (helmets) *Why?* *What is Mum pointing to?* and point out the sign with the bike on it. Ask *What does this sign mean?* (you can cycle here).
- Then ask *What is Holly asking Mum?* *What is Mum 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 a different voice for each character.
- Ask *Can you see the phrase a lot of? Can you see the word people?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions.
- Invite five children to be the narrator, Dad, Tom, Holly, and Mum. 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 4. Say the following sentences and encourage the children to complete them:
There were a ... of ... in the
'Where can I ... the ... ?' said Dad.
'... ,' said Tom.
- Tell the children to look at the text on page 5. Ask *What did Holly ask? What did Mum say?*
- Ask *How many questions can you see on pages 4 and 5? (2)*. Invite different children to read them out loud.
- Ask *Which words start with /ð/? (there, the, they).*
- Say *Find the word of. How many can you see? (2)*. Repeat for *can (3), over (2), said (4), ride (2)*.
- Say *Find the words there and where. What letters are the same? Do they sound the same?*

After reading

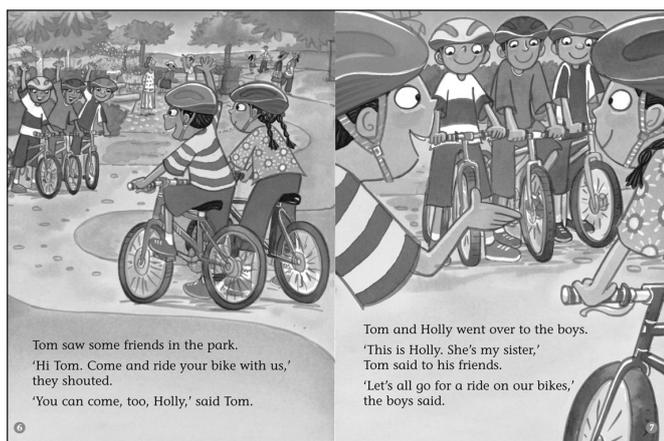
- Write *Where can I put the car?* on the board and ask the class to read it. Rub out *car* and write in *book*. Invite a child to the front and give him/her a book. Ask the child to read the question on the board. Answer by saying *Over there.* and point to where you want the book to go. Encourage the child to put the book in the correct place. Repeat with other children and different places.
- Write *get into* and *get out of* on the board. Say *I get into my car.* and mime the action. Then say *I get out of my car.* and mime the action. Ask different children to mime the actions, too, in random order, to make sure they understand.
- Write *ride* on the board and ask the class to read it. Rub out *r*. Elicit other letters that could replace it to make new words, e.g. *h, s, w*.
- Write *out* on the board and ask the class to read it. Ask *What word sounds the same and means to say something very loudly? (shout)* *What sound does it begin with?*
- Draw the sign from page 5 on the board and elicit what it means (you can ride your bikes here). Ask the children to talk about any other signs they can think of.

Wordcard activities

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

- Do page 50 in the Comprehension and Vocabulary Workbook.

Pages 6 and 7



- 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 *Who is Tom waving to?* (some children) *Is Tom happy to see them? Do they know him? How do you know?* (they are waving and smiling at him) *Are his friends boys or girls? (boys) Have they got bikes, too? Does Holly know them? Is she waving?*

Extra activity

Look at the people in the background and talk about what they are doing.

- Tell the children to look at the picture on page 7. Ask *What is Tom saying to his friends?* Point out his hand gesture to help the children guess that he is introducing Holly to them. Ask *Do Tom's friends look nice?*

Word list

a, all, and, bike, bikes, boys, can, come, for, friends, go, Hi, his, Holly, in, is, let's, my, on, our, over, park, ride, said, saw, she's, shouted, sister, some, the, they, this, to, Tom, too, us, went, with, you, your

Language summary

past simple tense, imperatives, *can* for permission, present simple tense, *Let's*

Preparation

Wordcards: 1, 3, 5, 16, 17, 19, 23, 27, 28, 43, 46, 48, 58, 60, 62, 67, 68, 77, 89, 101, 103, 105, 107, 116, 117, 118, 121, 123, 125, 126, 136, 145, 147, 149, 150, 152, 153, 162, 171, 174, 175, 177, 178, 181, 182

Before reading

- Before looking at the pages, teach *friend* and *sister*. Write both of them on the board, say them and ask the children to explain what they mean. Encourage them to repeat after you. Ask *What sound does friend start with?* (/fr/). Elicit any other words the children know that start with /fr/, e.g. *from, frog, fry, frightening, front*. Ask *Have you got a sister? How old is she?*

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 friends? Can you see the word sister?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *Hi*. Make sure the children know that this is a friendly way of saying *Hello*.
- Invite two children to be the narrator and Tom. The rest of the class can be the friends. 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:
Tom saw some ... in the

'Hi Tom. Come and ... your ... with us,' they

- Then ask *What did Tom say to Holly?*
- Tell the children to look at the text on page 7. Ask the following questions and encourage them to find and read the answers on the page:
What did Tom say to his friends?
What did the boys say to Tom and Holly?
- Elicit why we use speech marks in English.
- Say *Find the words some and come. What letters are the same? What letter is different? Do they sound the same?*
- Say *Find a word with the sound /ɑ:/ in it (park). Repeat for /ʃ/ (shouted, she's), /ɔɪ/ (boys), /u:/ (too), /ɔ:/ (for).*

After reading

- Invite eight children to the front of the class. Give each child a wordcard in random order. Use: *Tom, saw, some, friends, in, the, park*. 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 *Tom saw some friends in the park*. When the children are in the correct order, write the sentence on the board.
- Rub out *friends* and ask the class to suggest other words that could replace it, e.g. *children, girls, swings, birds, trees* etc.
- Write *This is Holly. She's my sister.* on the board and ask the class to read it. Rub out *sister* and write in *friend*. Invite pairs of girls to come to the front and introduce each other to the class by saying *This is (name). She's my friend.*
- Then invite two boys to the front. Point to the sentence on the board and elicit what word you need to change in the sentence. Encourage the boys to introduce each other.

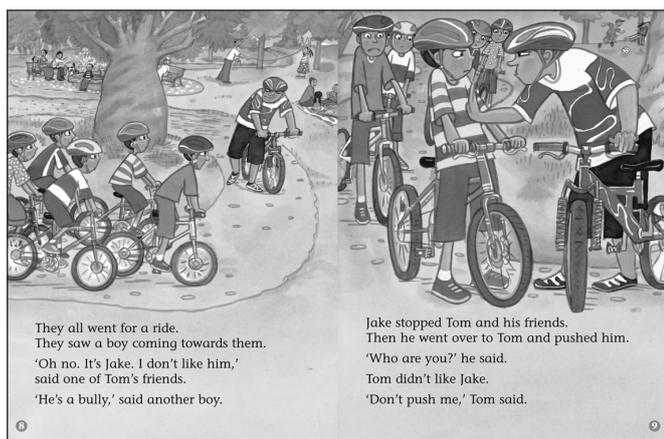
- Play the word-changing game with *can*. Write the word on the board. Ask the children to read it. Then say each individual sound in the word, e.g. (/k/ /æ/ /n/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /kæn/ encouraging the children to repeat after you. Rub out the *n* and write in a *t*. Encourage the children to read the new word. Then rub out the *c* and write in an *h* and ask the children to read it (*hat*). Continue changing one letter at a time to make new words.
- Write *all* on the board and ask the class to read it. Elicit words that rhyme with it, e.g. *ball, call, fall, mall, tall, wall*.
- Write *one friend* and *one bike* on the board. Change *one* to *two* and elicit what happens to the spelling of each noun (add an *s*).
- Ask *Was Tom kind to Holly? How?* Talk about ways in which we can be kind by inviting others to join in our games with us.
- Ask *Where will they ride their bikes? Will they race? What will happen?*

Wordcard activities

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

- Do page 51 in the Comprehension and Vocabulary Workbook.

Pages 8 and 9



Word list

a, all, and, another, are, boy, bully, coming, didn't, don't, for, friends, he, he's, him, his, I, it's, Jake, like, me, no, of, oh, one, over, push, pushed, ride, said, saw, stopped, them, then, they, to, Tom, Tom's, towards, went, who, you

Language summary

past simple tense, prepositions, present simple tense, *Wh* questions, imperatives

Preparation

Wordcards: 1, 3, 5, 7, 8, 18, 21, 29, 33, 34, 35, 43, 46, 53, 55, 59, 60, 63, 70, 71, 78, 84, 92, 96, 98, 102, 105, 110, 111, 116, 117, 118, 131, 140, 141, 146, 149, 150, 151, 153, 162, 166, 173, 177, 178, 179, 181, 182

Before reading

- Before looking at the pages, teach *bully* and *push*. Write *bully* on the board and explain what it means.
- Then write *push* on the board. Encourage the children to read it and invite one of them to demonstrate what it means. If necessary, demonstrate yourself.
- 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 *Where are they riding their bikes? On the grass or on the path? Why? Is the path straight? Is anyone coming towards the children? Do we know him? Does he look nice? Is his bike old or new?*

Extra activity

Ask the class to talk about other things that are happening in the background.

- Tell the children to look at the picture on page 9. Ask *Are the children still riding their bikes? What is the boy doing to Tom? Does he look nice? Is Tom worried? Are the other children worried? Why? How do they feel?*

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for each character.
- Ask *Can you see the word bully? Can you see the word push?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *towards*. Make sure the children know that *pushed* is the past form of *push*.
- Invite five children to be the narrator, Tom's friend, the other boy, Jake and Tom. They can read both pages out loud.
- Read both pages again together as a class.

- Tell the children to look at the text on both pages. Ask the following questions and encourage them to find and read the answers on the page:
Did Tom and Holly see a boy or girl coming towards them?
What was the boy's name?
What was the boy?
Did Tom like Jake?
What did Tom say to Jake?
- There are several contractions on pages 8 and 9 (*it's, don't, he's, didn't*). Find each one and make sure the children know the longer form of each. Elicit which letters have been removed to make the contraction.
- Say *Find a word with the sound /ɔ:/ in it. (saw)*. Repeat for /ð/ (they, them, another, then), /ʃ/ (push, pushed), /h/ (him, he's, he, who).
- Say *Find a word that sounds the same as hide. (ride)*. Repeat for *bike (like), toy (boy)*.
- Say *Find all the words with more than five letters (coming, towards, friends, another, pushed)*.
- Ask *What will Jake do now? What will Tom do? What will happen next?*

Wordcard activities

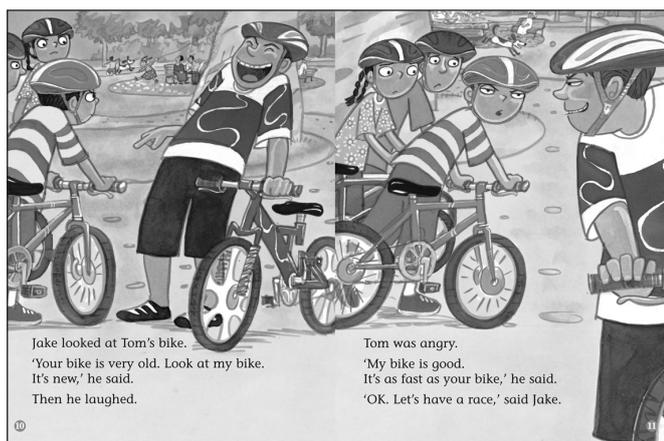
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 52 in the Comprehension and Vocabulary Workbook.

After reading

- Play *Where am I going?*. Walk towards the door and ask, *Where am I going?* Elicit the answer *You are going towards the door*. Walk towards other objects in the room, e.g. your table, the window etc and ask the same question each time.
- Write *bully* on the board. Talk about what a bully does. Ask *Why did Jake push Tom? Was Tom brave to say Don't push me? What do you think of bullies?*
- Write sentences from page 9 on the board in a jumbled order. Ask the class to read each one. Ask *Which sentence is first? Next?* etc. until they are numbered in the same order as on page 9 of the reading book.

Pages 10 and 11



Word list

a, angry, at, bike, good, have, he, is, it's, Jake, laughed, let's, look, looked, my, new, OK, old, race, said, then, Tom, Tom's, very, was, your

Language summary

past simple tense, present simple tense, adjectives, imperatives, comparisons as ... as, Let's

Preparation

Wordcards: 1, 6, 10, 16, 50, 52, 53, 68, 70, 71, 74, 77, 81, 82, 89, 90, 91, 99, 100, 114, 117, 141, 150, 151, 154, 159, 175, 176, 177, 178, 181, 182

Materials

two of the same object: one old and one new
two sets of cards with words written on them – Set A: *new, fast, hot, dark, soft, heavy, wet, big, happy*; Set B: *old, slow, cold, bright, hard, light, dry, small, sad*

Before reading

- Before looking at the pages, teach *old* and *new*, *laugh*, *angry* and remind the children of *race*. Hold up the old object you have brought in with you and say *old*. Then hold up the new object and say *new*. Hold up each object in turn and ask *Is it old? Is it new?* to make sure the children understand. Explain that the words are opposites.
- Write *laugh* on the board. Say it and then laugh to show the children what it means. Encourage the children to laugh and then to repeat the word after you.
- Then write *angry* on the board and make an angry face. Say the word in an angry voice and encourage the children to do the same.
- Ask *What makes you laugh? What makes you angry?*
- 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 look at Jake and Tom's bikes. Ask *Which bike is new? Which bike is old?* Then ask *What is Jake doing? What is he laughing at?* and elicit suggestions from the class. Then ask *How does Tom feel?*
- Tell the children to look at the picture on page 11. Ask *What is Tom saying to Jake?* and elicit suggestions from the class. Ask *Is Jake being nice? How do you know? Is Tom angry? How do you know?*

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for each character.

- Ask *Can you see the word new? Can you see the word old? Can you see the word angry? Can you see the word laughed?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *as fast as, OK*. Make sure the children know that *laughed* is the past form of *laugh*.
- Invite three children to be the narrator, Jake and Tom. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on both pages. Ask the following questions and encourage them to find and read the answers on the page:
What did Jake look at?
What did Jake say about Tom's bike?
What did Jake say about his own bike?
Who laughed?
How did Tom feel?
What did Tom say about his bike?
Who said, 'Let's have a race.'?
- Ask *Which two words end with the letters ed? (looked, laughed) What sound do the letters make? (/t/).*
- Point to different words at random and ask the children what they say.

After reading

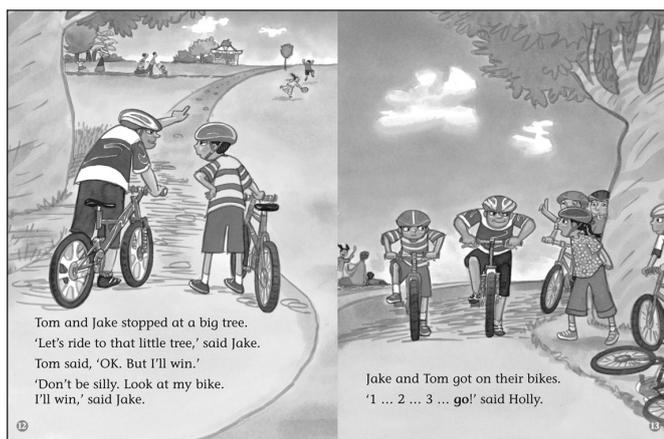
- Play the opposites game. Use the two sets of cards you have made. Divide the class into two teams. Mix up the two sets of cards and place them face down on your table. Invite one child from each team to come to the front one at a time and turn over two cards. The child must read the cards out loud and decide if they are opposites. If the words are a pair of opposites, that team keeps the cards and scores one point. If the cards are not opposites, 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.
- Write *old* on the board. Elicit what letters could go in front of it to make some new words, e.g. *c, f, h, s, t*.
- Ask *Is it kind to laugh at people or at other people's things? Why not? How does it make people feel? Are new things always better than old things?*
- Ask *Is a race a good idea? Will Tom have a race? What will happen?*

Wordcard activities

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

- Do page 53 in the Comprehension and Vocabulary Workbook.

Pages 12 and 13



Word list

a, and, at, be, big, bike, bikes, but, don't, go, got, Holly, I'll, Jake, let's, little, look, my, OK, on, ride, said, silly, stopped, that, their, to, Tom, tree, win, 1, 2, 3

Language summary

past simple tense, adjectives, *Let's, will* for the future, present simple tense, imperatives

Preparation

Wordcards: 1, 5, 10, 13, 15, 16, 17, 22, 35, 48, 51, 62, 65, 71, 77, 79, 81, 89, 99, 101, 116, 117, 124, 131, 135, 138, 149, 150, 154, 168, 177, 178, 180, 181, 182, 183, 184, 185

Before reading

- Before looking at the pages, teach *win* and *silly*. Write *win* on the board one letter at a time and say each sound /w/ /ɪ/ /n/ /win/. Explain what it means. Elicit any words the children know that sound the same, e.g. *bin, pin, chin*.
- Write *silly* 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 12 and 13. Open your own book and hold it up to show the class.

- Tell the children to look at the picture on page 12. Ask *What are Jake and Tom standing next to?* (a big tree) *What is Jake pointing to?* (a little tree in the distance) *What is Jake saying to Tom?* and elicit suggestions from the class. Then ask *Is the path straight or bendy?*
- Tell the children to look at the picture on page 13. Ask *Are Tom and Jake ready to start their race?* Point out the look on both their faces! Then ask *Are the other children in the race? What are they doing? Who is starting the race? Why has Holly got her hand up? What is she 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 a different voice for each character.
- Ask *Can you see the word silly? Can you see the word win?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *Don't be silly*. Make sure the children understand that *I'll* is the contraction of *I will*.
- Invite four children to be the narrator, Tom, Holly and Jake. 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:
Tom and Jake ... at a
'Let's ... to that ... tree,' said Jake.
Tom said, 'OK. But I'll'
- Ask *Why did Jake tell Tom not to be silly? Why did he tell Tom to look at his bike?* (Jake thought his bike was newer and better than Tom's).

- Tell the children to look at page 13. Ask *What did Holly say on page 13?*
- Tell the children to look at both pages. Say *Find a word that sounds the same as dig (big)*. Repeat for: *three (tree), hat (that), pin (win), me (be), book (look), hot (got), no (go)*.

After reading

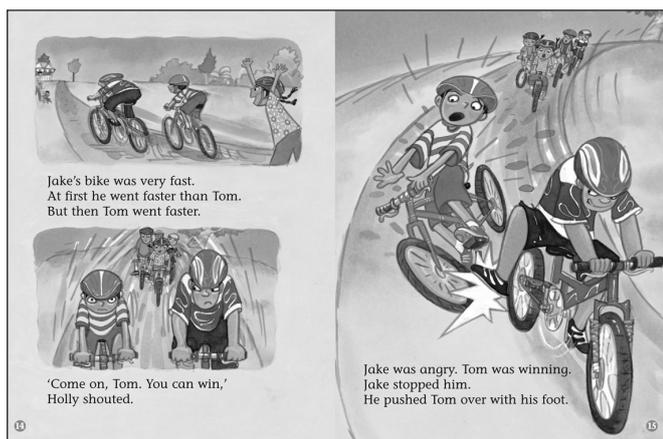
- Write *Tom and Holly stopped at a big tree* on the board. Ask *Is it right?* Elicit what word needs to change to make it right.
- Ask the class to close their eyes. Change *big* to *little* and ask the class to open their eyes, read the sentence and say what has changed. Repeat this with other words in the sentence.
- Invite eight children to the front of the class. Give each child a wordcard in random order. Use: *Jake, and, Tom, got, on, their, bikes*. 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 *Jake and Tom got on their bikes*. When the children are in the correct order, write the sentence on the board.
- Ask the children holding *Jake* and *Tom* to change places. Elicit whether it changes the meaning of the sentence.
- Play the word-changing game (see page 8, **After reading**) with the word *got*.
- Write *stopped*, *little*, *that* and *silly* on the board. Ask the children to find a smaller word hiding inside each of the words.
- Ask *Who will win the race?*

Wordcard activities

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

- Do page 54 in the Comprehension and Vocabulary Workbook.

Pages 14 and 15



Word list

angry, at, bike, but, can, come, fast, faster, first, foot, he, him, his, Holly, Jake's, on, over, pushed, shouted, stopped, than, then, Tom, very, was, went, win, winning, with, you

Language summary

past simple tense, comparison *-er than*, *can* for ability, adjectives, past continuous tense

Preparation

Wordcards: 6, 11, 16, 22, 23, 28, 37, 38, 40, 42, 53, 54, 59, 60, 62, 72, 101, 105, 111, 123, 131, 133, 141, 150, 156, 159, 162, 168, 170, 171, 174, 177, 178, 181, 182

Before reading

- Before looking at the pages, teach *foot*, *first* and *push over*. Point to your foot and say *foot*. Encourage the children to do the same. Write *foot* on the board.
- Write *first* on the board. Say it and elicit an example of how to use it from the children.
- Then write *push over* on the board. Stand a book up on your table and push it over. Say *push over* as you do this. Encourage the children to copy you and to say *push over*.

- 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 top picture on page 14. Ask *Are the bikes going fast? How do you know? Who is going faster? Who is first?*
- Now tell the children to look at the picture at the bottom of the page. Ask *Is Jake worried? Why? Where are Holly and the other children? What is Holly shouting?* and elicit suggestions from the children.
- Tell the children to look at the picture on page 15. Ask *What is Jake doing? What is happening to Tom? Why did Jake push Tom? Is Jake happy? Is Tom happy? How do Holly and the other children feel?*

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 Holly.
- Ask *Can you see the word win? Can you see the words pushed over?* NB It is split, so you may need to help the children find it.
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *went faster than*. Elicit how *very* changes the meaning of *fast*.
- Invite two children to be the narrator and Holly. 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:
... bike was very
At ... he went ... than Tom.
But then ... went
'Come on, Tom. You can ... ,' Holly shouted.

- Tell the children to look at the text on page 15. Say the following sentences and encourage the children to complete them:
Jake was ...
Tom was ...
Jake ... him.
He ... Tom over with his ...
- Say *Find the word he. Who is he?* and elicit that it refers to Jake. Repeat for *you* on page 14, *him* and *he* on page 15.
- Say *Find all the words with two letters.* When the children have found them, encourage them to read them out loud (at, he, on). Repeat for three and four-letter words (3: was, but, Tom, you, can, win, was, him, his; 4: bike, very, fast, went, than, then, come, Jake, over, foot, with).
- Ask *What will happen next? Will Tom be OK? Will Tom's bike be OK?*

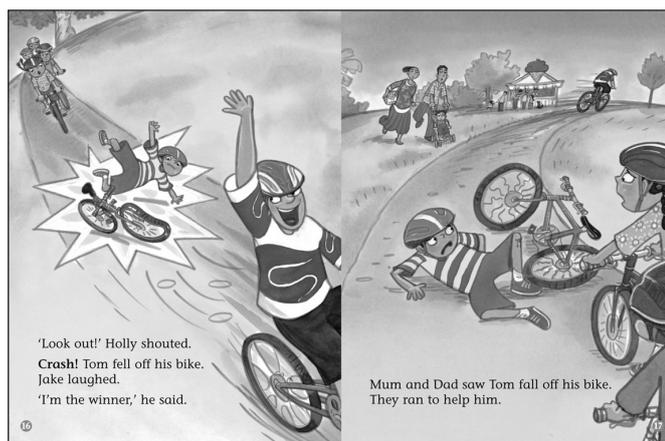
Wordcard activities

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

After reading

- Draw a picture of a car and a bike on the board. Ask *Which is faster?* Write *A car can go faster than a bike.* on the board and ask the class to read it. Compare other things in a similar way, e.g. a rocket and an aeroplane, a snail and a rabbit, an elephant and a lion etc.
- Write *fast* on the board and ask the class to read it. Rub out the *a* and change it to *ir* to make *first*. Ask the class to read it. Then ask *What is the opposite of first?* (last).
- Write *last* and *fast* on the board. Ask *What letters are the same? What letters are different? Do they sound the same?*
- Write *Jake was happy.* on the board. Ask *Is it right?* and elicit the correct sentence. Repeat with *Holly was winning.* and *Jake pushed Tom over with his hand.*
- Ask *Why did Jake get angry?* Talk about how we all like to win, but how some people don't like to lose. Talk about how Jake cheated and was unfair and unkind.

Pages 16 and 17



Word list

and, bike, crash, Dad, fall, fell, he, help, him, his, Holly, I'm, Jake, laughed, look, Mum, off, out, ran, said, saw, shouted, the, they, to, Tom, winner

Language summary

imperatives, past simple tense, present simple tense

Preparation

Wordcards: 5, 16, 30, 32, 36, 39, 53, 56, 59, 60, 62, 66, 71, 74, 81, 88, 97, 104, 115, 117, 118, 123, 136, 146, 149, 150, 169, 177, 178, 180, 181, 182

Before reading

- Before looking at the pages, teach *fall off*. Write it on the the board and explain what it means. If you wish, you can fall off your chair to demonstrate what it means. Encourage the children to repeat it after you.
- 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 *What happened to Tom? What happened to his bike? Is it broken? Why is Jake happy? (he won the race) Did he really win? What did he do in the race? Are Holly and Tom's friends worried? Why?*
- Tell the children to look at the picture on page 17. Ask *Is Tom hurt? What has he hurt? Is Holly worried? Where is Jake now? (cycling off in the background) Where are Tom's Mum and Dad? Are they walking or running towards Tom? Are they happy or worried?*

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 words fell off?* Explain that *fell off* is the past form of *fall off*.
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions.
- Invite three children to be the narrator, Holly and Jake. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on both pages. Say the following sentences and encourage the children to complete them:
'... !' Holly shouted.
Tom ... his bike.
Jake
'I'm the ... ,' he said.
... and ... saw Tom fall off his
They ... to ... him.
- Ask *How many exclamation marks can you see?* Elicit why they are used.
- Ask *Why is Crash darker than the other words?* and elicit suggestions from the children (it's a noise, it's loud).

- Ask *How many words have got double letters in them?* Encourage the children to read them out loud (Holly, fell/fall, off, winner).
- Say *Find out and shouted on page 16. Can you see out hiding in shouted?*
- Find all the words with three letters. When the children have found them, encourage them to read them out loud (out, Tom, off, his, the, Mum, and, Dad, saw, ran, him). Repeat for four-letter words (look, fell, bike, Jake, said, fall, they, help).
- Write *fell off* on the board and elicit the opposite of *off* from the children (on). Say some more prepositions and ask them for their opposites, e.g. *in – out, over – under, behind – in front of, up – down, towards – away from* etc.
- Ask *Was it kind of Jake to laugh? What do you think of Jake now?*
- Talk about how Tom's helmet protected his head.
- Ask *Will Mum and Dad help Tom? What will they do? Will Holly help him? What will Jake do?*

After reading

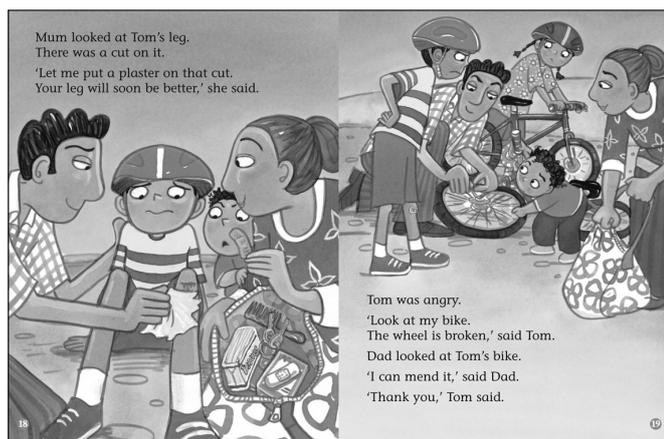
- Write *Look out!* on the board and ask the class to read it. Ask *Do we say it quietly or loudly? Why?* Elicit situations when they might shout *Look out!*
- Write *crash* on the board. Ask *What sound does it end with? (/ʃ/)*. Rub out *cra*. Elicit other words that end with /ʃ/, e.g. *fish, dish, smash, push, bush*.
- Invite six children to the front of the class. Give each child a wordcard in random order. Use: *Tom, fell, off, his, bike*. 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 *Tom fell off his bike*. When the children are in the correct order, write the sentence on the board.
- Rub out *his bike*. Elicit other things it is possible to fall off, e.g. a ladder, a wall, a chair etc.
- Write *off* on the board and ask the class to read it. Then rub out an *f* and ask the class to read the new word (/ɒv/). Point out how the extra *f* changes the sound. Ask the children to make up sentences using both *of* and *off* correctly.

Wordcard activities

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

- Do page 55 in the Comprehension and Vocabulary Workbook.

Pages 18 and 19



Word list

a, angry, at, be, better, bike, broken, can, cut, Dad, I, is, it, leg, let, look, looked, me, mend, Mum, my, on, plaster, put, said, she, soon, thank, that, the, there, Tom, Tom's, was, wheel, will, you, your

Language summary

past simple tense, prepositions, *Let, will* for the future, imperatives, present simple tense, *can* for ability

Preparation

Wordcards: 1, 6, 10, 13, 14, 16, 20, 23, 31, 32, 63, 68, 69, 75, 76, 81, 82, 84, 86, 88, 89, 101, 109, 113, 117, 120, 127, 134, 135, 136, 143, 150, 151, 159, 164, 167, 173, 176, 177, 178, 181, 182

Materials

a sticking plaster, a broken toy

Before reading

- Before looking at the pages, teach *plaster, cut (n), wheel, broken* and *mend*. Hold up the plaster and say *plaster*. Write it on the board. Encourage the children to repeat it after you. Ask *When do we use a plaster?* Write *cut* on the board and explain what it means. Ask *Have you got a cut?* Children have usually got cuts so one of them is sure to have a cut to show to the class.
- Write *wheel* on the board. Draw a picture of a wheel and say the word. Encourage the children to repeat it after you. Ask *How many wheels has a bike got? How many wheels has a car got?*
- Hold up the *broken toy*. Say *broken* and look sad. Write *broken* on the board and encourage the children to repeat it after you. Then say *I can mend it.* and write *mend* on the board. Try to mend the broken toy to demonstrate what it means.
- 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 is Dad doing?* (he's cleaning Tom's cut knee with a tissue) *What is Mum holding in her hand? What can you see in Mum's bag? Is Tom crying? Is Joe worried? Are Mum and Dad worried?* Explain that they are trying to reassure Tom and cheer him up.
- Tell the children to look at the picture on page 19. Ask *What is Dad doing now?* (he's mending the wheel of Tom's bike) *Who is trying to help him?* (Joe) *Why is Tom angry? What are Holly and Mum doing?*

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for each character.
- Ask *Can you see the word plaster? Can you see the word cut? Can you see the word wheel? Can you see the word broken? Can you see the word mend?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *soon, better*.
- Invite four children to be the narrator, Mum, Tom and Dad. 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. Say the following sentences and encourage the children to complete them:
... looked at Tom's
There was a ... on it.
'Let me put a ... on that
Your ... will ... be ... ,' she said.
- Tell the children to look at the text on page 19. Say the following sentences and encourage the children to complete them:
Tom was
'Look at my
The ... is ... ,' said Tom.
... looked at Tom's
'I can ... it,' said Dad.
- Say *Find a word that sounds the same as* cooked (looked). Repeat for: *peg* (leg), *wet* (let), *moon* (soon), *letter* (better), *sky* (my), *feel* (wheel), *bend* (mend).

After reading

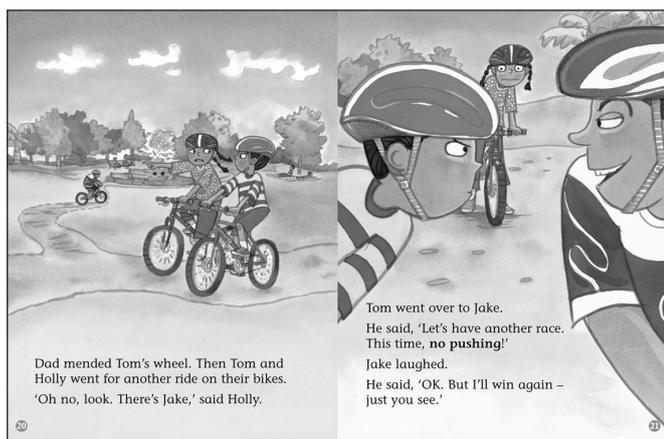
- Write *Let me put a plaster on that cut.* on the board. Ask the class to read it. Write *Let me help you.* under it and ask the class to read it. Explain what *let me* means in both sentences (allowing something to happen). Ask a child to do a job, e.g. give out some books. Then say *Let me help you.* and help the child with the job. Repeat this with other children and other jobs.
- Talk about the importance of cleaning cuts and what might happen if they get dirt in them.
- Talk about the importance of remembering to say *Thank you.* when someone helps you.
- Ask *What will Tom do now? Will his bike be OK?*

Wordcard activities

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

- Do page 56 in the Comprehension and Vocabulary Workbook.

Pages 20 and 21



- Tell the children to look at the picture on page 20. Ask *What are Tom and Holly doing? Is Tom's bike OK now? Who is Holly pointing at? What is she saying to Tom?* and elicit suggestions from the children.

Extra activity

Ask the class to talk about other things they can see happening in the park in the background.

Word list

again, and, another, bikes, but, Dad, for, have, he, Holly, I'll, Jake, just, laughed, let's, look, mended, no, Oh, OK, on, over, pushing, race, ride, said, see, their, then, there's, this, time, to, Tom, Tom's, went, wheel, win, you

Language summary

past simple tense, present simple tense, *Let's*, imperatives, *will* for the future

Preparation

Wordcards: 2, 5, 7, 17, 22, 32, 43, 52, 54, 62, 65, 71, 73, 74, 77, 80, 87, 92, 99, 101, 105, 112, 114, 116, 117, 119, 138, 141, 144, 147, 148, 149, 150, 151, 162, 164, 168, 173, 177, 178, 181, 182

Before reading

- Before looking at the pages, teach *another*. Hold up a book and say *Here is a book*. Now hold up another book and say *Here is another book*. Write *another* on the board. Encourage the children to repeat it after you. Explain that it means *one more*. Repeat the activity with other classroom objects, e.g. pencils etc.
- 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 21. Ask *Why is Tom talking to Jake? Is Tom angry? What is he saying to Jake?* and elicit suggestions from the children. Ask *Is Jake angry? How does he feel? What is Holly doing? How does she feel?*

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for each character.
- Ask *Can you see the word another? How many can you see?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *Oh no, Just you see*. Also explain that *No pushing!* means *Don't push*.
- Invite four children to be the narrator, Tom, Holly and Jake. 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:
Dad ... Tom's
Then Tom and Holly went for ... ride on their

- Then ask *What did Holly say to Tom? Why did she say this?*
- Tell the children to look at the text on page 21. Ask the following questions:
Did Jake go over to Tom?
What did Tom say to Jake?
What did Jake say?
- Ask *Why is no pushing darker than the other words?* (Tom shouts it because he's angry).
- Find two words with the sound /i:/ in. (wheel, see)
- Ask the children to find and read all the two, three and four-letter words.
- Ask *Was Tom silly to go over and talk to Jake again? Is another race a good idea? What will happen next?*

Wordcard activities

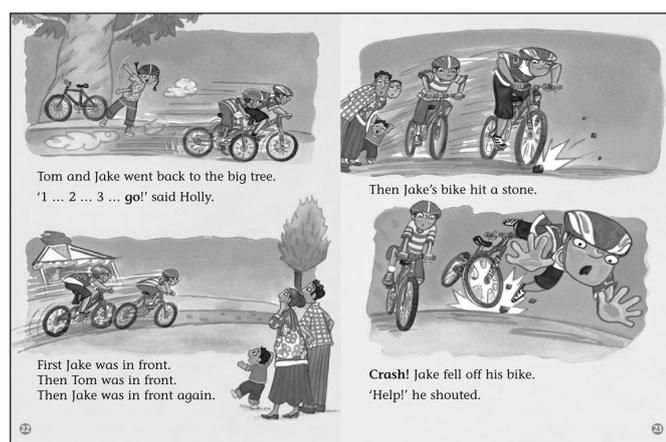
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 57 in the Comprehension and Vocabulary Workbook.

After reading

- Write *No pushing* on the board and ask the class to read it. Then write the following on the board:
No running
No entry
No parking
No talking
- Ask the children to read as many of them as they can and explain any that they are unsure of. Read each phrase one at a time. Ask the children to suggest where they might see signs like these.
- Write *Tom went over to Jake.* on the board. Invite two children to the front of the class. Ask one child to stand at one side of the room and tell the other child to stand opposite them on the other side of the room. Ask one of the children to approach the other. Rub out *Tom* and *Jake* in the sentence on the board and elicit from the class which of the children's names should go in which space. Encourage the class to read the new sentence. Repeat with other pairs of children.

Pages 22 and 23



Word list

a, again, and, back, big, bike, crash, fell, first, front, go, he, help, his, hit, Holly, in, Jake, Jake's, off, said, shouted, stone, the, then, to, Tom, tree, was, went, 1, 2, 3

Language summary

past simple tense, prepositions

Preparation

Wordcards: 1, 2, 5, 12, 15, 16, 30, 39, 41, 47, 48, 53, 57, 60, 61, 62, 67, 71, 72, 97, 117, 123, 129, 136, 141, 149, 150, 154, 159, 162, 177, 178, 180, 181, 182, 183, 184, 185

Materials

a stone

Before reading

- Before looking at the pages, teach *stone* and remind the children of *in front*. Hold up the stone and say *stone*. Write it on the board and encourage the children to repeat it after you. Ask *Is a stone hard or soft? Is it heavy or light? Does it sink or float?*

- Invite two children to the front of the class. Stand one in front of the other and say (*child's name*) *is standing in front of* (*child's name*). Then swap the children round and elicit the sentence from the class.
- 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 top picture on page 22. Ask *Have Tom and Jake started their race? Where did they start the race? Who is in front, Tom or Jake? Are they going fast? How do you know? What is Holly saying?*
- Tell the children to look at the bottom picture. Ask *Who is in front? Who is watching them? Is Mum worried? How do you know? Is Joe excited? How do you know?*
- Tell the children to look at the top picture on page 23. Ask *Who is in front now? What is on the ground in front of Jake's bike? Are Mum and Dad worried? How do you know? Is Joe excited? How do you know?*
- Tell the children to look at the bottom picture. Ask *What has happened? Why is Jake scared? Is Tom surprised?*

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 Jake.
- Ask *Can you see the word stone? Can you see the words in front?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions.
- Invite different children to be the narrator and Jake. 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. Ask the following questions and encourage the children to find and read their answers in the text:
Where did Tom and Jake go back to?
What did Holly say?
Who was in front first?
- Tell the children to look at the text on page 23. Ask the following questions and encourage the children to find and read their answers in the text:
What did Jake's bike hit?
What happened to Jake?
What did Jake shout?
- Ask *Why did Jake shout Help? What did he want Tom to do?* (go and help him).
- Say *Find and read the words that end with the sound /t/* (went, first, front, hit). Repeat for /k/ (Jake, back, bike), /p/ (help), /ɪd/ (shouted).
- Say *Find and read the words that start with the sound /t/* (Tom, tree). Repeat for: /f/ (first, front, fell), /s/ (stone, said), /k/ (crash), /ʃ/ (shouted).
- Walk to the door and then walk back to your table. Say *I went back to my table*. Rub out *Tom and Jake* and the *big tree* and write in *I* and *my table*. Ask the children to read the new sentence. Invite a child to walk to the door and then to go back to his/her table. Rub out *I* and write in the child's name. Ask the children to read the new sentence.
- Tell the children they are going to have a writing race. Choose a word you want them to learn, e.g. *front* and write it on the board. See who can write it first ten times. Start them off by saying *1...2...3...go!*
- Invite three children to come to the front of the class and stand them in a line, one in front of the other. Ask *Who is in front? Who is next? Who is last?* Swap them around and ask the same questions again.
- Write *Jake's bike hit a stone*. on the board and ask the class to read it. Rub out *stone*. Ask the class to suggest other things he could have hit, e.g. *a rock, a tree, a car* etc.
- Ask *What will happen next? Will Jake be hurt? Will his bike be OK? What will Tom do?*

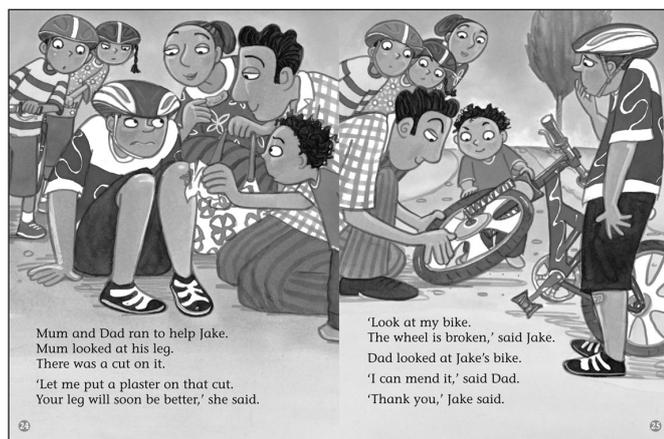
After reading

- Invite ten children to the front of the class. Give each child a wordcard in random order. Use: *Tom, and, Jake, went, back, to, the, big, tree*. 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 *Tom and Jake went back to the big tree*. When the children are in the correct order, write the sentence on the board.

Wordcard activities

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

Pages 24 and 25



- Tell the children to look at the picture on page 24. Ask *What is Dad doing?* (he's cleaning Jake's cut knee with a tissue) *What is Mum holding in her hand?* *Where did she get the plaster from?* (her bag) *Is Jake crying?* *Why are Mum and Dad smiling?* Explain that they are trying to reassure Jake and cheer him up. Then ask *Who else cut his knee in the story?*
- Tell the children to look at the picture on page 25. Ask *What is Dad mending?* (the wheel of Jake's bike) *Who is helping him?* (Joe) *Why is Jake worried?*

Word list

a, and, at, be, better, bike, broken, can, cut, Dad, help, his, I, is, it, Jake, Jake's, leg, let, look, looked, me, mend, Mum, my, on, plaster, put, ran, said, she, soon, thank, that, the, there, to, was, wheel, will, you, your

Language summary

past simple tense, prepositions, *Let, will* for the future, imperatives, present simple tense, *can* for ability

Preparation

Wordcards: 1, 5, 10, 13, 14, 16, 20, 23, 31, 32, 56, 60, 63, 68, 69, 71, 72, 75, 76, 81, 82, 84, 86, 88, 89, 101, 109, 113, 115, 117, 120, 127, 134, 135, 137, 143, 149, 159, 164, 167, 173, 176, 177, 178, 181, 182

Before reading

- Tell the children to open their books to pages 24 and 25. Open your own book and hold it up to show 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 the children.
- Ask *Can you see the word cut?* *Can you see the word plaster?* *Can you see the word wheel?* *Can you see the word broken?* *Can you see the word mend?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions.
- Invite four children to be the narrator, Mum, Jake and Dad. 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 24. Say the following sentences and encourage the children to complete them:
Mum and Dad ran to ... Jake.
... looked at his
There was a ... on it.
'Let me put a ... on that
Your ... will ... be ... ,' she said.

- Tell the children to look at the text on page 25. Say the following sentences and encourage the children to complete them:
*'Look at my
The ... is ... ,'* said Jake.
*... looked at Jake's
'I can ... it,'* said Dad.
- Say *Find and read the words that start with /p/* (put, plaster). Repeat for /ð/ (there, that, the), /b/ (be, better, bike, broken), /w/ (will, wheel).
- Say *Find and read the words that end with /p/* (help). Repeat for /n/ (ran, soon, broken), /d/ (Dad, said, mend), /t/ (cut, looked, at, put, it), /k/ (Jake, bike, thank).
- Put the children into pairs. Ask one child to turn back to pages 18 and 19 and read them. Ask the other to read pages 24 and 25. Ask *What words are different?* and encourage the children to compare the pages together.
- Ask *Will Tom and Jake have another race? Will Jake still be horrible to Tom? What will happen next?*

Wordcard activities

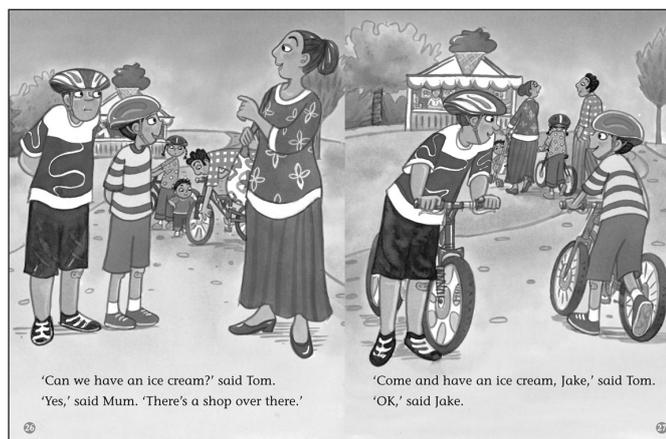
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 58 in the Comprehension and Vocabulary Workbook.

After reading

- Write *soon* on the board. Draw a spoon on the board and elicit what it is from the children. Point to the word on the board and ask *What letter do I need?* Elicit that you need to add *p* after the *s*. Elicit any other words the children know that sound the same, e.g. *moon*.
- Write *plaster* on the board and ask the children to read it. Ask *What are the first two letters? What sound do they make together?* Brainstorm any other words the children know that start with *pl*, e.g. *play, plant, plug*. Repeat for *broken* and *br*, e.g. *bridge, brother, brown, bring*.
- Talk about how kind Mum and Dad were. They could have told him off for pushing Tom and hurting him but instead they helped him.

Pages 26 and 27



Word list

a, an, and, can, come, have, ice cream, Jake, Mum, OK, over, said, shop, there, there's, Tom, we, yes

Language summary

can for requests, past simple tense, present simple tense

Preparation

Wordcards: 1, 4, 5, 24, 28, 52, 64, 71, 88, 99, 105, 117, 122, 142, 144, 150, 160, 172, 177, 178, 179, 181, 182

Before reading

- Before looking at the pages, remind the children what an ice cream is. Draw one on the board and elicit the words from the children. If they can't remember, write it under the picture and encourage them to read it. Ask *Do you like ice cream? What flavour do you like?* Find out which is the most popular flavour in the class.
- Write *ice cream* on the board if you haven't already. Write *a nice* in front of it and ask the children to read the phrase. Ask *What words sound the same?*
- Brainstorm any other words the children know that start with *cr*, e.g. *crash, crab, crayon, cry, crocodile, cross, crown*.

- Tell the children to open their books to pages 26 and 27. Open your own book and hold it up to show the class.
- Tell the children to look at the pictures on page 26. Ask *Did Tom and Jake hurt the same leg? How do you know?* (both have got a plaster on the same leg) *What is Mum pointing at? What does the shop sell? How do you know? What is Tom asking Mum?* and elicit suggestions from the class. Then ask *Has Dad finished mending Jake's bike?*
- Tell the children to look at the picture on page 27. Ask *Is Tom still angry with Jake? Is Jake still laughing at Tom? Are they talking to each other? What are the family walking towards? What is Tom saying to Jake?* 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.
- Ask *Can you see the words ice cream?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions. Make sure the children know that *there's* is the contracted form of *there is*.
- Invite three children to be Tom, Mum and Jake. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on both pages. Ask the following questions and encourage them to find and read the answers on the pages:
What did Tom ask Mum?
What did Mum say?
What did Tom say to Jake?
What did Jake say?

- Say *Find the word we. Who is we?* and elicit that it refers to the family (and possibly Jake).
- Say *Find the word have. How many can you see?* (2). Repeat for: *said* (4), *shop* (1), *come* (1), *over* (1), and *and* (1).
- Ask *Were you surprised when Tom invited Jake to have an ice cream? Was Jake surprised? What do you think about what Tom did?*
- Ask *What sort of ice cream will Tom and Jake choose?*

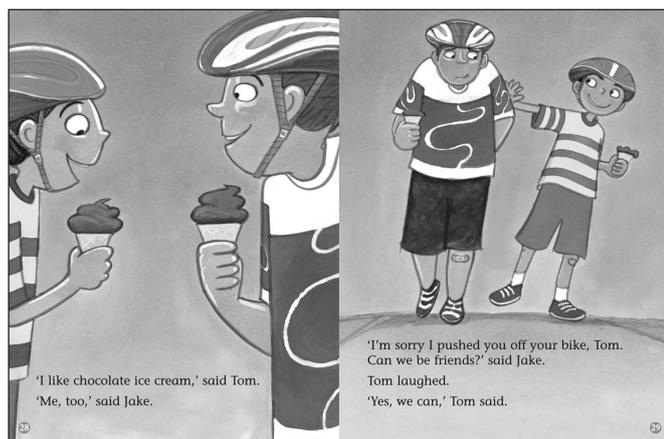
After reading

- Invite six children to the front of the class. Give each child a wordcard in random order. Use: *Can, we, have, an, ice cream, ?*. 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 *Can we have an ice cream?* When the children are in the correct order, write the sentence on the board.
- Ask the children to re-arrange themselves to make the sentence instead of the question. Elicit which child is not needed (the question mark). Encourage the class to help them. When the children are in the correct order, ask *What do you need to change?* and elicit that *we* needs a capital letter, *Can* needs a lower case *c*, and it needs a full stop. Write the corrected sentence on the board.
- Write *a shop* and *an ice cream* on the board. Explain that we use *an* in front of words which begin with a vowel (a, e, i, o or u), otherwise we use *a*. Write ten nouns on the board, e.g. *ball, apple, cake, egg, fish, hat, ice cream, orange, mouse, umbrella*. Divide the class into two teams. Say one of the words on the board at random and ask one team whether we use *a* or *an* in front of it. If they are correct, they get one point. Move on to another word for the other team. Continue until all the words have been matched correctly. NB If the children get some of the words wrong, don't use that word for the other team straight away, but choose another word and then go back to the word that was wrong later.

Wordcard activities

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

Pages 28 and 29



Word list

be, bike, can, chocolate, friends, I, ice cream, I'm, Jake, laughed, like, me, off, pushed, said, sorry, Tom, too, we, yes, you, your

Language summary

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

Preparation

Wordcards: 13, 16, 23, 24, 26, 46, 63, 64, 66, 71, 74, 78, 85, 97, 111, 117, 128, 150, 152, 160, 172, 173, 175, 177, 178, 179, 181, 182

Materials

a bar of chocolate

Before reading

- Before looking at the pages, teach *chocolate* and *sorry*. Hold up the bar of chocolate and elicit what it is from the children. Write *chocolate* on the board and encourage the children to repeat it after you. Ask *Do you like chocolate?*
- Then ask *What sound does chocolate start with?* Elicit other things they can eat that start with /tʃ/, e.g. *chips, cheese, chicken*.

- Write *sorry* on the board and read it to the class. Explain what it means. Talk about when we use it and why it is important to apologise sometimes. Ask *Who will say sorry in the story? Why?* and elicit suggestions from the children.
- 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 *Are Tom and Jake wearing their helmets? What else are they holding? What flavour ice cream have they got? Are they happy? What are they saying?* and elicit suggestions from the class.
- Tell the children to look at the picture on page 29. Ask *How does Jake feel?* Try and elicit from the children that Jake is embarrassed. Ask them to suggest why (because Tom is being kind to him after he has been horrible to Tom). Then ask *What is Tom doing? Is he pushing Jake or is he putting his hand on him to be friendly? What are Jake and Tom saying to each other?* 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.
- Ask *Can you see the word picnic? Can you see the word smiled?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions. Make sure the children realise that *Me, too* is a way of saying *I like chocolate ice cream, too*.
- Invite three children to be the narrator, Tom and Jake. 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 the following questions and encourage the children to find and read the answers on the page:
What did Tom say to Jake?
What did Jake say?
- Tell the children to look at the text on page 29. Ask the following questions and encourage the children to find and read the answers on the page:
What did Jake ask Tom?
Did Tom laugh or cry?
What did Tom say?
- Say *Find and read the words with double letters* (too, sorry, off).
- Ask *Which words sound the same as me?* (we and be).

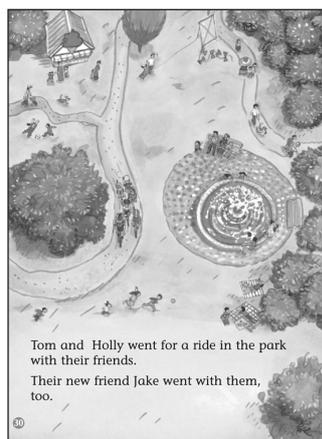
After reading

- Play *Me, too*. Tell the children about some things you can do, e.g. *I can read. I can walk. I can sing.* etc. Encourage the children to say *Me, too*. Occasionally add a silly statement like *I can fly.* or *I can eat a crocodile.* to try and catch someone out who is not listening carefully.
- Ask *Do you like Jake now?* Talk about how sometimes it is quite brave to say sorry.
- Ask *Will Jake still be a bully, or has he changed?*
Are you glad that Tom and Jake are friends?
What will they do now?

Wordcard activities

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

- Do page 59 in the Comprehension and Vocabulary Workbook.



Word list

a, and, for, friend, friends, Holly, in, Jake, new, park, ride, the, their, them, Tom, too, went, with

Language summary

past simple tense, possessive pronouns, adjectives

Preparation

Wordcards: 1, 5, 43, 45, 46, 62, 67, 71, 91, 107, 116, 136, 138, 139, 140, 150, 152, 162, 171, 177

Before reading

- Tell the children to open their books to page 30. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. It is an unusual picture, looking down from the sky. Explain this to the children.
- Ask *How many children are on bikes? Who are they?* and elicit suggestions from the class (Tom and Holly, Jake, and Tom's three friends) Ask *Where are Mum and Dad?* (sitting on a seat).
- Invite the children to talk about all the other things they can see in the park.

During reading

- Read the text to the class slowly and clearly. Read the page 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 expressions.
- Invite different children to read the text.
- Read the page again together as a class.
- Tell the children to look at the text. Say the following sentences and encourage the children to complete them:
Tom and Holly ... for a ... in the ... with their
Their ... friend ... went with them, too.
- Ask *Can you see the word went. How many can you see?* (2). Repeat for: *ride* (1), *with* (2), *their* (2), *friend* (1), *friends* (1), *them* (1).

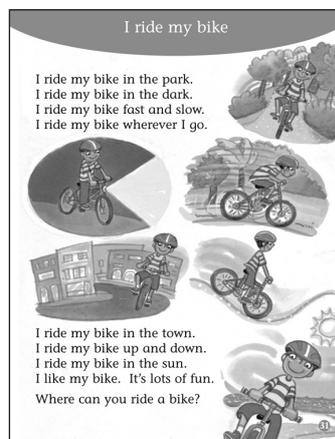
After reading

- Ask *Did you like the way the story ended? Why?*
- 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.

I ride my bike



- Read the rhyme on page 31 to and with the class. Talk about how the pictures help the children to work out what the words mean and explain any unfamiliar words.
- Divide the children into two groups. Ask each group to read a verse each.
- Elicit from each group which words rhyme in their verse.
- Write one word from each rhyming pair on the board. Ask the class to tell you the other rhyming word each time.
- Elicit from the children which letters are the same in each pair and what sound they make.
- Then elicit from each group the opposite pairs in their verse (fast, slow; up, down).
- Read the rhyme together as a class and answer the question at the end.
- Do page 60 in the Comprehension and Vocabulary Workbook.

After reading

Response to the story

- Ask *Did you like the story? Why (or why not!)? Did you think the story had a good ending?*

Characters

- *Who were the main characters in the story?*
- *What did you think of Tom?*
- *What did you think of Tom's Mum and Dad?*
- *What did you think of Jake? What was he like at the beginning of the story? What was he like at the end of the story?*

Setting

- *Where did the story take place?* Elicit both places from the children (home, park).

Plot

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

Moral issues

- The story is about bullying and how bullies can hurt people. It also shows how being kind, rather than horrible, to people is better.

Vocabulary

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

Follow-up ideas

At the park Talk to the children about things they saw in the park in the story. Find out if there is a park near the school or where the children live. Why not make a large class picture of the park in the story? Everyone could draw or paint something they would like to see in a park on a piece of paper. Make a park background on a large piece of paper and cut out and stick the pictures onto it.

Bikes Ask *Have you got a bike?* Ask the children to describe their bikes. They could draw their bikes and then colour them in.

Bullies Ask *Are bullies nice or nasty people?* Point out that bullies can change, like Jake did in the story. Talk about what bullies do and how the children can deal with bullies if they meet them.

Drama The story can be acted out. There are lots of people in it, so everyone can join in.