

A Party for Teddy



The story

The two stories in this book are about Teddy. The children read about Teddy in *Little Explorers A*.

Shopping

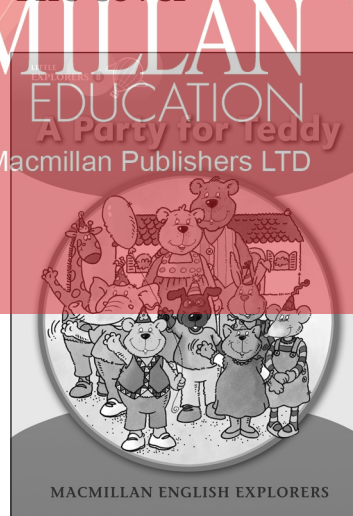
The first story is about Teddy and Mum going to the shop. Mum has got a list and Teddy has got a list. Mum is busy looking for the things on her list and Teddy is busy putting the things on his list into the shopping trolley. Mum does not realise that Teddy is putting extra things into the trolley and neither of them realise how much mess Teddy is making as he pulls things off the shelves. Mum is very surprised when they reach the checkout and she sees how much shopping is in the trolley.

Party fun

In the second story Teddy invites his friends to come to his house for a party. When they arrive at the house Teddy introduces his mum and dad. The friends go into the house and look at all the food Mum and Teddy bought. Mum and Teddy offer them the food. Then Teddy asks his friends to dance and they all have fun.

Introduce the book

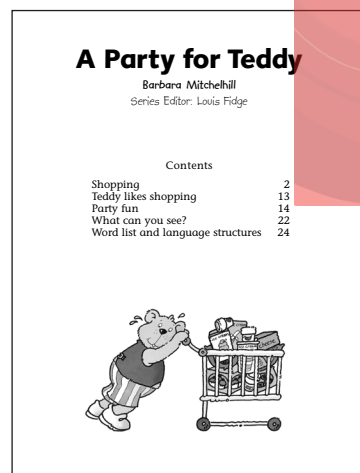
The cover



- Hold up the book and point to the cover. Read the title to the class. Read it again and encourage the children to repeat after you.
- Point to the picture on the cover. Point to Teddy and ask *Who is this?* and elicit from the children that it is Teddy. Point to his name on the cover as they say his name. Ask *What is he doing?* (waving) *What is he wearing?* (trousers and waistcoat).

- Elicit from the children what other animals they can see in the picture. Point to each one and elicit from the children that they are Teddy's friends (the children met them in *Teddy's Big Day*, Level A). For each one ask *What is she/he doing? What is she/he wearing?*
- Then point to the adult bears in turn and ask *Who is this? Are they nice? How do you know?*
- Ask *Where are the animals?* and elicit suggestions from the children (at Teddy's house). Then ask *How do you know?*
- Elicit from the children what they think the book is about. Read the title again if necessary and tell the children to look at the picture for clues.
- Ask *Do you like parties? When do you have a party? Do your friends come? What do you eat? Do you play games? Do you have balloons? Do you have cake?*
- Read the title again and encourage the children to read it with you. Point to the name of the author. Make sure the children know what an author is.
- Tell the children to look at the picture. Ask *Can you see Teddy? What is Teddy doing?* (shopping) *What has he got in his trolley? What food can you see?* (cheese, ice cream, cake). Then ask *Is the trolley heavy? How do you know?* (Teddy is pushing hard). Elicit from the children why Teddy has bought cake and ice cream. If necessary, point to the title of the book to give them a clue (he is going to have a party).
- Ask *Is Teddy on his own in the shop? Who do you go shopping with? Who is with Teddy?* (Mum).
- Point to the word *Contents* and the contents list. Elicit from the children what it tells them about the book (what is in it and on what page). Read the title of the first story (Shopping). Elicit from the children what the story is about. Then elicit from the children what page it is on (2).

The contents page



The story can be played at any time.

- Tell the children to open their books to the contents page. Open your own book and hold it up to show the class.

Pages 2 and 3

Shopping



Word list

bread, butter, cakes, cheese, going, ice cream, I'm, is, list, Mum, my, said, shop, sweets, Teddy, the, this, to

Language summary

present continuous tense, this

Preparation

Wordcards 6–8, 11, 19, 23, 24, 26, 28, 31, 33, 38, 39, 42, 46 plus punctuation

Before the lesson, write a shopping list on the board: bread, butter, cheese, cakes, sweets, ice cream

Materials

bread, butter, cheese, cake, sweets, shopping basket

pencil, bag, book, paintbrush

Before reading

- Before looking at the pages, play **Shopping**. Put the food items on your table. Hold up the shopping basket. Ask *Where am I going?* (shopping). Point to the food on the table and say *This is the shop*. Pick up the bread. Say *bread* and point to *bread* on the board. Put the bread into your basket. Repeat with the other food items.

- Invite two children to the front of the class. Ask them to empty the basket and encourage the class to say the name of each item as the two children put each one back on the table. If you wish, point to each one on the shopping list as they say it. Then elicit or explain to the children that the words on the board are your list.
- Then say to the two children *Go shopping*. *What do you want?* Encourage them to choose and say two items to put into the basket. Then invite another pair of children to come and choose two items and then a final pair so that all the items are in the basket.
- 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 *Can you see Teddy?* *Can you see Mum?* *Where are they?* (at Teddy's house) *Are they going out?* *What is Mum carrying on her arm?* (a bag) *Where are Teddy and Mum going?* (shopping) *How do you know?* (they have got lists). Point to the title of the story and read it out loud.
- Elicit from the children why we make lists when we go shopping (so we don't forget anything). Point to Mum's list. Ask *What does Mum want?* and elicit the food items.
- Point to *bread* and ask *What sound does bread start with?* (/b/). Ask the children to find and point to another word starting with /b/ on the list (butter).
- Tell the children to look at the picture on page 3. Ask *Where are Mum and Teddy?* (at the shop) *Can you see Teddy's list?* *What does Teddy want?* and elicit the food items from the children.
- Ask *What food can you see in the shop?* (bread, cakes).

During reading

- Read the title again.
- Read the text at the bottom of page 2 to the class slowly and clearly. Read the page again pointing to each word as you read it. If you wish, use a different voice for Mum.
- Ask *Can you see the word shop? Can you see the word the? Can you see the word this? Can you see the word Mum? Can you see the word list?*
- Read the text again and encourage the children to repeat each word after you.
- Point to the list. Invite individual children to read it. Tell them to use the pictures to help them. Encourage the rest of the class to point to each item as it is read.
- Tell the children to look at the text on page 3. Encourage the children to read the text with you. The words are the same as the text on page 2, except for *Teddy*, so they may be able to read it.
- Then, if necessary, read it to them and encourage them to repeat it after you. Ask them to find and point to *shop, the, this, Teddy, list*.
- Point to the list. Invite individual children to read it. Tell them to use the pictures to help them. Encourage the rest of the class to point to each item as it is read.
- Invite pairs of children to be Mum and Teddy and to read both pages out loud. Encourage them to use different voices.
- Tell the children to look at both pages again. Say *Find and point to the word shop. How many can you see? (two) What sound does shop start with? (/ʃ/) Repeat with list (/l/).*
- Elicit from the children why we use speech marks in English. If necessary, ask them to read the words *Mum* and *Teddy*. Make sure they understand that we use speech marks to show what someone is saying.

After reading

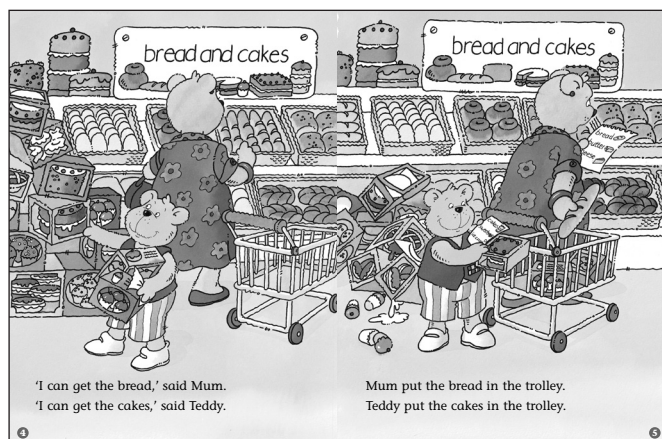
- Write *'I'm going to the shop'* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give seven children one wordcard each and ask them come to the board and match their card with the correct word in the sentence.
- Point to *shop* on the board. Cover the *op* with your hand and show how the letters *sh* make one sound (/ʃ/). Uncover the *o* and elicit the sound from the children (/ɒ/) then uncover the *p* and elicit the sound from the children (/p/). Then say each individual sound in the word (/ʃ/ /ɒ/ /p/) to show the children how to read and pronounce simple words. Repeat the activity with *list* (/list/).
- Hold up the classroom objects and ask the children *What's this?* for each item. Hold up the book and say *This is my book*. Give three children the other objects, one each, and encourage them to say *This is my (bag)*. etc.
- Ask *What will Mum get first? What will Teddy get first?*

Wordcard activities

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

- Do page 3 in the Comprehension and Vocabulary Workbook.

Pages 4 and 5



Word list

bread, can, cakes, get, I, in, Mum, put, said, Teddy, the, trolley

Language summary

can, past simple tense

Preparation

Wordcards 6, 8, 9, 18, 22, 25, 31, 37, 38, 43, 44, 47 plus punctuation

Materials

bread, cakes

Before reading

- Before looking at the pages, teach *trolley*. Write the word on the board. Mime pushing a trolley and elicit what we use a trolley for (to put shopping in).
- Remind the children of the words *bread* and *cakes*. Hold up each item in turn and ask *What's this?*
- 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 *Can you see Teddy? Can you see Mum? Can you see bread? Can you see cakes?* Point to the sign above the food and encourage the children to read it. Elicit from the children why shops have notices like these (to show people where things are).
- Then ask *What is Mum getting?* (bread) *Is bread on her list? What is Teddy getting?* (cakes) *Are cakes on Mum's list? Are cakes on Teddy's list? Can Mum see Teddy? Then say Look at the cakes. What will happen?* and elicit from the children that they are going to fall.
- Tell the children to look at page 5. Say *Look at the cakes. What happened? Was it an accident? Then ask Can Mum see Teddy? Where is she putting the bread? (in the trolley) Where is Teddy putting the cakes?*
- Read the text on page 4 to the class slowly and clearly. Read it again pointing to each word as you read it. If you wish, use a different voice for Mum and Teddy.
- Ask *Can you see the word I? Can you see the word can? Can you see the word cakes? Can you see the word bread? Can you see the word Mum? Can you see the word Teddy?*
- Read the text again and encourage the children to repeat each word after you.
- Encourage the children to read all of the text with you. Then invite two children to be Mum and Teddy and to read their parts of the story out loud. Encourage them to use different voices for Mum and Teddy.
- Tell the children to look at the text on page 5. Read the text to the class slowly and clearly. Read the text again pointing to each word as you read it.

- Ask *Can you see the word Mum? Can you see the word bread? Can you see the word the? Can you see the word trolley? Can you see the word cakes?*
- Read the text again and encourage the children to repeat each word after you.
- Encourage the children to read all of the text with you. Then invite individual children to read the text out loud.
- Play a letter game with the children. Put them into two teams. Tell them you are going to ask them to find words on pages 4 and 5. Tell them to put their hands up if they know the word. Then say *Find a word that starts with /b/ (bread)*. The first child to put their hand up answers and gets a point for their team if they are correct. If they are wrong, a child from the other team can give an answer. Continue asking children from each team in turn until one of them is correct. Continue the game using these sounds: /g/ (get), /p/ (put), /s/ (said), /k/ (cakes).
- A final team question can be *How many times can you see the?* (six)
- Read the text on both pages again, encouraging the children to read with you.

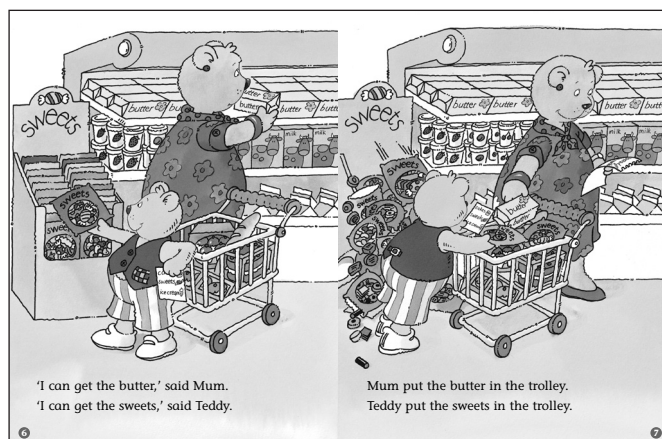
After reading

- Write *'I can get the bread.'* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give eight children one wordcard each and ask them to come to the front of the class. Tell them to stand in a line, in random order, facing the rest of the class. Tell the rest of the class to put the children into the correct order.
- Point to the word *can* in the sentence. Elicit from the children the three sounds that make up the word. Then say each individual sound (/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. Repeat the activity with *get* (/get/).
- Write *Mum put the bread in the trolley.* on the board and do the same wordcard activity.
- Roll out the word *Mum* and write in *Teddy*. Invite another child to the front of the class and give him/her the wordcard with *Teddy* on it. Tell the child to stand in the correct place to match the sentence on the board. Ask the children to read the new sentence.
- Ask the children with the *Mum* and *Teddy* wordcards to stand together. Elicit from the class why the words start with a capital letter (because they are names). Elicit from the children if their names begin with *T* or *M*.
- Ask *What will Mum get next? What will Teddy get next?* Encourage the children to look back at the lists on pages 2 and 3.

Wordcard activities

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

Pages 6 and 7



- Tell the children to look at the picture on page 6. Ask *Can you see Teddy? Can you see Mum? What is in the trolley? (bread, cakes) Can you see butter? Can you see sweets?* Point to the label on the butter and encourage the children to read it. Then point to the label on the sweets and ask the children to read it.
- Then ask *What is Mum getting? (butter) Is butter on her list? What is Teddy getting? (sweets) Are sweets on Mum's list? Are sweets on Teddy's list? Can Mum see Teddy?*

Word list

butter, can, get, I, in, Mum, put, said, sweets, Teddy, the, trolley

Language summary

can, past simple tense

Preparation

Wordcards 7, 9, 18, 22, 25, 31, 37, 38, 42–44, 47 plus punctuation

Materials

butter, sweets

Extra activity

Ask *What sweets do you like?*

- Tell the children to look at page 7. Say *Look at the sweets. What happened? Was it an accident? Then ask Can Mum see Teddy? What is Mum looking at? (her list) Where is she putting the butter? (in the trolley) Where is Teddy putting the cakes?*
- Then ask *Can you see milk? What animal gives us milk? (cow, goat).* Elicit or explain to the children that butter is made from milk.

Before reading

- Before looking at the pages, remind the children of the words *butter* and *sweets*. Use the food you have brought in with you. Hold up each item in turn and ask *What's this?*
- Elicit from the children the sounds that both words start with (/b/, /s/). Elicit from the children what Mum bought on page 4 that begins with /b/ (bread). If necessary, let them look back to check.
- Tell the children to open their books to pages 6 and 7. Open your own book and hold it up to show the class.

During reading

- Read page 6 to the class slowly and clearly. Read it again pointing to each word as you read it. If you wish, use a different voice for Mum and Teddy.
- Ask *Can you see the word I? Can you see the word can? Can you see the word sweets? Can you see the word butter? Can you see the word Mum? Can you see the word Teddy?*
- Read the text again and encourage the children to repeat each word after you.

- Encourage the children to read all of the text with you. Then invite two children to be Mum and Teddy and to read their parts of the story out loud. Encourage them to use different voices.
- Tell the children to look at the text on page 7. Read it to the class slowly and clearly. Read it again pointing to each word as you read it.
- Ask *Can you see the word Mum? Can you see the word butter? Can you see the word sweets? Can you see the word trolley?*
- Read the text again and encourage the children to repeat each word after you.
- Encourage the children to read all of the text with you. Then invite individual children to read the text out loud.
- Elicit from the children why each sentence ends with a full stop. If necessary, remind them that it tells us when a sentence has finished.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.

After reading

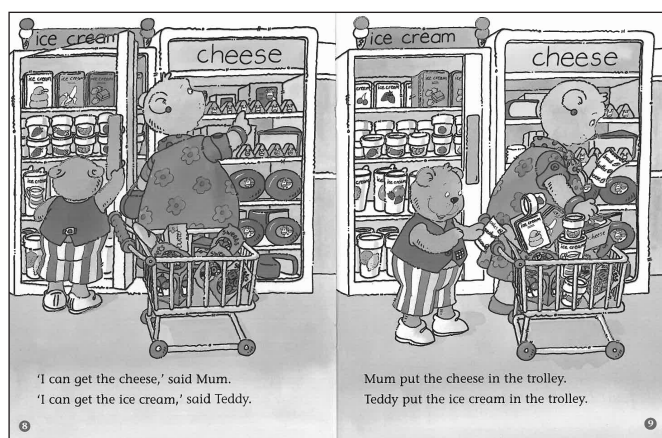
- Write '*I can get the butter.*' on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give eight children one wordcard each and ask them to come to the front of the class. Tell them to stand in a line, in random order, facing the rest of the class. Tell the rest of the class to put the children into the correct order. Repeat the activity for *Teddy put the sweets in the trolley* on page 7. Tell both groups of children to stay at the front.
- Give two other children one wordcard each: *bread* and *cakes*. Invite them to the front of the class. Ask the child with the *bread* card to replace the child holding *butter*. Ask the child with the *cakes* card to replace the child holding *sweets*. Encourage the children to read the new sentences together. If you wish, have a quick competition and see who can find the two sentences in the book (page 4 and 5).
- Ask *What will Mum get next? What will Teddy get next?* Encourage the children to look back at the lists on pages 2 and 3.

Wordcard activities

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

- Do page 4 in the Comprehension and Vocabulary Workbook.

Pages 8 and 9



Word list

can, cheese, get, I, ice cream, in, Mum, put, said, Teddy, the, trolley

Language summary

can, past simple tense

Preparation

Wordcards 9, 11, 18, 22, 24, 25, 31, 37, 38, 43, 44, 47 plus punctuation

Materials

cheese

- Tell the children to look at the picture on page 8. Ask *Can you see Teddy? Can you see Mum? What is in the trolley? (bread, cakes, butter, sweets) Can you see ice cream? Can you see cheese?* Point to each label in turn and encourage the children to read them.
- Then ask *What is Mum getting? (cheese) Is cheese on her list? What is Teddy getting? (ice cream) Is ice cream on Mum's list? Is ice cream on Teddy's list? Can Mum see Teddy?*

Extra activity

Ask *What ice cream do you like? Why is ice cream put in the freezer? (so it doesn't melt) Why is cheese put in the fridge? (to keep it cold so it doesn't go sour).* Elicit from the children what ice cream and cheese are made with (milk). Elicit from them the other food Mum buys which is made from milk (butter).

- Tell the children to look at page 9. Ask *Can Mum see Teddy? What is Mum looking at? (her list) Where is she putting the cheese? (in the trolley) Where is the ice cream?*

Before reading

- Before looking at the pages, remind the children of the word *cheese* and teach *ice cream*. Hold up the cheese and ask *What's this?* Then draw an ice cream cone on the board. Pretend to eat an ice cream and make the appropriate sounds. Say *ice cream*. Write *ice cream* on the board and encourage the children to repeat after you.
- Tell the children to open their books to pages 8 and 9. Open your own book and hold it up to show the class.

During reading

- Read the text on page 8 to the class slowly and clearly. Read it again pointing to each word as you read it. If you wish, use a different voice for Teddy and Mum.
- Ask *Can you see the word cheese? Can you see the word Mum? Can you see the words ice cream? Can you see the word Teddy?*
- Ask the children to read the text on page 8 again with you. Put the children into pairs. Ask one child to look back to page 6 and tell the other to look at page 8. Elicit from the children which words are the same and which words are different. Do this by reading one sentence at a time out loud and comparing them.

- Tell the children to look at the text on page 9.
- Read it to the class slowly and clearly. Read it again pointing to each word as you read it.
- Ask *Can you see the word cheese? Can you see the word Mum? Can you see the words ice cream? Can you see the word Teddy? Can you see the word trolley?*
- Ask the children to read the text on page 9 again with you. Put the children into pairs. Ask one child to look back to page 7 and tell the other to look at page 9. Elicit from the children which words are the same and which words are different. Do this by reading one sentence at a time out loud and comparing them.
- Tell the children to turn back to pages 8 and 9.
- Elicit from the children what Mum and Teddy actually said on page 8. Elicit from them why we use speech marks (to show what someone is saying).
- Invite different children to be Mum, Teddy, and the narrator, and to read both pages out loud. Then read both pages again together as a class.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.

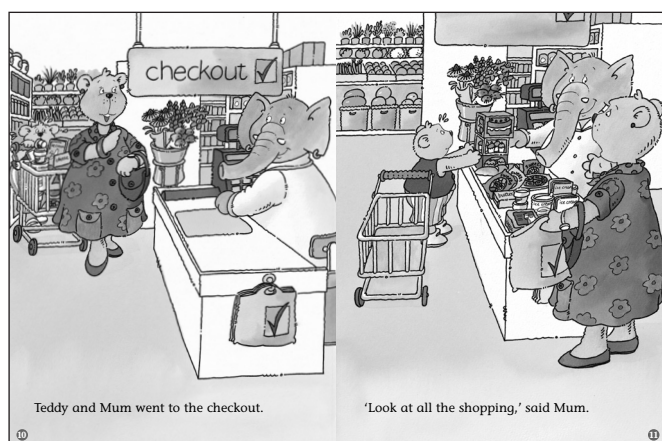
After reading

- Write *'I can get the cheese,' said Teddy.* on the board. Ask the children to read the sentence and say if it is correct. Rub out *cheese* and write in *ice cream*. Ask the children to read the sentence and say if it is correct now.
- Repeat the activity with the first sentence on page 9. Write *Teddy put the cheese in the trolley.* and then replace *cheese* with *ice cream*.
- Ask *Will Mum and Teddy buy more food?* Tell the children to look back at the lists on pages 2 and 3. Elicit from them that Mum and Teddy have bought all of the items on their lists. Then ask *What will Mum and Teddy do next?*

Wordcard activities

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

Pages 10 and 11



Word list

all, and, at, checkout, look, Mum, said, shopping, Teddy, the, to, went

Language summary

past simple tense, imperatives

Preparation

Wordcards 2–4, 10, 31, 38, 40, 43, 44, 46, 50 plus punctuation

Before reading

- 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 *Can you see Mum? Can you see Teddy? What is Teddy pushing?* (the trolley) *Is it heavy? How do you know?* (he is hot). Elicit from the children the items in the trolley. They can't see them all in the picture so they will have to remember the story. Ask *What is in the trolley?* (bread, cakes, butter, sweets, cheese, ice cream). If necessary, let the children look back through the story at the things Mum and Teddy put in the trolley.

- Focus on the checkout. Ask *Where is Mum going?* Point to the sign and say *checkout*. Elicit from the children what happens at the checkout (we pay for the food in the trolley). Read the sign out loud again and encourage the children to repeat after you.
- Then ask *What animal is sitting at the checkout?* (an elephant) *Where will Mum put the food? Can she put the food in her red bag? Why not?* (it is too small) *Where will she put the food?* (in the bags at the end of the checkout).
- Tell the children to look at the picture on page 11. Ask *What is on the checkout? What food can you see?* (cakes, sweets, butter, ice cream, cheese) *What did Mum put in the trolley? (bread, butter, cheese) What did Teddy put in the trolley? (cakes, sweets, ice cream) Is Mum happy or surprised? Why is she surprised?* (because there is a lot of food) *Did Mum see Teddy put the food in the trolley?*
- Ask *Where is the bread?* and elicit that it is in the bag.

During reading

- Read both pages to the class slowly and clearly. If you wish, use a different voice for Mum. Sound surprised when you read page 11.
- Read the pages again pointing to each word as you read it.
- Ask *Can you see the word Teddy? Can you see the word Mum? Can you see the word checkout? How many can you see?* (two, make sure they see the one in the picture) *Can you see the word shopping?*
- Read the text again and encourage the children to repeat each word after you. Then read the pages again together as a class.

- Invite different children to be Mum and the narrator and to read both pages out loud.
- Point to *checkout* in the picture and in the text. Elicit from the children what sound it starts with (/tʃ/). Then ask *What did Mum buy that starts with /tʃ/?*
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.
- Point to *and* in the sentence on the board. Elicit from the children the three sounds that make up the word. Then say each individual sound in the word (/æ/ /n/ /d/) to show the children how to read and pronounce simple words. Repeat each sound then say the word /ænd/ encouraging the children to repeat after you.
- Write *at* on the board. Elicit from the children the two sounds that make up the word. Put the letter c in front and elicit the new word from the children (cat).
- Ask *What will Mum do with the food? What does Teddy want?* If necessary, tell the children to look back at the cover for clues (Teddy wants a party).

After reading

- Write *Teddy and Mum went to the checkout.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give eight children one wordcard each and ask them to come to the front of the class. Tell them to stand in a line, in random order, facing the rest of the class. Tell the rest of the class to put the children into the correct order.

Wordcard activities

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

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Page 12



Word list

a, big, can, have, Mum, party, said, Teddy, we, yes

Language summary

can, past simple tense

Preparation

Wordcards 1, 5, 9, 20, 31, 34, 38, 43, 48, 49, 51 plus punctuation

Materials

party items: party hats, balloons etc.

Before reading

- Before looking at the pages, teach *party*. Hold up the cover of the book and point to all the animals having the party. Point to *party* in the title and say *party*. Hold up all the party items, and, if you wish, put on a party hat. Look happy and say *party*. Write *party* on the board. Ask *What sound does party start with?* (/p/).
- Briefly talk about what the children do at parties. They did this when looking at the cover, so just ask a few question to make sure they know the word *party*.
- 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 *Who can you see?* (Mum, Teddy, Elephant) *What is the elephant carrying?* *What can you see in the bags?* (bread, sweets). Elicit from the children the other items in the bags (butter, ice cream, cheese).
- Ask *Are Mum and Teddy happy?*

During reading

- Read the page to the class slowly and clearly. If you wish, use different voices for Mum and Teddy. Sound happy.
- Read the page again pointing to each word as you read it.
- Ask *Can you see the word Teddy?* *Can you see the word Mum?* *Can you see the word party?*
- Read the text again and encourage the children to repeat each word after you. Then read the pages again together as a class.
- Invite different children to be Mum and Teddy and to read the pages out loud.
- Play a letter game with the children. Put them into two teams. Tell them you are going to ask them to find words on page 12. Tell them to put their hand up if they know the word. Then say *Find a word that starts with /p/* (party). The first child to put their hands up answers and gets a point for their team if they are correct. If they are wrong, a child from the other team can give an answer. Continue asking children from each team in turn until one of them is correct. Continue the game using these sounds: /b/ (big), /h/ (have), /w/ (we), /j/ (yes).
- Some final team questions can be *How many times can you see we?* (two) *How many times can you see can?* (two) *How many times can you see said?* (two).
- Read the text on both pages again, encouraging the children to read with you.

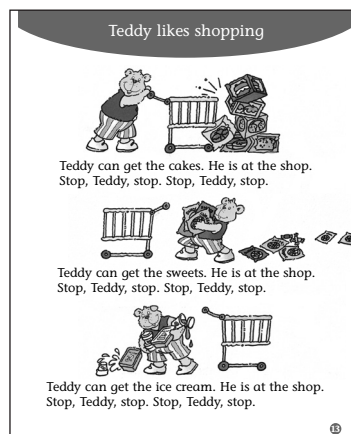
After reading

- Write the sentences from page 12 on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Write *big* separately on the board. Elicit from the children the three sounds that make up the word. Then say each individual sound in the word (/b/ /i/ /g/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /big/ encouraging the children to repeat after you.
- Explain that page 12 is the end of this story. Ask *What will Teddy and Mum do when they get home?*
- Give the children time to read through the whole story again with a partner or to read it quietly by themselves.

Wordcard activities

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

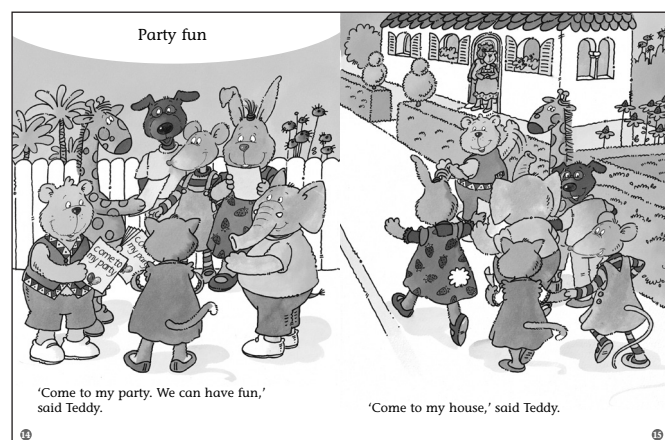
- Do page 5 in the Comprehension and Vocabulary Workbook.



- The rhyme on page 13 is about Teddy causing chaos at the shop.
- Tell the children to look at page 13. Encourage them to read the title of the poem with you.
- Focus on each picture in turn. For each one ask *What is Teddy getting?* Elicit from the children that Teddy is making a mess. Encourage them to remember the mess he made in the supermarket.
- Read the poem to the children. Then read it again and encourage them to read it with you.
- Invite the children to read one sentence each. Remind them to stop when they see a full stop.

Pages 14 and 15

Party fun



Word list

can, come, fun, have, house, my, party, said, Teddy, to, we

Language summary

imperatives, can, past simple tense

Preparation

Wordcards 13, 17, 20, 21, 33, 34, 38, 43, 46, 49 plus punctuation

Before reading

- Before looking at the pages, talk about the last story with the children. Ask *Where did Mum and Teddy go?* (shopping) *What did Mum put in the trolley?* (bread, butter, cheese) *What did Teddy put in the trolley?* (cakes, sweets, ice cream) *What can Teddy have?* (a party).
- Write *party*, *fun* and *house* on the board. Elicit the meaning of each word from the children. They will know *party* from the previous story. For *house*, draw a simple house on the board. You will need to explain *fun*.
- Then ask *Which word starts with /p/?* Repeat the question for /f/ and /h/.

- Tell the children to open their books to pages 14 and 15. Open your own book and hold it up to show the class.
- Read the title on page 14 to the class. Elicit from the children what the story is about.
- Tell the children to look at the picture on page 14. Ask *Can you see Teddy? What animals can you see?* (giraffe, dog, mouse, rabbit, elephant, cat). Elicit from the children that these are Teddy's friends.
- Ask *What has Teddy got?* (party invitations) *Who is Teddy giving the invitations to?* (the friends). Ask the children to find and point to the word *party* on the invitation. Then ask *Are the animals happy or sad?*
- Tell the children to look at the picture on page 15. Ask *Can you see a house? Who lives in the house?* (Teddy) *How do you know?* (Mum is standing at the door) *Where are the animals going?* Then ask *Who is with Mum?* and elicit that it is Dad.
- Read page 14 to the class slowly and clearly. If you wish, use a different voice for Teddy. Sound happy.
- Read the page again pointing to each word as you read it.
- Ask *Can you see the word party? Can you see the word fun? Can you see the word Teddy?*
- Read the text again and encourage the children to repeat each word after you. Then read the page again together as a class.
- Invite different children to be Teddy and to read the page out loud.

- Invite different children to read the words on Teddy's invitation. Ask the class to point to the matching words in the text at the bottom of the page.
- Tell the children to look at the text on page 15. Read the text pointing to each word as you read it.
- Ask *Can you see the word house? Can you see the word Teddy?*
- Read the text again and encourage them to repeat it after you.
- Elicit from the children exactly what Teddy said on both pages. Elicit from them why we use speech marks (to show what someone is saying).
- Invite different children to be Teddy and to read both pages out loud. Then read both pages again together as a class.
- Play a letter game with the children. Put them into two teams. Tell them you are going to ask them to find words on pages 14 and 15. Tell them to put their hands up if they know the word. Then say *Find a word that starts with /p/ (party)*. The first child to put their hand up answers and gets a point for their team if they are correct. If they are wrong, a child from the other team can give an answer. Continue asking children from each team in turn until one of them is correct. Continue the game using these sounds: /h/ (house), /k/ (come), /s/ (said), /m/ (my).
- Some final team questions can be *How many times can you see party? (two) How many times can you see come? (two) How many times can you see my? (two)*.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.

After reading

- Write *'Come to my party.'* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give seven children one wordcard each and ask them come to the board and match their card with the correct word in the sentence.
- Rub out *party* and write in *house*. Ask the children to read the new sentence.
- Write *We can have fun.* on the board. Elicit from the children the three sounds that make up the word *fun*. Then say each individual sound in the word (/f/ /ʌ/ /n/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /fʌn/ encouraging the children to repeat after you.
- Repeat the activity for *can* /kæn/.

Extra activity

Ask *What do we write on a party invitation?* (whose party it is, when it is, what type of party). Put the children into pairs to make *their own party invitations*. When the children have finished, ask them to give their invitation to another pair. Encourage them to say *Come to my party* as they do so.

Wordcard activities

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

Pages 16 and 17



Word list

and, at, cakes, dad, house, ice cream, is, look, mum, my, said, sweets, Teddy, the, this

Language summary

this, past simple tense, imperatives

Preparation

Wordcards 3, 4, 8, 14, 21, 24, 26, 30, 32, 33, 38, 42–45 plus punctuation

Materials

book, pencil, bag, paint brush

Before reading

- Before looking at the pictures, teach the structure *Look at the (cakes)*. Put the book, pencil, bag, and brush on your table. Hold up each one in turn and ask *What's this?* As each one is identified, write the word on the board.
- Hold up the book and say *Look at the book*. Invite a child to the front and encourage the child to choose an item from the table. Help the child to say *Look at the (brush)*. Repeat with the other items until the children are confident with the structure.

- 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 *Can you see Teddy? What animals can you see?* (giraffe, dog, mouse, rabbit, elephant, cat) *Who is Teddy pointing at?* (Mum and Dad).
- Tell the children to look at the picture on page 17. Ask *Why are the animals at Teddy's house?* (for a party) *How do you know?* (we can see the party food). *What food can you see?* (cakes, ice cream, sweets, bread, pizza).
- Elicit from the children the other party items they can see on the table (balloons, hats). Ask *How many balloons can you see?* and count them with the children. Then ask *What colour are the balloons?* (red, yellow, blue) *How many blue balloons can you see?* Repeat the question for red and yellow.
- Ask *How many chairs can you see?* and count them with the children (seven). Then ask *How many animals are there?* and count them with the children (seven). Finally ask *Are the friends happy?*

During reading

- Read page 16 to the class slowly and clearly. If you wish, use a different voice for Teddy. Sound happy and indicate Mum and Dad with your arm and hand as Teddy is doing in the picture.
- Read the page again pointing to each word as you read it.
- Ask *Can you see the word mum? Can you see the word dad? Can you see the word house? Can you see the word Teddy?*
- Read the text again and encourage the children to repeat each word after you. Then read the page again together as a class.

- Invite different children to be Teddy and to read the page out loud.
- Tell the children to look at the text on page 15. Elicit from the children why we use speech bubbles in English. The children have seen them in *Little Explorers A* so should know that they show us who is speaking.
- Ask *Can you see the word ice cream?*
Can you see the word cakes? *Can you see the word sweets?*
- Read the first speech bubble to the children pointing to each word as you read it. Read the speech bubble again and encourage the children to read it with you.
- Give the children the opportunity to read the rest of the speech bubbles without any more guidance. Then, if necessary, read them out loud and encourage the children to repeat them after you.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.

After reading

- Write '*This is my mum and dad.*' on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give nine children one wordcard each and ask them come to the board and match their card with the correct word in the sentence.
- Rub out *mum and dad* and replace it with *house*. Ask the children to read the new sentence.
- Repeat the activity with *Look at the ice cream*. Replace *ice cream* with *cakes* and then *sweets*.
- Ask *What will Teddy and the friends do?*

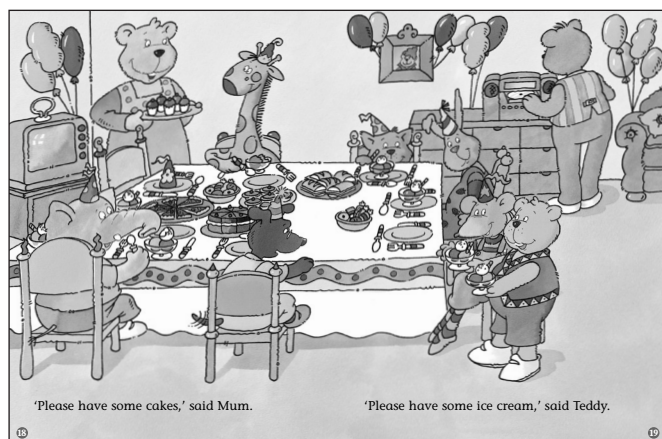
Wordcard activities

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

- Do page 6 in the Comprehension and Vocabulary Workbook.

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Pages 18 and 19



- Elicit from the children other things they can see on the table (plates, knives, forks, spoons). Then ask *Who is sitting next to Elephant?* (dog) *Who is sitting next to Mouse?* (Rabbit) *Who is sitting next to cat?* (Giraffe).

Extra activity

Ask the same question using the children in the class. Ask *Who is sitting next to (child's name)?* and let the class answer.

Word list

cakes, have, ice cream, Mum, please, said, some, Teddy

Language summary

imperatives, past simple tense

Preparation

Wordcards 8, 20, 24, 31, 36, 38, 41, 43
plus punctuation

Materials

pencils, books, sweets, cheese, bread, butter

During reading

- Read page 18 to the class slowly and clearly. If you wish, use a different voice for Mum. Pretend to hold a plate of cakes and offer them as you read the text.
- Read the page again pointing to each word as you read it.
- Ask *Can you see the word Mum?* *Can you see the word cakes?* *Can you see the word have?* *Can you see the word please?*
- Read the text again and encourage the children to repeat each word after you. Then read the page again together as a class.
- Invite different children to be Mum and to read the page out loud.
- Tell the children to look at the text on page 19. Ask *Can you see the word please?* *Can you see the word have?* *Can you see the word ice cream?* *Can you see the word Teddy?*
- Give the children the opportunity to read the text without any more guidance. Then, if necessary, read it to them and encourage them to repeat it after you.

Before reading

- Tell the children to open their books to pages 18 and 19. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Can you see Teddy?* *Can you see Mum?* *Can you see Dad?* *What animals can you see?* (giraffe, dog, mouse, rabbit, elephant, cat) *What are they wearing on their heads?* (party hats) *What food can you see?* (cakes, ice cream, sweets, bread, pizza) *What is Mum holding?* *What is Teddy holding?* *What is Dad doing?* (putting music on) *How many balloons can you see?* (13).

- Elicit from the children exactly what Teddy said on this page. Elicit from them why we use speech marks (to show what someone is saying).
- Invite different children to be Teddy and to read the page out loud. Then read both pages again together as a class.
- Invite two children to be Mum and Teddy and to read the pages out loud.
- Ask *How many sentences can you see?* Tell the children to count the full stops to check (two). Elicit from the children why each sentence starts with a capital letter (to show when a new sentence starts). Tell the children to find and point to the words *Mum* and *Teddy* on the pages. Elicit from them why these words start with a capital letter (they are names).
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.
- Put the items you have brought into class on your table. Invite a pair of children to the table. Say *Please have some sweets.* and encourage the children to take the correct item. They then put it back on the table and sit down. Continue with other pairs until the children are confident. If the children are very confident, you could ask one of them to come to your table and offer the items to the pairs of children.
- Write *please* on the board. Elicit from the children why we use it (to be polite). Elicit from the children other occasions when we should use *please* (to ask our parents for something).

Extra activity

Get the children to make their own party hats. Staple some sheets of stiff paper into cone shapes and ask the children to decorate them. You could have a class party and play some party games.

After reading

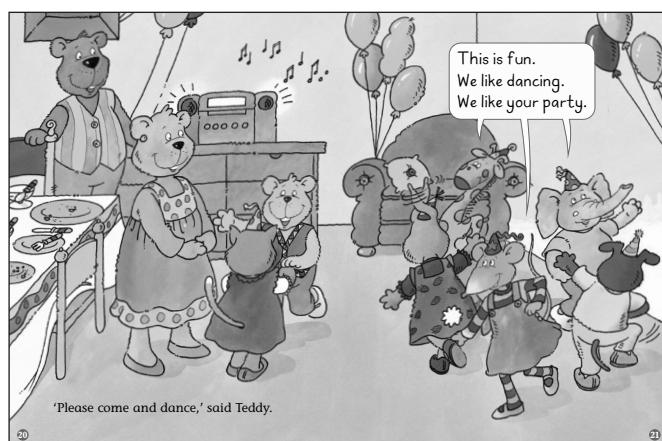
- Write '*Please have some cakes.*' on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give seven children one wordcard each and ask them come to the board and match their card with the correct word in the sentence.
- Rub out *cakes* and replace it with *ice cream*. Ask the children to read the new sentence.

Wordcard activities

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

- Do page 7 in the Comprehension and Vocabulary Workbook.

Pages 20 and 21



Word list

and, come, dance, fun, is, like, party, please, said, Teddy, this, we, your

Language summary

imperatives, past simple tense, *this, like + ... ing*

Preparation

Wordcards 3, 12, 15–17, 26, 27, 34, 36, 38, 43, 45, 48, 52 plus punctuation

Materials

music cassette/CD

Before reading

- Before looking at the pages, teach *dance*. Put on the music you have brought in with you and dance. Say *dance* and write the word on the board. Say *Stand up. Dance.* and encourage the children to dance. Turn off the music. Encourage the children to read the words with you. Elicit from or remind the children what *fun* means.
- 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 *Can you see Mum? Can you see Teddy? Is there music? How do you know?* (we can see the music playing) *What are the animals doing? Who is dancing with Teddy?*

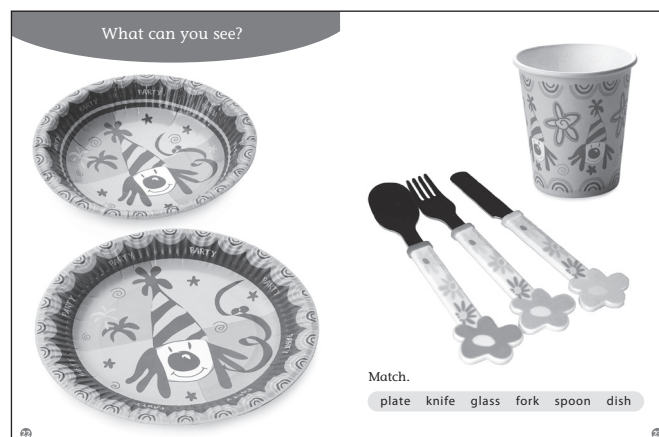
During reading

- Read page 20 to the class slowly and clearly. If you wish, use a different voice for Teddy. Sound happy and dance as you read it.
- Read the page again pointing to each word as you read it.
- Ask *Can you see the word please? Can you see the word dance? Can you see the word Teddy?*
- Read the text again and encourage the children to repeat each word after you. Then read the page again together as a class.
- Invite different children to be Teddy and to read the page out loud.
- Tell the children to look at the text on page 21. Elicit from the children why we use speech bubbles in English. (they show us who is speaking).
- Ask *Can you see the word fun? Can you see the word like? Can you see the word party?*
- Read the speech bubble to the children pointing to each word as you read it. Read the speech bubble again and encourage the children to read it with you.
- Invite different children to be the animals and to read the speech bubble out loud. Then read both pages again together as a class.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.
- Give the children time to read through the whole story again with a partner or to read it quietly by themselves.

Pages 22 and 23

After reading

- Write 'Please come and dance.' on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give seven children one wordcard each and ask them to come to the board and match their card with the correct word in the sentence.
- Create the following wordcards: *jump, read, drink, eat, run, sing, sleep*. Hold up each one in turn and elicit from the children what each one says. If necessary, remind them by miming each one.
- Then rub out *dance* in the sentence on the board and write in *jump*. Encourage the children to read the new sentence with you. Invite a child to the front by saying *Please come and jump*. and indicating that he/she should come to the front. Then start jumping and encourage the child to copy you. Tell the child to sit down.
- Rub out *jump* and write in *read*. Encourage the children to read the new sentence with you. Invite another child to come and read with you in the same way as above. Continue with the other verbs: *drink, eat, run, sing, sleep*.



- Tell the children to open their books to pages 22 and 23. Open your own book and hold it up to show the class.
- Point to each object in turn and elicit the word for each item from the children.
- Focus on the word box at the bottom of page 23. Point to each word in turn, read it and encourage the children to repeat it after you.
- Put the children into pairs. Tell them to match each word with the correct picture. Monitor and help where necessary.
- Do page 8 in the Comprehension and Vocabulary Workbook.

Wordcard activities

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

After reading

Response to the story

- Which story did you like best? Why?

Characters

- Ask the children to name each member of the family.
- Is Teddy funny? Is he friendly? Is he messy?
- Who went shopping with Teddy?
- Who went to Teddy's party?

Setting

- Where did the first story take place? (at the shop)
- Where did the second story take place? (at Teddy's house)
- Elicit from the children all the different rooms and places they saw in the stories (outside Teddy's house, the shop, the car park at the shop, Teddy's street, Teddy's house, the living room).

Plot

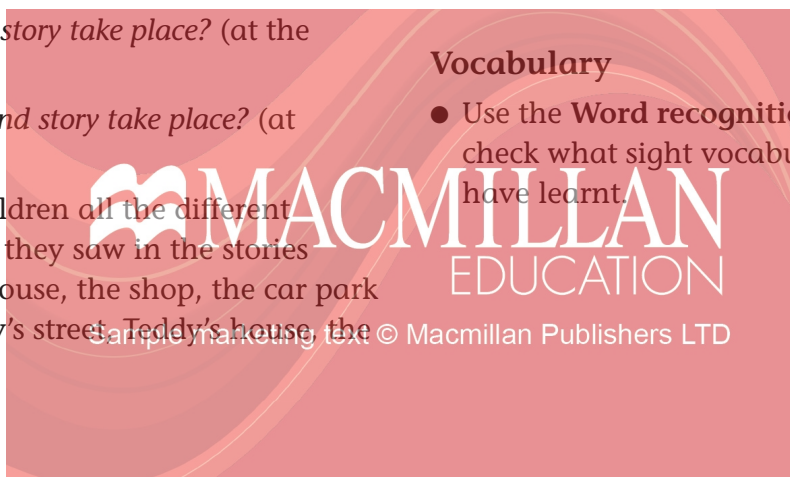
- Encourage the class to re-tell each story simply in their own words.

Moral issues

- Ask the class how Teddy could be less clumsy, e.g. by being more careful.
- Ask the class how Teddy was kind in the second story (he invited his friends to a party). Ask the children how they can be kind to others.
- Ask the class how Teddy was polite in the second story (he said please and offered the food to his friends).

Vocabulary

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



Follow-up ideas

Shopping

Favourite food and drink Make a class shopping list of the children's favourite food and drink. Write it on the board. For each item on the list ask *What is it made of? Is it healthy? Should we eat a lot of it?*

Art Make a picture shopping list with the children. The children can cut out food pictures from magazines and stick them onto a large sheet of card. Display it in the classroom.

Game: I went shopping Play *I went shopping*. If possible, sit the children in a circle. You start the game. Say *I went shopping for a cake*. The child sitting on your left repeats exactly what you said and then adds another item. It can be a food or an object, but each child must say a different item. Continue round the class. Each child repeats the complete list and then adds something else until someone either forgets the order of the items or cannot add anything.

Drama Have fun acting out *Shopping* with groups of three children: a Mum, a Teddy, and an Elephant in each group. Read the story out loud and let each group have a turn at acting it out for the rest of the class. Repeat until all of the children have had a turn.

Party fun

Parties Ask *Do you like parties? When do you have a party? Who comes to the party? What games do you play?*

You could have a class party. Decide with the class when it is going to be and where. Decide what food to have and what you will do.

Art Put the children into pairs. Get each child to write an invitation to the class party for their partner. Will there be any dancing? The children could wear the party hats they made in the Extra activity on page 20 of these Teacher's Notes, or they could make some party hats if you didn't do the Extra activity.

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