

# At the Zoo



## The story

The two stories in this book are about Holly and Tom and their family. This family appear throughout the first four levels of the reading scheme. They all go to the zoo for the day.

### Can you see the animals?

As Tom and Holly walk round the zoo with Mum and Dad, they look for different animals in their cages, which is not that easy because the animals are hiding. Tom is frightened by a snake and runs away. Mum, Dad and Holly have to try and find Tom!

### Can you count the animals?

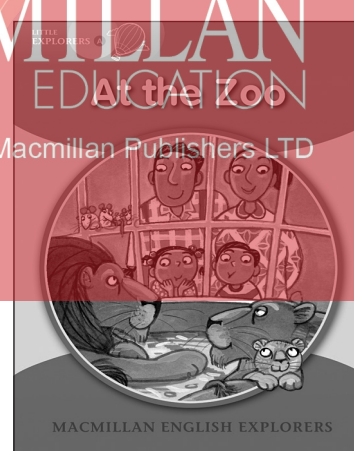
Tom and Holly have fun counting some more of the animals at the zoo (using numbers up to five). The family decides to have a picnic under a tree and get a big surprise!

### The mouse family

A family of mice appears in all the Holly and Tom stories. They provide a funny mini story that children will love to discuss. Encourage the children to find the mice in each picture.

## Introduce the book

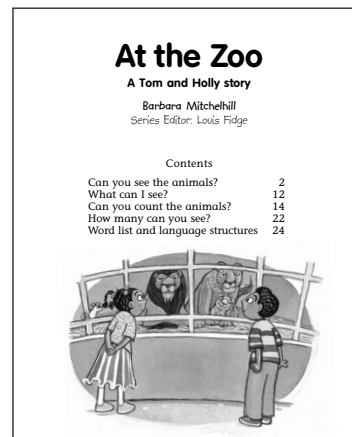
### The cover



- 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 Mum and ask *Who is this?* (Mum). Repeat for Dad. Then point to Tom (the boy) and say *This is Tom*. Repeat for Holly (the girl). Then point to each character in random order and encourage the children to say their names.

- Ask *Where are they?* (at the zoo) *How do you know?* (we can see the animals). Point to each character in turn and ask *Who is this?* (Dad, Mum, Holly, Tom).
- Ask *Have you been to the zoo? Who did you go with? What animals did you see?*
- 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 the children to suggest what animals Tom and Holly and their Mum and Dad might see.

### The contents page



- Tell the children to open their books to the contents page. Open your own book and hold it up to show the class.
- Read the title again and encourage the children to read it with you. Point to the name of the author. Make sure the children know what an author is.
- Tell the children to look at the picture. Ask the children to find and point to Mum, Dad, Holly and Tom. Say *Can you find (Mum) in the picture?* etc. Ask *What animals can you see?* For each animal they name ask *What noise does it make? What does it eat? Where does it live?* (e.g. in the trees, river etc.).

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### Extra activity

Elicit descriptions of some of the animals. Focus on the (crocodile) and ask *How many legs has it got? Has it got a tail? Is it big or small? Is it long or short? What has it got in its mouth?* (teeth) *Is it dangerous?*

- Explain that there are two stories in the book, but that both of them are about Mum, Dad, Holly and Tom at the zoo.

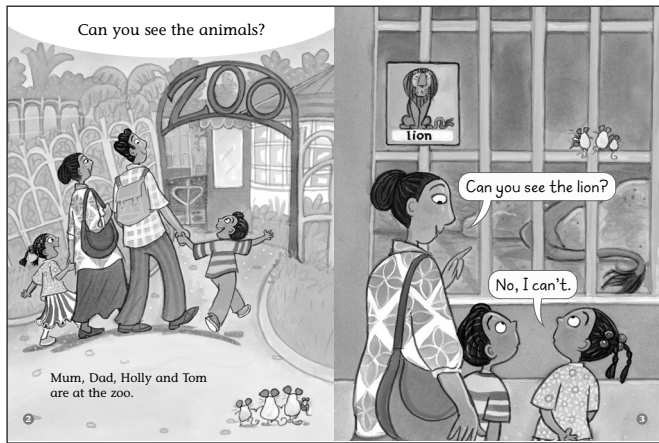


### At the Zoo

The story can be played at any time.

## Pages 2 and 3

## Can you see the animals?



## Word list

and, are, at, can, can't, Dad, Holly, I, lion, Mum, no, see, the, Tom, you, zoo

## Language structures

the verb to be, can/can't

## Preparation

Wordcards 1–3, 6, 7, 10, 16, 17, 19, 22, 24, 29, 33, 35, 37, 38 plus punctuation

## Materials

two wordcards: one with *Yes, I can.* written on it and the other with *No, I can't.* written on it.

## Before reading

- Before looking at the pages, teach the names of the characters, *Mum, Dad, Holly* and *Tom*. Hold up the cover again and see if the children can remember the names. Ask *Who is this?* for each character and write each name on the board as the children say it.
- Ask *What sound does Mum start with?* (/m/) *What sound does Mum end with?* (/m/) *What*

*sound is in the middle?* (/ʌ/). Repeat the same questions for *Dad* and *Tom*. Then ask *What sound does Holly start with?* (/h/).

- Teach *lion*. Write the word *lion* on the board saying it as you write it. Roar like a lion and pretend to be fierce. Encourage the children to repeat the word. See who can be the fiercest lion.
- Write *zoo* on the board and say *We can see a lion at the zoo*. Point to the word and ask the children to say it.
- Tell the children to open their books to pages 2 and 3. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 2. Ask *Where are Mum, Dad, Holly and Tom?* (at the zoo). Ask the children to find and point to the word *zoo* above the entrance.
- Ask *What is Dad carrying?* Elicit from the children what might be in the bag.
- Ask *Can you see the mice?* *What are they doing?* (they are going to the zoo).
- Tell the children to look at the picture on page 3. Ask *Who can you see?* (Mum, Holly and Tom) *What animal lives in this cage?* Point to the picture of the lion on the front of the cage. Then ask *What is Mum pointing at?* and elicit that she is pointing at the lion. Ask *Are Tom and Holly happy?* *How do you know?* Elicit from the children why they think Tom and Holly are unhappy (they can't see the lion).
- Then ask *Where is the lion?* and see if any of the children can see its tail.
- Ask *Can you see the mice?* *What are they doing?* (they are sitting on the door of the cage).



## During reading

- Read the title of the story on page 2. Point to the question mark (?). Tell the children that it is a question mark and explain that when someone asks a question, we end the sentence with a question mark.
- Read page 2 to the class slowly and clearly. 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 Holly? Can you see the word Tom? Can you see the word zoo? Can you see the word and? How many can you see? (3).*
- Read the page again together as a class.
- Invite different children to read the text out loud.
- Tell the children to look at the text on page 3. Ask *Can you see the word lion? Then ask How many can you see? (2, there is one written on the cage).*
- Read page 3 to the class slowly and clearly. If you wish, use different voices for Mum and Holly. Shake your head as you read *No, I can't*. Read the page again and encourage the children to repeat each sentence after you.
- Invite different children to be Mum and Holly and to read their sentence out loud. Then read both pages again together as a class.

## After reading

- Write *Mum, Dad, Holly and Tom are at the zoo.* 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.
- Use the wordcards with the names of the characters on them. Give four children one wordcard each and ask them to match their card with the correct word.
- Rub out the names of the characters in the sentence. Rewrite the names in the sentence in a different order. Ask another four children to match them.
- Point to *at* in the sentence. Write it on the board separately and say the sound of each letter as you write it (/æ/ /t/). Add *c* to the beginning and ask the children to say the new word (*cat*). Then rub out the *c* and add an *h* (*hat*).
- Play *Can you see?* with the children. Hold up the book cover. Invite two children to the front of the class. Give one a wordcard with *Yes, I can.* written on it, and the other one with *No, I can't.* written on it. Point to a character and ask *Can you see (name)?* Encourage the child with the *Yes* wordcard to hold it up and read it. Then cover the character with a piece of paper and ask the question again. Encourage the child with the *No* wordcard to hold it up and read it. Continue until you have named each character.
- Ask *Who will see the lion first – Tom or Holly? What will the lion do?*

## Wordcard activities

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

- Do page 27 in the Comprehension and Vocabulary Workbook.

## Pages 4 and 5



### Word list

*can, can't, giraffe, I, lion, look, no, says, see, the, Tom, you*

### Language structures

the present tense, *can/can't*

### Preparation

Wordcards 5–7, 15, 17, 19, 20, 24, 28, 29, 33, 35, 37  
plus punctuation

### Materials

two wordcards: one with *Yes, I can.* written on it and the other with *No, I can't.* written on it

a collection of objects that the children will know the English words for, e.g. a bag, a pencil, a book etc.

## Before reading

- Before looking at the pages, teach *giraffe*. Draw a simple picture of a giraffe on the board. Write the word underneath, saying it as you write it. Encourage the children to repeat the word after you. Leave the picture on the board.

- Point to the giraffe's long neck and ask *Is the giraffe tall or short? What does it eat?* (leaves at the tops of trees) *Are giraffes dangerous?* Point out that the *f* in the word looks like the long neck and head of a giraffe!
- Ask the children to be giraffes. Encourage them to stretch their necks or they can pretend that their arms are giraffes' necks and practise reaching up tall, pretending to eat leaves from the top of imaginary trees.
- 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 *Who can you see?* (Tom and Holly) *Who can see the lion?* (Tom) *How do you know?* (he is pointing at it) *Is he happy?* *Is Holly happy or scared?*
- Focus on the lion. Ask *Is it big or small? What does it eat?* (meat) *What colour is it?* Then ask the children to be lions.
- Ask *Can you see the mice?* *What are they doing?* (they are looking at the lion).
- Tell the children to look at the picture on page 5. Ask *Who can you see?* *What animal lives in this cage?* If the children can't answer, point to the picture of the giraffe on the front of the cage. Then ask *Is Dad happy?* *How do you know?* (he is smiling). Then ask *What is Dad pointing at?* and elicit that he is pointing at the giraffe. Ask *Is Holly happy?* *How do you know?* Elicit from the children why they think Holly is unhappy (she can't see the giraffe).
- Then ask *Where is the giraffe?* and see if any of the children can see its neck.
- Ask *Can you see the mice?* *What are they doing?* (they are sitting on the sign on the front of the cage).

## During reading

- Read page 4 to the class slowly and clearly. Read the page again pointing to each word as you read it. As you read *Look* point excitedly, like Tom. If you wish, use a different voice for Tom.
- Ask *Can you see the word lion? Can you see the word Tom?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite different children to be Tom and to read the page out loud.
- Ask the children to find and point to the word *Look*. Ask *What sound does look start with? (/l/)*. Then say *Find another word which starts with /l/ (lion)*.
- Tell the children to look at the text on page 5. Read the text slowly and clearly. Read it again pointing to each word as you read it.
- Ask *Can you see the word giraffe? How many can you see? (2, there is one written on the cage)*.
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite different children to be Dad and Holly and to read the page out loud. Then read both pages again together as a class.
- Put the children into pairs. Ask one to read *Can you see the giraffe?* on page 5. Ask the other one to look back at page 3 and to read *Can you see the lion?* 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. Ask *Are they questions? How do you know?* Do the same with *No, I can't*.

## After reading

- Write *I can see the lion.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give six children one wordcard each and ask them to come to the board and match their card with the correct word in the sentence.
- Play *Can you see?* with the giraffe on the board (see page 4 of these Teacher's Notes).
- Play a word game with the children. Write *can* on the board and say the sound of each letter as you write it (/k/ /æ/ /n/). Rub out the *c* and add an *m* and ask the children to say the new word (*man*).

### Extra activity

Hold up the objects you have brought in with you one at a time. Say *Look. I can see the (bag)*. Then hold up another object and encourage the children to say *Look. I can see the (book)*. Continue holding up a different object each time, and asking individual children to say the sentence.

- Ask *Who will see the giraffe first – Tom or Holly? What will the giraffe be doing?*

### Wordcard activities

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



## Pages 6 and 7



### Word list

can, can't, giraffe, Holly, I, look, no, says, see, snake, the, you

### Language structures

the present tense, *can/can't*

### Preparation

Wordcards 5–7, 15–17, 20, 24, 28–30, 33, 37 plus punctuation

### Materials

Two wordcards: one with *Yes, I can.* written on it and the other with *No, I can't.* written on it

## Before reading

- Before looking at the pages, teach *snake*. Draw a simple picture of a snake on the board. Write the word underneath, saying it as you write it. Encourage the children to repeat the word after you. Ask *Is a snake long or short?* (long) *Are snakes dangerous?* *What do snakes eat?* (mice) *What sound does it make?* (sssss). Point out that the *s* in the word looks like a snake and sounds like a snake! Encourage them to make a snake sound. Leave the picture on the board.

- 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 can you see?* *What can Holly see?* (the giraffe) *How do you know?* (she is pointing at it) *Is she happy?*
- Focus on the giraffe. Ask *Is it tall or short?* *What is it eating?* (the leaves in the tree) *What colour is it?*
- Ask *Can you see the mice?* *What are they doing?* (they are looking at the giraffe).
- Tell the children to look at the picture on page 7. Ask *Who can you see?* *What animal lives in this cage?* *What is Mum pointing at?* and elicit that *she is pointing* at the snake. Ask *Is Holly happy?* *How do you know?* Elicit from the children why they think Holly is unhappy (she can't see the snake).
- Then ask *Where is the snake?* and see if any of the children can see it.
- Ask *Can you see the mice?* *What are they doing?* (they are sitting in front of the cage).

## During reading

NB If you have a confident class, you may wish to ask the children to find and point to words on page 6 before you read it, e.g. *giraffe*, *Holly*.

- Tell the children to look at the text on page 6. Read the text slowly and clearly. Read it again pointing to each word as you read it. Encourage the children to repeat each sentence after you. Then read it again together as a class. Ask *Can you see the word giraffe?* *Can you see the word Holly?*

- Put the children into pairs. Ask one to read the text on page 6 again. Then tell the other one to look back to page 4. 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.
- Invite different children to read the text out loud.
- Tell the children to look at the text on page 7. Ask *Can you see the word snake?* If the children can't remember the word, make a snake noise and point to the word on the board. Then ask *How many can you see?* (2, there is one written on the cage).
- Read the text slowly and clearly. Read it again pointing to each word as you read it. Encourage the children to repeat each sentence after you. Then read it again together as a class.
- Invite different children to be Mum and Holly and to read the page out loud. Then read both pages again together as a class.
- Put the children into pairs. Ask one to read *Can you see the snake?* on page 7. Then tell the other one to look back to page 5 and to read *Can you see the giraffe?* 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. Do the same with *No, I can't*.
- Ask the children to find and point to the word *see*. Ask *What sound does see start with?* (/s/). Then say *Find another word which starts with /s/* (snake).
- 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 see the giraffe.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give six different children one wordcard each to make the sentence. Invite them to the front of the class and 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 with other children.
- Repeat the activity with *Can you see the snake?*
- Play *Can you see?* with the snake on the board (see page 4 of these Teacher's Notes).

## Extra activity

Play an animal mime game. Choose one of the animals from the story so far. Pretend to be that animal, doing the actions and making the sound. The children have to guess which animal you are and say *Look. I can see the (lion)*. Put the children into two teams. A child from one team takes a turn to mime an animal. Their team has to guess the animal and say the sentence.

- Ask *Who will see the snake first – Tom or Holly? What will the snake do? Will Tom and Holly be scared of the snake?*

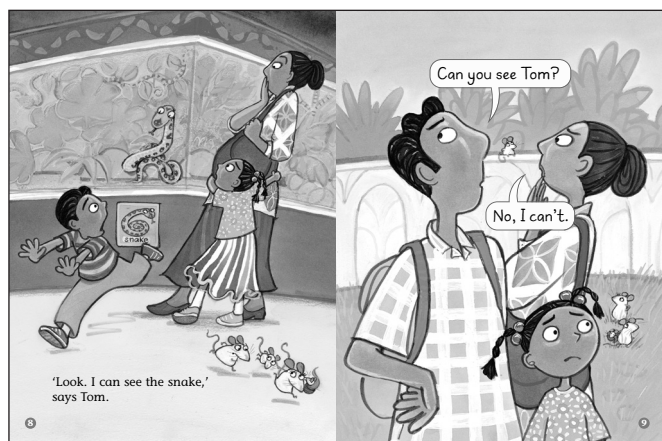
## Wordcard activities

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

- Do page 28 in the Comprehension and Vocabulary Workbook.



## Pages 8 and 9



- Ask *Can you see the mice? What are they doing?* (they are running away) *Why are they running away? What do snakes eat?* (mice!).
- Tell the children to look at the picture on page 9. Ask *Who can you see? Are they happy or worried?* Elicit from the children why they might be worried. Ask *What did Tom do?* (he ran away) and establish that Mum, Dad and Holly can't see him.
- Ask *Can you see the mice? What are they doing?* (they are looking for Tom).

### Word list

*can, can't, I, look, no, says, see, snake, the, Tom, you*

### Language structures

the present tense, *can/can't*

### Preparation

Wordcards 5–7, 17, 20, 24, 28–30, 33, 35, 37 plus punctuation

### Materials

two wordcards: one with *Yes, I can.* written on it and the other with *No, I can't.* written on it

enlarged photocopies of Mum, Dad, Tom and Holly

### During reading

- Tell the children to look at the text on page 8. Ask *Can you see the word snake? Can you see the word Tom?*
- Read the text slowly and clearly. Read it again pointing to each word as you read it. Encourage the children to repeat each sentence after you. Then read it again together as a class.
- Put the children into pairs. Ask one to read the text on page 8 again. Then tell the other one to look at page 6. 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.
- Ask the children to find and point to the word *see* on page 8. Ask *What sound does see start with?* (/s/). Then say *Find two more words which start with /s/* (snake, says).
- Tell the children to look at the text on page 9. Ask *Can you see the word Tom?*
- 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 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 *Who can you see? Can they see the snake? Why is Tom running away?* (he's scared) *Why is Holly hiding?* (she's scared) *Is Mum scared? How do you know?* (she looks scared).
- Focus on the snake. Ask *Is it long or short? Can you point to its tongue? What colour is it? Who is it looking at?* (Holly).

- Invite different children to be Tom, Mum and Holly and to read the pages out loud. Encourage them to use different voices. 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.
- Ask the children to check and make sure that each sentence begins with a capital letter and ends with a full stop.

### After reading

- Write the text from page 8 on the board. Remind the children that the animals in the story were all hiding. Tell the children that you are going to hide the wordcards from page 8 (*look, I, can, see, the, snake, says, Tom*) in the classroom. Tell them to close their eyes. Hide the wordcards in easy places then tell the children to open their eyes.
- Ask individual children, one at a time, to find one card and come to the front of the class. Don't give them long and help them if necessary. NB It doesn't matter in which order they find them.
- When they have all been found, the children who found the cards should read them and stand in the correct order to make the sentence from page 8. Encourage the rest of the class to help them and then to read the completed sentence out loud.
- Repeat the activity for the sentences on page 9, asking different children to look.
- Play the animal mime game on page 8 of these Teacher's Notes. Include all the animals in the story so far.

### Extra activity

Play the *Can you see?* game on page 4 of these Teacher's Notes. Instead of using drawings of animals, stick the enlarged photocopies of Mum, Dad, Tom and Holly on the board.

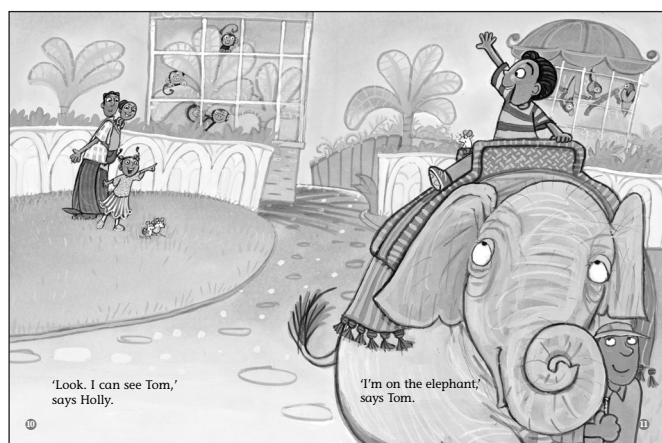
- Ask *Where is Tom? What is he doing? Who will find Tom first – Mum, Dad or Holly?*

### Wordcard activities

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



## Pages 10 and 11



### Word list

can, elephant, Holly, I, I'm, look, on, says, see, the, Tom

### Language structures

present tense

### Preparation

Wordcards 5, 12, 16–18, 20, 25, 28, 29, 33, 35 plus punctuation

### Materials

pictures of all the animals in the story

### Before reading

- Before looking at the pages, teach *elephant*. Draw a simple picture of an elephant on the board. Write the word underneath, saying it as you write it. Encourage the children to repeat the word after you. Ask *What sound does elephant start with?* (/e/).
- Ask *Is an elephant big or small? Are elephants dangerous? Is an elephant's nose long or short?* Tell the children to be elephants. Encourage them to use their arms as trunks.
- Tell the children to open their books to pages 10 and 11. Open your own book and hold it up to show the class.

- Tell the children to look at the picture. Ask *Who can you see? Where is Tom?* (on an elephant) *Can Holly see Tom? How do you know?* (she is pointing at him) *Is Tom scared or happy? How do you know? Are Mum and Dad happy or worried?*
- Focus on Tom and the elephant. Say *Look at Tom. Who is looking after him?* and make sure the children notice the keeper controlling the elephant. Ask *Is Tom safe?* and establish that he is sitting on a special seat. Ask *When do you sit in a special seat?* (in the car) *Why?* (to be safe).
- Ask *Can you see the mice? What are they doing?* (one is with Tom, they are looking at Tom).

### During reading

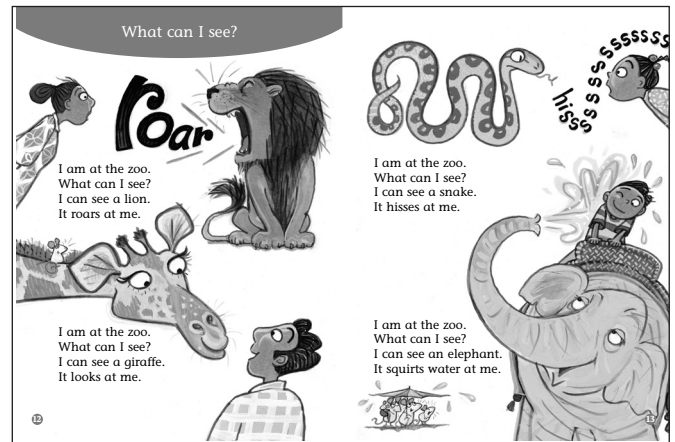
- Tell the children to look at the text on page 10. Ask *Can you see the word Tom? Can you see the word Holly?*
- Read the text slowly and clearly. Read it again pointing to each word as you read it. Encourage the children to repeat each sentence after you. Then read it again together as a class.
- Tell the children to look at the text on page 11. Read the text to the class slowly and clearly. If you wish, use a different voice for Tom. Read the page again pointing to each word as you read it.
- Ask *Can you see the word elephant? Can you see the word Tom?*
- Read the text again and encourage the children to repeat after you. Then read both pages again together as a class.
- Invite different children to be Holly and Tom and to read both pages out loud.
- 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.



## Pages 12 and 13

### After reading

- Write *I'm on the elephant.* on the board.  
Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give five children one wordcard each 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.



### Extra activity

Stand on different **things in the classroom**, e.g. a chair, a book etc. and say where you are, e.g. *I'm on the book.*

- Play the *Can you see?* game on page 4 of these Teacher's Notes. Include all the animals in the story using the pictures you have brought in with you.
- Give the children time to read through the whole story again with a partner or to read it quietly by themselves.

### Wordcard activities

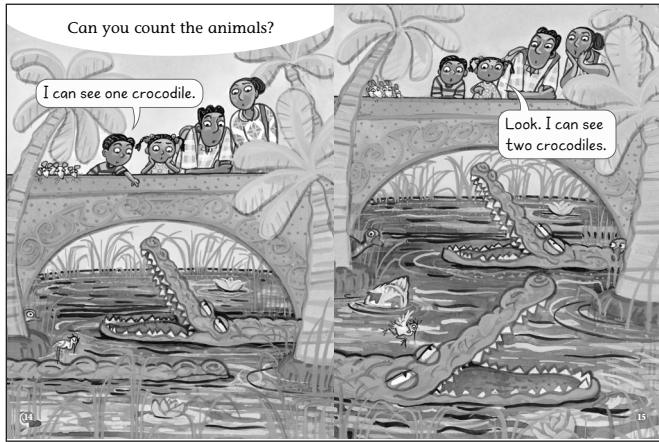
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 29 in the Comprehension and Vocabulary Workbook.

- The rhyme on pages 12 and 13 re-cycles the vocabulary of the story and introduces some new words (roar, hiss, squirt, water).
- Tell the children to open their books to pages 12 and 13. Open your own book and hold it up to show the class.
- Read the rhyme to the children. Then read it again and encourage them to read it with you. Repeat it several times.
- The new words can be demonstrated to the children as you read the rhyme. Roar in verse 1, hiss in verse 3 and pretend to squirt water with a trunk in verse 4. In verse 2, put your fingers up to your eyes and make pretend binoculars when you read *looks*.

## Pages 14 and 15

## Can you count the animals?

**Word list**

can, crocodile(s), I, look, one, see, two

**Language structures**

present tense, can

**Preparation**

Wordcards 5, 8, 9, 17, 20, 26, 29, 36  
plus punctuation

**Materials**

Ten small pieces of paper: five with a number from 1 to 5 written on each one, five with a number word from *one* to *five* written on each one.

**Before reading**

- Before looking at the pages, teach numbers 1 to 5. Draw one dot on the board, count it with the class. Write the numeral 1 and the word *one* under the dot. Repeat with numbers 2 to 5. Make sure you leave enough space between each group of dots.
- Give five children in the class a numbered piece of paper. Call out the numbers at random and encourage the child with the number you call to stand up and repeat it.

Repeat the game with the number words written on the paper. Use the dots on the board for reference as you read the story. You will need to draw them up at the beginning of every lesson.

- Teach *crocodile*. Draw a simple picture of a crocodile on the board. Write the word underneath, saying it as you write it. Encourage the children to repeat the word after you. Ask *What sound does crocodile start with?* (/k/) *Is a crocodile long or short?* (long) *Where do crocodiles live?* (in the water) *Are crocodiles dangerous?* (yes) *What do they eat?* (any other animals!) *What have they got in their mouths?* (lots of teeth). Tell the children **to be crocodiles**. Encourage them to use their arms as a crocodile mouth and to extend them out and snap them together.
- Tell the children to open their books to pages 14 and 15. Open your own book and hold it up to show the class.
- Point to the title of the story and read it out loud. Elicit from the children what they think the story is going to be about.
- Tell the children to look at the picture. Ask *Who can you see?* (Mum, Tom, Holly and Dad) *Where are they in the story?* (at the zoo) *Where are they standing?* (on a bridge) *What is under the bridge?* (a crocodile) *Can Tom see the crocodile?* *How do you know?* (he is pointing at it). Say *Count the crocodile*. and encourage the children to point and count 1. If necessary, point to the number 1 on the board and count the dot. Then ask *Can you see another crocodile in the water?* and see if any of the children can spot it. If they find it, ask *Can Tom see it?* and establish that he can't. Ask *Can you see other animals in the water?* (ducks).
- Ask *Can you see the mice?* *What are they doing?* (they are on the bridge looking at the crocodile).

- Tell the children to look at the picture on page 15. Ask *What can Holly see?* (a crocodile). Then say *Count the crocodiles.* and encourage the children to point and count 1, 2. If necessary, point to the number 2 on the board and count the dots.
- Ask *Why didn't Tom see two crocodiles?* and elicit suggestions from the class (one was hiding). Ask *Why do crocodiles hide in the water?* and elicit that they catch their food by hiding and then jumping up quickly.

## During reading

- Tell the children to look at the text on pages 14 and 15. Ask *Can you see the word crocodile? Can you see the word can? Can you see the word one? Can you see the word two?*
- Point to the word *crocodile* on page 14, hold up one finger and say *one crocodile*. Then point to the word *crocodiles* on page 15, hold up two fingers and say *two crocodiles*. Elicit from the children why there is an *s* on the end of the word on page 15 (because it is plural). If necessary, explain to the children that in English we add an *s* to words when there is more than one.
- Read the text slowly and clearly. Read it again pointing to each word as you read it. Encourage the children to repeat after you. Then read it again together as a class.
- Put the children into pairs. Ask one to read *I can see one crocodile* on page 14. Then tell the other one to look at page 15 and to read *I can see two crocodiles*. 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.
- Invite different pairs of children to be Tom and Holly and to read their part of the text out loud.

## After reading

- Draw a picture of two crocodiles on the board near the picture of the crocodile you drew earlier and rub out the label. Point to each picture in turn and ask *What can you see?* Encourage the children to answer *I can see one crocodile.* or *I can see two crocodiles.*

## Extra activity

You can extend the activity to include pictures of one and two lions, snakes, giraffes, and elephants.

- Play a matching game with the children. Use pairs of all the animal wordcards from the book so far (*lion, giraffe, snake, elephant, crocodile*). Tell the children to close their eyes and put the cards around the room. Do not put the matching pairs together. Tell the children to open their eyes.
- Ask an individual child *Can you see the lions?* and encourage them to point to the first lion card and say *I can see one (lion).* and then to the second card and say *I can see two lions.* Continue with other children and animals. Keep the pace quite fast to make the game fun.
- Ask *What will happen? What will the crocodiles do?*

## Wordcard activities

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

- Do page 30 in the Comprehension and Vocabulary Workbook.



## Pages 16 and 17



### Word list

*can, ducks, four, I, look, penguins, see, three, you*

### Language structures

present tense, *can*

### Preparation

Wordcards 5, 11, 14, 17, 20, 27, 29, 34, 37  
plus punctuation

### Materials

picture of a penguin

## Before reading

- Before looking at the pages, teach *duck* and *penguin*. Draw a simple picture of a duck on the board. Write the word underneath, saying it as you write. Encourage the children to repeat the word after you. Ask *Where do ducks live?* (in the water) *Are ducks dangerous?* *Have they got arms?* *What have they got?* Flap your arms and say *wings*. Then ask *Can ducks fly?* *What noise do ducks make?* and encourage the children to quack like ducks. Tell the children to be ducks. Encourage them to flap their arms and quack.
- Repeat the activity for *penguin* using the picture you have brought in with you. Elicit from the children what penguins eat (fish),

what colour they are (black and white) and where they live in the world (South Pole). The children may be surprised that penguins have wings but can't fly!

- Tell the children to open their books to pages 16 and 17. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 16. Ask *Who can you see?* (Tom and Holly). Then say *Count the crocodiles*, and encourage the children to point and count 1, 2. If necessary, point to the number 2 on the board and count the dots. Then ask *What are the crocodiles looking at?* (the ducks). *Why?* and elicit suggestions from the children (the crocodiles want to eat them!). Ask *Are the ducks happy or scared?* (scared) *Who can see the ducks?* (Tom) *How do you know?* (he is pointing at them) *Are Tom and Holly happy or worried?* (worried) *Why?* and elicit suggestions from the children.
- Then say *Count the ducks*, and encourage the children to point and count 1, 2, 3. If necessary, point to the number 3 on the board and count the dots. Ask *What noise are the ducks making?* and let the children quack.
- Ask *Can you see the mice?* *What are they doing?* (they are on the bridge running away).
- Tell the children to look at the picture on page 17. Ask *Who can you see?* (Tom and Holly) *What animal can you see?* (a penguin(s)). Point to the man with the bucket and ask *Who is this?* and elicit suggestions from the children (the keeper). Then ask *What is he doing?* (feeding the penguins) *What are the penguins eating?* (fish) *Can Holly see the penguins?* *How do you know?* (she is pointing at them). Say *Count the penguins*, and encourage the children to point and count 1, 2, 3, 4. If necessary, point to the number 4 on the board and count the dots.

- Ask *Can you see the mice? What are they doing?* (they are looking at the penguins, they are pretending to be penguins).

## During reading

- Tell the children to look at the text on page 16. Ask *Can you see the word ducks? Can you see the word can? Can you see the word three? Can you see the word see?* Elicit from the children why *duck* has an *s* on the end (plural). Then ask *What sound does duck start with?* (/d/).
- Read the text slowly and clearly. Read it again pointing to each word as you read it. Encourage the children to repeat after you. Then read it together as a class.
- Put the children into pairs. Ask one to read *I can see three ducks.* on page 16. Then tell the other one to look at page 14 and to read *I can see one crocodile.* 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 17. Read the text to the class slowly and clearly pointing to each word as you read it.
- Ask *Can you see the word penguins? Can you see the word four? Can you see the word can? Can you see the word see?* Elicit from the children why *penguin* has an *s* on it (plural).
- Read the text again and encourage the children to repeat each sentence after you. Then read both pages again together as a class.
- Invite different pairs of children to be Tom and Holly and to read their text out loud.

## After reading

- Write *I can see three ducks.* on the board. Say each word out loud as you write it and encourage the children to repeat each word

after you. Then read the complete sentence together.

- Give six children one wordcard each and ask them come to the board and match their card with the correct word, one sentence at a time.
- Draw four ducks on the board. Rub out the word *three* from your sentence. Give three children a number wordcard: *two*, *three* or *four*. Point to the ducks and encourage the children to count them. Read the sentence on the board, stopping at the missing number. Encourage the child with the *four* wordcard to hold it up and say *four ducks*. Encourage the whole class to say the new sentence.
- Rub out one duck and repeat the activity with *three*. Rub out another duck and repeat with *two*. Finally rub out another duck and repeat with *one*. Write *one* in the space in the sentence. Point to the word *ducks* and elicit from the children what you need to change to make the sentence correct and why (rub out the *s* because it's not plural).
- Write *Can you see four penguins?* 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 question together.
- Give six different children one wordcard each to make the sentence. Invite them to the front of the class and 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 picture of the penguins on page 17 and ask *What will happen? What will the penguins do?*

## Wordcard activities

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

## Pages 18 and 19



### Word list

can, four, I, look, monkeys, no, penguins, see, three, you

### Language structures

present tense, can

### Preparation

Wordcards 5, 14, 17, 20, 21, 24, 27, 29, 34, 37 plus punctuation

## Before reading

- Before looking at the pages, teach *monkey*. Write the word on the board saying it out loud as you write it. Encourage the children to repeat the word after you. Pretend to be a monkey to illustrate the word. Ask *What sound does monkey start with?* (/m/) *Where do monkeys live?* (in the trees) *Are monkeys dangerous?* *What do they eat?* (bananas) *What noise do monkeys make?* and encourage the children to make monkey noises. Tell the children to be monkeys. Encourage them to swing their arms and make the noise. Leave the picture and the word on the board.

- Tell the children to look at the picture on page 18. Say *Count the penguins*. and count them together. Tell the children to look back at page 17 and say *Count the penguins*. Tell them to turn back to page 18 and ask *Are the penguins happy or surprised?* (surprised) *Why?* Point to the penguin looking into the water and ask *What is it looking at?* (the splash) *Where is the other penguin?* Elicit suggestions from the children.
- Ask *Can you see the mice?* *What are they doing?* (one of them has fallen into the water and is being rescued by the others).
- Tell the children to look at the picture on page 19. Ask *Who can you see?* (Mum, Dad, Tom and Holly) *Where are they sitting?* (on the ground under a tree) *What are they doing?* (having a picnic). Ask *Have you had a picnic?* *What did you eat?* *What have the family got to eat?* (apples, bananas).
- Ask *Can you see the mice?* *What are they doing?* (drying the little mouse).
- Then ask *What can you see in the tree?* (monkeys) *Can Holly and Tom see the monkeys?* *How do you know?* (they are looking up at them). Say *Count the monkeys*. Ask *What are the monkeys looking at?* (the picnic).
- Elicit from the children what Tom is saying on page 18 and what Holly is saying on page 19.



## During reading

- Tell the children to look at the text on page 18. Ask *Can you see the word penguins? Can you see the word can? Can you see the word three? Can you see the word see?*
- Read the text slowly and clearly. If you wish, use a different voice for Tom. Read it again pointing to each word as you read it, and encourage the children to repeat after you.
- Tell the children to look at the text on page 19. Ask *Can you see the word monkeys? Can you see the word can? Can you see the word four? Can you see the word see?*
- Read the text slowly and clearly. If you wish, use a different voice for Holly. Read it again pointing to each word as you read it, and encourage the children to repeat each sentence after you.
- Read the text on both pages again together as a class.
- Invite different pairs of children to be Tom and Holly and to read their sentence out loud.
- 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 *Can you see four monkeys?* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give six children one wordcard each and ask them come to the board and match their card with the correct word in the sentence.
- Repeat the drawing activity from **After reading** on page 16 of these Teacher's Notes.

### Wordcard activities

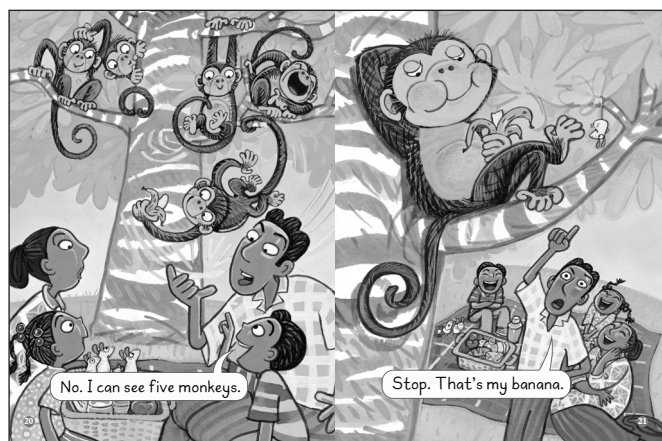
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 31 in the Comprehension and Vocabulary Workbook.

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## Pages 20 and 21



### Word list

*banana, can, five, I, monkeys, my, no, see, stop, that's*

### Language structures

present tense, *can*

### Preparation

Wordcards 4, 5, 13, 17, 21, 23, 24, 29, 31, 32 plus punctuation

### Materials

objects that the children will know in English: bag, book, paintbrush, pencil etc.

- Ask *What is the monkey holding?* (a banana) *Who was eating the banana? How do you know?* (you can see that it was in his hand) *What is the monkey using to swing in the tree?* (its tail) *Are Mum and Dad happy or surprised? Are Tom and Holly happy or surprised? What are the monkeys doing?* (sitting in the tree).
- Ask *Can you see the mice? What are they doing?* (sitting on the cheese).
- Tell the children to look at the picture on page 21. Ask *Where is the monkey now?* (in the tree) *What is it doing?* (eating the banana) *Is it happy or sad? Is Dad happy or angry? Why?* (the monkey is eating his banana) *Are Mum, Tom and Holly sad? How do you know?* (they are laughing).

### During reading

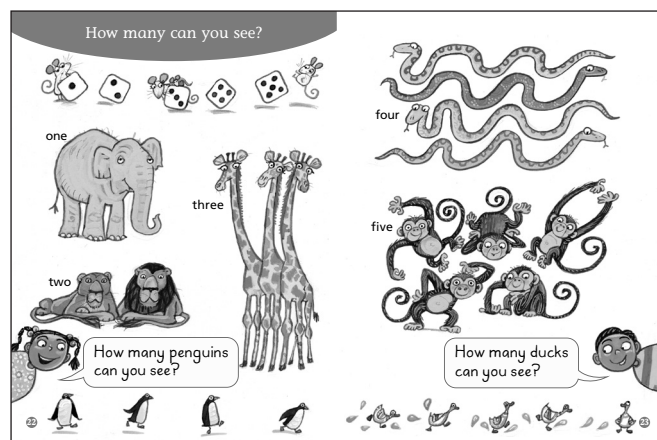
- Tell the children to look at the text on page 20. Ask *Can you see the word monkeys? Can you see the word can? Can you see the word five? Can you see the word see?*
- Read the text slowly and clearly. If you wish, use a different voice for Tom. Read it again pointing to each word as you read it and encourage the children to repeat after you.
- Tell the children to look at the text on page 21. Read it to the class slowly and clearly. If you wish, use a different voice for Dad. Sound cross and use an appropriate hand gesture. He is telling the monkey off. Read the page again pointing to each word as you read it.
- Ask *Can you see the word banana?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the page again together as a class.
- Invite different pairs of children to be Tom and Dad and to read their sentence out loud. Encourage Dad to use a cross voice. See who can be the most cross.

### Before reading

- Before looking at the pages, teach *banana*. Draw a simple picture of a banana on the board. Write the word underneath it. Pretend to peel and eat a banana. Point to the picture and the word and say *banana*.
- 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 page 20. Say *Count the monkeys*. Encourage the children to point and count 1, 2, 3, 4, 5. If necessary, point to number 5 on the board and count the dots.

## Pages 22 and 23

### How many can you see?



- 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.
- Ask the children to check and make sure that each sentence begins with a capital letter and ends with a full stop.

### After reading

- Write *That's my banana.* 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 four children one wordcard each and ask them come to the board and match their card with the correct word in the sentence.
- Play the *Stop!* game with the children. Put the objects you have brought into class with you on your table. Ask individual children to come to the front and choose an object to take back to their table. As they pick up the object say *Stop. That's my (pencil).* Do this twice to demonstrate the game. Then invite a child to be you and to stop the children taking the objects. Continue playing, giving as many children as possible the opportunity to shout *Stop!* Keep the pace quick to make the game fun.
- 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 re-cycle the numbers and animals in the book.
- 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 dice at the top of page 22. Say *Count the dots.* Point to each dice in turn and encourage the children to count the dots on each one (1 to 5).
- Then say *Count the elephant.* and encourage the children to count 1. Repeat for the lions, giraffes, snakes and monkeys so that the children are counting in chronological order.
- Then ask the children to count the animals in random order.
- Point to the speech bubble on page 22. Read it aloud. Let the children count the penguins and see who is the first to give you the right answer. Repeat for the bubble on page 23.

### Wordcard activities

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

- Do page 32 in the Comprehension and Vocabulary Workbook.



## After reading

### Response to the story

- Ask the children which story they liked best. Why?

### Characters

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

### Setting

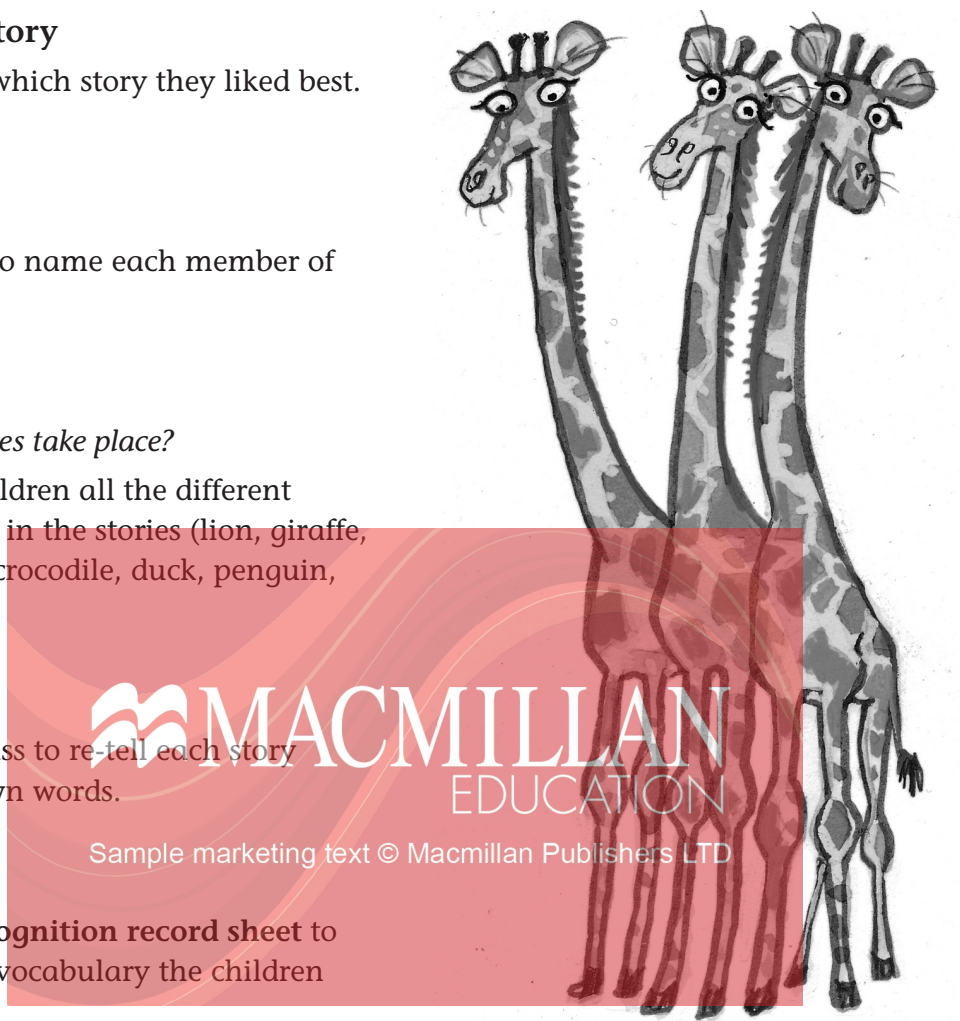
- *Where did the stories take place?*
- Elicit from the children all the different animals they saw **in the stories** (lion, giraffe, snake, elephant, crocodile, duck, penguin, monkey).

### Plot

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

### Vocabulary

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



## Follow-up ideas

**Zoos** Encourage the children to share their own experiences of visits to the zoo. *What animals did they see? Where was the zoo?* Discuss why we have zoos. Encourage the children to think about whether cages are good places to keep animals or should we leave them in the wild where they live.

**Wild animals** What sort of animals do the children expect to see in a zoo or safari park? Encourage children to list as many as possible. Elicit what they know about each one, e.g. *Where do they come from? What do they eat? Do they live in the water? In the trees?* The children could choose an animal and use information books to find out more about it.

**Camouflage** Some animals are good at blending into the background to protect themselves, e.g. a tiger's skin looks like grass, a crocodile looks like a floating log. Talking about camouflage and the animals which use it. Discuss whether any of the animals in the book would be hard to spot in the wild.

## Art

- Make your own zoo picture. Encourage the children to paint or draw (or collect pictures of) different zoo animals. Make a zoo background on a large piece of card for the children to stick their pictures on. Display it in the classroom.
- Make a snake picture. Give each child a length of string. Tell them to colour it (with paint or felt tip pens). Ask the children to glue their string in a snake shape on a large sheet of paper. Display the collage of coloured snakes on the classroom wall.

**Music** Find and sing some animal songs in English or in your own language.

