

# Teddy's Big Day



## The story

The two stories in this book are about Teddy. He always makes a mess and today is no exception!

### Teddy at school

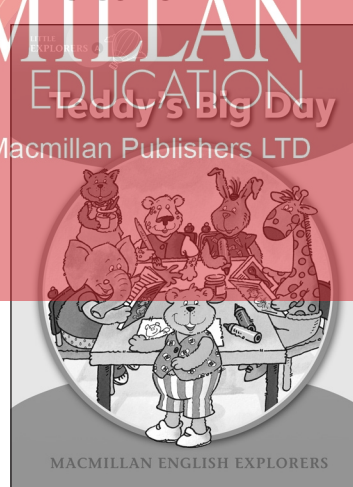
It is Teddy's first day at school. He has lots of things in his bag to show us and his new friends. Teddy tries lots of exciting things at school and he tells us what he likes doing. Everything is going well until he decides he likes painting and has too much fun with his paintbrush!

### A cake for Teddy

Grandma collects Teddy from school in her car. They stop at a cake shop where Teddy buys a big cake. Unfortunately Teddy has an accident with the cake and it does not reach home in one piece. Teddy is very unhappy. Luckily, Dad has bought another cake for Teddy and the family to eat.

## Introduce the book

### The cover



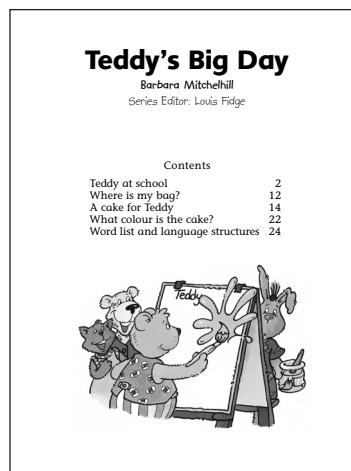
- Hold up the book and point to the cover. Read the title to the class. Read it again and encourage the children to repeat after you.
- Point to the picture on the cover. Point to Teddy and ask *Who is this?* and elicit from the children that it is Teddy. Point to his name on the cover as they say it.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

- Elicit from the children what other animals they can see in the picture. Point to each one and explain that they are Teddy's friends. For each one ask *What is she/he doing?* (reading, painting, writing)
- Ask *Where are the animals?* and elicit suggestions from the children (e.g. at school).
- 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.

## Extra activities

- If you have some children in the class who can write their names, ask one or two to write them on the board. Write *Teddy* on the board. Explain that in English people's names begin with a capital letter. Elicit whether any of the children have names which start with T.
- Ask if any of the children have favourite soft toys at home. Ask *What animal is it? Is it new? What is it wearing?*

## 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 *Can you see Teddy? Can you see his name in the picture?* Elicit from the children why Teddy has bees on his waistcoat. Explain that bees make honey and bears like honey.
- Ask the children to find and point to the cat, the dog and the rabbit.
- Ask *What is Teddy doing? Is he happy? Is the rabbit happy?* Tell the children that they will find out what is happening in the story.
- Explain that there are two stories in the book, but that both of them are about an important day in Teddy's life.

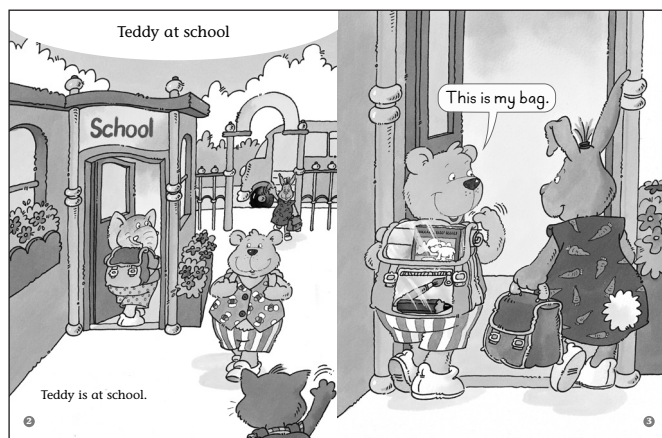


## Teddy's Big Day

The story can be played at any time.

## Pages 2 and 3

### Teddy at school



#### Word list

at, bag, is, my, school, Teddy, this

#### Language structures

present simple tense, *this*, possessive pronoun, *my*

#### Preparation

Wordcards 2, 3, 16, 20, 26, 29, 31  
plus punctuation

#### Materials

a school bag

- 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 them to find and point to things in the picture. Ask *Can you see Teddy?* *Can you see the rabbit?* *Can you see the cat?* Then ask *Where is Teddy?* (at school) *How do you know?* Ask the children to find and point to the word *school* above the door. Point to the title of the story and read it out loud.
- Ask *How did the rabbit come to school?* (on the bus) *How do you know?* (we can see the bus at the gate). Then ask *Who is going in the door?* (the elephant).

#### Extra activity

Find out how most of the children in the class travel to school. Ask *How do you get to school in the morning?* *Do you come on the bus?* *Do you come in a car?* etc.

- Ask *Are the animals happy?* *How do you know?* *What are they carrying?*
- Tell the children to look at the picture on page 3. Ask *Who is going in the door?* Elicit from the children *why* the rabbit has carrots on her dress. Try and elicit that rabbits eat carrots.
- Ask *What are the animals carrying?* *What is Teddy pointing at?* (his bag). Say *Look at Teddy's bag. What can you see?* If the children need help, ask *Can you find a pencil?* *Can you find a brush?* *Can you find a book?*

#### Extra activity

Ask *Do you bring a bag to school?* *What do you put in your bag?*

### Before reading

- Before looking at the pages, teach *school* and *bag*. Draw a simple picture of a building on the board, if possible with your school logo on it. Write the word *school* under it saying it as you write it. Ask the children to try and find the word in the classroom.
- Hold up a school bag and say *bag*. Write the word *bag* on the board. Ask *What sound does bag start with?* (/b/) *What sound does bag end with?* (/g/) *What sound is in the middle?* (/æ/).

## During reading

- Read the title again pointing to each word as you read it.
- Tell the children to look at page 2. Read it to the class slowly and clearly. Read the page again pointing to each word as you read it.
- Ask *Can you see the word school? How many can you see?* (3).
- Read the text again and encourage the children to repeat each word after you. Then read the pages again together as a class. Repeat until the class is confident.
- Invite different children to read the page out loud.
- Ask *How many words are in the sentence?* (4). NB It is important that children understand the meaning of *word* and know that words are made from letters. Also to know *sentence* and that sentences are made from words.
- Tell the children to look at page 3. Read it to the class slowly and clearly. If you wish, use a different voice for Teddy. Read the page again pointing to each word as you read it. Make sure the children understand why we use speech bubbles, and explain that they show what a particular person is saying.
- Ask *Can you see the word bag?* This is a good time to explain to the children that pictures can help us guess what the words say. Ask *What is Teddy pointing at?* (his bag). Then read the text again, pointing at Teddy's bag as you read.
- 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 *Teddy is at school.* 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 come to the board and match their card with the correct word in the sentence.
- Repeat the activity with *This is my bag.* on page 3. Write it underneath the first sentence.
- Point to the two sentences. Say *One word is the same. Can you see it?*
- Write *bag* on the board. Elicit from the children the three sounds that make up the word. Then say each individual sound in the word (/b/ /æ/ /g/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /bæg/ encouraging the children to repeat after you.
- Ask *What will Teddy do at school? What will he do first?*

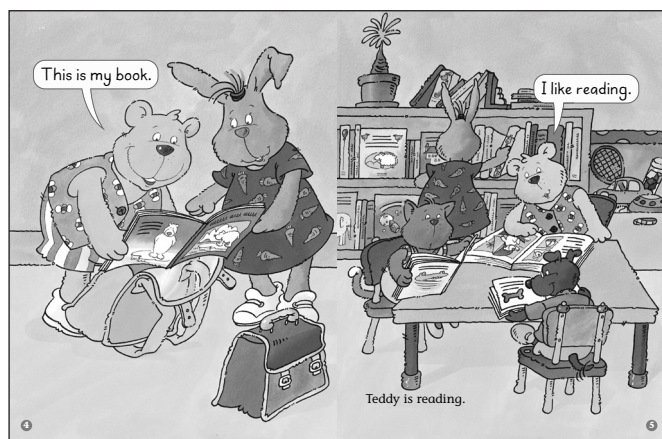
## Wordcard activities

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

book, I, is, like, my, reading, Teddy, this

### Language structures

this, possessive pronoun *my*, present simple tense, *like + ...ing*, present continuous tense

### Preparation

Wordcards 15, 16, 18, 20, 25, 29, 31 plus punctuation

### Materials

a book, a bag

## Before reading

- Before looking at the pages, teach *book* and *reading*. Hold up a book and say *book*. Write the word *book* on the board. Ask *What sound does book start with?* (/b/) *What sound does book end with?* (/k/).
- Then pretend to read the book and say *reading*. Write *reading* on the board. Ask individual children to pretend to read and encourage the class to say *reading*. Ask *What sound does reading start with?* (/r/).
- 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?* (Teddy and the rabbit) *Is Teddy's bag open? What did Teddy get out of his bag?*
- Elicit from the children what Teddy's book is about (bears). Tell them to look at the pictures on the cover and the back of Teddy's book for clues.
- Tell the children to look at the picture on page 5. Ask *What friends can you see?* (the rabbit, the cat, the dog) *Where are the animals? (in the library) What is in a library? Have you got a library at school?*
- Ask *What are Teddy and his friends doing?* If the children can't remember the word, do the mime to help them. Elicit from the children what each animal is reading about. Tell them to look at the pictures on the books for clues. Ask *Is the cat happy or worried?* (worried) *Why?* (she is reading about crocodiles). Then ask *Is the dog happy? Why?* (he is reading about bones). Elicit from the children that dogs eat bones. Ask *What book is the rabbit choosing?* (a book about animals, giraffes).
- Ask *What other books are there to read? What can you see?* (books about elephants, sheep, planets).

## Extra activity

Ask *What books do you like? Do you go to the library?* You could go to your library and talk about how the books are arranged, and what sort of books can be found there. Talk about the difference between story books and information books.

## During reading

- Read page 4 to the class slowly and clearly. If you wish, use a different voice for Teddy. Read the page again pointing to each word as you read it.
- Ask *Can you see the word book?*
- 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 read the sentence out loud.
- Read page 5 to the class slowly and clearly. If you wish, use a different voice for Teddy. Read the page again pointing to each word as you read it.
- Ask *Can you see the word reading? How many can you see? (2).*
- Read the text again and encourage the children to repeat each word after you.
- Read the text on both pages again together as a class.
- Invite different children to read the sentences 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 *This is my book.* 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 come to the board and match their card with the correct word in the sentence.
- Repeat the activity with *I like reading.* on page 5.
- Give four different children one wordcard each to make *Teddy is reading.* 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 and extend it to include all the sentences on pages 4 and 5 if you wish.
- Hold up the book and the bag. Say *This is my book.* and encourage the children to point to the correct object. Repeat with *This is my bag.*
- Ask *What will Teddy do next?*

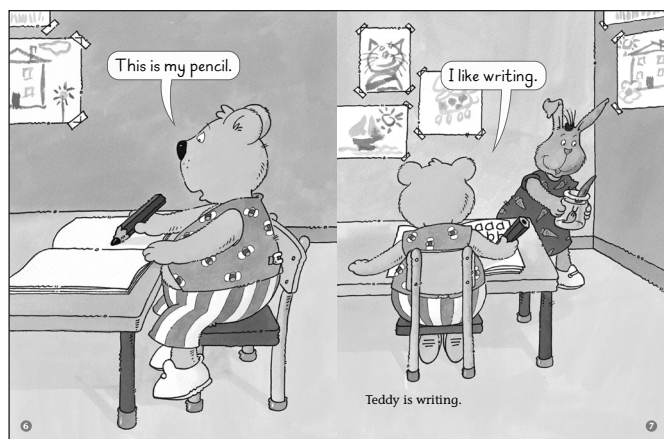
## Wordcard activities

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

## Extra activities

- Ask *What sound does book start with? /b/.* Elicit from the children other words they know that start with (/b/). Tell them to look back at page 3 if they need help (e.g. bag).
- Tell the children to look at pages 2, 3, 4 and 5 and to find and point to the words *book*, *school*, and *bag* one word at a time.

## Pages 6 and 7



### Word list

*I, is, like, my, pencil, Teddy, this, writing*

### Language structures

*this*, possessive pronoun *my*, present simple tense, *like + ...ing*, present continuous tense

### Preparation

Wordcards 15, 16, 18, 20, 23, 29, 31, 32  
plus punctuation

### Materials

a pencil, a book, a bag

## Before reading

- Before looking at the pages, teach *pencil* and *writing*. Hold up a pencil and say *pencil*. Write the word *pencil* on the board. Ask *What sound does pencil start with?* (/p/).
- Then pretend to write with the pencil and say *writing*. Write *writing* on the board. Ask individual children to pretend to write and encourage the class to say *writing* as they watch. NB the word *write* begins with a silent *w* that we don't pronounce. There is no need to draw attention to this at this stage, just teach the word as a sight word.

- 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. Were the children's predictions from the last lesson right?
- Ask *What has Teddy got in his hand?* *Was the pencil in Teddy's bag?* If necessary, the children can look back at page 3 to find out. Then ask *What is on the table?* *Are there any words in the book?*
- Tell the children to look at the picture on page 7. Ask *What is Teddy doing?* (writing) *What letters has he written?* (a /æ/ and b /b/).
- Ask *What is on the wall?* (paintings/pictures) *What pictures can you see?* (a cat, a boat and a house). Ask *Is the rabbit writing?*

## During reading

- Read page 6 to the class slowly and clearly. If you wish, use a different voice for Teddy. Read the page again pointing to each word as you read it.
- Ask *Can you see the word pencil?*
- 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 read the sentence out loud.
- Read page 7 to the class slowly and clearly. If you wish, use a different voice for Teddy. Read the page again pointing to each word as you read it.
- Ask *Can you see the word writing?* *How many can you see?* (2).
- Read the text again and encourage the children to repeat each word after you.

- Read the text on both pages again together as a class.
- Invite different children to read the sentences 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.
- Write both sentences in the speech bubbles on the board, if possible writing the capital letter at the beginning of each sentence in a different colour and the full stops in another different colour. Tell the children that the coloured letters are capital letters and elicit from the children why they are there. If necessary, explain that we always begin a new sentence with a capital letter. Elicit from the children when we also use capital letters (for someone's name). If they need a clue, write *Teddy* on the board.
- Then point to the full stop at the end of each sentence. Tell the class what they are and elicit from the children why they are there. If necessary, explain that we put a full stop at the end of a sentence to tell us when a sentence is finished and that we are starting a new one.

### After reading

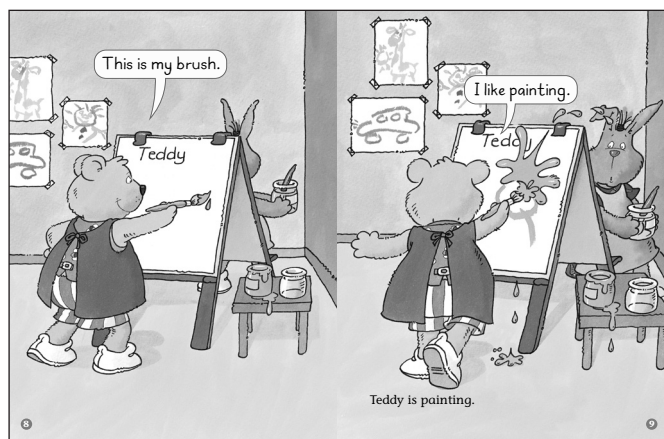
- Write *This is my pencil.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give five children one wordcard each and ask them come to the board and match their card with the correct word in the sentence.
- Repeat the activity with *I like writing.* on page 7.
- Give four different children one wordcard each to make *Teddy is writing.* 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 and extend it to include all the sentences on pages 6 and 7 if you wish.
- Remove the sentences from the board.
- Hold up the book, the bag and the pencil. Say *This is my bag.* and encourage the children to point to the correct object. Repeat with the book and the pencil.
- Ask *What will Teddy do next?*

### Wordcard activities

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



## Pages 8 and 9



### Word list

*brush, I, is, like, my, painting, Teddy, this*

### Language structures

*this*, possessive pronoun *my*, present simple tense, *like + ...ing*, present continuous tense

### Preparation

Wordcards 5, 15, 16, 18, 20, 22, 29, 31 plus punctuation

### Materials

a book, a bag, a pencil, a paintbrush

## Before reading

- Before looking at the pages, teach *brush* and *painting*. Hold up a paintbrush and say *brush*. Write the word *brush* on the board.
- Then pretend to paint with the brush and say *painting*. Write *painting* on the board. Ask individual children to pretend to paint and encourage the class to say *painting* as they watch.
- 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. Were the children's predictions from the last lesson right?
- Ask *What has Teddy got in his hand? Was the brush in Teddy's bag?* If necessary, the children can look back at page 3 to find out. Then ask *Can you read the word on the paper? Why is his name on the paper?* (so that the teacher knows who it belongs to) *Is there a picture on the paper? What is Teddy wearing?* (an apron) *Is this a good idea? Why?*
- Then ask *Who is painting too? How do you know it's the rabbit?* (we can see her long ears).
- Tell the children to look at the picture on page 9. Ask *What is Teddy doing? What colour is he using?* (green) *Is he being careful? How do you know?* (the paint is dripping on the floor and splashing) *Is the rabbit happy or surprised? Why?*
- Read page 8 to the class slowly and clearly. If you wish, use a different voice for Teddy. Read the page again pointing to each word as you read it.
- Ask *Can you see the word brush?*
- 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 read the sentence out loud.
- Read page 9 to the class slowly and clearly. If you wish, use a different voice for Teddy. Read the page again pointing to each word as you read it.
- Ask *Can you see the word painting? How many can you see?* (2).

- Read the text again and encourage the children to repeat each word after you.
- Read the text on both pages again together as a class.
- Invite different children to read the sentences 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.
- Ask the children to check and make sure that each sentence begins with a capital letter and ends with a full stop.
- Give four different children one wordcard each to make *Teddy is painting*. 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 and extend it to include *reading* and *writing* if you wish, using one verb at a time.
- Write *reading*, *writing* and *painting* on the board. If possible, write the *ing* part of each word in a different colour. Ask *How do the words end?* Invite individual children to say each word in turn to check.

### Extra activities

- Ask *What sound does brush start with?* (/b/). Elicit from the children other words they know that start with /b/. Tell them to look back at pages 3 and 4 if they need help (bag, book).
- Tell the children to look at pages 2, 3, 4, 5, 6, 7, 8 and 9 and to find and point to the words *bag*, *book*, *brush*, and *reading*, *writing* and *painting* one word at a time.
- Hold up the book, the bag, the pencil and the brush. Say *This is my pencil*. and encourage the children to point to the correct object. Repeat with the other objects, and invite the children to come to the front of the class to do the activity with you.
- Play a mime game. Choose one of the verbs from the story: *reading*, *writing* or *painting*. Mime one of them, e.g. *reading*, and encourage the children to say *I like reading*. When you feel the children are confident, put them into two teams, A and B. One child from team A mimes a verb to their team who has to say the correct sentence. They get one point for a correct answer. Team B then takes a turn. Continue until all the children have taken a turn.

### After reading

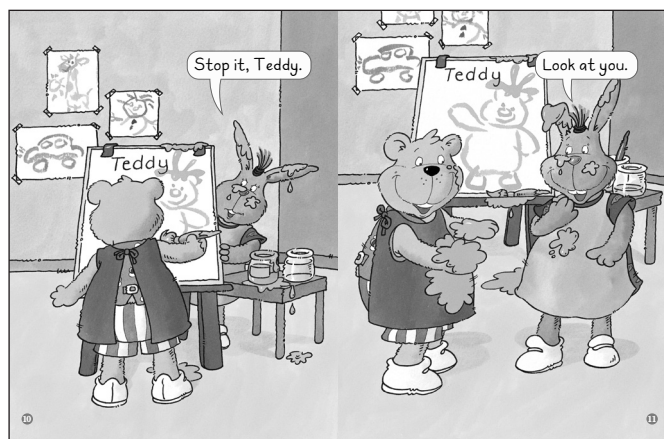
- Write *This is my brush*. on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give five children one wordcard each and ask them come to the board and match their card with the correct word in the sentence.
- Repeat the activity with *I like painting*. on page 9.
- Ask *What will happen next?*

### 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 10 and 11



### Word list

*at, it, look, stop, Teddy, you*

### Language structures

imperatives

### Preparation

Wordcards 2, 17, 19, 28, 29, 34  
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 page 10. Were the children's predictions from the last lesson right?
- Ask *Who can you see? Is the rabbit clean or dirty? What has she got on her head? Who put the paint on her head? Is the rabbit happy or angry?* Then ask *What is the rabbit saying to Teddy?* and elicit suggestions from the children.
- Tell the children to look at page 11. Ask *Is the rabbit happy or angry? Why is she laughing at Teddy?* (because he is covered in paint).

- Then say *Look at Teddy's picture. Who did he paint? How do you know it's the rabbit?* (the painting has got long ears).

### During reading

- Read page 10 to the class slowly and clearly. If you wish, use a different voice for the rabbit. Sound cross and use an appropriate hand gesture. She is telling Teddy off. Read the page again pointing to each word as you read it.
- Ask *Can you see the word Teddy? How many can you see?* (2 – it's on his painting).
- 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 read the text out loud in a cross voice. See who can be the most cross. Ask *Why is the rabbit saying stop to Teddy?* (because he is covering her in paint).
- Read page 11 to the class slowly and clearly. If you wish, use a different voice for the rabbit. She is laughing at Teddy now. Read the page again pointing to each word as you read it.
- Read the text again and encourage the children to repeat each word after you. Then read the page again together as a class. Ask *Why is the rabbit saying Look at you to Teddy? Why is she laughing?* (because he is so dirty).
- Read the text on both pages again together as a class.
- Invite different children to read the 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

- 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 *Stop it, Teddy.* 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 come to the board and match their card with the correct word in the sentence.
- Repeat the activity with *Look at you.* on page 11.
- Ask *What will Teddy and Rabbit have to do now?* (have a wash).
- 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.

## Where is my bag?

- Tell the children to open their books to pages 12 and 13. Open your own book and hold it up to show the class.

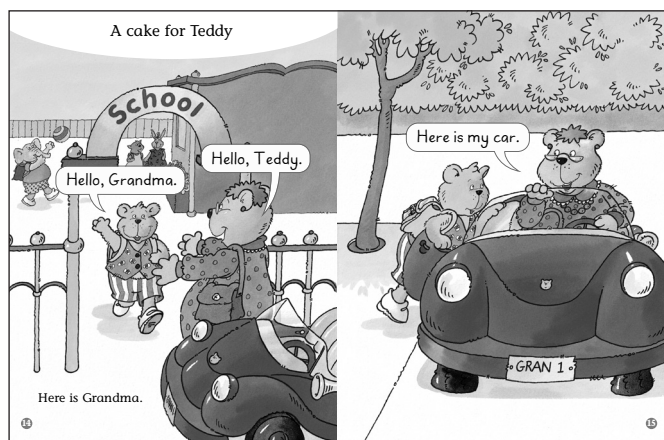


- Tell the children to look at the pictures. Elicit from the children what each animal is doing.
- Read the rhyme to the children. Give the children time to find each item in the picture as it is mentioned.
- Then read it again and encourage them to read it with you. Repeat it several times.
- Do page 5 in the Comprehension and Vocabulary Workbook.



## Pages 14 and 15

### A cake for Teddy



#### Word list

a, cake, car, for, Grandma, hello, here, is, my, Teddy

#### Language structures

greetings, possessive pronoun my

#### Preparation

Wordcards 6, 9, 10, 12, 13, 16, 20, 29  
plus punctuation

#### Materials

a Hello card for each child in the class: write Hello, (child's name), on a piece of paper.  
a toy car, a bag, a book, a pencil,  
a paintbrush

### Before reading

- Before looking at the pages, teach *cake* and *car*. Draw simple pictures of a cake and a car on the board and write the words under each picture. Point to the cake and say *cake*. Make a noise to show that it is delicious. Encourage the children to repeat the word after you. Then point to the car and make a car noise. Again encourage the children to repeat the word after you.
- Ask *What sound do cake and car start with?* (/k/).

- Rub out the words under the pictures. Give two children the matching wordcards and invite them to the front of the class to put their wordcard under the correct picture, saying the word as they do so. Repeat a few more times with different children.
- Tell the children to open their books to pages 14 and 15. Open your own book and hold it up to show the class.
- Tell the children to look at page 14. Point to the title of the story and read it out loud. Elicit from the children what they think the story is going to be about.
- Tell the children to look at the picture on page 14. Ask *Who can you see?* (Teddy, the elephant, the cat and the rabbit). *Where are they?* *How do you know?* (we can see the school sign) *Is Teddy arriving or going home?* (going home) *How do you know?* (he is waving and walking away from the school) *What is he carrying on his back?*
- Then point to Grandma and elicit from the children *who she might be*. Say *Look. Who is she?* *Is she young or old?* *What is she wearing?* *What is she carrying?*
- Then ask *Is Teddy happy to see his Grandma?* *How do you know?* *Is Grandma happy, to see Teddy?* *How do you know?* *Did Grandma walk to school?* *How did she get to school?* *How do you know?* (we can see her car in the picture) *What colour is her car?* (red).
- Tell the children to look at the picture on page 15. Ask *What is Teddy doing?* (getting into Grandma's car) *Who is driving the car?* *Why isn't Teddy driving?* (he's too young).

### Extra activity

Ask *Do you like Grandma's car?* Point to a wheel, the door, the window, and ask *What is it?* each time.

## During reading

- Tell the children to look at page 14. Read the title again pointing to each word as you read it.
- Ask *Can you see the word cake? Can you see the word Teddy?*
- Read the sentence under the picture to the class slowly and clearly. Read the sentence again pointing to each word as you read it and point to the picture of Grandma.
- Read the sentence again and encourage the children to repeat each word after you. Then read the sentence again together as a class and encourage the children to point to Grandma.
- Read the speech bubbles on page 14 to the class pointing to each word as you read it. If you wish, use a different voice for Teddy and Grandma.
- Invite different children to be Teddy and Grandma and to read their sentence out loud.
- Tell the children to look at page 15. Read the sentence in the speech bubble slowly and clearly. Then read it again pointing to each word as you read it.
- Ask *Can you see the word car?* If necessary, make the car noise to remind the children what the word is.
- Ask the children to look at page 14. Ask them to find and point to the sentence *Here is Grandma*. Then tell them to look at page 15 again and point to *Here is my car*. Elicit from the children which words are the same as the sentence on page 14 and which words are different. Do this by reading one sentence at a time out loud and comparing them.

## After reading

- Play the *Hello* game. Give each child their *Hello* card. Put them into pairs and tell them to swap cards. The children then read the cards out loud to each other to practise greeting each other. If necessary, demonstrate the activity with a child, using your own *Hello* card.

### Extra activity

This is a good opportunity to recycle some of the words from the first story and practise reading *Here is my ...*. Write:

*Here is my car.*

*Here is my bag.*

*Here is my book.*

*Here is my pencil.*

*Here is my brush.*

on the board. Hold up one of the objects and encourage the children to read out the correct sentence. If you have a confident class, individual children could read the correct sentence. Continue, holding up a different object each time until all of the objects have been used or until all of the children have said a sentence.

- Ask *Where will Teddy and Grandma go? What will they do next?* and elicit suggestions from the children.

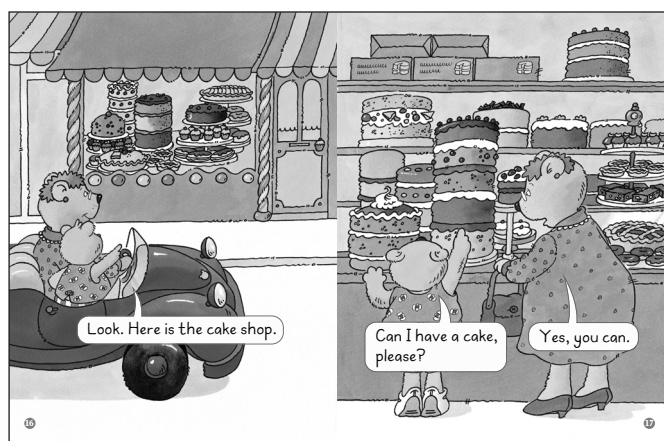
### Extra activities

- Ask *How do you go home after school?*
- Talk about the children's grandmas. Ask *What are grandmas? What do you call your grandmas? Are your grandmas old or young? Who else is old in your family? Who is young?*

### Wordcard activities

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

## Pages 16 and 17



### Word list

*a, cake, can, have, here, I, is, look, please, shop, the, yes, you*

### Language structures

imperatives, requests with *can*, present simple tense

### Preparation

Wordcards 1, 6–8, 11, 13, 15, 16, 19, 24, 27, 30, 33, 34 plus punctuation

### Materials

a shopping bag and some items that you would buy in a shop: a bag, a book, a pencil, a paintbrush, a cake, a toy car

## Before reading

- Before looking at the pages, teach *shop*. Set up the items you have brought in with you as though they were on display in a shop. Take your shopping bag and a purse and pretend to go shopping. Point to your 'shop' and say *shop*.
- Tell the children to open their books to pages 16 and 17.

- Tell the children to look at the picture on page 16. Point to the shop and say *shop*. Ask *Who can you see? Where are they?* (in the car) *Can you see a shop? What does the shop sell?* (cakes) *How do you know?* (there are cakes in the window) *What is Teddy pointing at? What does he want?*
- Then ask *Will Grandma stop the car?* Take a vote to see how many children think she will and how many think she won't.
- Tell the children to look at the picture on page 17. Ask *Where are Teddy and Grandma?* *Did Grandma stop the car? Why can Teddy have a cake?* (because it was his first day at school).
- Talk about the different cakes. Ask *Can you see a big cake? Can you see a small cake? Which cake is the nicest?*
- Ask *Which cake does Teddy want?* (the very big one) *How do you know?* (because he is pointing at it). *What is he saying?* and elicit suggestions from the children.
- Ask *Is Teddy big or small?* *How do you know?* (he is standing on tip-toe).

## During reading

- Read page 16 to the class slowly and clearly. If you wish, use a different voice for Teddy.
- Ask *Can you see the word here? Can you see the word is? Can you see the word cake? Can you see the word shop?*
- 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 read the speech bubble.



- Read the text on page 17 to the class. If you wish, use a different voice for each character. As you say *Yes, you can.* nod your head and smile. Read the page again pointing to each word as you read it.
- Ask *Can you see the word cake?*
- Point to *please*. Elicit from the children why Teddy says *please* (to be polite). Elicit from them when we use *please* (when we ask for something). 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 the page again together as a class. ● Invite different children to be Teddy and Grandma and read their speech bubble out loud.

## After reading

- Write *Here is the cake 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 six 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 with other children and extend it to include all the sentences on pages 16 and 17 if you wish until you have three complete sentences in the order they appear on the pages. Encourage the rest of the class to read the sentences.

## Extra activity

Write *Look.* on the board and say it as you write it. Underneath the word write sentences using *look*:

*Look at Grandma.*

*Look at Teddy.*

*Look at the car.*

*Look at the shop.*

Ask individual children to read them out loud and encourage the class to point to the correct part of the picture on page 16.

- Play a shopping game. Set up a shop on your table using the items you have brought in with you. Put the wordcard for each item in front of it so that the children can read it easily.
- Invite one child to come to the front of the class to be the shopkeeper. Invite two children to come to the shop to do some shopping. Tell them to choose an item each from the table. Help them to ask *Can I have a (car), please?* and help the shopkeeper to answer *Yes, you can.* Continue until all the children have been either the shopkeeper or the shopper.

## Extra activities

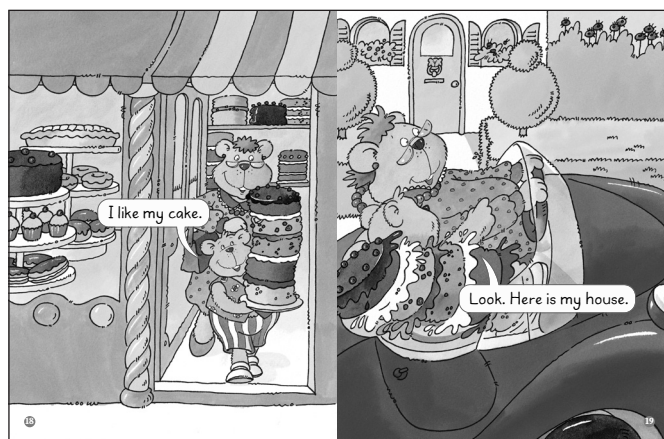
- Ask *What are cakes made of?* and talk about the ingredients in a cake (eggs, butter, sugar, flour). Then ask *When do we eat special cakes?*
- Ask *Do you like shopping? What do you buy when you go shopping? What shops do you like?*
- Ask *Which cake will Teddy buy? Will he buy a big cake or a small cake?*

## Wordcard activities

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



## Pages 18 and 19



### Word list

cake, here, house, I, is, like, look, my

### Language structures

possessive pronoun *my*, imperatives

### Preparation

Wordcards 6, 13–16, 18–20  
plus punctuation

## Before reading

- Before looking at the pages, teach *house*. Draw a simple picture of a house on the board and write the word *house* under it. Ask *What sound does house start with?* (/h/).
- Tell the children to open their books to pages 18 and 19. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 18. Ask *Who can you see? What has Teddy got? Is it a big cake or a small cake? Is it bigger or smaller than Teddy? What colour is the cake?* (brown, red, white, purple) *Are Teddy and Grandma happy or sad? How do you know?* (they are both smiling).

- Then ask *Where are they going now?* and elicit suggestions from the children.
  - Tell the children to look at the picture on page 19. Ask *Where are Teddy and Grandma?* (in Grandma's car) *Is she driving fast or slowly?* (fast) *How do you know?* (her hair is sticking up and her necklace is being pulled at the back) *Where is the cake?* (next to Teddy) *Is it OK? What has happened?* (it's fallen over). Then ask *Why has the cake fallen over?* and elicit suggestions from the children (e.g. because Grandma was driving too fast, because the car stopped, because Teddy didn't hold it).
  - Then ask *What is Teddy pointing at?* (the house). If the children need to be reminded of the word, point to the picture on the board. Then ask *Whose house is it?* and elicit suggestions from the children. When you have established that it's Teddy's house, point out the teddy bear knocker on the front door.
- ## During reading
- Read pages 18 and 19 to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Teddy. As you read *I like my cake*, make appropriate noises to show you are happy with it.
  - Ask *Can you see the word cake? Can you see the word here? Can you see the word is? Can you see the word house?*
  - 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 read Teddy's speech bubbles. Then ask *Which word is in both sentences?* (my) *What sound does my start with?* (/m/).

- Put the children into pairs. Tell one to read *Here is my house.* on page 19 and the other to read *Here is my car* on page 15. 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 find and point to *here* and *house* on page 19. Ask *What sound do here and house start with?* (/h/). Elicit from the children why *Here* begins with a capital letter and *house* does not.
- Tell the children to look at pages 18 and 19. Ask *How many sentences can you see?* Count the full stops to check (3).

### Extra activity

Compare Teddy's house with where the children live. Ask *Is Teddy's house the same as your house? What is different?*

- Ask *What will happen next? Will Teddy be happy or sad?*

### Wordcard activities

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

- Do page 6 in the Comprehension and Vocabulary Workbook.

### After reading

- Draw pictures of a cake, a car, a house, a book, a bag, a pencil and a paintbrush on the board. Give seven children one wordcard each and invite them to come to the front and stick their wordcard under the correct picture.
- Choose one of the words *car*, *house* and say *I like my car.* Ask a child to come to the front and point to the correct picture. Repeat until you have used all of the words on the board. If you have a confident class, you could encourage one child to say a sentence and another to point to the picture.
- Write *Here is my house.* 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 to make the sentence on the board.

## Pages 20 and 21



### Word list

a, cake, here, is, look, my, new

### Language structures

imperatives, possessive pronoun my, present simple tense

### Preparation

Wordcards 1, 6, 13, 16, 19–21 plus punctuation

### Materials

pairs of objects, e.g. two shoes, two bags: one very old one and one very new one

## Before reading

- Before looking at the pages, teach *new*. Hold up the old item that you have brought in with you. Show the children that it is old and broken. Look sad. Then hold up the replacement new one and say *new* and look happy. Write *new* on the board. Ask *What sound does new start with?* (/n/).
- Tell the children to open their books to pages 20 and 21. Open your own book and hold it up to show the class.

- Tell the children to look at the picture on page 20. Ask *Who can you see? Who is opening the door?* and elicit ideas from the children. Make sure the children realise that it is Mum.
- Ask *Is Teddy happy or sad? How do you know?* (he is crying) *What is he carrying?* (the cake) *Is it OK? What's happened to it? Is Grandma happy or worried?*
- Tell the children to look at the picture on page 21. Ask *Where are Grandma, Mum and Teddy?* (in the kitchen) *How many glasses are on the table? What is in the jug?* (juice) *Who can you see through the door?* Elicit that it is Dad. Then ask *What is Dad carrying? Is it a big cake or a small cake? Are Teddy and Mum surprised or sad?*

### Extra activity

Talk about what else we might put on a table, e.g. knives, forks, bowls etc.

## During reading

- Read pages 20 and 21 to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Teddy. Sound sad on page 20 and happy on page 21.
- Ask *Can you see the word cake? Can you see the word here? Can you see the word is? Can you see the word new?*
- 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 Teddy and read the speech bubbles out loud.



## Pages 22 and 23

- Put the children into pairs. Ask one to read *Look. Here is my cake.* on page 20 and the other to read *Look. Here is my house.* on page 19. 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.
- Point to different words at random and ask the children what they say. Then read the text on the page again, encouraging the children to read with you.

### After reading

- Point out that this is the end of the story and encourage the children to talk about what might happen next in Teddy's house. Ask *Where will Dad put the cake? Will they have a drink? What will Teddy say to Dad? What will Teddy tell Dad about his day?* In answering this question, encourage the children to re-tell the two stories in the book. Then ask the class to continue the story in their own words.
- Give the children time to read through the whole story again with a partner or to read it quietly by themselves.

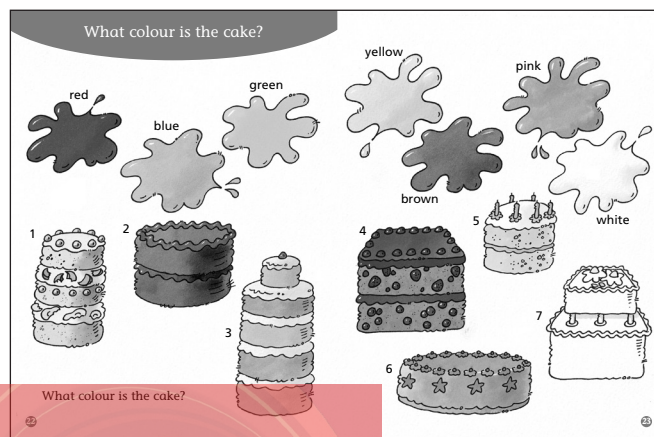
### Wordcard activities

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

- Do page 7 in the Comprehension and Vocabulary Workbook.

## What colour is the cake?

- Tell the children to open their books to pages 22 and 23. Open your own book and hold it up to show the class.



- Read the title to the class and then the sentence on page 22.
- Point to each colour in turn and elicit each one from the children. Then point to each colour word and say it clearly stressing the first sound. Encourage the children to repeat each word after you.
- Look at the cakes one at a time. Elicit the size and shape of each one.
- Ask the children what colour each cake is. Encourage them to match each cake with the correct colour at the top of the page.
- Do page 8 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.
- Ask *Is Teddy funny? Is he friendly? Is he messy?*
- Ask *What friends did Teddy have at school?*

### Setting

- *Where did the first story take place? (at school)*
- *Where did the second story take place? (at the cake shop, at Teddy's house)*
- Elicit from the children all the different rooms and places they saw in the stories (Teddy's school, the classroom, the library, the cake shop, Teddy's house, the kitchen).

### Plot

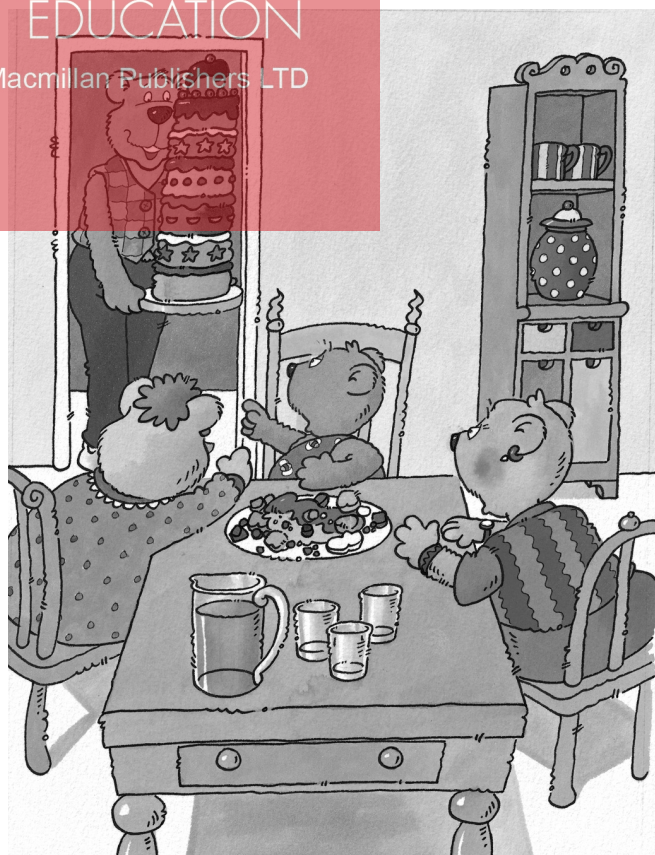
- Encourage the class to re-tell each story simply in their own words.

### Moral issues

- Ask the class how Teddy could be less messy at school, e.g. by painting more carefully.
- Ask the class how Teddy's grandma and dad were kind in the second story. Ask the children how they can be kind to others.

### Vocabulary

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



## Follow-up ideas

### Teddy at school

#### School

- Compare what the children do at school with what Teddy did at school. Do they do similar things? What other things do they do? What are their favourite activities?
- Label the classroom objects in your room and encourage the children to learn their names.

**Animals** Talk about what type of animal each of Teddy's school friends is. Ask the class what they know about each animal, e.g. *Where does it live? What does it eat?* etc. Find out more about different animals by looking at books in the library (like Teddy and his friends do in the story).

#### Soft toys

- Ask each child to bring in their favourite soft toy and display them. The children could write name labels for their toys.
- Ask the children to make up names for each of Teddy's school friends.
- Have a soft toy tea party (or a Teddy's tea party). Bring in some snacks and cakes. Or why not make a cake together!

**Art** Teddy enjoyed painting. Photocopy and enlarge pictures of Teddy and his friends. The children can colour them in. Put them on the wall to create a class portrait gallery.

### Where is my bag?

- Hide the objects from the story around the classroom: bag, book, pencil, brush, cake, car. For each object ask *Where's my (bag)?* and invite two children to find it for you.
- An extension of this activity for another day is to put the objects on your table and hide the matching wordcards from the story. For each one ask *Where's (cake)?* and invite two children to find the wordcard and match it to the object on your table.

### A cake for Teddy

**Families** We met Teddy's family. Ask the children about their own families. Are they oldest, youngest or in the middle? Do they have grandparents?

**Thank-you cards** Teddy's father gave Teddy a nice surprise. Have children make thank-you cards for their parents to give them a nice surprise.

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