

The Biscuit Man

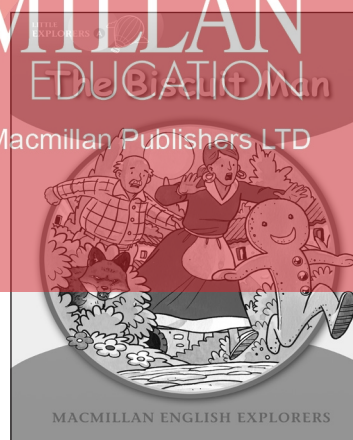


The story

A lady and a man make a large biscuit in the shape of a man and bake it in the oven. When they take it out of the oven, the biscuit man jumps up and runs away. The lady and the man run after it. They tell the biscuit man to stop. The biscuit man doesn't stop. He shouts as he runs, *Run, run, as fast as you can. You can't catch me. I'm the biscuit man.* The biscuit man runs through the town. People are surprised to see him and he causes trouble as he runs. He runs into the park where a fox stops him. The fox offers to hide the biscuit man and takes him to his den. The fox tells the biscuit man that he likes him – and the silly biscuit man is happy. Of course the fox likes the biscuit man, he eats him!

Introduce the book

The cover

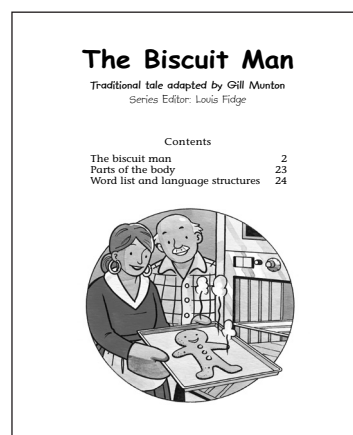


Extra activity

Before you show the children the book, put a mixing bowl, a wooden spoon for mixing and a rolling pin on your table and elicit from the children what they are used for (cooking). Ask *Do you cook?* and ask the children to tell you what they cook. If none of the children says *biscuits*, ask *Do you cook biscuits?*

- 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. Explain that the biscuit man is a biscuit in the shape of a man.
- Point to the picture on the cover. Ask *Can you see the biscuit man?* Talk about his appearance. Ask *Has he got arms? Has he got legs? Has he got eyes? What are they made from? (currants) Has he got a mouth? What is it made from? (lemon rind) Has he got a nose? Then ask Does he look happy? What is he doing? (running).*
- Ask *Who is running after the biscuit man?* (a man and a lady) *Is the man old or young? Are the man and the lady happy or angry?*
- Ask *What animal can you see?* (a fox). Elicit from the children what they know about foxes.
- Ask the children to guess what the book is about. Ask *Do you know the story?* If the children do, encourage them to tell you what they can remember about it.

The contents page



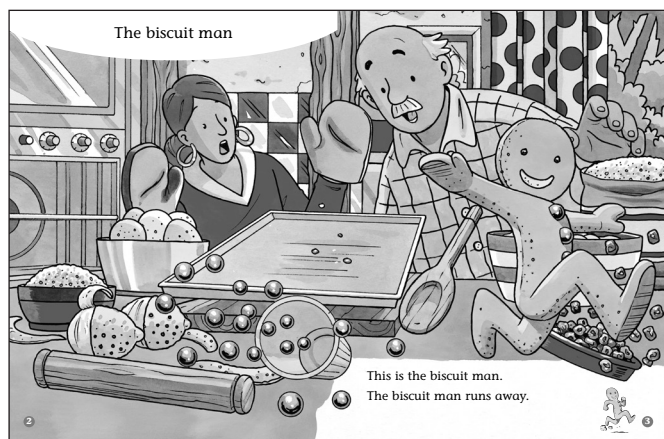
- Tell the children to open their books to the contents page. Open your own book and hold it up to show the class.
- Read the title again and encourage the children to read it with you. Point to the name of the author. Make sure the children know what an author is.
- The picture tells the beginning of the story. Ask *Who can you see?* (the man, the lady, the biscuit man) *What is the lady taking out of the oven? (the biscuit man) Is he hot or cold? (hot) How do you know? (the lady is wearing gloves, steam is rising) Who made the biscuit man? (the lady) Why did she make him? (to eat) Is the biscuit man lying down or standing up? (lying down).*
- Ask *What will the biscuit man do? What will the man and the lady do?* If necessary, the children can look back at the cover.



The Biscuit Man

The story can be played at any time.

Pages 2 and 3



Word list

away, biscuit, is, man, runs, the, this

Language structures

present simple tense

Preparation

Wordcards 3, 5, 14, 17, 21, 24, 26
plus punctuation

Materials

a biscuit, picture of a man

Before reading

- Before looking at the pages, teach *biscuit* and *man*. Hold up the biscuit and say *biscuit*. Write the word *biscuit* on the board and encourage the class to say it.
- Then repeat the activity with the picture of the man to teach *man*.
- Tell the children to open their books to pages 2 and 3. Open your own book and hold it up to show the class.
- Point to each character in turn and ask *Who is it?* (the lady, the man, the biscuit man) *Where are they?* (in the kitchen) *How do you know?* (cooking pots and spoons, oven in background).

- Ask the children to find and point to some of the ingredients that have been used to make the biscuit man e.g. the currants, sugar, lemon rind.
- Then ask *What is the biscuit man doing?* (running). Then ask *Why is he running away?* and elicit suggestions from the children (he doesn't want to be eaten). Explain or elicit what *to run away* means to make sure the children understand.
- Ask *Are the lady and the man happy or surprised? Why are they surprised?* (the biscuit man is alive – very strange!).

During reading

- Read the title on page 2 pointing to each word as you read it.
- Read the text on page 3 to the class slowly and clearly. Point to the biscuit man as you read the first line. Read the text again pointing to each word as you read it. Encourage the children to repeat each word after you. Then read it again together as a class.
- Ask *Can you see the word this? Can you see the word biscuit? Can you see the word man?* Then ask *How many times can you see the biscuit man on page 3?* (twice).
- Say *biscuit*. Ask *What sound does biscuit start with?* (/b/) *What sound does it end with?* (/t/).
- Invite individual children to read the text out loud.
- Point to different words at random and ask the children what they say. Then read the text again, encouraging the children to read with you.

After reading

- Draw a simple picture of the biscuit man on the board. Give six children one wordcard each to make the sentence *This is the biscuit man*. 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. Write the sentence on the board, under the picture. Point to the full stop at the end and elicit why we use it from the children.
- Write *man* on the board. Elicit from the children the three sounds that make up the word. Then say each individual sound in the word (/m/ /æ/ /n/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /mæn/ encouraging the children to repeat after you.

Extra activity

Elicit from the children other words they know that start with *m* (e.g. mum, my).

- Practise *This is the ...* by walking round the classroom and pointing to things, e.g. door, window, table etc. and saying *This is the door*. etc. If the children are confident, you could ask some of them to point and say.
- Write *runs away* on the board. Point to *runs* and ask *What sound does runs start with?* (/r/). Then point to *away* and ask *Which letter is the same?* (a). Give two children one wordcard each and ask them to find and match their word with the correct word on the board.
- Ask *What will the man and lady do? Where will the biscuit man run?*

Wordcard activities

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

- Do page 15 in the Comprehension and Vocabulary Workbook.

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Pages 4 and 5



Word list

back, biscuit, come, lady, man, says, stop, the

Language structures

imperatives

Preparation

Wordcards 4, 5, 9, 15, 17, 22–24
plus punctuation

Materials

a picture of a lady

Before reading

- Tell the children to open their books to pages 4 and 5. Open your own book and hold it up to show the class.
- Ask *Who can you see?* (man, lady, biscuit man). Point to the house and ask *Whose house is it?* (the man and lady's) *Who is inside the house? Who is outside the house? Is the biscuit man running away? Is he happy? Who is chasing the biscuit man? Is she happy or surprised? Why is she chasing the biscuit man? What will she do if she catches him?* (she wants to catch him to eat him).
- Talk about and name other things that can be seen in the picture in the background (flowers, trees, sun in the sky).

Extra activity

Discuss how different the house in the picture is from the houses or apartments in which the children live.

During reading

- Read the text on page 4 to the class slowly and clearly. If you wish, use a different voice for the lady. As you read *Stop* make an appropriate hand gesture and sound forceful. As you read *Come back* make an appropriate hand gesture to demonstrate what it means.
- Ask *Can you see the words biscuit man? Can you see the word says? Can you see the word lady?*
- Read the text again pointing to each word as you read it. Encourage the children to repeat each word after you and make the hand gestures. Then read it again together as a class.
- Invite different children to be the lady and read the text out loud. Encourage them to use a different voice.
- Point to the speech marks around what the lady says. Elicit or explain that what the lady actually says goes inside the speech marks. Ask *What does the lady say to the biscuit man?* Ask the children to point to and say the actual words (*Stop. Come back, biscuit man.*).
- Say *Look at page 4. Find two words which start with /b/. (back and biscuit).* Then say *Find the word lady. What sound does lady start with?*
- Point to different words at random and ask the children what they say. Then read the text again, encouraging the children to read with you.

After reading

- Write *Stop.* on the board. Say each sound as you write it (/s/ /t/ /v/ /p/). Ask *What sound does stop start with? What sound does stop end with?*

Extra activity

Play **Stop!** with the class (or just with three children at one time if it is easier). Ask the children to move around the room and then suddenly say *Stop!* The children must stand still immediately and stay still until you say *Go!* Anyone who does not stop or who moves is out.

- Write *Come back.* after *Stop.* on the board. Encourage the children to read the sentence. Ask a child to come to the front and tell them to walk out of the room. As they do so, encourage the class to shout *Stop. Come back.* The child must come back immediately.
- Ask *Will the lady catch the biscuit man? Where will he run?*

Wordcard activities

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

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Pages 6 and 7



Word list

and, biscuit, man, runs, the

Language structures

present simple tense

Preparation

Wordcards 1, 5, 17, 21, 25
plus punctuation

Before reading

- Tell the children to open their books to pages 6 and 7. Open your own book and hold it up to show the class.
- Tell the children to **look at the picture**. Ask *Who can you see? Is the biscuit man running? What is he doing?* (jumping). If you wish, talk about the bird bath that the biscuit man has jumped from (a bird bath is a stone bath filled with water for birds to drink from and splash in). Point to it and ask *What is in it?* (water) *What animal was drinking the water?* (a bird) *Is the bird surprised? Why?* (the biscuit man jumped into the water). Then ask *What other animal can you see?* (a cat) *Why is it sitting there?* (to catch the bird) *Does it like the water?*

- Ask *Does the biscuit man look happy? Is the lady running? Is the lady nearer the biscuit man?* Then ask *Where are they?* and elicit suggestions from the children. If necessary, give them a clue by pointing to the house in the background and asking *Whose house is this?* (lady and man's). Establish that they are in the garden.

During reading

- Read the text on page 6 to the class slowly and clearly.
- Ask *Can you see the words biscuit man? Can you see the word runs? How many can you see?* (2).
- Read the text again pointing to each word as you read it. Encourage the children to repeat each word after you and make the hand gestures. Then read it again together as a class.
- Invite different children to read the text out loud.
- Ask the children to find and point to the word **and**. Ask *What sound does and start with?*
- Ask *How many words are in the sentence?* (6). 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.
- Say *Find the full stop.* and elicit from the children why it is there.
- Point to different words at random and ask the children what they say. Then read the text again, encouraging the children to read with you.

After reading

- Give seven children one wordcard each to make the sentence *The biscuit man runs and runs*. 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. Write the sentence on the board, under the picture. Put a full stop at the end and elicit why we use it from the children.
- Say the words from the sentence in random order and ask the child holding the correct word to step forward.
- Ask the two children holding the word *runs* to change places. Ask *Is the sentence the same?* Then ask the two children holding *biscuit* and *man* to change places and ask the question again. Elicit from the children that changing *runs* doesn't make a difference because it's the same word.
- Write *and* on the board. Elicit from the children the three sounds that make up the word. Then say each individual sound in the word (/æ/ /n/ /d/). Repeat each sound then say the word /ænd/ encouraging the children to repeat after you. Do the same with *run*. /rʌn/
- For each word ask *What sound does it begin with? What sound does it end with? What sound is in the middle?*
- Play a word game with the children. Focus on *run*. Rub out the *r* and write in an *s*. Encourage the children to read the new word (sun). Then change the *s* to *f* and read the new word (fun).

Extra activities

- Ask the children to try and remember some bird names in English. If necessary, remind them of the birds in *Daisy the Dinosaur* (parrot, penguin, duck, eagle, ostrich).
- Ask the children what they know about cats. *What do they eat? What sound do they make?*

Wordcard activities

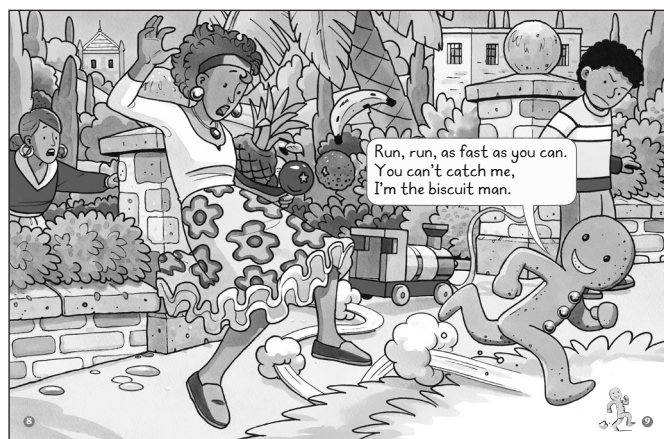
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 16 in the Comprehension and Vocabulary Workbook.

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Pages 8 and 9



Word list

as, biscuit, can, can't, catch, fast, I'm, man, me, run, the, you

Language structures

imperatives, *as ... as, can't*

Preparation

Wordcards 2, 5–8, 10, 13, 17–20, 24, 29, 30
plus punctuation

Materials

small soft ball

Before reading

- Before looking at the pages, teach *catch* and *fast*. Throw the ball you have brought with you into the air and catch it. As you catch it say *catch*. Throw it to different children and encourage them to say *catch*. Write the word on the board saying it as you write it. Ask *What sound does catch start with?* (/k/).
- Throw the ball to another child very fast. Say *fast*. Demonstrate the word again by running very fast in the spot. Write the word on the board. Ask *What sound does fast start with?* (/f/). Ask *What goes fast?* and elicit suggestions from the children (e.g. car, plane).

- Tell the children to open their books to pages 8 and 9. Open your own book and hold it up to show the class.
- Ask *Who can you see?* (lady, biscuit man). Point to the child and woman and elicit from the children who they might be (people in the street). Then ask *Is the biscuit man running fast?* (yes) *How do you know?* (we can see dust at his feet) *Is he happy?* *Is he in the garden?* *Where is he?* (in the street) *Where is the lady?*
- Point to the lady with the bag of fruit. Ask *Is she happy or surprised? Why?* and elicit suggestions from the children. Ask *Did the biscuit man run past her? How do you know?* (we can see the dust) *What is she carrying?* *What's in her bag? What's falling out?* (oranges, a banana).

Extra activity

Can the children name the fruit in the bag? (pineapple).

- Point to the child. Ask *Is it a boy or a girl?* *What is he wearing?* (trousers and jumper) *What is he playing with?* *Who is he looking at?* *Is he happy or angry?*
- Ask *Is the lady still chasing the biscuit man?* *Is she nearer?* Ask *Where is the man?* and elicit suggestions from the children.

During reading

- Tell the children to look at the text on page 9. Ask *Who is speaking?* (biscuit man) *How do you know?* (the speech bubble is pointing at him). If necessary, remind the children about how speech bubbles work. Then ask *Who is he speaking to?* and establish that he is speaking to the lady chasing him.

- Read the text in the speech bubble to the children clearly and rhythmically. It's a rhyme. If you wish, use a different voice for the biscuit man.
- Ask *Can you see the word run? How many can you see? (2) Can you see the word fast? Can you see the word catch? Can you see the words biscuit man?*
- 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 be the biscuit man and to read the rhyme out loud.
- Read the first sentence again (Run, run, as fast as you can), and explain what *as fast as you can* means (running very, very, fast). Then ask *Which words can you see twice? (run, as).*
- Elicit from the children why the first *Run* has a capital letter. If necessary, remind the children that in English we begin a new sentence with a capital letter. Ask them to count the full stops and capital letters to find out how many sentences there are on the page (2). NB *I* has a capital letter because it is like a name. Make sure the children don't count it as a new sentence.
- If you wish, point out the comma in the second sentence and explain that a comma tells the reader to take a short pause. Read the sentence again to demonstrate.
- 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

- Act out the scene. Invite one child to be the biscuit man and one child to be the lady chasing him. Tell the children to run in a circle around the room. Encourage the biscuit man to shout the rhyme in the speech bubble. Repeat with other children.
- Write *I'm the biscuit man* 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.
- Rub out *the biscuit man* and replace it with a name of a child in the class. Encourage that child to read the new sentence. If you have children in the class who can write their names, invite them to come up, write their name in the space, and read the new sentence. e.g. *I'm Ahmed.*
- Write *can* and *man* on the board, one underneath the other. Ask *Which letters are the same? Which letters are different?* Ask the children to say both words and elicit that they rhyme.

Extra activity

If you can take the children outside, have a running competition. Ask each child to run as fast as they can.

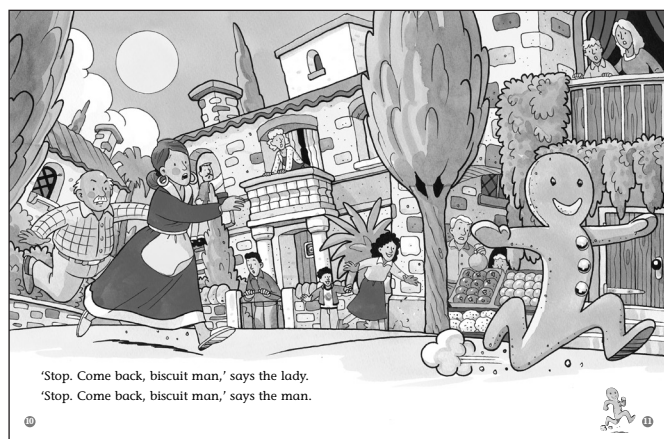
- Ask *Will the biscuit man stop? Will the lady catch the biscuit man? Where is he going?*

Wordcard activities

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

- Do page 17 in the Comprehension and Vocabulary Workbook.

Pages 10 and 11



Word list

back, biscuit, come, lady, man, says, stop, the

Language structures

imperatives

Preparation

Wordcards 4, 5, 9, 15, 17, 22–24
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.
- Ask *Who can you see? Who is running? Is the biscuit man running fast? Where are they? (in the street) Are the other people happy or surprised? (some are happy, some are surprised). Identify who is happy and who is surprised.*
- Then ask *Is the biscuit man happy? Are the man and the lady happy?* Elicit from the children what they are saying. Listen to their suggestions but do not tell them if they are right or wrong at this stage.

Extra activity

Talk about the background with the children. Ask:

What shop can you see? (grocer) What is in it? (bread, fruit, vegetables)

Are the houses the same as where you live?

What is the weather like? (sunny).

During reading

- Tell the children to look at the text on page 10. Read the text to the class slowly and clearly.
- Ask *Can you see the word stop? Can you see the words come back? Can you see the words biscuit man? Can you see the word lady? Can you see the word man?* For each question ask *How many can you see?*
- Read the text again pointing to each word as you read it. Encourage the children to repeat each word after you and make the hand gestures. Then read it again together.
- Invite different children to be the man and the lady and to read the text out loud.
- Put the children into pairs. Ask one to read the text on page 10 again and the other to look back at page 4 and to read the text. 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 (they are identical apart from *man*).
- Tell the children to turn back to page 10. Ask *What is the lady saying? What is the man saying?* and elicit what they are actually saying to make sure the children have remembered how speech marks work.
- Point to different words at random and ask the children what they say.

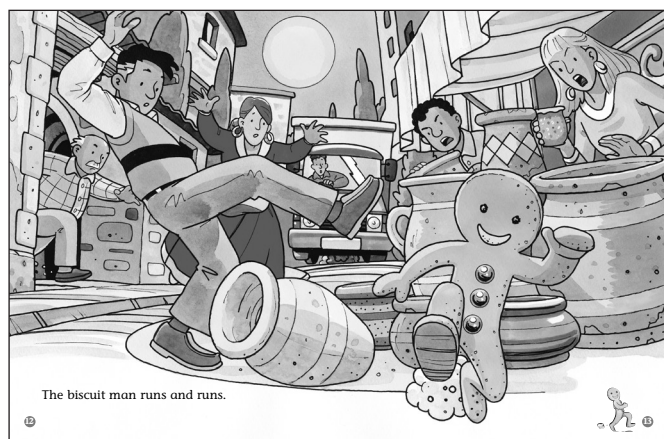
After reading

- Write '*Stop. Come back, biscuit man,*' says the man. on the board. Ask the children to read each word out loud as you write it. Give fourteen children one wordcard each and ask them come to the board and match their card with the correct word in the sentence.
- Point to the board and say *Find a word which starts with /k/ (come).* Repeat for /m/ (man), /b/ (back, biscuit). Then ask *Which word starts with /s/ and ends with /p/? (stop).*
- Write *Stop.* on the board. Ask the class to read it. Then write *Come back.* after *Stop.* Encourage the children to read the sentence. Ask a child to come to the front and tell them to walk out of the room. As they do so, encourage the class to shout *Stop. Come back.* The child must come back immediately.
- Talk about the biscuit man. Ask *Is he naughty? Is he funny?* Take a vote on who thinks he should stop and who thinks he should run.
- Ask *Will he stop? Where will he run? Will the lady and the man catch him?*

Wordcard activities

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

Pages 12 and 13



Word list

and, biscuit, man, runs, the

Language structures

present simple tense

Preparation

Wordcards 1, 5, 17, 21, 25
plus punctuation

Before reading

- Tell the children to open their books to pages 12 and 13. Open your own book and hold it up to show the class.
- Tell the children to **look at the picture**. Ask *Who can you see? Is the biscuit man running? Is the biscuit man happy? Is the lady running? Is the lady nearer the biscuit man? Where are they? (in the street) Are the people surprised? Then ask Why are they surprised? and elicit suggestions from the class (biscuits don't usually run). Then ask Are some of the people angry? Why? (because he knocked the pots).*

- Ask *What did the biscuit man knock over? (a pot and a man). Talk about the colour of the pots and their size.*
- Finally ask *Where is the old man? Is he tired?*

During reading

- Tell the children to look at the text on page 12. Read the text to the class slowly and clearly.
- Ask *Can you see the words biscuit man? Can you see the word runs? How many can you see? (2) Can you see the word and? What sound does and start with? (/æ/) What sound does and end with? (/d/).*
- Read the text again pointing to each word as you read it. Encourage the children to repeat each word after you. Then read it again together as a class.
- Invite different children to read the text out loud.
- Put the children into pairs. Ask one to read the text on page 12 again and the other to look back at page 6 and to read the text. Elicit from the children which words are the same. Do this by reading one sentence at a time out loud and comparing them (they are identical). Ask *How many words are there in the sentence? (6).*
- 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

- Give seven children one wordcard each to make the sentence *The biscuit man runs and runs*. 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. Write the sentence on the board, under the picture. Point to the full stop at the end and elicit why we use it from the children.
- Say the words from the sentence in random order and ask the child holding the correct word to step forward.
- Ask the two children holding the word *runs* to change places. Ask *Is the sentence the same?* Then ask the two children holding *biscuit* and *man* to change places and ask the question again. Elicit from the children that changing *runs* doesn't make a difference because it's the same word.

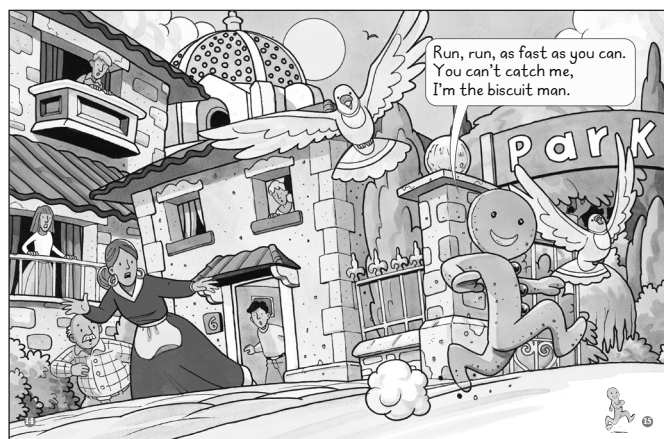
Wordcard activities

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

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Pages 14 and 15



Word list

as, biscuit, can, can't, catch, fast, I'm, man, me, run, the, you

Language structures

imperatives, *as ... as, can't*

Preparation

Wordcards 2, 5–8, 10, 13, 17–20, 24, 29, 30 plus punctuation

Materials

Percussion instruments: tambourine, drum etc.

- Point to the birds. Ask *Are they happy or surprised? Why?* and elicit suggestions from the children. Ask *Did the biscuit man run past them? How do you know?* (we can see the dust) *Are the other people surprised? How do you know?* (their faces look surprised).
- Ask *Is the lady still chasing the biscuit man? Is she nearer?*
- Elicit from the children what the biscuit man might be saying. Ask *Can you remember the rhyme?* and see if the children can recite it from memory.

During reading

- Tell the children to look at the text on page 15. Read the text to the class slowly and clearly, but rhythmically.
- Ask *Can you see the words biscuit man? Can you see the word run? Can you see the word fast? What sound does fast start with? (/f/) Can you see the word catch?*
- Read the text again pointing to each word as you read it. Encourage the children to repeat each word after you. Then read it again together as a class.
- Invite different children to be the biscuit man and to read the text out loud.
- Put the children into pairs. Ask one to read the text on page 15 again and the other to look back at page 9 and to read the text. Elicit from the children which words are the same. Do this by reading one sentence at a time out loud and comparing them (they are identical). Ask *How many words are there in the rhyme? (15).*

Before reading

- Tell the children to open their books to pages 14 and 15. Open your own book and hold it up to show the class.
- Ask *Who can you see?* (lady, man, biscuit man) *Is the biscuit man running fast? How do you know?* (we can see dust at his feet) *Is he happy? Where is he running?* (to the park) *How do you know?* Ask the children to find and point to the word *park* in the picture.

- 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

- Quickly act out the scene as you did for pages 8 and 9. This time, if you wish, encourage the other members of the class to be the townspeople and look surprised.
- Clap the rhythm of the rhyme as you say it to the class. Repeat it and encourage the children to clap with you. This will illustrate how rhythmical the text is.

Extra activity

Give each child one of the percussion instruments you have brought into class and encourage them to beat out the rhythm of the rhyme with their instrument.

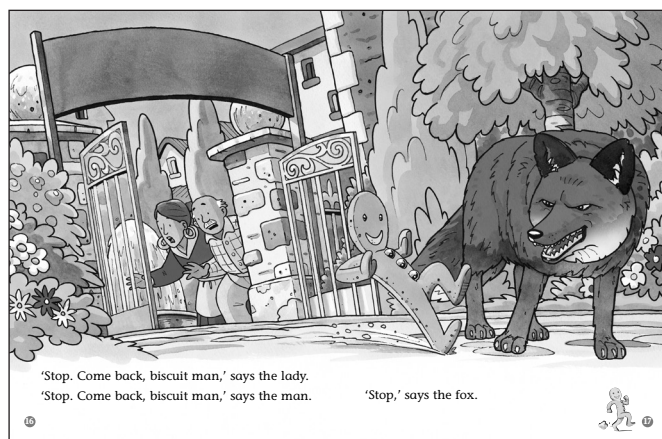
- Write *can* on the board. Ask the children to find the word on page 15 which rhymes with *can* (man).
- Ask *What will happen in the park? Will the biscuit man stop?*

Wordcard activities

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

- Do page 18 in the Comprehension and Vocabulary Workbook.

Pages 16 and 17



Word list

back, biscuit, come, fox, lady, man, says, stop, the

Language structures

imperatives

Preparation

Wordcards 4, 5, 9, 11, 15, 17, 22–24
plus punctuation

Before reading

- Before looking at the pages, teach *fox*. Write *fox* on the board. Elicit from the children the three sounds that make up the word. Then say each individual sound in the word (/f/ /ɒ/ /ks/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /fɒks/ encouraging the children to repeat after you. Explain or elicit from the children what a fox is. If necessary, show them the cover of the book again to remind them.
- Tell the children to open their books to pages 16 and 17. Open your own book and hold it up to show the class.

- Ask *Who can you see? Is the biscuit man running?* (no) *How do you know?* (we can see him stopping) *Why has he stopped?* (the fox is in his way) *What is the fox looking at?* (the biscuit man) *Where are they?* (in the park). If necessary, let the children look back at page 15 to remind them. Then ask *Are the lady and man running? Can they see the biscuit man? Why?* (they are behind the wall).
- Focus on the fox. Ask *What colour is it?* (white/grey) *Has it got a tail? How many legs has it got? Where do foxes live?* (in bushes and underground) *What do they eat?* (anything!). Then ask *Why has the fox stopped the biscuit man?* Elicit suggestions from the children (to eat him, to help him).

During reading

- Read the text to the class slowly and clearly.
- Ask *Can you see the word fox?*
- Read the text again pointing to each word as you read it. Encourage the children to repeat each word after you and make the hand gestures. Then read it again together as a class.
- Invite three children to be the lady, the man and the fox. To make sure they have understood how speech marks work, ask them first just to read what all three actually say out loud. Then to read their part of the story out loud including the text outside speech marks.
- Put the children into two teams. Ask each team in turn to find and point to a word, and to count how many times they can see it on the pages, e.g. say *Can you see stop? How many can you see?* (3). Words to use are: *stop, come back, biscuit man, lady, says, the, fox.*

- 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 '*Stop. Come back, biscuit man,*' says the lady. on the board. Ask the children to read each word out loud as you write it. Give fourteen children one wordcard each and ask them come to the board and match their card with the correct word in the sentence.
- Rub out *lady* and write in *man*. Ask the children to read the new sentence out loud. Then rub out *man* and write in *fox*. Ask the children to read the new sentence out loud. Then elicit from the children what else you need to rub out to make the sentence on page 17 (Come back, biscuit man).
- Play **Stop!** on page 6 of these Teacher's Notes.
- Ask *What will the fox do? Will the lady and the man catch the biscuit man?*

Wordcard activities

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

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Pages 18 and 19



Word list

come, fox, me, says, the, with

Language structures

imperatives

Preparation

Wordcards 9, 11, 18, 22, 24, 28
plus punctuation

Before reading

- Before looking at the pages, teach *Come with me*. Write it on the board and elicit from the children what it says. They have already seen *come* and *me* so they may be able to tell you what it says. If necessary, make an appropriate hand gesture to give the children a clue. You could beckon to one child and begin to leave the classroom with the child to make the meaning clear. If you wish, invite a child to beckon and say *Come with me*. to another child in the class. Repeat until the children are confident with the phrase.
- Tell the children to open their books to pages 18 and 19. Open your own book and hold it up to show the class.

- Ask *Who can you see? Who is the biscuit man following? Can the lady and man see the biscuit man? Where is the fox taking the biscuit man? (into the trees) Is the biscuit man happy? How do you know? (he is smiling). Then ask Why is the biscuit man happy to go with the fox? and elicit suggestions from the children (e.g. because he is going to hide the biscuit man, because the man and lady can't see him).*
- Ask *Are the man and lady running? Why are they still running? and elicit suggestions from the class (they think they are still running after the biscuit man).*

During reading

- Tell the children to look at the text on page 19. Read the text to the class slowly and clearly.
- Ask *Can you see the word come? Can you see the word me? Can you see the word fox?*
- Read the text again pointing to each word as you read it. Encourage the children to repeat each word after you. Then read it again together as a class.
- Ask different children to be the fox and to read the text. Encourage them to use a sly voice for the fox.
- Ask the children to find and point to *with* on the page. Ask *What sound does with start with? (/w/) What sound does with end with? (/ð/) What sound is in the middle? (/ɪ/).*
- Point to different words at random and ask the children what they say. Then read the text again, encouraging the children to read with you.

After reading

- Give ten children one wordcard each to make the sentence from page 18. 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. Write the sentence on the board. Put a full stop at the end and elicit why we use it from the children.
- Say the words from the sentence in random order and ask the child holding the correct word to step forward.
- Rub out *fox* in the sentence and write in *lady*. Ask the children to read the new sentence. Then rub out *lady* and write in *biscuit man* and ask the children to read the new sentence. If you wish, continue the activity using the children's names. If you have children in the class who can write their names, invite them to come to the board and write in their name.
- Ask *Where will the fox take the biscuit man? What will it do? What will happen to the biscuit man?*

Extra activity

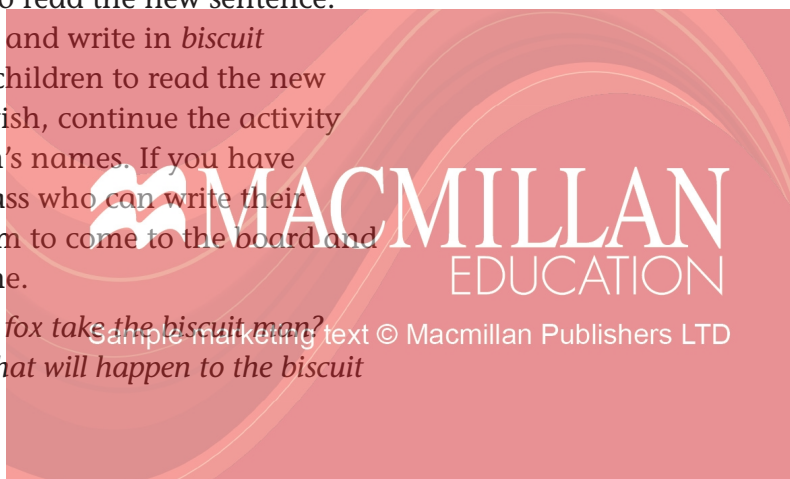
If appropriate, talk to the children about the potential dangers of going with someone you don't know.

- Ask *What will the fox do?*

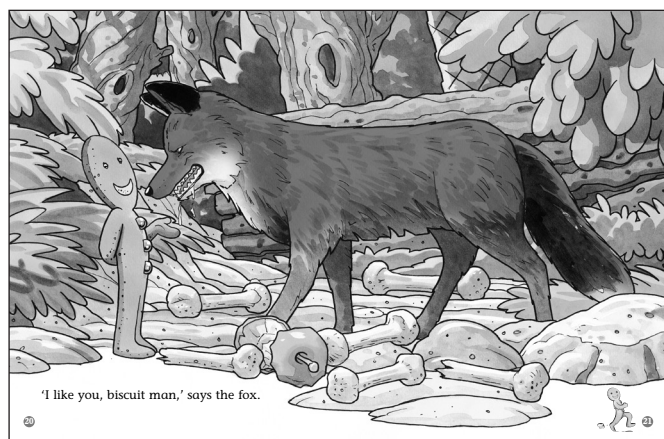
Wordcard activities

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

- Do page 19 in the Comprehension and Vocabulary Workbook.



Pages 20 and 21



Word list

biscuit, fox, I, like, man, says, the, you

Language structures

like

Preparation

Wordcards 5, 11, 12, 16, 17, 22, 24, 29
plus punctuation

Materials

Pictures of things the children might like:
football, TV, cake, school, reading, writing,
painting, eating, playing, drinking etc. (make
sure they know them in English)

- Then write *I like you.* on the board and encourage the children to read it. Say the sentence and point to an individual child as you say it. Ask the children to turn to their partners and say the words.
- Tell the children to open their books to pages 20 and 21. Open your own book and hold it up to show the class.
- Ask *Who can you see?* Then ask *Where are they?* and elicit suggestions from the children. Establish that they are in the fox's house. Ask *Why has the fox taken the biscuit man to his house?* and elicit suggestions from the children (to hide him, to eat him). Then ask *What has the fox eaten?* *What can you see on the ground?* (apple core, animal bones) *What animals do foxes eat?* (chickens, mice, lambs, anything small enough) *Is the fox hungry?* *How do you know?* (he is drooling) *What does he want to eat?* (the biscuit man) *Does the biscuit man look happy or frightened?* *Is the fox the biscuit man's friend?*

During reading

- Tell the children to look at the text on page 20. Read the text to the class slowly and clearly.
- Ask *Can you see the word like?* *Can you see the word you?* *Can you see the words biscuit man?* *Can you see the word fox?*
- Read the text again pointing to each word as you read it. Encourage the children to repeat each word after you. Then read it again together as a class.
- Ask different children to be the fox and to read the text. Encourage them to use a sly voice.
- Ask *Does the fox like the biscuit man?* (yes, but because he's a tasty biscuit!) *Is the biscuit man silly?* *Why?* Elicit suggestions from the children (he thinks the fox is his friend).

Before reading

- Before looking at the pages, remind the children of the phrase *I like*. They have seen it in other books in the series so they may remember it.
- Play a mime game. Use your book and pretend to read. Say to the children *I like reading*. Then jump up and down and tell a child to jump, too. Elicit from the children *I like jumping*. Mime eating and elicit from the children *I like eating*. If you wish, continue the game encouraging individual children to mime and the rest of the class to say the correct *I like* phrase.

After reading

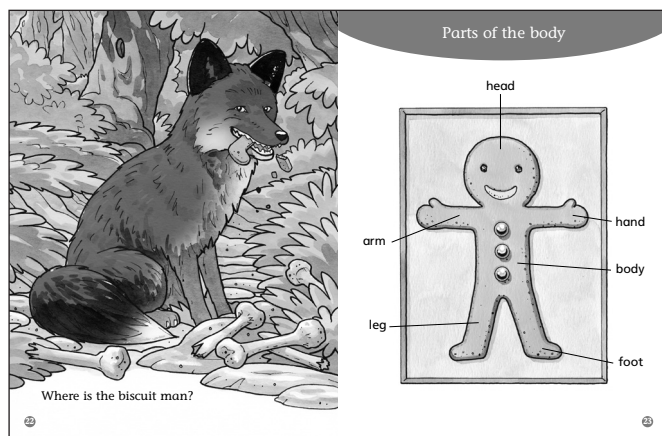
- Write *I like you* on the board. Say the words in random order and ask the children to point to the correct word.
- Rub out *you* and write in the name of one of the children in the class. Ask the children to read the new sentence. Repeat with other children's names.
- Rub out the child's name and leave the space blank. Hold up one of the pictures you have brought in with you and encourage the children to say the new sentence, e.g. *I like football*. Continue the activity with the other pictures.
- Ask *What will the fox do? What will the biscuit man do?*

Wordcard activities

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



Pages 22 and 23



Word list

biscuit, is, man, the, where

Language structures

questions with *wh*

Preparation

Wordcards 5, 14, 17, 24, 27
plus punctuation

Before reading

- Tell the children to open their books to page 22. Open your own book and hold it up to show the class.
- Ask *Who can you see? Is he standing or sitting?* (sitting) *Can you see the biscuit man on the ground?*

During reading

- Read the text to the class. Point to each word as you read it.
- Ask *Is it a question? How do you know?* (there is a question mark at the end). If necessary, remind the children that we put a question mark at the end of a question to show we are asking something.
- Ask *Can you see the words biscuit man? Can you see the word the?*
- 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.
- Give the children 10 seconds to find a clue to where the biscuit man has gone. Say *Where is the biscuit man? Can you find him?*
- The children should find the leg in the fox's mouth. When they do, or even if they don't, ask *What has the fox got in its mouth? Whose leg is it? (the biscuit man's) What did the fox eat?*

After reading

- Write *Where is the biscuit man?* on the board. Encourage the children to read it. Then tell them to look at page 23 and say *Here is the biscuit man.* Point to him as you say it.
- Point to each part of his body in turn, saying the name of each part as you do so. Say each one again and encourage the children to repeat and point to the correct part of the biscuit man's body. Then name each part in random order for the children to repeat and point.
- Play a game with the children. Tell them to stand up. Call out a part of the body and encourage the children to touch that part of their body. Once the children are confident, speed up so that the children are having to think quite quickly.
- Tell the children to sit down and look at page 23 again. Ask *Which words start with /h/?* (hand, head) *Which word starts with /b/?* (body) *Which word starts with /f/?* (foot).
- Write *leg* on the board. Start from the beginning of the word and say the three sounds that make up the word. Then say each individual sound in the word (/l/ /e/ /g/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /leg/ encouraging the children to repeat after 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 20 in the Comprehension and Vocabulary Workbook.

After reading

Response to the story

- Ask the children if they liked the story. Why?

Characters

- Ask children to name all the characters in the story.
- *Which one did they like best? Why? Which one(s) didn't they like? Why?*
- *Did they think the biscuit man was silly? Why?*

Setting

- *Where did the biscuit man run? Where did he run through? (the house (kitchen), the garden, the street, the park).*
- *Where was the last place he went to? (the fox's house)*

Plot

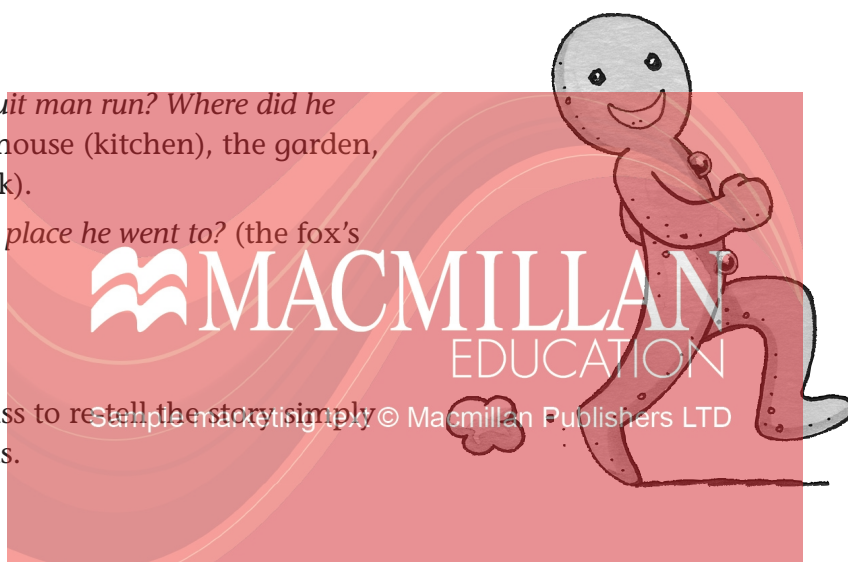
- Encourage the class to *re-tell the story simply* in their own words.

Moral issues

- The story tells us that we should be careful not to trust what strangers say until we know them better.

Vocabulary

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



Follow-up ideas

Biscuits Ask *Do you like biscuits?* Elicit from the children as many different types as possible. Choose a day for the children to bring in different biscuits and have a biscuit and milk morning in class. You could choose a simple biscuit recipe and make some biscuits for the children to have on the day. Decorate them with currant eyes and a lemon rind mouth.

Model-making The children can make a model biscuit man from plasticine or clay. Use beads for the eyes and buttons.

The Gingerbread Man Why not try to find the original story and read it to the class?

Drama Have fun acting out the story with small groups of children. Put the children into groups of four, a biscuit man, a man, a lady and a fox. Read the story out loud and let the each group have a turn at acting it out for the rest of the class. Repeat until all of the children have had a turn.

