

The New Baby



The story

The two stories in this book are about Holly and Tom and their family. Mum is expecting a new baby and these stories show us how the family prepares for the new baby and then what Holly and Tom do when the baby arrives.

Shopping for the baby

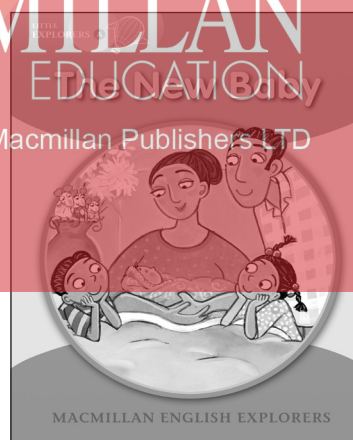
Mum, Dad, Holly, Tom, Grandma and Grandpa are very excited about the new baby. They all go shopping to buy some new things for the baby. They buy clothes, blankets, nappies and toys. Dad has to carry all the new things but trips and falls over, dropping everything!

The moon and the stars

The baby arrives in this story. Mum and Dad go to the hospital and Grandma looks after Tom and Holly. They decide to make a present for the new baby. They cut out and decorate moons and stars and hang them on a coathanger. They take it with them to the hospital when they go to visit Mum and the new baby.

Introduce the book

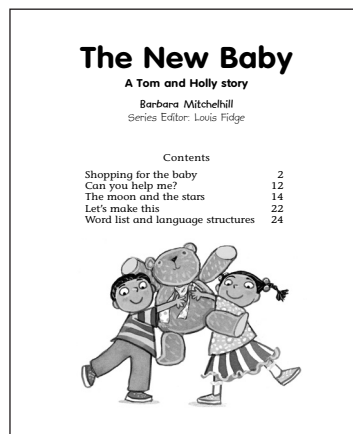
The cover



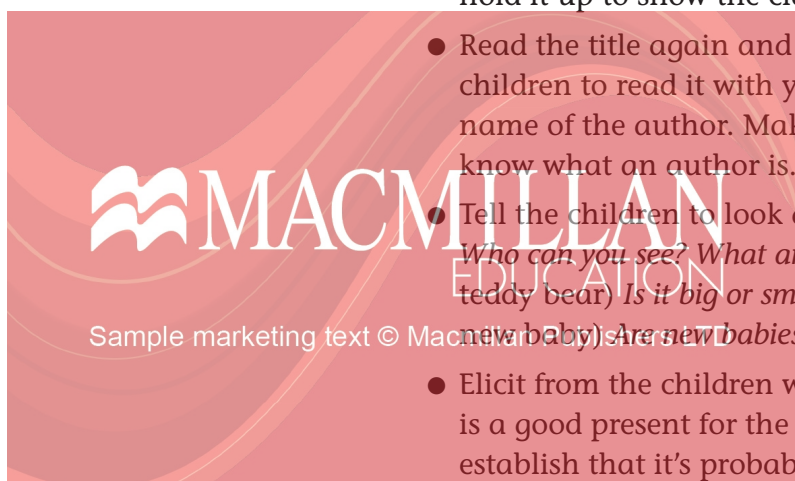
- Hold up the book and point to the cover. Read the title to the class. Read it again and encourage the children to repeat after you.
- Elicit from the children what they think the book is about. Read the title again if necessary and tell the children to look at the picture for clues.

- Point to the picture on the cover. Point to each character in turn and ask *Who is this?* (Mum, Dad, Tom and Holly). Then point to each character in random order and encourage the children to say their names.
- Ask *What is Mum holding? Are they all happy? How do you know? Do they like the baby?*
- Find out if any of the children have got baby brothers or sisters. Encourage them to talk about them to the other children.

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 *Who can you see? What are they holding?* (a teddy bear) *Is it big or small? Who is it for?* (the new baby) *Are new babies big or small?*
- Elicit from the children whether the big teddy is a good present for the new baby. Try and establish that it's probably much too big, and is bigger than a baby!
- Explain that there are two stories in the book, but that both of them are about Mum, Dad, Holly and Tom and the new baby.



The New Baby

The story can be played at any time.

Pages 2 and 3

Shopping for the baby



Word list

baby, buys, can, clothes, for, help, I, me, Mum, some, the, yes, you

Language structures

present simple tense, *can* for requests

Preparation

Wordcards 4, 8–11, 13, 17, 20, 24, 26, 31, 35, 41, 42
plus punctuation

Materials

baby clothes: a dress, a hat, socks
Selection of objects: baby cup, rattle, nappy, baby blanket, toothbrush, hairbrush, training shoes

board. Point to your own clothes and say *clothes*. Point to the children's clothes and say *clothes*. Then ask *What sound does clothes start with?* (/k/). Hold up the clothes again and elicit from the children the names of the clothes (dress, hat, socks). If the children don't know *socks* teach the word.

Extra activity

Put the selection of objects you have brought in with you on the table. Elicit from the children which ones are needed for a baby and which ones aren't. Encourage them to give you a reason for the ones which aren't needed, e.g. a baby hasn't got any teeth and hair.

- Tell the children to open their books to pages 2 and 3. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 2. Ask *Can you see Mum?* *Can you see Holly and Tom?* Point to the people in the background. Say *This is Grandma. This is Grandad.* Then ask *Where are they?* (at the shop) *Are they happy?* *How do you know?* (they are smiling) *What is Mum buying?* (clothes) *Who for?* (the new baby) *What colour clothes has she bought?* (yellow) *What are Holly and Tom looking at?* (socks) *Are the socks big or small?* *Who are they for?*
- Ask *Can you see the mice?* *What are they doing?* (looking at clothes, sitting in the socks).
- Tell the children to look at the picture on page 3. Ask *Who can you see?* *What is in the parcel?* (the baby clothes) *Who is going to carry them?* *Is Dad happy?*
- Focus on the background. Ask *What are Grandma and Holly looking at?* (blankets).
- Ask *Can you see the mice?* *What are they doing?* (looking at the blankets).

Before reading

- Before looking at the pages, teach *baby*. Write *baby* on the board and say it as you write it. Hold your arms as though you were holding and rocking a baby and say *baby*. Point to the word on the board. Ask *What sound does baby start with?* (/b/) *Can you hear another /b/ sound in baby?*
- Hold up the clothes you have brought in with you. Say *clothes* and write it on the

During reading

- Read the title of the story on page 2 pointing to each word as you read it.
- Read page 2 to the class slowly and clearly. Read the page again pointing to each word as you read it.
- Ask *Can you see the word Mum? Can you see the word clothes? Can you see the word baby?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the page again together as a class.
- Invite different children to read the page out loud.
- Say Point to the word *buys*. *What sound does it start with? (/b/) What other word begins with the same sound? (baby).*
- Read the text on page 3 to the class. If you wish, use a different voice for Mum and Dad.
- Ask *Can you see the word can? How many can you see? (2)* Elicit from the children why it has a capital C in the first sentence and a small c in the second (because it's at the beginning of the sentence.)
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite different children to be Mum and Dad and read their part 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 *Mum buys some clothes for the baby.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give eight children one wordcard each and ask them to come to the board and match their card with the correct word in the sentence.
- Write the question and answer from page 3 on the board. Do some simple roleplays with the children to encourage them to use the reply, e.g. pretend the door is stuck shut, pretend your bag is very heavy, carry a pile of books with difficulty. In each case ask the class *Can you help?* and encourage them to reply *Yes, I can.*

Extra activity

Play a word game with the children. Write *can* on the board and say the sound of each letter as you write it (/k/ /æ/ /n/). Rub out the *c* and add a letter *m* to the beginning. Ask the children to say the new word (*man*). Then rub out the *m* and add an *p* (*pan*). The children may know more words. Invite them to play.

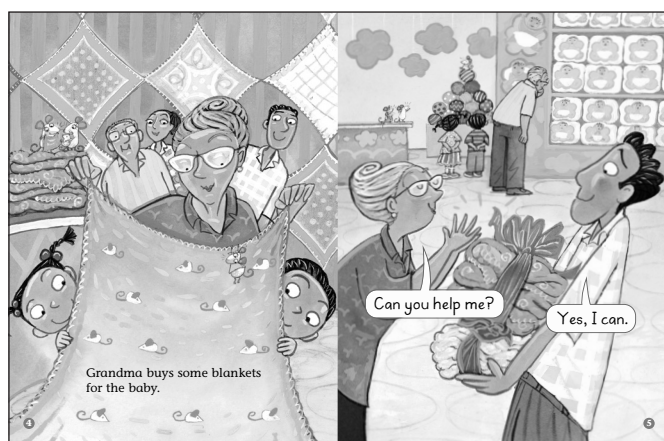
- Ask *What will the family buy next? Who will carry it?*

Wordcard activities

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

- Do page 33 in the Comprehension and Vocabulary Workbook.

Pages 4 and 5



Word list

baby, blankets, buys, can, for, Grandma, help, I, me, some, the, yes, you

Language structures

present simple tense, *can* for requests

Preparation

Wordcards 4, 6, 8–10, 13, 16, 17, 20, 24, 31, 35, 41
plus punctuation

Materials

baby blanket

Before reading

- Before looking at the pages, teach *blanket*. Hold up the baby blanket you have brought in with you and say *blanket*. Write it on the board as you say it. Ask *What sound does blanket start with?* (/b/). Elicit from the children other words they know which start with /b/. If necessary tell them to look back at page 2 to find some (baby, buys).
- Write *Grandma* on the board and see if the children can remember what it says and what it means. If they can't remember, try and elicit it from the children by asking about their own Grandmas. Also elicit why it is written with a capital letter. Then ask *What sound does Grandma start with?* (/g/).

- 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?* *What is Grandma holding?* (a blanket) *What pictures are on the blanket?* (mice) *What colour is the blanket?* (pink) *Who is the blanket for?*
- Ask *Can you see the mice?* *What are they doing?* (sitting on the blanket).
- Tell the children to look at the picture on page 5. Ask *Who can you see?* *What is in the parcel?* (the blanket) *Who is going to carry it?* *How many parcels is Dad carrying?* *What is in the other parcel?* (baby clothes) *Is Dad happy?*

- Focus on the background. Ask *What are Tom and Holly looking at?* (balls) *What is Grandad looking at?* (nappies).

- Ask *Can you see the mice?* *What are they doing?* (looking at the balls, sitting on the balls).

During reading

- Read page 4 to the class slowly and clearly. Read the page again pointing to each word as you read it.
- Ask *Can you see the word Grandma?* *Can you see the word blanket?* *Can you see the word baby?* Elicit from the children why *blanket* has an s at the end of it (plural).
- Read the text again and encourage the children to repeat after you. Then read the page again together as a class.
- Ask the children to read the text on page 4 again. Then tell the children to look back to page 2 and to read the text. Elicit from the children which words are the same as the sentence on page 4 and which words are different. Do this by reading one sentence at a time out loud and comparing them.

- Invite different children to read the page out loud.
- Tell the children to look at the text on page 5. Ask *Can you see the word can? Can you see the word help?*
- Ask *Is Grandma asking a question? How do you know?* (there is a question mark). Point to the question mark (?) and elicit from the children why it is there. If necessary, remind them that when someone asks a question, we end the sentence with a question mark.
- Read the text to the class slowly and clearly. Read it again pointing to each word as you read it. Encourage the children to repeat each sentence after you.
- Point to the words *You* and *yes* and say them. Ask *What sound do you and yes start with?* (/j/).
- Invite different children to be Grandma and Dad and to read the page out loud. Then read both pages again together as a class.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.
- Rub out the words *Grandma* and *blankets* and write in *Mum* and *clothes* to make the sentence from page 2. Encourage the children to read the new sentence.
- Do the roleplays from **After reading** on page 4 of these Teacher's Notes.
- Ask *Where is Mum now? What will Holly and Tom buy? What will Grandad buy? Who will carry it?*

Wordcard activities

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

After reading

- Write *Grandma buys some blankets for the baby.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give eight different children one wordcard each to make the sentence. Invite them to the front of the class and tell them to stand in a line, in random order, facing the rest of the class. Tell the rest of the class to put the children into the correct order. Repeat with other children.

Pages 6 and 7



Word list

baby, buys, can, for, Grandad, help, I, me, nappies, some, the, yes, you

Language structures

present simple tense, *can* for requests

Preparation

Wordcards 4, 8–10, 13, 15, 17, 20, 24, 28, 31, 35, 41, 42
plus punctuation

Materials

two nappies

Before reading

- Before looking at the pages, teach *nappy* and *nappies*. Hold up one of the nappies you have brought in with you and say *nappy*. Write it on the board as you say it. Then hold up the two nappies and say *nappies*. Write it on the board. Elicit from the children why they are different (one is singular, one is plural). Ask *What sound does nappy start with?* (/n/). Elicit from the children why babies wear nappies.
- Then write *Grandad* on the board. Elicit from the children what a Grandad is. They may get a clue from the beginning of the word as they know *Grandma*. Talk about the children's grandfathers.

- Tell the children to open their books to pages 6 and 7. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 6. Ask *Who can you see?* *What is Grandad holding?* (nappies) *What picture is on the nappies?* (a baby) *Who are the nappies for?*
- Ask *Can you see the mice?* *What are they doing?* (buying some very small nappies).
- Tell the children to look at the picture on page 7. Ask *Who can you see?* *What is Grandad giving Dad?* (the nappies) *Who is going to carry them?* *How many parcels is Dad carrying?* *What is in the other parcels?* (baby clothes, blankets) *Is Dad happy or worried?* *Why is he worried?* and elicit suggestions from the children.
- Focus on the background. Ask *What are Tom and Holly looking at?* (toys) *What animals can you see?* (frog, elephant, sheep, giraffe, bear, fox, rabbit, monkey). Then ask *What other toys can you see?* and let the children name as many as they know.
- Ask *Can you see the mice?* *What are they doing?* (they are playing with the toys).

During reading

- Tell the children to look at the text on page 6.
- Read the text slowly and clearly. Read the page again pointing to each word as you read it. Ask *Can you see the word Grandad?* *Can you see the word nappies?* *Can you see the word baby?* *Is Grandad buying one nappy?* *How do you know?* (it says nappies).
- Read the text again and encourage the children to repeat after you. Then read the page again together as a class.

- Put the children into pairs. Ask one to read the text on page 6 again. Then tell the other one to look back to page 4 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.
- Invite different children to read page 6 out loud.
- Tell the children to look at the text on page 7. Read the text slowly and clearly. Read it again pointing to each word as you read it.
- Ask *Can you see the word can? Can you see the word help?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the page again together as a class.
- Invite different children to be Grandma and Dad and to read the page out loud. Then read both pages again together as a class.
- Point to the word *me* and say it. Ask *What sound does me start with? (/m/). Does your name start with /m/?* Ask any children who put their hand up to say their name and, if they can, to write it on the board.
- 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.
- Rub out the words *Grandad* and *nappies* and write in *Grandma* and *blankets* to make the sentence from page 4. Encourage the children to read the new sentence.
- Write *Grandma* and *Grandad* on the board one underneath the other. Say *Look. What letters are the same?* and underline each letter the children identify. Then ask *What letters are different?* and underline these in a different colour. Put a circle round *Grand* in both words to show that they are the same. Elicit from the children why the words have a capital G.
- Do the roleplays from **After reading** on page 4 of these Teacher's Notes.
- Ask *Where is Mum now? What will Holly and Tom buy? Who will carry it?*

Wordcard activities

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

After reading

- Write *Grandad buys some nappies for the baby.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give eight children one wordcard each and ask them come to the board and match their card with the correct word in the sentence.

Pages 8 and 9



Word list

a, and, baby, buy, can, for, help, Holly, I, me, teddy, the, Tom, yes, you

Language structures

present simple tense, *can* for requests

Preparation

Wordcards 1, 3, 4, 7, 9, 10, 13, 17, 18, 20, 24, 34, 35, 39, 41, 42 plus punctuation

Materials

a teddy

Before reading

- Before looking at the pages, write *Holly*, *Tom* and *teddy* on the board. Give the children the opportunity to read them to you as they are not new words. The children have seen them in other books in the series.
- Then, if necessary, remind the children what they say. Use the teddy you have brought in with you. Ask *What sound do teddy and Tom start with?* /t/.
- Elicit from the children why *Tom* starts with a capital *T* (because it is the name of a person). Ask *What sound does Holly start with?* (/h/).

- Tell the children to open their books to pages 8 and 9. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 8. Ask *Who can you see?* *What are they holding?* (a teddy) *Is it big or small?* *Do Holly and Tom like it?* *How do you know?* (they are smiling and playing with it) *Who is the teddy for?*
- Then say *Look at the teddies. Which teddy do you like?* and let the children choose their favourite teddy.
- Ask *Can you see the mice?* *What are they doing?* (one is sitting on the big teddy and the others are watching it).
- Tell the children to look at the picture on page 9. Ask *Who can you see?* *What is Tom giving Dad?* (the teddy) *Is he being careful?* *Who is going to carry it?* (Dad) *How many parcels is Dad carrying?* *Why is Dad bending?* (the parcels are heavy, they are too tall for Tom to reach) *What is in the other parcels?* (baby clothes, blankets, nappies) *Is Dad happy or worried?* Then ask *Why is Dad worried?* and elicit suggestions from the children.
- Focus on the background and the area behind Dad. Ask *What is behind Dad?* (prams) *Is Dad near the prams?*
- Ask *Can you see the mice?* *What are they doing?* (one is hanging onto the teddy).

During reading

- Read page 8 to the class slowly and clearly. Read the page again pointing to each word as you read it.
- Ask *Can you see the word Holly? Can you see the word Tom? Can you see the word teddy? Can you see the word baby?*
- Read the text again and encourage the children to repeat after you. Then read the page again together as a class.
- Put the children into pairs. Ask one to read the text on page 8 again. Then tell the other one to look back at page 6 and to read the text. Elicit from the children which words are the same and which words are different. Do this by reading one word at a time out loud and comparing them.
- Invite different children to read the page out loud.
- Point to the word *and*. Ask *What sound does and start with? (/æ/) What sound does and end with? (/d/).*
- Tell the children to look at the text on page 9. Read it slowly and clearly. Read it again pointing to each word as you read it.
- Ask *Can you see the word can? Can you see the word help?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the page again together as a class.
- Invite different children to be Tom and Dad and to read the page out loud. Then read both pages again together as a class.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.

After reading

- Write *Holly and Tom buy a teddy for the baby.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give four children one wordcard each. Use *Tom, Holly, teddy* and *baby*. Ask them to come to the board and match their card with the correct word in the sentence.

Extra activity

Play a word game with the children. Point to *and* in the sentence on the board. Write it on the board separately and say the sound of each letter as you write it (/æ/ /n/ /d/). Add an *h* to the front of the word and say the new word (*hand*). Rub out the *h* and add an *s*. Ask the children to say the new word (*sand*).

- Ask *What did Mum buy for the baby?* (clothes). Repeat for Grandma, Grandad, and Holly and Tom so that the children list all the things the family have bought. Then ask *What else does a baby need?* and elicit suggestions from the class (a pram, a cot, a bottle).
- Ask *What will Dad do?*

Wordcard activities

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

- Do page 34 in the Comprehension and Vocabulary Workbook.

Pages 10 and 11



Word list

can, help, look, me, we, out, yes, you

Language structures

imperatives, can for requests

Preparation

Wordcards 9, 10, 17, 22, 24, 29, 40, 41, 42
plus punctuation

Before reading

- Tell the children to open their books to pages 10 and 11. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 10. Ask *Who can you see? Is he carrying the parcels? Why? What happened?* (he has fallen over). Elicit from the children what made Dad trip.
- Ask *Can you see the mice? What are they doing?* (one is in the air with the parcels, one is running, the others are watching).
- Tell the children to look at the picture on page 11. Ask *Who can you see? Where is Dad?* (on the floor) *Who is helping him? How do you know?* (they are holding out their hands).

- Ask *Can you see the mice? What are they doing?* (they are all together again, walking away).

During reading

- Read the text on both pages to the class. Encourage them to join in with page 11 as they should know these words by now.
- Read the text again and encourage the class to join in with both pages. Point to each word as you read it.
- Point to the word *Look* and elicit from the children what it says. They have seen the word in other reading books at this level and may remember it. Then ask *What sound does look start with? (/l/)* *What sound does look end with? (/k/)*.
- 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 *Look out.* 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. Elicit from the children when they might say *Look out.* (crossing the road when a car is coming, when someone is doing something dangerous).
- Point to the word *me* and say it. Ask *What sound does me start with?* Then point to the word *we* and say it. Ask *What sound does we start with?* Write the two words on the board, one under the other. Say them again and elicit from the children that they rhyme.

Pages 12 and 13

Extra activity

Play a word game with the children. Point to *look* on the board. Write it on the board again separately and say the sounds as you write it (/l/ /u/ /k/). Rub out the *l* and add an *b* and ask the children to say the new word (book). The children may know more words, e.g. *cook*.

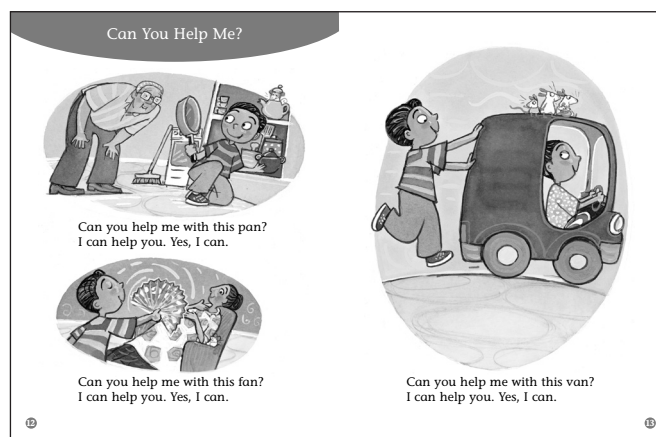
- Give the children time to read through the whole story again with a partner or to read it quietly by themselves.

Wordcard activities

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

- Do page 35 in the Comprehension and Vocabulary Workbook.

Can you help me?

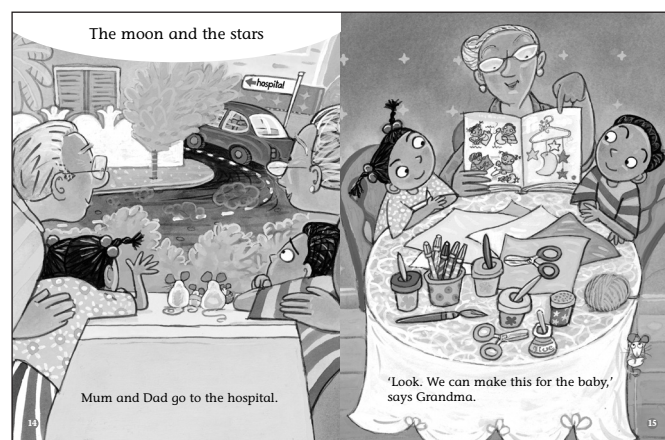


- The rhyme on pages 12 and 13 re-cycles the vocabulary from the story and focuses on words containing *-an*.
- Tell the children to open their books to pages 12 and 13. Open your own book and hold it up to show the class.
- Read the rhyme to the children. Teach the new words by pointing to the objects in the pictures.
- Read the rhyme again and encourage the children to read it with you. Repeat it several times.
- Write the rhyming *-an* words on the board and ask the children to read them.
- Do page 36 in the Comprehension and Vocabulary Workbook.

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Pages 14 and 15

The moon and the stars



Word list

and, baby, can, Dad, for, go, Grandma, hospital, look, make, Mum, says, the, this, to, we

Language structures

present simple tense, can for ability, imperatives

Preparation

Wordcards 2, 4, 9, 12–14, 16, 19, 22, 23, 26, 30, 35, 36, 38, 40 plus punctuation

Before reading

- Before looking at the pages, teach *moon*, *stars* and *hospital*. Draw a picture of a moon (the same shape as the moon in the story) and a group of stars on the board (five-pointed stars like in the story). Write the words underneath, saying each one as you write. Encourage the children to repeat the word after you.
- Ask *Where can you see the moon and the stars?* (in the sky) *In the day or in the night?* (in the night) *Is the moon the same shape every night?* Elicit from the children that the moon changes shape, sometimes it is round. Then

point to a star on the board and ask *How many points has the star got?* Encourage the children to count the points with you.

- Then ask *What sound does moon start with?* (/m/) *What sound does moon end with?* (/n/). Repeat the questions for *stars*. Elicit from the children why *stars* has an s on the end (plural).
- Write *hospital* on the board, saying it as you write it. Elicit or explain what a hospital is. Invite the children to tell you anything they know about hospitals. Ask *Have you been in hospital?* *Did you like it?* *Have you visited a hospital?* *Who did you visit?* Then ask *What sound does hospital start with?* (/h/) *Whose name in the story starts with /h/?* (Holly).
- Tell the children to open their books to pages 14 and 15. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 14. Ask *Who can you see?* Then ask *Why are they looking at the car?* *Who is in the car?* and elicit suggestions from the children (Mum and Dad). Then ask *Where are Mum and Dad going?* (to the hospital) *How do you know?* Ask the children to find and point to the word *hospital* on the sign above the car. Elicit from the children why Mum and Dad are going to the hospital (Mum is going to have the baby).
- Then ask *Who is waving?* *Is Tom happy or sad?* Ask *Why is he sad?* and elicit suggestions from the children (because he will miss Mum and Dad) *Who is staying with Holly and Tom?* (Grandma and Grandad). Find out if any of the children have stayed with their grandparents without their parents. Elicit how they felt.
- Ask *Can you see the mice?* *What are they doing?* (they are looking out of the window).

- Tell the children to look at the picture on page 3. Ask *Who can you see? Are they happy? How do you know?* (they are smiling) *What can you see on the table?* (brush, scissors, pencils, paper) *What are they going to do?* (make something) *What are they going to make?* (the toy in the book) *What shapes can you see in the book?* (moon, stars) *Who is it for?* (the new baby).
- Ask *Can you see the mice? What are they doing?* (one mouse is climbing up the table).
- Read the sentence *We can make this for the baby.* again, pointing to each word as you read it. Explain or elicit from the children what it means. Make sure that they understand that *this* refers to the toy in the book.
- 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.

During reading

- Read the title of the story on page 14 pointing to each word as you read it.
- Read page 14 to the class slowly and clearly. Read the page again pointing to each word as you read it.
- Ask *Can you see the word Mum? Can you see the word Dad? Can you see the word hospital?*
- Read the text again and encourage the children to repeat after you. Then read the page again together as a class.
- Invite different children to read the page out loud.
- Tell the children to look at the text on page 15. 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 look? Can you see the word baby? Can you see the word Grandma?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite different children to be Grandma and to read the page out loud.

After reading

- Write *Mum and Dad go to the hospital.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give eight children one wordcard each and ask them come to the board and match their card with the correct word in the sentence.
- Then ask *Is it a good idea to make a toy for the baby? Why?* and elicit suggestions from the class.

Wordcard activities

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

Pages 16 and 17



Word list

a, at, big, Holly, is, look, moon, my, says, this

Language structure

this, imperatives

Preparation

Wordcards 1, 3, 5, 18, 21, 22, 25, 27, 30, 37
plus punctuation

Before reading

- Tell the children to open their books to pages 16 and 17. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 16. Ask *Who can you see? What is Holly drawing? (a moon) What can you see on the table? (pens, brush, scissors, paper).* Then ask *What will Holly do next?* and elicit suggestions from the class (cut it out, colour it).
- Ask *What is the mouse doing? (cutting the paper) Are scissors safe?* At this point reinforce that the children should only use scissors when they are with an adult. Ask *Who is with Holly and Tom?* and point out that Grandma is still sitting at the table with them even though we can't see her in the picture.

- Tell the children to look at the picture on page 17. Ask *What did Holly do? (she cut out the moon) What has she got in her hands? (the moon and the scissors) Is she pleased with the moon? How do you know? (she is smiling).*
- Ask *Can you see the mouse? What is it doing? (hanging from the moon).*

During reading

- Tell the children to look at the text on page 16. Read the text to the class slowly and clearly. Read the page again pointing to each word as you read it. When you read *big* make a big movement with your arms to demonstrate the word. The children have seen the word in other stories in this level.
- Ask *Can you see the word look? Can you see the word this? Can you see the word big? Can you see the word says? Can you see the word Holly?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the page again together as a class.
- Invite different children to be Holly and to read the page out loud.
- Tell the children to look at the text on page 17. Ask *Can you see the word look? Can you see the word big? Can you see the word moon?* Then ask *Who is talking? How do you know? (she has got a speech bubble).*
- Read page 17 to the class slowly and clearly. If you wish, use a different voice for Holly. Read the page again and encourage the children to repeat after you.
- Invite different children to be Holly and to read the page out loud. Then read both pages again together as a class.

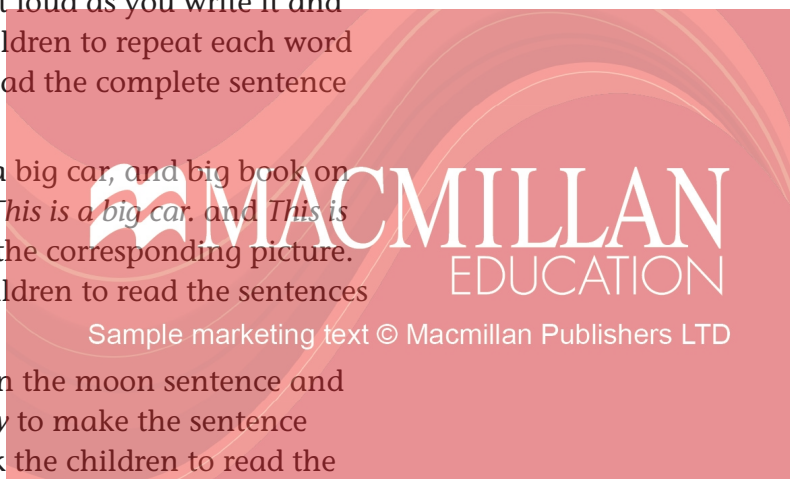
- Ask *How many times can you see big? How many times can you see moon? How many times can you see look?* (all of them twice).
- Point to the word *my*. Elicit or explain to the children who it refers to (Holly). Ask *What sound does my start with?*
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.

After reading

- Draw a big moon like the one in the story on the board. Write *This is a big moon.* under it. 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.
- Draw pictures of a big car, and big book on the board. Write *This is a big car.* and *This is a big book.* under the corresponding picture. Encourage the children to read the sentences out loud.
- Rub out *This is a* in the moon sentence and write in *Look at my* to make the sentence from page 17. Ask the children to read the new sentence. Repeat with the car and book sentences.
- Ask *What is Tom doing? What will he make?*

Wordcard activities

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



Pages 18 and 19



Word list

a, at, big, is, look, my, says, star, this, Tom

Language structures

this, imperatives

Preparation

Wordcards 1, 3, 5, 21, 22, 27, 30, 32, 37, 39
plus punctuation

Before reading

- Tell the children to open their books to pages 18 and 19. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 18. Ask them to find and point to things in the picture. Ask *Who can you see?* *What is on the paper?* (star) *What is Tom holding in his hand?* (scissors) *What is he cutting?* (a star). Remind the children that Grandma is there, too. Then ask *What will Tom do next?* and elicit suggestions from the class (e.g. colour it, decorate it).
- Ask *Where is the mouse?* (under the paper).

- Tell the children to look at the picture on page 19. Ask *What is on the table?* (the star) *What is in the pot?* and establish that it is glue. Then ask *What is Tom putting on the star?* (glitter) *Why is he using glitter?* and elicit that stars sparkle and glitter in the sky. Then ask *Is he pleased with the star?* *How do you know?* (he is smiling).
- Ask *Can you see the mouse? What is it doing?* (on the table getting covered with glitter).

During reading

- Tell the children to look at the text on page 18. Read the text to the class slowly and clearly. Read the page again pointing to each word as you read it.
- Ask *Can you see the word look?* *Can you see the word this?* *Can you see the word big?* *Can you see the word star?* *Can you see the word says?* *Can you see the word Tom?*
- Read the text again and encourage the children to repeat each word after you. Then read the page again together as a class.
- Put the children into pairs. Ask one to read the text on page 18 again. Then tell the other one to look back at page 16. Elicit from the children which words are the same and which words are different. Do this by reading one sentence at a time out loud and comparing them.
- Tell the children to turn back to page 18. Ask them to find and point to the word *star*. Ask *What sound does star start with?* (/s/). Then say *Find another word which starts with /s/.* (says).
- Tell the children to look at the text on page 19. Ask *Can you see the word my?*

- Read the text pointing to each word as you read it. Read it again and encourage the children to repeat each word after you. Then read the pages again together as a class.
- Put the children into pairs. Ask one to read the text on page 19 again. Then tell the other one to look back at page 17. Elicit from the children which words are the same and which words are different. Do this by reading one sentence at a time out loud and comparing them. Invite different children to be Mum and Holly and to read the page out loud. Then read both pages again together as a class.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.
- Rub out *This is a* in the star sentence and write in *Look at my* to make the sentence from page 19. Ask the children to read the new sentence. Repeat with the bag and pencil sentences.
- Ask *What will Holly and Tom do with the moon and the stars?*

Wordcard activities

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

- Do page 37 in the Comprehension and Vocabulary Workbook.

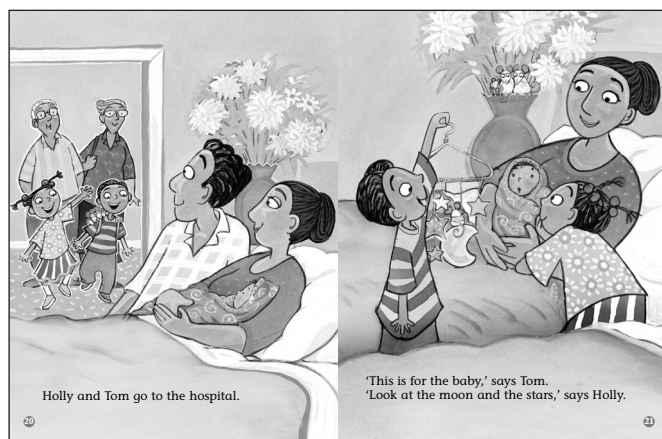
After reading

- Draw a big star like the one in the story on the board. Write *This is a big star.* under it. 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.
- Draw pictures of a big bag, and a big pencil on the board. Write *This is a big bag.* and *This is a big pencil.* under the corresponding picture. Encourage the children to read the sentences out loud.

 **MACMILLAN**
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Pages 20 and 21



Word list

and, at, baby, for, go, Holly, hospital, is, look, moon, says, stars, the, this, to, Tom

Language structures

present simple tense, *this*, imperatives

Preparation

Wordcards 2–4, 13, 14, 18, 19, 21, 22, 25, 30, 33, 35, 37, 38, 39 plus punctuation

Before reading

- 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? What is Mum holding? (a baby) Where are the family? (at the hospital).* If necessary, remind the children of the word *hospital* by asking *Where did Mum and Dad go at the start of the story?* and let the children look back to page 14 to remind themselves. Ask *Are Mum and Dad happy? Are Holly and Tom happy?* Then ask *Why are Holly and Tom happy?* Elicit suggestions from the class (seeing Mum and Dad, meeting the new baby).
- Say *Look at the baby. Is it a boy or a girl?* and have a class vote! (It's a boy).

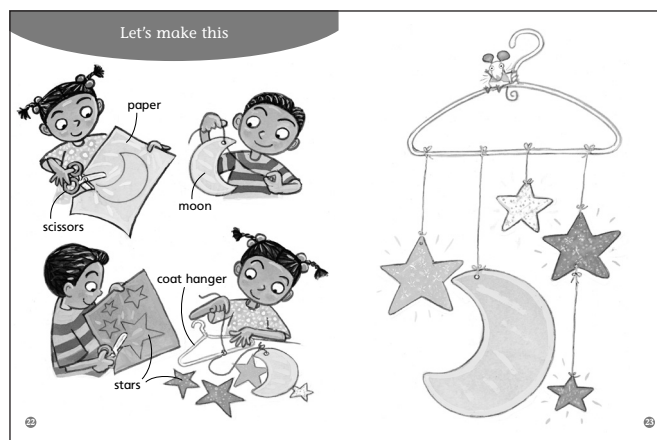
- Tell the children to look at the picture on page 21. Ask *What is Tom holding? (the toy) Does Mum like it? How do you know? What is Holly looking at? (the toy) Does Holly like the toy? How do you know? Is the baby awake or asleep?*
- Ask *Can you see the mice? What are they doing? (sitting in the flowers looking at the toy).*

During reading

- Tell the children to look at the text on page 20. Ask *Can you see the word Holly? Can you see the word Tom? Can you see the word hospital?*
- Read the text pointing to each word as you read it. Read it again and encourage the children to repeat each word after you. Then read the pages again together as a class.
- Put the children into pairs. Ask one to read the text on page 20 again and the other to look back at page 14. Elicit from the children which words are the same and which words are different. Do this by reading one sentence at a time out loud and comparing them.
- Ask the children to find and point to the word *Holly*. Ask *What sound does Holly start with? (/h/).* Then say *Find one more word which starts with /h/ (hospital).* Elicit from the children why *Holly* starts with a capital *H* and *hospital* doesn't (*Holly* is a name).
- Invite different children to read out loud.
- Tell the children to look at the text on page 21. Read the text to the class slowly and clearly. Read the page again pointing to each word as you read it.
- Ask *Can you see the word baby? Can you see the word Tom? Can you see the word look? Can you see the word moon? Can you see the word stars? Can you see the word Holly?*
- Then ask *Can you see the word says? How many can you see? (2).* Repeat with *the*.

Pages 22 and 23

Let's make this



- 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 pairs of children to be Holly and Tom and to read the page out loud.
- Point to the word *at*. Ask *What sound does at start with? (/æ/) What sound does at end with? (/t/)*.
- 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 *Holly and Tom go to the hospital.* on the board. Say each word out loud as you write it. Encourage the children to repeat each word after you. Then read the sentence together.
- Rub out the names and write in *Mum* and *Dad* to make the sentence from page 14. Encourage the children to read the new sentence. If you wish, repeat the activity with *Grandma* and *Grandpa*.

Extra activity

Repeat the activity above using the children's names. Encourage the children to read the new sentence together.

- Ask the class to suggest a name for the new baby. Have a class vote for the favourite name. Tell the class that his name is Joe.
- 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 38 in the Comprehension and Vocabulary Workbook.

Materials

yellow card, white card, pencils, glue, scissors, glitter, coathangers: enough for each group of four

- Tom and Holly made a lovely moon and stars toy in the story.
- Tell the children to open their books to pages 22 and 23. Open your own book and hold it up to show the class.
- Talk about what Holly and Tom are doing. Then point to the finished toy and say *We can make this*.
- Put the children into groups of four to make the toy.

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 (and don't forget the new baby!).

Setting

- *Where did the first story take place?* (at home)
- *Where did the second story take place?* Elicit both places from the children. (at home, at the hospital)
- Elicit from the children all the things the children needed to make the toy.

Plot

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

Moral issues

- The first story tells us to help each other and to be careful.
- The second story tells us to be kind.

Vocabulary

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



Follow-up topics

Shopping

- Ask *Do you like shopping? What is your favourite shop? Why?* Elicit from the children what other shops they know. Then ask *What can you buy in a (book) shop?*
- If you wish, talk about the shop assistant and the till in the picture on page 2. Ask *Who is behind the counter?* (shop assistant) *What does she do in the shop?* (help people and take their money) *Where does she put the money?* (in the till) *Can you see the till?* (on the counter).



New babies Ask *Are babies big or small? What can they do? What can't they do? What do babies eat/drink? How much do they sleep? What sort of toys do they like?* Encourage the children to talk about any experience they have had with new babies.

Big and small Talk about the difference between *big* and *small*. Bring some big and small objects into class with you. Ask the children to sort them into two groups, big and small, by saying the correct word when you hold up each object in turn. Ask the children to name some big things and small things (include animals) (big: boat, house, elephant, giraffe; small: mouse, cat, pencil).

Drama Put the children into groups of six, Mum, Dad, Holly, Tom, Grandma, Grandpa. Read the first story out loud and let each group have a turn at acting it out. Give the children some parcels to use.