

# Photocopiable Resources

## *Macmillan Children's Readers Worksheets and Teacher's Notes*

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Paul Shipton

Name: \_\_\_\_\_

Class: \_\_\_\_\_

# We Love Toys Worksheet 1



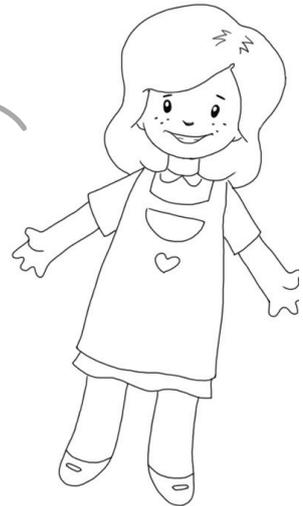
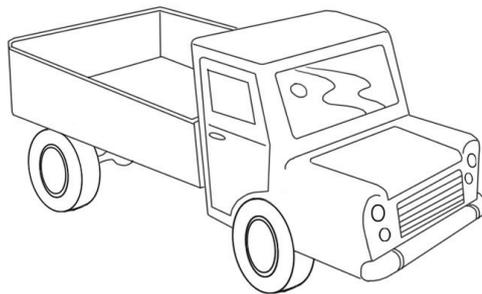
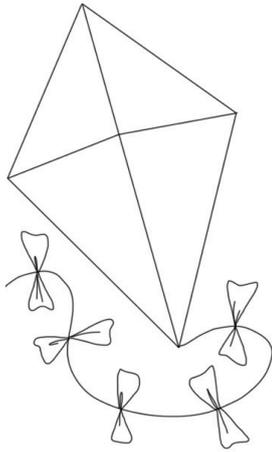
Complete with *a, e, i, o* or *u*. Then match.

1 d o ll

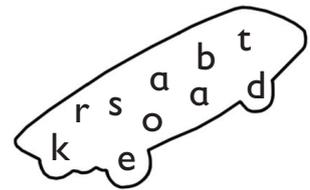
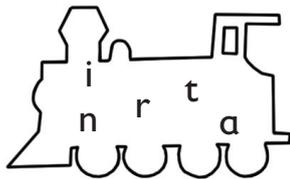
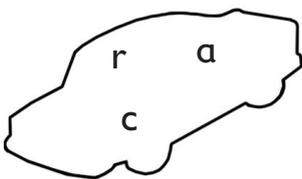
2 b l ll

3 t r u ck

4 k u t l



Write the words.



1 car

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

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Name: \_\_\_\_\_

Class: \_\_\_\_\_

## We Love Toys Worksheet 2



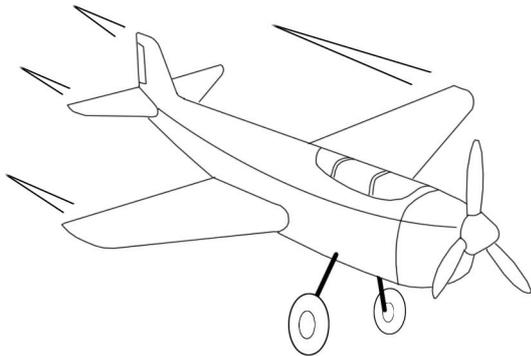
Circle the correct word.



1 This doll is **big** / **small**.



2 This toy can **walk** / **talk**.



3 This toy can **fly** / **swim**.



4 This toy is **big** / **small**.



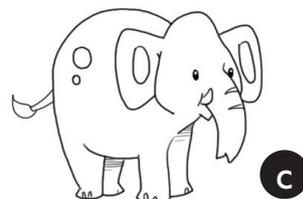
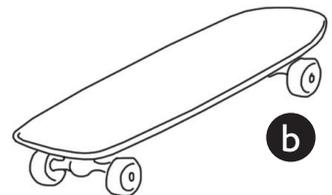
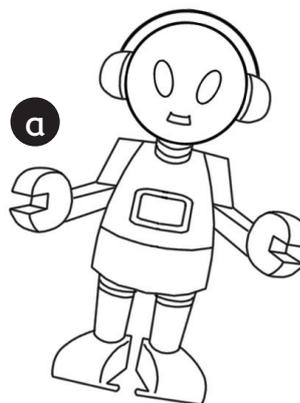
Read and match.

1 This toy is fast. I ride it in the park.

b

2 This toy is plastic. It's small and it's got four legs.

3 This toy is plastic. His name is Boz and he can walk.



Name: \_\_\_\_\_

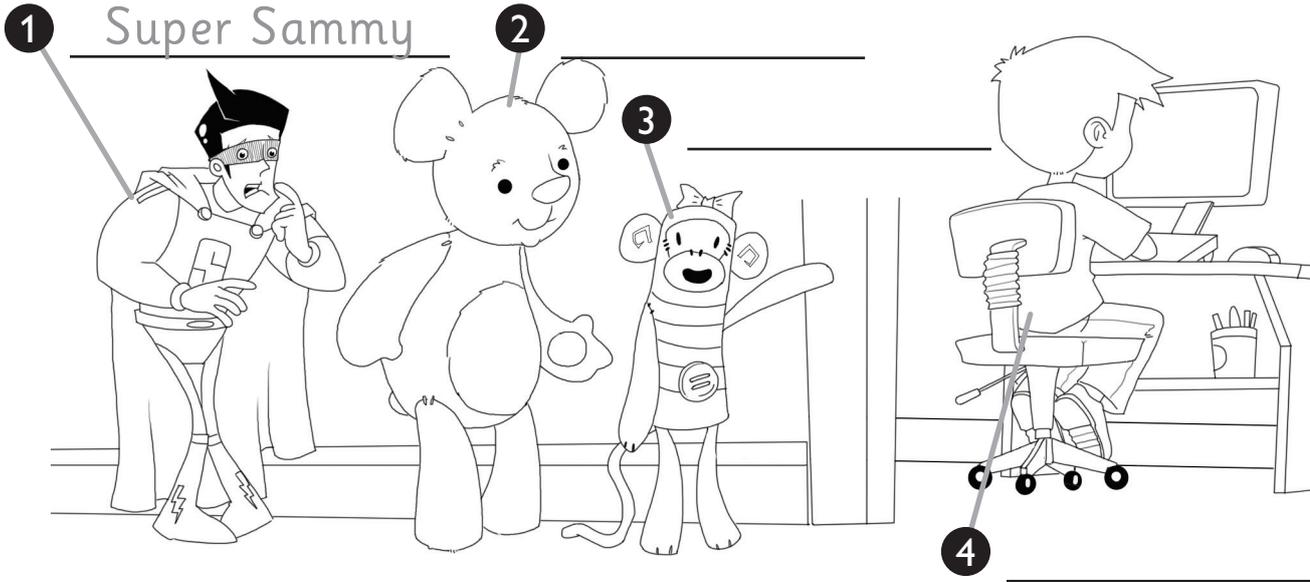
Class: \_\_\_\_\_

# We Love Toys Worksheet 3

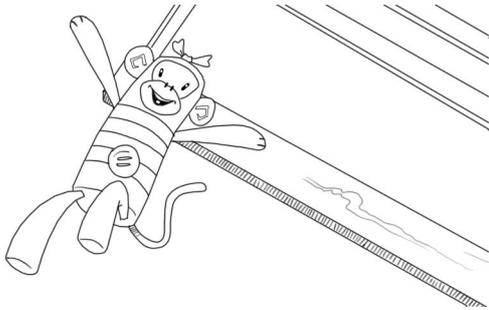


Write the names.

~~Super Sammy~~ Will Ted Meg



Read and circle Yes or No.



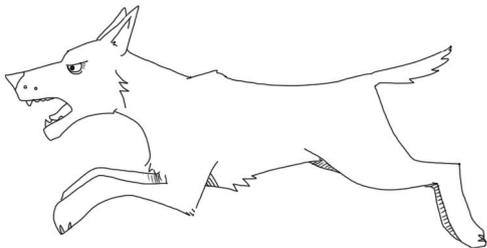
1 Meg is jumping out of the window.

Yes No



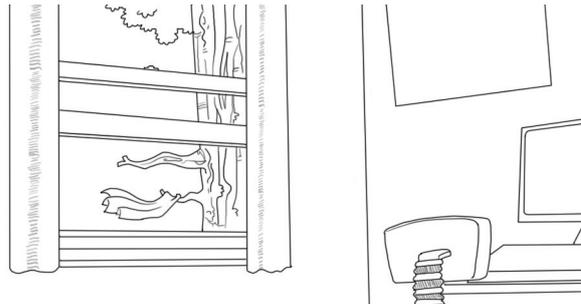
2 Sammy is wearing a cape.

Yes No



3 It is a big, angry cat.

Yes No



4 Sammy's cape is in the room.

Yes No

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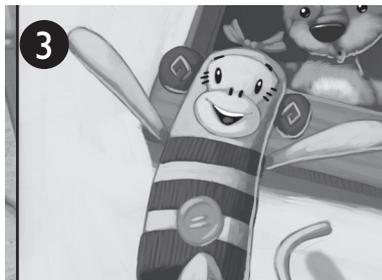
Name: \_\_\_\_\_

Class: \_\_\_\_\_

## We Love Toys Worksheet 4



Read and match.



a Let's go outside!

b Where are my toys?

c He has got a new computer game.

d I'm scared!



Circle the correct name.

1 Who has got a new computer game?

Will Meg Sammy

3 Who has got a long tail?

Ted Sammy Meg

2 Who has got a cape?

Sammy Ted Will

4 Who is a teddy bear?

Will Meg Ted

# Worksheet Answer Key

## We Love Toys

### Worksheet 1

Complete with *a, e, i, o* or *u*. Then match.

1 doll, 2 ball, 3 truck, 4 kite

Write the words.

1 car, 2 train, 3 aeroplane, 4 skateboard

### Worksheet 2

Circle the correct word.

1 small, 2 talk, 3 fly, 4 big

Read and match.

1 b, 2 c, 3 a

### Worksheet 3

Write the names.

1 Super Sammy, 2 Ted, 3 Meg, 4 Will

Read and circle *Yes* or *No*.

1 Yes, 2 Yes, 3 No, 4 No

### Worksheet 4

Read and match.

1 d, 2 c, 3 a, 4 b

Circle the correct name.

1 Will, 2 Sammy, 3 Meg, 4 Ted

# Teacher's Notes

## We Love Toys

### Before reading: prior knowledge

The main vocabulary focus of the reader is toys. Use the Picture Dictionary on page 23 to pre-teach / revise some food vocabulary. Point at, for example, the picture of the doll and ask *What's this?* Elicit the response *It is / It's a doll.*

Ask pupils for other toy words and put some on the board. Other words in the reader include: *kite, board game, ball, computer game, elephant, toy car, toy truck, toy train.*

Point to one of the toy words, for example, *toy car*, and ask a pupil *Have you got a toy car?* Elicit the response *Yes, I have* or *No, I haven't.*

### The factual section

Have pupils work in pairs, looking at the photograph on page 2 of the reader. Each pupil should point to one of the toys or games in the photograph and ask *Have you got a \_\_\_?* Have pupils take it in turns to ask and answer.

Worksheets 1 and 2 focus specifically on the factual section.

### Follow-up work:

Each pupil could draw a picture and write a description of his or her favourite (or 'dream') toy. You could put all of the pictures and descriptions up in a picture gallery.

### The story section

- 1 Make sure that pupils know the following word before they read: *bored*.  
Using the Picture Dictionary, make sure they know *cape* and *window*.
- 2 Show pupils the cover of the book (or the picture on page 10). Point at the three toys and ask *What are they?* (Toys). Ask pupils to think about the story's title, helping with vocabulary if necessary. Ask them to predict (L1) what is going to happen.
- 3 Tell the pupils that these four words are important in the story: *window, dog, bike* and *tree*. In pairs, pupils quickly discuss (L1) what they think will happen. As they read the story, have pupils check to see if their predictions were correct.

### Follow-up work:

- 1 **Picture** Have pupils draw a picture of their favourite part of the story. They should show their picture to another pupil and explain what everything is.
- 2 **Dramatization** Pupils could pick a part of the story to act out in a short play. Each group could present their play to the rest of the class.

### Using the activities and worksheets

The activities and worksheets 3 and 4 focus on vocabulary and reading comprehension tasks. They may require students to re-read the text and revisit the Picture Dictionary.

### Activities answer key

#### Activity 1 (page 21)

4, 3, 2, 1

#### Activity 2 (page 22)

1 c, 2 b, 3 d, 4 a