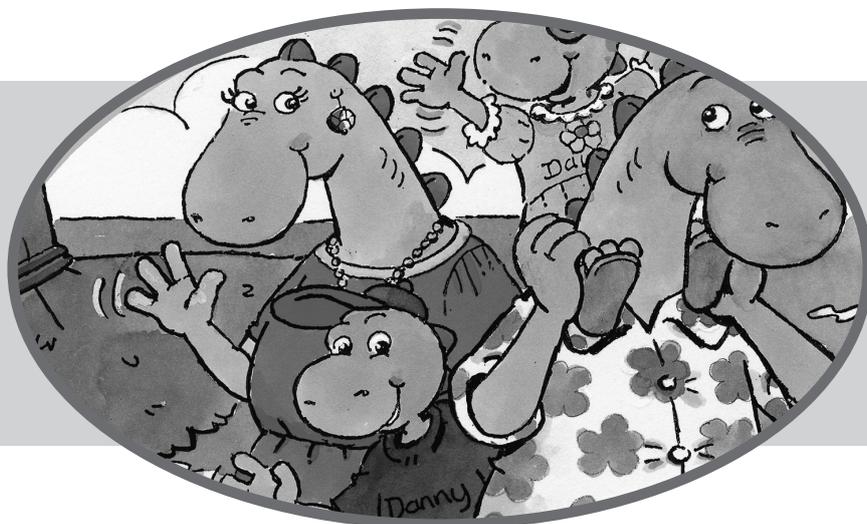


# Daisy and Danny



## The story

The two stories in this book are about Daisy the dinosaur and her family. The children first met them in *Little Explorers A*. In the first story Daisy and her family go to the beach. In the second story Mum takes Daisy and Danny to the park.

### At the beach

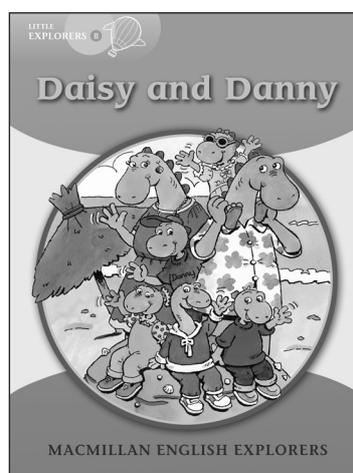
Daisy and Danny go to the beach with Mum and Dad. Daisy wants to copy what Danny, Mum and Dad do. Unfortunately, she always causes trouble. However, everyone has a good day, and they all go into the sea and splash Daisy.

### Come and play

Mum takes Daisy and Danny to the park. Daisy's friends are at the park, too, and Daisy wants to play with them. She asks them to come and play, but they are all busy playing other games. Then Danny comes to the rescue and plays with her.

## Introduce the book

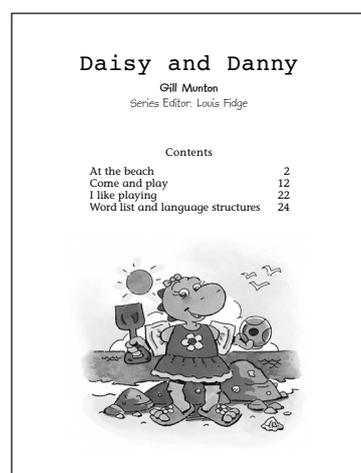
### The cover



- Hold up the book and point to the cover. Read the title to the class. Read it again and encourage the children to repeat after you.
- Point to the picture on the cover. Ask *Who can you see?* Elicit from the children as many of the names as they can remember from *Little Explorers A*. Then ask *Who is Danny?* (Daisy's brother) *Is he older or younger than Daisy?* (older).

- Then elicit from them as much as they can remember about Daisy. Ask *Is she good or naughty? Is her room tidy? What does she like doing?* (singing, reading, eating, drinking).
- Point to the cover again and ask *Who are the other dinosaurs?* Explain that they are Daisy's friends.

### The contents page



- Tell the children to open their books to the contents page. Open your own book and hold it up to show the class.
- Read the title again and encourage the children to read it with you. Point to the name of the author. Make sure the children know what an author is.

- Tell the children to look at the picture. Ask *Can you see Daisy? What is Daisy wearing?* (swimsuit, sandals) *What is she holding?* (spade, ball) *Where is she?* (at the beach) *Is it hot? How do you know?* (the sun is in the sky). Then ask *Can Daisy swim? How do you know?* (she has got armbands on to help her swim).
- Ask *Is Daisy on her own at the beach? (Who do you go to the beach with? Who is with Daisy?* (Mum, Dad, Danny).
- Point to the word *Contents* and the contents list. Elicit from the children what it tells them about the book (what is in it and on what page). Read the title of the first story (*At the beach*). Elicit from the children what the story is about. Then elicit from the children what page it is on (2).

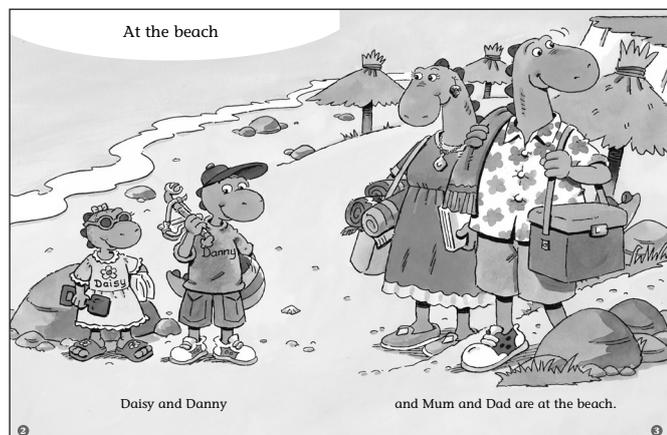


### Daisy and Danny

The story can be played at any time.

Pages 2 and 3

At the beach



**Word list**

*and, are, at, Daisy, Danny, Mum, Dad, beach, the*

**Language summary**

present simple tense

**Preparation**

Wordcards 1–4, 10–12, 28, 42  
plus punctuation

**Materials**

photograph of a beach or a picture cut out of a magazine

**Before reading**

- Before looking at the pages, teach *beach*. Hold up the picture you have brought in with you and elicit from the children what they can see (water, sand, sky). Then say *It's the beach*. Write *beach* on the board, say *beach* and encourage the children to repeat after you. Ask *What sound does beach start with? (/b/)* *Do you go to the beach? What do you do at the beach?*
- 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. Ask *Can you see Daisy? Can you see Danny? Can you see Mum? Can you see Dad? Where are they?* Point to the title of the story and read it out loud..
- Ask *What is Daisy carrying?* (a spade, armbands). Repeat the question for the other members of the family. The children won't know the words for all the items but elicit as many as possible (Danny: snorkle, ball. Mum: bag, towels. Dad: mat, bag). Then ask *What is in Dad's bag?* and elicit that it is the picnic.
- Ask *What is Daisy wearing?* Point to the front of her dress and ask *What word is it?* and elicit that it is Daisy's name. Then ask *What sound does Daisy start with? (/d/)* *Can you see the letter d in the picture on page 2? How many can you see?* (2: on Daisy's dress and Danny's shirt) *Can you see the word Danny?*
- Then ask *Is it sunny? How do you know?* (Daisy is wearing sunglasses) *Are they happy?*

**During reading**

- Read both pages to the class slowly and clearly. Point to each word as you read it.
- Ask *Can you see the word Daisy? Can you see the word Danny? Can you see the word Mum? Can you see the word Dad? Can you see the word beach? Can you see the word and? How many can you see?* (3).
- Read the text again and encourage the children to repeat each word after you.
- Point to each character in the picture and ask the class to find and point to their name in the text. Elicit from the children why all of these words start with a capital letter (they are all names). Then ask *Which names start with /d/?* (Daisy, Danny, Dad). *Which name starts with /d/ and ends with /d/?* (Dad).

- Elicit from the children what sound *Mum* starts and ends with. Ask *What sound does Mum start with? What sound does Mum end with? (/m/)*.
- Invite individual children to read the text out loud.
- Elicit from the children how many sentences there are on the pages, then elicit why it ends with a full stop. If necessary, remind them that it tells us when a sentence has finished.
- 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 *Daisy and Danny and Mum and Dad are at the beach.* 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 twelve children one wordcard each and ask them to come to the front of the class. Tell them to stand in a line, in random order, facing the rest of the class. Tell the rest of the class to put the children into the correct order.
- Write *Dad* on the board. Elicit from the children the three sounds that make up the word. Then say each individual sound in the word (*/d/ /æ/ /d/*) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word */dæd/* encouraging the children to repeat after you. Do the same with *Mum*.

- Write *and* on the board. Elicit from the children what it says and the sounds in the word (*/ænd/*). Add *s* to the beginning. Encourage the children to read the new word. Ask *Where can we see sand? (at the beach)*.

### Extra activity

Play a word game with the children. Hold up two wordcards: *at* and *and*. Ask the children to point to *at*. Write *at* on the board and elicit the two sounds from the children (*/æ/ /t/*). Add a letter *c* to the beginning and ask the children to say the new word (*cat*). Then rub out the *c* and add an *h* (*hat*). The children may know more words. Invite them to play.

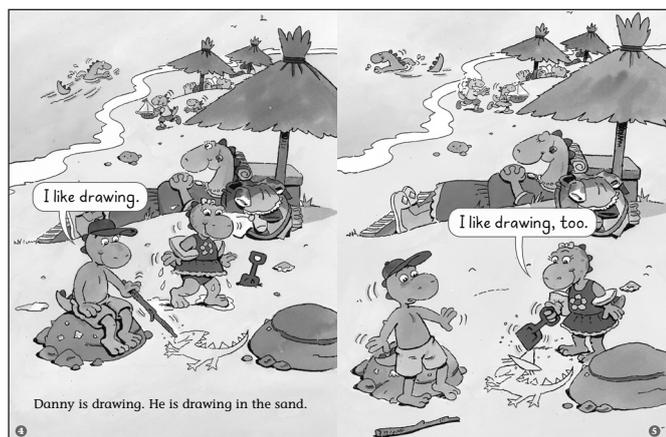
- Then ask *What will Daisy and Danny do at the beach?* Encourage the children to look at what they are carrying in the picture and to suggest things they might do (*dig, swim, play with the ball*).

### Wordcard activities

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

- Do page 9 in the Comprehension and Vocabulary Workbook.

Pages 4 and 5



**Word list**

Danny, drawing, he, I, in, is, like, sand, too, the

**Language summary**

present continuous tense, *like + ing*

**Preparation**

Wordcards 12, 14, 18, 20, 22, 23, 25, 36, 42, 43 plus punctuation

**Materials**

some sand  
a tray of sand, a stick

**Before reading**

- Before looking at the pages, teach *sand* and *drawing*. Take a handful of the sand you have brought in with you. Trickle it through your fingers onto a piece of paper and say *sand*. Write the word on the board. Then ask *Where can you see sand?* and elicit from the children that we see sand at the beach.
- Draw a simple pattern on the board. As you are drawing say *I am drawing*. Then draw a house and say *I am drawing a house*. Write *drawing* on the board.

- Play a drawing game. Invite a child to the board. Tell him/her to draw something, e.g. *Draw a cat*. Encourage the rest of the class to guess what the child is drawing by saying *He/She is drawing a cat*.
- Ask *What sound does drawing start with?* Elicit from the children other words from the story that start with /d/. If necessary, tell them to look back at pages 2 and 3 for help (Daisy, Danny, Dad).
- Remind the children what *I like* means. Say *I like drawing*. Smile and sound enthusiastic. Write *I like drawing* on the board. Create the following wordcards: *reading, playing, jumping, singing*. Hold up each one in turn and ask the children to read them out loud.
- Give four children one wordcard each. Invite them to stand up and mime their word and encourage them to say *I like (reading)*. Continue with other children until you are sure the children have remembered *I like*.
- 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?* (Mum, Dad, Daisy, Danny) *What is Dad doing?* (swimming). Ask the same question for Mum (lying down). Then ask *What is Danny doing?* (drawing) *Where is he drawing?* (in the sand) *What is Danny drawing?* (a dinosaur) *What is he drawing with?* (a stick).
- Then ask *Was Daisy swimming?* *How do you know?* (she is wet) *What is Daisy looking at?* (Danny's picture).
- Tell the children to look at the picture on page 5. Ask *What is Mum doing?* (sleeping) *What is Dad doing?* (swimming) *What is Daisy doing?* (drawing) *What is she drawing with?* (the spade) *Is Danny happy? Why not?* (Daisy is making a mess).

## During reading

- Read the text at the bottom of page 4 to the class slowly and clearly. Read it again pointing to each word as you read it.
- Then read the text in the speech bubble on page 4. If you wish, use a different voice for Danny. Read the speech bubble again pointing to each word as you read it.
- Elicit from the children why we use speech bubbles. The children have seen them in *Little Explorers A* so should know that they show us who is speaking.
- Ask *Can you see the word Danny? Can you see the word drawing? How many can you see? (3) Can you see the word sand? Can you see the word like?*
- 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 page out loud. Encourage them to use a different voice for Danny.
- Tell the children to look at the text on page 5. Ask *Can you see the word drawing? Can you see the word like?*
- Give the children the opportunity to read the speech bubble without any more guidance. Then read it out loud and encourage the children to repeat after you.
- Tell the children to look at Danny's speech bubble and at Daisy's speech bubble. Then ask *What word is different? (too)*. Elicit from the children what *too* means (as well, so do I).
- Encourage the children to read all of the text on both pages with you. Then invite three children to be the narrator (the person who reads the main story), Daisy and Danny, and to read their parts of the story out loud.
- Ask the children to find, point to and say *like*. Then ask *What sound does like start with? (/l/)*.

- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.

## After reading

- Write *I like drawing*. on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give four children one wordcard each and ask them come to the board and match their card with the correct word in the sentence. Repeat the activity with *Danny is drawing*.
- Then write *He is drawing in the sand*. under *Danny is drawing*. Point to *He* and ask *Who is this?* Elicit from the children that *He* refers to Danny. Ask *Is Danny a boy or a girl? (a boy)*. Rub out *He* in the second sentence and write in *Danny*. Encourage the children to read the new sentence. Then rub out *Danny* in the first sentence and write in *He*. Encourage the children to read the new sentence.

### Extra activity

- Talk about the difference between wet and dry. Ask *Who is wet? Who is dry?*
  - Experiment with drawing in sand with a pointed stick. Find out if it works best with dry or wet sand.
  - Elicit from the children other things we use for drawing.
- Ask *What will Daisy do next?*

### Wordcard activities

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

Pages 6 and 7



Mum is sleeping.  
She is sleeping on the mat.

**Word list**

*I, is, like, mat, Mum, on, she, sleeping, the, too*

**Language summary**

present continuous tense, *like + ...ing*

**Preparation**

Wordcards 20, 23, 25, 26, 28, 31, 38, 39, 42, 43 plus punctuation

**Materials**

a mat

bag, book, paintbrush, pencil, cake, cheese, bread, sweets

one large shell for the children to put to their ears to hear the sea

**Before reading**

- Before looking at the pages, teach *mat* and *sleeping*. Hold up the mat you have brought into class and say *mat*. Lay it out on the floor and say *mat* again. Write the word on the board and encourage the children to repeat it after you.
- Mime sleeping. Put your hands together and rest your head against them, close your eyes. Say *sleeping*. Then say *I am sleeping. I like sleeping*. Open your eyes and tell the children to sleep. Say *Shh!* Write *sleeping* on the board and encourage the class to repeat it after you.

- Then ask *Do you like sleeping? Where do you sleep?*
- 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 Dad doing? (swimming) What is Danny doing? (drawing) Where is he drawing? (in the sand) What is Danny drawing? (a dinosaur) What is he drawing with? (a stick).*
- Then ask *What is Mum doing? (sleeping) What is Mum sleeping on? (a mat) Is she sleeping in the sun? Why not? (it's dangerous) Is Daisy wet? Why? (she was swimming) What is Daisy looking at? (Mum).*
- Tell the children to look at the picture on page 7. Ask *What is Daisy doing? (jumping) Where is she jumping? (on Mum) Is Mum happy? Why not? (Daisy is wet).*

**During reading**

- Read the text at the bottom of page 6 to the class slowly and clearly. Read it again pointing to each word as you read it.
- Then read the text in the speech bubble on page 6. If you wish, use a different voice for Mum. Read the speech bubble again pointing to each word as you read it. Ask *Who is speaking?*
- Ask *Can you see the word Mum? Can you see the word sleeping? How many can you see? (3) Can you see the word mat? Can you see the word like?*
- 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 page out loud.

- Tell the children to look at the text on page 7. Ask *Can you see the word sleeping? Can you see the word like?*
- Give the children the opportunity to read the speech bubble without any more guidance. Then, if necessary, read it out loud and encourage the children to repeat it after you.
- Tell the children to look at Mum's speech bubble and at Daisy's speech bubble. Then ask *What word is different? (too)*. Elicit from the children what *too* means (as well, so do I).
- Encourage the children to read all of the text on both pages with you. Then invite three children to be the narrator (the person who reads the main story), Daisy and Mum, and to read their parts of the story out loud.
- Read the text on both pages again, encouraging the children to read with you.
- Point to *She* in the corrected sentence and ask *Who is this?* Elicit from the children that *She* refers to *Mum*. Ask *Is Mum a boy or a girl?* (a girl). Rub out *She* in the second sentence and write in *Mum*. Encourage the children to read the new sentence. Then rub out *Mum* in the first sentence and write in *She*. Encourage the children to read the new sentence.
- Write the words *in* and *on* on the board. Elicit from the children what the words start and end with (/ɪn/, /ɒn/). Ask *Where is Danny drawing?* (in the sand) *Where is Mum sleeping?* (on the mat). Use the items you have brought into class with you and play a game with the children. Hold up each item in turn and elicit the words from the children. Demonstrate the game. Put one of the items on your table. Ask *Where is the (pencil)?* and elicit the answer *On the table*. Then take another item and put it in the bag. Ask *Where is the cheese?* and elicit the answer *In the bag*. Put all the items on your table. Invite different children to come to the front and put an item somewhere in the classroom. Encourage the child to ask *Where is the (book)?* and the class to answer *On the floor*. Continue playing until all the children have had a turn. You could lay the mat out on the floor so the children have the option of putting something on the mat.

### After reading

- Write *I like sleeping*. on the board. Encourage the children to read it out loud. Give four children one wordcard each and ask them to come to the front of the class. Tell them to stand in a line, in random order, facing the rest of the class. Tell the rest of the class to put the children into the correct order.
- Invite another child to the front of the class and give the child the *drawing* wordcard. Encourage the child to hold up the wordcard and to read it out loud. Then tell the child to change places with one of the children standing in the line, to make a new sentence. Let the class help. Read the new sentence *I like drawing* together with the class.
- Write *Danny is sleeping*. and *He is sleeping on the mat*. on the board. Encourage the children to correct the sentences. Correct the sentences on the board as the children identify the mistakes.

### Extra activities

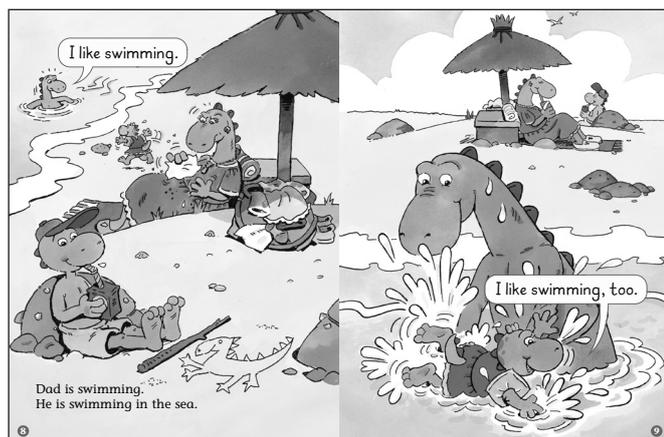
If you have brought in a large shell, invite the children to put it to their ears and to tell you what they can hear.

- Ask *What will Daisy do next?*

### Wordcard activities

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

Pages 8 and 9



**Word list**

*Dad, he, I, in, is, like, sea, swimming, the, too*

**Language summary**

present continuous tense, *like + ing*

**Preparation**

Wordcards 10, 18, 20, 22, 23, 25, 37, 41–43 plus punctuation

**Materials**

large plastic bowl, water, a coin, a small ball, a pencil, a sponge, an armband

**Before reading**

- Before looking at the pages, teach *swimming* and *sea*. Mime swimming. Move your arms as though you are swimming and move around the room. Say *I am swimming*. Encourage the children to mime with you. Say *swimming* and encourage them to repeat it after you. Write *swimming* on the board, saying the word as you write it.
- Then draw a simple picture of the sea on the board. Say *sea* as you draw and then write *sea* on the board. Ask *What sound does sea start with?* (/s/) *What sound does swimming start with?* (/s/).

**Extra activity**

Find out who can swim. Ask *Can you swim? Do you like swimming? Do you like swimming in the sea? Do you like swimming in a pool? Do you wear armbands? Do you wear a ring?*

- 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?* (Mum, Dad, Daisy, Danny) *What is Mum doing?* (cleaning her dress) *Why?* (Daisy jumped on her) *Is Mum happy?* *What is Danny doing?* (drinking). Elicit from the children that it is important to drink a lot when it is hot.
- Then ask *What is Dad doing?* (swimming) *Where is Daisy going?* (in the water) *Why?* (she wants to swim) *Can Dad see Daisy?*
- Tell the children to look at the picture on page 9. Ask *What is Daisy doing?* (jumping) *Where is she jumping?* (on Dad) *Is Dad happy?*

**During reading**

- Read the text at the bottom of page 8 to the class slowly and clearly. Read it again pointing to each word as you read it.
- Then give the children the opportunity to read the text in the speech bubble on page 8 together without any further help from you. If necessary, read the speech bubble pointing to each word as you read it. Ask *Who is speaking?*
- Ask *Can you see the word Dad? Can you see the word swimming? How many can you see?* (3) *Can you see the word sea? Can you see the word like?*
- Read the page 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 page out loud. Encourage them to use a different voice for Dad.
- Tell the children to look at the text on page 9. Ask *Can you see the word swimming? Can you see the word like?* Give them the opportunity to read the speech bubble together without any further help from you.
- If necessary, read the speech bubble out loud and encourage the children to repeat.
- Tell the children to look at Dad's speech bubble and at Daisy's speech bubble. Then ask *What word is different?* (too). Elicit from the children what *too* means (as well, so do I).
- Encourage the children to read all of the text on both pages with you. Then invite three children to be the narrator (the person who reads the main story), Dad and Daisy, and to read their parts of the story out loud.
- Write *Dad is sleeping.* and *He is sleeping in the sea.* and encourage the children to correct the sentences. Correct the sentences on the board as the children identify the mistakes.
- Point to *He* in the corrected sentence and ask *Who is this?* Elicit from the children that *He* refers to Dad. Ask *Is Dad a boy or a girl?* (a boy). Rub out *He* in the second sentence and write in *Dad*. Encourage the children to read the new sentence. Then rub out *Dad* in the first sentence and write in *He*. Encourage the children to read the new sentence.
- Write *sea* on the board. Elicit the word from the children and elicit what sound it starts with (/s/). Rub out the *s* and write in a *t*. Elicit the new word from the children (*tea*).

## After reading

- Write *I like swimming.* on the board. Encourage the children to read it out loud. Give four children one wordcard each and ask them to come to the front of the class. Tell them to stand in a line, in random order, facing the rest of the class. Tell the rest of the class to put the children into the correct order.
- Invite another child to the front of the class and give the child the *sleeping* wordcard. Tell the child to change places with one of the children standing in the line, to make a new sentence. Let the class help. Read the new sentence *I like sleeping* together with the class. Repeat the activity with *drawing*.

## Extra activity

Ask *Who is wearing armbands?* (Daisy) *Why?* (she can't swim) *Will she sink or float?* (float). Put the bowl of water in a position where all of the children can see it. Hold up the armband you have brought into class. Ask *Will it sink or float?* Put it into the water and say *It floats!* Hold up the other objects in turn and ask *Will it sink or float?* and encourage the children to guess. Have fun experimenting with the objects.

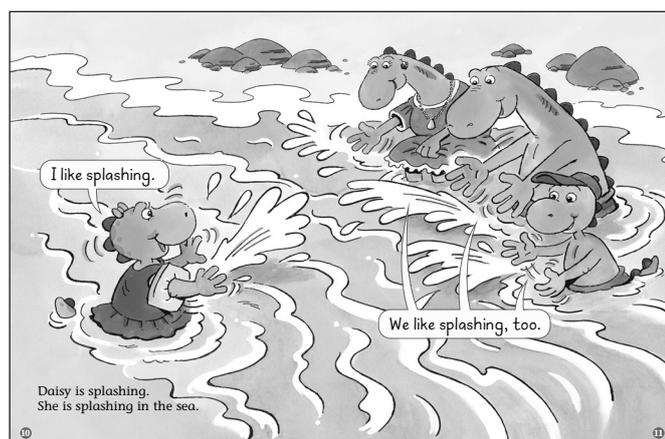
- Ask *What will Daisy do next?*

## Wordcard activities

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

- Do page 10 in the Comprehension and Vocabulary Workbook.

Pages 10 and 11



**Word list**

*Daisy, I, in, is, like, sea, she, splashing, the, too, we*

**Language summary**

*like + ing, present continuous tense*

**Preparation**

Wordcards 11, 20, 22, 23, 25, 37, 38, 40, 42–44 plus punctuation

**Materials**

a bowl of water

**Before reading**

- Before looking at the pages, teach *splashing*. Put the bowl of water on your table and splash it with your hand. Say *splashing* as you do so. Then say *I like splashing* and splash the water again. Invite a child to the front of the class. Encourage him/her to splash the water and say *splashing*. Write *splashing* on the board. Check that the children understand. Ask *Do you like splashing? Where do you like splashing?* (swimming pool). Then ask *What sound does splashing start with?* (/s/). Elicit other words from the story that start with /s/ (swimming, sleeping, sea). If necessary, let the children look back at the story to find the words.

- Tell the children to open their books to pages 10 and 11. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Who can you see? Where are they?* (in the sea) *Why isn't Danny wearing armbands?* (because he can swim) *What is Daisy doing?* (splashing) *Who is she splashing?* (Mum, Dad, Danny) *What are Danny, Mum and Dad doing?* (splashing) *Who are they splashing?* (Daisy) *Do they look happy?* Talk about splashing about in cool water when it is hot. Elicit from the children where they go to cool down when it is hot.

**During reading**

- Read the text at the bottom of page 10 to the class slowly and clearly. Read it again pointing to each word as you read it.
- Then give the children the opportunity to read the text in the speech bubble on page 10 together without any further help from you.
- Then if necessary, read the speech bubble pointing to each word as you read it. Ask *Who is speaking?* (Daisy).
- Ask *Can you see the word Daisy? Can you see the word splashing? How many can you see?* (3) *Can you see the word sea? Can you see the word like?*
- Read the page 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 page out loud. Encourage them to use a different voice for Daisy.
- Tell the children to look at the text on page 11. Ask *Who is speaking?* (Mum, Dad, Danny). Ask *Can you see the word splashing? Can you see the word like?*

- Read the speech bubble out loud and encourage the children to repeat it after you.
- Tell the children to look at Mum, Dad and Danny's speech bubble and at Daisy's speech bubble. Then ask *What words are different?* (we, too). Elicit from the children what *too* means (as well, so do I).
- Ask the children to read the text in the speech bubble on page 10 again. Then tell them to look back to page 8 and to read the speech bubble. 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.
- Encourage the children to read all of the text on both pages with you. Then invite five children to be the narrator (the person who reads the main story), Mum, Dad, Danny and Daisy, and to read their parts of the story out loud.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.
- Write *Daisy is splashing.* on the board and ask the class to read it out loud. Rub out *Daisy* and write in *Danny*. Encourage the children to read the new sentence. Then rub out *Danny* and write in *Mum*. Encourage the children to read this new sentence and then continue using *Dad*.
- Write *drawing, sleeping, swimming* and *splashing* on the board in a column, one word neatly under another. Point to each word in turn and ask the children to read each one out loud. Ask *What starts with /s/?* Then point to the end of the words and say *Look. What letters are the same?* (ing). Elicit from the children other words they know which end with *ing* (reading, writing, painting, eating, drinking, running, jumping, singing).
- 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.

### After reading

- Write *I like splashing.* on the board. Ask the class to read it out loud. Rub out *splashing* and write in *swimming*. Encourage the children to read the new sentence. Then rub out *swimming* and write in *sleeping*. Encourage the children to read this sentence and then continue using *drawing*.

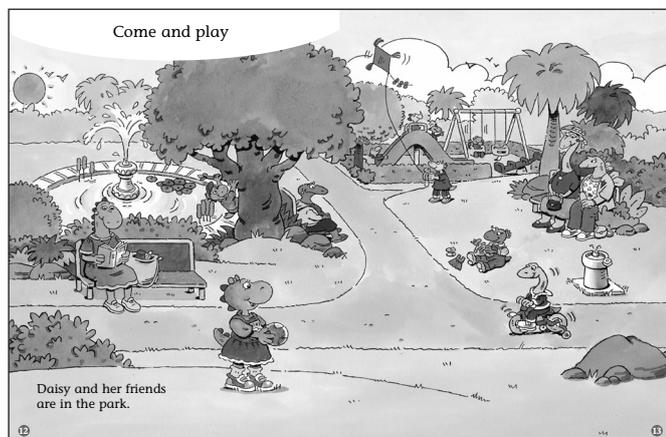
### Extra activity

Elicit from the children other things they like doing. Ask individual children *What do you like?* and encourage them to answer *I like (jumping)* etc. Some activities they can say in English are: *jumping, singing, running, writing, reading, painting, eating, drinking*.

- Do page 11 in the Comprehension and Vocabulary Workbook.

Pages 12 and 13

# Come and play



### Word list

*and, are, come, Daisy, friends, her, in, park, play, the*

### Language summary

present simple tense

### Preparation

Wordcards 1, 2, 9, 11, 17, 19, 22, 31, 33, 42 plus punctuation

## Before reading

- Before looking at the pages, teach the words *friends* and *park*. Point to two boys in the class. Ask one of them *Is (boy's name) your brother?* and encourage him to say *No*. Then ask the other boy the same question and encourage him to say *No*. Then say *He is your friend*. Then ask two girls *Is (girl's name) your sister?* and encourage both of them to answer *No*. Then say *She is your friend*. Write *friend* on the board. Say the word as you write it.
- Ask individual children *Who is your friend?* to make sure they have understood. Then ask *What do you do with your friend?* and elicit *play*. Ask *Where do you play?* *What do you play?* and elicit some of the games they play.

- Tell the children that the story is called *Come and play*. Write the title on the board and elicit from the children what they think it is going to be about. Then say *Daisy and Danny play in the park*. Explain to the children that it is a park with grass where they can play with balls and ride their bikes. Write *park* on the board and encourage the children to repeat it after you. Ask if any of the children have been to a park and talk about what was there and what they did.
- Tell the children to open their books to pages 12 and 13. Open your own book and hold it up to show the class.
- Point to the title and read it out loud to the children, pointing to each word as you do so. Read it again and encourage the children to point to each word and read it with you.
- Tell the children to look at the picture. Ask *Where is it?* (the park). Ask *Can you see Daisy?* *What is she doing?* (playing with a ball) *Can you see Danny?* *What is he doing?* (climbing a tree) *Can you see Mum?* *What is she doing?* (reading).
- Ask the children to find and point to other characters in the park. Ask *Can you see the small blue dinosaur?* *What is she doing?* (playing with a doll) *Can you see the small green dinosaur?* *What is he doing?* (riding a bike) *Can you see the small red dinosaur?* *What is she doing?* (playing with a kite).
- Then ask *What can you see in the park?* Introduce and use any new vocabulary as appropriate. You could talk about the swings, the slide, the trees, the paths, the water fountain, the pond. Finally ask *What's the weather like?* (sunny) *How do you know?* (we can see the sun).

### During reading

- Read the title again pointing to it as you read it.
- Read the text to the class slowly and clearly. Read it again pointing to each word as you read it.
- Ask *Can you see the word Daisy? Can you see the word friends? Can you see the word park?*
- Read the text again and encourage the children to repeat each word after you. Then read it together.
- Invite different children to read the text out loud.
- Ask *Which words say who the story is about?* and elicit *Daisy and her friends*. Then ask *Which words say where Daisy is?* and elicit *in the park*.
- Ask *How many sentences can you see? Count the full stops.* (one sentence)
- 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 *Daisy and her friends are in the park.* 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 nine children one wordcard each and ask them come to the board and match their card with the correct word in the sentence.
- Rub out *in the park* and write in *at the beach*. Encourage the children to read the new sentence. Then ask *Is Daisy at the beach?* and encourage the children to answer *No, she is in the park*.
- Elicit from the children what they would do in the park in the story. If necessary, let them look at the picture on pages 12 and 13 again for help.
- Ask *What will Daisy do in the park? What will her friends do? What will Danny do?*

### Wordcard activities

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

- Do page 12 in the Comprehension and Vocabulary Workbook.

Pages 14 and 15



**Word list**

*and, bike, can't, come, I, I'm, me, my, no, play, riding, with*

**Language summary**

imperatives, *can*, present continuous tense

**Preparation**

Wordcards 1, 5, 7, 9, 20, 21, 27, 29, 30, 33, 35, 45 plus punctuation

**Before reading**

- Before looking at the pages, teach *I'm riding my bike*. Pretend that you have got a bike in the classroom. Climb onto your bike and ride around the room. Ask *What am I on?* and try to elicit *a bike* from the children. Say *I'm riding my bike*. Write *I'm riding my bike* on the board. Say each word as you write it. Point to each word in the sentences and encourage the children to read each one. Then read the whole sentence together.
- Ask *Which word starts with /r/?* (riding). Repeat the question for /m/ and /b/ (my, bike). Then ask *Can you ride a bike? Where do you ride your bike? What colour is your bike?*
- 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. Ask *Who can you see?* (Daisy and a friend) *What colour is her friend?* (green) *Is her friend a girl or a boy?* *How do you know?* (he is wearing boy's clothes) *What is her friend doing?* (riding a bike) *What is Daisy doing?* (throwing the ball to her friend).
- Then ask *What is Daisy saying to her friend?* and try to elicit *Come and play*. Ask *Does her friend want to play?* *How do you know?* Focus on the friends hand gesture and elicit what it means (no).

**During reading**

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use different voices for Daisy and her friend.
- Ask *Can you see the word come? Can you see the word play? Can you see the word riding? Can you see the word bike?*
- Read the text again and encourage the children to repeat each word after you. Then read it again together.
- Invite two children to be Daisy and the friend and to read the pages out loud.
- Elicit from the children why we use speech bubbles.
- Tell the children to look at page 14. Say *Daisy wants her friend to play. What does she say?* and elicit *Come and play with me*. Then ask *What does Daisy do?* and elicit *throws the ball*. Say *Find and point to Come and play*.
- Read the whole sentence out loud again and explain what *with me* means in this context. Ask *What sound does with start with?* (/w/) *What sound does me start with?* (/m/).

- Tell the children to look at page 15. Read the first sentence of her friend's answer (No, I can't come and play). Say *Find and point to No*. Encourage the children to repeat it after you. Ask *What sound does no start with?* Then say *Find and point to come and play*. Ask *Can he come and play? Why not? What does he say?* and elicit *I'm riding my bike*.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.
- Write *bike* on the board. Elicit what the word is from the children and elicit what sound it starts with (/b/). Rub out the *b* and write in an *l*. Elicit the new word from the children (*like*).
- Write *I like my bike* on the board. Ask the class to read it out loud with you. Write *like* and *bike* on the board, one above the other. Ask *What letters are the same? What letters are different?* Say the two words and ask *Do they sound the same?* (yes).
- Ask *Who will Daisy ask to come and play?*

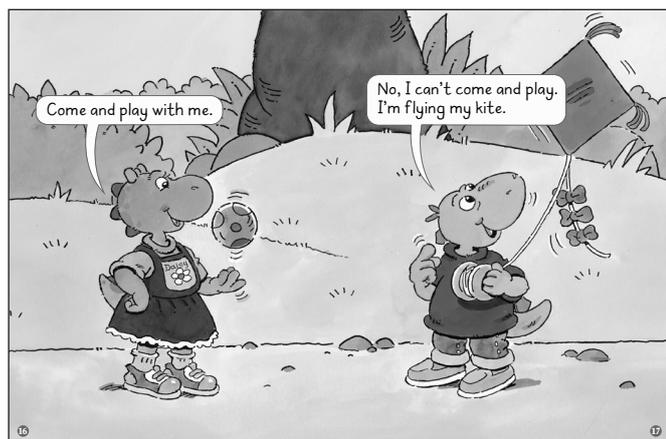
### After reading

- Write *Come and play with me* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give six children one wordcard each and ask them to come to the front of the class. Tell them to stand in a line, in random order, facing the rest of the class. Tell the rest of the class to put the children into the correct order.
- Write *No, I can't come and play* on the board. Ask the children to read the sentence with you. Invite pairs of children, one girl and one boy, to come to the front of the class to be Daisy and her friend. Encourage Daisy to read the correct sentence and to point to each word as she reads it. Then encourage her friend to read and point to his sentence.
- Write *and* on the board. Elicit what the word is from the children and elicit what sound it starts and ends with. Try and elicit the sound in the middle then point to each letter and say each sound (/ænd/). Hold up your hand like the blue dinosaur and add an *h* to the beginning *and*. Elicit the new word from the children (*hand*).

### Wordcard activities

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

Pages 16 and 17



**Word list**

*and, can't, come, flying, I, I'm, kite, me, my, no, play, with*

**Language summary**

imperatives, *can*, present continuous tense

**Preparation**

Wordcards 1, 7, 9, 16, 20, 21, 24, 27, 29, 30, 33, 45 plus punctuation

**Before reading**

- Before looking at the pages, teach *I'm flying my kite*. Draw a kite on the board. Then pretend that you are flying a kite in the classroom. Say *I'm flying my kite*. Write *I'm flying my kite* on the board. Say each word as you write it. Point to each word in the sentence and encourage the children to read each one. Then read the whole sentence together.
- Ask *Which word starts with /f/? (flying)*. Repeat the question for /m/ and /k/ (my, kite). Then ask *Can you fly a kite? Have you got a kite? Where do you fly your kite? What colour is your kite?*
- 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. Ask *Who can you see? (Daisy and a friend) What colour is her friend? (red) Is her friend a girl or a boy? (boy) How do you know? (he is wearing boy's clothes) What is her friend doing? (flying a kite) What colour is the kite? (pink and purple) What shape is the kite? (diamond) What is Daisy doing? (throwing the ball)*.
- Then ask *What is Daisy saying to her friend? and try to elicit Come and play*. Ask *Does her friend want to play? How do you know?* Focus on the friend's head turned away and hand gesture and elicit what the friend might be saying.

**During reading**

- Tell the children to look at Daisy's speech bubble on page 16. Ask *Can you see the word come? Can you see the word play? Can you see the word me?*
- Give the children the opportunity to read the speech bubble together without any further help from you. Then if necessary, read it to them and encourage them to repeat after you.
- Tell the children to look at the speech bubble on page 17. Ask *Can you see the word come? Can you see the word play? Can you see the word flying? Can you see the word kite?*
- Read the text to them and encourage them to repeat after you.
- Read both pages again together.
- Invite two children to be Daisy and the friend and to read the pages out loud.
- Tell the children to look at page 16. Say *Daisy wants her friend to play. What does she say?* and elicit *Come and play with me*. Say *Find and point to Come and play*.

- Read the whole sentence out loud again and elicit from the children what *with me* means in this context. Tell the children to look back at page 14 to find the same sentence. See who can find and point to it first.
- Tell the children to look at page 17. Ask a child to read the first sentence of the friend's answer (No, I can't come and play). Then say *Find and point to come and play*. Ask *Can he come and play? Why not? What does he say?* and elicit *I'm flying my kite*.
- Put the children into pairs. Tell one to look back at page 15 and the other to look at page 17. Tell them both to read the text. Then elicit from the children which words are different. Tell them to look back at pages 16 and 17.
- 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 *flying* and write in *riding*, rub out *kite* and write in *bike*. Ask the class to read the new sentence (*I'm riding my bike*) out loud with you.
- Write *kite* on the board. Rub out the *k* and write in *wh*. Tell the children the new word is a colour and encourage them to read the new word *white*. Then write *kite* underneath *white*. Ask *What letters are the same? What letters are different?* Say the two words and ask *Do they sound the same?*

### Extra activity

Talk about kites. Ask *What shape is the kite?* (diamond) *Are kites other shapes?* (square, animal shapes) *What are kites made of?* (cloth/fabric) *What makes a kite fly?* (the wind) *Why do you need to tie a long string on a kite?* (to stop them blowing away, to hold them on the ground when they are up in the sky).

- Ask *Who will Daisy ask to come and play?*

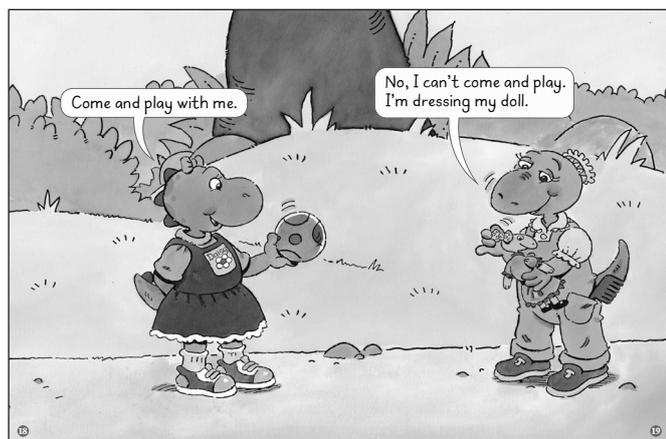
### After reading

- Write *I'm flying my kite*. on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give five children one wordcard each and ask them to come to the front of the class. Tell them to stand in a line, in random order, facing the rest of the class. Tell the rest of the class to put the children into the correct order.

### Wordcard activities

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

Pages 18 and 19



**Word list**

*and, can't, come, doll, dressing, I, I'm, me, my, no, play, with*

**Language summary**

imperatives, *can*, present continuous tense

**Preparation**

Wordcards 1, 7, 9, 13, 15, 20, 21, 27, 29, 30, 33, 45 plus punctuation

**Materials**

doll, doll's clothes  
pictures: a kite, a bike

**Before reading**

- Before looking at the pages, teach *I'm dressing my doll*. Hold up the doll you have brought in with you. Elicit the word from the children or say *doll*. Then start to dress the doll. Say *I'm dressing my doll*. Write *I'm dressing my doll* on the board. Say each word as you write it. Point to each word in the sentence and encourage the children to read each one. Then read the whole sentence together.
- Ask *Which words start with /d/?* (*dressing, doll*). Then ask *Have you got a doll? Do you dress your doll? What colour are her clothes?*

- 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. Ask *Who can you see?* (*Daisy and a friend*) *What colour is her friend?* (*blue*) *Is her friend a girl or a boy?* (*girl*) *How do you know?* (*she is wearing girl's clothes*) *What is her friend doing?* (*dressing a doll*) *What is in her pocket?* (*a comb*) *Who is the comb for?* (*the doll*) *What is Daisy doing?* (*holding the ball*).
- Then ask *What is Daisy saying to her friend?* and elicit *Come and play*. Ask *Does her friend want to play?* *How do you know?* Focus on the friends head turned down and elicit what the friend might be saying.

**During reading**

- Tell the children to look at Daisy's speech bubble on page 18. Ask *Can you see the word come? Can you see the word play? Can you see the word me?*
- Give the children the opportunity to read the speech bubble together without any further help from you. Then if necessary, read it to them and encourage them to repeat after you.
- Tell the children to look at the speech bubble on page 19. Ask *Can you see the word come? Can you see the word play? Can you see the word dressing? Can you see the word doll?*
- Read the text to the children and encourage them to repeat after you.
- Read both pages again together.
- Invite two children to be Daisy and the friend and to read the pages out loud.

- Tell the children to look at page 18. Say *Daisy wants her friend to play. What does she say?* and elicit *Come and play with me.* Say *Find and point to Come and play.*
- Read the whole sentence out loud again and elicit from the children what *with me* means in this context. Tell the children to look back at page 16 to find the same sentence. See who can find and point to it first.
- Tell the children to look at page 19. Ask a child to read the first sentence of the friend's answer (No, I can't come and play). Then say *Find and point to come and play.* Elicit from the children why *Come* begins with a capital C in Daisy's speech bubble but not in the friends (we start a sentence with a capital letter). Ask *Can the friend come and play? Why not? What does she say?* and elicit *I'm dressing my doll.*
- Put the children into pairs. Tell one to look back at page 17 and the other to look at page 19. Tell them both to read the text. Then elicit from the children which words are the same and which are different. Tell them to look back at pages 18 and 19.
- Read the text on both pages again, encouraging the children to read with you.
- Rub out *dressing* and write in *flying*, rub out *doll* and write in *kite*. Ask the class to read the new sentence (I'm flying my kite) out loud with you. Repeat the activity with *riding* and *bike* (I'm riding my bike).
- Write the sentence *Come and play with my doll.* on the board. Encourage the class to read it.
- Give seven children one wordcard each and ask them to come to the front of the class. Tell them to stand in a line, in random order, facing the rest of the class. Tell the rest of the class to put the children into the correct order.
- Rub out *doll* and write in *kite*. Encourage the class to read the new sentence out loud (Come and play with my kite). Repeat with *bike*.

### Extra activity

Stick the wordcards on the board so that you have *Come and play with my* in the correct order followed by the objects (bike, kite, doll) in a list at the end. Hold up the doll you have brought into class with you. Invite a child to point to the correct wordcard on the board, and then to read the complete the sentence (Come and play with my doll). Continue with other children, changing the object each time.

### After reading

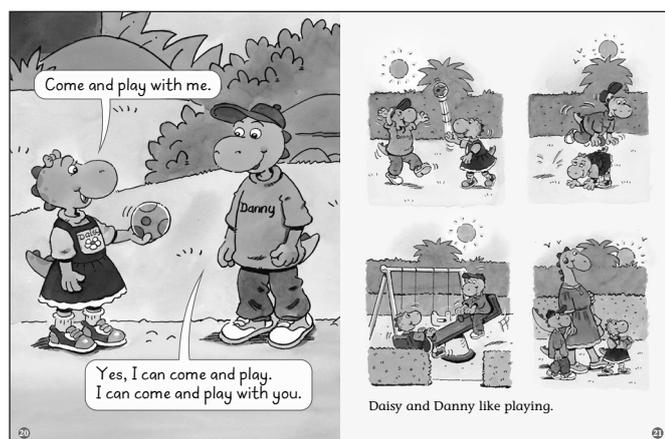
- Write *I'm dressing my doll.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give five children one wordcard each and ask them to come to the front of the class. Tell them to stand in a line, in random order, facing the rest of the class. Tell the rest of the class to put the children into the correct order.

### Wordcard activities

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

- Do page 13 in the Comprehension and Vocabulary Workook.

Pages 20 and 21



**Word list**

*and, can, come, Daisy, Danny, I, like, me, play, playing, with, yes, you*

**Language summary**

*imperatives, can, like + ing*

**Preparation**

Wordcards 1, 6, 9, 11, 12, 20, 25, 27, 33, 34, 36, 45, 47 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.
- Tell the children to look at the picture on page 20. Ask *Who can you see? What is Daisy doing? (holding the ball) What is Daisy saying to Danny? and elicit Come and play with me. Ask Does Danny want to play? (yes) How do you know? Focus on Danny's face and elicit what Danny might be saying.*
- Tell the children to look at the pictures on page 21. Point to the first picture and ask *What are Danny and Daisy doing? (playing with the ball) Who is throwing the ball? Who is catching the ball?*
- Point to the second picture. Ask *What are Danny and Daisy doing? (jumping).*

- Point to the third picture. Ask *What are Danny and Daisy playing with? Try and elicit seesaw from the children Ask Who is up? Who is down? Who is high? Who is low?*
- Point to the last picture. Ask *Who can you see? Where are they going? (home) What is Daisy holding? (the ball) Did they have a nice day? How do you know?*

**During reading**

- Tell the children to look at the speech bubbles on page 20. Ask *Can you see the word come? How many can you see? (3) Can you see the word play? How many can you see? (3) Can you see the word me? Can you see the word you?*
- Read the text to them and encourage them to repeat after you.
- Tell the children to look at the text on page 21. Ask *Can you see the word Daisy? Can you see the word Danny? Can you see the word playing? Can you see the word like? If necessary, remind them that they read like in the first story.*
- Read the text to them and encourage them to repeat after you.
- Read both pages again together.
- Invite three children to be Daisy, Danny and the narrator and to read the pages out loud.
- Tell the children to look at page 20. Say *Daisy wants Danny to play. What does she say? and elicit Come and play with me. Say Find and point to Come and play.*
- Read the whole sentence out loud again and elicit from the children what *with me* means in this context. Ask *Can Danny play? What does he say? and elicit Yes, I can come and play. Say Find and point to Yes. What sound does yes start with? (/j/) What sound does yes end with? (/s/) What sound is in the middle? (/e/).*

- Read the whole of Danny's speech bubble again and elicit from the children what *with you* means.

## After reading

- Write *Yes, I can.* and *No, I can't.* on the board. Encourage the children to read each word as you write it and then to read the sentences with you.
- Ask individual children a question and encourage them to answer using one of the sentences on the board. Some questions you can ask are:  
*Can you ride a bike?*  
*Can you fly a kite?*  
*Can you swim?*  
*Can you sing?*  
*Can you jump?*  
*Can you run?*  
*Can you read?*  
*Can you write?*  
*Can you draw?*
- Write *can* on the board. Elicit from the children what the word is. Then ask *What sound does can start with? (/k/)* *What sound does can end with? (/n/)* *What sound is in the middle? (/æ/)*. Rub out the *c* and write in an *m*. Encourage the children to tell you the new word (*man*). Continue changing the first letter and asking the children to tell you the new words. Use *p*, *v*, and *f* (*pan*, *van*, *fan*).
- Write *I like playing.* on the board. Ask the children to read it together with you. Point to each word as they read it. Rub out *playing* and write in *drawing*. Ask the children to read the new sentence (*I like drawing.*) Continue with *sleeping*, *swimming* and *splashing* from *At the beach*. Ask the children to read each new sentence.

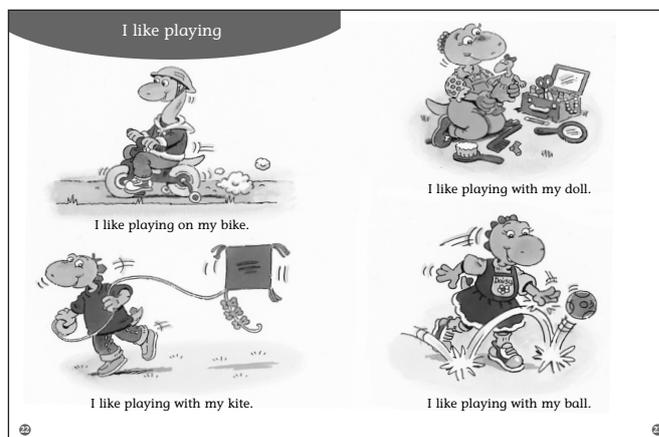
- Give the children time to read through the whole story again with a partner or to read it quietly by themselves.

## Wordcard activities

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

- Do page 14 in the Comprehension and Vocabulary Workbook.

## Pages 22 and 23



- Tell the children to open their books to pages 22 and 23. Open your own book and hold it up to show the class.
- Point to each picture in turn and ask *What is he/she doing?* (riding a bike, flying a kite, dressing a doll, playing with a ball).
- Point to each picture again, one at a time. Tell the children to point to and read out loud the sentence under each one.
- Invite four children to read one sentence each then read them together again as a class.

## After reading

### Response to the story

- Ask *Which story did you like best? Why?*

### Characters

- Ask the children to name each member of the family.
- Ask *Is Daisy funny? Is she clumsy? Is she tidy?*

### Setting

- *Where did the first story take place?*
- *Where did the second story take place?*
- Elicit from the children all the different things the friends were playing with in the park.

### Plot

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

### Moral issues

- In the first story we learn that it takes time to learn to do new things. We also learn that Daisy doesn't mean to spoil Danny's drawing, or hurt her Mum and Dad, she just wants to join in the fun and be with them.
- In the second story we learn to be kind to brothers and sisters. Danny played with Daisy because he could see that none of her friends wanted to play.

### Vocabulary

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

## Follow-up ideas

### At the beach

**The sea** Elicit what the children know about the sea and what lives in it. Start an **At the beach** table. Ask children to bring in anything they have connected with the sea, e.g. shells, stones, buckets and spades, pictures, postcards, etc. Display them on the table on top of a blue cloth.

### Art

- Ask the children to bring in pictures connected with the sea, postcards, shells and stones, and make a collage on a large sheet of card. Display it on the wall above the **At the beach** table.
- Make one card fish for each child. Get the children to colour them and stick fabric and coloured foil onto them. Stick them onto a large sheet of card and make a fish collage. Or string them together and make a fish mobile to hang from the ceiling in the classroom.

**Discussion** Ask *Is Daisy old or young?* Talk about how Daisy copies what Danny, Mum and Dad do. Ask *What did Daisy do?* and elicit all the things she tried to copy. If necessary let the children look back at the story for help (drawing, sleeping, swimming). Talk about how young children and animals learn by copying, e.g. talking, walking, eating.

**Game** Tell the children that in *At the beach* Daisy copies what Danny, Mum and Dad are doing. Explain to the class that you are Danny and they are Daisy. Tell them to copy everything you say and do but only when you say *Danny says*, e.g. say *Danny says jump*, jump up and down and encourage the children to copy you. Then say *Danny says stop* and they should stop. Then say *Read a book* and tell the children that they shouldn't do it because you didn't say *Danny says*. Then say *Danny says read a book* and encourage them all to do it. Say *Danny says stop!* Play the game at quite a fast pace. Any children who do the action when you haven't said *Danny says*, are out. Actions you can use are: *fly a kite, ride a bike, play with a ball, draw, sing, run, swim, sleep*. All these actions are either mimes or should be done standing in one place.

### Come and play

**Games** Ask *What games do you like playing? Do you play on your own? What do you play on your own? What do you play with your friends?* Elicit different types of game from the children. Ask *What games can you play with a ball?* (catching, football, tennis, basketball, hockey, cricket) *What games make you run?* (chase, races, football, basketball, hockey, cricket) *What games make you jump? What games can you play sitting down?* The children will have made-up games of their own to add to the ones suggested here. Encourage them to describe these games and to explain the rules to you.

**Reading gestures** We use our bodies, faces and hands to tell people how we are feeling or what we want.

- Play a faces game with the children. Tell them to look at your face and to say how you are feeling. Make different faces, e.g. happy, sad, cross, tired, etc. Then tell the children to watch and copy you. Make the faces again.
- Play a hand gestures game. Tell the children to look at your hands and say what you mean, e.g. pointing to something, beckoning with a finger, putting your hand up to say *No*, gesturing them to stand up or sit down.

**Art** Get the children to make a small kite. Give each child a diamond-shaped piece of card. Get them to decorate it and make a short tail for it from foil or tissue paper. Display the kites on the wall or suspended from the ceiling.

**Drama** *Come and play* is very good for acting out as a class. Put the children into groups of five: Daisy, Danny and the three friends. Read the story out loud and let 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.