

# See You Soon



## The story

In this Tom and Holly story, Holly's best friend Sarah and her family are going on holiday. Holly helps Sarah shop for holiday clothes and helps her pack her suitcase. Holly's Dad takes Sarah and her family to the airport and Holly goes to wave them goodbye. Holly is sad because she won't see her friend for a week. The story tells us what Sarah and her brother and Mum and Dad do on holiday every day. The story also tells us what Holly and Tom do at home every day. Sarah and Holly do similar things. When Sarah goes swimming, so does Holly, and when Sarah goes on a slide, so does Holly! Soon, the holiday is over. Holly and her Dad go to the airport to meet Sarah and her family. They are very happy to see each other.

## Introduce the book

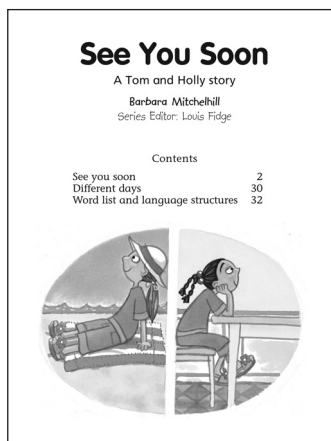
### The cover



- 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.
- Explain that *See you soon* is a way of saying goodbye and means that you hope it won't be a long time before you see each other again.

- Point out that this is another Tom and Holly story. If the children have read any other Tom and Holly stories, ask them what they can remember about the stories and the family.
- Point to the picture on the cover. Point to Holly and ask *Who is this?* Then ask *Who is with Holly?* to elicit that it's a girl but that we don't know her name.
- Then ask *Do you think the girls are friends? Why?*
- Tell the children to look at the picture. Ask *Can you see Holly? Who is the other girl?* and elicit suggestions from the class (Holly's friend). Then say *Look at their clothes. What is the same? Why are they wearing the same shoes and T-shirts?* and try to elicit that it's because they are good friends. Then ask *Where is Holly? Where is her friend? What are they doing?* (thinking) *What are they thinking about?* and elicit suggestions from the children (each other).

### The contents page

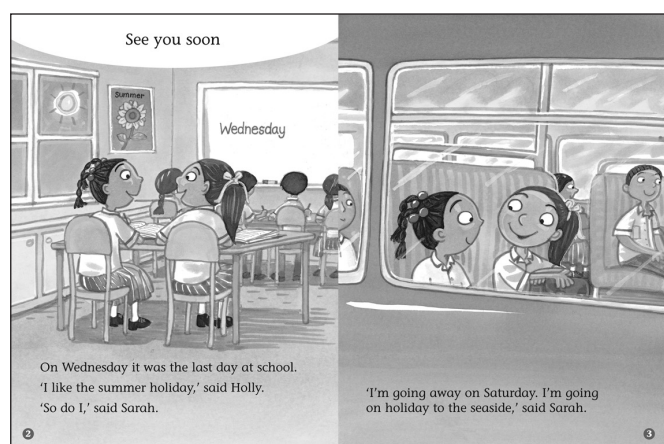


### See You Soon Track 6

The story can be played at any time.

- 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 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). Ask *What page does the story start on?*

Pages 2 and 3



**Word list**

*at, away, day, do, going, holiday, Holly, I, I'm, it, last, like, on, said, Sarah, Saturday, school, seaside, so, summer, the, to, was, Wednesday*

**Language summary**

past simple tense, *like*, present continuous tense for the future

**Preparation**

Wordcards: 8, 10, 29, 48, 59, 60, 66, 67, 72, 79, 81, 101, 102, 121, 124, 127, 131, 139, 152, 164, 174, 178, 188, 189, 192, 193

**Materials**

days of the week wordcards

**Before reading**

- Invite seven children to the front of the class. Give each child a day of the week wordcard in random order. Tell the children to face the class. Ask the class to put the children in the correct order. When they are in the correct order, encourage the children to read the wordcards out loud in order.

- Before looking at the pages, teach *holiday, summer, seaside* and *last*. Write *summer* on the board. Elicit from the children what it says or read it to them and encourage them to repeat it after you. Elicit when summer is. Ask *Is it hot or cold in summer?* Elicit the other seasons of the year (spring, autumn, winter).
- Then ask *Where do we go in the summer?* and try to elicit *On holiday*. Write *holiday* on the board and encourage the children to repeat it after you. Explain what it means and then ask *Do you go to school when it is a holiday? Are you going on holiday? Where did you go on holiday last year? Do you go to the beach on holiday? Write seaside on the board and explain that this is another word for beach.*
- Write *last* on the board. Help the children to read it. Elicit what it means or explain it and encourage the children to repeat it after you. Ask *What is the opposite of last?*
- Point to the words on the board. Ask *Which words start with the same sound?*
- 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 *Where are the children? How do you know? What are they wearing? Which one is Holly? (the one on the left) Who is the other girl? (Holly's friend). Explain that her name is Sarah. Write the name on the board and encourage the children to repeat it after you.*
- Then ask *What are the girls talking about?* and elicit suggestions from the class.
- Say *Look at the classroom.* Ask *What day is it? How do you know? What time of the year is it? How do you know?* If necessary, point out the board and the poster on the wall.
- Tell the children to look at the picture on page 3. Ask *Where are the children now? Where are they going?*

### During reading

- Read the title again. Ask *Which words have got double letters? (see, soon)*. 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 a different voice for each character.
- Ask *Can you see the word Wednesday? Can you see the word summer? Can you see the word holiday? Can you see the word Sarah? Can you see the word last? Can you see the word Saturday? Can you see the word seaside?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words and expressions. Make sure the children understand that *So do I* is a way of saying that you feel the same. Also make sure that they understand that *going away* is another way of saying *going on holiday* in this context.
- Invite three children to be the narrator, Holly and Sarah. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 2. Say the following sentences and encourage the children to complete them:  
*On ... it was the ... day at ... .*  
*'I like the ... ,' said Holly.*
- Ask *Which words can you see twice? (the, I, said)*.
- Tell the children to look at the text on page 3. Ask *What did Sarah say?*
- Say *Find all the words with two letters*. When the children have found them, encourage them to read them out loud (on, it, at, so, do, I'm, to). Repeat for three-letter words (was, the, day).

### After reading

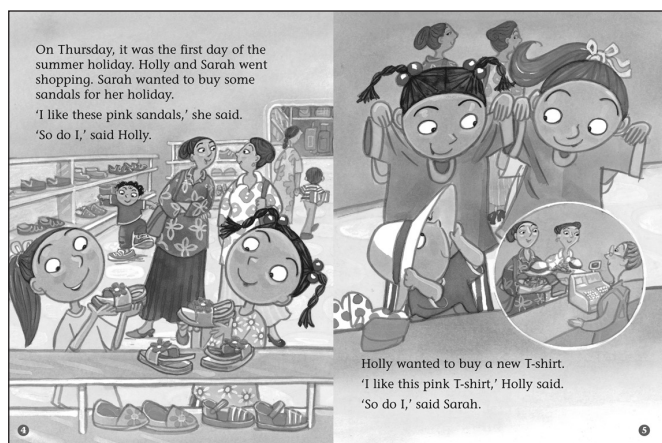
- Write *I like the summer holiday* on the board. Ask the class to read it. Rub out *the summer holiday*. Ask the class to suggest other things they like and write them in the space one at a time. For each new sentence ask an individual child to read it out loud and encourage the class to respond with *So do I* if they agree.
- Write *I'm going to the seaside on Saturday* on the board. Ask the class to read it. Rub out *the seaside*. Ask the class to suggest places they could go to, e.g. *the shops* and write them in the space one at a time. Rub out *Saturday* and ask individual children to come to the board and write in another day of the week. Continue with other children and explain that they must write a different day each time.
- Write *day* on the board. Change the *d* to *s* and encourage the children to read the new word. Repeat with: *m, p, w, pl, aw*.
- Write *go, to, no* and *do* on the board. Ask *Which words sound the same?*
- Ask *Why do people go on holiday? What sort of things will Sarah need to take with her on holiday? What will Holly and Sarah do next?*

### Wordcard activities

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

- Do page 61 in the Comprehension and Vocabulary Workbook.

Pages 4 and 5



**Word list**

*a, and, buy, day, do, first, for, her, holiday, Holly, I, it, like, new, of, on, pink, said, sandals, Sarah, she, shopping, so, some, summer, the, these, this, Thursday, to, T-shirt, wanted, was, went*

**Language summary**

past simple tense, *like, want*

**Preparation**

Wordcards: 1, 4, 18, 29, 33, 38, 40, 57, 59, 60, 66, 72, 81, 96, 98, 102, 112, 121, 123, 124, 133, 136, 139, 140, 144, 152, 156, 159, 161, 164, 169, 173, 174, 179, 188, 189, 192, 193

**Materials**

a pair of sandals (new if possible), a T-shirt

**Before reading**

- Before looking at the pages, teach *first, sandals, T-shirt, buy* and *new*. Write *last* on the board and elicit the opposite from the children. Encourage the children to repeat it after you.
- Hold up the sandals and say *sandals*. Encourage the children to repeat it after you. Ask *When do we wear sandals? In the hot weather or the cold weather?* Repeat with the T-shirt.

- Then ask *Are the sandals old or new?* and elicit *new*. Write *new* on the board and encourage the children to repeat it after you.
- Write *buy* on the board. Encourage the children to read it and elicit what it means. Explain if necessary. Ask the children to arrange the words in alphabetical order (*buy, first, new, sandals, T-shirt*).
- 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?* If necessary, remind the children which woman is Holly's Mum and elicit that the other woman is Sarah's mum. If the children can't remember Joe, point to him and ask *What's his name? Who is he?* (Holly's brother).
- Then ask *Where are they?* (in a shop) *What can you buy in the shop? Why are the girls there? What are Holly and Sarah looking at? What colour are the sandals? What is on the top of the sandals? What has Joe got on his feet?*
- Tell the children to look at the big picture on page 5. Ask *What are Holly and Sarah looking at now? What colour are the T-shirts? What is Joe wearing?*
- Tell the children to look at the small picture at the bottom of the page. Ask *Where are the two mums?* You can introduce new vocabulary like *check-out, till* etc. if you wish. Ask *What are they buying? Have Holly and Sarah bought the same things? Why?*

**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 a different voice for each character.

- Ask *Can you see the word Thursday? Can you see the word first? Can you see the word sandals? Can you see the word T-shirt? Can you see the phrase so do I? How many can you see?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions. Make sure the children understand that *wanted* is the past form of *want*.
- Invite three children to be the narrator, Holly and Sarah. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 4. Say the following sentences and encourage the children to complete them:  
*On ... , it was the ... day of the ... .*  
*Holly and Sarah went ... .*  
*Sarah wanted to ... some ... for her ... .*
- Ask *What colour sandals does Sarah like? What colour sandals does Holly like?*
- Tell the children to look at the text on page 5. Ask *What colour T-shirt does Holly like? What colour T-shirt does Sarah like?*
- Say *Find the words with double letters*. When the children have found them, encourage them to read them out loud (summer, shopping, Holly).
- Say *Find the words which start with the sound /ʃ/*. When the children have found them, encourage them to read them out loud (shopping, she, shirt).
- Say *Find the words which start with the sound /ð/*. When the children have found them, encourage them to read them out loud (the, these, this). Point out that Thursday is a /θ/ sound.
- Say *Find the word holiday*. *How many can you see.* (2) Repeat for: *wanted* (2), *like* (2), *do* (2).
- Say *Find the words do, blue and new*. Ask *Do they sound the same? Are the letters the same?* Point out that words can sound the same even when they are not spelt in the same way.

### After reading

- Write the following words on the board and ask the class to read them: *sandals, wanted, pink*. Ask *What small words can you find in each word?* (sand, want, ant, pin).
- Write *pink* on the board again. Change the *p* to *th* and ask the children to read the new word.
- Write *shirt* on the board. Change the *sh* to *sk* and ask the children to read the new word.
- Write *day, first, buy* and *new* on the board. Ask the children to read them. Ask *What is the opposite?* for each word.
- Find out what size shoes the children wear. Which is the most common size in the class? Who has got the smallest feet? Who has got the biggest feet?

### Extension

You may wish to introduce the phrase *a pair of sandals*. Elicit what *pair* means (two of something). Elicit other things that come in pairs, e.g. trousers, scissors, socks etc.

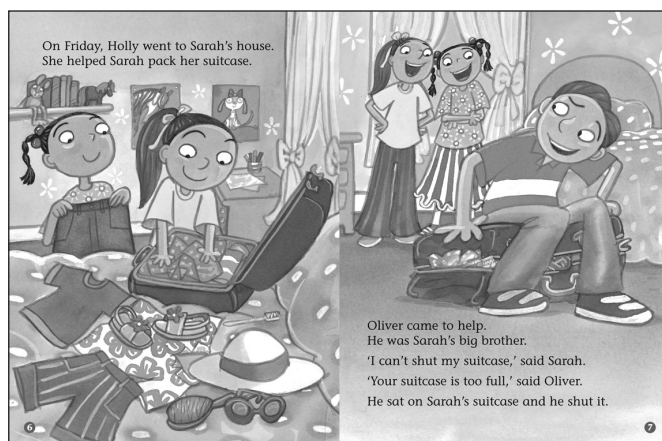
- Ask *Do you like going shopping? What sort of shops do you like? Will the girls buy anything else? What will they do next?*

### Wordcard activities

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

- Do page 62 in the Comprehension and Vocabulary Workbook.

Pages 6 and 7



**Word list**

*and, big, brother, came, can't, Friday, full, he, help, helped, her, Holly, house, I, is, it, my, Oliver, on, pack, said, Sarah, Sarah's, sat, she, shut, suitcase, to, too, was, went, your*

**Language summary**

past simple tense, *can't* for ability, present simple tense

**Preparation**

Wordcards: 4, 14, 16, 19, 22, 41, 43, 52, 53, 55, 56, 57, 60, 64, 66, 70, 72, 94, 100, 101, 106, 121, 124, 125, 126, 134, 137, 143, 164, 174, 179, 186, 188, 189, 192, 193

**Materials**

a bag with a lot of things in it

**Before reading**

- Before looking at the pages, teach *pack*, *suitcase*, and *full*. Write *suitcase* on the board and tell the children what it is. Encourage them to repeat it after you. Ask *When do you need a suitcase? What do you put into a suitcase?* Write *pack* on the board and explain that this describes putting things into a bag or suitcase when you are getting ready to go on holiday. Say *You pack a suitcase*.

- Hold up the full bag that you have brought in with you. Take everything out and look into the bag. Say *Empty*. Then put everything back in and say *Full*. Write *full* on the board and encourage the children to repeat it after you.
- 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 *Where are the two girls?* (in Sarah's bedroom) *What is Sarah doing?* (packing her suitcase) *What is on the bed?* *Why?* *What is Holly doing?* (helping).
- Tell the children to look at the picture on page 7. Ask *How many children can you see?* *Who is the boy?* and elicit suggestions from the children. If necessary, tell them he is Sarah's brother. Tell the children that his name is Oliver. Write it on the board and encourage the children to repeat it after you. Ask *What is Oliver doing? Why?* (he's sitting on the suitcase to try and shut it because it is too full) *Do the girls think it is funny? How do you know?*

**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.
- Ask *Can you see the word pack? Can you see the word suitcase? Can you see the word full? Can you see the word Oliver?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *too full*.
- Invite three children to be the narrator, Sarah and Oliver. They can read both pages out loud.

- Read both pages again together as a class.
- Tell the children to look at the text on page 6. Say the following sentences and encourage the children to complete them:  
*On ... , ... went to ... house.*  
*She helped Sarah ... her ... .*
- Ask *What day of the week can you see?*
- Tell the children to look at the text on page 7. Ask the children the following questions and encourage them to find and read the answers on the page:  
*Who came to help?*  
*Who is Oliver?*  
*What did Sarah say to him?*  
*What did Oliver say?*  
*What did Oliver do?*
- Elicit why we use speech marks.
- Say *Find the words with the sound /aʊ/ in (house). Repeat for: /ʃ/ (she, shut), /k/ (pack), /ð/ (brother), /u:/ (too).*
- Ask *How many commas can you see? (3).* Elicit why we use commas from the children.
- Write *pack* on the board. Say each sound as you do so. Point out that the letters *ck* make one sound. Change the *a* to *i* and ask the children to read the new word. Then change the *p* to *s* and ask the children to read new word. If you wish, you can elicit other letters from the children to make new words.
- Write *house, came, and* on the board. Elicit words which rhyme with each of them and write them on the board, e.g. *mouse, same, sand, hand*. Compare the spelling of the pairs of rhyming words.
- Ask *How did Sarah get her suitcase shut?* Elicit other solutions they can think of, e.g. Sarah could have taken less clothes, or she could have used a bigger suitcase etc.
- Ask *What did Sarah put in her suitcase?* Make a list on the board. Make this into a memory game. Let the children look at the words for 30 seconds. Cover the words on the board and invite individual children to remember as many as they can. See who can remember the most.

### After reading

- Play the word-changing game with *big*. Write the word on the board. Ask the children to read it. Then say each individual sound in the word, e.g. (/b/ /ɪ/ /g/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /big/ encouraging the children to repeat after you. Rub out the *g* and write in a *n*. Encourage the children to read the new word. Then rub out the *b* and write in an *p* and ask the children to read it (pin). Continue changing one letter at a time to make new words. Repeat with the word *sat*.

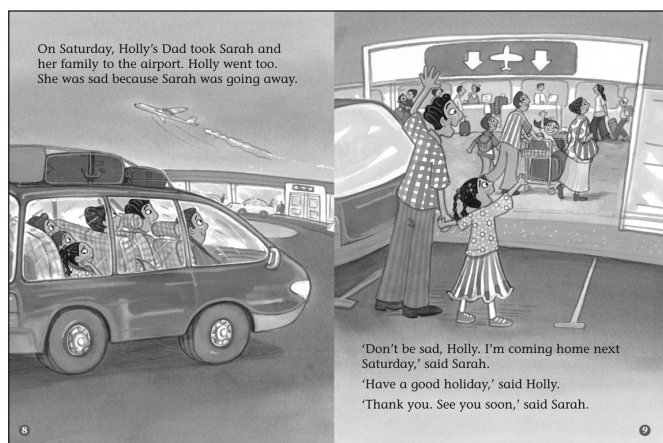
### Wordcard activities

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

- Do page 63 in the Comprehension and Vocabulary Workbook.



Pages 8 and 9



- Tell the children to look at the picture on page 8. Ask *Who is driving the car? Who is sitting in the back? Where are they going? How do you know?* Point out the plane in the background. Then ask *Where are the suitcases? Why are they on the top of the car?*
- Then ask *Is Sarah happy? Why? Is Holly happy? Why not?*
- Tell the children to look at the picture on page 9. Ask *What are Holly and Dad doing? (waving to Sarah and her family) Where are Sarah and her family going?*

**Word list**

*a, airport, and, away, be, because, coming, Dad, don't, family, going, good, have, her, holiday, Holly, Holly's, home, I'm, next, on, sad, said, Sarah, Saturday, see, she, soon, thank, the, to, too, took, was, went, you*

**Language summary**

**Preparation**

Wordcards: 1, 3, 4, 10, 12, 13, 27, 28, 34, 36, 48, 49, 51, 57, 59, 60, 61, 62, 67, 97, 102, 120, 121, 124, 127, 132, 134, 141, 150, 152, 166, 167, 174, 179, 184, 188, 189, 192, 193

**Before reading**

- Before looking at the pages, teach *family* and *airport*. Write *family* on the board and explain what it means. Encourage the children to repeat it after you. Ask *How many people are in your family? Who are they?*
- Write *airport* on the board. Ask *What is at an airport?* and elicit *planes*. Then ask *Have you been to an airport? Did you go to meet someone or did you go on a plane? Where did you go?*
- Tell the children to open their books to pages 8 and 9. Open your own book and hold it up to show the class.

**Extra activity**

Talk about what you have to do at an airport before you can get on a plane. Use the picture to help you.

**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.
- Ask *Can you see the word airport? Can you see the word family?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *next Saturday*
- Ask *Can you see the title of the story on page 9?*
- Invite three children to be the narrator, Sarah and Holly. They can read both pages out loud.
- Read both pages again together as a class.

- Tell the children to look at the text on page 6. Say the following sentences and encourage the children to complete them:  
*On ... , Holly's ... took Sarah and her ... to the ... .*  
*... went too.*  
*She was ... because ... was going away.*
- Ask *What day of the week can you see?*
- Say *Find a word on page 8 that sounds the same as book (took)*. Then say *Find two words on page 8 that end with /æd/ (Dad, sad)*.
- Tell the children to look at the text on page 9. Ask the children the following questions and encourage them to find and read the answers on the page:  
*When is Sarah coming home?*  
*What did Holly say to Sarah?*  
*What did Sarah say?*
- Say *Find and read the words with more than five letters (Saturday, Holly's, family, airport, because, coming, holiday)*.
- Write *She was sad because Sarah was going away* on the board and ask the class to read it. Rub out *She* and write in *I*. Ask the class to read the new sentence. Then rub out *Sarah was going away*. Elicit other reasons for being sad from the children, e.g. *I was sick, I was late, I was hungry* etc. Write the best suggestions on the board.
- Play *What comes next?* Say a sequence, e.g. letters of the alphabet, numbers etc. Stop after the first three or four in the sequence, and ask *What comes next?*
- Ask *What will Holly do now? What will Sarah do?*

### Wordcard activities

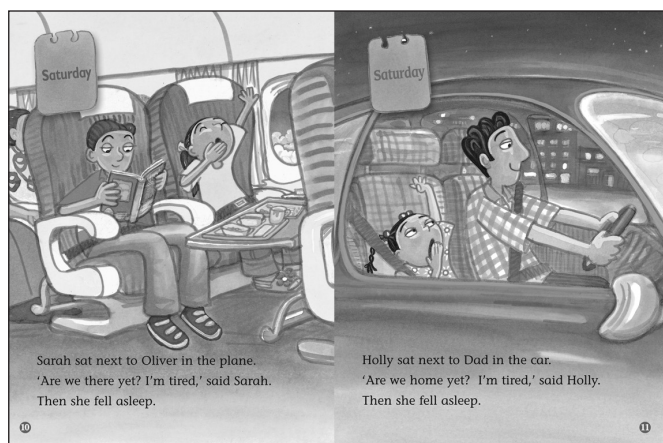
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 64 in the Comprehension and Vocabulary Workbook.

### After reading

- Invite eleven children to the front of the class. Give each child a wordcard in random order. Use: *Holly's, dad, took, Sarah, and, her, family, to, the, airport*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *Holly's dad took Sarah and her family to the airport*. When the children are in the correct order, write the sentence on the board.
- Rub out *the airport* and elicit other words that could be used, e.g. *the shops, school, the cinema* etc
- Ask the class to list the members of Sarah's family. Write them on the board (Sarah, Oliver, Mum, Dad). Repeat for Holly's family (Joe, Tom, Holly, Mum, Dad).
- Play the word-changing game (see page 8, **After reading**) with *sad*.

Pages 10 and 11



**Word list**

are, asleep, car, Dad, fell, Holly, home, I'm, in, next, Oliver, plane, said, Sarah, sat, Saturday, she, the, then, there, tired, to, we, yet

**Language summary**

past simple tense, prepositions, adjectives, present simple tense

**Preparation**

Wordcards: 6, 7, 23, 28, 37, 60, 62, 67, 68, 97, 100, 113, 121, 124, 126, 127, 133, 152, 153, 154, 163, 176, 183, 188, 189, 190, 192, 193

**Before reading**

- Before looking at the pages, teach *plane*, *asleep* and *tired*. Draw a simple plane on the board and say the word. Encourage the children to repeat it after you. Ask *Have you been in a plane? Where did you go? Did you like it?*
- Then yawn and say *I'm tired*. Pretend to go to sleep and say *I'm asleep*. Write them on the board and, if necessary, explain further what they mean. Explain to the children that we go to sleep but that we *fall* asleep. Ask *What is the opposite of asleep?* (awake).

- Tell the children to open their books to pages 10 and 11. Open your own book and hold it up to show the class.
- Point out the name of the day at the top of the page. Explain that it is like a diary or calendar date and that the story of Sarah's holiday will look like this.
- Tell the children to look at the picture on page 10. Ask *Where are Oliver and Sarah? How do you know they are on a plane?* (the seats, the belts, the trays in front of them etc.) *What is Oliver doing? How does Sarah feel? How do you know she is tired?*
- Tell the children to look at the picture on page 11. Ask *Where are Dad and Holly? How do you know they are in the car?* (the seats, the belts, the steering wheel etc.) *What is Dad doing? How does Holly feel? How do you know she is tired? Is it day or night? How do you know?*

**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 a different voice for each character.
- Ask *Can you see the word plane? Can you see the word tired? Can you see the word asleep?* For each one ask *How many can you see?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *yet*, *home*. Make sure the children understand the question *Are we there yet?*
- Invite three children to be the narrator, Sarah and Holly. They can read both pages out loud.
- Read both pages again together as a class.

- Tell the children to look at the text on page 10. Say the following sentences and encourage the children to complete them:  
*Sarah sat next to ... in the ... .*  
*'Are we there ...? I'm ... ,' said Sarah.*  
*Then she ... .*
- Then say *Find the word she. Who is she?* and elicit that it refers to Holly.
- Tell the children to look at the text on page 11. Ask the following questions and encourage the children to find the answers on the page:  
*Who did Holly sit next to in the car?*  
*What did Holly ask?*  
*What did she do then?*
- Put the children into pairs. Ask them to read both pages again and to discuss what words are the same and what words are different. Then ask *Do the girls do the same things? What is different?*
- Then say *Find the word she. Who is she?* and elicit that it refers to Sarah.
- Point to different words at random and ask the children what they say.
- Write *I'm tired.* on the board and ask the class to read it. Rub out *tired* and elicit different possibilities, e.g. *hungry, happy, thirsty, sad* etc. Write in each suggestion and ask the children to read the new sentence each time.
- Play the word-changing game (see page 8, **After reading**) with *sat*.
- Ask *Who did Sarah sit next to? Who did Holly sit next to?* Ask different children *Who are you sitting next to?*
- Write the following words on the board: *fell, car*. Elicit from the children any words they know which sound the same. Write them on the board and compare the spelling of the pairs of words (e.g. *smell, tell, bell, sell; bar, far*).
- Ask *What will Sarah do on holiday? What will Holly do at home?*

### Wordcard activities

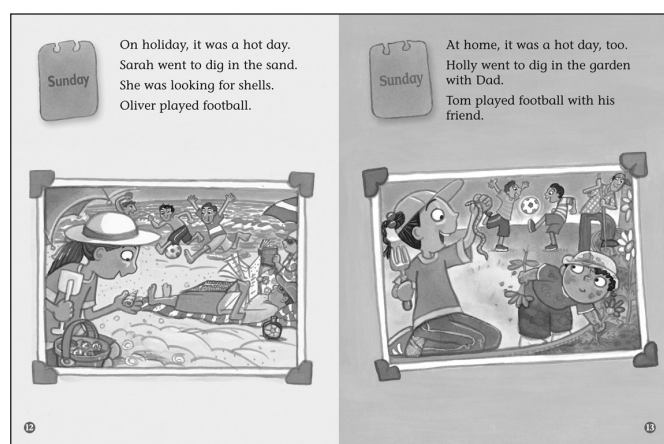
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

### After reading

- Write *Sarah sat next to Holly in the plane.* on the board and ask the class to read it. Ask *Is it right?* and elicit what word needs to change.
- Rub out *plane* and write *car*. Ask *Is the sentence still true?* Elicit from the children what changes are needed to make it true.
- Write *'Are we home yet? I'm tired,' said Sarah.* on the board and ask the class to read it. Ask *Did Sarah say this? Who said it? What did Sarah say?* and elicit what word needs to change.

- Do page 65 in the Comprehension and Vocabulary Workbook.

Pages 12 and 13



**Word list**

*a, at, Dad, day, dig, football, for, friend, garden, his, holiday, Holly, home, hot, in, it, looking, Oliver, on, played, sand, Sarah, she, shells, Sunday, the, to, Tom, too, was, went, with*

**Language summary**

past simple tense, past continuous tense

**Preparation**

Wordcards: 1, 8, 28, 29, 32, 39, 40, 42, 45, 58, 59, 60, 62, 63, 68, 72, 84, 100, 102, 114, 122, 124, 134, 135, 145, 152, 164, 165, 174, 179, 181, 188, 189

**Materials**

shells

From page 12 to page 23, the pictures are in the form of photographs which show what both children did during the week away from each other. Point this out to the children. What Sarah is doing on the left-hand page is very similar to what Holly is doing on the right-hand page. The texts are very similar, too. Encourage the children to compare the two pages for similarities and differences as you read each pair of pages.

**Before reading**

- Before looking at the pages, teach *dig* and *shells*. Hold up the shells and say *shells*. Encourage the children to repeat it after you. Ask *Where can we find shells?*
- Write *dig* on the board. Mime digging and say the word. Encourage the children to do the mime and say the word. Ask *Where can we dig?* and elicit *in the sand* and *in the garden*.
- Tell the children to open their books to pages 12 and 13. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 12. Ask *Where are Sarah and her family? What is Sarah doing?* (digging for shells in the sand) *Is she happy? What is Oliver doing?* (playing football) *Is he happy? What are Mum and Dad doing?* (lying on the sand, reading). Point out the sun umbrella and talk about why we use umbrellas in the sun. Also point out that Sarah is wearing a hat and talk about why she needs it.
- Tell the children to look at the picture on page 13. Ask *Where is Holly?* (in the garden) *What is Dad doing?* (digging the garden) *What is Holly doing? What has she found?* (teach worm) *What is her brother Tom doing?* (playing football) *What is Joe doing?* (picking flowers) *Are Holly and Tom happy?*

**During reading**

- Ask *What day is it?* and encourage the children to read the day of the week at the top of the page.
- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word shells? Can you see the word dig?*

- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions.
- Invite different children to be the narrator. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 12. Say the following sentences and encourage the children to complete them:  
*On ... , it was a ... day.*  
*Sarah went to ... in the ... .*  
*She was looking for ... .*  
*... played ... .*
- Say *Find and point to a word that sounds the same as pot (hot)*. Repeat for: *say (day)*, *hand (sand)*, *big (dig)*, *bells (shells)*.
- Tell the children to look at the text on page 13. Ask the following questions and encourage the children to find and read the answers on the page:  
*What was the weather like at home?*  
*Who did Holly dig with in the garden?*  
*Who did Tom play football with?*
- Say *Find and point to the word sand*. Repeat for: *looking*, *shells*, *garden*, *friend*.
- Encourage the children to talk about the similarities and differences in the text on both pages.
- Ask the children to re-arrange themselves to make the question instead of the sentence (Was it a hot day?). Encourage the rest of the class to help them. Elicit what changes need to be made to make the question correct (a question mark instead of a full stop, a capital *W* and a lower case *i*). Write the corrected question under the sentence.
- Point to *It was a hot day*. Rub out *hot* and ask the children to suggest other weather words, e.g. *windy*, *cold*, *rainy*, *sunny* etc.
- Write *Sarah was looking for shells*. on the board and ask the class to read it. Rub out *shells* and ask the class to suggest other words beginning with *sh* that you could use, e.g. *ships*, *shoes*, *sheep*, *shops*, *shirts*.
- Play the word-changing game (see page 191, **After reading**) with the words *hot* and *dig*.
- Write *football* on the board. Elicit what two words make up the word (foot, ball). Brainstorm any other compound words the children know, e.g. *sunshine*, *seaside*, *toothbrush*, *handbag*. Focus on the ones that the children can split and still know the two words.

### Extra activity

Ask the children to bring in some of their holiday photos and talk about them.

- Ask *What day is it tomorrow? What will Sarah and Holly do?*

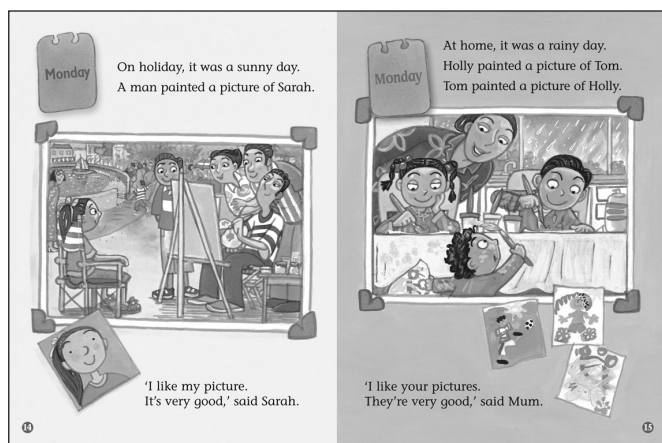
### Wordcard activities

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

### After reading

- Invite six children to the front of the class. Give each child a wordcard in random order. Use: *It*, *was*, *a*, *hot*, *day*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *It was a hot day*. When the children are in the correct order, write the sentence on the board.

Pages 14 and 15



**Word list**

*a, at, day, good, holiday, Holly, home, I, it, it's, like, Monday, Mum, my, of, on, painted, picture, pictures, rainy, said, Sarah, sunny, they're, Tom, very, was, your*

**Language summary**

past simple tense, prepositions,  
past continuous tense, *like*,  
present simple tense

**Preparation**

Wordcards: 1, 2, 29, 49, 59, 60, 62, 66, 72, 74, 81, 92, 93, 94, 98, 107, 110, 111, 117, 121, 124, 146, 158, 165, 171, 174, 185, 188, 189, 192, 193

**Materials**

a picture of a painting

**Before reading**

- Before looking at the pages, teach *painted* and *picture*. Hold up the picture you have brought in with you and say *picture*. Explain that a picture can be of someone or something. Ask *Is this a drawing?* and elicit that it has been painted. Write *painted* on the board and explain what it means. Rub the *ed* off *painted* and encourage the children to read the word again. Ask *What sound does paint start with? What sound does it end with?*

- 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 *What is the weather like? What is happening? What is the man doing? What are Oliver, Mum and Dad looking at?* Ask the children to look at the small picture at the bottom of the page. Ask *Who is it? Who painted it?*
- Tell the children to look at the picture on page 15. Ask *What is the weather like? What are Holly, Tom and Joe doing? Where are they? Does Mum like Tom and Holly's pictures? How do you know? Point out that the pictures at the bottom are the children's finished pictures. Point to each one in turn and ask Who painted it? How do you know? Do you like it?*

**During reading**

- Ask *What day is it?*
- 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 a different voice for each character.
- Ask *Can you see the word picture? Can you see the word painted?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions.
- Invite three children to be the narrator, Sarah and Holly. They can read both pages out loud.

- Read both pages again together as a class.
- Tell the children to look at the text on page 14. Say the following sentences and encourage the children to complete them:  
*On ... , it was a ... day.*  
*A man ... a ... of Sarah.*  
*'I like my ... . It's very ... ,' said Sarah.*
- Tell the children to look at the text on page 15. Ask the following questions and encourage the children find and read the answers on the page:  
*Where were the children?*  
*What was the weather like?*  
*Who painted a picture of Tom?*  
*Who painted a picture of Holly?*  
*What did Holly say?*
- Find and discuss the meaning of all the pronouns (her, my, your, they) used on both pages. Elicit who or what they refer to.
- Say *Find the words with two letters*. When the children have found them, encourage them to read them out loud (on, it, he, my, at). Repeat for three and four-letter words.
- Encourage the children to talk about the similarities and differences in the text on both pages.
- Write *rain* and *paint* on the board. Ask the class to read them. Underline the *ai* in each word, say the words and stress the sound. Ask *What word can we make if we add t to rain?* (train).

### Extra activity

Put the children into pairs. Give each child a piece of paper and a pencil. Tell them to sit facing each other and to draw each other.

- Ask *What day is it tomorrow? What will Sarah and Holly do?*

### Wordcard activities

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

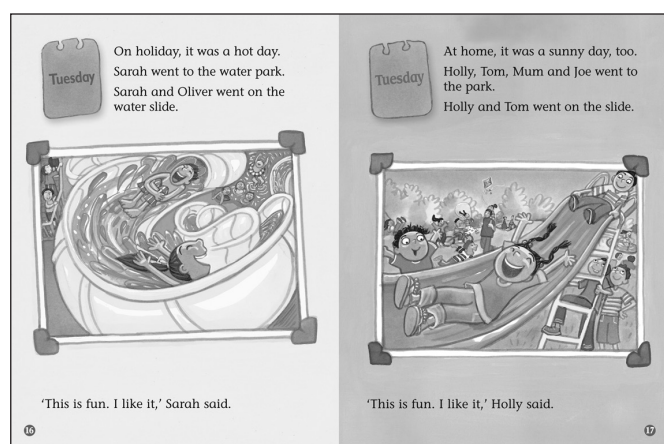
- Do page 66 in the Comprehension and Vocabulary Workbook.

## After reading

- Write *Holly painted a picture of Tom*. on the board and ask the class to read it. Swap the two names around and ask the class to read the sentence again. Ask *Does it mean the same?* and elicit how the meaning has changed.
- Rewrite the original sentence and rub out *Tom*. Elicit other things Holly might have painted a picture of and ask children to make up sentences, e.g. *Holly painted a picture of Sarah*.



Pages 16 and 17



- Tell the children to look at the picture on page 16. Ask *Where are Sarah and Oliver? What are they doing? What are they wearing? What is the weather like? Are they having fun?*
- Tell the children to look at the picture on page 17. Ask *Where are Holly and Tom? What are they doing? What's the weather like? Are they having fun?*
- Ask *Is the slide different from the one on page 16? How?*

**During reading**

- Ask *What day is it?*
- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. Use a different voice for Sarah and Holly if you wish.
- Ask *Can you see the word slide? Can you see the word water? Can you see the word park?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions.
- Invite three children to be the narrator, Holly and Jake. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 16. Say the following sentences and encourage the children to complete them:  
*On ... , it was a ... day.*  
*Sarah went to the ... .*  
*Sarah and ... went on the ... .*  
*'This is ... . I ... it,' Sarah said.*

**Word list**

*a, and, day, fun, holiday, Holly, home, hot, I, is, it, Joe, like, Mum, Oliver, on, park, said, Sarah, slide, the, this, to, Tom, too, Tuesday, was, water, went*

**Language summary**

past simple tense, adjectives, prepositions, present simple tense

**Preparation**

Wordcards: 1, 4, 29, 44, 59, 60, 62, 63, 66, 70, 72, 75, 81, 93, 100, 101, 102, 108, 121, 124, 138, 152, 159, 164, 165, 166, 170, 174, 175, 179, 188, 189, 192, 193

**Before reading**

- Before looking at the pages, teach *slide* and remind the children of *water* and *park*. Write *slide* on the board. Say it and explain what it means.
- Write *water* on the board and encourage the children to read it. Elicit where we find water and what we do with it. Do the same with *park* and elicit what we can do at a park.
- 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 text on page 17. Ask the following questions and encourage the children to find and read the answers on the page:  
*What was the weather like?*  
*Where did Holly, Tom, Mum and Joe go?*  
*What did Holly and Tom go on?*  
*What did Holly say?*
- Ask *How many commas can you see?* Elicit why they are used. Read the sentences containing them again to reinforce the point.
- Encourage the children to talk about the similarities and differences in the text on both pages.

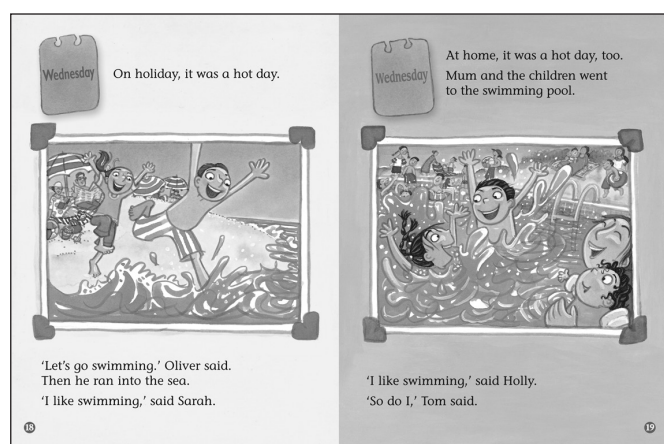
### After reading

- Write *Holly and Tom went to the park.* on the board and ask the class to read it. Rub out *Holly and Tom* and write in *Sarah and Oliver*. Elicit what word the children need to add to the sentence to make it true (water). Repeat with the sentence *Holly and Tom went on the slide*.
- Use the page as an opportunity to revise prepositions, e.g. *at (or in) the park, on a slide, off a slide, down a slide, up a ladder* etc.
- Ask *Have you been to a water park?* Ask them to share their experiences with the other children.
- Ask the class to suggest other things they might see in a park, as well as a slide.
- Ask *What day is it tomorrow? What will Sarah and Holly do?*

### Wordcard activities

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

Pages 18 and 19



**Word list**

*a, at, children, day, do, go, he, holiday, Holly, home, hot, I, into, it, let's, like, Mum, Oliver, on, ran, said, Sarah, sea, so, swimming, swimming pool, the, then, to, Tom, too, was, Wednesday, went*

**Language summary**

past simple tense, prepositions, *Let's* for suggestions, *like + ...ing*

**Preparation**

Wordcards: 1, 8, 25, 29, 33, 47, 52, 59, 60, 62, 63, 66, 69, 72, 80, 81, 93, 100, 102, 118, 121, 124, 130, 139, 148, 149, 152, 153, 164, 165, 166, 174, 177, 179, 188, 189, 192, 193

**Before reading**

- Before looking at the pages, teach *swimming pool* and *children*. Mime *swimming*. Say *I'm swimming*. Write *swim* on the board and sound it out as you do so. Write *swimming* on the board and ask the class to read it. Point out that when we add *ing* we doubled the *m* in the middle.
- Write *pool* on the board after *swimming* and sound it out as you do so. Ask *Do you go to the swimming pool?*

- Write *children* on the board and ask the class to read it. Ask *How many children are in this room?* and count together. Ask *What sound does children start with?* Brainstorm any other words the children know that start with /tʃ/, e.g. *cheese, chocolate, chicken, chess* etc.
- 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 *Where are Sarah and Oliver? What are they doing? What are they wearing? What is the weather like? What are their Mum and Dad doing? Are they having fun?*
- Tell the children to look at the picture on page 19. Ask *Where are Holly and Tom? What are they doing? What is the weather like? Where are Mum and Joe? Are they having fun?*

**During reading**

- Ask *What day is it?*
- 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 a different voice for each character.
- Ask *Can you see the word swimming? Can you see the word pool? Can you see the word children?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *Let's go, So do I.*
- Invite five children to be the narrator, Sarah, Oliver, Holly and Tom. They can read both pages out loud.
- Read both pages again together as a class.

- Tell the children to look at the text on page 18. Say the following sentences and encourage the children to complete them:

*On ... , it was a ... day.*

*'Let's go ... ,' Oliver said.*

*Then he ran into the ... .*

*'I ... swimming,' said ... .*

- Tell the children to look at the text on page 19. Ask the following questions and encourage the children to find and read the answers on the page:

*What was the weather like?*

*Where did Mum and the children go?*

*What did Holly say?*

*What did Tom say?*

- Encourage the children to talk about the similarities and differences in the text on both pages.

### After reading

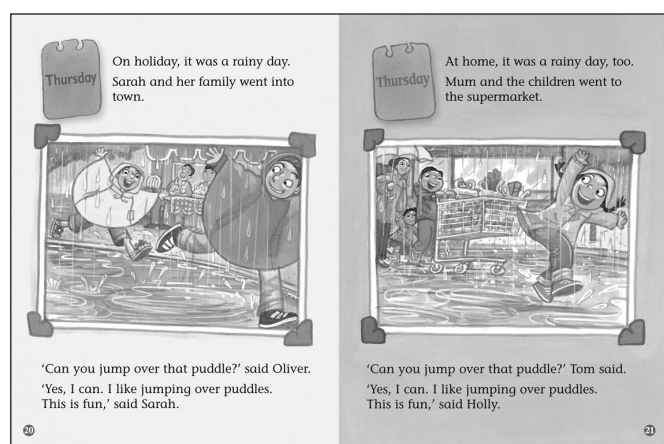
- Write *Let's go* on the board and ask the class to read it. Rub out *go* and write in suggestions or instructions which the children have to read and do, e.g. *Let's stand up. Let's read page 18 again.* etc.
- Write *the* on the board and ask the children to read it. Add different endings to it and ask the class to read the new words made, e.g. *n, y, m, re* etc.
- Ask *Do you like swimming? How did you learn to swim? What are the differences between swimming in the sea and swimming in a pool? Which do you like best? Why?* Talk about the possible dangers of swimming in the sea and in a pool.

### Wordcard activities

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

- Do page 67 in the Comprehension and Vocabulary Workbook.

Pages 20 and 21



**Word list**

*a, and, at, can, children, day, family, fun, her, holiday, Holly, home, I, into, is, it, jump, jumping, like, Mum, Oliver, on, over, puddle, puddles, rainy, said, Sarah, supermarket, that, the, this, Thursday, to, Tom, too, town, was, went, yes, you*

**Language summary**

past simple tense, prepositions, *can* for ability, *like + ...ing*, present simple tense

**Preparation**

Wordcards: 1, 4, 9, 21, 25, 29, 36, 44, 57, 59, 60, 62, 66, 69, 70, 72, 76, 77, 81, 93, 100, 102, 105, 116, 117, 121, 124, 147, 151, 152, 159, 161, 164, 165, 166, 168, 174, 179, 182, 184, 188, 189, 190, 192, 193

**Before reading**

- Before looking at the pages, teach *puddle* and *supermarket*. Write *puddle* on the board and say it. Explain what it means. Ask *Are puddles wet or dry? Where do puddles come from? Do you jump in puddles?*
- Write *supermarket* on the board and explain what it means. Ask *Do you go to a supermarket? What do you buy?* Encourage the children to repeat both words after you.

- Write *town* on the board and sound it out as you do so. Ask the children to explain what a town is. Change the *t* to *d* and ask the children to read the new word.
- 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 *What are Sarah and Oliver doing? What are they wearing? Why? Are they having fun?*
- Tell the children to look at the picture on page 21. Ask *Where are Holly and Tom? What are they doing? What is the weather like? What is Joe doing?*

**During reading**

- Ask *What day is it?*
- 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 a different voice for each character.
- Ask *Can you see the word town? Can you see the word puddle? Can you see the word supermarket?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *went into town*.
- Invite five children to be the narrator, Tom, Holly, Sarah and Oliver. They can read both pages out loud.
- Read both pages again together as a class.

- Tell the children to look at the text on page 20. Say the following sentences and encourage the children to complete them:  
*On ... , it was a ... day.*  
*Sarah and her ... went into ... .*  
*'Can you ... over that ... ?' said Oliver.*  
*'Yes, I can. I like ... over ... .*  
*This is ... ,' said Sarah.*
- Tell the children to look at the text on page 21. Encourage them to find and read the answers on the page:  
*What was the weather like?*  
*Where did Mum and the children go?*  
*What did Tom ask?*  
*What did Holly say?*
- Ask *Which two words start with /ð/?* (this and that).
- Encourage the children to talk about the similarities and differences in the text on both pages.
- Write *jump* and *jumping* on the board and ask the class to read them. Write some other known verbs on the board that use *ing* without changing the spelling of the word, e.g. *help, wash, shout, sing, read, stand* etc. Ask the children to add *ing* to each one and read the words they make. Ask the children to make sentences with the *ing* words.
- Write *It was a rainy day.* on the board and ask the class to read it. Rub out *rainy* and elicit other weather words from the children. Talk about how we protect ourselves from the rain, e.g. *by carrying an umbrella, wearing waterproof clothes, wearing waterproof shoes* etc.
- Ask *What happens when we get too much rain?*  
*What happens when we get too little rain?*
- Ask *Why did Sarah and her family go into town instead of to the beach? What will they do in town? Why did Holly and her family go to the supermarket? What will they buy?*
- Ask *What day is it tomorrow? What will the girls do?*

### After reading

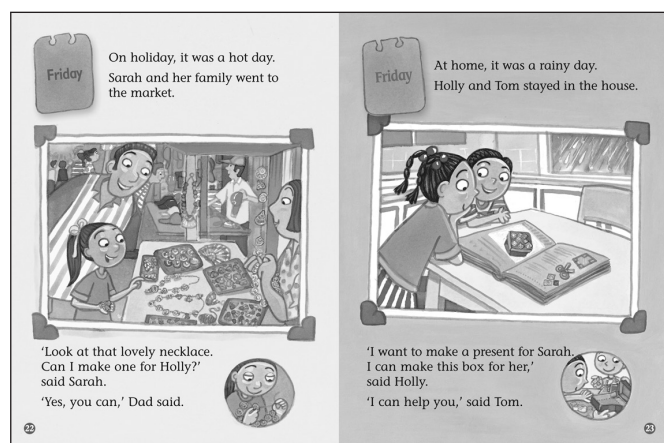
- Write *that puddle* and *this puddle* on the board. Ask the class to read them. Rub out *puddle* and write in *book*. Put a book near you and a book far away. Point to the near book and say *this book*. Point to the far away book and say *that book*. Repeat and encourage the children to repeat after you. Do the same activity with other familiar classroom objects, e.g. a bag, a pencil etc. Elicit the correct phrase from the children. If you wish add colour words, e.g. *this book is red but that book is green.*

### Wordcard activities

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

- Do page 68 in the Comprehension and Vocabulary Workbook.

Pages 22 and 23



**Word list**

*a, and, at, box, can, Dad, day, family, for, Friday, help, her, holiday, Holly, home, hot, house, I, in, it, look, lovely, make, market, necklace, on, one, present, rainy, said, Sarah, stayed, that, the, this, to, Tom, want, was, went, yes, you*

**Language summary**

past simple tense, adjectives, imperatives, *can* for permission, requests and ability

**Preparation**

Wordcards: 1, 4, 8, 9, 20, 21, 28, 29, 36, 40, 41, 55, 57, 59, 60, 62, 63, 64, 66, 68, 72, 83, 86, 88, 90, 95, 102, 103, 115, 117, 121, 124, 142, 151, 152, 164, 165, 172, 174, 179, 182, 184, 188, 189, 190, 192, 193

**Materials**

a necklace, a wrapped present

**Before reading**

- Before looking at the pages, teach *necklace* and *present*. Hold up the necklace and say *necklace*. Encourage the children to repeat it after you. Write it on the board. Ask *Is anyone wearing a necklace? Does your Mum wear a necklace?*

- Hold up the present. Say *present* and encourage the children to repeat it after you. Ask *When do we get presents? When do we give presents?*
- Tell the children to open their books to pages 22 and 23. Open your own book and hold it up to show the class.
- Tell the children to look at the big picture on page 22. Ask *Where is Sarah? Who is she with? What are they looking at? What are the necklaces made of? What is Sarah holding in her hand? What is Sarah saying to her Dad?* and elicit suggestions from the class.
- Tell the children to look at the small picture at the bottom of the page. Ask *What is Sarah doing? Who is the necklace for?*
- Tell the children to look at the big picture on page 23. Ask *What is the weather like? Where are Tom and Holly? What are they looking at? What do the children think Holly and Tom are saying?* and elicit suggestions from the class.
- Tell the children to look at the small picture at the bottom of the page. Ask *What are Holly and Tom doing? How are they making the box? Who is it for?*

**During reading**

- Ask *What day is it?*
- 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 a different voice for each character.
- Ask *Can you see the word necklace? Can you see the word present?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *I want to, lovely*.

- Invite five different children to be the narrator, Sarah, Dad, Holly and Tom. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 23. Say the following sentences and encourage the children to complete them:  
*On ... , it was a ... day.*  
*Sarah and her ... went to the ... .*  
*'Look at that ... .*  
*Can I ... one for ...?' said Sarah.*  
*'... , you can,' Dad said.*
- Tell the children to look at the text on page 23. Ask the following questions and encourage the children to find and read the answers on the page:  
*What was the weather like?*  
*Where did Holly and Tom stay?*  
*What did Holly say?*  
*What did Tom say?*
- Say *Find a word that sounds the same as* book (look). Repeat for: *cake* (make), *man* (can), *fox* (box), *mouse* (house).
- Encourage the children to talk about the similarities and differences in the text on both pages.
- Write *was* and *want* on the board. Ask the class to read them. Then ask *What sound does the letter a make in the words?*
- Ask *Do you make things at home or at school? What do you make? Did you follow instructions? What materials did you need? Did anyone help you?*
- Ask *What will Sarah and Holly do next? What day is it tomorrow?*

### Wordcard activities

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

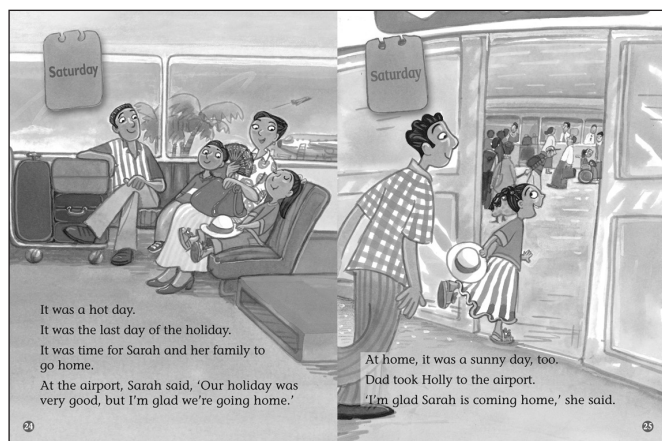
- Do page 69 in the Comprehension and Vocabulary Workbook.

### After reading

- Write *I want to make a present.* on the board and ask the class to read it. Rub out *present* and write in *box*. Ask the class to read the new sentence. Rub out *make a box* and practise making sentences beginning with *I want to* with the class, e.g. *I want to go swimming.*
- Write *Look at that necklace.* on the board and ask the class to read it. Rub out *necklace* and point to something in the class, e.g. a picture. Elicit the new sentence from the class (*Look at that picture.*). Repeat with other objects in the room.



Pages 24 and 25



**Word list**

*a, airport, and, at, but, coming, Dad, day, family, for, glad, go, going, good, her, holiday, Holly, home, hot, I'm, is, it, last, of, our, said, Sarah, Saturday, she, sunny, the, time, to, too, took, very, was, we're*

**Language summary**

past simple tense, prepositions, adjectives, present continuous tense, present simple tense

**Preparation**

Wordcards: 1, 3, 4, 9, 17, 27, 28, 29, 36, 40, 46, 47, 48, 49, 57, 59, 60, 62, 63, 67, 70, 72, 73, 79, 98, 104, 121, 124, 127, 133, 146, 152, 162, 164, 166, 167, 171, 174, 177, 188, 189, 192, 193

**Before reading**

- Before looking at the pages, teach *glad*. Write *glad* on the board and sound it out as you do so. Explain that it means *pleased* or *happy*. Rub out *gl* and replace it with *s*. Ask the class to read the new word. Point out that *sad* is the opposite of *glad*.
- Tell the children to open their books to pages 24 and 25. Open your own book and hold it up to show the class.

- Tell the children to look at the picture on page 24. Ask *Where are Sarah and her family?* Look for the clues in the picture, e.g. aircraft taking off in the distance, the pile of suitcases next to Dad etc. Ask *Where are they going?* Remind the children that at the beginning of the book, Sarah told Holly she was going away for a only week. Ask *How many days has Sarah been away?* and count them with the class. They can look back to pages 10 and 11 and count from there if necessary.
- Tell the children to look at the picture on page 25. Ask *Where are Holly and her Dad?* *Why are they at the airport?* (to meet Sarah and her family) *Why is Holly happy?*

**During reading**

- Ask *What day is it?*
- 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 a different voice for each character.
- Ask *Can you see the word glad?* *Can you see the word airport?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions. Make sure the children understand the difference between *going home* and *coming home* (the first is said by the person who is away, the second is said by the person waiting at home).
- Invite three children to be the narrator, Holly and Sarah. They can read both pages out loud.
- Read both pages again together as a class.

- Tell the children to look at the text on page 24. Say the following sentences and encourage the children to complete them:  
*It was a ... day.*  
*It was the ... day of the ... .*  
*It was ... for Sarah and her ... to go ... .*  
*At the ... , Sarah said, 'Our holiday was very ... , but I'm ... we're going ... .'*
- Tell the children to look at the text on page 25. Ask the following questions and encourage the children to find and read the answers on the page:  
*What was the weather like?*  
*Where did Dad take Holly?*  
*What did Holly say?*
- Say *Find the word was. How many can you see?* (5). Repeat for: *day* (3), *at* (2), *the* (4), *home* (2).
- Encourage the children to talk about the similarities and differences in the text on both pages.
- Ask *Why did Sarah say that she was glad she was going home? What will the girls do when they see each other?*

### Wordcard activities

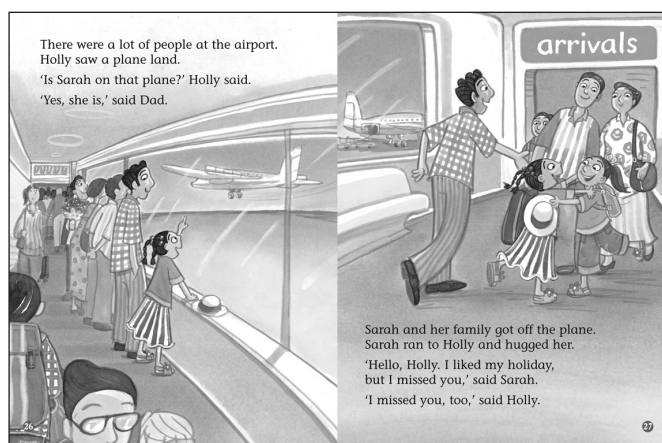
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 70 in the Comprehension and Vocabulary Workbook.

### After reading

- Draw a clock face on the board and draw the hands to going home time. Write *It is time to go home.* under it and ask the class to read it. Draw some more clock faces on the board. Draw in the hands of each clock to different times of the day that the children will know, e.g. lunch time, school time etc. For each clock ask *What time is it? What do you do at this time?* and elicit the answers from the children, e.g. *It is seven o'clock. It is time to get up.*
- Write these words from the pages on the board and ask the class to read them. Elicit the opposite word for each one: *hot* (cold), *last* (first), *good* (bad), *glad* (sad).

Pages 26 and 27



**Word list**

*a, airport, and, at, but, Dad, family, got, hello, her, holiday, Holly, hugged, I, is, land, liked, lot, missed, my, of, off, on, people, plane, ran, said, Sarah, saw, she, that, the, there, too, were, yes, you*

**Language summary**

past simple tense, present simple tense, prepositions

**Preparation**

Wordcards: 1, 3, 4, 8, 17, 28, 36, 50, 54, 57, 59, 60, 65, 66, 70, 71, 78, 82, 85, 91, 94, 98, 99, 101, 109, 113, 118, 121, 124, 128, 133, 151, 152, 155, 166, 180, 182, 184, 188, 189, 190, 192, 193

**Before reading**

- Before looking at the pages, teach *a lot of*, *hug (v)* and the expression *I missed you*. Gather together some classroom objects and say *A lot of pencils*, *A lot of books* etc. Point to each group of objects in turn and elicit the expression from the children.

- Write *hug (v)* on the board. Say it and explain what it means. Ask *When do you hug someone? Does your mum hug you?* Explain that *hugged* is the past form and write it on the board. Encourage the children to say it after you.
- Write *I missed you* on the board. Say it and explain what it means. Ask *When do we say this? Who says it in the story?* and elicit suggestions from the class.
- Tell the children to open their books to pages 26 and 27. Open your own book and hold it up to show the class.
- Tell the children to look at the pictures on page 26. Ask *Where are Holly and her Dad? What are they looking at? What is Holly saying?* and elicit suggestions from the class.
- Tell the children to look at the picture on page 27. Ask *Who can you see? What are Sarah and Holly doing? Are they glad to see each other? What are they wearing? What is the same?* If you wish, point out the Arrivals sign over the door and explain what it means.

**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.
- Ask *Can you see the words a lot of? Can you see the expression I missed you? Can you see the word hugged?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *land*.
- Invite four children to be the narrator, Holly, Dad and Sarah. They can read both pages out loud.
- Read both pages again together as a class.

- Tell the children to look at the text on page 26. Say the following sentences and encourage the children to complete them:  
*There were a ... of ... at the ... .*  
*Holly saw a plane ... .*  
*'Is ... on that ...?' Holly said.*  
*'... , she is,' said ... .*
- Tell the children to look at the text on page 27. Ask the following questions and encourage the children to find and read the answers on the page:  
*Who got off the plane?*  
*What did Sarah do to Holly?*  
*What did Sarah say to Holly?*  
*What did Holly say to Sarah?*
- Ask the children to find and read any words which contain double letters.(Holly, off, hello, hugged, missed)
- Say *Find the words with three letters.* When the children have found them, encourage them to read them out loud (lot, the, saw, yes, she, Dad, and, her, got, off, ran, but, you, too). Repeat for four and five-letter words (4: were, land, said; 5: there, Holly, Sarah, plane, hello, liked).
- Encourage the children to talk about the similarities and differences in the text on both pages.
- Ask *Have you been to an airport to meet someone? What happened? Was it exciting? Who were the people?*
- Ask *What will the girls do now? Can you remember what presents they have got?*

### Wordcard activities

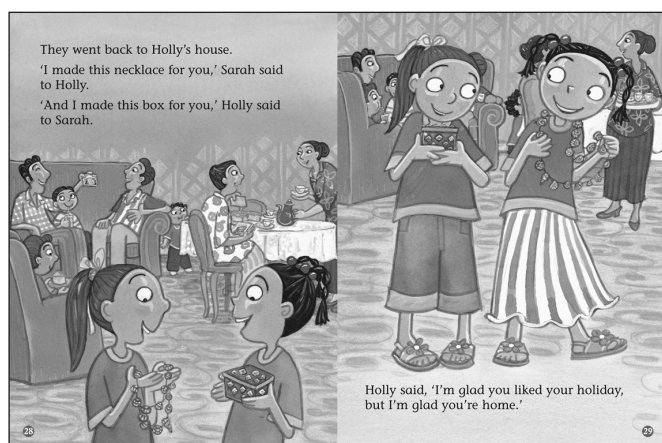
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 71 in the Comprehension and Vocabulary Workbook.

### After reading

- Write *There were a lot of people at the airport.* on the board. Ask the class to read it. Rub out *airport* and elicit other places where there might be a lot of people. Complete the sentence with the suggestions, e.g. *school, cinema, football match, supermarket* etc.
- Write *there* and *were* on the board. Ask *Which letters are the same? Do they sound the same?* and elicit that they don't. Rub out *t* at the beginning of *there* and ask the class to read the new word.

Pages 28 and 29



**Word list**

*and, back, box, but, for, glad, holiday, Holly's, home, house, I, I'm, liked, made, necklace, said, Sarah, they, this, to, went, you, your*

**Language summary**

past simple tense, present simple tense

**Preparation**

Wordcards: 5, 11, 15, 17, 40, 46, 59, 61, 62, 64, 66, 67, 82, 87, 95, 121, 124, 157, 159, 164, 179, 184, 187, 188, 189, 192, 193

**Before reading**

- Tell the children to open their books to pages 28 and 29. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 28. Ask *Where are Sarah and her family? (at Holly's house) What are Holly and Sarah holding? What are they saying to each other?* and elicit suggestions. Ask the children to tell you what all the other members of both families are doing. Ask *What are the Mums and Dads talking about?* and elicit suggestions.

- Tell the children to look at the picture on page 29. Ask *What are Sarah and Holly holding now? What have they done with their presents? (given them to each other) Do they like the presents? How do you know? What will Sarah keep in her box?* and elicit suggestions.

**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.
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *went back*.
- Invite three children to be the narrator, Sarah and Holly. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on both pages. Say the following sentences and encourage the children to complete them:  
*They went back to ... house.*  
*'I made this ... for you,' ... said to ... .*  
*'And I made this ... for you,' ... said to ... .*  
*Holly said, 'I'm ... you liked your ... , but I'm ... you're ... .'*
- Ask *Why is Holly glad that Sarah is home?*
- Say *Find I'm and you're on page 29*. Elicit the full form of both contractions.

Pages 30 and 31

After reading

- Invite seven children to the front of the class. Give each child a wordcard in random order. Use: *I, made, this, necklace, for, you*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *I made this necklace for you*. When the children are in the correct order, write the sentence on the board.
- Ask *Who said it in the story?* Elicit from the children what word needs to change to make what Holly said. Give another child the wordcard with *box* on it and tell them to swap places with the child holding *necklace*. Ask the children to read the new sentence.
- Write *home* on the board and ask the class to read it. Elicit what new word is made by changing the *m* to *l* (hole).
- Write *for* and *four*, and *to* and *two* on the board. Ask the children to read the words. Ask *Which words are number words?*
- Write *went* on the board. Change the *e* to *a* and ask the children to read the new word.
- Ask *Did you like the way the story ended? Why?*
- Give the children an opportunity to read the whole story through again either individually or with a partner.

**Wordcard activities**

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

- Do page 72 in the Comprehension and Vocabulary Workbook.

Different days



- Read the rhyme on pages 30 and 31 to and with the class. Talk about how the pictures can help the children to work out what the words mean and ask the children to match the pictures with the lines in the rhyme. Explain any unfamiliar words.
- Divide the children into two groups. Ask each group to read a verse each.
- Read the rhyme together as a class and answer the question at the end.

## After reading

### Response to the story

- Ask *Did you like the story? Why? (or why not!)*  
*Did you think the story had a good ending?*  
*Did you like the way Sarah and Holly did similar things even though they were apart from each other?*

### Characters

- *Who were the main characters in the story?*
- *What did the children think of Sarah and Holly?*
- *What was Oliver like? How was he nice to Sarah?*
- *Do Tom and Holly like each other? Ask the children to give examples from the book (they painted together, they played in the park, they swam, Tom helped Holly with her box).*

### Setting

- *Where did the story take place? Elicit all the places from the children (school, the shop, Sarah's house, airport, seaside, Holly's house, water park, park, swimming pool, town, supermarket). The children may need to look back through the book.*

### Plot

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

### Moral issues

- The story tells us how nice it is to have good friends.

## Vocabulary

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

## Follow-up ideas

**A story sequel** Encourage the children to re-tell the story but reverse the roles. In the sequel, Sarah stays at home and Holly and her family go away on holiday. Encourage them to make up new places and activities for each family.

**Discussion** What are the qualities of a good friend? Talk about what the children think makes a good friend. What sort of things does he or she do?

**Presents** Many people say that it is nicer to give presents than receive them. Talk about the meaning of this. Do the children agree?

**Holiday photos** Ask children to bring in photos of family holidays. They can use them to talk about their holiday experiences. You could display some of them in the classroom.

**Making a necklace** Get each child to roll some clay into small balls and make a hole through the middle of each ball while the clay is wet. Then allow the clay to dry. Paint the balls different colours and decorate them. Thread them onto coloured string or ribbon. The children can take the necklaces home as presents for their mums.

**Drama** The story can be acted out. There are lots of people in it, so everyone can join in.