

Daisy the Dinosaur



The story

The two stories in this book are about Daisy the dinosaur and her family.

Daisy the dinosaur

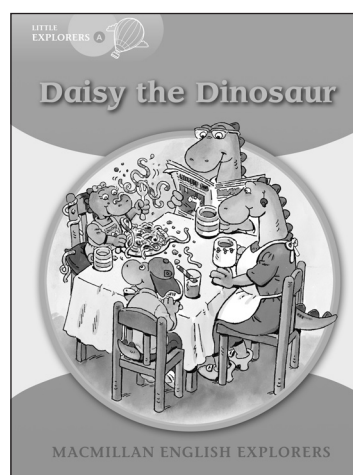
There is a large spotted egg on the ground under a tree. Three parrots are sitting in the tree looking at the strange egg. A peacock, a penguin and an eagle walk past with their babies. The parrots ask each bird if the egg belongs to them. They all say *no*. Then a dinosaur arrives and says the egg is hers. The egg cracks and out comes a baby dinosaur.

Daisy's day

In this story we read about a typical day in Daisy's life. We meet her family and then see Daisy getting out of bed and doing all the things she likes doing every day. She likes singing, eating, jumping, running, drinking, reading and playing. Daisy often makes a mess or breaks things. She is very tiring to look after. It is a relief when Daisy goes to bed and the family can have a rest.

Introduce the book

The cover



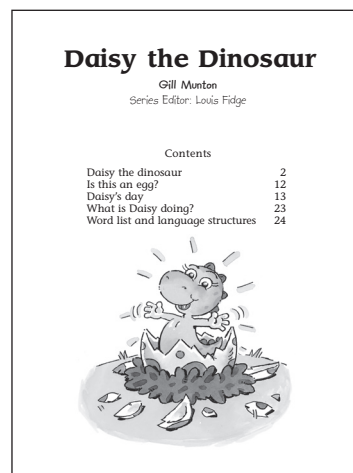
- Hold up the book and point to the cover. Read the title to the class. Read it again and encourage the children to repeat after you.
- Point to the picture on the cover. Ask *What can you see?* (dinosaurs).

- Ask *Do you know what a dinosaur is?* Encourage the children to tell you what they know about dinosaurs.
- Explain that the book is about a young dinosaur called Daisy. Point to her name on the cover as you say it. Say *Can you find Daisy in the picture? Can you see her name on her dress?*
- Ask the children to find and point to Mummy, Daddy and Danny. Explain that Danny is Daisy's brother. Ask *Is Daisy older or younger than Danny?* (younger) *How do you know?* (Danny is taller than Daisy).
- Point out that Daisy has to sit on a cushion to help her reach the table. Elicit from the children that she is too small to reach. Also point out all the mess Daisy has made. Ask *Have you got younger brothers or sisters? Are they messy like Daisy?*

Extra activity

If you have some children in the class who can write their names, ask one or two to write them on the board. Write *Daisy* on the board. Explain that in English people's names begin with a capital letter. Elicit whether any of the children have names which start with *D*.

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. Point to the dinosaur and ask *Who is it? What is she sitting in?* If the children are not sure what she's sitting in, show them an egg (or a picture of one.) Ask *What is it? What animals lay eggs?* (birds, snakes, crocodiles, turtles and in the past, dinosaurs) *What grows in an egg?* (the baby). Explain that when the babies are ready, they crack the shell of the egg and crawl out. Go back to the picture and try and elicit what is happening.

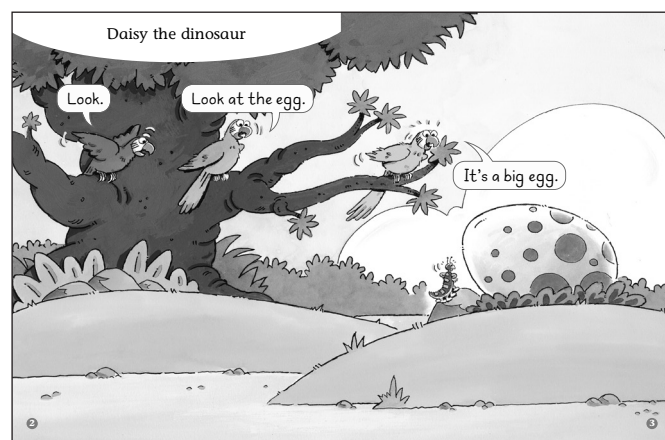


Daisy the Dinosaur

The story can be played at any time.

Pages 2 and 3

Daisy the dinosaur



Word list

a, at, big, Daisy, dinosaur, egg, it's, look, the

Language structures

imperatives, present simple tense

Preparation

Wordcards 1, 2, 4, 10, 18, 21, 31
plus punctuation

Materials

an egg

Before reading

- Before looking at the pages teach *egg* and *big*.
- Hold up the egg and say *egg*. Ask *What sound does egg start with? (/e/)*. *What sound does egg end with? (/g/)*.
- Then say *big* opening your arms wide and making a big round shape with them. Write *big* on the board.
- Ask *What sound does big start with? (/b/)* *What does big end with? (/g/)*.

Extra activities

- Elicit from the children the names of big things and small things in the classroom. If they don't know the words for these things, you could ask individual children to *Point to something big/small*.
- Ask *What sort of eggs do we eat?* (chicken's eggs, duck eggs) *Do you like eggs? How do you like them cooked? Are they good for you?*
- 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 page 2. Point to the title of the story and read it out loud.
- Tell the children to look at the picture. Ask the children to find and point to things in the picture. Ask *How many birds can you see?* (3) *What colour are they?* (red, blue, green). Elicit or teach the type of bird (parrot). Then ask *Where are the parrots?* (in the tree) *Are the parrots surprised? What are the parrots looking at?*
- Focus on the egg. Ask *Is the egg big or small?* *What has it got on it?* (spots).
- Elicit from the children who the egg might belong to. Ask *Is it the parrot's egg? How do you know?* (it's too big) *What are the parrots saying?* Elicit some ideas.
- Ask the children to find and point to the caterpillar. Ask *What is it looking at? Is it surprised?*

Extra activity

Ask *What do caterpillars eat?* (leaves) *What do they turn into?* (butterflies) *What colour is this caterpillar?* (blue and red).

During reading

- Read the title again pointing to each word as you read it.
- Read pages 2 and 3 to the class slowly and clearly. If you wish, use a different voice for each parrot. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word egg? Can you see the word big?*
- Read the text again and encourage the children to repeat each word after you. Then read the pages again together as a class.
- Invite different children to be the parrots and read their sentence out loud.
- Say *Find and point to the word look. How many can you see? (2). Ask What sound does look start with? (/l/) What sound does look end with? (/k/) What sound is in the middle? (/ʊ/). What letters make the /ʊ/ sound? Elicit that both the oo make the /ʊ/ sound. Say look for the children to listen to the sounds. Point out to the children that the oo in the middle looks like a pair of eyes! You could write the word look on the board and draw in eyes on the oo.*
- 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.
- Point to the full stop at the end of each sentence. Tell the class what they are and elicit from the children why they are there. If necessary, explain that we put a full stop at the end of a sentence to tell us when a sentence is finished and that we are starting a new one.

After reading

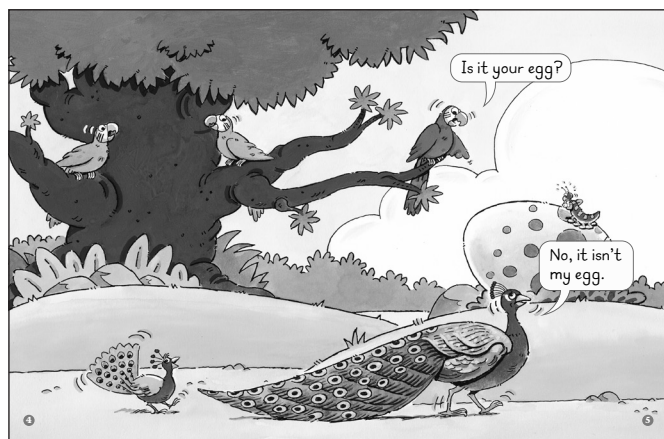
- Write *Look at the egg. and It's a big egg.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentences together.
- Give ten children one wordcard each and ask them to come to the board and match their card with the correct word, one sentence at a time.
- Give another ten children one wordcard each in a jumbled order. Ask them to stand at the front of the class in a line, holding up the cards. Ask the class to arrange the children so their wordcards are in the same order as the sentences on the board. Repeat until the children are confident.
- Write *big* on the board. Elicit from the children the three sounds that make up the word. Then say each individual sound in the word (/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.
- Ask *Whose egg is it? What is inside the egg? What will the parrots do?*

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

egg, is, isn't, it, my, no, your

Language structures

present simple tense, possessive pronouns

Preparation

Wordcards 10, 15, 16, 17, 24, 25, 33
plus punctuation

Materials

a large wordcard with *No, it isn't my* written on it

Before reading

- Tell the children to open their books to pages 4 and 5. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *How many parrots can you see? (3) Are the parrots still in the tree? What is the parrot on page 5 pointing at? (the egg) Is the egg in the same place? Does it look the same? Where is the caterpillar? (standing on the egg) What is it doing? (looking at the egg).*

- Focus on the peacocks. Ask *What colour are they?* (blue, yellow, green, red). Elicit or teach the type of bird (peacock). Then ask *Where are the peacocks?* (on the ground). Tell the children to point to the big peacock. Then tell them to point to the small peacock. Ask *Which one is the baby? (the small one) Is the big peacock happy or angry?* Ask the same question for the small peacock.

Extra activity

Write *big, bird* and *baby* on the board. Ask *What sound do they start with? (/b/)*. Say the words again for the children to hear the sound.

During reading

- Read pages 4 and 5 to the class slowly and clearly. If you wish, use a different voice for each bird. Read the pages again pointing to each word as you read it.
- Explain that when we are reading, pictures can help us to guess what the words say. Read the text again and copy the actions and expressions of the birds to illustrate how the picture helps us guess what the birds are saying.
- Ask *Can you see the word egg? Can you see the word it? How many can you see?* (each word twice).
- Read the text again and encourage the children to repeat each word after you. Then read the pages again together as a class.
- Invite different children to be each character and read their sentence out loud.

- Point to the letter at the beginning of each sentence. Tell the children that they are capital letters and elicit from the children why they are there. If necessary, explain that we always begin a new sentence with a capital letter.
- Point to the question mark (?). Tell the children that it is a question mark and elicit from the children why it is there. If necessary, explain that when someone asks a question, we end the sentence with a question mark.
- 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 *Is it your ____?* on the board. Invite a child to the front of the class and give them the large wordcard with *No, it isn't my* written on it. Point to one of the pictures, e.g. the bag, and ask the child *Is it your bag?*
- Tell the child to hold up the wordcard and encourage the class to read it out loud and to add the missing word (bag). Point to each word as they do so. Repeat this with different children and different classroom objects.

After reading

- Write *Is it your egg?* and *No, it isn't my egg.* 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 sentences together.
- Give twelve children one wordcard each and ask them to come to the board and match their card with the correct word, one sentence at a time.
- Draw pictures of classroom objects the children are likely to know on the board, e.g. a bag, a pencil, a book, etc. Point to each picture and elicit the words from the children.

Extra activity

The picture on pages 4 and 5 can be used to teach the prepositions *in* and *on*.

The parrots are in the tree.

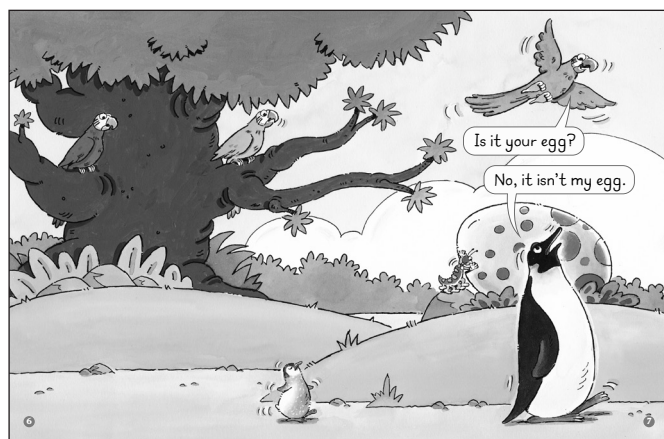
The caterpillar is on the egg.

- Ask *Whose egg is it? What bird will walk past next? What will the parrots ask?*

Wordcard activities

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

Pages 6 and 7



Word list

egg, is, isn't, it, my, no, your

Language structures

present simple tense, possessive pronouns

Preparation

Wordcards 10, 15–17, 24, 25, 33
plus punctuation

Materials

a large wordcard with *No, it isn't my*
written on it

Before reading

- Tell the children to open their books to pages 6 and 7. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Did they guess the bird correctly?
- Ask *How many parrots can you see? (3) Are the parrots still in the tree? (2 are in the tree) What is the parrot on page 7 doing? (flying) Is the egg in the same place? Does it look the same? What is the caterpillar doing? (trying to push the egg).*

- Focus on the penguins. Ask *What colour are they? (black and white).* Elicit or teach the type of bird (penguin). Then ask *Where are the penguins? (on the ground).* *Can penguins fly? (no).* Tell the children to point to the big penguin. Then tell them to point to the small penguin. Ask *Which one is the baby? (the small one) Is the big penguin happy or angry?*

Extra activity

Write *penguin* on the board. Ask *What sound does penguin start with? (/p/).* Say the word again for the children to hear the sound.

During reading

- Read pages 6 and 7 to the class slowly and clearly. If you wish, use a different voice for each character. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word egg? Can you see the word it?*
- Read the text again and encourage the children to repeat each word after you. Then read the pages again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Put the children into pairs. Ask one to look at page 7 and to find and point to the question *Is it your egg?* Ask the other to look back at page 5 to find and point to the same question. Repeat with *No, it isn't my egg.*
- 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.

- Tell the children to point to the capital letters at the beginning of each sentence, the question mark at the end of the question and the full stop at the end of the answer.

After reading

- Write *Is it your egg?* and *No, it isn't my egg.* 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 sentences together.
- Give twelve children one wordcard each and ask them to come to the board and match their card with the correct word, one sentence at a time.
- Draw pictures of classroom objects the children are likely to know on the board, e.g. a bag, a pencil, a book, etc. Point to each picture and elicit the words from the children.

- Write *Is it your ___ ?* on the board. Invite a child to the front of the class and give them the large wordcard with *No, it isn't my* written on it. Point to one of the pictures, e.g. the bag, and ask the child *Is it your bag?*
- Ask *Whose egg is it? What bird will walk past next? What will the parrots ask?*

Wordcard activities

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

Pages 8 and 9



Word list

egg, is, isn't, it, my, no, your

Language structures

present simple tense, possessive pronouns

Preparation

Wordcards 10, 15–17, 24, 25, 33
plus punctuation

Before reading

- 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. Did they guess the bird correctly?
- Ask *How many parrots can you see? (3) Are the parrots still in the tree? (2 are in the tree, 1 is on the ground) What is the red parrot pointing at? Is the egg in the same place? Does it look the same? What is the caterpillar doing? (trying to break the egg with a hammer).*

- Focus on the eagles. Ask *What colour are they?* (purple, yellow, white). Elicit or teach the type of bird (eagle). Then ask *Where are the eagles?* (in the sky). Tell the children to point to the big eagle. Then tell them to point to the small eagle. Ask *Which one is the baby?* (the small one) *Who is the big eagle looking at?* (the baby eagle) *Is the baby eagle worried? Why?* (because it can't fly very well) *How do we know it can't fly very well?* (because it's got a very wobbly line behind it).

During reading

- Read pages 8 and 9 to the class slowly and clearly. If you wish, use a different voice for each character. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word egg? Can you see the word it?*
- Read the text again and encourage the children to repeat each word after you. Then read the pages again together as a class.
- Invite different children to be each character and read their sentence out loud.
- Put the children into pairs. Ask one to look at page 8 and to find and point to the question *Is it your egg?* Tell the other to look back at page 7 to find and point to the same question. Repeat with *No, it isn't my egg* on page 9.
- 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.
- Tell the children to point to the capital letters at the beginning of each sentence, the question mark at the end of the question and the full stop at the end of the answer.

After reading

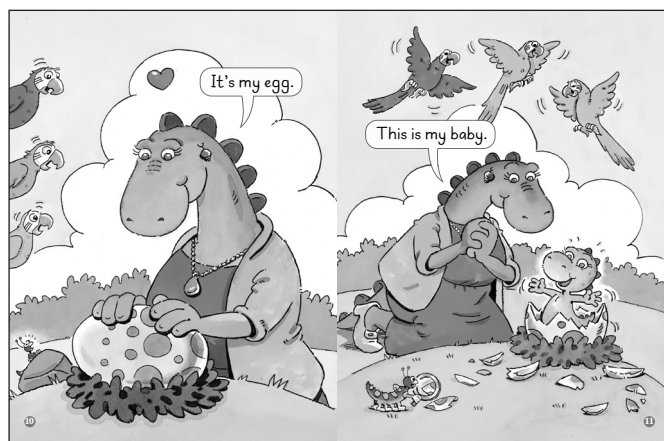
- Talk about how birds use their wings to fly (they flap them up and down). Ask *Can baby birds fly as soon as they come out of the egg? How do they learn?* (they have to jump out of their nest and try to fly). Elicit from the children other animals or insects that have wings (butterflies, bees, bats). Then elicit machines that have wings (aeroplanes).
- Ask *Whose egg is it? What bird will walk past next? What will the parrots ask?*

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

baby, egg, is, it's, my, this

Language structures

present simple tense, possessive pronouns

Preparation

Wordcards 3, 10, 14, 18, 24, 32
plus punctuation

Materials

a picture of a baby
a large wordcard with *Yes, this is my* written on it.

Before reading

- Before looking at the pages, teach *baby*. Hold up the picture of the baby and say *baby*. Write the word on the board and encourage the children to repeat it after you.
- Tell the children to open their books to pages 10 and 11. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 10. Ask *How many parrots can you see? (3) Why are they surprised? (because a dinosaur is looking at the egg) Is the egg in the same place? Does it look big or small? Where is the caterpillar? (hiding behind a stone).*

- Focus on the dinosaur. Ask *Who is touching the egg? Is it a man or lady dinosaur? How do we know? (she is wearing a necklace) Why is the dinosaur looking at the egg? (because it's her egg) Does she love the egg? How do we know? (there is a love heart above her head).*
- Tell the children to look at the picture on page 11. Ask *What is the lady dinosaur wearing? (a dress, jacket and shoes). Say Look at her long tail and the spikes on her back.*
- Ask *How many parrots can you see? (3) What are they doing? Do they look surprised or happy? What is the caterpillar holding? (a magnifying glass) Why? (it is looking at the egg shell) Has the egg changed? (yes, it's cracked open) Who has come out of the egg? (a baby dinosaur – Daisy) Is the big dinosaur happy? Why is she happy? (because the small dinosaur is her baby).*

During reading

- Read pages 10 and 11 to the class slowly and clearly. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word egg? Can you see the word baby?*
- Read the text again and encourage the children to repeat each word after you. Then read the pages again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Ask *Which word is in both sentences? (my) What sound does my begin with? (/m/).*
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.

After reading

- Draw pictures of classroom objects the children are likely to know on the board, e.g. a bag, a pencil, a book, etc. Point to each picture and elicit the words from the children.
- Write *Is it your ___ ?* on the board. Invite a child to the front of the class and give them the large wordcard with *Yes, this is my* written on it. Point to one of the pictures, e.g. the bag, and ask the child *Is it your bag?*
- Tell the child to hold up the wordcard and encourage the class to read it out loud, adding the missing word (bag). Point to each word as they do so. Repeat this several times with different children and different classroom objects.
- Give the children time to read 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 11 in the Comprehension and Vocabulary Workbook.

Is this an egg?

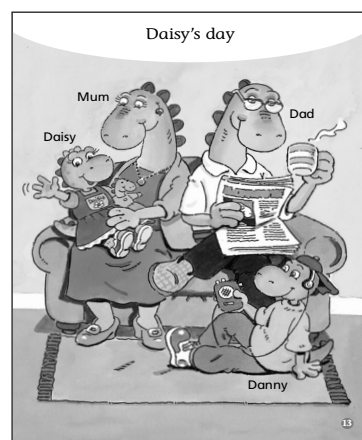


Materials

2 eggs, 2 pegs

- Read the rhyme to the class twice. Hold up the egg and point to your leg for the first verse. Point to your leg and hold up the peg for the second verse. Hold up the peg and then the egg for the last verse. Encourage the children to join in with the words when they feel confident. You may need to pre-teach *leg* and *peg* using the objects you have brought in with you.
- Invite three children to the front of the class. Give one an egg, one a peg and the other a peg and an egg. Tell the first two that they should use their own leg. Help the children to read the verse which mentions the objects they are holding. Repeat with another three children.
- Elicit from the class which words rhyme (egg, leg, peg).

Daisy's day



Word list

Dad, Daisy, Danny, Mum

Before reading

- Tell the children to open their books to page 13. Open your own book and hold it up to show the class.
- Point to the title of the story and read it out loud. Elicit from the children what they think the story is going to be about.
- Write *Daisy's day* on the board. Ask *What sound do the words start with? (/d/)*. Say the words again.
- Tell the children to look at the picture. Ask *What is Daisy wearing? (a dress, shoes) What is she doing? (sitting on Mum's lap, waving)*. Repeat the questions for the other members of the family. Ask *Are they friendly? How do we know? (they are all smiling)*.

During reading

- Read the names on page 13 to the class slowly and clearly, pointing to each word as you read it.
- Ask *Can you see the word Mum? Can you see the word Dad? Can you see the word Danny? Can you see the word Daisy?* Point out that *Daisy* is also written on the front of Daisy's dress.
- Read each character's name in random order and ask the class to point to the correct character.

After reading

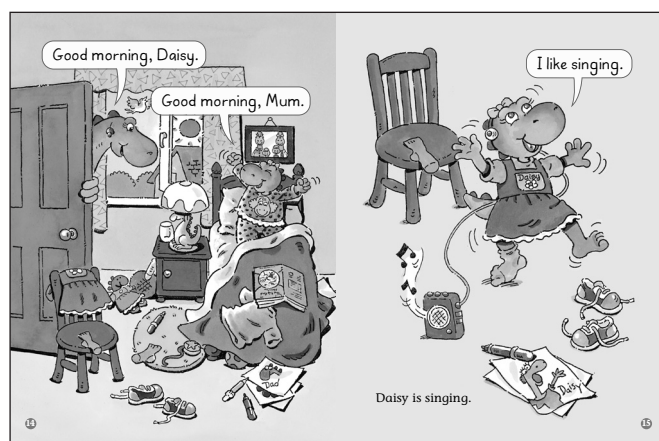
- Write *Mum, Dad, Danny* and *Daisy* on the board. Explain that in English people's names begin with a capital letter. Elicit whether any of the children have names which begin with the same letter as any of the characters' names.
- Point to each name in random order and ask the children to say the name.
- Say *Dad, Danny* and *Daisy* again. Ask *What sound do they start with? (/d/)*.
- Say *Dad* again. Ask *What sound is at the end? (/d/) What sound is in the middle? (/æ/)*. Say each individual sound in the word (*/d/ /æ/ /d/*) to show the children how to read and pronounce simple CVC words. Repeat the activity with *Mum /mʌm/*.

Extra activity

- Talk about the children's families. Ask *Have you got brothers or sisters? What are their names?*

- Do page 12 in the Comprehension and Vocabulary Workbook.

Pages 14 and 15



Word list

Daisy, good, I, is, like, morning Mum, singing

Language structures

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

Preparation

Wordcards 6, 11, 13, 14, 20, 22, 23, 29 plus punctuation

Before reading

- Tell the children to open their books to pages 14 and 15. Ask *Who can you see? Is it morning or night? How do we know? (the sun is in the sky) What is Daisy wearing? (pyjamas).*
- Elicit from the children what they can see in Daisy's room. Ask *Is Daisy a tidy dinosaur? Then ask What can you see on the floor? (doll, ball, pens, sock, yo-yo, paper, shoes) What can you see on her bed? (book, T-shirt).*
- Ask *Why is Mum looking round the door?* and elicit suggestions from the children.
- Tell the children to look at page 15. Ask *What is Daisy doing? (dancing and singing) How do we know? (she is listening to music).*

During reading

- Read pages 14 and 15 to the class slowly and clearly. Read the pages again pointing to each word as you read it.

- Ask *Can you see the word Mum? Can you see the word Daisy?*
- Read the text on page 14 again as a class.
- Invite different children to be each character and read their sentence out loud.
- Ask *Which two words are the same in each speech bubble? (Good morning).*
- Read the speech bubble and the sentence on page 15 again together as a class.
- Invite different children to read Daisy's speech bubble.
- Ask *Which word is in both sentences? (singing).* Tell the children to look at the word *singing*. Elicit from the children which letters are used in the same order more than once (ing).

After reading

- Write *Good morning* on the board, saying each word out loud as you write it. Yawn and stretch your arms as though you are waking up and say *Good morning* to the class. Invite a child to the front of the class and say *Good morning (child's name)*. Point to the words on the board as you read them. Encourage the child to say *Good morning*. Invite two different children to the front of the class and encourage them to read the greeting to each other, adding their partner's name. Repeat several times with different children.

Extra activity

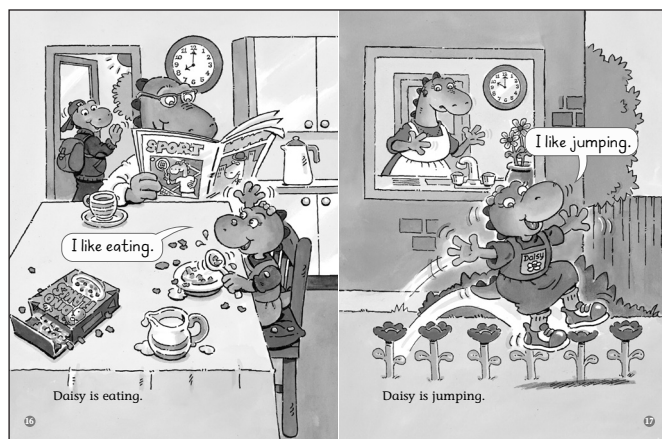
Ask *Do you like music? Have you got a favourite song?* If the children all know a song (in their own language), you could sing it together. When you have finished, smile and say *I like singing*.

- Ask *What will Daisy do next?*

Wordcard activities

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

Pages 16 and 17



Word list

Daisy, eating, I, is, jumping, like

Language structures

like + ...ing, present continuous tense

Preparation

Wordcards 6, 9, 13, 14, 19, 20
plus punctuation

Before reading

- Before looking at the pages, write the word *eating* on the board. Mime eating something, point to the word on the board and say *eating*. If you wish, play a mime game with the children. Mime eating a banana (peel it etc. to give the children as many clues as possible) and ask *What am I eating?* Repeat with other foods.
- Now write the word *jumping* on the board. Jump up and down, point to the word on the board and say *jumping*. Ask individual children to jump and encourage the class to say *jumping* as they watch.
- Tell the children to open their books to pages 16 and 17. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 16. Ask the children to name the members of the family.

- Elicit from the children what time of day they think it might be and what meal Daisy is eating. If necessary, tell them it is morning and that she is eating breakfast. Ask *What is Daisy eating?* (cereal) *Is the table clean? Who made it dirty?*
- Talk about the rest of the picture. Ask *Who is Daisy waving to? Where is Danny?* (going out of the door) *Where is he going?* Elicit suggestions for this question. Make sure someone says *to school*. Then ask *How do we know?* (he's got his school bag on his back. Ask *What is Dad doing?* (reading the paper).
- Tell the children to look at the picture on page 17. Ask the children to name the members of the family.
- Ask *Where is Daisy?* (in the garden) *How do we know?* (we can see the outside of the house, grass and flowers) *What is she doing?*
- Focus on Mum. Ask *Where is Mum?* (in the kitchen) *How do we know?* (we can see taps and a sink) *Who is Mum looking at? Is Mum happy? Why?* Elicit suggestions from the children (Daisy is jumping on the flowers). Ask *Is Daisy careful?*

Extra activity

Talk about Daisy's clothes. Ask *What is Daisy wearing?* (a dress, T-shirt, socks, shoes) *What is on the front of her dress?* (her name and a flower). Say *flower* and ask *What sound does it start with?* (/f/). Repeat for dress.

- Ask *Where is Danny?* (at school). Tell the children to look at the picture on page 16 to remind them that Danny left the house. Then ask *Where is Dad?* Elicit suggestions from the class until someone says *At work*.

During reading

- Read pages 16 and 17 to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, mime each verb to remind the children of what they mean.
- Ask the children to find and point to the words *eating*, *jumping*. Ask *Can you see the word eating?* *Can you see the word jumping?*
- Ask the class to find and point to Daisy's name on the pages. Make sure they don't forget the name on her dress.
- Read the text again and encourage the children to repeat each word after you. Then read the pages again together as a class.
- Invite different children to read Daisy's speech bubbles.
- Tell the children to look at page 16. Ask *Which word is in both sentences?* (*eating*). Repeat for page 17 (*jumping*).
- Put the children into pairs. Ask one to look at page 16 and to find and point to *I like eating*. Then tell the other one to look back to page 15 to find *I like singing*. Elicit from the children which words are the same and which word is different. Do this by reading one speech bubble at a time out loud and comparing them. Repeat for Daisy's speech bubble on page 17.
- Do the same activity using the sentences at the bottom of the page, starting by comparing pages 16 and 15 as above.
- 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

- Invite three children to the front of the class. Give each child one wordcard, either *singing*, *eating* or *jumping*. Tell the children to hold them up and ask the class to read each word out loud.
- Mime one of the actions, e.g. jumping, and ask the class to point to the correct wordcard. Repeat several times varying the mime each time.
- Write the word *is* on the board. Say each individual sound in the word (/ɪ/ /z/) to show the children how to read and pronounce simple words. Repeat each sound then say the word /ɪz/ encouraging the children to repeat after you.
- Write *singing*, *eating* and *jumping* on the board. If possible write the *-ing* endings in a different colour. Elicit from the children how each word ends and that it is the same ending for each word.

Extra activity

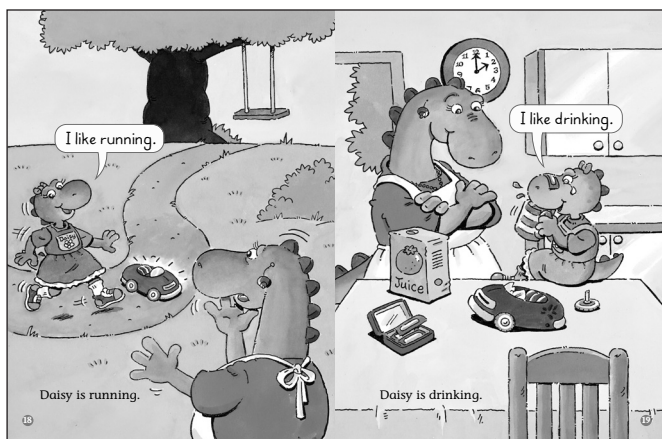
Ask *What do you eat for breakfast/lunch/in the evening?* *Do you like eating?* *What do you like eating best?*

- Ask *What will Daisy do next?* Elicit suggestions from the children.

Wordcard activities

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

Pages 18 and 19



Key vocabulary

Daisy, drinking, I, is, like, running

Language structures

like + ...ing, present continuous tense

Preparation

Wordcards 6, 8, 13, 14, 20, 28
plus punctuation

Before reading

- Before looking at the pages, write the word *running* on the board. Mime running, point to the word on the board and say *running*. Ask individual children to run on the spot and encourage the class to say *running* as they watch.
- Now write the word *drinking* on the board. Mime drinking, point to the word on the board and say *drinking*.
- 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 the children to name the members of the family.
- Ask *Where is Daisy?* Elicit suggestions from the children (in the garden). *How do you know?* (we can see grass, the tree, a swing).

- Then ask *What is Daisy doing? What is on the path? Is Daisy looking at the car? Say Look at Mum. Is she happy or worried? Why?* Elicit ideas from the children. Try to elicit that Daisy is going to trip over the car.
- Tell the children to look at the picture on page 19. Ask *Where is Daisy?* (in the kitchen) *How do we know?* To answer this question, encourage the children to match the things in the kitchen on page 19 with the things in the kitchen on page 16.
- Ask *Where is Daisy sitting?* (on the table) *Is she happy? Why is she crying? What has she done?* (she's tripped over the car and hurt her nose) *How do we know?* (the car is broken on the table and Daisy has got a plaster on her nose).
- Then ask *What is Daisy drinking?* (orange juice) *How do we know?* (the juice carton is on the table).

During reading

- Read pages 18 and 19 to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, mime each verb to remind the children of what they mean.
- Ask the children to find and point to the words *running* and *drinking*. Ask *Can you see the word running? Can you see the word drinking?*
- Ask the class to find and point to Daisy's name on the pages. Make sure they don't forget the name on her dress.
- Read the text again and encourage the children to repeat each word after you. Then read the pages again together as a class.
- Invite different children to read Daisy's speech bubbles.

- Tell the children to look at page 18. Ask *Which word is in both sentences?* (running). Repeat for page 19 (drinking).
- Put the children into pairs. Ask one to look at page 18 and to find and point to *I like running*. Then tell the other one to look at page 17 and to find *I like jumping*. Elicit from the children which words are the same and which word is different. Do this by reading one speech bubble at a time out loud and comparing them. Repeat for Daisy's speech bubble on page 19.
- Do the same activity using the sentences at the bottom of the page, starting by comparing pages 18 and 17 as above.
- Point to *Daisy* and *drinking*. Say the words several times. Ask *What sound do they start with?* (/d/). Elicit from the children that *Daisy* starts with a capital letter. Remind the children that in English people's names begin with a capital letter. Elicit whether any of the children have names which start with *D*.
- 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.
- Tell the children to point to the full stops at the end of the sentences. Remind the children that these tell us when a sentence has finished when we are reading.

After reading

- Invite five children to the front of the class. Give each child one wordcard, either *singing*, *eating*, *jumping*, *running* or *drinking*. Tell the children to hold them up and ask the class to read each word out loud.
- Mime one of the actions, e.g. jumping, and ask the class to point to the correct wordcard. Repeat several times varying the mime each time.
- Write *singing*, *eating*, *jumping*, *running* and *singing* on the board. If possible write the *-ing* endings in a different colour. Elicit from the children how each word ends and that it is the same ending for each word.

Extra activities

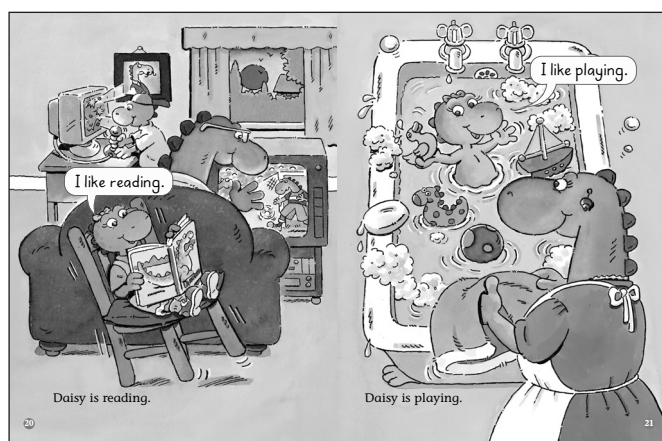
- Ask *What do you drink for breakfast/lunch/in the evening? What do you like drinking best?*
 - Talk about dangers in the home. Ask *Have you ever hurt yourself at home? What happened?* Encourage the children to tell each other about accidents they have had.
- Ask *What will Daisy do next?* Elicit suggestions from the children.

Wordcard activities

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

- Do page 13 in the Comprehension and Vocabulary Workbook.

Pages 20 and 21



Word list

Daisy, I, is, like, playing, reading

Language structures

Like + ...ing, present continuous tense

Preparation

Wordcards 6, 13, 14, 20, 26, 27
plus punctuation

Materials

toys

Before reading

- Before looking at the pages, write the word *reading* on the board. Mime reading, point to the word on the board and say *reading*.
- Now write the word *playing* on the board. Mime playing (use the toys to help you), point to the word and say *playing*.
- 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 the children to name the members of the family. Ask *What time of day is it?* Point out the sun through the window and remind the children that dad is home from work and Danny is back from school.

- Ask *Where are Daisy, Dad and Danny?* Elicit suggestions from the children (in the living room). Ask *How do you know?* (we can see a sofa, a television etc) *What is Dad doing?* (watching football) *What is Danny doing?* (playing computer games).
- Focus on Daisy. Ask *What is Daisy doing?* Say *Look at the picture on the front of her book.* *What is the book about?* (dinosaurs). *Is Daisy sitting on her chair properly?* *Is it safe?* Elicit from the children what might happen (she might fall backwards).
- Tell the children to look at the picture on page 21. Ask the children to name the members of the family.
- Ask *Where is Daisy?* (in the bathroom, in the bath) *What is she doing?* *What can you see in the bath?* (boat, duck, dinosaur, ball, soap, bubbles) *What is Mum holding?* (a towel) *Why do we use a towel?* (to dry ourselves when we are wet).
- Elicit from the children whether they have baths or showers.
- Point to the toys in the bath. For each one ask *What is it?* (boat, ball, dinosaur, duck). Write *boat, ball* and *bath* on the board saying each word out loud as you write it. Ask *What sound do they start with?* (/b/).

During reading

- Read pages 20 and 21 to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, mime each verb to remind the children of what they mean.
- Ask the children to find and point to the words *reading* and *playing*. Ask *Can you see the word reading? Can you see the word playing?*
- Ask the class to find and point to Daisy's name on the pages.
- Read the text again and encourage the children to repeat each word after you. Then read the pages again together as a class.
- Invite different children to read Daisy's speech bubbles.
- Tell the children to look at page 20. Ask *Which word is in both sentences?* (reading). Repeat for page 21 (playing).
- Put the children into pairs. Ask one to look at page 20 and to find and point to *I like reading*. Then tell the other one to look at page 19 and to find *I like drinking*. Elicit from the children which words are the same and which word is different. Do this by reading one speech bubble at a time out loud and comparing them. Repeat for Daisy's speech bubble on page 21.
- Do the same activity using the sentences at the bottom of the page, starting by comparing pages 20 and 19 as above.
- 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.
- Tell the children to point to the full stops at the end of the sentences. Remind the children that these tell us when a sentence has finished when we are reading.

After reading

- Invite seven children to the front of the class. Give each child one wordcard, either *singing*, *eating*, *jumping*, *running*, *drinking*, *reading* or *playing*. Tell the children to hold them up and ask the class to read each word out loud.
- Mime one of the actions, e.g. jumping, and ask the class to point to the correct wordcard. Repeat several times varying the mime each time.

Extra activities

- Talk about books. Ask *Do you like reading? What book do you like best?*
 - Talk about television programmes. Ask: *Do you like watching television? What programme do you like best?*
 - Talk about the games children play at home. If it's possible, you could play one in the class.
- Write *singing*, *eating*, *jumping*, *running*, *reading* and *playing* on the board. If possible write the *-ing* endings in a different colour. Elicit from the children how each word ends and that it is the same ending for each word.
 - Rub out all the words except *running*, *reading* and *playing*. Say *running reading* several times. Ask *What sound do they start with?* (/r/).
 - Say *playing* several times. Ask *What sound does playing start with?* (/p/).
 - Ask *What will Daisy do next?* Elicit suggestions from the children.

Wordcard activities

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

Page 22



Word list

Daisy, Goodnight, is, sleeping

Language structures

greetings, present continuous tense

Preparation

Wordcards 6, 12, 14, 30
plus punctuation

Before reading

- Before looking at the pages, write the word *sleeping* on the board. Mime *sleeping*, point to the word on the board and say *sleeping*.
- 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 page 22. Ask the children to name the family (Dad, Mum, Danny and Daisy). Ask *Where are the family?* (in Daisy's room) *Is it morning or night?* (night) *How do we know?* (the moon is in the sky) *What is Daisy wearing?* (pyjamas) *Is Daisy waking up or going to sleep?* (going to sleep) *How do we know?* (she is lying down on her pillow, she has got her eyes closed).

- Ask *Why is Daisy tired? Did she have a busy day? What did she do today?* Elicit the activities from the children and write each one on the board as they say it (singing, eating, jumping, running, drinking, reading, playing).
- Focus on Daisy's room. Ask *Is Daisy a tidy dinosaur? How do we know?* (there are things all over the floor and on her bed). Then ask *What can you see on the floor?* (book, ball, pens, shoes, skipping rope, paper) *What can you see on her bed?* (book, her dress, a sock).
- Say *Look at the picture on the floor. Who is it?* (Mum) *Who drew the picture?* (Daisy).

Extra activity

Talk about the children's bedtime. Ask *What time do you go to bed? Do you share your room with a brother or sister?*

- Ask *Why are Dad, Mum and Danny looking round the door?* and elicit suggestions from the children.

During reading

- Read page 22 to the class slowly and clearly. Read the page again pointing to each word as you read it. If you wish, mime *sleeping* to remind the children what it means.
- Ask the children to find and point to the word *sleeping*. Ask *Can you see the word sleeping?*
- Ask the class to find and point to Daisy's name on the page. Make sure they find the name on the front of her dress, lying on the bed. Then say *Can you find the /d/ on Daisy's bed?* Give the children time to find it. Elicit from the children what they think it stands for (Daisy). Remind them that it is a capital letter and elicit from them when we use capital letters in English (at the beginning of a name and a sentence).

Page 23

- Read the text again and encourage the children to repeat each word after you. Then read the pages again together as a class.
- Invite three children to read the speech bubble. Encourage them to use appropriate voices. Repeat with other groups of three.
- Ask *Why doesn't Daisy answer?* Point to the sentence at the bottom of the page and encourage the children to read it as their answer.

After reading

- Play the *Goodnight game*. Write *Goodnight, (write your name)* on the board. Ask the children to read the sentence. Pretend to be asleep and snore loudly! Then rub out your name and replace it with the name of a child from the class. Ask the children to read the new sentence and encourage the child in the sentence to pretend to be asleep. Continue playing with different names.
- Write *singing* and *sleeping* on the board. Ask *What sound do they start with? (/s/)*. Ask *Which letter is the same in sleeping? (e)*.
- Give the children time to read the whole story again with a partner or to read it quietly by themselves.

What is Daisy doing?



- Tell the children to look at page 23. Point to each picture in turn and ask *What is Daisy doing?*
- Point to each picture again, one at a time. Tell the children to find, point to and read out loud the correct word at the bottom of the page.
- Do page 14 in the Comprehension and Vocabulary Workbook.

Wordcard activities

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

After reading

Response to the story

- Ask the children which story they liked best. Why?

Characters

- Ask the children to name each member of the family.
- Ask *Is Daisy funny? Is she clumsy? Is she tidy?*
- Ask *Who looked after Daisy? Who went to work? Who went to school?*

Setting

- *Where did the first story take place?*
- *Where did the second story take place?*
- Elicit from the children all the different rooms and places they saw in the second story (Daisy's room, the kitchen, the garden, the living room).

Plot

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

Moral issues

- Ask the class how Daisy could help her Mum, e.g. by tidying up her bedroom.
- Talk about Daisy's accident in the garden and the way she was sitting on her chair. Ask the children how she could be more careful.

Vocabulary

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



Follow-up ideas

Daisy the dinosaur

Eggs Ask the children to name different animals that lay eggs (crocodiles, turtles, tortoises, snakes, hens, birds). Bring some eggs into class. Look at them and discuss the various parts of an egg.

Dinosaurs Elicit anything the children know about dinosaurs. Start a dinosaur corner and encourage children to bring in, and display, any models, toys, pictures or information they have about dinosaurs.

Animals and their young Daisy is a baby dinosaur. Talk about the things the children had to learn to do when they were babies, e.g. walk, talk, feed themselves. Talk about other animals and their young, e.g. cats, monkeys, crocodiles, lions. Elicit from the children what different animals teach their babies.

Babies Talk about what human babies can and can't do. Try to elicit the sequence of development, e.g. they can't walk before they can crawl etc. If any of the children have baby brothers or sisters, encourage them to tell the class about the funny things their brothers or sisters do.

Game Play *Guess who?* Ask the children to bring in photos of themselves as babies. Display them without labels and ask the class to guess who they think each one is.

Art Give each child an outline picture of a feather and ask them to draw a design on it and colour it in. Make a display of the feathers.

Give each child an outline picture of a penguin and tell them to colour in the black bits. You could make a large snowy background and stick the penguins onto it for a class display.

Make simple paper aeroplanes with wings and see how well they fly.

Drama *Daisy the Dinosaur* is very good for acting out as a class. You could invent more animals and their young to ensure everyone in the class is involved.

Daisy's day

Families Ask the children about their own families. How many children are in their family? Are they oldest, youngest or in the middle?

Enlarge the picture of Daisy and her family on page 13. Colour the picture of the family for a class display.