

# The School Play



## The story

The two stories in this book are about Holly and Tom and their family.

### Dressing up

In the first story Tom and Holly are at school. They are practising for the school play and try on their costumes. They find exciting things in the costume box and have a lot of fun putting them on, but they get in a bit of a muddle!

### Come to play

In the second story the children ask their parents and grandparents to come to the school play and they all come to see it. Unfortunately Tom trips over Holly's dress and his crown somehow ends up on Dad's head!

## The mouse family

The family of mice appears in these Holly and Tom stories. They copy Holly and Tom, and Mum and Dad and provide a funny mini story that the children will love to discuss. Encourage the children to find the mice in each picture and talk about what they are doing.

## Introduce the book

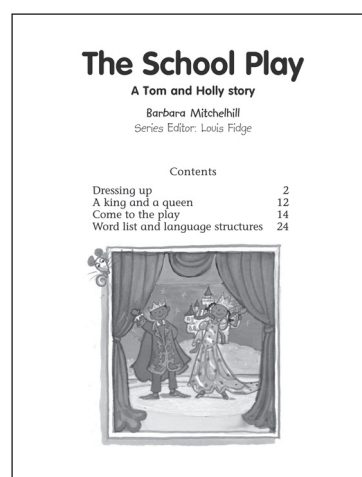
### The cover



- Hold up the book and point to the cover. Read the title to the class. Read it again and encourage the children to repeat after you.

- Point to the picture on the cover. Ask *Who can you see?* Elicit from the children as many of the names as they can remember. Ask *Where are they?* and elicit suggestions from the children. Then ask *What clothes are Mum and Dad holding?* (coat, dress) *Who is the king? Who is the queen? What are Holly and Tom doing?* and elicit suggestions from the class. Remind them of the book title.

### The contents page



### Materials

traditional stories from the school library with kings and queens in or pictures of kings and queens

- 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.
- Talk about what a play is. Elicit from the children other types of performances they might do at school. Encourage the children to tell you about any performances they have been involved in. Ask *Did you wear different clothes? What did you do? Did your mum and dad watch?*
- Point to the picture on the contents page. Explain that it is a poster about the school play at Holly and Tom's school. Ask *Who can you see?* (a king and a queen) *Do you like their clothes? Where do kings and queens live?* and focus on the castle/palace in the background. Then ask *What is the play about?* and elicit suggestions from the children. Also elicit any stories they know with kings and queens in.
- Hold up some of the books you have brought in with you or talk about films the children may have seen, e.g. *Snow White*, *Sleeping Beauty*.
- Tell the children to find the mouse.

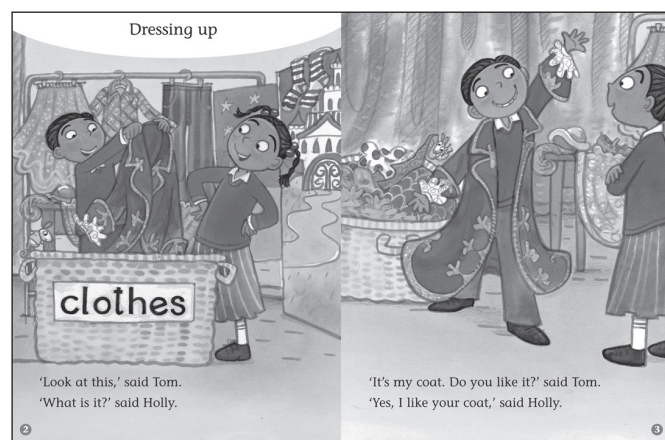


### The School Play

The story can be played at any time.

Pages 2 and 3

# Dressing up



## Word list

*at, coat, do, Holly, I, is, it, like, look, my, said, this, Tom, what, yes, you, your*

## Language summary

imperatives, past simple tense, *wh* questions, present simple tense, possessive pronouns

## Preparation

Wordcards 3, 7, 11, 20, 21, 23, 24, 29, 30, 32, 37, 45, 47, 50, 51, 52, 54 plus punctuation

## Materials

a long coat

objects the children know in English, e.g. a book, a ball, a bag etc.

## Before reading

- Before looking at the pages, teach *coat*. Hold up the coat you have brought in with you and then put it on. Say *coat* and encourage the children to repeat after you. Write *coat* on the board. Ask *What sound does coat start with? (/k/)* *What sound does coat end with? (/t/)*.
- 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. Ask *Do you dress up?* Encourage the girls to talk about trying on their mother's jewellery, shoes etc.
- Tell the children to look at the picture on page 2. Ask *Where are Holly and Tom, at home or at school? How do you know? What is in the basket?* Point to the word on the front of the basket and elicit the answer from the children. Then ask *What has Tom got? Is it a special coat? Why?* Encourage the children to describe it using colours and other adjectives. Then ask *Does Holly like Tom's coat? How do you know? What other clothes can you see?*
- Focus on the scenery in the background. Ask *What can you see?* then explain what this is used for.
- Ask *Can you see any mice? What are they doing?* (looking into the clothes basket).
- Tell the children to look at the picture on page 3. Ask *Does the coat fit Tom? Does Tom look nice? What can you see in the basket?*
- Ask *Can you see any mice? What are they doing?* (falling into the clothes basket).

## During reading

- Read pages 2 and 3 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 Tom? Can you see the word Holly? Can you see the word coat?*
- Elicit that in English people's names begin with a capital letter.
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite different children to be each character and read their part of the story out loud.

- Ask the children to find and point to the word *said*. Ask *How many can you see?* Repeat with *it* and *like*.
- Say *Find and point to the first sentence on page 2. What is the first word?* Encourage the children to read it (Look). Elicit from the children why it has a capital letter. Ask the children to find the first word in the second sentence in the same way and continue with the other sentences on the pages. Each time ask the children to read them. Elicit from the children what sound each word starts with. Then ask *Which word has the sound /ʊ/ in the middle? What letters make the /ʊ/ sound?*
- 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 *Do you like it?* and the answer, *Yes, I like your \_\_\_\_\_* . on the board. Hold up one of the objects again and ask *Do you like it?* Encourage the children to answer using the sentence on the board. Continue the activity holding up a different object each time.
- Play some word games with the children. Write *at* on the board. Say each individual sound in the word (/æ/ /t/) to show the children how to read and pronounce simple words. Repeat each sound then say the word /æt/ encouraging the children to repeat after you. Add different letters to the beginning, e.g. *b, c, h, m, s*, and encourage the children to read the new words.
- Write *coat* on the board. Encourage the children to read it out loud. Rub out the *c* and write a *b*. Encourage the children to read the new word. Repeat the activity, changing the *b* to *g*.
- Write *like* on the board. Encourage the children to read it out loud. Rub out the *l* and write a *b*. Encourage the children to read the new word.
- Write *look* on the board. Encourage the children to read it out loud. Rub out the *l* and write a *b*. Encourage the children to read the new word. Repeat changing the *b* to *c*.
- Ask *What will Holly and Tom find in the basket? What will Holly wear? What will Tom wear?*

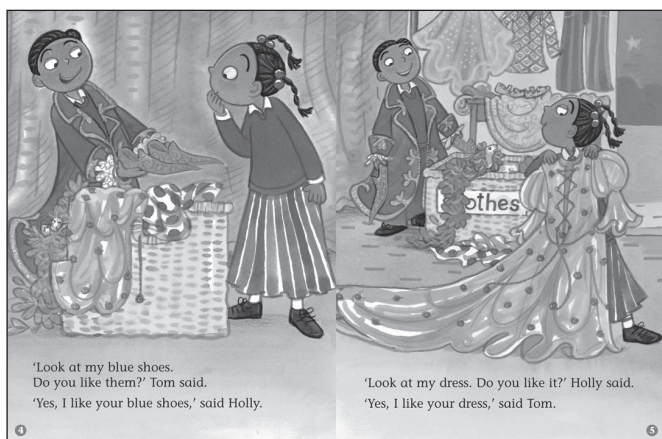
### After reading

- Write *Look at this.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Hold one of the objects you have brought into class with you, e.g. a book, and say *Look at this.* Then write *What is it?* on the board under *Look at this.* Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together. Point to the question mark and elicit from the children why it is there.
- Hold the book up again and say *Look at this. What is it?* Encourage the children to answer the question with *It's a book*. NB If appropriate, explain that *It's* is a short way of saying *It is*. Write *It's a book.* on the board and ask the children to read it out loud. Continue the activity holding up a different object each time.

### Wordcard activities

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

Pages 4 and 5



**Word list**

at, blue, do, dress, Holly, I, it, like, look, my, said, shoes, them, Tom, yes, you, your

**Language summary**

imperatives, present simple tense, past simple tense, possessive pronoun

**Preparation**

Wordcards 3, 4, 11, 12, 20, 21, 24, 29, 30, 32, 37, 41, 44, 47, 51, 54 plus punctuation

**Materials**

shoes, a dress, some blue objects the children know in English, e.g. a blue book, a blue ball, a blue bag, a blue toy car etc.

**Before reading**

- Before looking at the pages, teach *blue*, *shoes* and *dress*. Hold up the shoes and elicit what they are. Say *shoes* and encourage the children to repeat after you. Write *shoes* on the board. Repeat the activity with *dress*. Then show the children all the blue objects and each time say *blue*. Encourage the children to repeat it after you. Point to any other blue things you can see in the classroom, including the children's clothing. Each time say *blue*. To make sure the children

have understood, ask individual children to find and point to something blue. Write *blue* on the board.

- Point to the words on the board. Ask *Which word starts with /d/?* Ask the same question for /b/ and /s/. Then ask *Which word ends with /s/? Which word is a colour? Which word is something we wear on our feet?*
- 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 *What is Tom holding? What colour are they?*
- Then ask *What is Tom saying to Holly?* and elicit suggestions from the children.
- Ask *Can you see any mice? What are they doing?* (hanging on to the clothes).
- Tell the children to look at the picture on page 5. Ask *What is Holly holding? Is it a special dress? Why?* Encourage the children to describe the dress using colours and other adjectives.
- Then ask *What is Holly saying to Tom?* and elicit suggestions from the children.
- Ask *Can you see more shoes? What are they like? Are they for a girl or a boy?*
- Ask *Can you see any mice? What are they doing?*

**During reading**

- Read pages 4 and 5 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 Tom? How many can you see? Can you see the word Holly? How many can you see? Can you see the word blue? Can you see the word shoes? Can you see the word dress?*

- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Say *Find and point to* Look at my blue shoes. *Find and point to* Look at my dress. Then ask *Which words are different?*
- Then say *Find and point to* Do you like them?. *Find and point to* Do you like it?. Then ask *Which words are different?* Elicit from the children why the first question uses *it* and the second uses *them*. If necessary, hold up the dress and ask *Do you like it?* then hold up the shoes and ask *Do you like them?* to make it clear. Then hold up either the shoes or the dress and encourage the children to ask the correct question. Continue until the children are confident.
- Say *Find and point to* Yes, I like your blue shoes. *Find and point to* Yes, I like your dress. Then ask *Which words are different?*
- Ask the children to find and point to the word *said*. Ask *How many can you see?* Repeat with *it* and *like*.
- Say *Find and point to* you *and* Yes. Encourage the children to say them. Then ask *What sound do they start with?* (/j/).
- Brainstorm and write the names of some colours on the board. Rub out *blue* in the sentence and write in another colour. Encourage the children to read the new sentence. Repeat the activity writing in a different colour each time. Finally write *blue* in again.
- Rub out *shoes* in the sentence and write in *dress*. Encourage the children to read the new sentence. Change the colour word a few times for the children to read the new sentence.
- Write *shoes* on the board. Ask *What sound does shoes start with?* then brainstorm any other /s/ words the children know, e.g. *ship, shop, shut, shout, sheep* etc.
- Rub out the *s* at the end of *shoes* and ask the children to read the singular form out loud. Brainstorm any words the children know that rhyme with it, e.g. *blue, two, new, do, who, moo*.

### Extension

Talk about how you would say the opposite of *Yes, I like your dress.*, i.e. *No, I don't like your dress.*

- Ask *What will Holly find in the basket?*  
*What will Tom find?*

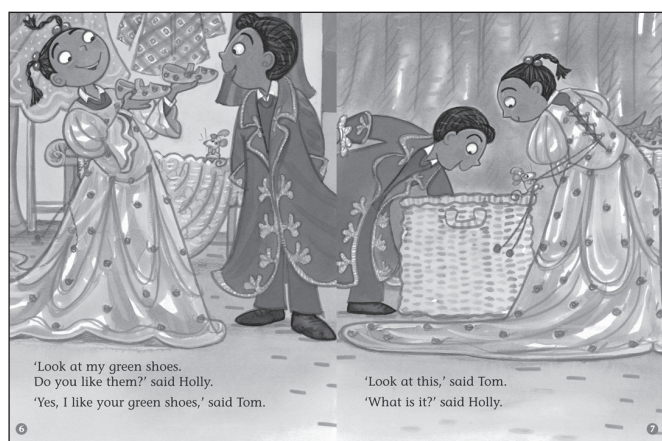
### After reading

- Write *Look at my blue shoes.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give six children one wordcard each in random 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 sentence on the board.

### Wordcard activities

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

Pages 6 and 7



**Word list**

*at, do, green, Holly, I, is, it, like, look, my, said, shoes, them, this, Tom, what, yes, you, your*

**Language summary**

imperatives, possessive pronoun, present simple tense, past simple tense, *wh* questions

**Preparation**

Wordcards 3, 11, 16, 20, 21, 23, 24, 29, 30, 32, 37, 41, 44, 45, 47, 50, 51, 52, 54 plus punctuation

**Materials**

pictures from magazines of a blue coat, a green coat, a blue dress, a green dress, a blue shoe and a green shoe (or simple coloured-in drawings of these things)

**Before reading**

- Remind the children of the colour word *green*. Elicit from them some things that are green. Then ask *What sound does green start with? (/g/)* *What sound does green end with? (/n/)* *What sound is in the middle? (/i:/)*
- 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 *What is Holly wearing? What is Holly holding? What colour are they?*
- Then ask *What is Holly saying to Tom?* and elicit suggestions from the class.
- Ask *Can you see any mice? What are they doing?* (sitting on the basket, putting on clothes).
- Tell the children to look at the picture on page 7. Ask *What is Tom doing? What can he see in the basket?* and elicit suggestions from the children.
- Ask *Can you see any mice? What are they doing?* (swinging on the laces of Holly's dress).

**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 Tom? Can you see the word Holly? Can you see the word green? Can you see the word shoes?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Say *Find and point to the words that start with /l/*. Encourage the children to read them out loud. Repeat the activity with */r/*.
- Read the text on page 7 again. Encourage the children to read with you. Tell the children to read the text on page 2 again. Elicit from the children that the text is the same on both pages.

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

### After reading

- Stick the pictures of the clothes that you have brought into class with you on the board. Put these wordcards on your table face up: *a, blue, green, shoe, dress, coat*.
- Invite a child to come to the front of the class. Point to one of the pictures on the board and ask the child to choose the correct cards to match the picture. Tell the child to hold up the cards in the correct order and ask the class to check if the child is right.
- Then encourage the child to use the clothing item they have matched to ask the question *Do you like my \_\_\_\_\_ ?*, e.g. *Do you like my blue shoes?* The class must respond with the appropriate answer *Yes, I like them/it*. Make sure they remember the plural and singular answer form. Repeat the activity with different children, changing the picture each time.
- Ask *What will happen next? What can Tom see in the basket?*

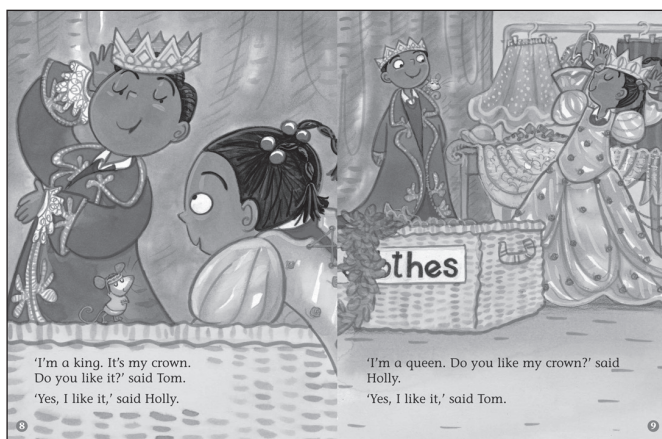
### Wordcard activities

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

- Do page 33 in the Comprehension and Vocabulary Workbook.



Pages 8 and 9



**Word list**

*a, crown, do, Holly, I, I'm, it, it's, king, like, my, queen, said, Tom, yes, you,*

**Language summary**

present simple tense, possessive pronouns, past simple tense

**Preparation**

Wordcards 1, 9, 11, 20, 21, 22, 24, 27–29, 32, 36, 37, 47, 51, 52 plus punctuation

**Materials**

two sentence cards: one with *I'm a king.* on and the other with *I'm a queen.* on  
 magazine pictures of a blue crown, a green coat, a blue dress, a green shoe (or simple coloured-in drawings)  
 a paper crown

**Before reading**

- Before looking at the pages, teach the words *king*, *queen* and *crown*. Hold up the picture of the king and elicit from the children what he is. Say *king* and encourage the children to repeat it after you. Write the word on the board. Then repeat the activity with the queen.

- Put the hat on and ask *Does a king wear a hat? Does a queen wear a hat?* Elicit from the children what they wear on their heads then put on the paper crown and say *crown*. Encourage the children to repeat it after you. Write the word on the board. Make sure the children know the meaning of each word.
- Rub out the *k* in *king* and write in an *r*. Ask the children to read the new word. Then rub out the *qu* in *queen* and write in *gr*. Ask the children to read the new word. Then ask *What sound does crown start with? (/k/)* *What sound does crown end with? (/n/)*.
- Tell the children to open their books to pages 8 and 9. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 8. Ask *What did Tom find in the basket? Where is the crown? Is Tom a king or a queen?*
- Ask *Can you see the mouse? What is it doing?* (putting on a crown like Tom).
- Tell the children to look at the picture on page 9. Ask *What has Holly got on her head? Does she like the crown? How do you know? Can you see the shoes? Where are they? Whose are they?*
- Ask *Can you see the mouse? What is it doing?* (on Tom's shoulder, looking at Holly).

**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 Tom? Can you see the word Holly? Can you see the word king? Can you see the word queen? Can you see the word crown? How many can you see?*
- 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.
- Say *Find the word my. How many can you see?* Repeat the activity with *said, it, like*.
- Say *Find the word I'm*. Elicit or explain that *I'm* means *I am*. Do the same for *it's* (it is).
- Ask the children how many sentences are on page 8 and 9. Tell them to count the full stops to find out. Elicit from the children what a full stop means.
- Write *crown* on the board. Elicit from the children what it says. Change the *c* to *b*. Encourage the children to read the new word out loud. Then change the *br* to *cl* and encourage the children to read the new word.
- Write *do* and *you* on the board. Elicit from the children what they say. Say them to the class a few times. Then ask *Do they sound the same? What other words sound like do and you?* and elicit other words the children know (blue, shoe, two).

### Extra activity

If appropriate, elicit from the children what speech marks are. To make sure they remember, ask them to tell you exactly what Tom and Holly say on pages 8 and 9.

### Wordcard activities

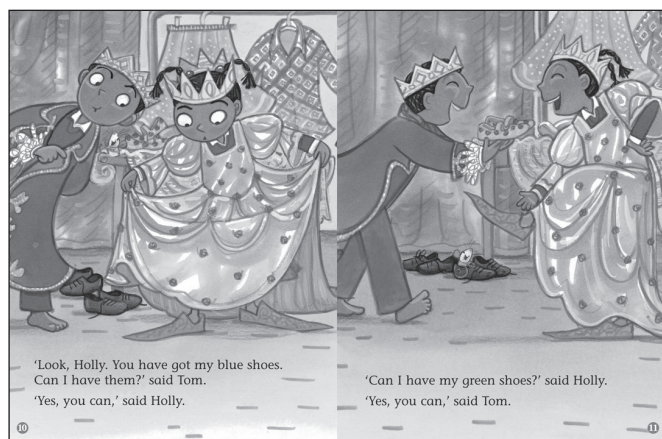
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 34 in the Comprehension and Vocabulary Workbook.

### After reading

- Stick the two sentence cards you have brought into class with you on the board. Put the pictures of the crown, dress, coat and shoe face up on your table.
- Invite a boy and a girl to the front of the class. Tell them to choose the sentence on the board that is correct for them. Then write *It's my blue crown.* on the board and ask one of the children at the front to read it and pick up the correct picture from your table. If he/she is correct put the crown on his/her head. Tell the child to show the class the picture and help him/her to say *I'm a king/queen.* *Do you like my blue crown?* Encourage the class to answer *Yes, I like it.* Repeat the activity for the other child at the front with a new sentence, e.g. *It's my green shoe.* Continue the activity using different children and different sentences.

Pages 10 and 11



**Word list**

*blue, can, got, green, have, Holly, I, look, my, said, shoes, them, Tom, yes, you*

**Language structures**

imperatives, *have got*, questions with *can*, *can* for permission, past simple tense

**Preparation**

Wordcards 4, 5, 13, 16, 17, 20, 21, 30, 32, 37, 41, 44, 47, 50, 51 plus punctuation

**Materials**

two books, two pencils, two toy cars, two balls, two bags

**Before reading**

- Tell the children to open their books to pages 10 and 11. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 10. Ask *What is Holly looking at? Is she surprised? Whose shoes is she wearing? What is Tom wearing on his feet?*
- Tell the children to look at the picture on page 11. Ask *What is Tom holding? Are Holly and Tom laughing? Why? Is the mouse laughing? Where is the mouse?*

**During reading**

- Read pages 10 and 11 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 Tom? Can you see the word Holly? Can you see the word blue? Can you see the word shoes? Can you see the word green?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Read the first line on page 10 again. Ask *What two words start with /h/? (have and Holly) How many times can you see have on pages 10 and 11? How many times can you see can? Which words start with g? (got and green).*
- Then say *Find all the words with one letter.* When the children have found them (I), encourage them to read them out loud. Repeat the activity with two-letter (my) and three-letter words (you, got, can, yes, Tom).

**After reading**

- Write *You have got my \_\_\_\_\_ . Can I have it?* Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give a child one of the objects you have brought into class with you, e.g. a book. Then say *You have got my book. Can I have it?* Encourage the child to hand it back and say, *Yes, you can.* Repeat with different objects and different children.

Pages 12 and 13

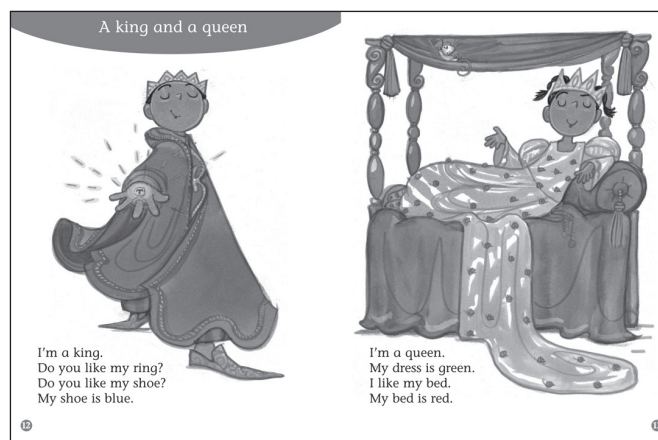
## A king and a queen

- Do the activity again but change it to the plural using *them*. Give the children two of each object.
- Write *can* on the board. Say each individual sound in the word (/k/ /æ/ /n/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /kæn/ encouraging the children to repeat after you. Rub out the *c* and write in an *f*. Encourage the children to read the new word. Continue, changing the first letter to *m*, *p*, *r*, *v*. Repeat the activity with *got* and the letters *h*, *d*, *p*.
- 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.

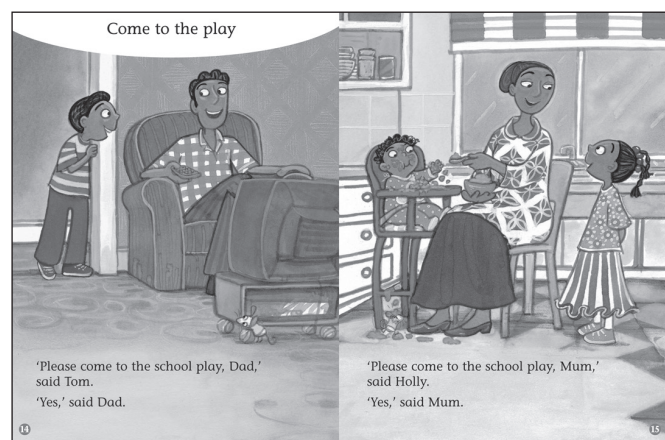
- Do page 35 in the Comprehension and Vocabulary Workbook.



- Read the rhyme on pages 12 and 13 to the class several times. Encourage the children to join in when they are ready.
- Focus on one verse at a time and tell the children to find the pairs of words that sound the same. Talk about letters that are the same, e.g. *king – ring*, *queen – green*, *bed – red* and sounds that are the same, e.g. *blue – shoe*.

Pages 14 and 15

# Come to the play



### Word list

come, Dad, Holly, Mum, play, please, said, school, the, to, Tom, yes

### Language structures

imperatives, past simple tense

### Preparation

Wordcards 8, 10, 20, 31, 34, 35, 37, 38, 43, 46, 47, 51 plus punctuation

## Before reading

- Before looking at the pages, remind the children of the words *please, come, school* and *play*. They will have seen these words in other reading books in the series. Write each word on the board and elicit what each one says. Elicit or explain what each one means. NB Teach the meaning of the noun *play*, not the verb.
- 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 page 14. 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.

- Tell the children to look at the picture on page 14. Ask *Who can you see? What is Dad doing? What is Tom saying to Dad?* and elicit suggestions from the children.
- Ask *Can you see the mouse? What is it doing?* (hiding behind the television).
- Tell the children to look at the picture on page 15. Ask *Who can you see? What is Mum doing? Does the baby like his food? Has the baby dropped his food?* Point out that some food has fallen on top of the mouse!
- Ask *What is Holly asking Mum?* and elicit suggestions from the children.

## During reading

- Read pages 14 and 15 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 Tom? Can you see the word Holly? Can you see the word Mum? Can you see the word Dad? Can you see the word please? Can you see the word school? Can you see the word play?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Tell the children to look at the text on page 14. Ask *What does Tom say? What does Dad say?* Encourage the children to tell you exactly what they said. Repeat the activity for Mum and Holly on page 15.
- Tell the children to look at the text on both pages. Ask *What words are different?* If necessary, read the first sentence on each page and compare them. Continue with the remaining sentences.
- Then ask *Which words begin with /p/?* (please, play).

- Then say *Find all the words with two letters.* When the children have found them (to), encourage them to read them out loud. Repeat the activity with three-letter (the, Dad, Tom, yes, Mum) and four-letter words (come, play, said). Put the children into small groups. Give each group a set of all of these wordcards. Tell them to sort the words into two, three, and four-letter groups.

### After reading

- Write *Please come to the school play.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give seven children one wordcard each and ask them come to the board and match their card with the correct word.
- Rub out *school play* and write in *zoo*. Ask the children to read the new sentence. Then

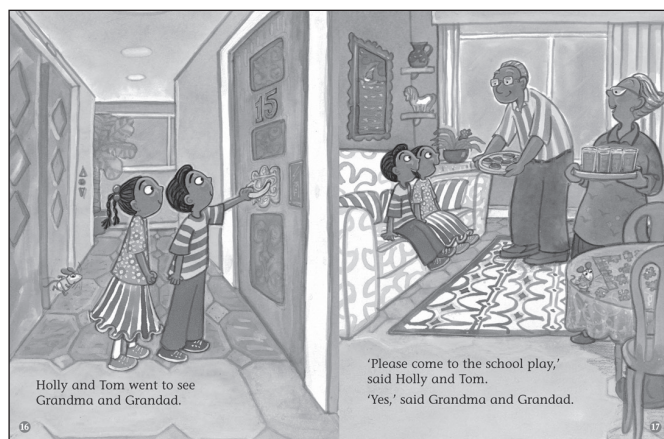
rub out *the zoo* and write in *my party*. Ask them to read the new sentence. Elicit other suggestions from the children, e.g. *my house*.

- Write *play* on the board. Elicit from the children what it says. Rub out the *pl* and write in *s*. Encourage the children to read the new word. Then rub out the *s* and write in *d* to make another new word.

### Wordcard activities

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

Pages 16 and 17



**Word list**

*and, come, Grandad, Grandma, Holly, play, please, said, school, see, the, to, Tom, went, yes*

**Language structures**

past simple tense, imperatives

**Preparation**

Wordcards 2, 8, 14, 15, 20, 34, 35, 37–39, 43, 46, 47, 49, 51 plus punctuation

**Before reading**

- Before looking at the pages, teach *see* and *went*. Write each word on the board. Explain what each word means. You will need to explain that *went* is the past form of *go*.
- Remind the children of the words *Grandma* and *Grandad*. Write the two words on the board and ask the children to read them. Then ask the children about their grandparents to make sure they have remembered the words, e.g. *Have you got a Grandma and a Grandad? Are they old or young? Where do they live? How many times do you see them?* etc.
- Point to the two words and ask *What letters are the same? What letters are different?* Then ask *Can you see and in both words?*

- 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 *What are Tom and Holly doing? Whose door is it?* and elicit suggestions from the children.
- Ask *Can you see the mouse?* (coming out of the lift).
- Tell the children to look at the picture on page 17. Ask *Whose flat is it? Are Grandma and Grandad kind? Where are Holly and Tom sitting? What are Grandma and Grandad giving Holly and Tom? Where is the mouse? What is on the table next to the mouse? What are Tom and Holly saying to their grandparents?* and elicit suggestions from the children.

**During reading**

- Read pages 16 and 17 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 Tom? Can you see the word Holly? Can you see the word went? Can you see the word see? Can you see the word Grandma? Can you see the word Grandad?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Ask *What did Holly and Tom ask Grandma and Grandad?* Encourage the children to read exactly what Holly and Tom said. Elicit from the children why we use speech marks.
- Say *Find the word. How many can you see?* Repeat the activity for *to*.

- Ask *How many names can you see?* Encourage the children to read the names on both pages. Elicit from the children when we use capital letters in English.
- Write *see* on the board and read it. Elicit from the children what it says. Rub out the *s* and add write in a *b*. Encourage the children to read the new word. Then rub out the *b* and write in *tr*. When the children have read *tree*, ask *What number word sounds the same as tree?* (three).

### After reading

- Write *Holly and Tom went to see Grandma and Grandad.* on the board. Say each word out loud as you write it and encourage the children to repeat after you. Then read the complete sentence together.
- Rub out *Grandma and Grandad.* Ask the children to suggest different ways the sentence could be ended, e.g. their own names, the names of their friends, parents etc.
- Write *and* on the board. Say each individual sound in the word (/æ/ /n/ /d/) to show the children how to read and pronounce simple words. Repeat each sound then say the word /ænd/ encouraging the children to repeat after you. Add *h* to the beginning of the word. Encourage the children to read the new word. Continue, changing the first letter to *b* then *s*.

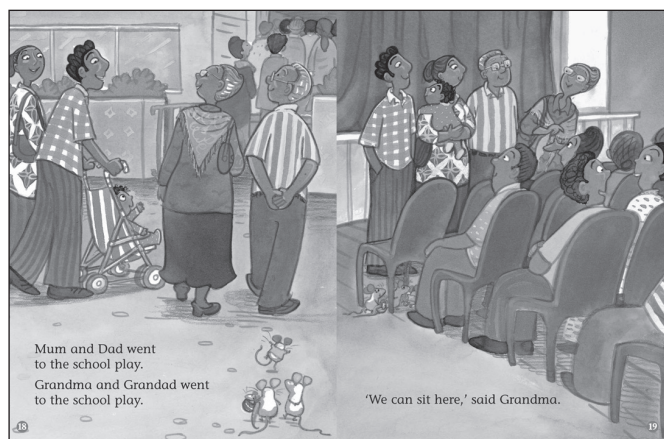
### Wordcard activities

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

- Do page 36 in the Comprehension and Vocabulary Workbook.



Pages 18 and 19



**Word list**

*and, can, Dad, Grandad, Grandma, here, Mum, play, said, school, sit, the, to, we, went*

**Language structures**

past simple tense, *can* for ability

**Preparation**

Wordcards 2, 5, 10, 14, 15, 19, 31, 34, 37, 38, 42, 43, 46, 48, 49 plus punctuation

**Before reading**

- Before looking at the pages, teach *sit*. Place a chair in front of your table. Stand in front of it and as you sit on it say *sit*. Stand up again and then sit saying the word again. Write *sit* on the board and encourage the children to repeat the word after you.
- 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 *Who can you see? Where are they? Why?* and elicit suggestions from the children. If necessary, remind the children of the title of the book. Then ask *Are they excited? Are other people going into the school? Who are they?*

- Ask *Where are Holly and Tom?* and elicit suggestions from the class.
- Ask *Can you see the mice? What are they doing?* (going to the school).
- Tell the children to look at page 19. Ask *Where are they? Are Mum, Dad, Grandma and Grandad sitting? Are other people sitting? Where can the family sit? What is Grandma pointing at? Who is holding baby Joe?* If appropriate, explain where the stage is and why the curtains are pulled.
- Ask *Can you see the mice? Where are they sitting?* (under the chair).
- Then ask *Where are Holly and Tom? What are they doing? Are they worried or excited?* Elicit suggestions from the children and talk about how it feels to perform in front of your family.

**During reading**

- Read pages 18 and 19 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 Tom? Can you see the word Holly? Can you see the word Mum? Can you see the word Dad? Can you see the word Grandma? Can you see the word Grandad? Can you see the word school? Can you see the word play? Can you see the word went? Can you see the word sit?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite different children to be each character and read their part of the story out loud.

- Tell the children to look at the text on page 18. Read it to the children again. Ask *How many sentences can you see?* Compare the two sentences with the children. Ask *What words are the same? What words are different?*
- Tell the children to look at the text on page 19. Ask *Who said We can sit here?*
- Tell the children to look at the text on both pages. Then say *Find all the words with two letters.* When the children have found them (to, we), encourage them to read them out loud. Repeat the activity with three-letter (and, the, Mum, Dad, can, sit) and four-letter words (went, play, here, said). Put the children into small groups. Give each group a set of all of these wordcards. Tell them to sort the words into two, three, and four-letter groups.
- Re-arrange the children with the wordcards so their sentence reads *Can we sit here?* Write the question on the board under *We can sit here.* using the correct punctuation and tell the children with the wordcards to sit down. Discuss the difference between the two sentences.
- Write *we* on the board. Rub out the *w* and write in *m*. Encourage the children to read the new word out loud.
- Ask *Will they like the play? What will Tom be in the play? What will Holly be? What will happen?*

### Wordcard activities

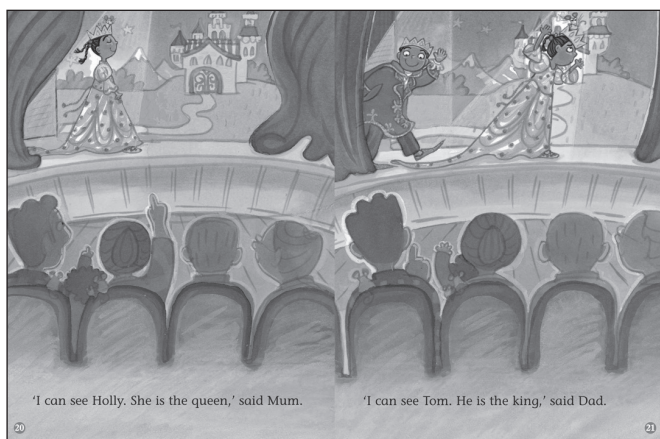
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 37 in the Comprehension and Vocabulary Workbook.

### After reading

- Write *Mum and Dad went to the school play.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give nine children one wordcard each and ask them come to the board and match their card with the correct word.
- Rub out *Mum and Dad.* Ask *Who else went to the school play?* When the children have answered, write *Grandma and Grandad's* names in.
- Write *We can sit here.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give four children one wordcard each and ask them come to the board and match their card with the correct word.

## Pages 20 and 21



### Word list

*can, Dad, he, Holly, I, is, king, Mum, queen, said, see, she, the, Tom*

### Language structures

*can* for ability, present simple tense, past simple tense

### Preparation

Wordcards 6, 10, 18, 20, 21, 23, 28, 31, 36, 37, 39, 40, 43, 47 plus punctuation

### Before reading

- Tell the children to open their books to pages 20 and 21. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 20. Ask *Who is sitting down?* See if the children can recognise the characters from their silhouettes. Then ask *Why is it dark?* (because the curtains have been drawn to make the school dark) *What are they watching?* *Who is Mum pointing at?* *What is Holly wearing?* *Who is she?* Discuss the scene in the background.
- Ask *Can you see the mouse family?* *What are they doing?* (watching the play).

- Tell the children to look at the picture on page 21. Ask *Who is behind Holly?* *What is Tom wearing?* *Who is he?* *Who is Tom waving to?* *Is he being careful?* Point out to the children that Holly's dress is very long at the back, if necessary draw attention to Tom's foot. Then ask *Can you see Holly's crown?* *What's happening?*

### During reading

- Read pages 20 and 21 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 Holly?* *Can you see the word Tom?* *Can you see the word queen?* *Can you see the word king?* *Can you see the word Mum?* *Can you see the word Dad?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.
- Tell the children to look at the text on page 20. Ask *What did Mum say?* Encourage them to read exactly what Mum said. Then tell them to look at page 21 and ask *What did Dad say?* Then ask *What words are the same?* *What words are different?*
- Say *Find the word I. How many can you see?* Repeat for *can, see, is, the, said.*
- Then ask *Which words have the sound /i:/?*
- Finally ask *Which is the shortest word?* (I).

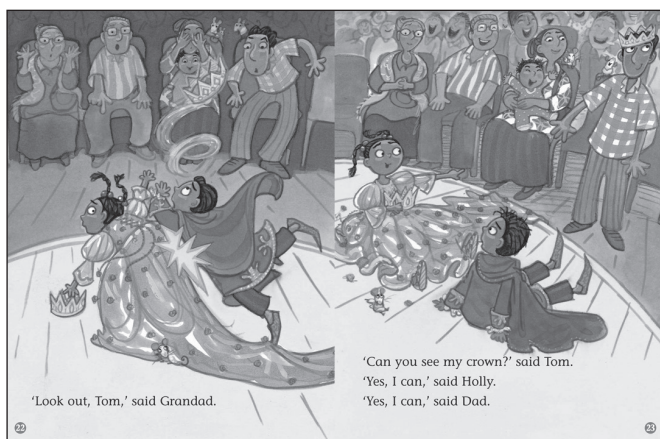
### After reading

- Write *I can see Holly. She is the queen.* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
  - Rub out *Holly* and write in *Tom*. Then elicit from the children what other words need to be changed to make the sentence correct.
  - Write *Holly is the queen.* on the board and ask the children to read it. Write *Is Holly the queen?* underneath and ask the class to read it and answer the question correctly (Yes, she is). Repeat the activity with *Tom is the king.*
  - Write *she* on the board. Rub out the *s* and ask the children to read the word out loud.
- Play an opposites game. Say a word, e.g. *king*, and ask the children to say the opposite word (queen). Continue the game with words the children know, e.g. Mum/Dad, Grandma/Grandad, long/short, big/small, dark/light, hot/cold etc.
  - Ask *What will happen next?* and elicit suggestions from the children.

### Wordcard activities

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

Pages 22 and 23



**Word list**

can, crown, Dad, Grandad, Holly, I, look out, my, said, see, Tom, yes, you

**Language structures**

imperatives, past simple tense, questions with *can*, *can* for ability

**Preparation**

Wordcards 5, 9, 10, 14, 20, 21, 30, 32, 33, 37, 39, 47, 51, 52 plus punctuation

**Materials**

objects the children know in English: a book, a toy car, a shoe, a pencil etc.

**Before reading**

- Before looking at the pages, teach the expression *Look out!* Write it on the board and say it expressively. Encourage the children to repeat it after you using the correct expression. Explain what it means to the class and elicit from the children when they might use it, e.g. if someone is in danger.
- 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 picture on page 22. Ask *What happened to Holly's crown? What is Holly doing? What is Tom doing? Where is Tom's crown? Are Grandma and Grandad worried? Is Mum looking? Why not? What is Dad doing? Why is he standing up?*
- Then ask *Where is the mouse? Is he worried? (on the floor, yes because Holly is falling towards him).*
- Tell the children to look at the picture on page 23. Ask *What are Tom and Holly doing? Are Tom and Holly hurt? What is Holly holding in her hand? Where is Tom's crown? What are Holly, Mum and Grandad looking at? Why are they laughing? Is the baby happy?*

**During reading**

- Read pages 22 and 23 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 words look out? Can you see the word Tom? Can you see the word Grandad? Can you see the word crown? Can you see the word Tom? Can you see the word Dad?*
- Read the text again and encourage the children to repeat each sentence after you. Then read the pages again together as a class.
- Invite different children to be each character and read their part of the story out loud.
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.

- Tell the children to look at the text on page 22. Ask *What did Grandad say?* and encourage the children to read exactly what Grandad said. Then tell them to look at the text on page 23 and to tell you what Tom, Holly and Dad said.
- Tell the children to look at both pages. Say *Find a word that starts with /l/*. Continue with /t/, /j/, /s/, /k/, /g/, /d/. You can turn this into a competition by putting the children into pairs and telling them to put their hands up when they find the word. The first pair to put up their hands and say the word correctly gets a point.
- Write *Can you see my crown?* on the board. Say each word out loud as you write it and encourage the children to repeat each word after you. Then read the complete sentence together.
- Give six children one wordcard each and ask them come to the board and match their card with the correct word.
- Rub out *crown* and elicit other objects from the children. Write in the suggestion each time.
- Give the children time to read through the whole story again with a partner or to read it quietly by themselves.

### After reading

- Play *Can you see?* Ask a child to close their eyes. Place one of the objects you have brought into class with you, e.g. a book, somewhere in the classroom so it can be seen without too much difficulty. Tell the child to open their eyes and ask *Can you see my book?* He or she must look for it and answer, *Yes, I can*. If they can't find it, encourage the class to help. Continue the game with other children and other objects.

### Wordcard activities

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

- Do page 38 in the Comprehension and Vocabulary Workbook.

## After reading

### Response to the story

- Ask the children *Did you like the stories? Why? Why not? Which story did you like best?*

### Characters

- Ask children to name each member of the family.

### Setting

- *Where did the first story take place?*
- *Where did the second story take place?*

### Plot

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

### Moral issues

- The story teaches us to concentrate on what we are doing.

### Vocabulary

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

## Follow-up ideas

**School plays** Talk to the children about their experiences of school plays or performances. What plays/performances have they been in? What did they do? How did they feel? Did they do it in front of a lot of people like Holly and Tom? Did their mum and dad, and grandma and grandad watch?

**Drama** The stories are all about a play and acting. Have fun acting out the stories with the class. Put the children into groups of six: Holly, Tom, Mum, Dad, Grandma and Grandad. Read the story out loud and let each group have a turn at acting it out for the rest of the class. Repeat until all of the children have had a turn. Perhaps you could invite another class to come and watch?

**Invitations** As a class make an invitation card to invite people to your play. Discuss what you should put on your card and who you will send it to. Decide how you should decorate it.

**Refreshments** Perhaps you could bring in or make some simple refreshments for after your play, e.g. sandwiches, biscuits, crisps, cakes, sweets, drinks etc.

**Craft** The children could make some simple crowns from cardboard, cover them with silver foil, and decorate them with coloured paper, like jewels.

**Art** Draw round the outlines of a boy and a girl on large sheets of paper (or sheets of paper stuck together to make a large sheet). Make two life-size pictures of Holly and Tom dressed as a king and queen. You could stick materials on for the costumes or paint them.

**Dressing up** Encourage the children to bring in any dressing up clothes they have at home, e.g. large scarves, belts, bags, hats, old clothes that parents no longer want. Put them all in a big box and let the children choose what they want to wear. Have a dressing up day!