

In the Jungle

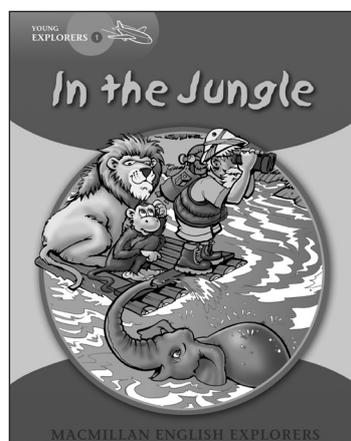


The story

Professor Green decides to go to the jungle to see some animals. He takes his parrot with him. When they arrive in the jungle, the professor makes a wooden raft so that he can go down the river. While they are floating along, his parrot flies off into the jungle. The professor tries to find his parrot. He is followed by two hungry crocodiles. He meets a monkey and he asks if it has seen his parrot. The monkey hasn't seen the parrot but offers to help look for it. The monkey gets on the raft with the professor. Next a lion offers to help, and it joins them on the raft. Finally they meet an elephant who also offers to help. Unfortunately when the elephant gets on the raft they all fall into the river. The hungry crocodiles get ready for their dinner! Professor Green's parrot sees the professor and the animals in the water and comes to the rescue with five other parrots. They lift the professor and the animals out of the river. The Professor and all the other animals celebrate with a picnic.

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.

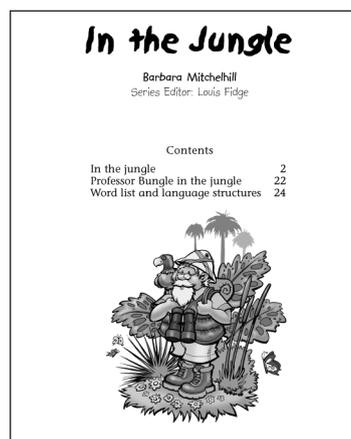
- Point to the picture on the cover. Point to Professor Green and ask *Where is he?* and elicit from the children that he is in the jungle. Point to the title again and encourage the children to repeat it after you. Ask *What is he wearing?* *What is he looking for?* *What is he on?* *What animals can you see?* *Why are they there?* and elicit suggestions from the class. Then ask *What animal is in the river?* *What is it doing?*
- Ask *What is the book about?* and elicit suggestions from the class. Talk about the jungle and how it can be dangerous.
- Tell the children to look at the picture. Ask *Is it the same man who is on the cover?* *Where is he?* *What is he wearing?* Point to the binoculars and ask *What are these for?* Then ask *What is sitting on his shoulder?* *Why is it on his shoulder?* *Does the parrot live in the jungle?* *What animals live in the jungle?*



In the Jungle

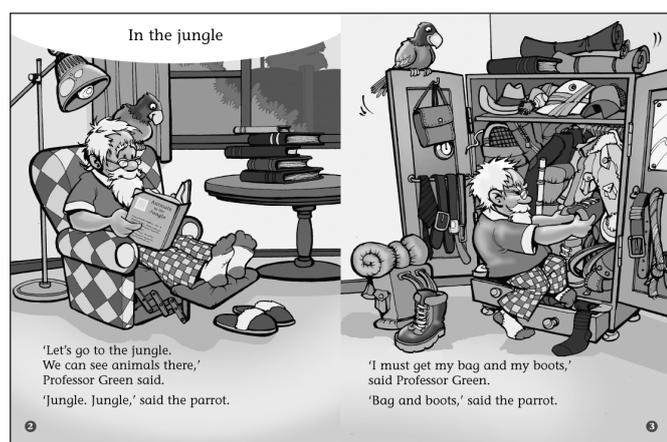
The story can be played at any time.

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. Ask *Who wrote the story?* *Who is the author?* and encourage the children to point to her name.
- Point to the word *Contents* and the contents list. Elicit from the children what it tells them about the book (what is in it and on what page). Read the title of the story (*In the Jungle*). Elicit from the children what page it is on.

Pages 2 and 3



Word list

and, animals, bag, boots, can, get, go, I, in, jungle, let's, must, my, parrot, Professor Green, said, see, the, there, to, we

Language summary

present simple tense, *can, let's, must*, past simple tense

Preparation

Wordcards: 4, 6, 8–10, 13, 27, 28, 37, 38, 44, 46, 55, 56, 65, 68, 74, 77, 82, 86, 89, 93 plus punctuation

Materials

a pair of boots, a picture of a parrot
a book, a pen, a ball, a bag, a biscuit, a toy car

Before reading

- Before looking at the pages, teach the name *Professor Green*. Write it on the board. Hold up the cover again and tell the children that this is the name of the man. Say the name and encourage the children to repeat it after you. Remind the children that we use capital letters at the beginning of people's names. Then ask *What colour word can you see?*

- Ask *What is a professor?* If necessary explain that it is someone who works in a university and who studies things. Point to the word *professor* and say *What letters are the same? Are two letters the same and next to each other?* Repeat the questions for *green*.

- Teach *parrot* and *boots*. Hold up the picture of the parrot and ask *What bird can you see?* The children might remember the name from earlier books in the *English Explorers* series. Write *parrot* on the board and encourage the children to repeat it after you.

- Hold up the boots and say *boots*. Encourage the children to repeat the word after you. Write *boots* on the board.

- Make sure the children remember what a *jungle* is from the cover. Write the word on the board and ask them to read it.

- Point to the word *parrot* and say *What letters are the same? Are two letters the same and next to each other?* Repeat the questions for *boots*.

- Tell the children to open their books to pages 2 and 3. Open your own book and hold it up to show the class.

- Tell the children to look at the picture on page 2. Ask *Who can you see? Is he at home or in the jungle? What room is he in? What is the professor doing? What is looking at the book with him?* Explain to the children that the parrot is his pet. Then ask *What is the professor wearing? What is he wearing on his feet? Can you see his slippers? How many books can you see? Where are they? Are they tidy?*

- Tell the children to look at the picture on page 3. Ask *Where is the professor now? What can you see in the cupboard? Is the cupboard tidy? What can you see on the floor? (a boot and a bag) What is he getting out of the cupboard? (the other boot) What is on the top of the bag? Where is the parrot?* Then ask *Why does the professor need the bag and the boots? Where is he going?*

During reading

- Read the title again.
- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for the professor and the parrot.
- Ask *Can you see the word jungle? Can you see the words Professor Green? Can you see the word parrot? Can you see the word boots?*
- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite three children to be the narrator, Professor Green and the parrot. They can read both pages out loud.
- Read page 2 to the class again. Say the following sentences and encourage the children to complete them:
*'Let's go to the
We can see ... there,' ... said.
'... ,' said the*
- Read page 3 to the class again. Say the following sentences and encourage the children to complete them:
*'I must get my ... and my ... ,' said
'... and ... ,' said the*

After reading

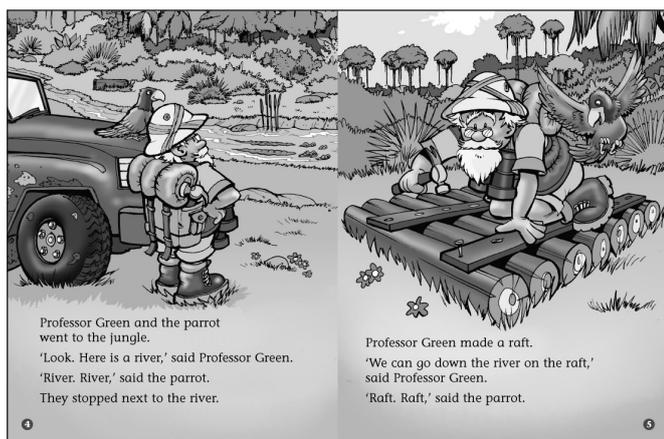
- Write *Let's go to the jungle. We can see animals there.* on the board. Ask the class to read it. Rub out *jungle* and write in *zoo*. Encourage the children to read the new sentences. Then rub out *zoo* and write in *toy shop*. Ask the children to read the new sentences and ask *Is it OK?* Elicit from the children the other word you need to change and rub out *animals* and write in *toys*. Continue replacing *jungle* with other words, e.g. bakery, cinema, park etc. and elicit what change is needed each time.
- Write *I must get my bag and boots.* on the board. Ask the class to read it. Ask *Which words start with /b/?* Put a book and a pen on your table. Rub out *bag* and *boots* in the sentence and write in *book* and *pen*. Ask a child to read the new sentence and encourage them to come and take the book and the pen. Continue the activity using the other objects and different children.
- Write *bag* on the board. Ask the children to read it. Then say each individual sound in the word (/b/ /æ/ /g/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /bæg/ encouraging the children to repeat after you. Rub out the *g* and write in an *d*. Encourage the children to read the new word. Then rub out the *b* and write in a *s* and ask the children to read it (*sad*). Then rub out the *s* and write in an *h* and ask the children to read it (*had*).
- Say *Find a word with five letters that starts with /g/*. Encourage the children to read it (*green*). Repeat the activity for: /m/ /æ/ /p/ /s/ /dʒ/ /k/. Where there are two words for one letter, encourage the children to read both words.
- Say *Find the word see. What words sound the same?* and elicit the words from the children (*tree, bee, three*).
- Ask *Where will the Professor go? Will the parrot go with him? What will he wear? What will he take?*

Wordcard activities

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

- Do page 37 in the Comprehension and Vocabulary Workbook.

Pages 4 and 5



Word list

a, and, can, down, go, here, is, jungle, look, made, next to, on, parrot, Professor Green, raft, river, said, stopped, the, they, to, we, went

Language summary

past simple tense, present simple tense, *can*, prepositions: *next to, down*

Preparation

Wordcards: 1, 4, 13, 20, 28, 36, 40, 44, 51, 53, 57, 61, 65, 68, 70–74, 80, 82, 88, 89, 93, 94 plus punctuation

Materials

objects the children know in English

Before reading

- Before looking at the pages, teach *river* and *raft*. Draw a simple river shape on the board, in blue if possible, and say *river*. Encourage the children to repeat it after you. Then ask *Is a river wet or dry? What is in a river? What animals live in a river?*
- Then write *raft* on the board and explain to the children what it is. Ask *What sound do the words start with? (/r/)*.
- 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 *Where is the professor? What is he looking at? How did the professor get to the jungle? How do you know? What has he got on his back? What is he wearing on his feet? What is in his bag?* Elicit suggestions. Then ask *Are his clothes OK for the jungle? Where is the parrot?*
- Then ask *Is the professor happy? Why not? What does he want to do?* and elicit suggestions from the children.
- Tell the children to look at the picture on page 5. Ask *What is the professor making?* Talk about how he is making it and why he is using wood. Use words like *hammer, nail, wood, float* etc. Then ask *Why is he making a raft? (to float down the river) Does the parrot look excited?*

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for the professor and the parrot. You might like to stop before the parrot speaks each time and elicit from the children what word the parrot is going to repeat.
- Ask *Can you see the word jungle? Can you see the words Professor Green? Can you see the word parrot? Can you see the word river? Can you see the word raft?*
- Read the text again and encourage the children to repeat each sentence after you.
- Make sure the children understand the prepositions *next to, down* and *on*. If necessary, demonstrate them using objects in the classroom, e.g. *the book is next to the bag, the bag is on the table* etc.
- Read both pages again together as a class.

- Invite three children to be the narrator, Professor Green and the parrot. They can read both pages out loud.
- Read page 4 to the class again. Say the following sentences and encourage the children to complete them:
Professor Green and the parrot went to the
They ... next to the
- Read page 5 to the class again. Say the following sentences and encourage the children to complete them:
Professor Green made a
'We can go down the ... on the ... ,' said Professor Green.
- Say *Find and point to the word we. Who is we?* and elicit that it refers to the professor and the parrot.
- Tell the children to look at both pages. Say *Find and point to the word said. How many can you see?* Repeat the activity with: *the, went, made, go, to.*
- Then say *Find and point to a word with the sound /ʊ/ in the middle.* Encourage the children to read it (look).
- Say *Find all the words with two letters.* When the children have found them, encourage them to read them out loud (to, is, go, on). Repeat the activity with three-letter words (and, the, can).
- Rub out *river*. Hold up a book and ask the children to complete the sentence with the correct word. Say *Find a word on page 4 that sounds the same as book.* Continue rubbing out the word and holding up other objects to make new sentences.
- Write *the, they* and *there* on the board. Ask the children to read them out loud. Ask *What sound do the words start with? (/ð/).* Point to *they* and *there* and ask *Can you see the word the?*
- Write *next to, down* and *on* on the board. Ask the children to read them. Give the children some simple instructions using the prepositions. Say, e.g. *Stand next to your chair. Put your book on the table. Sit down.*
- Write *can* on the board. Ask the children to read it. Then 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 a *v*. Encourage the children to read the new word. Continue, changing the first letter to *m, p, r, v*.
- Ask *Will the raft float? Will they go on the river? What will they see?*

After reading

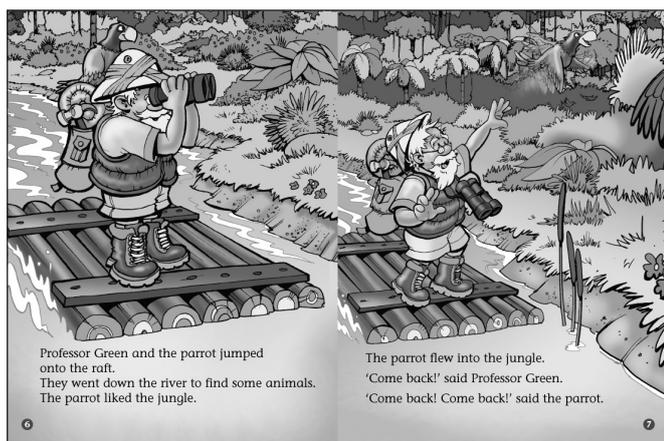
- Invite four children to the front of the class. Give them one wordcard each in random order. Use: *Here, is, a, river*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *Here is a river*. When the children are in the correct order, write the sentence on the board.

Wordcard activities

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

- Do page 38 in the Comprehension and Vocabulary Workbook.

Pages 6 and 7



- 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 *Is the professor on the river or in the jungle? What is he standing on? What is he looking for? Where is the parrot? Is the parrot happy?*
- Tell the children to look at the picture on page 7. Ask *What is the parrot doing? (flying) Where is it going? Is the professor happy? What is he saying?* and elicit suggestions.

Word list

and, animals, back, come, down, find, flew, into, jumped, jungle, liked, onto, parrot, Professor Green, raft, river, some, the, they, to, went

Language summary

past simple tense, *like*, imperatives, prepositions: *onto, down, into*

Preparation

Wordcards: 4, 6, 7, 17, 20, 23, 25, 39, 43, 44, 48, 62, 65, 68, 70, 72, 78, 82, 83, 88, 89, 94 plus punctuation

Materials

coloured pencils: red, blue, green, yellow, brown, pink

During reading

- Read the text on both pages to the class slowly and clearly. Make an appropriate gesture as you read *Come back* to help the children understand.
- Read the pages again pointing to each word as you read it. If you wish, use a different voice for the professor and the parrot. You might like to stop before the parrot speaks each time and elicit from the children what word the parrot is going to repeat.
- Ask *Can you see the word jumped? Can you see the words Professor Green? Can you see the word parrot? Can you see the word river? Can you see the word raft? Can you see the word flew?*
- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite three children to be the narrator, Professor Green and the parrot. They can read both pages out loud.
- Read page 6 to the class again. Say the following sentences and encourage the children to complete them:
Professor Green and the parrot jumped onto the
They went ... the river to find some
The parrot ... the jungle.

Before reading

- Before looking at the pages teach *flew*. Pretend to fly around the classroom like a bird and say *fly*. Encourage the children to repeat the word after you. Then ask *What can fly?* and elicit animals and machines that fly. Write *fly* and *flew* on the board and explain that *flew* is the past form. Make sure the children remember what *jump* means. Write the word on the board and ask individual children to jump.

- Read page 7 to the class again. Say the following sentences and encourage the children to complete them:
The parrot ... into the
'... !' said Professor Green.
- Ask *What did Professor Green say?* and encourage the children to read the text inside the speech marks. Elicit from the children why we use speech marks.
- Tell the children to look at both pages. Say *Find and point to onto.* Continue the activity with: *went, down, find, some, come, back.*
- Ask *How many sentences can you see?* Encourage the children to count the full stops to check.

After reading

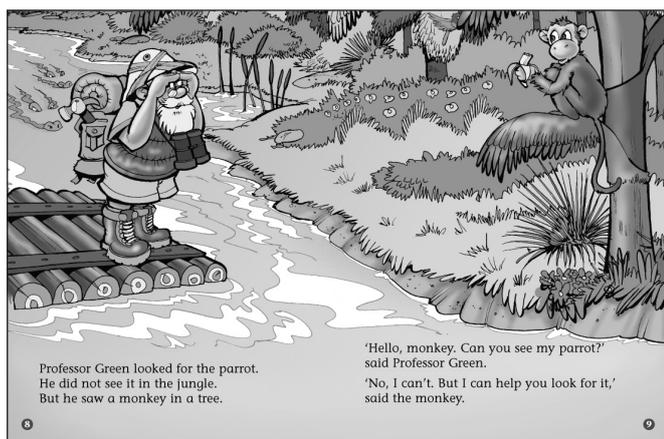
- Invite five children to the front of the class. Give them one wordcard each in random order. Use: *The, parrot, liked, the, jungle.* Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *The parrot liked the jungle.* When the children are in the correct order, write the sentence on the board.
 - Ask *Which word is the same in the sentence? (the).* Elicit why it has a capital letter at the beginning of the sentence, but not in the middle.
 - Rub out *The parrot* and write in *Professor Green.* Ask the children to read the sentence out loud.
 - Write *Find some animals.* on the board. Ask the children to read it. Rub out *animals* and ask the children to suggest other words that could be used, e.g. books, cakes, boots etc.
- Play a game with the children. Hold up some coloured pencils and ask the children to name each one, e.g. *a red pencil.* Invite a small group of children to the front of the class. Tell these children to close their eyes and explain that you are going to hide the pencils around the room. Ask the other children in the class to help you hide the pencils. Tell the group to open their eyes. Say *Find the red pencil.* The first child to find the pencil sits down again. Continue until all the pencils have been found. Encourage the rest of the class to call out *Hot!* when the children are close to the correct pencil or *Cold!* when they are far away.
 - Write *The parrot flew into the jungle.* on the board and ask the class to read it. Elicit other birds the children know, e.g. eagle, duck, penguin etc. Rub out *parrot* and write in each new bird the children name. Ask them to read the new sentence each time.
 - Write *onto* on the board. Ask *Can you see the word on? Can you see the word to?* Point to each one to show the children how the word is made up of two other words. Repeat the activity for *into.*
 - Ask *Where will the parrot go? What will Professor Green do?*

Wordcard activities

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

- Do page 39 in the Comprehension and Vocabulary Workbook.

Pages 8 and 9



Word list

a, but, can, can't, did, for, he, hello, help, I, in, it, jungle, look, looked, monkey, my, no, not, parrot, Professor Green, said, saw, see, the, tree, you

Language summary

past simple tense, present simple tense *can*, preposition: *in*

Preparation

Wordcards: 1, 12–15, 19, 26, 31–33, 37, 38, 41, 44, 50, 52, 54, 56, 58, 59, 65, 68, 74, 76, 77, 82, 90, 96 plus punctuation

Materials

objects the children know in English

Before reading

- Before looking at the pages, teach *monkey* and *tree*. Make a noise like a monkey and do some monkey actions. Say *monkey* and encourage the children to repeat it after you. Write *monkey* on the board. Ask *What noise does a monkey make?* and encourage them to make the noise. Then ask *What do monkeys eat? Where do monkeys live? Do they live on the ground?* and elicit the word *tree*.

- Write *tree* on the board. Rub out *tr* and write in *s* and ask the children to read the new word. Ask *Do they sound the same? What other words sound the same as tree?* and elicit more words from the children (*bee, three*).
- 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. Ask *What is the professor looking for? (his parrot) Can you see the parrot? What is sitting in the tree? What is the monkey eating?* Then say *Look in the river. What animal can you see? (two crocodiles) Why are the crocodiles following the raft?*

During reading

- Read the text on both pages to the class slowly and clearly. Make appropriate gestures as you read *looked for the parrot, Hello* and *No, I can't* to help the children understand.
- Read the pages again pointing to each word as you read it. If you wish, use a different voice for the professor and the monkey.
- Ask *Can you see the word jungle? Can you see the words Professor Green? Can you see the word parrot? Can you see the word monkey? Can you see the word tree?*
- Read the text again and encourage the children to repeat each sentence after you.
- Make sure the children understand that *can't* means *cannot*.
- Read both pages again together as a class.
- Invite three children to be the narrator, Professor Green and the monkey. They can read both pages out loud.

- Say the following sentences and encourage the children to complete them:
Professor Green ... the parrot.
But he saw a ... in a
'... , monkey. Can you ... my parrot?' said Professor Green.
'No, I But I can ... you look for it,' said the monkey.
- Point to different words at random and ask the children what they say.
- Then say *Find and point to the word I. Who is I?* and elicit that it refers to the monkey. Repeat the activity for *he, you, it.*
- Tell the children to look at page 8. Say *Find the word in. What words sound the same?* and elicit any words the children know that rhyme, e.g. *bin, pin, tin, win, thin.*
- Tell the children to look at page 9. Say *Find two words that end with the letter o. Do they sound the same?*
- Say *Find the word can. What words sound the same?* and elicit any words the children know that rhyme, e.g. *fan, man, pan, ran, van.*
- Say *Find the word for. How many can you see?*
- Ask a child to leave the room or cover their eyes, and hide one of the objects, e.g. a bag. Invite the child back in and ask *Can you see my bag?* Help the child to say *No I can't. But I can help you look for it.* The child then has to look for the object. Encourage the other children to say *Hot!* when the child is near the object, and *Cold!* when the child is far away.
- Write *he* on the board and ask the children to read it. Change the *h* to *w* and encourage the children to read the new word. Change the *w* to *m* and encourage them to read the new word.
- Write *Hello, monkey.* and *Goodbye, monkey.* on the board. Ask the children to read them. Ask a small group of children to leave the classroom. As they leave, encourage them to say *Goodbye* and encourage the class to say *Goodbye* in response. Then tell the group to come back in and encourage the class to say *Hello!* and the group to say *Hello!* in response.

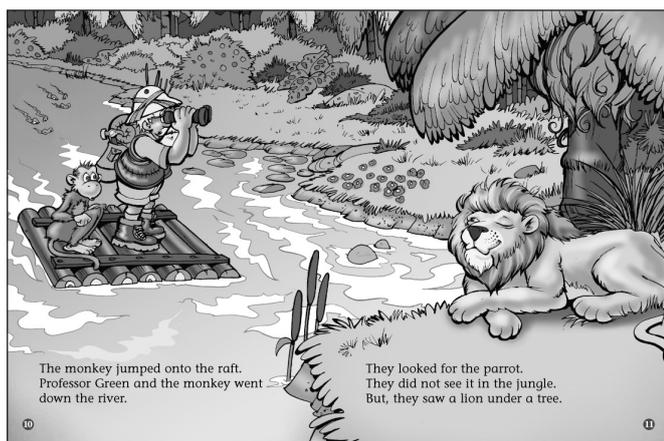
Wordcard activities

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

After reading

- Write *Can you see my parrot?* on the board and ask the class to read it. Ask *Is it a question? How do you know?*
- Underneath write the two possible answers *Yes, I can.* and *No, I can't.* and ask the class to read them. Put one of the objects you have brought into class with you on your desk. Rub out *parrot* and write in the name of the object. Ask the class to read the new question, point to the object and read the correct answer. Now put the object away, ask the children to read the question again and choose the correct answer. Continue the activity with the other objects.
- Do page 40 in the Comprehension and Vocabulary Workbook.

Pages 10 and 11



Word list

a, and, but, did, down, for, in, it, jumped, jungle, lion, looked, monkey, not, onto, parrot, Professor Green, raft, river, saw, see, the, they, tree, under, went

Language summary

past simple tense, prepositions: *onto, in, under, down*

Preparation

Wordcards: 1, 4, 12, 19, 20, 26, 38, 41, 43, 44, 49, 52, 54, 59, 62, 65, 68, 70, 72, 76, 77, 82, 83, 87, 88, 90, 91, 94 plus punctuation

Materials

picture of a lion

Before reading

- Before looking at the pages, teach *lion* and *under*. Hold up the picture and ask *What noise does it make?* and encourage the children to roar. Point to the picture and say *lion*. Write it on the board and encourage the children to repeat after you. Ask *What sound does lion start with? What sound does lion end with?* Then ask *What do lions eat? Are they dangerous?*

- Put your book under the table. Say *The book is under the table*. Put another object under the table and repeat the sentence using this object. Write *under* on the board and encourage the children to repeat it after you. Then say *Put your book under the table* and encourage the children to do the action to make sure they have understood.
- Tell the children to open their books to pages 10 and 11. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Where is the monkey now? What is the professor looking for? Can you see the parrot? What is the monkey looking at? Is he scared? Why? Is the lion sleeping? How do you know? (it's got one eye open) What is the lion looking at? Are the two hungry crocodiles still following the raft?*

During reading

- Read the text on both pages to the class slowly and clearly. Make appropriate gestures as you read *looked for the parrot*, to help the children understand. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word jumped? Can you see the word raft? Can you see the word monkey? Can you see the word parrot? Can you see the word lion? Can you see the word under?*
- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite different children to be the narrator and to read both pages out loud.

- Say the following sentences and encourage the children to complete them:
The monkey ... onto the raft.
Professor Green and the ... went ... the river.
They looked for the
They did not see it in the
But, they saw a lion ... a tree.
- Ask *Which two words start with /dʒ/?* (jumped, jungle) *Which two words start with /d/?* (down, did) *Which word starts and ends with /d/?* (did)
- Say *Find and point to onto. How many words can you see?* (on, to)
- Point to different words at random and ask the children what they say. Then read both pages together as a class.

After reading

- Invite six children to the front of the class. Give them one wordcard each in random order. Use: *The, monkey, jumped, onto, the, raft.* Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *The monkey jumped onto the raft.* When the children are in the correct order, write the sentence on the board.
- Repeat the activity with *They looked for the parrot.*
- Write *They saw a lion under a tree.* on the board and ask the class to read it. Ask *Which word is the same?* (a).
- Rub out *lion.* Ask the children to suggest other animals and write them into the space each time. Encourage the children to read the new sentence each time.

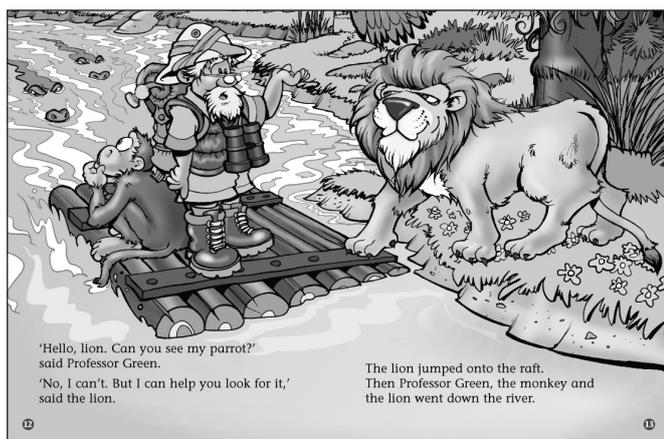
- Rub out *under* and write in *in.* Ask the children to read the new sentence. Ask *Is it the same? What is different? Where is the lion?* and encourage them to point to the part of the tree in the picture on page 11 that the lion is in in the new sentence. Replace *in* for other prepositions, e.g. next to, by, above etc. and ask the children to point to where the lion is each time.
- Write *the* and *they* on the board. Ask *What small word can you see?* (he).
- Play a word game with *it.* Write *it* on the board. Add letters to the begin to make new words. Ask the children to suggest letters, too, e.g. *b, h, s.*
- Ask *What will happen next? What will the lion say? What will it do?*

Wordcard activities

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

- Do page 41 in the Comprehension and Vocabulary Workbook.

Pages 12 and 13



Word list

and, but, can, can't, down, for, hello, help, I, it, jumped, lion, look, monkey, my, no, onto, parrot, Professor Green, raft, river, said, see, the, then, went, you

Language summary

present simple tense *can*, past simple tense, prepositions: *onto, down*

Preparation

Wordcards: 4, 12–15, 20, 26, 32, 33, 37, 41, 43, 49, 50, 54, 56, 58, 62, 65, 68, 70, 72, 74, 77, 82, 83, 85, 94, 96 plus punctuation

Materials

objects the children know in English

Before reading

- Tell the children to open their books to pages 12 and 13. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Is the lion lying down or standing up? Why is he getting onto the raft? What is the monkey looking at? Is the monkey worried? How do you know? What is the professor saying to the lion?* and elicit suggestions. Then ask *Can you see the parrot?*

During reading

- Read the text on both pages to the class slowly and clearly. Make appropriate gestures as you read *Hello* and *No, I can't* to help the children understand.
- Read the pages again pointing to each word as you read it. If you wish, use a different voice for the professor and the monkey.
- NB You may wish to read the text with the children before this stage as it follows the same pattern as the text on pages 9 and 10.
- Ask *Can you see the word lion? Can you see the words Professor Green? Can you see the word parrot? Can you see the word monkey? Can you see the word jumped?*
- Read the text again and encourage the children to repeat each sentence after you.
- Make sure the children understand that *can't* means *cannot*.
- Read both pages again together as a class.
- Invite three children to be the narrator, Professor Green and the lion. They can read both pages out loud.
- Put the children into pairs. Tell one to look at page 12. Say *Find and point to Hello lion. Can you see my parrot?* Then tell the other child to look at page 9 and ask them to find and point to the sentence with the same words in it. Ask *What word is different?* Repeat the activity with *No, I can't. But I can help you look for it.* on pages 12 and 9 (they are the same).

- Say the following sentences and encourage the children to complete them:
'... , lion. Can you ... my parrot?' said Professor Green.
'No, I But I can ... you look for it,' said the lion.
The lion ... onto the raft.
Then Professor Green, the ... and the ... went ... the river.
- Then say *Find and point to the word lion. How many can you see?.* Repeat the question for *the*.
- Point to different words at random and ask the children what they say. Then read both pages together as a class.

After reading

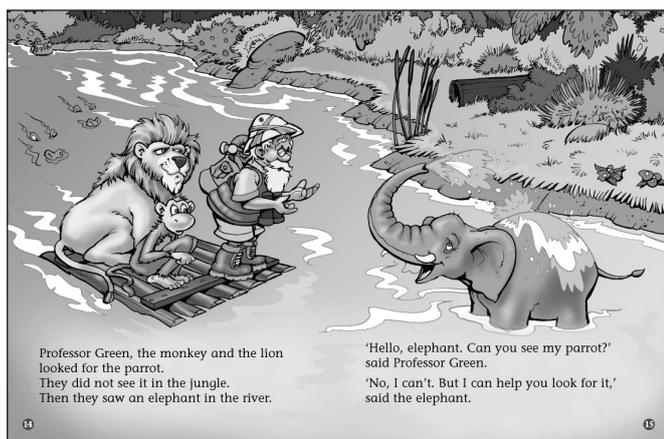
- Write *Can you see my parrot?* on the board and ask the class to read it. Ask *Is it a question? How do you know?*
 - Underneath write the two possible answers *Yes, I can.* and *No, I can't.* and ask the class to read them. Put one of the objects you have brought into class with you on your desk. Rub out *parrot* and write in the name of the object. Ask the class to read the new question, point to the object and read the correct answer. Now put the object away, ask the children to read the question again and choose the correct answer. Continue the activity with the other objects.
 - Ask a child to leave the room or cover their eyes and then hide one of the objects, e.g. a bag. Invite the child back in and ask *Can you see my bag?* Help the child to say *No I can't, But I can help you look for it.* The child then has to look for the object. Encourage the other children to say *Hot!* when the child is near the object, and *Cold!* when the child is far away.
- Play *I can ...* . You start the game by saying *I can speak English.* Go round the class one at a time asking *What can you do?* Each child must try and offer an answer, e.g. *I can jump., I can read.* etc. The first child who cannot answer breaks the chain and you have to start again. Try to encourage them to say something different from the other children.
 - Write the letter *c* on the board. Say *Look at pages 12 and 13. Find a word that starts with the letter c.* Continue with other letters and give the final letter of a word, too. You can make this into a team game if you wish. Divide the class into small teams and the first team to find the word and say it correctly wins a point.
 - There are a range of facial expressions on pages 12 and 13. Facial expressions tell us a lot about feelings. Practise different expressions with the children, showing different emotions, e.g. happy, sad, angry, scared, bored, surprised etc.
 - Ask *What will happen next? Will the lion eat Professor Green? What will the crocodiles do? Will Professor Green find the parrot?*

Wordcard activities

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

- Do page 42 in the Comprehension and Vocabulary Workbook.

Pages 14 and 15



- Tell the children to open their books to pages 14 and 15. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Where is the lion? What is the professor talking to? (an elephant) Where is the elephant? (in the river) What is the elephant doing? (washing) Can you see the crocodiles? Can you see the parrot? What is the professor saying to the elephant?*

During reading

- Read the text on both pages to the class slowly and clearly. Make appropriate gestures as you read *Hello* and *No, I can't* to help the children understand.
- Read the pages again pointing to each word as you read it. If you wish, use a different voice for the professor and the elephant.
- NB You may wish to read the text with the children before this stage as it follows the same pattern as the text on pages 9, 10, 11, 12 and 13.
- Ask *Can you see the word elephant? How many can you see?*
- Read the text again and encourage the children to repeat each sentence after you.
- Elicit from the children that *can't* means *cannot*.
- Read both pages again together as a class.
- Invite three children to be the narrator, Professor Green and the elephant. They can read both pages out loud.

Word list

an, and, but, can, can't, did, elephant, for, hello, help, I, in, it, jungle, lion, look, looked, monkey, my, no, not, parrot, Professor Green, river, said, saw, see, the, then, they, you

Language summary

past simple tense, *can*, present simple tense, prepositions: *in*

Preparation

Wordcards: 3, 4, 12–14, 19, 21, 26, 32, 33, 37, 38, 41, 44, 49, 50, 52, 54, 56, 58, 59, 65, 68, 72, 74, 76, 77, 82, 84, 87, 88, 96 plus punctuation

Materials

picture of an elephant
an enlarged picture of a parrot

Before reading

- Before looking at the pages, teach the word *elephant*. Hold up the picture and say *elephant*. Pretend to have a trunk and then say *elephant* again. Write it on the board and encourage the children to repeat it after you. Ask *Are elephants big or small? Are elephants' noses long or short?*

- Put the children into pairs. Tell one to look at page 15. Say *Find and point to Hello, elephant. Can you see my parrot?* Then tell the other one to look at page 12 and ask them to find and point to the sentence with the same words in it. Ask *What word is different?* Repeat the activity with *No, I can't. But I can help you look for it.* on pages 15 and 12 (they are the same).
- Say the following sentences and encourage the children to complete them:
Professor Green, the ... and the ... looked for the
They did not see it in the
Then they saw an ... in the
'Hello, Can you see my ... ?' said Professor Green.
'No, I But I can ... you ... for it,' said the elephant.
- Ask *What question does Professor Green ask?*
Ask *How do you know it's a question?*
- Say *Find all the words with three letters.* When the children have found them, encourage them to read them out loud (the, and, for, did, not, see, saw, can, you, for).
- Write *They saw an elephant in the river.* on the board and ask the class to read it. Rub out *elephant* and write in another animal. Ask the class to read the new sentence. Repeat with different animals.
- Rub out *river* and write another word, e.g. *shop* and encourage the children to read the new sentence. Repeat with other places, e.g. *school, house, bedroom* etc.
- Play some word games with the children. Write *did* on the board. Ask the children to read it. Then say each individual sound in the word (/d/ /i/ /d/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /did/ encouraging the children to repeat after you. Rub out the *i* and write in an *a*. Encourage the children to read the new word. Then rub out the second *d* and write in a *y* and ask the children to read it (day). Then rub out the *d* and write in an *s* and ask the children to read it (say).
- Write *monkey* on the board. Ask *What is the first letter? What is the last letter?* Write the two letters on the board and ask the children to read the word (my).
- Ask *What will happen next? What will the elephant do? Why are the crocodiles following the raft? Will they eat the professor and the animals?*

After reading

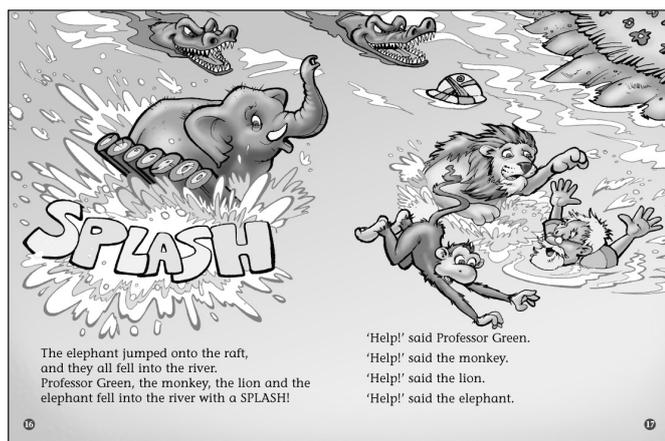
- Before the class come in, put the enlarged picture of the parrot somewhere in the classroom. Don't hide it, but make it quite difficult to find.
- Ask *Can you see my parrot?* Look around the room like Professor Green. Encourage the children to look too, but tell them not say anything or tell anyone if they can see it. Ask individual children *Can you see my parrot?* and elicit the response, *Yes, I can.* or *No, I can't.* Ask a child who can see it to point to it.

Wordcard activities

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

- Do page 43 in the Comprehension and Vocabulary Workbook.

Pages 16 and 17



Word list

all, and, elephant, fell, help, into, jumped, lion, monkey, onto, Professor Green, raft, river, said, splash, the, they, with

Language summary

past simple tense, imperatives, prepositions: *onto, into*

Preparation

Wordcards: 2, 4, 21, 22, 34, 39, 43, 49, 54, 62, 68, 70, 72, 74, 79, 82, 83, 95 plus punctuation

Materials

a heavy object and a bowl of water

Before reading

- Before looking at the pages, teach *splash*. Drop the heavy object into the bowl of water and make it splash. Then splash the water with your hands. Say *splash* as you do so. Write the word on the board and ask the children to repeat it after you. Ask *What sound does splash end with? What other words end with /ʃ/?* (fish, wish, dish).
- Tell the children to open their books to pages 16 and 17. Open your own book and hold it up to show the class.

- Tell the children to look at the picture. Ask *Where are Professor Green and the animals? Why? What happened? Why did the raft sink? Why are they scared? What are the crocodiles doing? Have they got sharp teeth? What is Professor Green saying?* and elicit suggestions from the children.

During reading

- Read the text on both pages to the class slowly and clearly. Emphasise the word **SPLASH!** Read the pages again pointing to each word as you read it. If you wish, use a different voice for the characters.
- Ask *Can you see the word splash? How many can you see?* NB Don't forget the one in the picture.
- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite five children to be the narrator, Professor Green, the monkey, the lion and the elephant. They can read both pages out loud.
- Say *Look at the picture. What noise did the water make?* and encourage the children to say and point to *Splash!* in the picture. Say *Find the word in the story.* Talk about why it is written in capital letters in the picture and in the text. If necessary, ask *Was it a loud noise?*
- Say *Find the word help. How many can you see?* Talk about the use of exclamation marks after each one. Elicit that these are used to show that the person is expressing strong feelings.
- Ask *When do we shout Help!?* and elicit some situations from the children.

- Say *Find all the words with four letters*. When the children have found them, encourage them to read them out loud (onto, raft, they, fell, lion, with, help, said).

After reading

- Invite six children to the front of the class. Give them one wordcard each in random order. Use: *The, elephant, jumped, onto, the, raft*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *The elephant jumped onto the raft*. When the children are in the correct order, write the sentence on the board.
- Ask *Which word is the same? (the)*. Elicit why *the* has a capital letter at the beginning of the sentence but not in the middle.
- Rub out *elephant* and write in *lion*. Encourage the children to read the new sentence. Repeat the activity with *monkey*.
- Rub out *raft* and write in *table*. Encourage the children to read the new sentence. Repeat with other suitable nouns, e.g. *chair, boat*.
- Write *Professor Green, the monkey, the lion and the elephant fell into the river with a SPLASH!* on the board. Point to each word in turn and ask the class to read it. Rub out one of the names at random and ask the children to read the remaining sentence. Repeat until only one name remains. NB Each time use *and* in the correct place.
- Write *all* on the board. Add different letters to the beginning and make new words, e.g. *b, f, t, w*. Repeat with *fell* and the letters *b, t, and sh*.
- Ask *Can Professor Green and the animals swim?* Talk about how important it is to learn to swim.

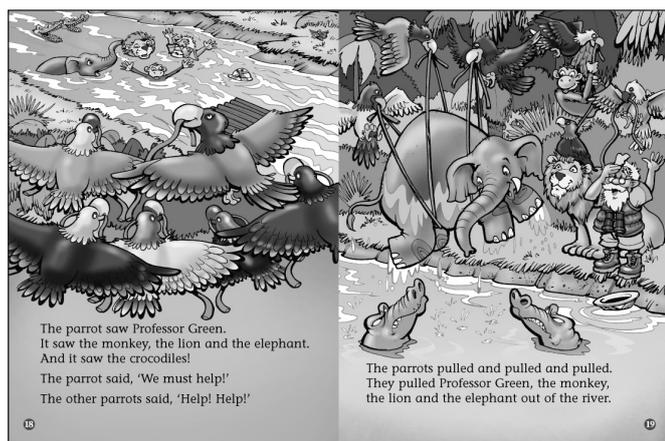
- Ask *Will Professor Green and the animals escape from the crocodiles? What will happen?*

Wordcard activities

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

- Do page 44 in the Comprehension and Vocabulary Workbook.

Pages 18 and 19



Word list

and, crocodiles, elephant, help, it, lion, monkey, must, of, other, out, parrot, parrots, Professor Green, pulled, river, said, saw, the, they, we

Language summary

past simple tense, *must*, present simple tense, imperatives, prepositions: *out*

Preparation

Wordcards: 4, 5, 18, 21, 32, 33, 41, 42, 49, 54, 55, 60, 63, 64, 65, 68, 69, 72, 74, 76, 82, 83, 89, 93 plus punctuation

Before reading

- Before looking at the pages, teach *crocodiles* and *pulled*. Ask *What animal followed Professor Green down the river?* and elicit *crocodile*. Then ask *How many?* Write *crocodiles* on the board and encourage the children to repeat it after you. Ask *What sound does crocodiles start with?*
- Write *pulled* on the board and explain what it means. To demonstrate you could invite a child to the front of the class and pull on their arms. Write *pulled* on the board and encourage the children to repeat it 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 *Are professor Green and the animals still in the river? What are the crocodiles doing? What will the crocodiles do? What animal can you see in the sky? How many can you see? What are they carrying? (rope) What are they looking at?*
- Tell the children to look at page 19. Ask *What are the parrots doing? How many parrots are lifting the monkey? How many parrots are lifting the elephant? Why do three parrots have to lift the elephant? Who is out of the river? Are they happy? Are the crocodiles happy? Why not?*

During reading

- Read the text on both pages to the class slowly and clearly. Make appropriate gestures as you read *pulled and pulled* to help the children understand.
- Read the pages again pointing to each word as you read it. If you wish, use a different voice for the parrots.
- Ask *Can you see the word crocodiles? Can you see the word pulled? How many can you see? Can you see the word the? How many can you see?*
- Read the text again and encourage the children to repeat each sentence after you.
- Make sure the children understand *out of*.
- Read both pages again together as a class.
- Invite two children to be the narrator and the parrot. The rest of the class can be the other parrots. They can read both pages out loud.

- Tell the children to look at page 18. Say the following sentences and encourage the children to complete them:
The ... saw Professor Green.
It saw the ... , the ... and the
And it saw the ... !
The parrot said, '... !'
- Tell the children to look at page 19. Ask *Who did the parrots pull out first?* Repeat the question for second, third, last.
- Say *Find and point to the word* and. *How many can you see?* Repeat the activity with *saw*.
- Ask the children to find and point to a comma on page 18 and 19. Explain that these tell the reader to take a short pause when reading.

After reading

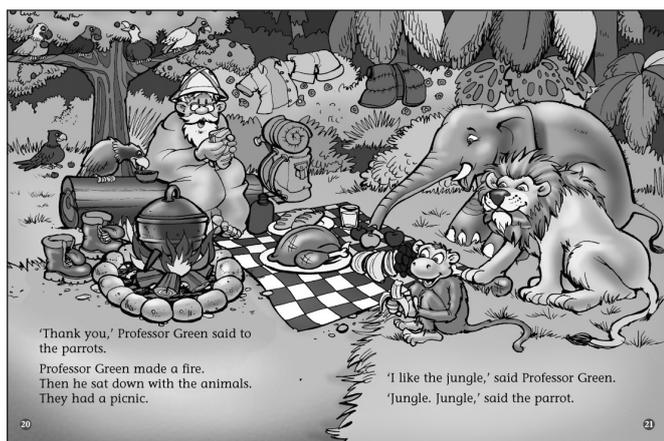
- Invite fifteen children to the front of the class. Give them one wordcard each in random order. Use: *They, pulled, Professor, Green, the, monkey, the, lion, and, the, elephant, out, of, the, river*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *They pulled Professor Green, the monkey, the lion and the elephant out of the river*. When the children are in the correct order, write the sentence on the board.
- Ask the children holding *monkey* and *lion* to change places. Ask the children to read the new sentence and elicit that the meaning has not changed. Then ask the children holding *elephant* and *monkey* to change places and read the new sentence again.
- Write *out* on the board. Ask the children to read it. Add *sh* to the beginning and encourage the children to read the new word.

Wordcard activities

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

- Do page 45 in the Comprehension and Vocabulary Workbook.

Pages 20 and 21



Word list

a, animals, down, fire, had, he, I, jungle, like, made, parrot, parrots, picnic, Professor Green, said, sat, thank, the, then, they, to, with, you

Language summary

past simple tense, *like, thank you*

Preparation

Wordcards: 1, 6, 20, 24, 29, 30, 37, 44, 47, 53, 65, 66, 68, 74, 75, 81, 82, 85, 88, 89, 95, 96 plus punctuation

Materials

a picture of a camp fire
a picnic blanket and some picnic plates and cups

Before reading

- Before looking at the pages, teach *fire* and *picnic*. Hold up the picture of the fire and say *fire*. Encourage the children to repeat the word after you. Write *fire* on the board. Ask *Is fire hot or cold? Does fire make water hot or cold? Can we cook with fire? What can we cook? Is fire dangerous? Why?*

- Lay the picnic blanket over your table and place the picnic things on the top. Say *picnic* and encourage the children to repeat the word after you. Write *picnic* on the board. Ask *Do we have picnics outside or inside? Do we sit on chairs or on the ground? What food do we eat at picnics?* Then ask *Do you have picnics?* and encourage the children to tell you where and when they have picnics.
- Point to the words on the board. Ask *Which word has the sound /ɪk/ in it? How many?*
- 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. Ask *Where are Professor Green and the animals? Are they safe? What are they doing? What food can you see? What is the monkey eating? What is Professor Green eating? What is the lion eating? What is the elephant taking? What is the professor sitting on? What is he wearing? (a blanket) Why? (he got wet in the river) Where are his clothes? (on the bushes) Why? (they are drying) What is sitting next to him? Where are the parrot's friends? What are they eating? Can you see the fire? Why are there stones around the fire? (to stop the fire spreading).*

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for Professor Green and the parrot.
- Ask *Can you see the word fire? Can you see the word picnic?*
- Read the text again and encourage the children to repeat each sentence after you.
- Make sure the children understand *sat down*.
- Read both pages again together as a class.

- Invite three children to be the narrator, Professor Green and the parrot. They can read both pages out loud.
- Say the following sentences and encourage the children to complete them:
'... ,' Professor Green said to the
Professor Green made a'
Then he ... with the animals.'
They had a'
'I ... the ... ,' said Professor Green.
- Say *Find and point to* then *and they*. *What sound do they start with? Which word on page 20 ends with /ð/?* (with).
- Tell the children to look at page 20. Ask *What did Professor Green say to the parrots?* and encourage them to read the text inside the speech marks.

After reading

- Write *Professor Green made a fire*. on the board and ask the class to read it. Rub out *fire*. Ask the children to suggest other things he could make, e.g. *a cake, a sandwich, a raft* etc. and write these in the sentence one at a time. Each time read the new sentence with the class.
- Repeat the activity with *They had a picnic.*, rubbing out *picnic*.
- Play some word games with the children. Write *had* on the board. Ask the children to read it. Then say each individual sound in the word (/h/ /æ/ /d/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /hæd/ encouraging the children to repeat after you. Rub out the *h* and write in a *b*. Encourage the children to read the new word. Then rub out the *d* and write in a *t* and ask the children to read it (*bat*). Then rub out the *b* and write in an *h* and ask the children to read it (*hat*). Other words to make are *sat, sad*.

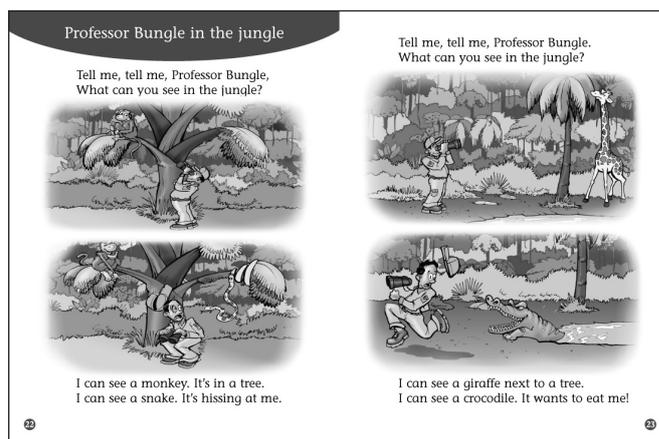
- Ask *Why did Professor Green say Thank you to the parrots? When do we say Thank you?* Talk about the need to be polite and to thank people for things they do for us.
- Give the children time to read the whole story again with a partner or to read it quietly by themselves.

Wordcard activities

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

- Do page 46 in the Comprehension and Vocabulary Workbook.

Pages 22 and 23



- Read pages 22 and 23 to and with the class.
- Focus on one verse at a time and ask *What words sound the same?*
- Point out how the pictures can help the children to work out what the animal words and sounds mean in each verse. Explain that the pictures are in the same order as the words. Read the rhyme again and tell the children to point to the animals in the pictures as you say them.
- Do pages 47 and 48 in the Comprehension and Vocabulary Workbook.

After reading the book

Response to the story

- Ask *Did you like the story? Why? Why not? Did you like the end? Why? Why not?*

Characters

- *Did you like Professor Green? Was he silly to build a raft? Was it dangerous?*
- *Did you like the parrot? Was it clever? How was it clever? What did it do? (spoke, rescued the professor)*

Setting

- *Where did the story take place? Elicit both places (Professor Green's house, the jungle).*

Plot

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

Moral issues

- The story shows us how important it is to have friends – the parrot was the professor's friend.
- It also shows us what we can do if we work together. The parrot's friends worked together and rescued the professor and the animals from the river.

Vocabulary

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

Follow-up ideas

Discussion It is important to think ahead and think through the possible consequences of things. For example, the professor should have known that the elephant would be too big and heavy for the raft. They fell into the river because he didn't think about it.

Preparation Talk about getting ready for things, e.g. holidays. The professor packed the things he needed before he left. Ask *What did the professor take with him? What else did he need?* and elicit other things he may have taken but we didn't see in the story.

Making a raft Make a raft from some lollipop sticks or drinking straws. Lay six down side by side. Stick two flat pieces of strong paper or card in the opposite direction to make a raft. The children could make their own. Experiment with the rafts in a bowl of water. Ask the children to guess if the rafts will float or sink. You could include other objects and ask the children to guess these before you try them in the water.

Jungle frieze Make a jungle animal frieze. Brainstorm with the children animals that live in the jungle. Tell the children to choose one, and draw and colour it. Make a jungle background. You can use some of the pictures in the book for ideas. Cut out the children's animals and stick them on the background.

Thank you card The professor thanked the parrots for saving him and the animals. With the class, design and make thank you cards for the children to take home to their parents.

Parrot mobiles Enlarge a picture of a parrot from the reading book or the Comprehension and Vocabulary Workbook. Make one photocopy for each child and ask the children to colour them in. Hang the parrots from coathangers and make parrot mobiles.

Learning to talk The parrot repeated everything the professor said. Talk about the way babies learn to speak in this way. Ask the children to talk about any babies they know who are learning to speak.