

Daisy has the Hiccups



The story

The two stories in this book are about Daisy the dinosaur and her family. The children first met them in *Little Explorers A and B*. In the first story Daisy has the hiccups. In the second story Daisy makes a sandwich.

Daisy has the hiccups

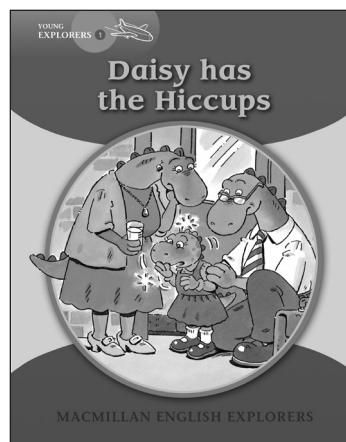
When Daisy gets the hiccups, Mum, Dad and Danny try to help her. They all have ideas about how to make them stop, but none of the ideas work. So Danny decides to scare Daisy. He puts on a monster mask, hides in a cupboard and jumps out when Daisy opens the cupboard door. Poor Daisy is so frightened that her hiccups stop!

Daisy's giant sandwich

Daisy decides to make a sandwich for the whole family. She puts in all the ingredients she can find and it turns into a giant, very messy sandwich. It does not look very tasty and none of the family want to eat it. Danny suggests that they go for a pizza instead. Everyone thinks this is a good idea!

Introduce the book

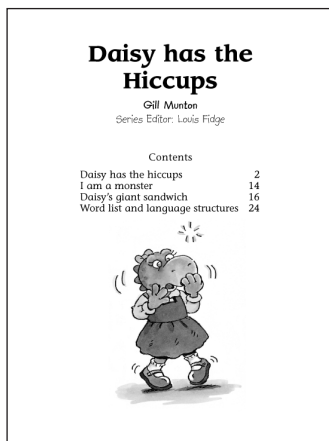
The cover



- 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 Daisy and ask *Who is this?* and elicit from the children that it is Daisy. Point to her name on the cover as they say it. Then point to the other characters and ask the same question. Remind them that they are Mum and Dad.

- Elicit from the children what *hiccups* means. Tell them to look at the picture of Daisy on the cover for clues. Then, if necessary, make a hiccupping noise and demonstrate to the class what hiccups are.
- Point to the cover again and ask *Is Daisy happy? Why not? Is Mum worried? What is Mum holding? Is Dad worried? What is he doing?* (patting Daisy on the back). Then ask *Have you had hiccups? Did you like having hiccups?*
- 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 second story (Daisy's giant sandwich). Elicit from the children what they think this story is about. Then elicit from the children what page it is on (16).
- Tell the children to look at the picture. Ask *Who can you see? Is Daisy going to school? How do you know?* (she is wearing school uniform) *Is Daisy happy? Why not? What is happening?* Then ask *What do you do when you have got hiccups? How do you stop them?* and elicit ideas from the children on how to stop hiccups.

The contents page



Daisy Has the Hiccups

The story can be played at any time.

- Tell the children to open their books to the contents page. Open your own book and hold it up to show the class.
- Read the title again and encourage the children to read it with you. Ask *Who is the author?* and make sure the children know what an author is. The children may be interested to learn something about the author (see the biographical notes on page 5 of the Introduction to these Teacher's Notes).

Pages 2 and 3

Daisy has the hiccups



Word list

all, are, bag, cupboard, Daisy, Danny, for, got, have, he, Hic!, hiccups, his, I'm, looked, Mum, poor, ready, said, school, the, they, to, went, yes, you

Language summary

present simple tense, past simple tense

Preparation

Wordcards: 2, 4, 7, 18, 20, 21, 26, 31, 34, 35, 42–44, 49, 56, 62, 72, 75, 76, 80, 91, 95, 98, 105, 109, 111 plus punctuation

Before reading

- Before looking at the pages, elicit from the children the name of Daisy's brother. Ask *Has Daisy got a sister or a brother? Is he older or younger? What's his name?*
- Then ask *What is the story called?* and elicit the title from the children. Write *hiccups* on the board. Ask one child to demonstrate what hiccups are. Encourage the children to repeat the word after you. Then ask *Where is Daisy going in the story? What is she wearing?* and remind the children that Daisy is going to school. Write *school* on the board. Encourage the children to repeat the word.

- Then teach *cupboard* and *ready*. Point to a cupboard in the classroom and say *cupboard*. Open the doors, then close them again and say *cupboard*. Write *cupboard* on the board. Encourage the children to repeat the word after you. You can then explain what *ready* means and write it on the board.
- Then ask *Which word has the sound /u:/ in the middle? (school)*. Point to the word *cupboard*. Show the children that it is two words joined together, i.e. *cup + board*. Explain that we don't pronounce the /p/ sound in the middle. Point to *hiccups* and ask *Can you see the word cup?*
- 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? Where are they? What is Dad looking at? Why? Where is Dad going? What is he carrying? Where are Daisy and Danny going? How do you know? How will they go to school? How do you know? (we can see the car)* Ask *What time do you go to school?*
- Then ask *What is Danny getting from the cupboard? What is Mum saying to Danny?* and elicit suggestions from the class.
- Tell the children to look at the picture on page 3. Ask *What has Daisy got? Who is Danny looking at? Who are Mum and Dad looking at? Are Mum and Dad worried?*

During reading

- Read the title again. Elicit from the children why Daisy starts with a capital letter (it's a name). Then ask *How many words can you see? Find two words that start with the same sound. What sound do they start with? (/h/)*.

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for each character.
- Ask *Can you see the word hiccups? Can you see the word ready? Can you see the word cupboard? Can you see the word school?* For each word ask *How many can you see?*
- Read the text again and encourage the children to repeat each sentence after you.
- NB Make sure the class realise that *Poor Daisy!* is an expression of sympathy and does not mean the opposite of *rich*.
- Read both pages again together as a class.
- Invite five children to be the narrator, Danny, Mum, Dad and Daisy. They can read both pages out loud.
- Read page 2 to the class again. Then say *Danny went to the ...* and encourage the children to complete the sentence. They can refer to their books if necessary. Repeat the activity with *He got his ...*. Then ask *What did Mum say to Danny?* and encourage the children to read her speech bubble. Then ask *What did Danny say?* and encourage them to read his speech bubble.
- Read page 3 to the class again. Then say *They all looked at ...* and encourage the children to complete the sentence. They can refer to their books if necessary. Repeat the activity with *Mum said, 'Poor Daisy! You have the ... !'*. Then ask *What did Dad say to Daisy? What did Daisy say?* To answer each question the children read the speech bubbles.
- Read Mum's speech bubble on page 2 and then read Dad's speech bubble on page 3. Ask *Which word is different?*

After reading

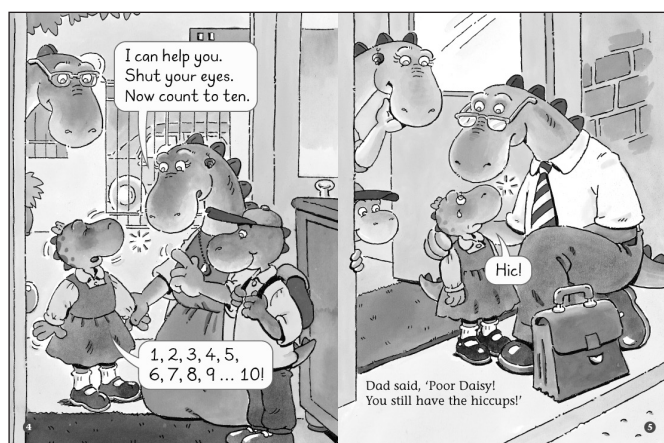
- Invite five children to the front of the class. Give each child a wordcard in random order. Use: *Danny, went, to, the, cupboard*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *Danny went to the cupboard*. When the children are in the correct order, write the sentence on the board.
- Rub out *Danny* and write in *Daisy*. Ask the children to read the new sentence. Then rub out *cupboard* and write in *table*. Ask the children to read the new sentence. Continue with other words, e.g. *door, chair* etc.
- Write *He got his school bag*. on the board and ask the children to read it. Rub out *he* and write in a boy's name from the class. Encourage that boy to get his school bag. Repeat with other boys in the class.
- Play some word games with the 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 *a* and write in an *i*. Encourage the children to read the new word.
- Then write *all* on the board. Add different letters to the beginning of the word to make new words, e.g. *ball, tall, small*. Encourage the children to read the new word each time.
- Ask *Will Daisy's hiccups stop? How?*

Wordcard activities

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

- Do page 1 in the Comprehension and Vocabulary Workbook.

Pages 4 and 5



Word list

can, count, Dad, Daisy, eyes, have, help, hiccups, I, now, poor, said, shut, still, ten, the, to, you, your

Language structures

can, imperatives, numbers 1–10, past simple tense, present simple tense

Preparation

Wordcards: 12, 17, 19, 20, 25, 34, 38, 43, 48, 68, 72, 76, 84, 86, 89, 91, 98, 111, 112 plus punctuation

Before reading

- Before looking at the pages, teach *shut your eyes* and *count*. Point to your eyes and say *eyes*. Tell the children to point to their eyes. Write *eyes* on the board and encourage the children to repeat after you. Ask *How many eyes have you got?* Then shut your eyes and say *shut*. Go to the door and shut it. Say *shut* as you shut it. Write *shut* on the board and encourage the children to repeat after you. Then say to the children *Shut your eyes*. Shut your own eyes and encourage the children to do the same. Open your eyes and make sure the children open theirs.

- Start counting to 10, slowly. Encourage the children to join in. When you reach 10, say *count*. Write *count* on the board and encourage the children to repeat it after you. Say *Count!* and encourage the children to count to 10 again with you. Write the numbers 1 to 10 on the board as the children say each one.
- 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 *Is Daisy happy? Why not? Are her eyes shut? What is Mum holding? Why? What is Mum doing?* Elicit suggestions from the class, e.g. stop her hiccups, make her happy etc. Then ask *What is Daisy doing? How do you know?* (the children will probably recognise the numbers in Daisy's speech bubble) *Why is she counting? What are Dad and Danny doing?*
- Tell the children to look at the picture on page 5. Ask *Is Daisy happy now? How do you know? Have her hiccups stopped? Who is Daisy with? What is Dad doing? (cuddling Daisy) What are Mum and Danny doing?*

During reading

- Read the text on both pages 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 hiccups? Can you see the word shut? Can you see the word eyes? Can you see the word count?*
- Read the text again and encourage the children to repeat each sentence after you.
- NB Make sure the children understand *still* (continue to do or have something).
- Read both pages again together as a class.

- Invite four children to be the narrator, Mum, Dad and Daisy. They can read both pages out loud.
- Read page 4 to the class again. Ask *What did Mum say to Daisy? What did Daisy say?*
- Read page 5 to the class again. Ask *What did Dad say to Daisy?* Encourage the children to read the text inside the speech marks. Then ask *What did Daisy say?*
- Talk about how the words people say in pictures are put inside speech bubbles, but when they are written in text, we use speech marks.
- Ask the children to find and point to *you* on pages 4 and 5. Ask *Who is you?* and elicit that they both refer to Daisy.

After reading

- Invite four children to the front of the class. Give each child a wordcard in random order. Use: *I, can, help, you*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *I can help you*. When the children are in the correct order, write it on the board.
- Ask the children holding *can* and *I* to change places. Ask the class to read the new sentence and elicit from them that it's a question. Write the question on the board and elicit from the children what punctuation needs to be added and changed.
- *Shut your eyes*. is a command, also called an imperative. Play an imperatives game. Invite a few children to come to the front of the class and to stand in a line facing the class. Give them some commands using imperatives, e.g. *Shut your eyes; Open your eyes; Hop on one foot; Jump up and down*. etc. The children do it immediately. The last one to react is out.

Extension

Play the imperatives game using parts of the body that the children might know, e.g. *head, nose, ears, mouth, arm, leg*. Say *Touch your head*. and encourage the children to do it. Any children who touch the wrong part of their body are out. Continue playing the game with the other parts of the body.

- Write numbers 1 to 10 on the board in random order. Then write the number words on the board in random order. Invite pairs of children to come to the board and match a number with its number word.
- Play some word games with the children. 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 an *v*. Encourage the children to read the new word. Continue, changing the first letter to *m, p, r, v*. Repeat the activity with *ten* and the letters *h, p*.
- Ask *Why did Mum tell Daisy to close her eyes and count to ten?* and elicit suggestions from the class (it was to try and help her forget the hiccups). Then ask *Did it work? What will happen? What will Dad tell Daisy to do?*

Wordcard activities

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

- Do page 2 in the Comprehension and Vocabulary Workbook.

Pages 6 and 7



Word list

can, Daisy, drank, drink, have, held, help, her, here, hiccups, hold, I, is, Mum, nose, now, poor, said, she, some, still, the, water, you, your

Language structures

can, some with uncountable nouns, imperatives, past simple tense, present simple tense

Preparation

Wordcards: 12, 20, 23, 24, 34, 36, 38, 39, 41, 43, 45, 48, 51, 62, 65, 67, 72, 76, 82, 85, 86, 91, 103, 111, 112 plus punctuation

Materials

a cup of water, an empty cup
objects the children know in English, e.g. a book, a bag, a pencil etc.

Before reading

- Before looking at the pages, teach *water, drink, nose* and the phrase *Hold your nose*. Pour the water from one cup into another and say *water* as you do so. Pour some water onto your hands and say *water* again. Write *water* on the board. Ask *What can we do with water?* and take a sip of it. Say *drink*. Take another sip and say *drink* again. Write *drink* on the board.

- Ask *Do you drink water? Do you like water?* Elicit from the children other things we do with water, e.g. wash in it, swim in it.
- Then touch your nose and ask *What is it?* If you played the imperatives game with body parts in the previous lesson, the children will know the word. If not, say *nose*. Encourage the children to touch their noses and repeat *nose* after you. Write *nose* on the board. Write *hold* on the board. Explain and demonstrate what it means. Then say *Hold your nose*. and encourage the children to do it.
- Tell the children to open their books to pages 6 and 7. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 6. Ask *Where are Dad and Daisy? Have Daisy's hiccups stopped? How do you know? What is Dad giving Daisy? Why? What is Daisy holding? Why? What is Danny doing?*
- Tell the children to look at the picture on page 7. Ask *Who is holding the glass of water? Has Daisy still got the hiccups? How do you know? Are Mum, Dad and Danny worried?*

During reading

- Read the text on both pages 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 hiccups? Can you see the word water? Can you see the word drink? Can you see the word hold? Can you see the word nose?*
- Read the text again and encourage the children to repeat each sentence after you.
- NB Make sure the children understand that *drank* is the past form of *drink*.

- Read both pages again together as a class.
- Invite four children to be the narrator, Mum, Dad and Daisy. They can read both pages out loud.
- Read page 6 to the class again. Ask *What did Dad say?*
- Read page 7 to the class again. Ask *What did Mum say? What did Daisy say?* Point out that the *Hic!* that Daisy says is part of the word *hiccups*.
- Tell the children to look at page 6. Say *Find and point to I can help you*. Then tell them to look at page 4 and ask them to find and point to the same sentence. Repeat the activity with *Poor Daisy! You still have the hiccups!* on pages 7 and 5.
- Point to the text at the bottom of page 6 and ask *Who is she?* and elicit that it refers to Daisy. Repeat the question for *you* on page 7 which also refers to Daisy.
- Say *Find the word you. How many can you see?* Continue the activity with: *water, nose, the*.
- Write *Here is some water* on the board. Ask the children to read it out loud. Rub out *some water* and hold up a book. Say *Here is a ...* and encourage the children to complete the sentence. Hold up other objects you have brought into class with you and ask the children to complete the sentence each time.
- Then point to your nose and say *Here is my nose*. Encourage the children to point to their noses and repeat the sentence after you. Continue with other parts of the body.
- *Hold your nose* is an imperative. Play the imperatives game again (see page 6 of these Teacher's Notes).
- Ask *Why did Dad give Daisy some water? Why did Daisy hold her nose?* and elicit suggestions from the class (it was to try and help her forget the hiccups). Then ask *Did it work? What will happen? What will Danny tell Daisy to do?*

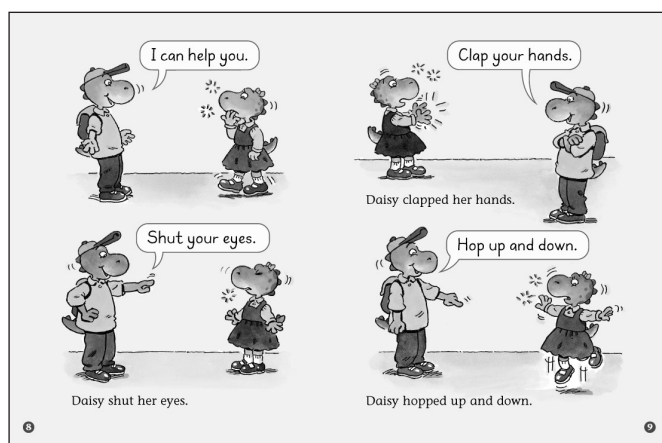
Wordcard activities

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

After reading

- Invite four children to the front of the class. Give each child a wordcard in random order. Use: *Here, is, some, water*. 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 some water*. When the children are in the correct order, write the sentence on the board.
- Change *water* to *milk* and ask the children to read the new sentence.
- Do page 3 in the Comprehension and Vocabulary Workbook.

Pages 8 and 9



Word list

and, can, clap, clapped, Daisy, down, eyes, hands, help, her, hop, hopped, I, shut, up, you, your

Language structures

can, imperatives, past simple tense

Preparation

Wordcards: 3, 12, 15, 16, 20, 22, 25, 33, 38, 39, 46–48, 83, 84, 100, 110, 112 plus punctuation

Before reading

- Before looking at the pages, teach the phrases *Clap your hands.* and *Hop up and down.* Clap your hands and say *Clap your hands.* Encourage the children to do it with you. Write *Clap your hands* on the board. Ask *When do we clap our hands?* Ask the children to share any personal achievements and give them a clap.
- Then hop up and down and say *Hop up and down.* Encourage individual children to do it with you. Write *Hop up and down* on the board. Ask *What animals hop up and down?* Point to each phrase at random and ask the children to read it out loud and do the action.

- 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 pictures. Point to the first picture on page 8. Ask *Who is with Daisy? Has she still got the hiccups?* Point to the next picture on page 8 and ask *What is Daisy doing? Has she still got the hiccups?* Repeat these two questions for the pictures on page 9.

During reading

- Read the text on both pages to the class slowly and clearly. If you wish, use a different voice for Danny. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word shut? Can you see the word eyes? Can you see Clap your hands? Can you see Hop up and down?*
- Read the text again and encourage the children to repeat each sentence after you.
- NB Make sure the children understand that *clapped* is the past form of *clap*, and that *hopped* is the past form of *hop*.
- Read both pages again together as a class.
- Invite two children to be the narrator and Danny. They can read both pages out loud.
- Tell the children to look at page 8. Say *Find and point to I can help you.* Then tell them to look at page 6 and ask them to find and point to the same sentence and elicit who says the words on page 6. Then ask the children to find and point to *Shut your eyes.* on page 8. Ask *Who said this to Daisy on page 4?* Tell the children to look back at page 4 to check.
- Ask *How many things did Danny tell Daisy to do? What did he say first? What did he say next? What did he say last?*

- Say *Find the word eyes. How many can you see?* Repeat the activity with *hands* and the phrase *up and down*.
- Ask *How many sentences can you see on pages 8 and 9? What does a sentence start with? What does a sentence end with?*

After reading

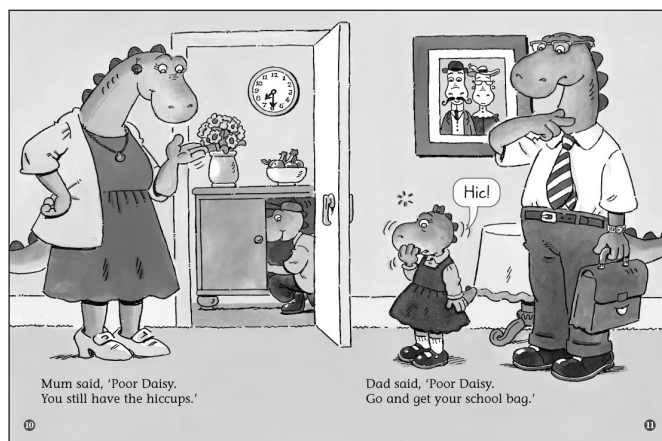
- Elicit from the children all the things we can shut, e.g. eyes, mouths, a book, a door, a window etc. Elicit from the children another word for *shut* (close).
- Write *hand* on the board. Ask *Can you see and inside it?*
- Write *up* on the board and ask the children to read it. Add *c* to the beginning and ask the children to read the new word (cup). Write *hiccups* on the board. Ask the children to find *up* and *cup*.
- Play a word game with the children. Write *hop* on the board. Ask the children to read it. Then say each individual sound in the word (/h/ /ɒ/ /p/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /hɒp/ encouraging the children to repeat after you. Add an *s* to the beginning and ask the children to read the new word (shop). Then rub out the *h* and write in a *t*. Encourage the children to read the new word (stop). Then rub out the *s* and ask the children to read *top*.
- *Clap your hands.* is an imperative. Play the imperatives game again (see page 6 of these Teacher's Notes).

Wordcard activities

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

- Do page 4 in the Comprehension and Vocabulary Workbook.

Pages 10 and 11



Word list

and, bag, Dad, Daisy, get, go, have, hiccups, Mum, poor, said, school, still, the, you, your

Language structures

past simple tense, present simple tense, imperatives

Preparation

Wordcards: 3, 7, 19, 20, 28, 29, 34, 43, 62, 72, 76, 80, 86, 91, 111, 112 plus punctuation

Materials

a school bag, a book, a pencil, a ball

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. Ask *Has Daisy still got the hiccups? What is Danny doing? Why is he getting into the cupboard?* and elicit suggestions from the children.
- Then ask *What is Mum saying to Daisy?* and elicit suggestions from the class.

- Point to the photo on the wall. Ask *Who are they?* and elicit suggestions from the class. If necessary, draw their attention to the old-fashioned clothes. Talk about why people have photographs of relatives in their homes.

During reading

- Read the text on both pages 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.
- NB You may want to read page 10 with the class before this stage as they have already seen the text in this book, so may be able to read it without too much help.
- Ask *Can you see the word poor? Can you see the word Daisy? Can you see the word hiccups? Can you see the word school? Can you see the word bag?*
- 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, Mum and Dad. They can read both pages out loud.
- Read page 10 to the class again. Ask *What did Mum say?* and encourage the children to read the text inside the speech marks. Then read page 11 again and ask *What did Dad say?*
- Tell the children to look at what Mum and Dad said. Ask *What is the same?* (Poor Daisy.)
- Point to different words at random and ask the children what they say. Then read the text on both pages again, encouraging the children to read with you.

After reading

- Put a school bag on your table. Write *Go and get your school bag.* on the board. Choose a child from the class and write (*child's name*), *go and get your school bag.* Encourage the child to read the sentence and come to the front to get the bag. Repeat the activity with other children. Accompany each instruction with a hand gesture like Dad in the picture on page 11.
- Rub out *school bag* and write in *book*. Repeat the activity with this new sentence. You can write in other objects, e.g. *pencil, ball* etc.

Extra activity

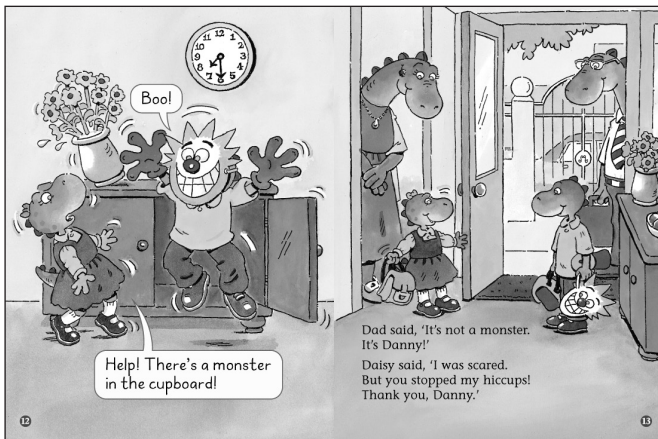
Ask *What job does Dad do?* and elicit suggestions from the class. Then ask *What does your Dad do?*

- Ask *Why did Dad say Go and get your school bag? Where is Daisy's bag?* and elicit suggestions from the class. Remind them where Danny's bag was (in the cupboard) *Who got into the cupboard? Why? What will happen next?*

Wordcard activities

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

Pages 12 and 13



Word list

a, but, cupboard, Dad, Daisy, Danny, help, hiccups, I, in, it's, monster, my, not, said, scared, stopped, thank you, the, there's, was, you

Language structures

present simple tense, past simple tense

Preparation

Wordcards: 1, 10, 18–21, 37, 43, 48, 50, 52, 61, 63, 66, 76, 79, 87, 90, 91, 93, 102, 110 plus punctuation

Materials

picture of a monster
a box containing objects the children know in English

Before reading

- Before looking at the pages, teach *monster* and *scared*. Hold up the picture of the monster you have brought into class with you and make a loud monster sound. Say *monster*. Write *monster* on the board and encourage the children to repeat it after you.
- Stick the picture on the board and mime being scared of it. Say *I'm scared*. Write *scared* on the board and encourage the children to repeat it after you.

- Then ask *Do you like monsters? Are you scared?* and encourage the children to mime being scared. Then ask *What are you scared of?*
- Tell the children to open their books to pages 12 and 13. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 12. Ask *Who is jumping out of the cupboard? What is Danny wearing?* (Introduce the word *mask* if appropriate.) *Why? Is Daisy scared? How do you know?*
- Tell the children to look at the picture on page 13. Ask *Is Daisy still scared? Why not? How do you know? Has Daisy still got the hiccups? What stopped her hiccups?*

During reading

- Read the text on both pages 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 monster? Can you see the word cupboard? Can you see the word hiccups? Can you see the word scared?*
- Read the text again and encourage the children to repeat each phrase after you.
- Make sure the children understand that *there's* means *there is* and *it's* means *it is*.
- Read both pages again together as a class.
- Invite four children to be the narrator, Daisy, Danny and Dad. They can read both pages out loud.
- Read page 12 to the class again. Ask *What did Danny say? What did Daisy say?*
- Read page 13 to the class again. Ask *What did Dad say? What did Daisy say? Why did Daisy say thank-you to Danny?*
- Say *Find the word monster. How many can you see?* Repeat the activity with: *a, said, you.*

After reading

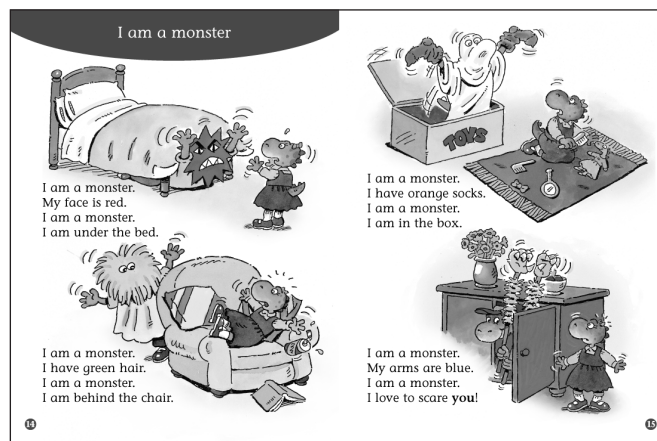
- Invite six children to the front of the class. Give each child a wordcard in random order. Use: *Help, there's, a monster, in, the, cupboard.* Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *Help! There's a monster in the cupboard!*. When the children are in the correct order, write the sentence on the board.
- Put the object box you have brought into class with you on the table. Rub out *monster* and *cupboard* and write in *book* and *box* to make *There's a book in the box.* and ask the children to read it. Ask a child to come to the box and find the book.
- Rub out *book* and leave the space blank. Invite a different child to come and take one thing out of the box and complete the sentence correctly. Repeat with other children.
- Play a word game with the children. Write *not* on the board. Ask the children to read it. Then say each individual sound in the word (/n/ /ɒ/ /t/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /nɒt/ encouraging the children to repeat after you. Rub out the *n* and write in an *h*. Encourage the children to read the new word. Continue, changing the first letter to *p* then *g*.
- 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 pages 5 and 6 in the Comprehension and Vocabulary Workbook.

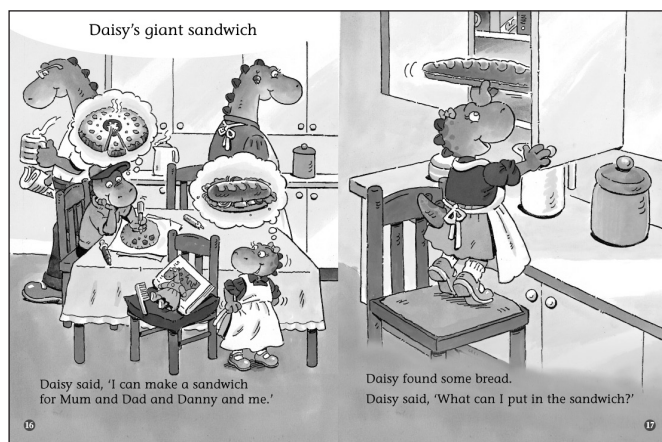
I am a monster



- Have fun reading the rhyme on pages 14 and 15 to and with the class.
- Do page 7 in the Comprehension and Vocabulary Workbook.

Pages 16 and 17

Daisy's giant sandwich



Word list

a, and, bread, can, Dad, Daisy, Danny, for, found, I, in, make, me, Mum, put, said, sandwich, some, the, what

Language structures

past simple tense, *can*, some with uncountable nouns

Preparation

Wordcards: 1, 3, 9, 12, 19–21, 26, 27, 48, 50, 58, 59, 62, 73, 76, 78, 85, 91, 107 plus punctuation

Materials

a sandwich

Before reading

- Before looking at the pages, teach *sandwich*, *bread* and *giant*. Hold up the sandwich you have brought in to class with you and say *sandwich*. Write the word on the board and encourage the children to repeat the word after you. Ask *Do you like sandwiches?* Then ask *What do we use to make a sandwich?* and try to elicit *bread*. Write *bread* on the board. Then ask *What do you put in your sandwich?*

- Write *giant* on the board and explain that *giant* means very, very big.
- Point to the words on the board. Ask *What word starts with /b/? What word starts with /s/?*
- 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 page 16. Point to the title of the story and read it out loud. Ask *What is the story about?* and elicit suggestions from the children.
- Tell the children to look at the picture on page 16. Ask *Where are the family? How do you know? What is Dad holding? Where is he going? What is Danny doing? What is he drawing? What is he thinking about? What is Daisy thinking about? What is Daisy putting on? What does she want to do?* Remind the children of the title of the story.
- Tell the children to look at the picture on page 17. Ask *Why is Daisy standing on a chair? What is she getting out of the cupboard? What is she going to do with the bread?*

During reading

- Read the text on both pages to the class slowly and clearly. If you wish, use a different voice for Daisy. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word sandwich? Can you see the word bread? Can you see the word Daisy?*
- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite two children to be the narrator and Daisy. They can read both pages out loud.

- Point to different words at random and ask the children what they say. Then read the text on the page again, encouraging the children to read with you.
- Tell the children to look at page 16. Ask *What did Daisy say?* and encourage the children to read the words inside the speech marks.
- Tell the children to look at page 17. Say the following sentences and encourage the children to complete them:
Daisy found some
Daisy said, 'What can I put in the ... ?'
- Then say *Find the word I. How many can you see?* Repeat the activity with: *can, sandwich, and.*

After reading

- Invite five children to the front of the class. Give each child a wordcard in random order. Use: *I, can, make, a, sandwich.* Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *I can make a sandwich.* When the children are in the correct order, write the sentence on the board.
- Rub out *sandwich* and brainstorm other words with the children that could be used, e.g. *cake, drink.*
- Ask the children holding *can* and *I* to change places. Ask the class to read the new sentence and elicit that it is a question. Write the question on the board and elicit the correct punctuation from the children, i.e. *Can I make a sandwich?*
- Invite the children to explain how to make a sandwich. *What do they need? What happens first/next etc.?* NB Talk about the dangers of using sharp knives without adult supervision.
- Write *sandwich* on the board. Write *and* under it and ask the children to find *and* in *sandwich.*

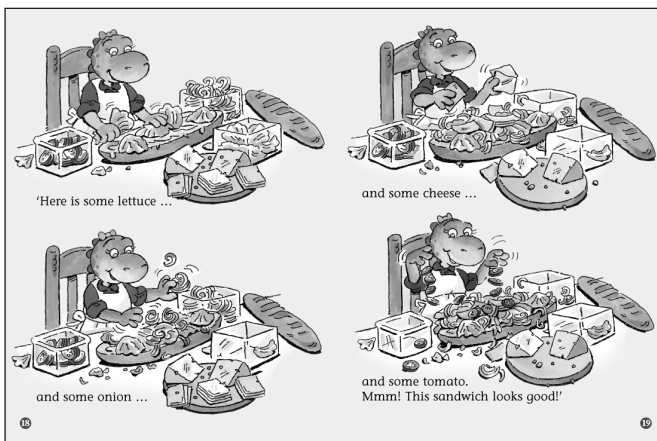
- Write *can* on the board. Say each individual sound in the word (/k/ /æ/ /n/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /kæn/ encouraging the children to repeat after you. Rub out the *c* and write in an *f*. Encourage the children to read the new word. Continue, changing the first letter to *m, p, r, v.* Repeat the activity with *got* and the letters *h, d, p.*
- Write *make* on the board and ask the class to read it. Write *I can make a cake.* and ask the class to read it. Then ask *Which two words sound the same?* Brainstorm other words that sound the same, e.g. *take, shake, snake.*
- Ask *What will Daisy put in the sandwich? Will she make a mess?*

Wordcard activities

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

- Do page 8 in the Comprehension and Vocabulary Workbook.

Pages 18 and 19



Word list

and, cheese, good, here, is, lettuce, looks, Mmm, onion, sandwich, some, this, tomato

Language structures

some with uncountable nouns, present simple tense

Preparation

Wordcards: 3, 14, 30, 41, 51, 55, 57, 60, 70, 78, 85, 97, 99 plus punctuation

Materials

lettuce, onion, cheese, tomato

Before reading

- Before looking at the pages, teach *lettuce, onion, cheese* and *tomato*. Hold up each food item in turn and elicit from the children what it is. Say the word and encourage the children to repeat it after you. Write the word on the board. Then hold up the items in random order and encourage the children to point to the correct word on the board and say it.
- Find out if any children know how onions, lettuce or tomatoes are grown (onions are grown in the ground, lettuce is grown on top of the soil, tomatoes are grown on a plant).

- 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 page 18. Point to the first picture and ask *What is Daisy putting in the sandwich?* Repeat the question for the other three pictures.
- Go back to the first picture. Ask *What colour is the lettuce?* Talk about how it makes sandwiches crispy and crunchy. Focus on the second picture. Ask *Do onions make you cry? Is Daisy crying?* Focus on the cheese picture. Ask *Do you like cheese? What is cheese made from?* Finally ask *What colour is the tomato?* You could elicit that tomatoes are green to start with but go red as they ripen.

During reading

- Read the text on both pages to the class slowly and clearly. If you wish, use a different voice for Daisy. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word sandwich? Can you see the word bread? Can you see the word Daisy?*
- 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 Daisy. They can read both pages out loud.
- Ask *What does Daisy put in first?* and encourage the children to read that part of the text. Repeat the question with *second, third, last*. Then ask *What did Daisy say about her sandwich?* and encourage them to read the last line.
- Point to the food words one at a time in random order and ask the children to read them. Then ask *Which word starts with /t/?* Repeat the question using: /ʌ/ /l/ /tj/.

After reading

- Invite four children to the front of the class. Give each child a wordcard in random order. Use: *This, sandwich, looks, good*. 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 *This sandwich looks good*. When the children are in the correct order, write the sentence on the board.
- Write *look* and *good* on the board and ask the children to read the words. Ask *What sound is the same? (/ʊ/)* *What letters make /ʊ/*?
- Play some word games with the children. Rub out the *l* in *look* and write in *b*. Encourage the children to read the new word. Then rub out the *g* in *good* and write in *w*. Encourage the children to read the new word.
- Then write *some* on the board and ask the children to read it. Rub out the *s* and write in *c*. Encourage the children to read the new word.
- Write *cheese* on the board. You might like to tell the children that in the UK children are often asked to say *cheese* when they are having their photographs taken to make them smile! Ask *What sound is in the middle? (/i:/)* *What sound does cheese start with? (/tʃ/)*. Elicit from the children other food words they know which start with /tʃ/, e.g. *chicken, chocolate, chips* etc.
- Write *lettuce* on the board and ask the children to read it. Ask *What two letters are the same in the middle? (tt)*.
- Write *Mmm!* on the board. Say *Mmm!* together. Explain that we often say this when food looks or tastes nice. Elicit from the children other words they know that start with /m/.

Extra activity

Talk about the need for cleanliness when working in the kitchen. We hope Daisy washed her hands before starting to make the sandwich!

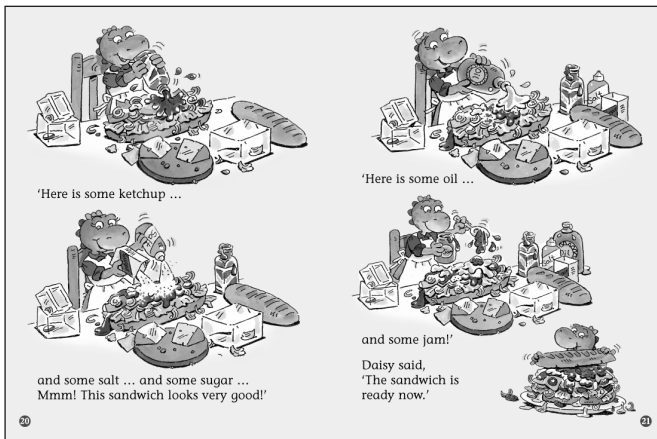
- Ask *What will happen next? Is the sandwich ready? Will Daisy put more things in it?*

Wordcard activities

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

- Do page 9 in the Comprehension and Vocabulary Workbook.

Pages 20 and 21



Word list

and, Daisy, good, here, is, jam, ketchup, looks, Mmm!, now, oil, ready, said, salt, sandwich, some, sugar, the, this, very

Language structures

some with uncountable nouns, present simple tense, past simple tense

Preparation

Wordcards: 3, 20, 30, 41, 51, 53, 54, 57, 60, 67, 69, 75–78, 85, 88, 92, 97, 101 plus punctuation

Materials

ketchup, salt, sugar, cooking oil, jam

Before reading

- Before looking at the pages, teach *ketchup, salt, sugar, oil* and *jam*. Hold up each food item in turn and elicit from the children what it is. Say the word and encourage the children to repeat it after you. Write the word on the board. Then hold up the items in random order and encourage the children to point to the correct word on the board and say it.
- Find out if any children know what ketchup is made from (tomatoes).

- Remind the children what *ready* means. Write the word on the board and ask the children to read it. Elicit what it means from the class.
- 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 page 20. Point to the first picture and ask *What is Daisy putting in the sandwich?* Repeat the question for the other three pictures.
- Go back to the first picture. Ask *What colour is the ketchup? What do you put ketchup on?* Focus on the second picture. Ask *Do the sugar and salt look the same? Do they taste the same? Is salt sweet? Is sugar sweet? What do you put sugar in? What do you put salt in?* Focus on the oil picture. Ask *Do you put oil in sandwiches? What do you do with oil?* Finally ask *What colour is the jam? What fruit is it made from?* and elicit suggestions from the children.
- Tell the children to look at the last picture in the right-hand bottom corner on page 21. Ask *Does Daisy's giant sandwich look nice? Is it ready? Do you want to eat it? Why not? Is Daisy happy with her sandwich?*

During reading

- Read the text on both pages to the class slowly and clearly. If you wish, use a different voice for Daisy. Read the pages again pointing to each word as you read it.
- Ask *Can you see the word sandwich? Can you see the word ketchup? Can you see the word salt? Can you see the word sugar? Can you see the word oil? Can you see the word jam? Can you see the word ready?*
- 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 Daisy. They can read both pages out loud.
- Ask *What does Daisy put in first?* and encourage the children to read that part of the text. Repeat the question with *second, third, last*. Then ask *What did Daisy say about her sandwich?* and encourage them to read the last lines on pages 20 and 21.
- Point to the food words one at a time in random order and ask children to read them. Then ask *Which word starts with /dʒ/?* Repeat the question using: /ɔɪ/ /k/ /s/ /ʃ/.
- Say *Find the word here. How many can you see?* Repeat the activity with: *is, some, sandwich, the*.
- The say *Find a word that sounds the same as come.* (some)
- Ask *What did Daisy put in her sandwich?* Encourage the children to tell you all the ingredients, including those on pages 18 and 19, in the correct order (lettuce, onion, cheese, tomato, ketchup, salt, sugar, oil, jam).
- Play *I went shopping*. You start the game by saying *I went shopping to buy some milk*. Point to a child to continue who repeats your sentence and then adds another item to the list. The next child repeats this new sentence and adds a third item. Continue round the class with each child adding an item until someone forgets an item on the list or repeats an item.
- Ask *Will Mum, Dad and Danny like the sandwich? Will they eat it? What will happen?*

After reading

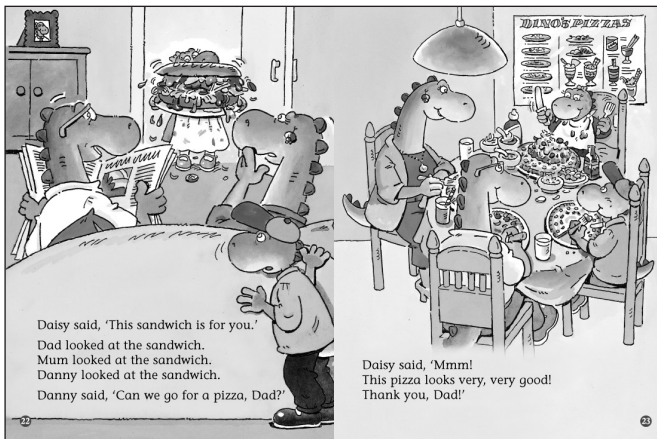
- Invite five children to the front of the class. Give each child a wordcard in random order. Use: *This, sandwich, looks, very, good*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *This sandwich looks very good*. When the children are in the correct order, write the sentence on the board.
- Rub out *looks very good* and write in *is ready now*. Ask the class to read the new sentence.
- Play some word games with the children. Write *now* on the board and ask the children to read it. Rub out the *n* and write in *h*. Encourage the children to read the new word. Repeat the activity writing in *c*.
- Repeat the activity with *jam* and the letter *h*, and *oil* adding a *b* to the beginning.
- Write *ketchup* on the board and ask the children to read it. Ask *What sound does ketchup start with? (/k/)* *Can you see up at the end?* Elicit from the children other words they know that start with /k/, e.g. *car, come, cake*.

Wordcard activities

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

- Do page 10 in the Comprehension and Vocabulary Workbook.

Pages 22 and 23



Word list

a, at, can, Dad, Daisy, Danny, for, go, good, is, looked, looks, Mmm!, Mum, pizza, said, sandwich, thank you, the, this, very, we, you

Language structures

past simple tense, present simple tense, *can*

Preparation

Wordcards: 1, 6, 13, 19–21, 26, 29, 30, 51, 56, 57, 60, 62, 71, 76, 78, 90, 91, 97, 101, 104, 110 plus punctuation

Materials

card, pens, pencils, scissors to make thank you cards

Before reading

- Before looking at the pages, teach *pizza*. Draw a simple picture of a pizza on the board and say *pizza*. Write *pizza* the board and encourage the children to repeat it after you. Ask *What letters are the same?* (*z*). Ask *Do you like pizza? What do you put on top of your pizza?*
- Tell the children to open their books to pages 22 and 23. Open your own book and hold it up to show the class.

- Tell the children to look at page 22. Ask *What is Daisy carrying? Where are Mum, Dad and Danny? What is Dad holding? Are Mum, Dad and Danny pleased? Are they surprised? Do they want to eat the sandwich?* and elicit suggestions from the class.
- Tell the children to look at the picture on page 23. Ask *Where are they? What is the restaurant called?* If necessary, point to the menu on the wall and read the restaurant name to the class. Then ask *Who has got the biggest pizza? Are they happy?*

During reading

- Read the text on both pages 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 sandwich? Can you see the word pizza?*
- 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, Daisy and Danny. They can read both pages out loud.
- Read page 22 to the class again. Ask *What did Daisy say? Who looked at the sandwich first? next? last? What did Danny say? Why did Danny ask to go for a pizza? Did Danny ask a question? How do you know?*
- Read page 23 to the class again. Ask *What did Daisy say about her pizza? Who did she say thank you to? Point to the exclamation marks and elicit what they are used for (to add expression and emphasis).*
- Talk about how to use the word *very*. Then write *This pizza is good, This pizza is very good and This pizza is very, very good* on the board. Ask *Which pizza is the best?*

After reading

- Write *This book is for you* and *Thank you.* on the board and ask the class to read them. Hold up a book. Give the book to the child and say *This is for you.* Encourage a child to say *Thank you.* Repeat with other children. Talk about being polite when someone gives you something.
- Make some *Thank you* cards with the class and suggest they give them to their parents for all the things they do for them.
- Ask *Was Daisy kind? What did she do? Was Danny kind?* and talk about how he might have hurt Daisy's feelings.
- Ask *Have you been to a pizza restaurant? Where was it? Who did you go with? What pizza did you have?*
- 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 pages 11 and 12 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?*

Characters

- *What did you think of the way each character tried to help Daisy with her hiccups?*
- *Did you like Danny's way of helping Daisy?*
- *What did you think of Daisy's idea of making a sandwich for the family?*
- *What did you think of Danny's reaction?*

Setting

- *Where did the stories take place? Elicit all the rooms in the house and the other places from the children (hallway, living room, kitchen, pizza restaurant).*

Plot

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

Moral issues

- Both stories show us how to be kind and thoughtful. In the first story the family tried to help Daisy stop her hiccups, and in the second story, Daisy made a sandwich for her family.

Vocabulary

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

Follow-up ideas

Discussion Have the children ever had the hiccups? How did they stop them? Take a vote on the best way and the funniest way.

Parts of the body How many different parts of the body can the children name? Draw a large outline picture of a person on the board. Point to each part (head, face, ear, nose, mouth, arm, hand, finger, leg, toes) and write a label on them as the children name them.

Simon says Play *Simon says*. Pretend your name is Simon. Tell the children to listen to your instructions and say *Simon says touch your nose*. The children must touch their nose. Then say *Touch your head*. and tell the children that they mustn't do it because you didn't say *Simon says*. Explain that the children who do the action when you don't say *Simon says* are out and must sit down. Give two more instructions to make sure the children understand what they have to do, then play the game. Give the instructions fairly quickly so the children have to concentrate hard.

Diet Discuss Daisy's sandwich. Ask *Which food in the sandwich is healthy? Which is not? What foods are healthiest and what sort of foods are bad for us?*

Making a class sandwich Make some simple sandwiches together and have a class picnic. Remind the children about cleanliness and the dangers of using knives. As you make the sandwiches use words like *first, next, now, last of all* etc.

Fruit and vegetables Brainstorm as many different fruit and vegetables as possible. Ask the children to bring some in from home and talk about how they grow, how they taste and how to cook them.

Monster masks Make a simple monster mask for each child. The children can decorate and colour their masks. They can be stuck to sticks and held in front of the face, or can be tied around the head with elastic.