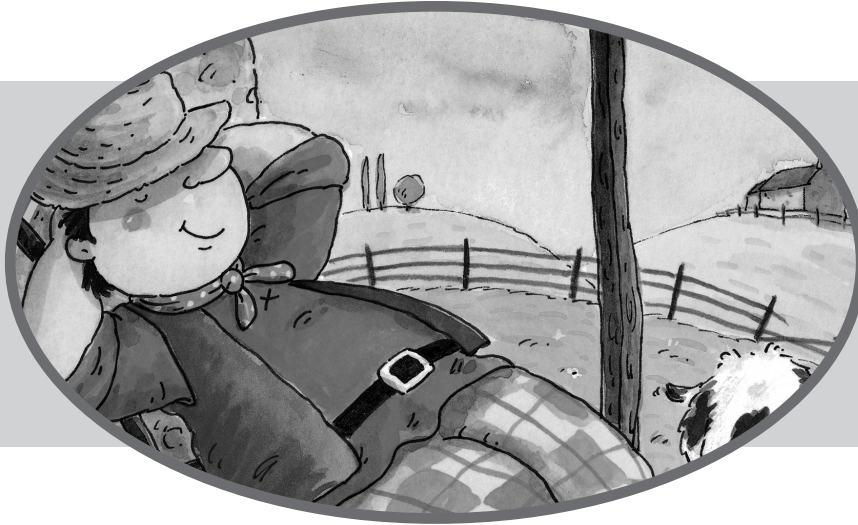


Lazy Lenny

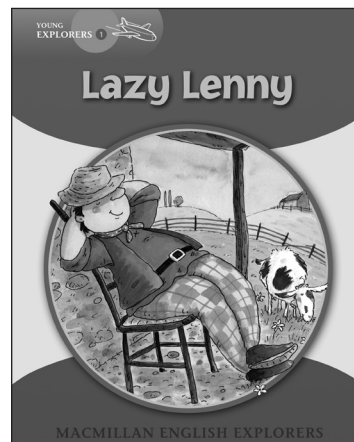


The story

Lazy Lenny has got a goat. He feeds it but Lazy Lenny doesn't like work. He doesn't like looking after it. He asks Larry, who has got a goat, to come and live with him in his big house and look after both goats. Larry agrees but he doesn't like work, either. They sell the goats and buy some bees so they can sell the honey. The bees make lots of honey – but Larry loves honey and he eats it all! They sell the bees and buy some sheep so they can sell the wool. They ask Sam to come and live with them to look after the sheep. But Sam doesn't like work either! He falls asleep while he is looking after the sheep and the sheep escape through a broken fence. Larry and Lenny buy two goats again. They have learnt that laziness will not make them money, so they both work hard. They sell the milk and cheese they get from the goats. Lenny and Larry are happy at last!

Introduce the book

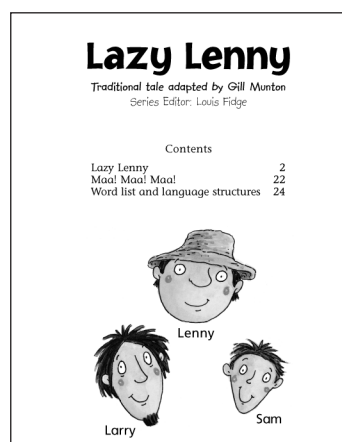
The cover



- 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 Lenny and ask *Who is this?* and elicit from the children that it is Lenny. Point to his name on the cover as they say his name. Then point to the animal and ask *What is it?* Try to elicit *goat* from the children.

- Elicit from the children what *lazy* means (not wanting to work or do anything). Ask *Is Lenny lazy? How do you know? What is he doing?*
- Tell the children to look at the picture. Ask *Can you see Lenny?* Then point to the other characters in turn and ask *Who's this?* Elicit suggestions from the children (his friends, his brothers). Read each name out loud and encourage the children to repeat after you.

The contents page

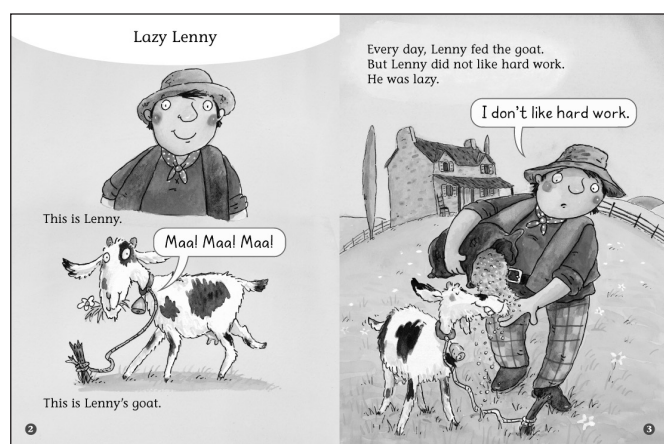


Lazy Lenny

The story can be played at any time.

- Tell the children to open their books to the contents page. Open your own book and hold it up to show the class.
- Read the title again and encourage the children to read it with you. Point to the words *Traditional tale adapted by*. Explain to the children that a *traditional tale* is a story that has been told for many years and that an *adaptation* is a simple version of the story.
- 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 (*Lazy Lenny*). Elicit from the children what they think the story is about. Then elicit from the children what page it is on.

Pages 2 and 3



Word list

but, day, did, don't, every, fed, goat, hard, he, I, is, lazy, Lenny, Lenny's, like, Maa!, not, the, this, was, work

Language summary

This, past simple tense, present simple tense, like

Preparation

Wordcards: 19, 26, 27, 29, 31, 35, 42, 47, 51, 55, 58, 61–64, 69, 70, 79, 99, 107, 114, 124 plus punctuation

Materials

picture of a goat
photocopied picture of Lenny

Before reading

- Before looking at the pages, teach *goat* and *work*. Hold up the picture of the goat and elicit from the children what it is. Then say *goat* and encourage the children to repeat after you. Write *goat* on the board. Ask *What sound does goat start with? (/g/)* *What sound does goat end with? (/t/)*.
- Ask *What noise do goats make?* Let the children make a noise like a goat. Ask *What do goats eat?* (grass) *Where do they live?* (on a farm).

- Elicit other things the children know about goats. Try to elicit that we get milk from female goats in the same way as cows. Ask *What can we drink from goats?* (milk) *What animals give us milk?* (cows and goats). If you can't elicit this, tell the children.
- Write *work* on the board. Say it and encourage the children to repeat after you. Explain what it means.
- 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?* (Lenny) *What animal can you see?* (a goat) *What is the goat wearing?* Try to elicit *bell*. Then ask *Why is the goat wearing a bell?* (Lenny can hear where the goat is). Point to the goat's udders and ask *What comes from here?* (milk).
- Tell the children to look at the picture on page 3. Ask *What is Lenny doing now?* (feeding the goat) *Is he happy? Why not?* and try to elicit that Lenny doesn't like work, he is lazy. Encourage the children to tell you what *lazy* means. If necessary, point to the word in the title again.
- Then ask *Can the goat walk around? Can the goat run and jump? Why not?* (it is tied to a pole) *Why is the goat tied?* (so it doesn't run away). Then say *Look at Lenny's house. Is it big or small?* (big) *Is it a nice house?*

During reading

- Read the title again. Elicit why Lenny starts with a capital letter (it's a name). Ask *How many words can you see? Do they start with the same sound? Do they end with the same sound? What sound do they start with? (/l/)* *What sound do they end with? (/i:/)*.

- 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 Lenny.
- Ask *Can you see the word lazy? Can you see the word Lenny? Can you see the word goat? Can you see the word work? How many can you see?*
- Read the text again and encourage the children to repeat each sentence after you. They can have fun making the goat noise on page 2.
- Elicit what *fed* and *hard* mean. Encourage the children to use the picture for clues. Write *hard* on the board then say *Look at page 3. How many can you see?*
- Make sure the children understand that *don't* means *do not*.
- Read both pages again together as a class.
- Invite two children to be the narrator, and Lenny and the goat. They can read both pages out loud.
- Tell the children to look at page 2. Point to the two sentences under the pictures. Ask *What words are the same?*
- Point to the goat and ask *Whose goat is it?* and encourage the children to point to the word in the second sentence that tells them (Lenny's).
- Tell the children to look at page 3. Say the following sentences and encourage the children to complete them:
Every day, Lenny ... the
But Lenny did not like
He was
- Play a finding game with the children. Ask *Can you find the word Lenny? How many can you see? . Repeat with goat, lazy.*

After reading

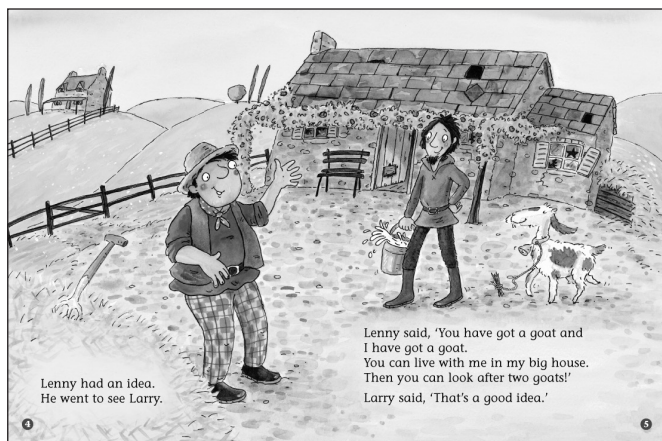
- Stick the photocopied picture of Lenny on the board and write *This is Lenny.* under it. Encourage the class to read it with you.
- Rub out *Lenny*. Invite a child to the front of the class. Point to the sentence on the board and encourage individual children in the class to read and complete it with the child's name. Repeat with a different child.
- Write *Every day, Lenny fed the goat.* on the board. Say each word out loud as you write it and encourage the children to repeat after you.
- Under the sentence write *Every day, I _____.* Elicit from the children the things they do every day, e.g. get up, go to school, eat breakfast, play etc. Encourage individual children to read and complete the sentence to make it true for them.
- Write and read *I don't like hard work.* on the board. Elicit from the children some things they don't like, e.g. food, drinks, activities etc. Rub out *hard work* and encourage individual children to complete the sentence with things they don't like.
- Write *not* on the board. Elicit from the children what it says. Point to each letter in the word and say each individual sound as you do so (/n/ /ɒ/ /t/). Encourage the children to repeat after you. Then say the word. Rub out the *n* at the beginning of *not* and add an *h*.
- Ask *What will Lenny do next?*

Wordcard activities

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

- Do page 25 in the Comprehension and Vocabulary Workbook.

Pages 4 and 5



Word list

a, after, an, can, goat, good, got, had, have, he, idea, Larry, Lenny, live, look, me, said, see, that's, then, to, two, went, with, you

Language summary

past simple tense, *have got*, present simple tense, *can*

Preparation

Wordcards: 1, 2, 4, 22, 41–45, 48, 51, 56, 60, 62, 65, 66, 73, 87, 89, 98, 103, 108, 111, 117, 122, 127, 128 plus punctuation

Materials

a book, a pencil, a shoe, a banana

Before reading

- Before looking at the pages, teach *idea*. Write it on the board. Say it and encourage the children to repeat after you. Explain what it means.
- Write *Larry* on the board. Ask *Is it a name? How do you know?* (it starts with a capital letter). Say the name and encourage the children to repeat it after you. Then ask *What sound does Larry start with? (/l/)* *What sounds does Larry end with? (/i:/)*. Then elicit from the children other words from the story that start and end with these sounds (Lenny, lazy). If necessary, let them look back at pages 2 and 3 for help.

- 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 pages 4 and 5. Ask *Who can you see? Where is Lenny?* (at Larry's house). Point to Larry and ask *Who is this?* Elicit from the children that it is Larry. Then ask *Has Larry got a goat? What is Larry holding?* (a bucket) *What is in the bucket?* (milk) *Where did the milk come from?* (the goat).
- Encourage the children to look at how the two men are dressed. Ask *Who is wearing a hat?* Point to Larry's house and ask *Who lives here? Is it big or small? Is it bigger than Lenny's house?* If necessary, let the children look back at pages 2 and 3 for help.
- Elicit from the children what they think Lenny is saying to Larry.

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 different voices for Lenny and Larry.
- Ask *Can you see the word Lenny? Can you see the word Larry? Can you see the word goat? Can you see the word idea?*
- Read the text again and encourage the children to repeat each sentence after you.
- Elicit what *went* and *live* mean. Write *look after* on the board and talk about what it means. To make sure the children have understood, ask *Who looks after you?*
- Make sure the children understand that *that's* means *that is*.
- Read both pages again together as a class.

- Invite three children to be the narrator, Lenny and Larry. They can read both pages out loud.
- Say the following sentences and encourage the children to complete them:
Lenny had an
He went to see
Lenny said, 'You have got a
You can ... with me.
Then you can ... two ... !'
Larry said, 'That's a'
- Do some finding activities with the children. Ask *Can you find the word went?* Repeat with *said, you, live, to*. Then say *Find two words with two letter os in*. When the children have found them, encourage them to read the words out loud (look, good).
- Then say *Find all the words with one letter*. When the children have found them, encourage them to read them out loud (*a* appears twice). Repeat the activity with two-letter words (an, he, to, me, in, my) and three-letter words (had, see, got, you, can, big, two).
- Point to the word *He* on page 4. Ask *Who is he?* and elicit it that it refers to Lenny. Do the same with *You* on page 5 (it refers to Larry).

After reading

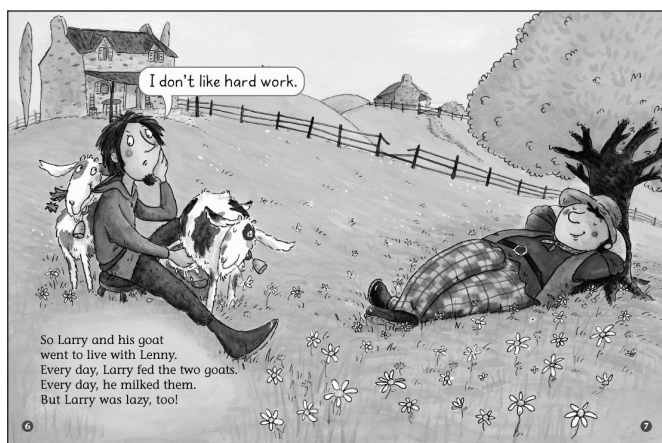
- Invite five children to the front of the class. Give them one wordcard each in random order. Use: *You, have, got, a, goat*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *You have got a goat*. When the children are in the correct order, write the sentence on the board.
- Rub out *goat*. Hold up each object you have brought into class with you and elicit the name from the children. Give one of the children the book. Then say to the child *You have got a book*. Give the book to another child repeat the sentence, encouraging the children to repeat after you. Complete the sentence on the board with *book*. and ask the children to read it. Repeat the activity with the other objects.
- Give a child the book and ask *Have you got a book?* and wait for them to respond *Yes*. Give the other objects to other children and ask them the question *Have you got a (shoe)?* etc.
- Give five children the wordcards from the first activity. 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 *Have you got a goat?* Elicit what punctuation needs to be changed and added to make it correct. Write the question on the board.
- Write *he* on the board. Elicit what it says from the children. Rub out the *h* and write in an *m*. Ask the children to read the new word out loud. Then write *goat* on the board. Rub out the *g* and write in a *c*. Ask the children to read the new word out loud (*coat*). Then change the *c* to a *b* and ask the children to read the new word (*boat*).
- Write *then* and *with* on the board. Elicit what they say from the children. Then ask *What sound does then start with? (/ð/)* *What sound does with end with? (/ð/)* *What letters make this sound? (th)*. Make sure the children know that the *th* in both words makes one sound (/ð/).
- Discuss with the class why Larry might think it is a good idea to go and live with Lenny. Ask the children for suggestions, e.g. *Lenny has a bigger, better, house*.

Wordcard activities

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

- Do page 26 in the Comprehension and Vocabulary Workbook.

Pages 6 and 7



- Tell the children to look at the picture on page 6. Ask *Who can you see? Where is he? (at Lenny's farm) How many goats can you see? Whose goats are they? What is Larry doing? (milking the goats) Is he happy? Why not?* and elicit suggestions from the children.
- Tell the children to look at the picture on page 7. Ask *Who can you see? What is Lenny doing? (sleeping) Is Lenny happy now? Why?*
- Elicit from the children what they think Larry is saying.

Wordlist

and, but, day, don't, every, fed, goat, hard, he, his, I, Larry, lazy, like, live, milked, so, the, them, to, too, two, was, went, with, work

Language summary

present simple tense, *like*, past simple tense

Preparation

Wordcards: 5, 19, 26, 29, 32, 35, 41, 42, 47, 50, 52, 55, 60, 61, 64, 65, 76, 95, 99, 101, 108, 109, 111, 114, 117, 122, 124 plus punctuation

Materials

a book, a pencil, a shoe, a banana

Before reading

- Before looking at the pages, teach *milked*. Explain what it means and ask *What animals can we milk?* (cow, goat)
- Tell the children to open their books to pages 6 and 7. Open your own book and hold it up to show the class.

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 Larry.
- NB If you have a confident class, you may wish to invite individual children to read the speech bubble on page 7 out loud before this stage.
- Ask *Can you see the word Lenny? Can you see the word Larry? Can you see the word goat? Can you see the word lazy?*
- Read the text again and encourage the children to repeat each sentence after you.
- Invite two children to be the narrator and Larry. They can read both pages out loud.
- Say the following sentences and encourage the children to complete them:
So Larry and his ... went to live with
Every day, Larry ... the two goats.
Every day, he ... them.
But Larry was ... , too!
- Do some finding activities with the children. Ask *Can you find the word so?* Repeat with *and, his, to, with, the, he, but, was*. Then ask *Can you see every day? How many can you see?*

- Then say *Find five words which start with /l/*. Make it a competition and ask the child who finds them first to read them out loud (Lenny, Larry, live, like, lazy).
- Elicit from the children why the sentences begin with capital letters and end with full stops.

After reading

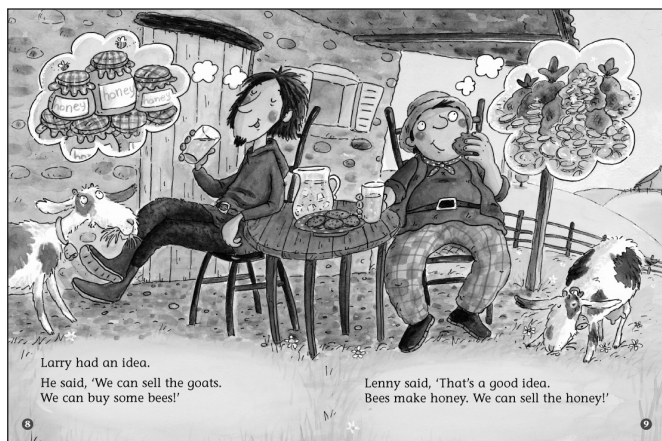
- Write *Lenny went to live with Larry.* on the board. Ask the children to read it out loud. Then ask *Is it correct? What is wrong?* Encourage the children to tell you the correct sentence *Larry went to live with Lenny.*
- Correct the sentence on the board, then write *Larry fed the two goats.* and ask the children to read it. Rub out *Larry* in this sentence and write in *He*. Ask the children to read both sentences again out loud. Then rub out *fed* and write in *milked*. Ask the children to read the new sentence.
- Write *I don't like hard work.* on the board. Ask the children to read it out loud. Rub out *don't*. Ask the children to read the new sentence (I like hard work.). Elicit from the children what difference *don't* makes to the meaning.
- Elicit from the children some things they like. They can name food, drinks, activities, TV programmes etc. Rub out *hard work* and encourage individual children to complete the sentence with things they like.
- Write *so* on the board. Elicit what it says from the children. Rub out the *s* and write in an *n*. Ask the children to read the new word out loud (no). Repeat, rubbing out the *n* and writing *g* (go).
- Write *to*, *two* and *too* on the board in a column. Elicit from the children what they say. Ask *Do they sound the same?* (yes, they are homophones) *What letters are the same?* (t, o) *What letters are different?* (w). Ask the children to find and point to the words on pages 6 and 7. Then ask *Do they mean the same thing?* (no). Discuss the meaning of each word in context (*to* is telling us where Larry went, *two* is the number 2 written as a word, *too* means in addition/as well).
- Write *and* on the board. Elicit from the children what it says. Then ask *What sound does and start with?* (/æ/) *What sound does and end with?* (/d/). Then ask *What sound is in the middle?* (/n/). Point to each letter in the word and say each individual sound as you do so (/æ/ /n/ /d/). Encourage the children to repeat after you. Then say the word (/ænd/). Play a word game with the children. Add letters to the beginning of *and* and see what new words you can make, e.g. *h* (hand), *s* (sand).
- Ask *Is it fair for Larry to work hard while Lenny sleeps? Do Lenny and Larry like hard work? What will happen next?*

Wordcard activities

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

- Do page 27 in the Comprehension and Vocabulary Workbook.

Pages 8 and 9



Word list

a, an, bees, buy, can, goats, good, had, he, honey, idea, Larry, Lenny, make, said, sell, some, that's, the, we

Language summary

past simple tense, *can*, present simple tense

Preparation

Wordcards: 1, 4, 14, 15, 20, 22, 41, 42, 44, 51, 53, 56, 60, 62, 72, 87, 90, 96, 98, 99, 116 plus punctuation

Before reading

- Before looking at the pages, teach *bees* and *honey*. Draw some simple bees on the board. Remember to add the stripes and the sting so that the children can see they are bees. Point to them and say *bees*. Encourage the children to repeat it after you. Ask *What noise does a bee make?* and let them buzz like a bee.
- Then ask *What food do bees make?* and elicit *honey*. Write *honey* on the board and encourage the children to repeat it after you. Ask *Is honey nice? Do you like honey? When do you eat honey?*

- Point to the word *bees* on the board and ask the children to tell you what it says. Then ask *What sound does bees start with? (/b/)* *What sound does bees end with? (/z/)*. Encourage the children to make the */z/* sound and then say *You are bees!*
- Then ask *What sound is in the middle? (/i:/)* *What letters make the /i:/ sound? (ee)*.
- Point to the word *honey* on the board. Rub out the *h* at the beginning of *honey* and write in an *m*. Ask the children to tell you what the new word is (*money*). Say *When Larry and Lenny sell the honey, they will get some money!*
- Tell the children to open their books to pages 8 and 9. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on pages 8 and 9. Ask *Who can you see? Where are Larry and Lenny? What are they doing? (having a drink and a biscuit)* *What are the goats doing? (eating grass)*.
- Point to the thought bubbles. Elicit from the children what they are or, if necessary, explain that they show us what Larry and Lenny are thinking about. Then ask *What is Larry thinking about? (bees and honey)* *What is Lenny thinking about? (money)*. Ask *Why is Larry thinking about honey?* and elicit suggestions from the children (he likes honey). Then ask *Why is Lenny thinking about money?* and elicit suggestions again (he likes money, he can sell the honey).
- Ask *Are Larry and Lenny happy? Why are they happy?* Elicit suggestions from the children (Lenny will have money so he won't have to work, Larry will have honey to eat).

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 different voices for Lenny and Larry.
- Ask *Can you see the word Lenny? Can you see the word Larry? Can you see the word goats? Can you see the word idea? Can you see the word bees? Can you see the word honey?*
- Read the text again and encourage the children to repeat each sentence after you.
- Elicit what *buy* and *sell* mean. To make sure the children have understood ask *What do you like to buy in a shop? What does a toy shop sell?*
- Elicit from the children that *that's* means *that is*.
- Read both pages again together as a class.
- Invite three children to be the narrator, Lenny and Larry. They can read both pages out loud.
- Say the following sentences and encourage the children to complete them:
Larry had an
He said, 'We can ... the
We can ... some
Lenny said, 'That's a ... idea.
Bees make We can ... the
- Ask *Who thought it was a good idea to sell the goats and buy the bees?* and encourage the children to read the part of the text on page 8 which tells them. Then ask *Is it a good idea?* and elicit some opinions from the children.
- Point to the word *He* on page 8. Ask *Who is he?* and elicit it that it refers to Larry. Do the same with *We* on page 9 (it refers to Larry and Lenny).

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

After reading

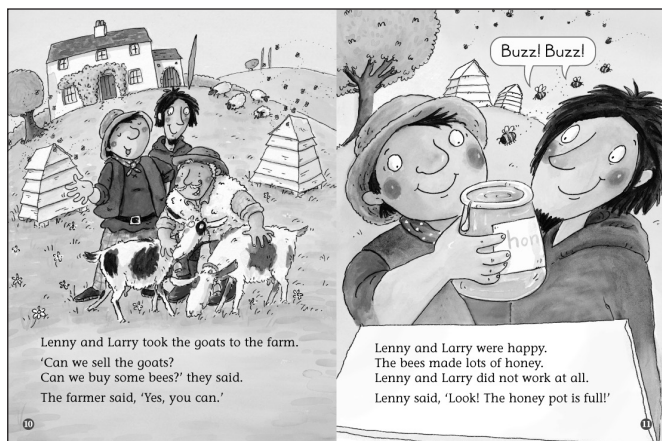
- Write *We can sell the goats. We can buy some bees.* on the board. Ask the class to read the sentences out loud. Rub out *goats* and *bees* and write in other farm animals, e.g. *hens* and *cows*, *sheep* and *ducks*, and ask the children to read the new sentences.
- Write *buy* on the board. Ask the children to find the opposite of *buy* in the sentence on the board. Write *sell* next to *buy*. Say other words to the children and ask them to give the opposites, e.g. *good – bad*, *come – go*, *light – dark* etc.
- Write *good* on the board and change the *g* to *w*. Read the new word. Write *some* on the board. Rub out the *s* and write in a *c*. Ask the children to read the new word.
- Write *bee* on the board. Rub out the *b* and write in an *s*. Ask the children to read the new word (*see*). Repeat the activity writing in *tr* (*tree*). Then ask *What number sounds the same as bee, see and tree?* (*three*).
- Ask *Is Larry's idea good? Does Lenny like the idea? Will it work? What will go wrong? What will happen next?*

Wordcard activities

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

- Do page 28 in the Comprehension and Vocabulary Workbook.

Pages 10 and 11



Word list

all, at, bees, buy, Buzz, can, did, farm, farmer, full, goats, happy, honey, is, Larry, Lenny, look, lots, made, not, of, pot, said, sell, some, the, they, to, took, we, were, work, yes, you

Language summary

past simple tense, *can*, present simple tense

Preparation

Wordcards: 3, 10, 14, 20–23, 27, 33, 34, 37, 42, 46, 53, 58, 60, 62, 67, 69, 71, 79, 82, 85, 87, 90, 96, 99, 100, 104, 108, 110, 115, 118, 124, 126, 127 plus punctuation

Before reading

- Before looking at the pages, teach *farm*, *farmer*, *happy* and *pot*. The children may remember these words from other books in the series, so try to elicit the words before you tell the children what they mean.
- Write *farm*, *farmer* and *happy* on the board. Encourage the children to read each one with you. Then point to *farm*. Ask *What animals live on a farm?* (cows, sheep, goats). Then ask *Who works on the farm?* and elicit *farmer*. Point to the word *farmer* on the board. Point out the word *farm* at the beginning.

- Then point to the word *happy* on the board. Make a sad face and ask *Am I happy?* Then make a happy face and repeat the question. Keep the happy face and say *happy*. Ask *What makes you happy?*
- Draw a simple pot on the board (use the style from the reading book). Ask *What is it?* and try to elicit *pot*. Write *pot* underneath it and encourage the children to read the word with you. Ask *What can you put in a pot?*
- Then ask *What sound does pot start with?* (/p/) *What sound does pot end with?* (/t/). *What sound is in the middle?* (/ɒ/).
- Ask *What sound does farm start with?* (/f/) *What sound does farm end with?* (/m/). Write *farm* on the board again then elicit from the children the letters you need to add to *farm* to make *farmer*.
- Write *happy* on the board again. Ask *Which letter can you see twice?* (p).
- Tell the children to open their books to pages 10 and 11. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 10. Ask *Who can you see? Who is the other man?* and elicit suggestions from the children (a farmer). Then ask *What are they talking about?* (the goats) *Does the farmer like the goats? How do you know? Will he buy the goats? Point to the bee hives and ask What lives here?* (bees) *Do Larry and Lenny want to buy bees? Will the farmer sell the bees? Finally ask What animals can you see?*
- Tell the children to look at the picture on page 11. Ask *What is Lenny holding?* (honey) *What made the honey?* (the bees) *Are Lenny and Larry happy? Why?* and elicit suggestions from the class.

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 different voices for Lenny and Larry.
- Ask *Can you see the word bees? Can you see the word honey? Can you see the word pot? Can you see the word farm? Can you see the word farmer?*
- Read the text again and encourage the children to repeat each sentence after you.
- Make sure the children understand *took, lots of, and at all*. Show the meaning of *full* by filling a cup with water and asking *Is it full?*
- Read both pages again together as a class. Elicit from the children why we use speech marks in English. Then point to the question mark and elicit why it is there and what it does.
- Invite four children to be the narrator, Lenny, Larry and the farmer. They can read both pages out loud.
- Ask the following questions and ask the children to find, point to and read the answers from their books:
Where did Larry and Lenny take the goats?
What did they ask the farmer?
What did the farmer say?
Why were Lenny and Larry happy?
What did the bees make?
Where did they put the honey?
- Do a finding activity with the children. Say *Find the words that start with /f/*. When the children have found them, encourage them to read them out loud (farm, farmer, full). Repeat the activity with /h/ (honey, happy). You can also ask the children which sound these words end in /i:/.

After reading

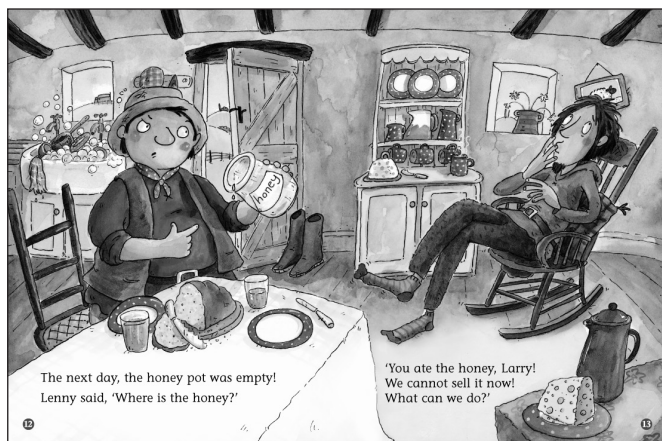
- Invite six children to the front of the class. Give them one wordcard each in random order. Use: *Can, we, sell, the, goats, ?*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *Can we sell the goats?*. When the children are in the correct order, write the sentence on the board.
- Point to the sentence on the board and ask *Is it a question? How do you know?* Rub out the question mark and put in a full stop. Ask the class which two children with the wordcards have to change places to make the sentence instead of the question (*can* and *we* – *We can sell the goats.*), and which punctuation needs to change.
- Write *Can I _____ ?* on the board, and the answers *Yes, you can.* and *No, you can't.* Ask the children *Can I jump?* and encourage an individual child to choose one of the answers on the board. Encourage the children to complete the question with some more ideas and write their suggestions on the board, e.g. *Can I dance? Can I sing? Can I run? Can I have a party?* etc.
- Write *full* on the board. Ask the children to read it out loud. Rub out the *f* and write in a *p*. Ask the children to read the new word. Elicit from them what it means. If necessary, demonstrate the word by pulling something.
- Ask *What will happen to the honey? Will they sell it?*

Wordcard activities

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

- Do page 29 in the Comprehension and Vocabulary Workbook.

Pages 12 and 13



Word list

ate, can, cannot, day, do, empty, honey, is, it, Larry, Lenny, next, now, pot, said, sell, the, was, we, what, where, you

Language summary

past simple tense, *wh* questions, *can*, present simple tense

Preparation

Wordcards: 53, 58–60, 62, 78, 80, 85, 87, 90, 99, 100, 114–116, 120, 121, 128 plus punctuation

Materials

a book, a bag, a shoe, a pencil, a toy car

Before reading

- Before looking at the pages, teach *empty*. Fill a cup with water and ask *Is it full?* The children know *full* from the previous pages. Then tip the water away and ask the same question. Write *empty* on the board and say it as you write it. Encourage the children to repeat it after you.
- 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 *Who can you see? Where are they?* (in the kitchen) *What food can you see?* (bread, cheese) *What is on the table on page 12?* (cups, knives, plates, bread) *Is the kitchen tidy?* Encourage the children to tell you what is untidy in the kitchen.
- Then ask *What is Lenny looking at?* (the honey pot) *Is the jar empty or full? Why is Lenny surprised?* Then ask *Where is the honey?* and elicit suggestions from the children. Point out the guilty look on Larry's face and the fact that he is licking his fingers. Ask *Is Lenny happy? Is Lenny angry? Why?* and elicit suggestions from the children.

Extra activity

There are some good facial expressions on pages 12 and 13. Explain to the children that facial expressions tell us a lot about feelings. Practise different facial expressions with the children showing different emotions, e.g. happy, sad, angry, scared, bored, surprised etc.

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 Lenny.
- Ask *Can you see the word Lenny? Can you see the word Larry? Can you see the word honey? Can you see the word pot? Can you see the word empty? Can you see the word sell?*
- Read the text again and encourage the children to repeat each sentence after you.

- Point to the exclamation marks. Elicit from the children why they are there. If necessary, read these sections of the text again and emphasise the exclamation. Explain that these marks are used to show surprise or strong feelings.
- Make sure the children understand *next day* and *ate*. Mime *ate* as you read to give the children a clue to what it means.
- Read both pages again together as a class.
- Say the following sentences and encourage the children to complete them:
The ... day, the honey pot was ... !
Lenny said, 'Where is the ... ?'
- Ask *What did Lenny say to Larry?* and encourage them to say exactly what he said.
- Do a finding activity with the children. Say *Find the word honey. How many times can you see it?* Repeat the activity with *the, said*.
- Then ask *Can you see the letter x?* If necessary, write the letter on the board. Give the children time to find it and then encourage them to read the word out loud (*next*). Tell the children that only a few words contain this letter. Say *next* several times together to hear the sound *x* makes.
- Write *where* and *what* on the board. Ask the children to read them out loud. Ask *What sound do they start with?* (/w/).
- Make sure the children understand *next* by playing a game with them. Write 1, 2, 3 ... on the board and ask *What is the next number?* You could also do this with three-letter words from the pages (*po...*, *ca...*).
- Play a word game with the children. Write *now* on the board. Rub out the *n* and write in a *c*. Ask the children to read the new word out loud (*cow*).
- Write *ate* on the board and elicit from the children what it says. Rub out the *e* at the end and read it again (*at* /æt/). Discuss the difference the *magic e* makes at the end of the word (The *magic e* at the end of a word makes the vowel in the middle of the word say its name [make a long sound] e.g. *at* + *e* = *ate*).

Extra activity

Talk about the dirty kitchen. Elicit from the children why we should keep our kitchens clean. Ask them to tell you what they would clean up in Larry and Lenny's kitchen.

- Ask *What will happen next? What will they do?*

After reading

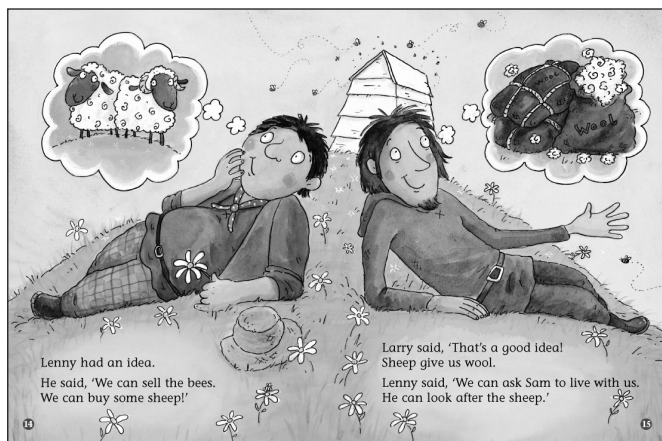
- Write *Where is the honey?* on the board. Ask the class to read it out loud. Rub out *honey* and leave the space blank.
- Hold up the objects you have brought in with you and elicit the word for each one. Put the objects around the room, e.g. the book on your table, the bag under your chair, the toy car next to something, the shoe behind something, and the pencil in front of something. Ask the class *Where is the car?* and encourage them to point to the car and answer *The car is next to the ...*. Repeat the question for each object.

Wordcard activities

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

- Do page 30 in the Comprehension and Vocabulary Workbook.

Pages 14 and 15



Word list

a, after, an, ask, bees, buy, can, give, good, had, he, idea, Larry, Lenny, live, look, said, Sam, sell, sheep, some, that's, the, to, us, we, with, wool

Language summary

past simple tense, *can*, present simple tense

Preparation

Wordcards: 1, 2, 4, 9, 14, 20, 22, 39, 43, 45, 51, 56, 60, 62, 65, 66, 87, 88, 90–92, 96, 98, 99, 108, 111, 116, 122, 123 plus punctuation

Materials

a picture of a sheep
a ball of wool or some sheep's wool

Before reading

- Before looking at the pages, teach *sheep* and *wool*. Hold up the picture of the sheep and elicit from the children what it is. Then say *sheep* and encourage the children to repeat after you. Write *sheep* on the board. Ask *What sound does sheep start with? (/ʃ/)* *What sound does sheep end with? (/p/)*.

- Ask *What noise do sheep make?* Let the children make a noise like a sheep. Ask *What do sheep eat? Where do they live? What is a baby sheep called? (a lamb).*
- Elicit other things the children know about sheep. Try to elicit that we get wool from sheep. Ask *What can we make from sheep? (wool)* *What can we make from wool? (clothes).* If you can't elicit this, tell the children that we get wool from sheep and write *wool* on the board. Hold up the wool you have brought in with you and say *wool*. Encourage the children to repeat after you. Ask *What sound does wool start with? (/w/)* *What sound does wool end with? (/l/)*.
- Point to *sheep* and ask *What letters are the same?* Repeat the question for *wool*. Sound out both words to encourage the children to build up words from phonemes, e.g. /ʃ/ /i:/ /p/ /ʃi:p/ and /w/ /ʊ/ /l/ /wʊl/. (Note that the singular and plural of *sheep* is the same!)
- Write *Sam* on the board. Ask *Is it a name? How do you know?* Sound out the name, e.g. /s/ /æ/ /m/ /sæm/. Explain that Sam is a friend of Lenny and Larry's.
- 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 pages 12 and 13. Ask *Who can you see? What are Lenny and Larry doing? What is Lenny thinking about? (buying sheep)* *What is Larry thinking about? (getting wool)* *What can you see behind Larry? (a beehive and bees).*

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 different voices for Lenny and Larry.

- Ask *Can you see the word Lenny? Can you see the word Larry? Can you see the word idea? Can you see the word bees? Can you see the word sell? Can you see the word buy? Can you see the word sheep? Can you see the word wool? Can you see the word Sam?*
- Read the text again and encourage the children to repeat each sentence after you.
- Invite three children to be the narrator, Lenny and Larry. They can read both pages out loud.
- Read page 14 again. Ask *What is Lenny's idea?* Encourage them to read exactly what Lenny says. Then read the first two lines on page 15 and ask *Does Larry like the idea?*
- Say the following sentences and encourage the children to complete them:
We can buy
Sheep give us
- Ask the following questions and ask the children to find, point to and read the answers from their books:
Who will Lenny ask to live with them?
What will Sam do?
- Say *Look at page 14. Find two words with /i:/ in the middle?* (bees and sheep). Repeat the question for page 15 and /u/ (three words: good, wool, look).
- Ask the children to find rhyming words. Say *Look at page 14. Which word sounds the same as bad?* (had). Repeat the question for *bell* (sell), *sleep* (sheep).
- Then say *Look at page 15. Find give and live.* Encourage the children to read the two words out loud. Then ask *What letters are the same? What letters are different? Do the words sound the same?*
- Ask the children to find all the three-letter words on pages 14 and 15. When they have found them, ask individual children to read them out loud.

After reading

- Write *We can sell the bees. We can buy some sheep.* on the board. Ask the class to read the sentences out loud.
- Rub out *bees* and *sheep* and write in other farm animals that the children know the words for, e.g. chickens and ducks. Ask the children to read the new sentences.
- Write *Sheep give us wool.* on the board. Ask the class to read the sentence out loud. Rub out *sheep* and write in *Cows*. Then rub out *wool* and leave the space blank. Elicit from the children what cows give us and complete the sentence (milk). Repeat the activity with *Chickens* (eggs).
- Write *buy* on the board. Elicit the opposite word *sell* from the children. Write other words on the board that have clear opposites, e.g. *good, big, happy* and ask the children to read them out loud in turn and say the opposites (bad, small, sad).

Extension

Talk about the difference between *look after* and *look at* (*look after* means to take care of someone or something, *look at* means to study something/watch)

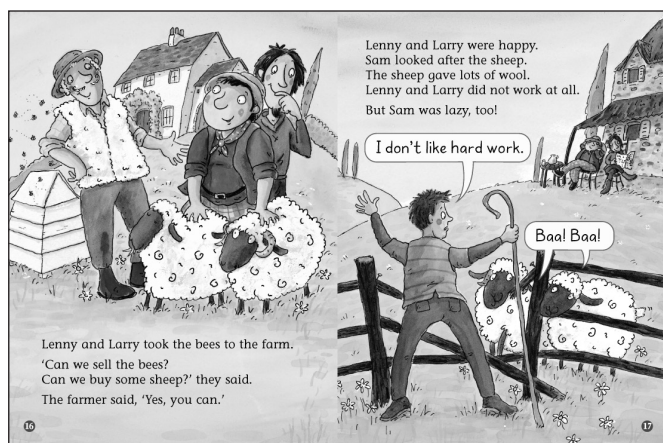
- Ask *What will happen next? Is Lenny's idea a good idea? Will Sam look after the sheep?*

Wordcard activities

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

- Do page 31 in the Comprehension and Vocabulary Workbook.

Pages 16 and 17



Word list

after, all, at, Baa!, bees, but, buy, can, did, don't, farm, farmer, gave, happy, hard, I, Larry, lazy, Lenny, like, looked, lots, not, of, said, Sam, sell, sheep, some, the, they, to, too, took, was, we, were, wool, work, yes, you

Language summary

past simple tense, *can, like*

Preparation

Wordcards: 2, 3, 10, 13, 14, 19, 20, 22, 23, 27, 29, 33, 34, 38, 46, 47, 55, 60–62, 64, 68, 69, 79, 82, 87, 88, 90, 91, 96, 99, 100, 104, 108–110, 114, 115, 118, 123, 124, 126, 127 plus punctuation

Before reading

- Tell the children to open their books to pages 16 and 17. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 16. Ask *Where are Lenny and Larry?* (at the farm) *Who are Larry and Lenny talking to?* (a farmer) *What animals can you see?* *What can you see behind the farmer?* (beehive) *What is Lenny looking at?* *What is Larry touching?* *What is the farmer pointing at?* *What are they all talking about?* and elicit suggestions from the children.

- Tell the children to look at the picture on page 17. Ask *Where are Lenny and Larry?* *What are they doing?* *Are they working hard?* *How many sheep did Lenny and Larry buy?* *Who is looking after them? (Sam) Is he happy?* *Why not? Is the fence strong?*
- Ask *Are Lenny and Larry happy? Why?*

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use different voices for Lenny, Larry the farmer and Sam.
- NB If you have a confident class, you may wish to invite individual children to read Sam's speech bubble on page 17 out loud before this stage.
- Ask *Can you see the word bees?* *Can you see the word farm?* *Can you see the word sheep?* *Can you see the word farmer?* *Can you see the word wool?* *Can you see the word lazy?* *Can you see the word Sam?*
- Read the text again and encourage the children to repeat each sentence after you. Have fun together making the sheep noise.
- Ask *How many questions can you see?* Encourage the children to read the questions out loud.
- Invite five children to be the narrator, Lenny, Larry, the farmer and Sam. They can read both pages out loud.
- Read page 16 again. Ask the following questions and ask the children to find, point to and read the parts of the text which contain the answers:
Where did Lenny and Larry take the bees?
What did Lenny and Larry sell?
What did Lenny and Larry buy?

- Say the following sentences and encourage the children to complete them:
Lenny and Larry were
... looked after the
The ... gave lots of
Lenny and Larry did not ... at all.
But ... was ... , too!'
- Ask the children to find all the words with the letters *oo* in the middle (took, looked, wool, too). NB The pronunciation of each word is not the same. Do not focus on it here.
- Tell the children to find and point to *the* and *they*. Ask *What sound do they start with? (/ð/)*. Then ask *Can you see the word the in they?*
- Do some finding activities with the children. Say *Find the word and. How many can you see?* Repeat the activity with *the, can, work*.
- Then say *Find all the words starting with /w/*. Encourage the children to read the words they find out loud.
- Ask the children to find all the three-letter words on pages 14 and 15. When they have found them, ask individual children to read them out loud (and, the, can, buy, yes, you, Sam, did, not, all, but, was, too).
- Ask *Which word can you see twice?* Tell the children holding the Lenny and Larry wordcards to change places. Ask *Does the sentence mean the same?* Then tell the children holding *bees* and *farm* to change places and ask the same question.
- Write *Can I ... ?* on the board, and the answers *Yes, you can.* and *No, you can't.* Ask the children *Can I jump?* and encourage an individual child to choose one of the answers on the board. Encourage the children to complete the question with some more ideas and write their suggestions on the board, e.g. *Can I dance? Can I sing? Can I run? Can I have a party?* etc. Put the children into pairs. Tell them to take turns asking the questions and answering their partner's questions.
- Elicit what *too* means on page 17. Write it on the board. Add *k* to the end of it. Ask *Can you find the word on page 16?* and encourage the children to read it.
- Elicit from the children the noise the sheep made on page 17. Then ask *What noise do goats make?* Write both sounds on the board. Ask *What letters are the same? What letters are different? Do they sound the same?*
- Play a word game with the children. Write *can* on the board. Rub out the *c* and write in a *p*. Ask the children to read the new word out loud (pan). Ask the children to change the first letter again to make another new word. See how many they can make. Repeat the game with *not*.

After reading

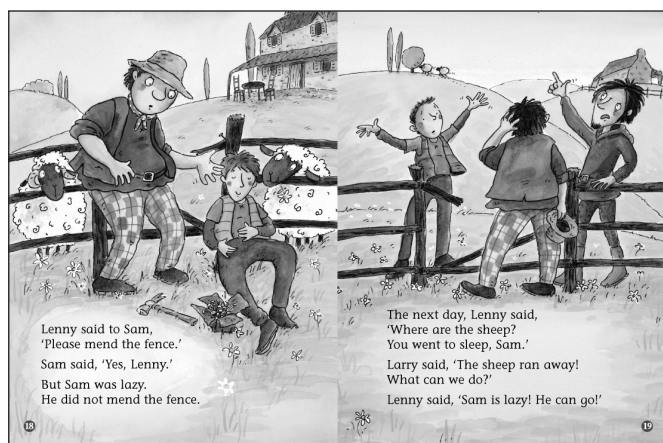
- Invite nine children to the front of the class. Give them one wordcard each in random order. Use: *Lenny, and, Larry, took, the, bees, to, the, farm*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *Lenny and Larry took the bees to the farm*. 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 32 in the Comprehension and Vocabulary Workbook.

Pages 18 and 19



Word list

are, away, but, can, day, did, do, fence, he, lazy, Lenny, mend, next, not, please, ran, said, Sam, sheep, sleep, the, to, was, we, went, what, where, yes

Language summary

past simple tense, present simple tense, *wh* questions, *can*

Preparation

Wordcards: 8, 12, 19, 22, 26–28, 36, 51, 61, 62, 74, 78, 79, 84, 86–88, 91, 93, 99, 100, 108, 114, 115, 117, 120, 121, 126 plus punctuation

Materials

a hammer and some nails

Before reading

- Before looking at the pages teach *please*, *fence*, *mend* and *sleep*. Write *please* on the board and elicit from the children what it says and when we use it. They have seen it in other books in the series.

- Then draw a simple fence, like the one in the story, on the board. Point to it and say *fence*. Encourage the children to repeat the word after you and then write it on the board. To make sure they understood ask *Why do we use a fence?*
- Redraw the fence and make it look broken. Ask *Is the fence good? Is it strong?* Then say *I will mend the fence*. Pretend to *mend* it with the hammer and nails. Write *mend* on the board. Say the word and encourage the children to repeat it after you.
- Now stretch and yawn. Then pretend to sleep. Put your hands together and rest your head against them. Say *sleep* and write the word on the board. Encourage the children to mime sleeping and to repeat the word after you. Ask *What time do you go to sleep at night?* Encourage each child to answer with *I go to sleep at ...*
- Write *sheep* under *sleep*. Ask *What letters are the same? What sounds are the same?*
- 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 *What is Sam doing? Where are the sheep? What do the sheep want to do? Is the fence strong? What does Lenny want Sam to do? (mend the fence) How do you know? (hammer and nails on the ground) Will Sam mend the fence? What will he do?*
- Tell the children to look at page 19. Ask *Did Sam mend the fence? Where are the sheep? What is Lenny saying?* and elicit suggestions from the children.

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 different voices for Lenny, Larry and Sam.
- Ask *Can you see the word Lenny? Can you see the word Sam? Can you see the word please? Can you see the word mend? Can you see the word fence? Can you see the word sleep? Can you see the word sheep?* For each word ask *How many can you see?*
- Read the text again and encourage the children to repeat each sentence after you.
- Invite four children to be the narrator, Lenny, Larry and Sam. They can read both pages out loud.
- Read page 18 again with the children. Say the following sentences and encourage the children to complete them:
Lenny said to Sam, 'Please ... the'
But Sam was
He ... mend the
- Read page 19 again. Ask the following questions and ask the children to find, point to and read the parts of the text which contain the answers:
What did Lenny ask?
What happened to the sheep?
What did Lenny say?
- Do some finding activities with the children. Say *Find a word which sounds the same as friend.* Encourage them to read the word out loud (mend).
- Then say *Find two words on page 19 which end with an.* (can, ran). Finally ask the children to find and read all the four-letter words on pages 18 and 19 (said, mend, lazy, next, went, away, what).

After reading

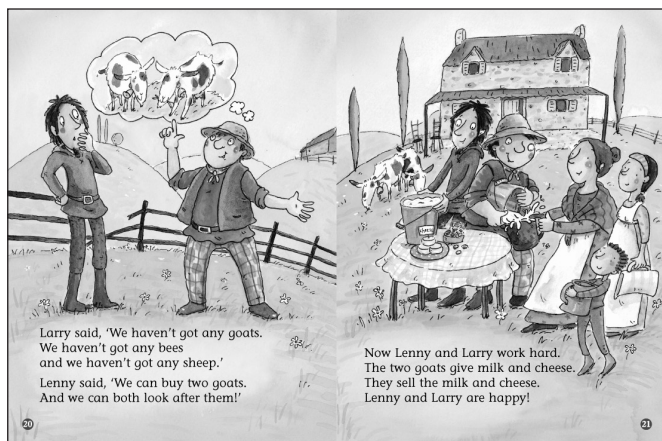
- Invite four children to the front of the class. Give them one wordcard each in random order. Use: *Please, mend, the, fence.* Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *Please mend the fence.* When the children are in the correct order, write the sentence on the board.
- Ask the child holding the *please* wordcard to move to the end of the sentence. Ask *Is the sentence the same?*
- Play *Please!* with the children. Ask different children to do things, and start your request with *please* each time, e.g. *Please come here. Please stand up. Please open the door* etc. Finish by saying to the class *Please go to sleep.*
- Write *where* on the board. Elicit what it says from the class. Ask *What sound does where start with? (/w/).* Elicit some other words we use to ask questions from the children. Write their suggestions on the board (What, Why, When, Who). Then ask *What sound do they start with?*
- Help the children to make some questions using the *Wh* words on the board, e.g. *What is your name? Where do you live? When do you go to sleep? Who do you live with?*
- Ask *What will happen next? What will Lenny and Larry do? What will happen to Sam?*

Wordcard activities

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

- Do page 33 in the Comprehension and Vocabulary Workbook.

Pages 20 and 21



Word list

after, and, any, are, bees, both, buy, can, cheese, give, goats, got, happy, hard, haven't, Larry, Lenny, look, milk, now, said, sell, sheep, the, them, they, two, we, work

Language summary

past simple tense, *have, got, can*, present simple tense

Preparation

Wordcards: 2, 5, 7, 8, 14, 17, 20, 22, 25, 39, 42, 44, 46, 47, 49, 60, 62, 66, 75, 80, 87, 90, 91, 99–101, 105, 111, 115, 116, 124 plus punctuation

Materials

a piece of cheese

Before reading

- Before looking at the pages, teach *cheese*. The children have read the word in other books in the series. Hold up the cheese you have brought in with you and elicit the word from the children. Write it on the board and encourage the whole class to read it. Ask *Do you like cheese? What do we use to make cheese?* and elicit *milk*.

- Tell the children to open their books to pages 20 and 21. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 20. Ask *Who had an idea? What is his idea? What does he want to buy? What is he saying to Larry?* and elicit ideas from the children. Then ask *Is Larry happy about the goats?*
- Tell the children to look at page 21. Ask *How many goats did they buy? What is in the buckets? Where did the milk come from? What food can you see? Who made the cheese? Are they selling the milk and the cheese? How do you know? (there is money on the table) Are Lenny and Larry lazy now? Are they happy?*

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 different voices for Lenny and Larry.
- Ask *Can you see the word Larry? Can you see the word goats? Can you see the word bees? Can you see the word sheep? Can you see the word Lenny? Can you see the word work? Can you see the word milk? Can you see the word cheese?*
- Read the text again and encourage the children to repeat each word or phrase after you. Make sure the children know what *both* and *work hard* mean.
- Elicit why we use speech marks and ask individual children to read exactly what Lenny and Larry say.
- Invite three children to be the narrator, Lenny and Larry. They can read both pages out loud.

- Read page 20 again with the children. Say the following sentences and encourage the children to complete them:
Larry said, 'We haven't got any We haven't got any ... and we haven't got any'
Lenny said, ' We can buy two And we can ... look after them.'
- Read page 21 again. Ask the following questions and ask the children to find, point to and read the parts of the text which contain the answers:
Are Lenny and Larry lazy now?
What do the goats give them?
What do they do with the milk?
Are Lenny and Larry sad or happy?
- Point to the word *We* on page 20. Ask *Who is we?* and elicit that it refers to Lenny and Larry. Do the same with *They* on page 21 (it refers to Lenny and Larry).
- Tell the children to look at both pages. Say *Can you find the word have? How many can you see?* Repeat the activity with *and, goats, milk, cheese.*

After reading

- Write *Lenny and Larry haven't got any goats.* on the board and ask the class to read it out loud. Ask if it is true or false. Rub out *goats* and write in *bees*. Ask the children to read the new sentence out loud and ask the same question. Repeat the activity with *sheep*.
- Invite two children to the front of the class and ask them to do things at the same time to reinforce the word *both*, e.g. *You can both sit down. You can both sleep. You can both stand up.* etc. Write *both* on the board. If the children are confident, you can ask them to make up some more sentences.
- Write *now* on the board and ask the children to read it out loud. Ask *What animal gives milk?* Point to *now* on the board and ask *What letter can I change?*

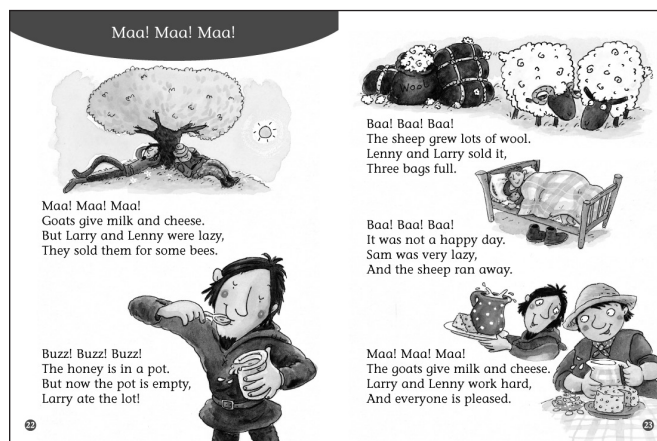
- Write *hard* and *farm* on the board, one under the other, and ask the class to read them out loud. Ask *What sound do the letters ar make in the middle?* Add *car, star, park* to the list on the board. Ask *What letters are the same? What sound do they make?*
- Give the children time to read through 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 34 in the Comprehension and Vocabulary Workbook.

Pages 22 and 23



- Read pages 22 and 23 to and with the class.
- Elicit from the children which words are animal noises.
- Elicit from the children which words rhyme in each verse. Point out how the pictures help the children to work out what each verse is about.
- Do pages 35 and 36 in the Comprehension and Vocabulary Workbook.

After reading the book

Response to the story

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

Characters

- *Did you like Lenny? Was he always lazy? Was he always sensible?*
- *Did you like Larry? Was he always lazy? Was he always sensible?*
- *Did you like Sam? Was he always lazy? Did he help Lenny and Larry?*

Setting

- *Where did the story take place? Elicit all the places from the children.*

Plot

- Encourage the class to re-tell the story simply in their own words. Did the children like the way the story ended? Why?

Moral issues

- The story shows what can happen if we are lazy. It tells us that hard work is good and that hard work makes you happy.

Vocabulary

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

Follow-up ideas

Helping Talk about how Sam didn't help Lenny and Larry. Elicit from the children what happened because he didn't help and was lazy. Talk about helping at home. Ask *Do you help at home? What do you do? How can you be more helpful at home?*

Animal fact files Write a class fact file for each animal in the story. Draw a large picture of each animal and label it. Also write a sentence under each one to say what each animal gives us. If appropriate, extend this to other farm animals.

Animal noises In the book we learn about the noise goats, sheep and bees make. Discuss other farm animals (and wild animals, too) and the noises they make. If you know it, sing the song *Old Macdonald had a farm*, with the class which is full of animal noises.

Milk Ask *Do you like milk? How do you eat/drink it?*, e.g. on cereals, as a drink, in drinks like hot chocolate. Talk about how to make a milk shake. Find out the what flavour milk shake is the class favourite. Brainstorm and list other milk-based products, e.g. yoghurt, butter, cheese, ice-cream etc.

Picture portraits Photocopy and enlarge pictures of Lenny, Larry and Sam from the reading book or the Comprehension and Vocabulary Workbook. Ask the children to colour them in and make a display of them.