

# Jump, Stick, Jump



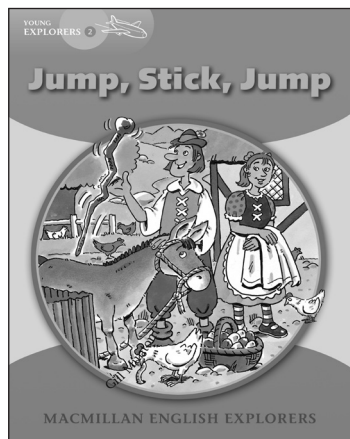
## The story

Tom and Anna have got six hens. They sell the eggs at the market. One day, the hens become sick and there are no eggs to sell. Tom goes to town to find work. He meets a tired old man and Tom gives him some bread and water and then helps the old man home. To say thank you, the old man gives Tom a magic cloth which will give him all the food he wants when he says the magic words. Tom starts walking to town again but it is soon dark. He has to stay at a farm. The farmer watches Tom and sees the magic cloth. While Tom is asleep, the farmer steals the cloth and replaces it with another one. In the morning, Tom goes back and tells the old man what has happened. This time the old man gives him a magic donkey which will shake gold coins from its ears! Tom leaves but when it gets dark, he has to stay at the farm again. This time the farmer steals the donkey when he sees what it can do. Again, Tom goes back and tells the old man what has happened.

This time the old man gives Tom his magic stick. When Tom says some magic words, the stick jumps up, chases and beats the person who is holding it. Tom stays at the farm again that night. The farmer sees Tom's stick and realises it must be magic. While Tom is asleep, the farmer steals the stick. Tom wakes up and says the magic words. The stick jumps up, chases the farmer and beats him until he promises to return the magic cloth and the donkey. Tom goes home to Anna with the cloth, the donkey and the stick and, of course, they live happily ever after!

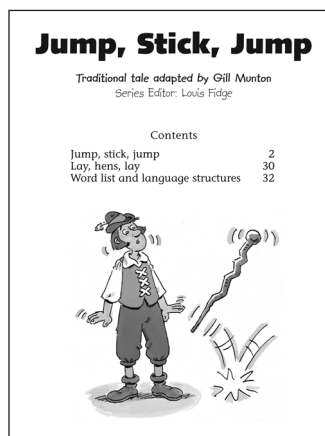
## Introduce the book

### 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.
- Hold up a stick. Say *stick* and encourage the children to repeat it after you.
- Point to the picture on the cover. Ask *Is it in the town or the countryside? Can you see the stick? Is it straight? Is it big or small? What animals can you see? How many hens can you see? What is in the basket? Where did the eggs come from?*
- Point to the two people. Say *This is Tom and this is Anna*. Explain to the children that they are husband and wife and that this their farm. Ask *Are they happy? What is Anna holding?*
- Ask *Why is the story called Jump, Stick, Jump? When will the stick jump? What will happen in the story?*

### The contents page



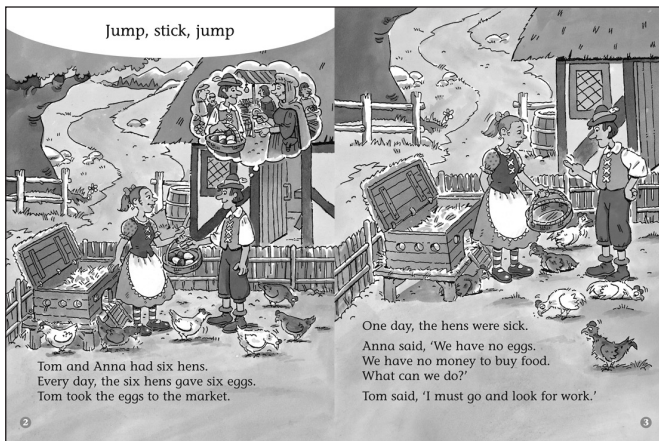
- Tell the children to open their books to the contents page. Open your own book and hold it up to show the class.
- Read the title again and encourage the children to read it with you. Point out that it is an adaptation (a simplified version) of a traditional tale (a story that has been told for many years).
- 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). Ask *What page does the story start on?*
- Tell the children to look at the picture. Ask *Who is this? What is he wearing? Do we wear clothes like this? When did people wear clothes like this? Is the story about people now or people a long time ago? What is the stick doing? Why is Tom surprised? Why is the stick jumping? and encourage the children to guess.*
- Ask *What are sticks made of? What are big sticks used for?*



### Jump, Stick, Jump Track 3

The story can be played at any time.

Pages 2 and 3



**Word list**

*and, Anna, buy, can, day, do, eggs, every, food, for, gave, go, had, have, hens, I, look, market, money, must, no, one, said, sick, six, the, to, Tom, took, we, were, what, work*

**Language summary**

past simple tense, present simple tense, Wh questions, must

**Preparation**

Wordcards: 7, 8, 23, 25, 33, 35, 39, 40, 47, 48, 51, 54, 57, 58, 63, 69, 82, 86, 89, 91, 96, 104, 114, 122, 123, 135, 143, 144, 148, 157, 158, 160, 162, 169, 174, 175, 176, 178, 179

**Materials**

some money (coins and notes), some food (including eggs, cheese, bread)

**Before reading**

- Before looking at the pages, teach *market*, *money*, and *food*. Hold up the money and say *money*. Encourage the children to repeat it after you and then write it on the board. Ask *Why do we need money?* and elicit some suggestions from the children.

- Hold up the food you have brought in with you. Say *food* and encourage the children to repeat it after you. Hold up each item of food in turn and elicit its name from the children. Then hold it up all together again and say *food*. Write *food* on the board.
- Ask *Do we need money to buy food? Where do we buy food?* and try to elicit *market*. Write *market* on the board and encourage the children to repeat it after you. Ask *What food can you buy at a market?*
- Point to the three words on the board. Ask *Which two words start with the same sound?*
- 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?* and elicit the names from the children (Anna, Tom). Ask *Are they happy? Is the house big or small? What is the roof made of? (hay/straw) Are Tom and Anna rich or poor?*
- Then ask *What is Anna giving Tom? How many eggs can you see? Where did the eggs come from? How many hens can you see? What colour are the hens? What colour are the eggs?*
- Then ask *What is Tom thinking about? What is he going to do with the eggs?* Point out the thought bubble. Then ask *What is the woman giving Tom? Why?* Encourage the children to use words like *market, sell, buy* and *money*. Ask *Why do Anna and Tom need money?*
- Tell the children to look at the picture on page 3. Ask *Are Tom and Anna happy now? What are they looking at? Why? Why aren't there eggs in the basket? Are the hens happy? What is wrong?* Introduce the word *sick* and explain what it means.

### During reading

- Read the title again. Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for each character.
- Ask *Can you see the word market? Can you see the word money? Can you see the word food?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words.
- Invite two children to be the narrator and Jim. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 2. Say the following sentences and encourage the children to complete them:  
*Tom and Anna had ... .*  
*Every day the six hens gave ... .*  
*Tom took the eggs to ... .*
- Tell the children to look at the text on page 3. Ask them some questions and encourage them to read the correct part of the text when they answer:  
*What happened to the hens one day?*  
*Why was Anna was worried?*  
*What must Tom do?*
- Write *oo* on the board. Say *Look at pages 2 and 3. Find two words with these letters in.* Ask the children to read them. Ask *Do they sound the same?*

### After reading

- Write *Tom and Anna had six hens.* on the board. Ask the class to read it. Rub out *six hens* and ask the class to suggest other things in the pictures on pages 2 and 3 that could go in the space, e.g. *a house, a basket* etc.

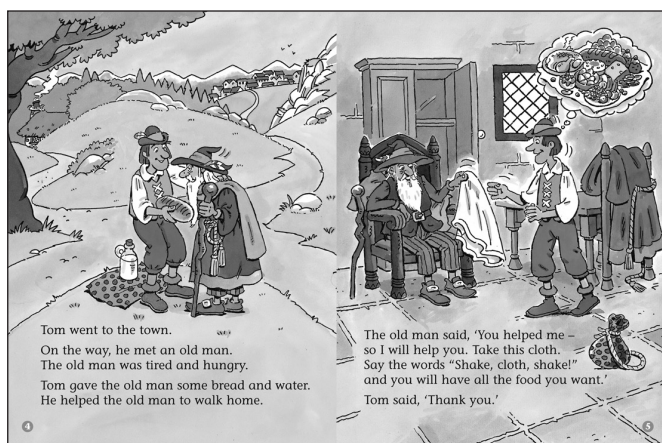
- Write *Every day, the six hens gave six eggs.* on the board and ask the class to read it. If necessary, explain what *every day* means. Ask *What do you do every day?* and elicit some things from the children. Rub out *the six hens gave six eggs* and write in *I ... .* Encourage individual children to complete the sentence with something they do every day, e.g. *Every day, I eat breakfast. Every day, I wake up.*
- Play the word-changing game with any of the CVC words on pages 2 and 3, e.g. *had, six, hen, can.* Write the word on the board. Ask the children to read it. Then say each individual sound in the word, e.g. (/h/ /æ/ /d/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /hæd/ encouraging the children to repeat after you. Rub out the *d* and write in a *t*. Encourage the children to read the new word. Then rub out the *h* and write in an *s* and ask the children to read it (*sat*). Continue changing one letter at a time to make new words.
- Write *go, to, no* and *do* on the board. Ask *What letter is the same? Do they all sound the same?* Encourage the children to read the words to show them that they don't all sound the same. Then ask *Which words sound the same? (go/no, to/do).*
- Ask *Why do people go to work?* Ask individual children *What do your parents do? What do you want to do when you are older?*
- Ask *Where will Tom look for work? Will he stay in the countryside? Will Anna go with him?*

### 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**

*all, an, and, bread, cloth, food, gave, have, he, help, helped, home, hungry, I, man, me, met, old, on, said, say, shake, so, some, take, thank, the, this, tired, to, Tom, town, walk, want, was, water, way, went, will, words, you*

**Language summary**

past simple tense, *will* for the future, imperatives

**Preparation**

Wordcards: 5, 6, 7, 19, 30, 47, 51, 58, 59, 61, 62, 66, 68, 69, 85, 87, 88, 101, 103, 114, 117, 119, 125, 127, 133, 134, 135, 136, 139, 142, 143, 144, 149, 152, 153, 154, 155, 156, 159, 166, 168, 172, 173, 174, 175, 177, 178, 179

**Materials**

a tablecloth, a bottle of water

**Before reading**

- Before looking at the pages, teach *town*, *water*, *cloth* and *shake*. Hold up the tablecloth you have brought in with you and say *cloth*. Encourage the children to repeat it after you and write the word on the board. Ask *Where do we put this cloth? When do we use it?* and try to elicit that we use it at meal times to cover the table.

- Shake the cloth and say *shake* as you do so. Write *shake* on the board. Give the cloth to individual children and say *Shake the cloth*. Encourage the children to repeat *shake* after you. Then ask the children to shake other things, e.g. *Shake your arm, Shake your head, Shake your book*.
- Remind the children of the word *water*. Write it on the board and ask the children to read it. Pour a little water onto your hand and say *water*. Elicit from the children all the things we use water for, e.g. drinking, washing etc.
- Write *town* on the board and explain what a town is. Ask *Do you live in a town?*
- 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 *Who is Tom talking to? Is the man old or young? How do you know? Is the man tired? What is he holding? Why does he need a stick?* and elicit suggestions from the children.
- Then ask *What is Tom giving the old man? Why is he doing this? What has Tom got to drink in his bag?* NB Point out that the spotted scarf is Tom's bag.
- Then ask *Can you see the town? Is it near or far? Can you see a house? (in the left of the picture) Whose house is it?* and elicit that it is the old man's house.
- Tell the children to look at the picture on page 5. Ask *Where are Tom and the old man? Whose house is it? How do you know? Where is the old man sitting? What is he giving Tom? What is Tom thinking about?* and elicit *food*. Ask the children to name all the food Tom is thinking of.

### 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 each character.
- Ask *Can you see the word town? Can you see the word water? Can you see the word cloth? Can you see the word shake?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *On the way*.
- Invite three children to be the narrator, the old man and Tom. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 4. Say the following sentences and encourage the children to complete them:  
*On the way to town, Tom met ... .*  
*The old man was ... .*  
*Tom gave the old man some ... .*
- Tell the children to look at the text on page 5. Ask them some questions and encourage them to read the correct part of the text when they answer:  
*Why did the old man help Tom?*  
*What words did Tom have to say to the cloth?*  
*What will happen when Tom says the words?*  
*What did Tom say to the old man?*
- Write *shake* on the board and ask the class to read it. Say *Find a word that sounds the same*. Write *shake* and *take* on the board. Ask *What letters are the same?* Brainstorm other words that sound the same, e.g. *cake, bake, make* etc.

### After reading

- Write *On the way to the town, Tom met an old man*. on the board and ask the class to read it. Rub out *the town* and *an old man*. Ask the

children to complete the spaces with other words, e.g. *school/some friends, the park/a cow*. Have fun by changing *Tom* to *I* and eliciting interesting ways to complete the sentence from the children, e.g. *On the way to school, I met a lion*.

### Extra activity

Play a game with the children. You start by saying *On the way to school, I met a lion*. A child then continues by repeating your sentence and then adding another thing, e.g. *On the way to school, I met a lion and a friend*. Continue around the class adding as many things as possible.

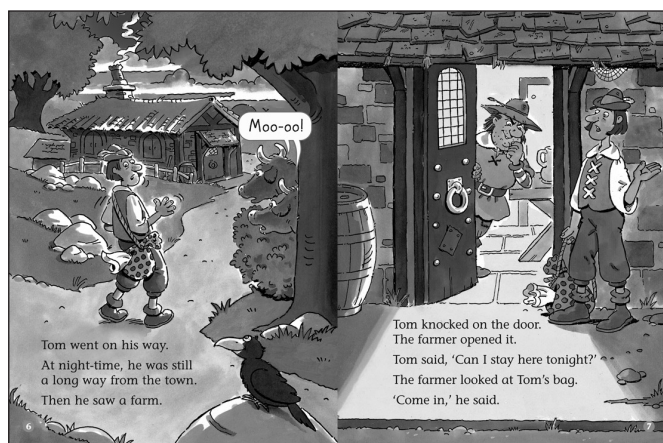
- *Shake, cloth, shake!* is an imperative. Play the imperatives game. Invite four children to the front of the room. Give them some commands using imperatives, e.g. *Shut your eyes. Hop on one foot. Shake your arm*. etc. All of the children must do the action immediately.
- Write *old, all, and* on the board and ask the class to read them. Encourage the children to add letters to the beginning of each word to make new words, e.g. *cold, gold, sold, told, fold; ball, call, wall; hand, sand*.
- Write *cloth* and *thank* on the board and ask the class to read them. Ask *What sound is the same in both words? (/θ/)*.
- Ask *Is the old man special? How is he special?* Try to elicit *magic* from the children. Then ask *What will happen next? Will Tom go home? Will he go to the town?*

### 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



**Word list**

*a, at, bag, can, come, door, farm, farmer, from, he, here, his, I, in, it, knocked, long, looked, Moo-oo, night-time, on, opened, said, saw, stay, still, the, then, Tom, Tom's, tonight, town, was, way, went*

**Language summary**

past simple tense, *can* for requests

**Preparation**

Wordcards: 1, 12, 16, 26, 32, 37, 42, 43, 50, 59, 64, 65, 69, 71, 74, 80, 81, 83, 90, 95, 102, 105, 114, 115, 128, 130, 135, 136, 138, 144, 145, 147, 149, 154, 156, 159, 174, 175, 176, 178, 179

**Before reading**

- Before looking at the pages, teach *farm*, *farmer*, and the phrase *knocked on the door*. Write *farm* and *farmer* on the board and ask the children to read them. Elicit from the children what animals are kept on a farm. Then ask *Who looks after the animals on the farm?* and elicit *farmer*. Encourage the children to repeat both words after you.

- Go to the door and knock on it as though you want to come in. Say *I knocked on the door*. Do it again and say *knock*. Write *knock* on the board and say *Knock on your table*. Encourage the children to do it. Add an *ed* to *knock* and explain that *knocked* is the past form of *knock*. Then add the rest of the phrase, *on the door*. Invite individual children to go and knock on the door.
- Point out that the *k* at the beginning of *knocked* is silent and is not pronounced. Elicit what part of their body begins with a silent *k* (knee).
- Tell the children to open their books to pages 6 and 7. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 6. Ask *Is it day or night? How do you know?* (the sun is going down, the sky is getting dark) *Is Tom surprised? Why? Is Tom at the town? Do we know who lives here? Is someone in the house? How do we know?* (smoke from the chimney, the lights are on). Then ask *What has Tom got in his bag?* (the cloth).
- Tell the children to look at the picture on page 7. Ask the children to describe the man who has opened the door. Then ask *Is he friendly? What is he looking at? Who is he?* and elicit suggestions from the children.
- Ask *What is Tom saying to the farmer?* 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 a different voice for each character.
- Ask *Can you see the word town? Can you see the word water? Can you see the word cloth? Can you see the word shake?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *still, a long way from, stay here.*
- Invite three children to be the narrator, Tom and the farmer. They can read both pages out loud. The rest of the class can be the cows mooing in the background.
- Read both pages again together as a class.
- Tell the children to look at the text on page 6. Say the following sentences and encourage the children to complete them:  
*At night-time, he was still ... .*  
*Then he saw ... .*
- Point out the comma after *night-time*. Read the whole sentence again and elicit from the children what a comma does. If necessary, explain that a comma tells the reader to take a short pause.
- Tell the children to look at page 7. Say the following sentences and encourage the children to complete them:  
*Tom knocked on ... .*  
*... opened it.*  
*Tom said, '...?'*  
*The farmer looked at ... .*
- Ask *What did Tom say? What did the farmer say?* Encourage the children to read the text inside the speech marks. Then ask *Why do we use speech marks?*

### After reading

- Invite six children to the front of the class. Give each child a wordcard in random order. Use: *Tom, went, on, his, way*. 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 *Tom went on his way*. When the children are in the correct order, write the sentence on the board. Repeat the activity with *Tom knocked on the door*.
- Write *way* on the board and ask the class to read it. Rub out the *w* and elicit from the children other letters you could write in to make new words, e.g. *day, say, pay, stay* etc.
- Write *saw* on the board and ask the class to read it. Find out what word you can make if you write the letters in reverse. Ask the children to tell you what letter to write each time (was).
- Write *his, then, tonight* on the board and ask the class to read them. Tell the children to find a small word hiding inside each word, e.g. his, then, to/night.
- Ask *Why did the farmer look at Tom's bag? What will the farmer do?*

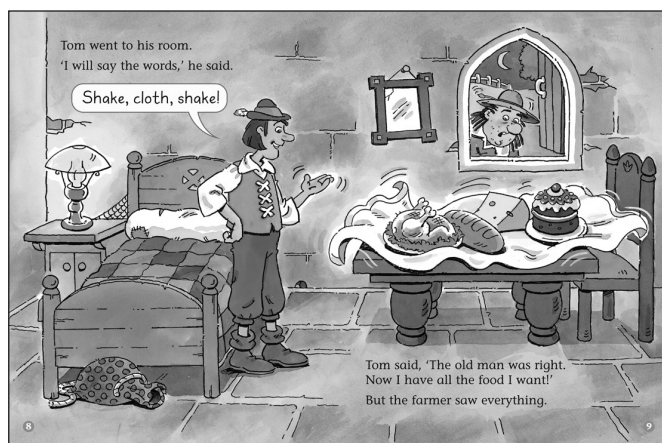
### Wordcard activities

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



- Tell the children to look at the picture. Ask *Where is Tom now? What did he take out of his bag? (the cloth) Can you remember the special words? and encourage the children to say them together.*
- Then ask *Where is the cloth now? Did Tom say the special words? How do you know? (the cloth is shaking and there is food on the table) What food can you see? Is Tom happy? Who is looking through the window? Can Tom see the farmer? Is the farmer surprised? Is it still night-time? How do you know?*

**Word list**

*all, but, cloth, everything, farmer, food, have, he, his, I, man, now, old, right, room, said, saw, say, shake, the, to, Tom, want, was, went, will, words*

**Language summary**

past simple tense, *will* for the future, imperatives, present simple tense

**Preparation**

Wordcards: 5, 22, 30, 41, 43, 47, 58, 59, 65, 69, 85, 99, 101, 112, 113, 114, 115, 116, 119, 120, 135, 136, 143, 144, 153, 154, 159, 166, 168, 174, 175, 177, 178, 179

**Before reading**

- Before looking at the pages, teach *room* and *everything*. Write both words on the board and explain what they mean. Ask individual children *How many rooms have you got in your house?*
- Tell the children to open their books to pages 8 and 9. 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 Tom.
- Ask *Can you see the word room? Can you see the word everything? Can you see the word farmer? Can you see the word shake?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions.
- Invite two children to be the narrator and Tom. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 8. Say the following sentences and encourage the children to complete them:  
*Tom went to his ... .*  
*'I will say the ... .'*
- Tell the children to look at page 9. Say the following sentences and encourage the children to complete them:  
*Tom said, 'The old man was ... .*  
*Now I have all the ... I want.'*  
*But the farmer saw ... .*

- Say *Find the words room and food. What two letters are in the middle? What sound do they make?*

### After reading

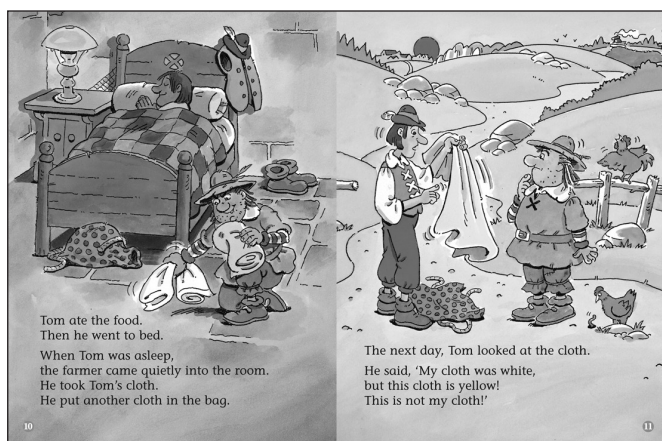
- Ask *If you had the magic cloth, what food would you like? Would you like to sleep in the bedroom? Does the bed look comfortable?*
- Write *right* on the board and ask the children to read it. Elicit from the children what word is made if a *b* is added to the beginning (*bright*). Then rub out the *r* and elicit what new word is made if we add an *n* (*night*). Ask *What is the opposite of right?* (*wrong*).
- Play the word-changing game with the words *man* and *but*. Write the word on the board. Ask the children to read it. Then say each individual sound in the word, e.g. (/m/ /æ/ /n/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word (/mæn/). Rub out the *m* and write in a *f*. Encourage the children to read the new word. Continue changing one letter at a time to make new words.
- Write *shake* on the board. Ask *What sound does shake start with?* Elicit other words the children know that have the *sh* sound in them (*shout, sheep, wash, wish, fish* etc.).
- Ask *What will the farmer do? What will Tom do? Will he eat all the food? Will he share it with the farmer?*

### 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**

*another, asleep, at, ate, bag, bed, but, came, cloth, day, farmer, food, he, in, into, is, looked, my, next, not, put, quietly, room, said, the, then, this, to, Tom, Tom's, took, was, went, when, white, yellow*

**Language summary**

past simple tense, present simple tense, possessive pronouns

**Preparation**

Wordcards: 9, 10, 11, 13, 16, 18, 21, 24, 30, 33, 43, 47, 59, 60, 71, 72, 73, 83, 92, 93, 94, 98, 108, 109, 113, 114, 135, 136, 138, 139, 140, 143, 144, 145, 148, 154, 159, 165, 171, 174, 175, 177, 178, 179

**Materials**

coloured balls (yellow, white, red, blue)  
pairs of objects, e.g. books, pencils, etc.

**Before reading**

- Before looking at the pages, teach *ate*, *asleep*, and *quietly*. Write each one on the board, mime its meaning and encourage the children to repeat after you.

- Say *Yesterday I ate ...* and list all the things you ate yesterday. Encourage individual children to tell the class what they ate yesterday.
- Then ask *What is the opposite of asleep?* (awake) *What is the opposite of quietly?* (noisily).
- 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 *Where is Tom? Is he asleep or awake? What is the farmer doing? Is he doing it quietly? Why? What colour is Tom's cloth? What colour is the cloth the farmer is putting in Tom's bag?*
- Tell the children to look at the picture on page 11. Ask *Is it day or night? How do you know? Where is Tom now? Is he happy? Who is he talking to? What is he saying to the farmer? and elicit suggestions from the class. Then ask Is the farmer telling Tom that he took the cloth? Why not?*

**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 Tom.
- Ask *Can you see the word food? Can you see the word ate? Can you see the word asleep? Can you see the word quietly?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *another, next*.
- Invite two children to be the narrator and Tom. They can read both pages out loud.
- Read both pages again together as a class.

- Tell the children to look at the text on page 10. Say the following sentences and encourage the children to complete them:  
*Tom ... the food.*  
*Then he went to ... .*  
*When Tom was ..., the farmer came ... into the room.*  
*He took Tom's ... .*  
*He put another cloth in the ... .*
- Tell the children to look at the text on page 11. Say the following sentences and encourage the children to complete them:  
*The next day, Tom looked at the ... .*  
*He said, 'My cloth was ..., but this cloth is ...!'*  
*This is ... my cloth!'*
- Say *Find two colour words on page 11.*
- Point to different words at random and ask the children to read them.
- Start saying the days of the week in English. Stop when you get to Wednesday and ask *What is the next day?* Extend the activity with numbers or letters of the alphabet.
- Play the word-changing game (see page 10 **After reading**) with the words *bed, bag, but* and *not*.
- Ask *Why did the farmer take the cloth? Will he give it back to Tom?* Elicit from the children that a person who steals things is called a *thief*.
- Ask *What will happen next? What will Tom do? What will the farmer do?*

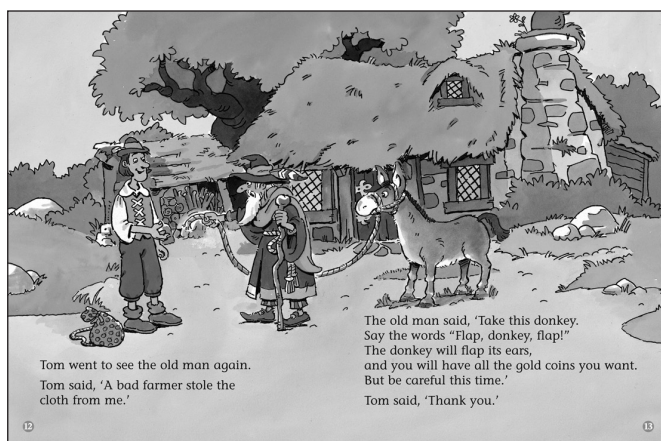
### Wordcard activities

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

### After reading

- Write *My cloth was white, but this cloth is yellow.* on the board and ask the class to read it.
- Use the balls you have brought in with you. Invite four children to the front of the room and give each one a ball. Ask each child to hold up their ball and say *My ball is (yellow).*
- Then ask the children to exchange balls so that they have a different colour. Encourage each child to hold up the new ball and say *My ball was (yellow), but this ball is (red).* Repeat the activity with different groups of children.
- Put the pairs of objects on your table. Pick up one book and say *This is a book.* Pick up the other book and say *This is another book.* Invite individual children to come to the front and choose a pair. Encourage them to use the same structure as you.
- Do page 29 in the Comprehension and Vocabulary Workbook.

Pages 12 and 13



**Word list**

*a, again, all, and, bad, be, but, careful, cloth, coins, donkey, ears, farmer, flap, from, gold, have, its, man, me, old, said, say, see, stole, take, thank, the, this, time, to, Tom, want, went, will, words, you*

**Language summary**

past simple tense, imperatives, *will* for the future, possessive pronouns

**Preparation**

Wordcards: 2, 4, 5, 7, 15, 17, 22, 27, 30, 31, 36, 38, 43, 44, 45, 50, 55, 58, 76, 85, 87, 101, 114, 117, 118, 131, 133, 134, 135, 136, 139, 141, 143, 144, 153, 159, 166, 168, 172, 174, 175, 177, 178, 179

**Materials**

a picture of a donkey, some coins

**Before reading**

- Before looking at the pages, teach *donkey*, *coins*, *flap* and *careful*. Hold up the picture of the donkey and say *donkey*. Encourage the children to repeat it after you. Write *donkey* on the board. Ask *What noise does a donkey make?* and let the children make the noise. Then ask *What do donkeys eat? What do people use them for?*

- Hold up the coins and elicit from the children what they are. They will probably say *money* as the word has been used in the story. Tell them that it is *money* and that these are called *coins*. Encourage them to repeat it after you. Write *coins* on the board.
- Flap your arms up and down and say *flap*. Ask *What flaps like this?* and elicit *bird*. Write *flap* on the board and encourage the children to repeat it after you.
- Finally write *careful* on the board and explain what it means. Ask *When must we be careful?* (cooking, crossing the road, swimming).
- 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 *Where is Tom now? Who is he talking to? What is Tom telling the old man?* and elicit suggestions from the children. Then ask *What is the old man giving Tom? Is Tom happy?*
- Ask *What is the roof of the house made of? Who else has got a roof like this? What is all the wood for?* (to burn on the fire).

**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 Tom and the old man.
- Ask *Can you see the word flap? Can you see the word coins? Can you see the word careful? Can you see the word donkey?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *again*. Make sure the children understand that *stole* is the past form of *steal*.

- Invite three children to be the narrator, Tom and the old man. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 12. Say the following sentences and encourage the children to complete them:  
*Tom went to see ... again.*  
*Tom said, 'A bad farmer ...'*
- Ask *Why did Tom call the farmer bad? What did the farmer do?*
- Tell the children to look at the text on page 13. Ask them some questions and encourage them to find the answers in the text:  
*What did the old man give Tom?*  
*What words does Tom have to say to the donkey?*  
*What will the donkey do?*
- Ask *Is Tom rich or poor? Will he make the donkey flap its ears? Will he go home now? Why did the old man tell Tom to be careful? Was the old man angry with Tom for losing the magic cloth? What will happen next?*

### Wordcard activities

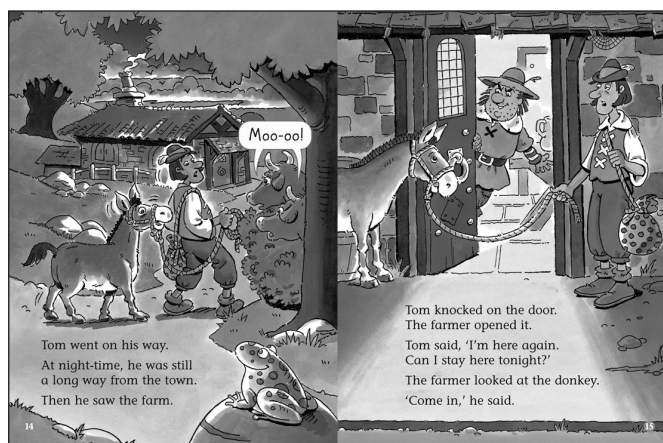
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 30 in the Comprehension and Vocabulary Workbook.

### After reading

- Invite seven children to the front of the class. Give each child a wordcard in random order. Use: *The, donkey, will, flap, its, ears*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *The donkey will flap its ears*. When the children are in the correct order, write the sentence on the board.
- Ask the children to put their fingers behind their ears and flap them. Ask *Would you like it if coins came out of your ears? What is special about the coins the donkey gives?* (they are gold).
- *Flap, donkey, flap!* is an imperative. Play the imperatives game (see page 6, **After reading**).

Pages 14 and 15



**Word list**

*a, again, at, can, come, donkey, door, farm, farmer, from, he, here, his, I, I'm, in, it, knocked, long, looked, Moo-oo, night-time, on, opened, said, saw, stay, still, the, then, Tom, tonight, town, was, way, went*

**Language summary**

past simple tense, imperatives, *can* for requests

**Preparation**

Wordcards: 1, 4, 11, 12, 26, 32, 36, 37, 42, 43, 50, 59, 64, 65, 69, 70, 71, 74, 80, 81, 83, 90, 95, 102, 105, 114, 115, 128, 130, 135, 136, 138, 144, 147, 149, 154, 156, 159, 174, 175, 176, 178, 179

**Before reading**

- Tell the children to open their books to pages 14 and 15. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 14. Ask *Where is Tom now? Why is he going towards the farm again? Is the farmer at home? How do you know? Is it day or night? What has Tom got with him? What other animals can you see? Why are Tom and the donkey surprised?*

- Tell the children to look at the picture on page 15. Ask *Is Tom tired? What is Tom asking the farmer? Is the farmer happy to see Tom? What is the farmer looking at? What is the farmer thinking?* 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 a different voice for Tom and the farmer.
- Ask *Can you see the word farm? Can you see the word farmer? Can you see the word knocked? Can you see the word donkey?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions.
- Invite three children to be the narrator, Tom and the farmer. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 14. Say the following sentences and encourage the children to complete them:  
*At night-time, he was still ... .*  
*Then he saw ... .*
- Tell the children to look at the text on page 15. Ask them some questions and encourage them to find the answers in the text:  
*What did Tom ask the farmer?*  
*What did the farmer look at?*  
*What did the farmer say?*
- Ask *How many sentences can you see? How many questions can you see? How many commas can you see?* Elicit from the children why we use them all.

### After reading

- Invite seven children to the front of the class. Give each child a wordcard in random order. Use: *The, farmer, looked, at, the, donkey*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *The farmer looked at the donkey*. When the children are in the correct order, write the sentence on the board.
- Rub out *donkey* and write in *bag*. Ask the children to read the new sentence. Elicit other words to write in, e.g. *man, chair* etc.
- Ask *What animals has the farmer got on his farm?* Encourage the children to use their imaginations. Talk about what cows give us, e.g. milk, cheese etc.
- Ask *Was Tom silly to go back to the farm? What will Tom do? What will the farmer do?*

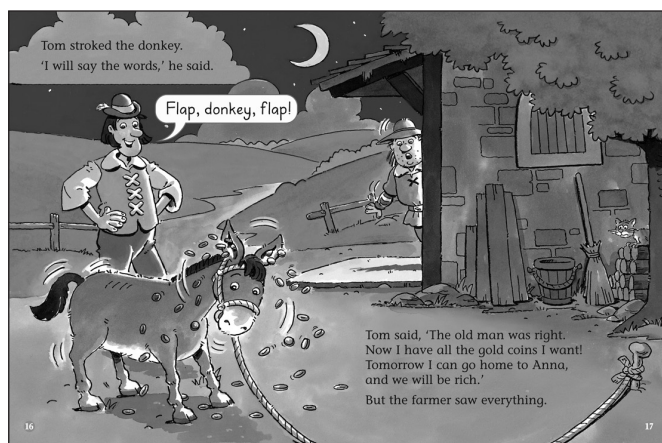
### Wordcard activities

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**

*all, and, Anna, be, but, can, coins, donkey, everything, farmer, flap, go, gold, have, he, home, I, man, now, old, rich, right, said, saw, say, stroked, the, to, Tom, tomorrow, want, was, we, will, words*

**Language summary**

past simple tense, *will* for the future, imperatives, present simple tense

**Preparation**

Wordcards: 5, 7, 8, 17, 22, 25, 31, 36, 41, 43, 44, 45, 54, 55, 58, 59, 66, 69, 85, 99, 101, 111, 112, 114, 115, 116, 132, 135, 136, 143, 144, 146, 153, 154, 157, 166, 168, 174, 175, 177, 178, 179

**Materials**

a soft toy animal, e.g. a teddy bear

**Before reading**

- Before looking at the pages, teach *stroked* and *rich*. Take the soft toy animal and stroke it. Say *stroke*. Then stroke your arm and say the word again. Write it on the board and encourage the children to repeat it after you.

- Write *rich* on the board and encourage the children to read it. Ask *When someone is rich, have they got a lot of money? What is the opposite of rich?*
- Tell the children to open their books to pages 16 and 17. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Did Tom leave the donkey inside or outside the house? Talk about why animals are kept outside.*
- Ask *Can you remember the special words?* and encourage the children to say them together. Then ask *Did Tom say the special words? How do you know?* (coins are coming from the donkey's ears) *Are there a lot of coins? Is Tom happy? Why? Is he still poor? What can he do now? (go home) Who is looking at Tom? Can Tom see the farmer? Is the farmer surprised? Why? Is it still night-time? How do you know?*

**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 Tom.
- Ask *Can you see the word flap? Can you see the word stroked? Can you see the word coins? Can you see the word rich?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *tomorrow*. Ask *What day is it tomorrow?* to check understanding.
- Invite three children to be the narrator, Tom and the farmer. They can read both pages out loud.
- Read both pages again together as a class.

- Tell the children to look at the text on page 16. Say the following sentence and encourage the children to complete it:  
*Tom stroked ... .*
- Then ask *What did Tom say to the donkey?* Elicit why we use speech bubbles (to show what someone is saying in a picture).
- Tell the children to look at page 17. Say the following sentences and encourage the children to complete them:  
*Tom said, 'The old man was ... .*  
*Now I have all ... !*  
*Tomorrow I can go home to ... .*  
*We will be ... .*
- Say *Find* The farmer saw everything. *What's everything?* and elicit that it refers to Tom saying the words, the donkey flapping his ears, and all the gold coins.
- Write *now* on the board and ask the class to read it. Elicit what letter they need to change to make a farm animal (cow). Write *can* on the board and ask the class to read it. Elicit what letter they need to change to make an animal (cat). Finally write *donkey* on the board and do the same (monkey).
- Ask *What will Tom do with the money? Will he go home tomorrow? Will Anna be happy?*

### Wordcard activities

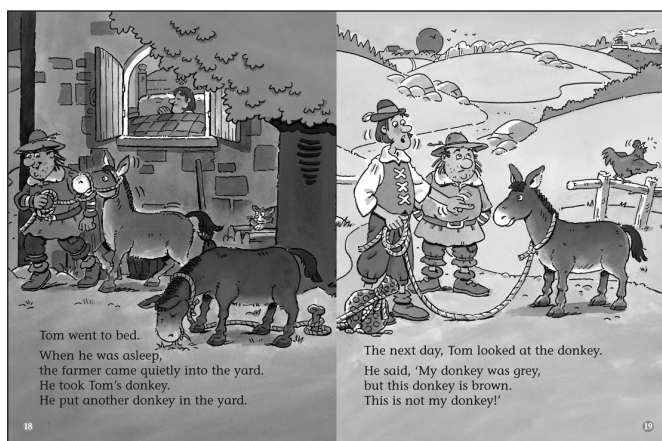
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 32 in the Comprehension and Vocabulary Workbook.

### After reading

- Invite ten children to the front of the class. Give each child a wordcard in random order. Use: *Now, I, have, all, the, gold, coins, I, want.* 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 *Now I have all the gold coins I want.* When the children are in the correct order, write the sentence on the board.
- Rub out *gold coins* and elicit other things the children would like a lot of, e.g. *ice cream, chocolate* etc.
- Ask *If you had a lot of gold coins, what would you buy?*
- Write *Anna* on the board. Point out that it is the same when it is spelt backwards! Elicit from the other words that do this, e.g. *Mum, Dad.*

Pages 18 and 19



**Word list**

*another, asleep, at, bed, brown, but, came, day, donkey, farmer, grey, he, in, into, is, looked, my, next, not, put, quietly, said, the, this, to, Tom, Tom's, took, was, went, when, yard*

**Language summary**

past simple tense, possessive pronouns, present simple tense

**Preparation**

Wordcards: 9, 10, 11, 18, 20, 21, 24, 33, 36, 43, 56, 59, 60, 71, 72, 73, 83, 92, 93, 94, 98, 108, 109, 114, 135, 136, 139, 140, 143, 144, 145, 148, 154, 159, 164, 170, 174, 175, 177, 178, 179

**Materials**

a grey pen, a brown pen  
coloured balls (yellow, red, blue, brown)  
pairs of objects, e.g. balls, books etc.

**Before reading**

- Before looking at the pages, teach *yard, grey, brown*. Hold up the grey pen and ask *What colour is it?* write the colour on the board and encourage the children to repeat after you. Do the same with the brown pen.

- Write *yard* on the board. Explain that the yard is the area outside the farmer's house, where Tom put the donkey.
- 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 *Where is Tom? Is he asleep or awake? What is the farmer doing? Is he doing it quietly? Why? What colour is the donkey he is taking? What colour is the donkey he is leaving? Is he good or bad?*
- Tell the children to look at the picture on page 19. Ask *What time of day is it now? How do you know? Where is Tom? Is he happy? What is he saying to the farmer? and elicit suggestions from the children. Then ask Is the farmer telling Tom that he took the donkey? Why not?*

**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 Tom.
- Ask *Can you see the word yard? Can you see the word asleep? Can you see the word grey? Can you see the word brown?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions.
- Invite two children to be the narrator and Tom. They can read both pages out loud.
- Read both pages again together as a class.

- Tell the children to look at the text on page 18. Say the following sentences and encourage the children to complete them:  
*Tom went ... .*  
*When he was ..., the farmer came ... into the yard.*  
*He took Tom's ... .*  
*He put another donkey in the ... .*
- Tell the children to look at the text on page 19. Say the following sentences and encourage the children to complete them:  
*The next day, Tom looked at the ... .*  
*He said, 'My donkey was ..., but this donkey is ... .'*  
*This is ... my donkey!'*
- Elicit why there is an exclamation mark after the last sentence (to show that Tom feels strongly about what he is saying).
- Point to words at random and ask the children what they say.
- Start saying numbers from 1 in English. Stop when you get to 5 and ask *What is the next number?* Extend the activity with letters of the alphabet or days of the week.
- Write *brown* on the board and ask the children to read it. Change the *br* to *t* and ask the children to read the new word.
- Write *farm* and *yard* on the board and ask the children to read them. Ask *Which letters are the same? What sound do they make?* Elicit any other words the children know with *ar*, e.g. *car, star, far, jar, card, hard, garden.*
- Ask *What will happen next? Will Tom go home to Anna? Will he go back to the old man?*

### Wordcard activities

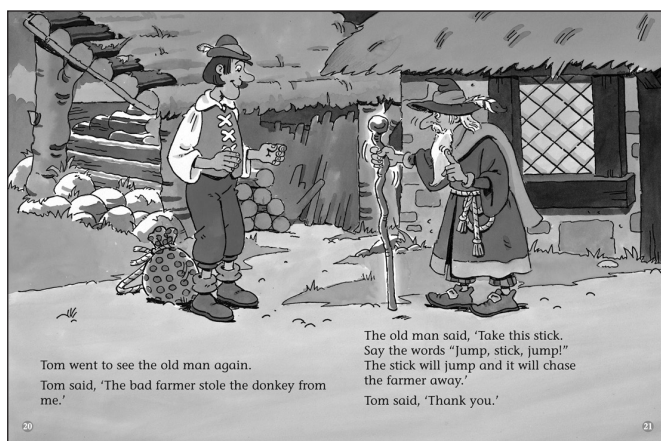
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

### After reading

- Write *My donkey was grey, but this donkey is brown.* on the board and ask the class to read it.
- Use the balls you have brought in with you. Invite four children to the front of the room and give each one a ball. Ask each child to hold up their ball and say *My ball is (yellow).*
- Then ask the children to exchange balls so that they have a different colour. Encourage each child to hold up the new ball and say *My ball was (yellow), but this ball is (red).* Repeat the activity with different groups of children.
- Put the pairs of objects on your table. Pick up one book and say *This is a book.* Pick up the other book and say *This is another book.* Invite individual children to come to the front and choose a pair. Encourage them to use the same structure as you.

- Do page 33 in the Comprehension and Vocabulary Workbook.

Pages 20 and 21



- Write *chase* on the board and explain what it means. Encourage the children to repeat it after you.
- Tell the children to open their books to pages 20 and 21. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Where is Tom now? Who is he talking to? What are the old man and Tom saying?* and elicit suggestions from the children. Then ask *What is the old man giving Tom? Why? What will the stick do?*

**Word list**

*again, and, away, bad, chase, donkey, farmer, from, it, jump, man, me, old, said, say, see, stick, stole, take, thank, the, this, to, Tom, went, will, words, you*

**Language summary**

past simple tense, imperatives, *will* for the future

**Preparation**

Wordcards: 4, 7, 14, 15, 28, 36, 43, 50, 74, 77, 78, 85, 87, 101, 114, 117, 118, 129, 131, 133, 134, 135, 136, 139, 143, 144, 159, 166, 168, 172, 174, 175, 177, 178, 179

**Materials**

a stick

**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 Tom and the old man.
- Ask *Can you see the word stick? Can you see the word jump? Can you see the word chase?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *again, stole*.
- Invite three children to be the narrator, Tom and the old man. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 20. Say the following sentences and encourage the children to complete them:  
*Tom went to see ... .*  
*Tom said, 'The bad farmer ... .'*
- Tell the children to look at page 21. Ask these questions and encourage the children to refer to the text for their answers:  
*What did the old man give Tom?*  
*What words does Tom have to say to the stick?*  
*What will the stick do?*

**Before reading**

- Before looking at the pages, teach *stick, jump, and chase*. The children have seen *stick* in the title so hold up the stick you have brought in with you and elicit the word. Write *stick* on the board and encourage the children to repeat it after you.
- Write *jump* on the board. Then jump up and down and elicit the word from the children.

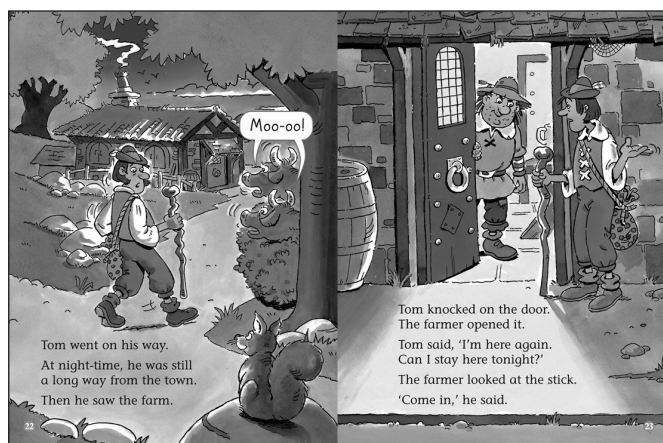
### After reading

- Invite twelve children to the front of the class. Give each child a wordcard in random order. Use: *The, stick, will, jump, and, it, will, chase, the, farmer, away*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *The stick will jump and it will chase the farmer away*. When the children are in the correct order, write the sentence on the board.
- Ask the two children holding the *will* wordcards to change places. Elicit from the children if it changes the meaning of the sentence.
- *Jump, stick, jump!* is an imperative. Play the imperatives game. Invite four children to the front of the room. Give them some commands using imperatives, e.g. *Shut your eyes. Hop on one foot. Jump up and down.* etc. All of the children must do the action immediately. The last one to react is out. Ask the rest of the class to watch closely to see who is last.
- Write *again, away, and asleep* on the board. Ask the class to read to read them. Ask *What sound do they start with? (/ə/)*. Point out that this sound is a very important sound in English.
- Ask *Was the old man silly to help Tom again? Will the farmer take the stick? What will the stick do?*

### Wordcard activities

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

Pages 22 and 23



**Word list**

*a, again, at, can, come, door, farm, farmer, from, he, here, his, I, I'm, in, it, knocked, long, looked, night-time, on, opened, said, saw, stay, stick, still, the, then, Tom, tonight, town, was, way, went*

**Language summary**

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

**Preparation**

Wordcards: 1, 4, 11, 12, 26, 32, 37, 42, 43, 50, 59, 64, 65, 69, 70, 71, 74, 80, 81, 83, 90, 95, 102, 105, 114, 115, 128, 129, 130, 135, 136, 138, 144, 147, 149, 154, 156, 159, 174, 175, 177, 178, 179

**Before reading**

- Tell the children to open their books to pages 22 and 23. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 22. Ask *Were you right? Where is Tom going? What time of day is it?*
- Tell the children to look at the picture on page 23. Ask *What is Tom asking the farmer? Is the farmer happy to see Tom? What is the farmer looking at? What is the farmer thinking?*

**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 Tom and the farmer.
- Ask *Can you see the word town? Can you see the word farm? Can you see the word stick?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions.
- Invite three children to be the narrator, Tom and the farmer. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 22. Say the following sentences and encourage the children to complete them:  
*At night-time, he was still ... .*  
*Then he saw ... .*
- Tell the children to look at the text on page 23. Ask:  
*What did Tom say to the farmer?*  
*What did the farmer look at?*  
*What did the farmer say?*
- Put the children into pairs. Ask one child to turn back to pages 14 and 15 and read them. Ask the other to read pages 22 and 23. Ask *What words are different?* and encourage the children to compare the pages together.

### After reading

- Invite seven children to the front of the class. Give each child a wordcard in random order. Use: *The, farmer, looked, at, the, stick*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *The farmer looked at the stick*. When the children are in the correct order, write the sentence on the board.
- Rub out *stick* and ask children to suggest other words that could be used, e.g. *bag, cloth, donkey, chair* etc.
- Write *then* on the board and ask the class to read it. Ask *What animal can you see?* (hen) and underline it. Then ask *Can you see the and he too?* Invite a child to the board to underline these two words. Rub out the *h* in *then* and elicit from the children what new word is made (ten).
- Ask *Was Tom silly to go back to the farm again? What will he do? What will the farmer do?*

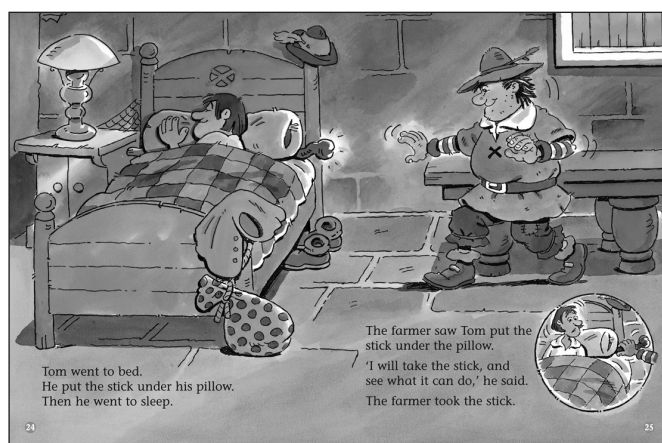
### Wordcard activities

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

- Do page 34 in the Comprehension and Vocabulary Workbook.



Pages 24 and 25



**Word list**

*and, bed, can, do, farmer, he, his, I, it, pillow, put, said, saw, see, sleep, stick, take, the, then, to, Tom, took, under, went, what, will*

**Language summary**

past simple tense, *will* for the future, *can* for ability

**Preparation**

Wordcards: 7, 18, 25, 35, 43, 59, 60, 65, 69, 74, 107, 108, 114, 115, 118, 124, 129, 133, 135, 136, 138, 143, 144, 148, 150, 159, 161, 166, 174, 175, 178, 179

**Materials**

a pillow

**Before reading**

- Before looking at the pages, teach *pillow* and review *under*. Hold up the pillow and say *pillow*. Write it on the board and encourage the children to repeat it after you. Ask *When do we use a pillow? What part of our body do we put on a pillow at night?*
- Write *yellow* on the board under *pillow*. Ask *What letters are the same?*

- Put the pillow under your table and ask *Where is the pillow?* and try to elicit *Under the table*. Write *under* on the board and encourage the children to repeat it after you.
- Tell the children to open their books to pages 24 and 25. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Where is Tom? Is he asleep or awake? What is his head on? Where is the stick? Where is the farmer? What is he going to do? Is he walking quietly? Why?*
- Tell the children to look at the small picture on page 25. Ask *Who is taking the stick? Is Tom asleep or awake?*

**During reading**

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for the farmer.
- Ask *Can you see the word pillow? How many can you see?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *see what it can do*. Make sure the children know that *took* is the past form of *take*.
- Invite two children to be the narrator and the farmer. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 24. Say the following sentences and encourage the children to complete them:  
*Tom went ... .*  
*He put the ... under his ... .*  
*Then he went ... .*

- Tell the children to look at the text on page 25. Say the following sentence and encourage the children to complete it:  
*The farmer saw ... the stick ... .*
- Then ask *What did the farmer say?*
- Say *Find the word went. How many can you see?* Repeat the question for *stick, the, he*.
- Write *under, in, on* and *next to* on the board. Ask the class to read them. Tell the children to look at the picture again. Elicit sentences about the picture using the prepositions, e.g. *Tom is in bed. The stick is under the pillow. The farmer is next to the table. Tom's shoes are under the bed. The lamp is on the table.* etc.

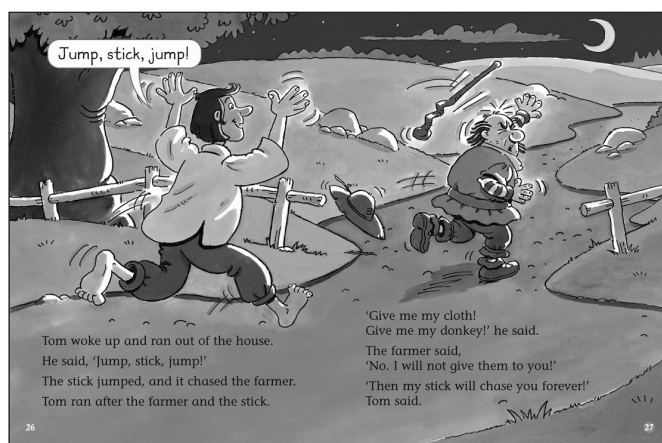
### After reading

- Write *Tom put the stick under his pillow.* on the board and ask the class to read it. Rub out *stick* and elicit other story objects from the children, e.g. *cloth, coins, eggs, bag* etc.
- Write *stick* on the board. Rub out the *t* and ask the children to read the new word (*sick*). Ask *What was sick in the story?* (the hens).
- Write *what* on the board. Elicit any small words the children can see hiding inside it (*hat* and *at*). Elicit from the children any other words that start with *wh*, e.g. *who, where, when, why, which, wheel*.
- Ask *Did Tom say any special words to the stick? Did the farmer see him do anything with the stick? Does the farmer know what the stick can do? What did the cloth do? What did the donkey do? Does the stick do something good? What will happen? What will Tom do?*

### Wordcard activities

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

## Pages 26 and 27



- Tell the children to open their books to pages 26 and 27. Open your own book and hold it up to show the class.
- Tell the children to look at the picture. Ask *Where is Tom? Is he outside or inside the house? Is he running or standing still? How do you know? Is he happy? Who is he chasing? What is he saying?* and elicit suggestions from the children.
- Then ask *Is the farmer running? Why? What is the stick doing? Is the farmer happy?*

### Word list

*after, and, chase, chased, cloth, donkey, farmer, forever, give, he, house, I, it, jump, jumped, me, my, no, not, of, out, ran, said, stick, the, them, then, to, Tom, up, will, woke, you*

### Language summary

past simple tense, imperatives, possessive pronouns, *will* for the future

### Preparation

Wordcards: 3, 7, 28, 29, 30, 36, 43, 49, 52, 53, 59, 60, 67, 69, 74, 77, 78, 79, 87, 92, 97, 98, 100, 106, 110, 114, 129, 135, 136, 137, 138, 143, 144, 151, 166, 167, 172, 174, 175, 177, 178, 179

### Materials

objects the children know in English

### 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 Tom and the farmer.
- Ask *Can you see the word stick? Can you see the word jump? Can you see the words woke up?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions, e.g. *ran out of the house, forever*. Make sure the children know that *jumped* is the past form of *jump*.
- Invite three children to be the narrator, Tom and the farmer. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 26. Say the following sentences and encourage the children to complete them:  
*Tom woke up and ... .*  
*He said, '... !'*  
*The ... jumped, and it ... the farmer.*  
*Tom ran after ... .*

### Before reading

- Before looking at the pages, teach *woke up*. Write it on the board and explain what it means. Ask children to complete the following sentence *This morning I woke up at ... .*
- Rub out *up*. Change the *w* in *woke* to *j*, *sm*, and *str* and elicit the new words from the children.

- Tell the children to look at the text on page 27. Ask:  
*What did Tom say to the farmer?*  
*What did the farmer say?*  
*What will Tom's stick do?*

### After reading

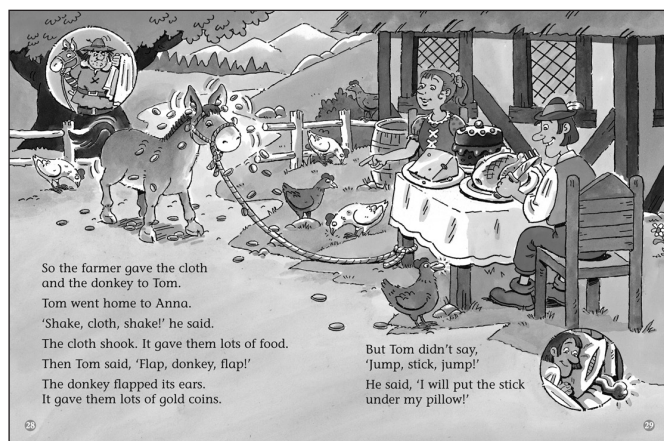
- Write *Tom ran out of the house.* on the board. Ask the class to read it. Rub out *Tom* and write in a child's name. Rub out *house* and write in *classroom*. The child must read the new sentence. Continue using other children's names.
- Write *out* and *house* on the board. Ask *What letters are the same?* (ou) *What sound do they make?* (/aʊ/). Elicit from the children what letter you have to change in *house* to make an animal (mouse). Then elicit what word they can make if they add *sh* to *out* (shout).
- Put the objects you have brought in with you on your desk. Invite a child to the front and say *Give me my* (book). The child must give you the right object. Repeat with other children and objects.
- Ask *Is it good that the stick is chasing the farmer? Why? Will he give Tom the cloth and the donkey?*

### Wordcard activities

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

- Do page 35 in the Comprehension and Vocabulary Workbook.

Pages 28 and 29



**Word list**

*and, Anna, but, cloth, coins, didn't, donkey, ears, farmer, flap, flapped, food, gave, gold, he, home, I, it, its, jump, lots, my, of, pillow, put, said, say, shake, shook, so, stick, the, them, then, to, Tom, under, went, will*

**Language summary**

past simple tense, imperatives, *will* for the future, possessive pronouns

**Preparation**

Wordcards: 7, 8, 22, 30, 31, 34, 36, 38, 43, 44, 45, 46, 47, 51, 55, 59, 60, 66, 69, 75, 76, 77, 78, 84, 92, 100, 107, 108, 114, 116, 119, 120, 121, 126, 129, 135, 136, 137, 138, 143, 144, 150, 159, 166, 174, 175, 177, 178, 179

**Before reading**

- Tell the children to open their books to pages 28 and 29. Open your own book and hold it up to show the class.
- Tell the children to look at the small round picture on page 28. Ask *Is the farmer happy? What is he holding? Are they his? Why did the farmer give the cloth and the donkey back to Tom? (he didn't want to be chased forever).*

- Tell the children to look at the big picture. Ask *Where is Tom now? Who is with him? Are they happy? Where is the white cloth? What food can you see? What are Anna and Tom looking at? What is the donkey doing? Why is the donkey tied to the table leg? (to stop it running away) What other animals can you see? Are they sick?*
- Tell the children to look at the small round picture on page 29. Ask *Where is the stick? Why is it under Tom's pillow?* 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 a different voice for Tom.
- Ask *Can you see the word cloth? Can you see the word donkey? Can you see the word stick?*
- Read the text again and encourage the children to repeat each sentence after you. Explain any unfamiliar words or expressions.
- Invite two children to be the narrator and Tom. They can read both pages out loud.
- Read both pages again together as a class.
- Tell the children to look at the text on page 28. Say the following sentences and encourage the children to complete them: *So the farmer gave the ... and the ... to Tom. Tom went home to ...*
- Ask: *What did Tom tell the cloth to do? What did the cloth give Anna and Tom? What did Tom tell the donkey to do? What did the donkey give them?*

- Tell the children to look at the text on page 29. Ask:  
*Did Tom tell the stick to jump?*  
*What did he say?*  
*Why didn't Tom say 'Jump, stick, jump!'?*

### After reading

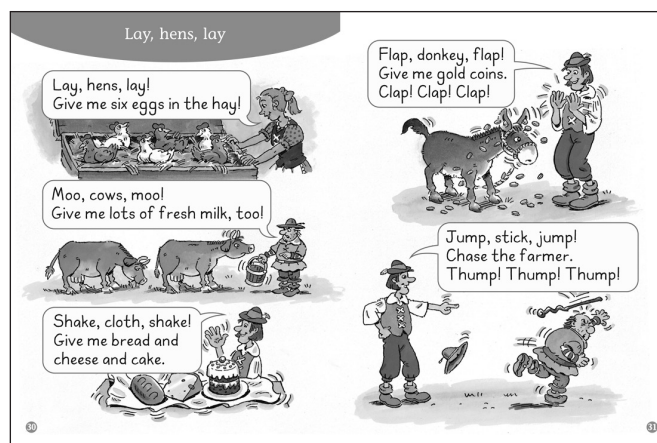
- Play some word games with the children. Write *gave* on the board. Rub out the *g* and write in an *s*. Ask the children to read the new word.
- Write *home* on the board. Rub out the *m* and write in an *l*. Encourage the children to read the new word (hole).
- Write *went* on the board. Change the *e* to an *a* and encourage the children to read the new word.
- Write *stick* on the board. Ask the children if they know any other words that start with *st*, e.g. *stop, stay, start, street, strong, still, stone, story, stroke*.
- Ask *Did you like the way the story ended?*  
*Will the farmer come back again?*
- Give the children an opportunity to read the whole story through again either individually or with a partner.

### Wordcard activities

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

## Pages 30 and 31

### Lay, hens, lay



- Read the rhyme on pages 30 and 31 to and with the class. Talk about how the pictures help the children to work out what the words mean and explain any unfamiliar words.
- Divide the children into five groups. Ask each group to read a verse each.
- Elicit from each group which words rhyme in their verse.
- Write one word from each rhyming pair on the board. Ask the class to tell you the other rhyming word each time.
- Elicit from the children which letters are the same in each pair and what sound they make.
- Elicit any other words the children know which rhyme with these words.
- Do page 36 in the Comprehension and Vocabulary Workbook.

## After reading

### Response to the story

- Ask *What did you think of the story? Did you like it? Why (or why not!) Did you like the ending?*

### Characters

- *Did you like Tom? Why/Why not? Talk about how Tom was poor but honest and hard-working.*
- *How was he kind? Was he silly sometimes?*
- *What was special about the old man? Was he kind to Tom? How?*
- *Was the farmer an honest, hard-working man? What was he like? Was it good that the stick hit him?*

### Setting

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

### Plot

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

### Moral issues

- If you are kind to others, they will be kind to you.
- Stealing is wrong and will be punished.

### Vocabulary

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

### Follow-up ideas

**Developing the story** Make up new episodes of the story with the children. Follow the same pattern from page 5 of the reading book. For example, the old man could give Tom a cow which produced golden milk, or hens which gave silver eggs. Encourage the children to make up the special words that Tom has to say.

Ask the children to think of different endings for the story. Perhaps the farmer does come back one night. Perhaps he is wiser now he knows about the magic stick!

#### Discussions

**Happiness** The end of the story tells us that if we have everything we want (all the food and money we want) then we will be happy. Do the children think this is true?

**Kindness** Ask *Why is it important to be kind and to help others? What did Tom do that was kind? What did the old man do to say thank you to Tom?* Talk about ways we can help each other every day. Have a *Be kind to each other day* in class!

**Money** Encourage the children to think about what they would do if they had lots of money. They will probably talk about buying lots of things they like. Encourage them to think a bit harder and to suggest how the money could be spent helping others. Don't focus on the grammar, just encourage the children to talk about their ideas.

**Special powers** The old man had special magical powers. Find out what sort of special powers the children would like to have. Why? How would they use them?

**Art** Make some large sheets of paper by sticking together sheets of art paper. Put the children into pairs. One of the children lies down on the paper and the other draws round his or her outline. The children can then choose one of the characters from the story and make a life-size picture of him or her. This can then be painted or material could be stuck on for the clothes.

**Drama** The story can be acted out. Put the children into groups of three or four. Divide the story into different sections, e.g. pages 2–5, pages 6–13, pages 14–21, pages 22–29, and give different groups one section to act out. This will provide opportunities for lots of children to be involved.