

Daisy's Dancing Lesson



The story

The two stories in this book are about Daisy the dinosaur and her family.

Daisy's dancing lesson

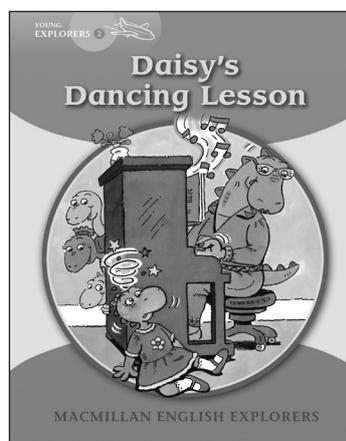
Daisy wants to have dancing lessons like her friend, Suzy. Mum takes her to Suzy's dancing school. The teacher asks the dinosaurs to fly like birds, run like horses and jump like frogs. Suzy is very good, but Daisy can't do it. Then the teacher asks them to stand on one leg and spin like wheels. Daisy spins round and round. When she gets home she tells Mum she is looking forward to the next lesson.

Daisy and the dentist

Daisy doesn't want to go to the dentist. She says she has to clean her bedroom and do her homework. Then she hides in the cupboard. Mum finds her and takes her and Danny to the dentist. Daisy sits in the dentist's chair and makes it go up and down. The dentist looks at Daisy's teeth. Then he looks at Danny's teeth. On the way home Daisy tells Mum that she liked the dentist and is looking forward to her next visit.

Introduce the book

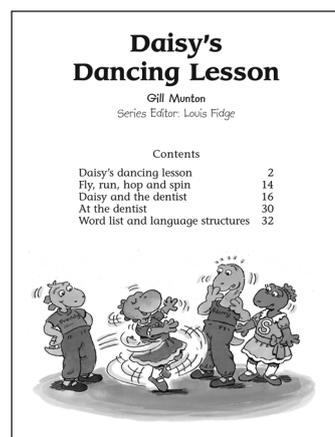
The cover



- Hold up the book and point to the cover. Read the title to the class. Read it again and encourage the children to repeat after you.
- Point to the picture on the cover. Point to Daisy and ask *Who is this?* and elicit from the children that it is Daisy. Point to her name on the cover as they say it.

- Ask *What is Daisy wearing? Why? Where is she?* Elicit from the children that she is at a dancing lesson. Then ask *Who is playing the piano?* and try to elicit that it is the teacher.
- Focus on Daisy again and ask *Is Daisy happy? Why not? What happened?* (she fell over) *Is Daisy good at dancing?* and encourage the children to tell you what they think. If necessary, remind them that Daisy is quite clumsy and often gets in a mess (see *Daisy the Dinosaur*, *Daisy and Danny*, *Daisy has the Hiccups*).
- Ask *Do you like dancing? When do you dance? Where do you dance?* Explain that some children go to special dancing schools to learn to dance.
- 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). Explain to the children that there are two stories about Daisy in this book. Read the title of the second story (*Daisy and the dentist*). Elicit from the children what they think the story is about. Then elicit from the children what page it is on (16).
- Tell the children to look at the picture. Ask *Who can you see? Is Daisy at her dancing lesson? How do you know?* (she is wearing her special dress and shoes) *Is Daisy happy? Why? What is she doing?* (spinning round on one leg) *Are her friends surprised?*
- Then ask *Can you spin round on one leg? Is it easy or difficult?*

The contents page



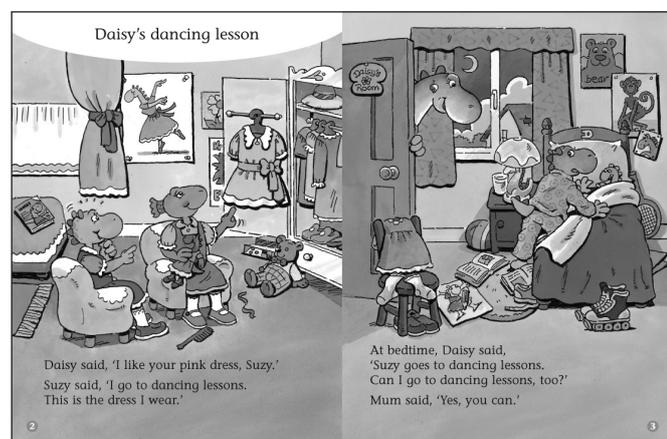
Daisy's Dancing Lesson Track 1

The story can be played at any time.

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

Pages 2 and 3

Daisy's dancing lesson



Word list

at, bedtime, can, Daisy, dancing, dress, go, goes, I, is, lesson(s), like, Mum, pink, said, Suzy, the, this, to, too, wear, yes, you, your

Language summary

past simple tense, present simple tense, like, possessive pronouns, can for requests

Preparation

Wordcards: 13, 17, 24, 25, 36, 38, 50, 59, 61, 79, 83, 90, 91, 92, 101, 118, 124, 140, 144, 149, 151, 152, 166, 174, 175, 177, 178, 179, 180, 182, 183, 184

Materials

a dress

Before reading

- Before looking at the pages, teach *Suzy*, *dancing lesson*, *dress* and *bedtime*. Hold up the cover of the book again and point to Suzy. Say *This is Suzy*. Write *Suzy* on the board and encourage the children to repeat it. Then ask *Who is Suzy? Is she Daisy's brother?* Write *friend* on the board and elicit from the children what it means. Encourage them to repeat it after you.

- Hold up the dress you have brought in with you. Say *dress* and encourage the children to say it with you. Show children how to build up *dress*. Write one letter on the board at a time and encourage the children to say the sound with you. NB Make sure you write the double s as one letter (ss) so that the children know it makes one sound.
- Hold up the cover of the book again and ask the children to read the title. Point to the double s on the board and ask *Which word has got these letters?* (*lesson*). Then ask *What lesson did Daisy have?* and elicit *dancing lesson*. Write *dancing lesson* on the board. Ask *Which letter makes a /s/ sound?* (c) (This c is called a *soft c*. When c is followed by e, i or y it is pronounced /s/.)
- Yawn and pretend to be sleepy. Say *I'm tired*. Look at your watch and say *It's bedtime*. and pretend to go to sleep. Write *bedtime* on the board. Point to the beginning of the word and ask *What word can you see?* (*bed*) *What time do you go to bed?* and let the children tell you. Write one of the times on the board next to the word and then say *bedtime*. Elicit from the children what other word they can see (time) to help show them that this is a compound word. Ask some individual children *When is your bedtime?*
- 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 is Daisy with? Is Daisy in her bedroom? Is it Suzy's bedroom? Does Suzy like dancing? How do you know?* and encourage the children to tell you what clues they can see in Suzy's room (her dress and dancing shoes, the poster on the wall and the book on the bed).

- Then ask *What is Daisy looking at? What are Daisy and Suzy talking about?* and elicit suggestions from the children.
- Tell the children to look at the picture on page 3. Ask *Where is Daisy now? Can you find the letter D on her bed?* and elicit from the children what it stands for (D for Daisy). Then ask *Is her bedroom tidy?*
- Ask *Is it day or night? How do you know?* (the moon is out) *Is it bedtime? How do you know?* (Daisy is wearing her pyjamas and getting into bed) Ask *What are Mum and Daisy talking about?* and elicit suggestions from the class.

During reading

- Read the title again. Elicit from the children why Daisy starts with a capital letter (it's a name).
 - 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 Suzy? Can you see the word dancing? Can you see the word lessons? Can you see the word dress? Can you see the word bedtime?* For each word ask *How many can you see?*
 - Read the text again and encourage the children to repeat each sentence after you.
 - Make sure the children understand *wear* and *too*.
 - Read both pages again together as a class.
 - Invite four children to be the narrator, Daisy, Suzy, and Mum. They can read both pages out loud.
 - Read page 2 to the class again. Then say *Daisy said, 'I like your ..., Suzy.'* and encourage the children to complete the sentence. They can refer to their books if necessary. Repeat the activity with *Suzy said, 'I go to ...'* and *'This is the ... I wear.'*
- Tell the children to look at the text on page 3. Ask *What did Daisy ask?* and encourage the children to read the question. Then ask *What did Mum say?* and encourage them to read the reply inside the speech marks. Elicit from the children why we use question marks and speech marks.
 - Say *Find the word said. How many can you see?* (4). Repeat for: *go* (2), *to* (3), *I* (4), *can* (2).

After reading

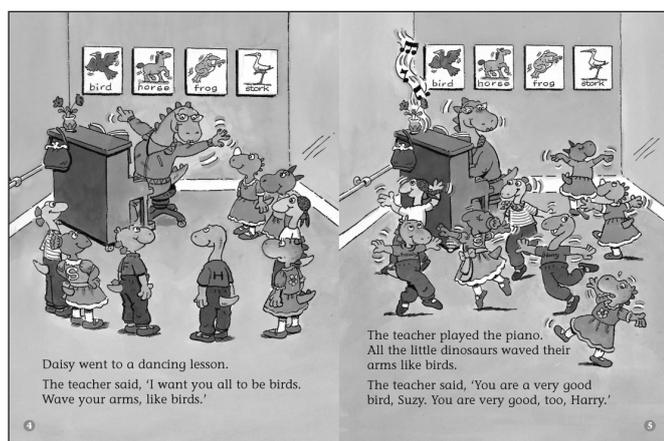
- Write *I like your pink dress.* on the board. Ask the children to read it. Rub out *pink dress* and write in another item of clothing that you are wearing, e.g. *blue skirt*. Encourage the children to read the new sentence and then say *Thank you*. Repeat with other items of clothing that you are wearing. Then ask the children to work in pairs to practise the phrase and the response using the clothes they are wearing.
- Write *Can I go to dancing lessons?* on the board. Ask the children to read it. Then write *Yes, you can.* on the board and ask the children to read it. Rub out *go to dancing lessons* and elicit from the children other things they need permission to do, e.g. *stand up, close the door, open the window, draw a picture* etc. Write in each suggestion and encourage the children to read the new question each time. Reply to each question using *Yes, you can.* (although in some cases you may wish to introduce the negative *No, you can't*).
- Ask *Will Daisy have dancing lessons? When will she go? Who will she go with?*

Wordcard activities

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

- Do page 1 in the Comprehension and Vocabulary Workbook.

Pages 4 and 5



Word list

a, all, are, arms, be, bird(s), Daisy, dancing, dinosaurs, good, Harry, I, lesson, like, little, piano, played, said, Suzy, teacher, the, their, to, too, very, want, wave, waved, went, you, your

Language summary

past simple tense, present simple tense, imperatives, possessive pronouns

Preparation

Wordcards: 1, 6, 7, 10, 14, 19, 20, 38, 44, 63, 66, 79, 90, 92, 93, 118, 120, 125, 141, 143, 145, 146, 147, 152, 153, 159, 161, 164, 165, 168, 176, 177, 178, 179, 180, 183, 184

Materials

a picture of a bird

Before reading

- Before looking at the pages, teach *arms, wave, birds, dinosaurs, piano* and *Harry*. Point to your arm and elicit from the word from the children. Write *arm* on the board and ask *How many arms have I got?* Elicit from the children what letter they have to add to make the plural.

- Wave your arms up and down, like a bird. Say *wave* and write the word on the board. Encourage the children to repeat it after you. Then say *Wave your arms.* and encourage the children to wave their arms up and down.
- Wave your arms up and down again and ask *What animal am I?* and elicit *bird* from the children. Hold up the picture of the bird you have brought in with you and say *This is a bird.* Encourage the children to repeat the word after you. Elicit from the children what letter they have to add to make the plural.
- Then say *Daisy is an animal. What kind of animal is Daisy?* and elicit *dinosaur*. Write it on the board. Write *Harry* on the board and explain that Harry is a dinosaur, too (Harry is a boy's name), and that he is Daisy's friend. Hold up the cover of the book again and point to Harry. Then ask *What is Harry hiding behind?* and try to elicit *piano*. Pretend to play the piano on top of your table and encourage the children to copy you. Write *piano* on the board and encourage the children to repeat after you.
- Point to the words on the board in random order and ask the children to read them and do the action.
- Tell the children to open their books to pages 4 and 5.
- Tell the children to look at the picture on page 4. Ask *Where is Daisy?* (at a dancing lesson) *What is she wearing?* *How many dinosaurs are in the class?* *Can you see Suzy?* *Can you see Harry?* *How many boys are there?* *How many girls are there?* *Where is the teacher?* *What is the teacher wearing?* *Where is her bag?*
- Focus on the pictures on the wall. Ask *What animals can you see?* NB They can just say *bird* for the last bird at this stage. Then ask *Which animal is the teacher pointing at?* *Why is she waving her other arm?* (she's pretending to be a bird).

- Tell the children to look at the picture on page 5. Ask *What is the teacher doing now?* (she's playing the piano) *How do you know?* (musical notes) *What are the dinosaurs doing?* *Why are they waving their arms?* *What are they pretending to be?* *Are Suzy and Harry happy?* *Can they do it?* *Is Daisy happy?* *Can she do it?*

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 teacher.
- Ask *Can you see the words dancing lessons?* *Can you see the word birds?* *Can you see the word wave?* *Can you see the word arms?* *Can you see the word Harry?* For each word ask *How many can you see?* Make sure the children count the ones in the artwork.
- Read the text again and encourage the children to repeat each sentence after you.
- Make sure the children understand that *waved* is the past form of *wave*.
- Read both pages again together as a class.
- Invite two children to be the narrator and the teacher. They can read both pages out loud.
- Read page 4 with the class again. Say the following sentences and encourage the children to complete them:
Daisy went to a
The teacher said, 'I want you all to be
Wave your ... , like'
- Read page 5 with the class again. Ask:
What did the teacher play?
What did the little dinosaurs do?
Who did the teacher say was good?
Encourage the children to read the text that gives them the answers.
- Say *Find and point to all. How many can you see?* (2). Repeat with: *the* (5), *you* (3), *very good* (2).

- Say *Find the words want and went. What letter is different?*
- Then ask *How many sentences can you see?* Count the full stops to check. Elicit why we use full stops.

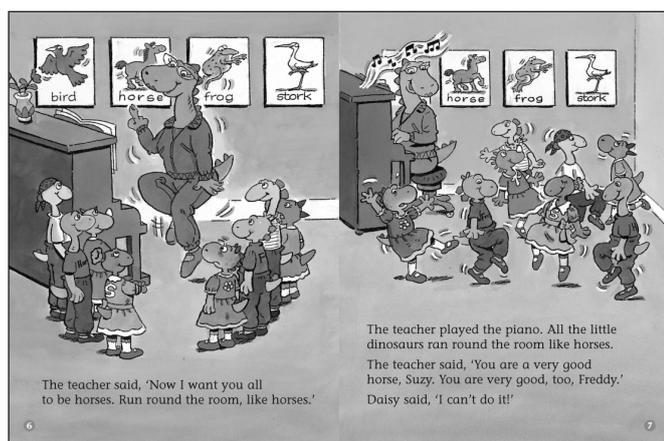
After reading

- Write *Daisy went to a dancing lesson.* on the board. Ask the children to read it. Rub out *dancing lesson* and write in *shop*. Encourage the children to read the new sentence. Ask the children to suggest other words that could replace *shop* and still make sense, e.g. *school, swimming pool, library, cinema*.
- Write *The teacher played the piano.* on the board. Ask the children to read it. Rub out *piano* and elicit from the children any other musical instruments they know that could go in the space.
- Play *Imperatives*. Invite four children to the front of the class and ask them to stand in a line facing the class. Say *Wave your arms.* and encourage the children to do the action. Repeat with other imperatives, e.g. *Shut your eyes., Hop on one foot., Jump up and down., Wave your leg.* etc. The children must do as you say immediately. The last one to react is out. Ask the rest of the class to judge who is out. Repeat with other children, and other imperatives if you wish.
- Write *all* on the board. Elicit letters that can be added to the beginning to make new words, e.g. *b, c, t*.
- Ask *What animal will the dinosaurs be next?* *Will Daisy do it?*

Wordcard activities

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

Pages 6 and 7



Word list

a, all, and, are, be, can't, Daisy, dinosaurs, do, Freddy, good, horse(s), I, it, like, little, now, piano, played, ran, room, round, run, said, Suzy, teacher, the, to, too, very, want, you

Language summary

past simple tense, present simple tense, imperatives, *can't* for ability

Preparation

Wordcards: 1, 6, 7, 8, 9, 14, 26, 36, 44, 45, 53, 63, 77, 78, 79, 84, 92, 93, 109, 118, 120, 121, 122, 123, 124, 125, 141, 143, 145, 146, 152, 153, 158, 160, 176, 177, 179, 180, 182, 183, 184

Materials

a picture of a horse, two plastic cups

Before reading

- Before looking at the pages, teach *horse* and *Freddy*. Hold up the picture of the horse and elicit the word from the children. Write *horse* on the board and encourage the children to repeat it after you. Bang the two plastic cups together to make the sound of hooves. Ask *Does a horse sound like this?* Elicit from the children what letter they have to add to make the plural.

- Write *Freddy* on the board, and explain that *Freddy* is another one of *Daisy's* friends. Hold up the cover and point to *Freddy* (*Freddy* is a boy's name).
- Tell the children to open their books to pages 6 and 7. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 6. Ask *What animal is the teacher pointing to on the wall? What is she showing the children? Point out how she is moving like a horse as she points. Then ask What does she want the dinosaurs to do? Is Daisy happy? Are Suzy, Freddy and Harry happy?*
- Tell the children to look at the picture on page 7. Ask *What is the teacher doing now? (she's playing the piano) What are the dinosaurs doing? What are they pretending to be? Are Suzy, Freddy and Harry happy? Can they do it? Is Daisy happy? Can she do it?*

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 teacher and *Daisy*, and do the actions. Use a cross voice for *Daisy*.
- Ask *Can you see the word horses? How many can you see? Make sure the children count the one in the artwork. Then ask Can you see the word Suzy? Can you see the word Freddy?*
- Read the text again and encourage the children to repeat each sentence after you.
- Make sure the children understand that *ran* is the past form of *run*.
- Read both pages again together as a class.
- Invite three children to be the narrator, the teacher and *Daisy*. They can read both pages out loud.

- Read page 6 with the class again. Say the following sentences and encourage the children to complete them:
*The teacher said, 'Now I want you all to be
Run round the ... , like'*
- Read page 7 again. Ask:
*What did the teacher play?
What did the little dinosaurs do?
Who did the teacher say was good?
What did Daisy say?*
Encourage the children to read the text that gives them the answers.
- Say *Find and point to the word very. How many can you see?* Talk about how *very* makes the adjective *good* even better. So *very good* means better than *good*. Give some other examples using *very*, e.g. *The music was very loud., The pizza was very good.* etc.
- Tell the children to look at pages 6 and 7. Say *Find all the words with three letters.* When the children have found them, encourage them to read them out loud (the, now, you, all, run, ran, are, too, and, one). Repeat the activity with four-letter words (said, want, room, like, good, Suzy, very, can't).
- Ask *How many commas can you see? Why do we use commas?*
- Play the imperatives game (see page 6, **After reading**). Start with *Run round the room.*
- Play a word game with the children. Write *run* on the board. Ask the children to read it. Then say each individual sound in the word (/r/ /ʌ/ /n/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /rʌn/ encouraging the children to repeat after you. Rub out the *r* and write in an *f*. Encourage the children to read the new word. Then rub out the *f* and write in an *b* and ask the children to read it (bun). Then rub out the *u* and write in a *i* and ask the children to read it (bin). Continue changing one letter at a time to make new words.
- Write *round* on the board and ask the children to read it. Change the *r* to *f* and *s*, encouraging the children to read the new word each time.

Extra activity

Ask *How did Daisy feel on page 7? Why was she angry?* Elicit that she was angry because she couldn't do the dance. Talk about things the children find hard to do.

- Ask *What will Daisy do next? What animal will the dinosaurs be?*

After reading

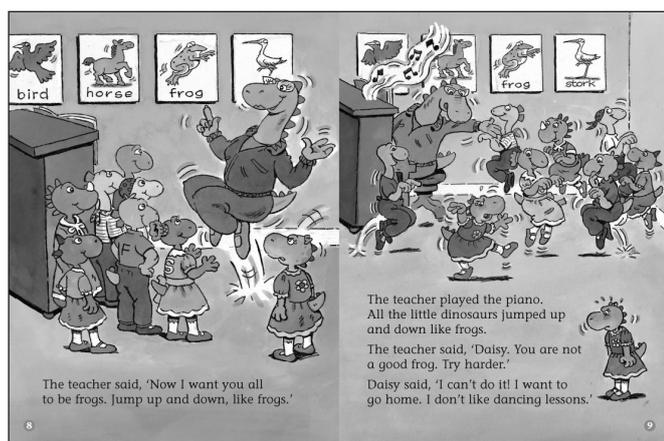
- Invite six children to the front of the class. Give each child a wordcard in random order. Use: *The, teacher, played, the, piano.* Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *The teacher played the piano.* When the children are in the correct order, write the sentence on the board.
- Ask the children holding *teacher* and *piano* to change places so the sentence reads *The piano played the teacher.* Discuss what difference this makes to the sentence!

Wordcard activities

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

- Do page 2 in the Comprehension and Vocabulary Workbook.

Pages 8 and 9



Word list

a, all, and, are, be, can't, Daisy, dancing, dinosaurs, do, don't, door, down, frog(s), go, good, harder, home, I, it, jump, jumped, lessons, like, little, not, now, piano, played, said, teacher, the, to, try, up, want, you

Language summary

past simple tense, present simple tense, imperatives, *can't* for ability, *like*

Preparation

Wordcards: 1, 6, 7, 9, 14, 26, 36, 38, 44, 45, 46, 48, 49, 54, 55, 59, 63, 65, 75, 79, 84, 86, 87, 91, 92, 93, 107, 118, 120, 125, 143, 145, 146, 152, 156, 157, 160, 176, 177, 179, 180, 182, 183, 184

Materials

a picture of a frog

Before reading

- Before looking at the pages, teach *frog* and *jump*. Hold up the picture of the frog and elicit the word from the children. Write *frog* on the board and encourage the children to repeat it after you. Elicit from the children what letter they have to add to make the plural. Then ask *How does a frog move?* Invite one child to move around the room like a frog. Write *jump* on the board. Encourage the children to repeat it after you.
- Tell the children to open their books to pages 8 and 9. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 8. Ask *What animal is the teacher pointing to on the wall? What is she showing the children? Point out how she is jumping like a frog as she points. Then ask What does she want the dinosaurs to do? Is Daisy happy? Are Suzy, Freddy and Harry happy?*
- Tell the children to look at the picture on page 9. Ask *What is the teacher doing now? (she's playing the piano) Is she happy? Who is she looking at? (Daisy) What are the dinosaurs doing? What are they pretending to be? Are Suzy, Freddy and Harry happy? Can they do it? Is Daisy happy? Can she do it?*
- Point to the small picture of Daisy in the bottom right-hand corner. Ask *What is Daisy thinking?* 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 the teacher and Daisy, and do the actions. Use a cross voice for Daisy and the teacher (on page 9).

- Ask *Can you see the word frogs? How many can you see?* Make sure the children count the ones in the artwork. Then ask *Can you see the word jump?*
- Read the text again and encourage the children to repeat each sentence after you.
- Make sure the children understand that *jumped* is the past form of *jump*. Also make sure they understand *try harder*.
- Read both pages again together as a class.
- Invite three children to be the narrator, the teacher and Daisy. They can read both pages out loud.
- Read page 8 with the class again. Say the following sentences and encourage the children to complete them:
*The teacher said, 'Now I want you all to be
... up and down, like frogs.'*
- Read page 9 again. Ask:
*What did the teacher play?
What did the little dinosaurs do?
What did the teacher say to Daisy?
What did Daisy say?*
Encourage the children to read the exact words from the text that give them the answers. Make sure they read the text inside the speech marks when they are telling you what Daisy and the teacher said. Elicit from the children why we use speech marks.
- Say *Find the word teacher. How many can you see?* (3). Repeat for: *now* (1), *all* (2), *up and down* (2), *like* (3), *the* (5), *home* (1).
- Then ask the children to find and read all the two-letter words that end in the letter *o* (to, do, go).

After reading

- Write *Jump up and down, like frogs.* on the board. Ask the class to read it. Rub out *frogs* and ask the class to suggest other animals that could replace it, e.g. *rabbits, kangaroos*.
- Write *I don't like dancing lessons.* on the board. Ask the class to read it. Rub out *dancing lessons* and elicit things the children don't like doing. Encourage them to use the full sentence each time.

Extension

Elicit from the children which word you need to rub out to make the sentence positive (don't). Ask them to make sentences about things they like doing.

- Write *up* and *down* on the board. Elicit from the children that they are opposites. You can do this by demonstrating with a book, holding it up and then moving it down. Elicit other opposites, demonstrating where possible, e.g. *in* and *out*, *over* and *under*, *near* and *far* etc.
- Write *try* on the board and ask the class to read it. Elicit from the children other words which start with the letters *tr*, e.g. *train, tree, triangle, truck, trumpet*.

Extra activity

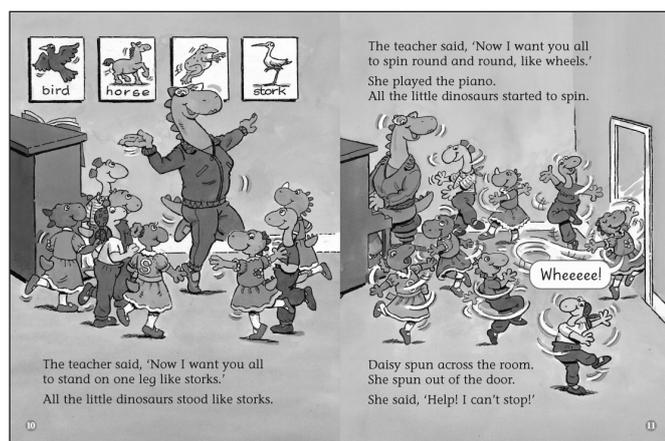
Ask the children talk about what they need to try harder with at home or at school.

- Ask *Are you sad for Daisy? How do you feel when everyone else can do something easily and you can't?*

Wordcard activities

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

Pages 10 and 11



Word list

across, all, and, can't, Daisy, dinosaurs, door, help, I, leg, like, little, now, of, on, one, out, piano, played, room, round, said, she, spin, spun, stand, started, stood, stop, storks, teacher, the, to, want, wheels, you

Language summary

past simple tense, present simple tense, *can't* for ability

Preparation

Wordcards: 3, 6, 7, 8, 26, 36, 44, 48, 69, 79, 89, 92, 93, 109, 111, 113, 114, 117, 118, 120, 122, 123, 125, 129, 133, 134, 135, 136, 137, 138, 140, 143, 145, 146, 152, 160, 170, 176, 179, 180, 182, 183, 184

Materials

a picture of a stork, a wheel

Before reading

- Before looking at the pages, teach *stand, leg, stork, spin, wheel* and *stop*. Start by saying to the class *Stand up* and encourage the children to do it. Write *stand* on the board and encourage the children to repeat it after you. Then say *Stand on one leg*. Do it yourself and encourage the children to copy you. Then say *Stop* and encourage the children to stop and sit down. Write *stop* on the board and encourage the children to repeat it after you.

- Elicit from the children any animals or birds they know that stand on one leg. Then hold up the picture of the stork and say *stork*. Write the word on the board and encourage the children to repeat it after you.
- Point to the words on the board at random and ask the children to read them. Then ask *What words start with /st/*? Elicit other */st/* words from the children, e.g. *stairs, star, start, stay, stick, stone, story*.
- Hold up the wheel. Say *wheel* and encourage the children to repeat it after you. Write *wheel* on the board and say the sound of each phoneme as you do so, e.g. */w/ /i:/ /l/ /wi:l/*. Spin the wheel and say *spin* as you do so. Explain that a wheel spins.
- Write *spin* on the board and encourage the children to repeat it after you. Say the sound of each phoneme */s/ /p/ /ɪ/ /n/ /spɪn/*.

Extra activity

Brainstorm things that have wheels, e.g. cars, bikes, buses, etc.

- Tell the children to open their books to pages 10 and 11. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 10. Ask *What animal is the teacher pointing to? What does she want the children to do? What is she doing? Can Suzy, Freddy and Harry do it? Is Daisy doing it? Is she sad or happy?*
- Tell the children to look at the picture on page 11. Ask *What is Daisy doing? (she's spinning round,) Is she happy or worried? Where is she spinning to? What are the teacher and the other dinosaurs doing now?*

During reading

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you do so. If you wish, use a different voice for the teacher and Daisy.
- Ask *Can you see the word storks? How many can you see? Can you see the word spin? Can you see the word wheel? Can you see the word stand? Can you see the word stop?*
- Read the text again and encourage the children to repeat each sentence after you.
- Make sure the children understand that *stood* is the past form of *stand*, and that *spun* is the past form of *spin*. Also make sure they understand *across the room* and *out of the door*.
- Read both pages again together as a class.
- Invite three children to be the narrator, the teacher and Daisy. They can read both pages out loud.
- Read page 10 with the class again. Say the following sentences and encourage the children to complete them:
The teacher said, 'Now I want you all to ... on one ... like'
All the little ... stood like
- Read page 11 again. Ask:
What did the teacher say?
What did the little dinosaurs do?
What did Daisy do?
What did Daisy say?
- Tell the children to look at both pages. Say *Find all the words that start with /st/*. When the children have found them, encourage them to read them out loud.
- Tell the children to look at page 11. Say *Find the word she. How many can you see?* Elicit from the children who *she* refers to each time.

After reading

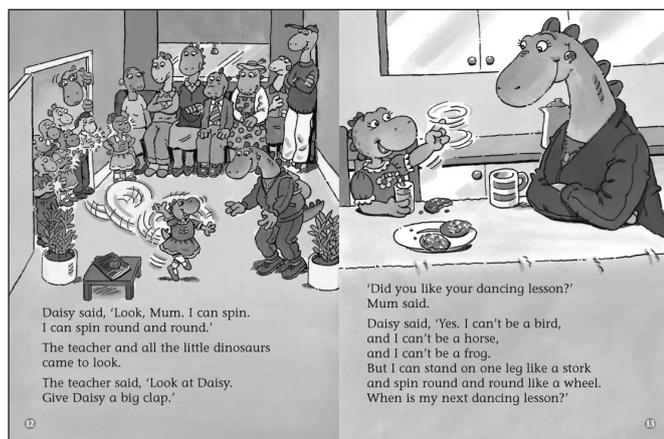
- Invite eleven children to the front of the class. Give each child a wordcard in random order. Use: *I, want, you, all, to, stand, on, one, leg, like, storks*. Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *I want you all to stand on one leg like storks*. Write the sentence on the board.
- Rub out *stand on one leg like storks* and elicit from the children what the teacher asked the dinosaurs to do next. Encourage the children to be as accurate as possible and write the new phrase on the board.
- Play a word game with the children. Write *leg* on the board. Ask the children to read it. Then say each individual sound in the word (/l/ /e/ /g/) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /leg/ encouraging the children to repeat after you. Rub out the *l* and write in an *p*. Encourage the children to read the new word. Then rub out the *p* and add a *g* to the end and ask the children to read it (egg).
- Write *wheel* on the board. Elicit from the children which letter is not pronounced (h). Then elicit other *wh* words the children know, e.g. *when, why, where, what*.
- Write *out* on the board and ask the class to read it. Add *sh* to the beginning and ask the children to read the new word. Ask *What did Daisy shout?* (Help!).
- Ask *What happens when you spin round too much? Will Daisy fall over?*

Wordcard activities

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

- Do page 3 in the Comprehension and Vocabulary Workbook.

Pages 12 and 13



Word list

a, all, and, at, be, big, bird, but, came, can, can't, clap, Daisy, dancing, did, dinosaurs, frog, give, horse, I, is, leg, lesson, like, little, look, Mum, my, next, on, one, round, said, spin, stand, stork, teacher, the, to, wheel, when, yes, you, your

Language summary

past simple tense, imperatives, *can('t)* for ability, present simple tense, *Wh* questions

Preparation

Wordcards: 1, 6, 8, 12, 14, 18, 19, 22, 23, 24, 26, 29, 36, 38, 43, 44, 54, 58, 77, 79, 83, 89, 90, 92, 93, 94, 95, 102, 104, 105, 113, 114, 123, 125, 133, 135, 140, 143, 145, 146, 152, 169, 171, 175, 176, 178, 179, 180, 181, 183, 184

Before reading

- Before looking at the pages, teach *clap*. Clap your hands together and say *clap*. Say *Clap your hands* and encourage the children to clap with you. Write *clap* on the board and say the sound of each letter as you do so, e.g. /k/ /l/ /æ/ /p/ /klæp/. Elicit any other words the children know that start with /kl/, e.g. *climb, clean, class, clever, clock, close, clothes, cloud*.

- Ask *When do we clap? Why do we clap?* Ask the children to talk about times when they were clapped, e.g. after a performance, or at a ceremony of some kind.
- Tell the children to open their books to pages 12 and 13. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 12. Ask *What is Daisy doing? (she's spinning) Where is she? Is she in the dancing room? How did she get here? (Daisy has spun out of the door and into the waiting room) Why is Daisy happy? Why are the other children clapping? Is Suzy happy? Why not?*
- Tell the children to look at the picture on page 13. Ask *Where are Daisy and Mum now? (in the kitchen at home.) What is Daisy eating? What is she drinking? What are Daisy and Mum talking about?* and elicit suggestions from the class. Point out the gesture Daisy is making with her hand if the children need a clue.

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 spin? Can you see the word round? Can you see the word clap?*
- Read the text again and encourage the children to repeat each sentence after you. Read both pages again together as a class.
- Invite four children to be the narrator, the teacher, Daisy and Mum. They can read both pages out loud.
- Read page 12 with the class again. Ask: *What did Daisy say to her mum? What did the teacher and the little dinosaurs do? What did the teacher say?*

Pages 14 and 15

Fly, run, hop and spin

- Read page 13 again. Ask:
What did Mum say to Daisy?
What three things did Daisy say she can't be?
What two things did Daisy say she can do?
 Encourage the children to read the text that gives them the answers.
- Then ask. *Why did Daisy ask when her next dancing lesson was?*
- Say *Find all the words with three letters.* When the children have found them, encourage them to read them out loud (Mum, can, and, all, the, big, did, you, yes, one, leg,). Repeat the activity with four-letter words (said, look, spin, came, give, like, your, can't, bird, next).
- Ask the children to find and read all the words with double letters in (look, all, little, lesson, wheel).
- Then ask *How many questions are there on page 13?* Count the question marks to check.

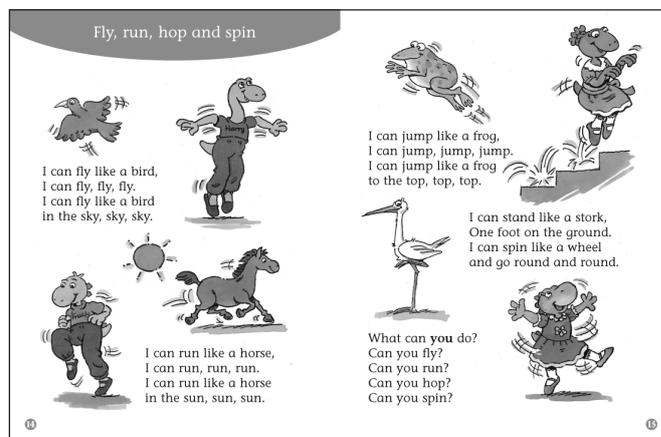
After reading

- Write *Give Daisy a big clap.* on the board and ask the class to read it. Rub out *Daisy* and write in one of the children's names. Encourage that child to stand up and to tell the class something they have done well. Then say *Give (child's name) a big clap.* and encourage the children to clap.
- Play the word-changing game (see page 12, **After reading**) with *can, and, big, leg.*
- Give the children time to read the whole story again with a partner or to read it quietly by themselves.

Wordcard activities

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

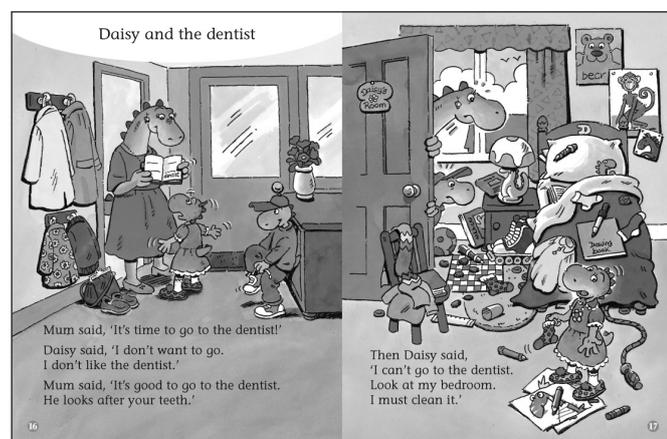
- Do page 4 in the Comprehension and Vocabulary Book.



- Read the rhyme on pages 14 and 15 to and with the class.
- Read one verse at a time and elicit the rhyming words from the children.
- Invite five children to the front of the class. Give them one verse each. Encourage them to act out their verse as the rest of the class reads it. Repeat with different children.
- Give five groups of children one verse each to read.
- Do page 5 in the Comprehension and Vocabulary Workbook.

Pages 16 and 17

Daisy and the dentist



Word list

after, at, bedroom, can't, clean, Daisy, dentist, don't, go, good, he, I, it, it's, like, look, looks, Mum, must, my, said, teeth, the, then, time, to, want, your

Language summary

past simple tense, present simple tense, can't for ability, imperatives, must

Preparation

Wordcards: 4, 12, 16, 26, 30, 36, 42, 46, 59, 63, 67, 79, 84, 85, 92, 95, 97, 102, 103, 104, 125, 144, 145, 149, 151, 152, 160, 178, 179, 180, 183, 184

Before reading

- Before looking at the pages, teach *dentist* and *teeth*. Point to your teeth and say *teeth*. Tell the children to point to their teeth. Say *teeth* again and encourage the children to repeat it after you. Write *teeth* on the board. Ask *Do you clean your teeth? How many times do you clean your teeth every day? Who looks at your teeth?* and try to elicit *dentist*. Write it on the board and explain to the children what a dentist is. Ask *Do you go to the dentist? Do you like the dentist?*

Extra activity

Talk about foods and drinks that are good and bad for our teeth.

- Tell the children to open their books to pages 16 and 17. Open your own book and hold it up to show the class. Read the title and ask the children what they think the story is about.
- Tell the children to look at the picture on page 16. Ask *What is Mum holding?* and elicit suggestions from the class (it's her diary saying *dentist*). Then ask *What is Mum saying to Daisy? Is Daisy happy? What is Daisy saying to Mum? What is Danny doing?*
- Tell the children to look at the picture on page 17. Ask *Where is Daisy? How do you know it's Daisy's bedroom?* (point out her name on the door) *Is her bedroom tidy? What is on the floor? What is on her bed? What is Daisy saying to Mum?* and elicit suggestions from the class.

During reading

- Read the title of the story 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 Mum and Daisy.
- Ask *Can you see the word dentist? How many can you see?* Make sure the children count the one in the artwork. Then ask *Can you see the word teeth?*
- Read the text again and encourage the children to repeat each sentence after you.
- Explain any unfamiliar phrases, e.g. *looks after* (takes care of).
- Read both pages again together as a class.

- Invite three children to be the narrator, Mum and Daisy. They can read both pages out loud.
- Read page 16 with the class again. Say the following sentences and encourage the children to complete them:
Mum said, 'It's ... to go to the'
Daisy said, 'I ... to go.
I ... the dentist.'
Mum said, 'It's ... to go to the dentist.
He ... your'
- Read page 17 with the class again. Say the following sentences and encourage the children to complete them:
Then Daisy said, 'I ... go to the
Look at my
I must ... it.'
- Tell the children to look at both pages. Say *Find* it's. Elicit the full form from the children (it is). Repeat with the other two contractions: *don't*, *can't*.
- Say *Find all the words with two letters*. When the children have found them, encourage them to read them out loud (to, go, to, he, at, my, it). Repeat the activity with three-letter words (Mum, it's, the).
- Then say *Find* look at *and* looks after. Talk about the difference in meaning (*look at* – direct your eyes towards something so that you can see it, *look after* – take care of someone or something).

After reading

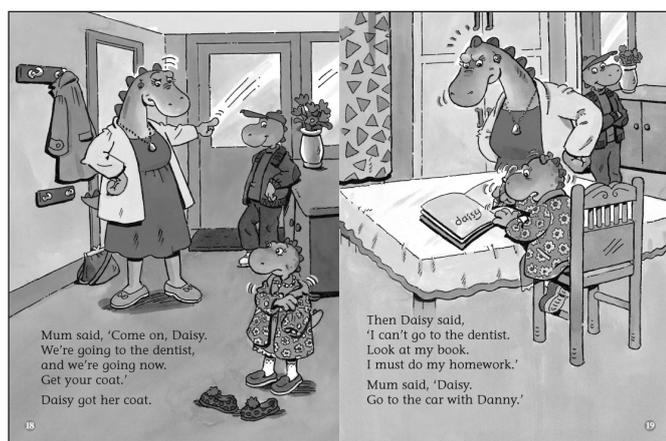
- Write *It's time to go to the dentist*. on the board and ask the class to read it. Rub out *dentist* and elicit other places from the children, e.g. *doctor, hospital, park, shops*. You could then rub out *the* and elicit more suggestions without the article (the), e.g. *school*.
- Write *It's good to go to the dentist. He looks after your teeth*. on the board and ask the class to read the sentences. Rub out *the dentist* in the first sentence. Write in *doctor* and elicit from the children why it is good to go to the doctor. Continue with other places, e.g. *school, the shops, the park* etc. Ask the children to read the new sentence and then say why it is good each time.
- Write *bedroom* on the board. Ask *What two words can you see?*
- Write *clean* on the board. Ask *What sound do the first two letters make? (/k/)*. Elicit other words the children know that start with /k/, e.g. *clock, clever, climb, clothes*.
- Ask *What will happen next? Will Daisy go to the dentist?*

Wordcard activities

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

- Do page 6 in the Comprehension and Vocabulary Book.

Pages 18 and 19



Word list

and, at, book, can't, car, coat, come, Daisy, Danny, dentist, do, get, go, going, got, her, homework, I, look, Mum, must, my, now, on, said, the, then, to, we're, with, your

Language summary

past simple tense, imperatives, present continuous tense, *can't* for ability, *must*, possessive pronouns

Preparation

Wordcards: 8, 12, 21, 26, 27, 32, 34, 36, 39, 42, 45, 57, 59, 60, 62, 64, 70, 76, 79, 95, 102, 103, 104, 108, 113, 125, 145, 149, 152, 166, 173, 178, 179, 180, 183, 184

Materials

a coat

Before reading

- Before looking at the pages, teach *homework* and *coat*. Write *homework* on the board and explain what it means. Encourage the children to repeat it after you. This is a compound word, and is made from two shorter words. Point out the two shorter words and ask what school work the children have to do at home. Ask *Why do you have homework?*

- Then hold up the coat and say *coat*. Encourage the children to repeat it after you. Ask *When do you wear a coat?*
- 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 Mum saying?* and elicit suggestions from the class. Then ask *Why is Mum pointing to the door? Is she angry? What is Daisy doing? Has she got her shoes on now? Is Daisy worried? Why? Is Danny worried?*
- Tell the children to look at the picture on page 19. Ask *Where is Daisy? What is she doing?* and try to elicit that she is doing her homework. Then ask *Is Mum very angry now?*

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 Mum and Daisy. Make sure Mum sounds angry on page 18, and very angry on page 19.
- Ask *Can you see the word dentist? Can you see the word coat? Can you see the word homework?*
- Read the text again and encourage the children to repeat each sentence after you.
- Explain any unfamiliar phrases, e.g. *come on* (hurry up). Also make sure that the children realise that *we're* means *we are*.
- Read both pages again together as a class.
- Invite three children to be the narrator, Mum and Daisy. They can read both pages out loud.
- Read page 18 with the class again. Ask *What did Mum say to Daisy?* and encourage the children to read the text inside the speech marks. Ask *Did Daisy do it?*

- Read page 19 with the class again. Ask *What did Daisy say to Mum? What did Mum say to Daisy?*
- Ask *Why is Mum getting angry with Daisy? Why is Daisy doing different things?*
- Say *Find the word dentist. How many can you see? (2)*. Repeat with: *coat (2), said (3), we're (2), going (2), go (1), to (3), the (3)*.
- Then say *Find the word that rhymes with boat (coat)*. Repeat with: *cow (now), star (car)*.
- Ask the children to find and point to the sentence *Look at my book*. Ask *Which two words sound the same?*
- Tell the children to look at the picture on page 18 again and notice how Mum is using a hand gesture. Make some different hand gestures and ask children to say what they mean, e.g. *be quiet, come here, sit down, stop, stand up, listen* etc.
- Play the word-changing game (see page 12, **After reading**) with the words *get, got, Mum*.
- Focus on the use of possessive pronouns. On pages 18 and 19 *your, my* and *her* are used. Hold up your bag and say *This is my bag*. Ask an individual child *Is this my bag?* and encourage them to ask *Yes, it is*. Then ask another child *Is this your bag?* and encourage the child to answer *No, it isn't*. Pick up another child's bag and ask *Is this your bag?* Help the child to answer *Yes, it is*. Ask the children to choose an object from their table that they know in English. Ask each one in turn to hold up the object and say *This is my (pencil)*.
- Point to one of the girls in the class. Hold up the object she chose and say *This is her (pencil)*. Point to another girl and encourage the class to say *This is her (book)*. etc. Continue with other girls in the class.
- Write *going* on the board. Rub out the *ing* suffix and ask children to read the word that is left. Ask *Where are Mum, Daisy and Danny going? Can Daisy go? Why not?*
- Ask *What will happen next? Will Daisy go to the car? Will she find something else to do?*

After reading

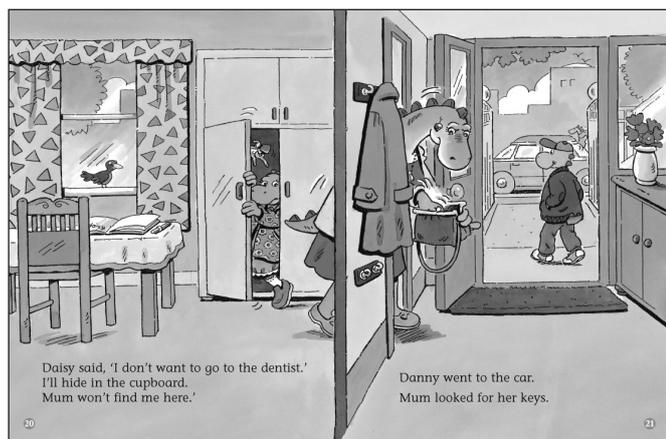
- Write *We're going to the dentist*. on the board and ask the class to read it. Brainstorm other places the children could go to, e.g. *the shops, the park, the hospital, the cinema, the swimming pool* etc.
- Put the children into pairs and tell them to choose a place they would like to go to. Then choose a pair and ask *Where are you going?* and encourage them to reply using the sentence on the board but with their own choice of place. Ask other pairs the same question.
- Write *Get your coat*. and *Go to the car*. on the board and ask the children to read them. Rub out *coat* and *car* and elicit other words from the children that they could use instead, e.g. *bag, hat* in the first sentences, *window, table, shop* in the second.
- Invite four children to the front of the class. Tell each of them in turn to get something or go somewhere, e.g. *Get your bag. Get your pencil. Get your book. Get your coat. Get your chair.* or *Go to the window. Go to the table. Go to the door*. Encourage the children to do what you ask them.

Wordcard activities

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

- Do page 7 in the Comprehension and Vocabulary Workbook.

Pages 20 and 21



Word list

car, cupboard, Daisy, Danny, dentist, don't, find, for, go, her, here, hide, I, I'll, in, keys, looked, me, Mum, said, the, to, want, went, won't

Language summary

past simple tense, imperatives, present simple tense, greetings, introductions, prepositions

Preparation

Wordcards: 27, 35, 36, 39, 42, 46, 51, 52, 59, 70, 71, 79, 80, 82, 88, 96, 100, 102, 125, 145, 152, 160, 168, 174, 179, 180, 183, 184

Materials

a bunch of keys

Before reading

- Before looking at the pages teach *cupboard* and *keys*. Write *cupboard* on the board. Point to a cupboard in the classroom and say *cupboard*. Encourage the children to repeat it after you. Note that this is a compound word, and is made from two shorter words. However, it is not pronounced as it is written so do not break it down for the children. Ask *What do you keep in a cupboard at home?*

- Hold up the keys and say *keys*. Encourage the children to repeat after you. Write *keys* on the board. Ask *When do we need keys?* (car, door).
- 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 *Did Daisy go to the car? What is Daisy doing? Why is she getting in the cupboard? What can you see in the cupboard? Can Mum see her? Where is Danny?* NB Stress the dangers of hiding in cupboards and emphasise that the children should not copy Daisy.

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 Daisy.
- Ask *Can you see the word cupboard?*
- Read the text again and encourage the children to repeat each sentence after you.
- Explain any unfamiliar phrases, e.g. *looked for, I'll hide, won't find*. Also make sure that the children realise that *I'll* means *I will* and that *won't* means *will not*.
- Read both pages again together as a class.
- Invite two children to be the narrator and Daisy. They can read both pages out loud.
- Say the following sentences and encourage the children to complete them:
Daisy said, 'I don't ... to go to the
I'll ... in the
Danny went to the

After reading

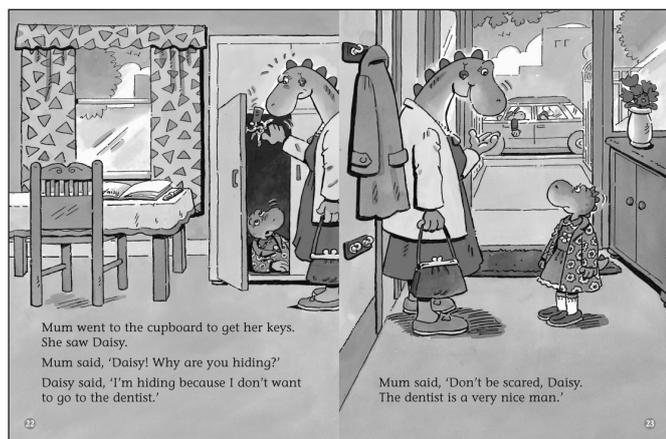
- Write *I'll hide in the cupboard. Mum won't find me here.* on the board and ask the children to read both sentences. Brainstorm other places at home (or in school) the children could hide, e.g. under the table, under the bed, behind the door. Rub out *in the cupboard*, and write in some of their suggestions. The word *Mum* could also be substituted with the names of the children's brothers and sisters or friends.
 - Play a game of *hide and seek*. Ask two children to cover their eyes and hide your bag. Ask the children to open their eyes and say *Can you find my bag?* Encourage the class to call out *Hot!* when the seekers are near the bag and *Cold!* when they are far away.
 - Invite nine children to the front of the class. Give each child a wordcard in random order. Use: *I, don't, want, to, go, to, the, dentist.* Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *I don't want to go to the dentist.* When the children are in the correct order, write the sentence on the board.
 - Rub out *the dentist* and brainstorm other places the children don't like going to. Write in some of their suggestions. Elicit from the children what word you have to rub out to make the sentence positive (don't). Rub it out and brainstorm some places the children like going to and write them in.
 - Write *cupboard* on the board and ask the children to find three smaller words hiding in it (cup, board, up).
- Ask *Where are Mum's car keys? Are they in the cupboard? What will happen when she gets them from the cupboard?*

Wordcard activities

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

- Do page 8 in the Comprehension and Vocabulary Book.

Pages 22 and 23



Word list

a, are, be, because, cupboard, Daisy, dentist, don't, get, go, her, hiding, I, I'm, is, keys, man, Mum, nice, said, saw, scared, she, the, to, very, want, went, why, you

Language summary

past simple tense, possessive pronouns, *Wh* questions, present continuous tense, imperatives, present simple tense

Preparation

Wordcards: 1, 9, 14, 15, 35, 36, 42, 46, 47, 56, 59, 70, 73, 79, 81, 83, 88, 98, 102, 106, 125, 127, 145, 146, 152, 158, 160, 168, 172, 176, 179, 180, 181, 182, 183, 184

Before reading

- Before looking at the pages, teach *nice* and *scared*.
- Write *nice* and *scared* on the board. Say them and explain what they mean. Ask *What are you scared of?*
- 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. Ask *What is Mum getting from the cupboard? Can she see Daisy now? What is Danny doing?* Talk about how Mum and Daisy feel.

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 Daisy and Mum.
- Ask *Can you see the word keys? Can you see the word cupboard? Can you see the word nice? Can you see the word scared?*
- Read the text again and encourage the children to repeat each sentence after you.
- Explain any unfamiliar phrases, e.g. *hiding*. Also make sure that the children realise that *I'm* means *I am* and that *don't* means *do not*.
- Read both pages again together as a class.
- Invite three children to be the narrator, Mum and Daisy. They can read both pages out loud.
- Ask:
Why did Mum go to the cupboard?
Who did she see there?
What did Mum ask Daisy?
Why did Daisy say she was hiding?
What did Mum say about the dentist?
- For all the questions, encourage the children to read the exact words from the text that give them the answers. Make sure they read the text inside the speech marks when they are telling you what Daisy and Mum said. Elicit from the children why we use speech marks, question marks and exclamation marks.
- Elicit from the children why Daisy is scared and how Mum tries to reassure her.
- Say *Find all the words with four letters*. When the children have found them, encourage them to read them out loud (went, keys, said, don't, want, very, nice).

After reading

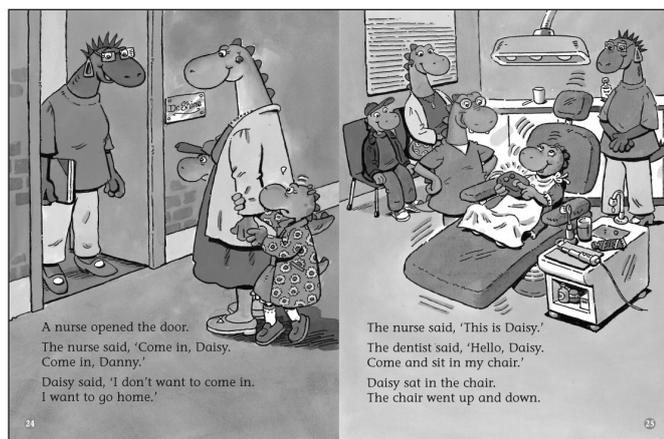
- Write these sentences on the board and ask the children to read them:
Mum said, 'Daisy! Why are you hiding?'
Daisy said, 'I'm hiding because I don't want to go to the dentist.'
- Ask the children questions with *Why* and encourage them to answer starting with *Because ...*, e.g. *Why do you come to school? Why do you go to bed at night? Why are you learning English? Why do you eat food? Why do you clean your teeth?* etc.
- Write *The dentist is a very nice man.* on the board and ask the children to read it. Rub out *The dentist* and write in other names. You can also change *man* to *lady, girl, boy* etc. Ask the children to read the new sentence each time.
- Write *scared* on the board and ask the children to read it. Ask the children to find some small words hiding in it, e.g. *car, scare, are.*
- Play the word-changing game (see page 12, **After reading**) with *man*.

Wordcard activities

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

- Do page 9 in the Comprehension and Vocabulary Workbook.

Pages 24 and 25



Word list

a, and, chair, come, Daisy, Danny, dentist, don't, door, down, go, hello, home, I, in, is, my, nurse, opened, said, sat, sit, the, this, to, up, want, went

Language summary

past simple tense, imperatives, present simple tense, greeting and introductions, prepositions, possessive pronouns

Preparation

Wordcards: 2, 8, 28, 33, 34, 36, 39, 42, 46, 48, 49, 59, 68, 75, 79, 82, 83, 104, 110, 116, 125, 126, 130, 145, 146, 150, 152, 157, 160, 168, 179, 180, 183, 184

Before reading

- Before looking at the pages, teach *nurse*. Write it on the board, read it and encourage the children to repeat it after you. Explain what a nurse is and talk about what a nurse does.
- 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 on page 24. Ask *Where are Mum, Daisy and Danny?* Then ask *Who is standing at the door? What is the nurse saying?* and elicit suggestions from the children. Then ask *Is Daisy scared? How do you know? Is Danny worried?*
- Tell the children to look at page 25. Ask *Where is Daisy now? Where is the dentist? Is he nice? How do you know? Is Daisy scared now? Why not? What is she doing?* (the dentist is letting her use the controls to move the chair) Ask the children to talk about the other things they can see in the room (there is a labelled diagram on page 30 of the reading book).

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. Use an appropriate hand gesture to illustrate *Come in*.
- Ask *Can you see the word nurse? Can you see the words up and down?*
- Read the text again and encourage the children to repeat each sentence after you.
- Explain any unfamiliar phrases, e.g. *come in*. Also make sure that the children realise that *don't* means *do not* and that *sat* is the past form of *sit*.
- Read both pages again together as a class.
- Invite four children to be the narrator, the nurse, the dentist and Daisy. They can read both pages out loud.

- Ask *What happened first on page 24? What did the nurse say? What did Daisy say?* Encourage the children to read the text inside the speech marks when they answer these two last questions.
- Tell the children to look at page 25. Ask *What did the nurse say to the dentist? What did the dentist say to Daisy? What did Daisy do?* Encourage the children to read the text inside the speech marks when they answer the first two questions.
- Ask the class to find and read all the words that contain the letter *o* on pages 24 and 25.
- Say *Find the word the. How many can you see?* (5). Repeat for: *nurse* (3), *come* (4), *in* (5), *want* (2), *chair* (3).
- Play an opposites game. Say a word and see who is the first to give the correct opposite.
- Ask *Why did the dentist let Daisy play with the chair? What will happen next? What will the dentist do?*

Wordcard activities

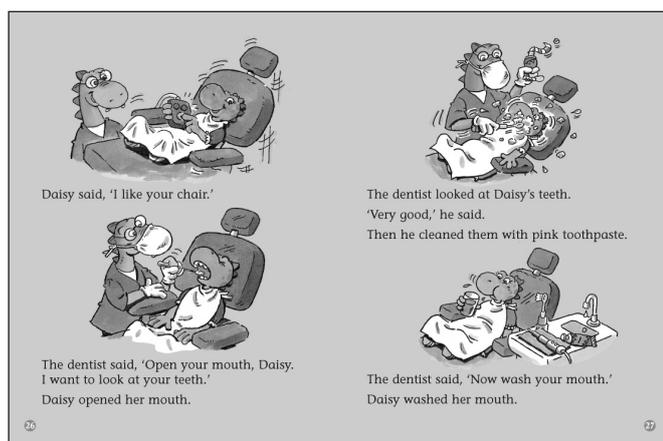
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 10 in the Comprehension and Vocabulary Workbook.

After reading

- Invite six children to the front of the class. Give each child a wordcard in random order. Use: *The, nurse, opened, the, door*. 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 nurse opened the door*. When the children are in the correct order, write the sentence on the board.
- Write *come* and *home* on the board and ask the children to read them. Ask *What letter is different? Do the words sound the same?*
- Write *want* and *went* on the board and ask the children to read them. Ask *What letters are the same? What letter is different?*
- Write *up* and *down* on the board. Elicit from the children that they are opposites. You can do this by demonstrating with a book, holding it up and then moving it down. Elicit other opposites, demonstrating where possible, e.g. *in* and *out*, *over* and *under*, *near* and *far*, *open* and *closed* etc.

Pages 26 and 27



Word list

at, chair, cleaned, Daisy, Daisy's, dentist, good, he, her, I, like, look, looked, mouth, now, open, opened, pink, said, teeth, the, them, then, to, toothpaste, very, want, wash, washed, with, your

Language summary

past simple tense, *like*, possessive pronouns, imperatives, present simple tense

Preparation

Wordcards: 12, 28, 31, 36, 37, 42, 63, 67, 70, 79, 92, 94, 96, 101, 109, 115, 116, 119, 125, 144, 146, 148, 149, 152, 155, 159, 160, 162, 163, 173, 178, 179, 180, 183, 184

Materials

a tube of toothpaste

- Ask *What is in your mouth?* and elicit *teeth*. Then ask *Do you clean your teeth? What do you use?* Hold up the toothpaste, say *toothpaste* and encourage the children to repeat it after you. Write it on the board.
- Finally write *wash* on the board. Mime washing and say the word. Encourage the children to mime washing and to repeat the word after you. Write *wash* on the board.
- Point to the words on the board. Ask *Which two words have got the sound /θ/ in? Which word ends with /ʃ/?*
- 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 first picture on page 26. Ask *Is Daisy up or down? How do you know?* Tell the children to look at the second picture. Ask *What is the dentist doing? Why is he looking at her teeth? Why is the dentist wearing a mask on his face and gloves on his hands?*
- Tell the children to look at the first picture on page 27. Ask *What is the dentist doing? (he is cleaning Daisy's teeth) What is he using? (a toothbrush and toothpaste) What colour is the toothpaste?* Tell the children to look at the second picture. Ask *What is Daisy doing? (she is washing her mouth) Why is she washing her mouth?*

Before reading

- Before looking at the pages, teach *mouth*, *toothpaste* and *wash*. Point to your mouth and say *mouth*. Encourage the children to point to their own mouths and repeat the word after you. Then say *Open your mouth. Close your mouth* and encourage the children to follow the instructions. Write *mouth* on the board.

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 mouth? Can you see the word teeth? Can you see the word toothpaste? Can you see the word wash?*
- Read the text again and encourage the children to repeat each sentence after you.
- Explain that *opened* is the past form of *open*.
- Read both pages again together as a class.
- Invite three children to be the narrator, the dentist and Daisy. They can read both pages out loud.
- Read page 26 with the class again. Ask:
What did Daisy say?
Why did the dentist tell Daisy to open her mouth?
- Read page 27 with the class again. Ask:
What did the dentist look at?
Why did the dentist say 'Very good.'?
What did he clean Daisy's teeth with?
What did Daisy do next?
- Say *Find the word he. Who is he?* and elicit that it refers to the dentist. Ask the same question for *them* (it refers to Daisy's teeth).
- Ask *Which words start with /ð/?* (the, then, them). *Which words end with /θ/?* (mouth, teeth).

After reading

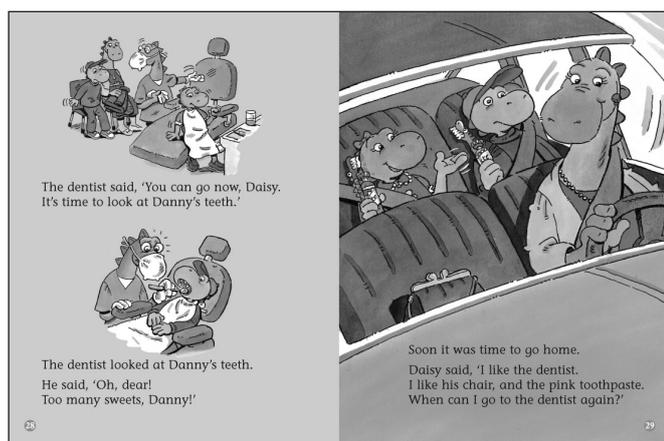
- Write *The dentist looked at Daisy's teeth.* on the board. Ask the class to read it. Rub out *dentist* and write in *doctor*. Rub out *teeth* and ask the class to suggest body parts a doctor might look at, e.g. *leg, arm* etc. Write the suggestions in and ask the class to read the new sentences.
- Write *Now wash your mouth.* on the board. Ask the class to read it. Rub out *mouth* and ask the class to suggest other body parts we could wash, e.g. *hands, hair, face* etc. Write the suggestions in and ask the class to read the new sentences.
- Write the verbs *look, open, clean* and *wash* on the board and ask the class to read them. Play an imperatives game with the children. Give them commands using the verbs and encourage them to do it or mime it, e.g. *Wash your face, Look at the window, Open your book, Clean your teeth,* etc.
- Write *at* on the board. Put the children into pairs and see how many words they can make by adding letters to the beginning, e.g. *cat, hat, bat, that, sat.*

Wordcard activities

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

- Do page 11 in the Comprehension and Vocabulary Workbook.

Pages 28 and 29



Word list

again, and, at, can, chair, Daisy, Danny, Danny's, dear, dentist, go, he, his, home, I, it, it's, like, look, looked, many, now, Oh, pink, said, soon, sweets, teeth, the, time, to, too, toothpaste, was, when, you

Language summary

past simple tense, *can* for permission, present simple tense, *like, Wh* questions

Preparation

Wordcards: 5, 8, 12, 24, 28, 36, 39, 40, 41, 42, 59, 67, 74, 75, 79, 84, 85, 92, 94, 96, 99, 108, 112, 119, 125, 131, 142, 144, 145, 146, 151, 152, 154, 155, 161, 171, 177, 179, 180, 181, 182, 183, 184

Materials

some sweets

Before reading

- Before looking at the pages, teach *too many* and *sweets*. Hold up the sweets and elicit from the children what they are. Write *sweets* on the board and encourage the children to repeat it after you. Ask *Are sweets nice? Is it good to eat lots of sweets? Why not?* and try to elicit that they are bad for our teeth. Then write *too many* on the board, say the phrase and explain what it means.

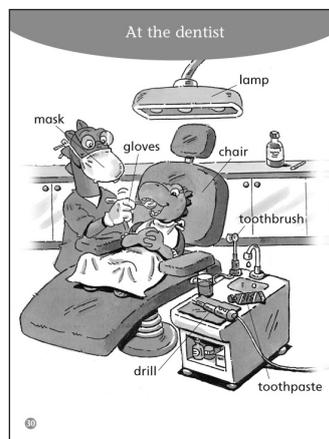
- Tell the children to open their books to pages 28 and 29. Open your own book and hold it up to show the class.
- Tell the children to look at the first picture on page 28. Ask *What is Daisy doing?* (she's getting off the chair.) *Who going to sit in the chair now?* (Danny) *Is Danny worried?*
- Tell the children to look at the second picture. Ask *Is the dentist happy? Why not?* and elicit suggestions from the class.
- Tell the children to look at the picture on page 29. Ask *Where are Daisy and Danny now?* (in the car, on the way home) *What are they holding?* (a toothbrush and tube of toothpaste) *Who gave them the toothbrushes and toothpaste? Who is happy? Who is unhappy? Why? What are Daisy and Mum are talking about?* 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 each character.
- Ask *Can you see the words too many? Can you see the word sweets?*
- Read the text again and encourage the children to repeat each sentence after you.
- Explain any unfamiliar phrases, e.g. *Oh, dear, Soon*. Make sure they understand that *Oh, dear* is exclaimed and that it is a way of saying that something is not good.
- Read both pages again together as a class.
- Invite three children to be the narrator, the dentist and Daisy. They can read both pages out loud.

Pages 30 and 31

At the dentist



- Read page 28 again with the class. Ask:
What did the dentist say to Daisy?
What did he say when he looked at Danny's teeth?
Were Danny's teeth very good, like Daisy's?
Why not?
- Read page 29 again with the class. Ask:
What did Daisy say on her way home?
Is she still scared of the dentist?
- Say *Find the words teeth and sweets. What sound is in the middle? What letters make the sound?* Repeat the activity with *too* and *soon*.

After reading

- Play the word changing game with these words and letters:
dear – change the *d* to *h* (hear)
soon – change the *s* to *m* (moon)
like – change the *l* to *b* (bike)
sweet – change the *sw* to *f* (feet)
when – change the *wh* to *th* (then)
can – change the *c* to *m* (man). Add *y* to the end (many).
- Ask *Did you like the ending? Why?*
- Give the children time to read the whole story again with a partner or to read it quietly by themselves.

Wordcard activities

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

- Tell the children to look at pages 30 and 31.
- Read the name of each labelled item on page 30. Talk about its use with the class. Find out how many of the children have seen the things at their dentist.
- Look at and name the things which are good and bad for our teeth. Find out how often the children eat these things and who eats too many sweets!
- Write *Too many sweets are bad for your teeth.* on the board and ask the children to read it. Ask the children if they agree with it. Elicit why or why not.
- Rub out *sweets* and elicit other things that are bad for our teeth from the children.
- Do page 12 in the Comprehension and Vocabulary Workbook.

After reading

Response to the story

- Ask *Which story did you like best? Why?*

Characters ● *Who was the best dancer – Suzy or Daisy?*

- *Daisy was not very graceful but she kept trying. Did you like this?*
- *Was Daisy silly to be scared of the dentist? Why (or why not)?*
- *Was Mum right to make Daisy go to the dentist?*
- *Did you like the dentist and the way he treated Daisy?*

Setting

- Ask the children to name all the places in both stories (Suzy's bedroom, Daisy's bedroom, the dancing school, Daisy's kitchen, Daisy's house (hallway and living room), the dentist, the car).

Plot

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

Moral issues

- The first story shows that we may not all be able to do the things we want to do, but we can all try.
- In the second story we see how important it is to face up to things we are scared of. We also learn how important it is to look after our teeth!

Vocabulary

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

Follow-up ideas

Animal movements In the first story the dance teacher asked the children to move in particular ways like different animals. Talk about the way other animals move, e.g. moving slowly and carefully like a lion hunting, slowly and heavily like an elephant, wriggling like a snake etc. Ask the children to choose one animal. Invite two or three children to move like the animal they have chosen. The rest of the class has to guess the animal. Continue with other children.

Things we're good at Ask the children to tell you what they are good at. Then ask them what things they wish they could do but can't. Talk about how we can't always be good at the things we would like to be good at.

Making excuses What sort of excuses do the children make when they are asked to do things they don't want to, e.g. go to bed, tidy their room, do their homework etc.

People who help us With the class make a list of as many people that help us as possible. Talk about the sorts of things they do. The children could try and find pictures and stick them onto a large piece of card to make a display.

Our teeth Talk about why it is important to look after our teeth and elicit ways in which we can do it. Make a class poster of the things we should and shouldn't eat, how we should clean our teeth twice a day, and how we should visit the dentist regularly.

Scary things Encourage children to talk about things that scare them and suggest ways in which they can be less scared, like Daisy.