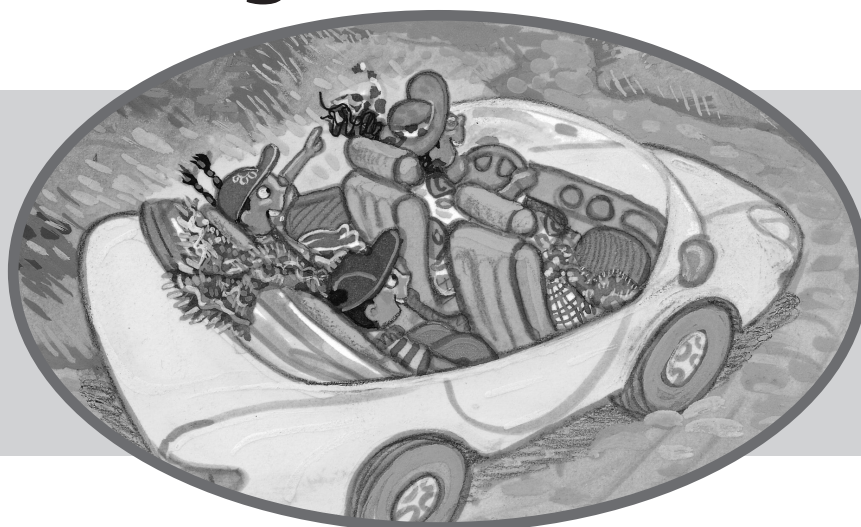


# Going to the Beach

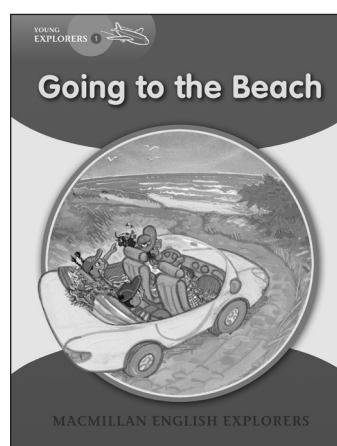


## The story

This is another Holly and Tom story. It's a hot day. Dad's sister, Aunt Rose, asks Tom and Holly if they would like to go to the beach with her. They make a picnic, find a map and put their swimsuits and hats in a bag. Finally they set off in Aunt Rose's car. Unfortunately they get a flat tyre and have to take the car to a garage. The mechanic puts a new wheel on the car. Then they discover that Holly has left the map at home. Aunt Rose asks for directions to the beach and they get there at last. They all have a lovely swim. Then they discover that Tom has forgotten to bring the picnic! Luckily Mum and Dad and little Joe arrive with the picnic and they all have fun.

## 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 Aunt Rose and ask *Who is this?* and elicit from the children that it is Aunt Rose. Ask *What colour is the car? Has it got a roof? Why is Tom holding his hat? Does the car go fast?*

## Going to the Beach

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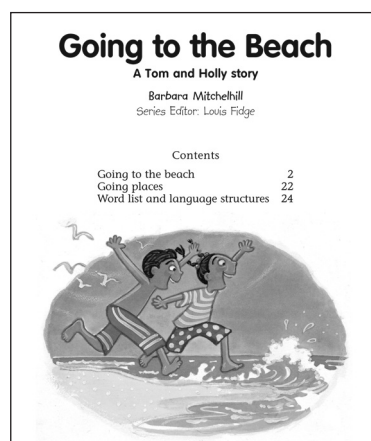
- Ask *Who is in the back of the car? Are they happy? Why? Where are they going?* If necessary, read the title of the book again and tell the children to look at the picture for clues.
- Ask *Is it a hot day? Does the beach look nice?* Ask the children to talk about going to the beach on a hot day.
- Elicit from the children what they think the book is about.
- Tell the children to look at the picture. Ask *Who can you see? Where are Holly and Tom? What are they wearing? What are they doing? Do Holly and Tom look happy? Is it a hot day?*



### Going to the Beach

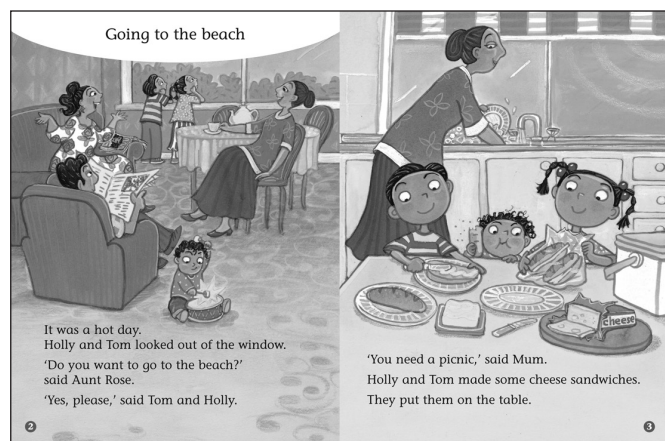
The story can be played at any time.

## The contents page



- Tell the children to open their books to the contents page. Open your own book and hold it up to show the class.
- Read the title again and encourage the children to read it with you. Point to the words *A Tom and Holly story*. Remind the children who Tom and Holly are. Talk about any other Tom and Holly stories the children have read.
- Point to the word *Contents* and the contents list. Elicit from the children what it tells them about the book (what is in it and on what page). Read the title of the story (Going to the Beach). Elicit from the children what they think the story is about. Then elicit from the children what page it is on.

Pages 2 and 3



**Word list**

*a, and, aunt, beach, cheese, day, do, go, going, Holly, hot, it, looked, made, Mum, need, of, on, out, picnic, please, put, Rose, said, sandwiches, some, table, the, them, they, to, Tom, want, was, window, yes, you*

**Language summary**

past simple tense, present simple questions, *need, some*, preposition *on*

**Preparation**

Wordcards: 1, 3, 6, 7, 15, 19, 21, 29, 40, 42, 49, 58, 59, 63, 65, 71, 73, 74, 78, 79, 81–84, 90, 98, 100, 103, 107, 110, 111, 117, 119, 130, 134–136 plus punctuation

**Materials**

picture of a beach, some cheese, a sandwich

**Before reading**

- Before looking at the pages, remind the children of the name *Aunt Rose*. Write the name on the board and ask the children to read it. Remind them that she is Dad's sister.
- Teach *beach, picnic, cheese* and *sandwiches*. Hold up the picture of the beach and say *beach*. Write *beach* on the board, one phoneme at a time and say the sounds as you do so /b/ /i:/ /tʃ/ /bi:tʃ/. Encourage the children to repeat the word after you.

- Write *picnic* on the board. Explain what it is. Encourage the children to repeat the word after you. Ask *Do you like picnics? When do you have picnics? What do you eat?* Say the word again clearly. Ask *What sound does picnic begin with? What sound does picnic end with?* Ask *Can you hear the /ɪ/ sounds? Can you hear the /k/ sounds?*
- Write *cheese* on the board and ask the class to read it. Hold up the cheese and ask *What's this?* Then ask *Do you like cheese? What sound does cheese start with?* Point to the word *beach* on the board and ask *Can you see the same sound?*
- Hold up the sandwiches you have brought in and say *sandwiches*. Write *sandwiches* on the board. Encourage the children to repeat after you. Ask *What sandwiches do you like?*
- Write *window* and *table* on the board. Say *Point to the window. Point to the table.* each time encouraging the children to do the action. Then ask *Which word begins and ends with the same letter?*
- 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 *Where are Holly and Tom? What are they doing? What are Mum and Dad doing? What is the weather like? What is Aunt Rose saying to the children?* and elicit suggestions.
- Tell the children to look at the picture on page 3. Ask *Where are Holly and Tom now? What they are making? What are they putting in the sandwiches? Why are they making sandwiches?* (it's a picnic). Remind the children to be very careful with knives, and to make sure they only use them when an adult is present. Ask *What is Mum doing? Who is watching Holly and Tom? What is he eating?* (in earlier books Joe was a baby – note how he has grown).

### During reading

- Ask *Can you see the word window? Can you see the word beach? Can you see the words Aunt Rose? Can you see the word picnic? Can you see the word cheese? Can you see the word sandwiches? Can you see the word table?*
- Read the title again. Then 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.
- Make sure the children understand any other unfamiliar words as you read.
- Read the text again and encourage the children to repeat each sentence after you.
- Invite five children to be the narrator, Aunt Rose, Holly and Tom, and Mum. They can read both pages out loud.
- Say the following sentences and encourage the children to complete them:  
*It was a ... day.*  
*Holly and Tom looked out of the ... .*  
*'Do you ... to go to the ... ?' said ... .*  
*'... , please,' said ... and ... .*  
*'You will need a ... ,' said ... .*  
*Holly and Tom made some ... .*  
*They put them on the ... .*
- Say *Find and point to words that start with /d/*. When the children have found them (do, day), encourage them to read them out loud. Repeat the activity with: /w/ (was, window, want, will), /p/ (please, picnic, put).
- Say *Find and point to the words please and cheese*. Ask a child to read them. Ask *Do they sound the same? What letters make the /i:/ sound?* and elicit that *ee* and *ea* can make the same sound. Elicit from the children two other words on the pages that have got the sound in the middle (need, beach).

- Say *Find and point to the word you on page 2. Who is you?* and elicit that it refers to Tom and Holly. Repeat the activity with *they* and *them* on page 3.

### After reading

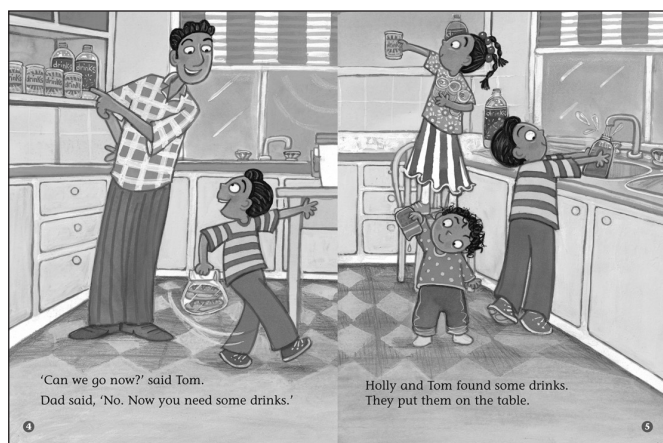
- Write *It was a hot day* on the board. Ask the class to read it. Rub out *hot*. Ask the class to suggest other adjectives that could go in the space, e.g. *cold, windy, rainy* etc. Write in each suggestion and encourage the children to read the new sentence each time.
- Write *Do you want to go to the beach?* on the board. Ask the class to read it. Rub out *beach*. Ask the class to suggest other nouns that could go in the space, e.g. *shops, town* etc. Write in each suggestion and encourage the children to read the new sentence each time.
- Write *hot* on the board. Ask the children to read it. Say each individual sound in the word (/h/ /ɒ/ /t/) then say the word /hot/ encouraging the children to repeat after you. Rub out the *o* and write in an *a*. Encourage the children to read the new word. Then rub out the *h* and write in an *m* and ask the children to read it (mat). Then rub out the *m* and write in a *c* and ask the children to read it (cat).
- Ask *What else will Holly and Tom need when they go to the beach? What will they get next?*

### Wordcard activities

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

- Do page 61 in the Comprehension and Vocabulary Workbook.

Pages 4 and 5



**Word list**

*and, can, Dad, drinks, found, go, Holly, need, no, now, on, put, said, some, table, the, them, they, Tom, we, you*

**Language summary**

*can* for requests, past simple tense, *need*, preposition *on*

**Preparation**

Wordcards: 3, 12, 18, 24, 27, 29, 40, 65, 68–70, 73, 81, 83, 90, 98, 100, 103, 107, 111, 120, 135 plus punctuation

**Materials**

a variety of drinks, e.g. in cans and cartons

**Before reading**

- Before looking at the pages, teach *drinks*. Hold up the drinks you have brought in with you and ask *Do you like the drinks?* Say *drinks* again and write it on the board. Encourage the children to repeat the word after you. Ask *What sound does drinks start with? What sound does drinks end with? What small word can you see in the middle?* (in).
- Tell the children to open their books to pages 4 and 5. Open your own book and hold it up to show the class.

- Tell the children to look at the picture on page 4. Ask *Where are Tom and Dad? What are they saying to each other?* and elicit suggestions from the children. Then ask *What can you see on the shelves behind Dad?* (drinks).
- Tell the children to look at the picture on page 5. Ask *What is Holly getting from the shelf? How did she reach the high shelf?* Point out that this is quite dangerous and that Dad is still in the kitchen watching them. Then ask *What is Tom doing?* (putting water into a bottle) *Has little Joe got a drink? What is he doing with his drink? Why are Tom and Holly getting drinks? Why do they need drinks?* Talk about how important it is to drink a lot when it is very hot.

**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 Dad.
- Ask *Can you see the word drinks? How many can you see?*
- Make sure the children understand any other unfamiliar words as you read.
- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite three children to be the narrator, Dad and Tom. They can read both pages out loud.
- Ask *What did Tom say to Dad? What did Dad say?* Encourage the children to use the words inside the speech marks. Elicit from the children why we use speech marks.
- Tell the children to look at page 5. Say the following sentences encourage the children to complete them:  
*Holly and Tom ... some ... .*  
*They put them on the ... .*

- Ask the children to read the last sentence on page 5 again. Tell them to find the same sentence on page 3.
- Say *Find and point to the word now. How many can you see?*. Repeat the activity with: *said, Tom, some, need, found*.
- Say *Find the words they and them. What small word can you see?* and elicit that *the* is in both words.

### After reading

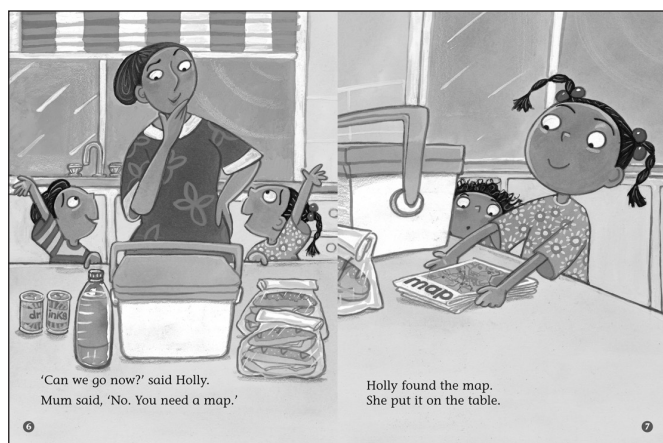
- Write *Can we go now?* on the board and ask the class to read it. Repeat with *Holly and Tom found some drinks*.
  - Play a game. Invite two children to come to the front of the class and encourage them to ask you the question. Say *No. Now you need some books*. and encourage the children to get some books and bring them back to you. Say *Put them on the table*.
  - Rub out *Holly, Tom, drinks* in the sentence on the board and encourage the class to complete the sentence with the names of the two children and *books* to make a new sentence about the two children.
  - Repeat with different children and different objects.
  - Write *go* on the board and ask the class to read it. Rub out *g* and elicit other letters to put at the beginning to make new words, e.g. *n, s, d, t*. Repeat the activity *we*, e.g. *h, sh*.
  - Write *now* on the board and ask the class to read it. Ask *What animal sounds the same?* (cow).
- Write *can* on the board. Ask the children to read it. Then say each individual sound in the word (/k/ /æ/ /n/ ) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /kæn/ encouraging the children to repeat after you. Rub out the *c* and write in an *m*. Encourage the children to read the new word (man). Then rub out the *n* and write in a *t* and ask the children to read it (mat). Then rub out the *m* and write in a *c* and ask the children to read it (cat). Continue changing one letter at a time.
  - Practise sounding out some of the phonically regular words with the class, e.g. /æ/ /n/ /æn/; /d/ /æ/ /d/ /dæd/; /n/ /i:/ /d/ /ni:d/.
  - Ask *Will they go now? What do they need now?*

### Wordcard activities

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

- Do page 62 in the Comprehension and Vocabulary Workbook.

Pages 6 and 7



- Tell the children to look at the picture on page 6. Ask *Are the sandwiches and drinks in the picnic box? Where are they? What is Holly asking Mum?* and elicit suggestions from the class.
- Tell the children to look at the picture on page 7. Ask *What has Holly got? Where is she putting the map? Can you see the word map on 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 Tom and Dad.
- Ask *Can you see the word map? How many can you see?* (3 including in the picture).
- Make sure the children understand any other unfamiliar words as you read.
- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite three children to be the narrator, Mum and Holly. They can read both pages out loud.
- Ask *What did Holly say to Mum? What did Mum say?* Encourage the children to use the words inside the speech marks. Elicit from the children *why we use speech marks*. Then ask *Did Holly ask a question? How do you know?*
- Tell the children to look at page 7. Say the following sentences encourage the children to complete them:  
*Holly ... the ... .*  
*She put it on the ... .*
- Ask the children to read the first sentence on page 6 again. Tell them to find the same sentence on page 4. Repeat with the last sentence on page 7 and page 5.

Word list

*and, can, found, go, Holly, it, map, Mum, need, no, now, on, put, said, she, table, the, we, you*

Language summary

*can* for requests, past simple tense, *need*, preposition *on*

Preparation

Wordcards: 3, 12, 27, 29, 40, 49, 61, 63, 65, 68, 69, 73, 81, 83, 89, 98, 100, 120, 136 plus punctuation

Materials

a map

Before reading

- Before looking at the pages, teach *map*. Hold up the map, unfold it if necessary so that the children can see what it is. Say *map*. Write *map* on the board one letter at a time and sound it out /m/ /æ/ /p/ /mæp/. Say it again and encourage the children to repeat it after you. Ask *Why do we use a map?*
- Tell the children to open their books to pages 6 and 7. Open your own book and hold it up to show the class.

- Say *Find, point to, and read the words with two letters.* (we, go, no, it, on) Repeat with three-letter words (can, now, Mum, you, map, the, she, put).
- Say *Find the word we. Who are we?* and elicit that it refers to Holly and Tom. Repeat the question for *you, she* and *it*.

### After reading

- Invite four children to the front of the class. Give each child a wordcard in random order. Use: *Holly, found, the, map*. 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 *Holly found the map*. When the children are in the correct order, write the sentence on the board.
- Rub out *map* and ask the children to suggest other words that could be used, e.g. *cat, bag* etc. You could also change the name. Each time you change the sentence encourage the children to read the new one. Repeat the activity with *She put it on the table*.
- Write *map* on the board. Ask the children to read it. Then say each individual sound in the word (/m/ /æ/ /p/ ) to show the children how to read and pronounce simple CVC words. Repeat each sound then say the word /mæp/ encouraging the children to repeat after you. Rub out the *p* and write in an *n*. Encourage the children to read the new word. Rub out the *m* and write in *c*. Encourage the children to read the new word. Continue changing one letter at a time.

### Extra activity

Say the following riddle and ask the children to guess what object it is.

*It has four legs.*

*It is made of wood.*

*It is in the kitchen.*

*What is it?* (The answer could be table or chair.)

Make up some more riddles about things in the classroom.

- Ask *Why did they need a map? What do they need now? Can they go?*

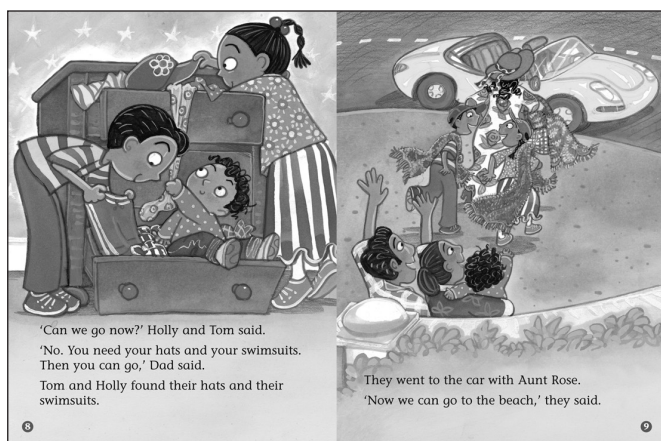
### Wordcard activities

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

- Do page 63 in the Comprehension and Vocabulary Workbook.



Pages 8 and 9



**Word list**

*and, aunt, beach, can, car, Dad, found, go, hats, Holly, need, no, now, Rose, said, swimsuits, the, their, then, they, to, Tom, we, went, with, you, your*

**Language summary**

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

**Preparation**

Wordcards: 3, 6, 7, 11, 12, 14, 18, 27, 29, 32, 40, 65, 68–70, 82, 83, 97, 100, 102, 105–107, 110, 111, 120, 122, 131, 136, 137 plus punctuation

**Materials**

2 hats, 2 swimsuits, a toy car

**Before reading**

- Before looking at the pages, teach *hats*, *swimsuits* and *car*. Hold up the hats and say *hats*. Write the word on the board. Ask *Where do you wear a hat? How many hats can you see?* Repeat the activity with the swimsuits but ask *When do you wear a swimsuit?* Finally, hold up the car and write the word on the board without saying it first. Encourage the children to read the word.

- For each word ask *What sound does it start with?* Then ask *Which two words end with /s/?*
- 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 *Where are Tom and Holly now? What are they looking for?* and elicit suggestions from the class.
- Tell the children to look at the picture on page 9. Ask *Where are Tom, Holly and Aunt Rose going? Are Mum, Dad and Joe going? What are Tom, Holly and Aunt Rose wearing on their heads? Why?* Remind the children that the car hasn't got a roof so the sun will be hot. Ask *What is Tom carrying? What is Holly carrying? What is Aunt Rose carrying?*

**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 hats? Can you see the word swimsuits? Can you see the word car?* For each question ask *How many can you see?*
- Make sure the children understand any other unfamiliar words as you read.
- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite five children to be the narrator, Holly and Tom, Dad and Aunt Rose. They can read both pages out loud.
- Ask *What did Holly and Tom say to Dad? What did Dad say?* Encourage the children to use the words inside the speech marks. Elicit from the children why we use speech marks. Then ask *Did Holly and Tom ask a question? How do you know?*

- Tell the children to look at page 9. Say the following sentences encourage the children to complete them:  
*They went to the ... with ... .*  
*'Now we can go to the ... ,' they said.*
- Say *Find the word can. How many can you see?* Repeat the activity for *we, go, now, you, your, said, their, they, to, and*. Then elicit other words the children know that sound the same as *and*, e.g. *sand, hand*.
- Brainstorm any words the children know that sound the same as *Rose* (nose, clothes), *can* (man, van, fan), *go* (no, toe).

### Wordcard activities

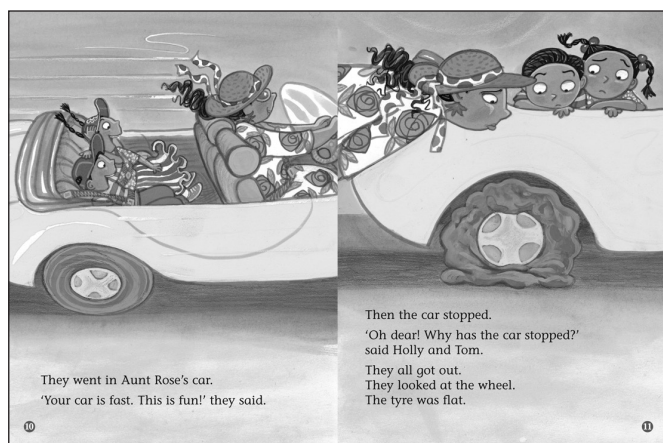
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 64 in the Comprehension and Vocabulary Workbook.

### After reading

- Invite nine children to the front of the class. Give each child a wordcard in random order. Use: *Tom, and, Holly, found, their, hats, and, their, swimsuits*. 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 and Holly found their hats and their swimsuits*. When the children are in the correct order, write the sentence on the board.
- Ask *Which word is the same?* Tell the two children holding *their* to change places with each other. Encourage the children to read the sentence again and ask *Is it the same?*
- Write *They went to the car with Aunt Rose* on the board. Ask the children to read it. Ask *Who is they?* and elicit that it refers to Holly and Tom. Rub out *they* and write in *Holly and Tom*. Rub out *car* and write in *beach*. Ask the children to read the new sentence.
- Write *they* on the board and ask the class to read it. Rub out the *y* and ask the children to read the new word (the). Write *their* on the board. Elicit from the children what letters you need to rub out to make *the*.
- Write *your* on the board. Rub out the *r* and encourage the children to read the new word.
- Write *hats* on the board. Change one letter at a time to make new words, e.g. *cat, can, man, mat, bat, sat, say, day* etc.

Pages 10 and 11



**Word list**

*at, aunt, car, fast, flat, fun, got, has, Holly, in, is, looked, oh dear, out, Rose, said, stopped, the, then, they, this, Tom, tyre, was, went, wheel, why, your*

**Language summary**

past simple tense, present simple tense, *Wh* questions

**Preparation**

Wordcards: 5, 6, 14, 20, 25, 26, 28, 30, 31, 40, 46, 47, 58, 72, 74, 82, 83, 94, 100, 101, 105–107, 109, 111, 114, 119, 122, 124, 128, 138 plus punctuation

**Materials**

a toy car

**Before reading**

- Before looking at the pages, teach *fast*, *flat*, *wheel* and *tyre*. Write *fast* and *flat* on the board and explain what they both mean. Encourage the children to repeat the words after you. Ask *What is the opposite of fast?* *What things go fast?* *What things are flat?*

- Hold up the toy car. Point to the wheel and say *wheel*. Write *wheel* on the board and encourage the children to repeat it after you. Ask *What has got wheels?* and elicit other forms of transport, e.g. bus, bike, plane etc. Then ask *How many wheels has a car got?* *What shape is a wheel?* Explain what a tyre is.
- Point to the words on the board and ask *Which words start with /f/? Which words end with /t/? Which word starts with /t/? Which word has got the sound /i:/ in the middle?*
- 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 *Are Tom and Holly enjoying the ride in the car? Is the car fast? How do you know?* (Tom and Holly are holding on to their hats).
- Tell the children to look at page 11. Ask *What are the children and Aunt Rose looking at? Is Aunt Rose happy? What is wrong with the tyre?* Encourage the children to use the word *flat*. Ask *What made the tyre flat?* 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 word fast? Can you see the word wheel? Can you see the word tyre? Can you see the word flat?*
- Make sure the children understand any other unfamiliar words as you read.
- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.

- Invite three children to be the narrator, Holly and Tom. They can read both pages out loud.
- Tell the children to look at page 9. Say the following sentences encourage the children to complete them:  
*They went in Aunt Rose's ... .*  
*Your car is ... . This is ... !' they said.*  
*Then the car ... .*  
*They looked at the ... .*  
*The ... was ... .*
- Say *Find the words that start with /ɪ/. (in, is).* Encourage the children to read them out loud. Repeat with /w/ (why, wheel), /ð/ (they, this, then, the), /s/ (said, stopped).
- Say *Find, point to, and read the words with four letters.* (they, went, aunt, your, fast, this, said, then, dear, tyre, flat)
- Say *Find the word all.* Elicit from the children words they know that sound the same, e.g. *ball, call, fall, tall, wall.*
- Say *Find a word that ends with the letters st.* (fast). *Find a word that begins with the letters st.* (stopped).
- If appropriate, point out the two exclamation marks and explain why we use them.

### Wordcard activities

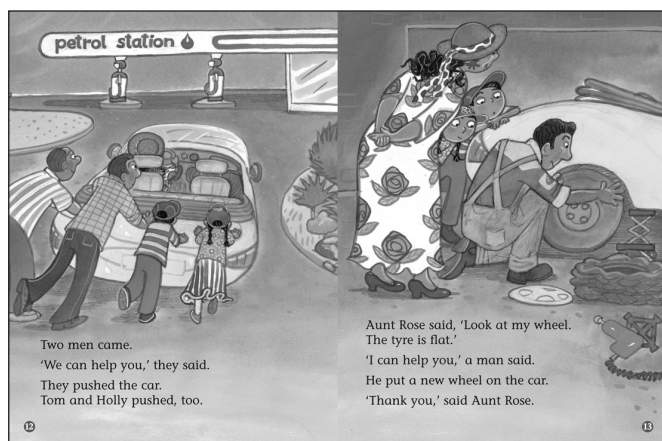
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 65 in the Comprehension and Vocabulary Workbook.

### After reading

- Write *They went in Aunt Rose's car.* on the board and ask the class to read it. Rub out *car* and write in *train*. Encourage the children to read the new sentence. Ask the children to suggest other words to write in, e.g. *plane, boat.*
- Write *got* on the board. Change one letter at a time to make new words, e.g. *not, hot, hat, had.* Repeat with *fun*: *sun, run, ran, man.*
- Ask *Do you like Aunt Rose? Is she fun? What else is fun?*

Pages 12 and 13



Two men came.  
'We can help you,' they said.  
They pushed the car.  
Tom and Holly pushed, too.

Aunt Rose said, 'Look at my wheel.  
The tyre is flat.'  
'I can help you,' a man said.  
He put a new wheel on the car.  
'Thank you,' said Aunt Rose.

**Word list**

*a, and, at, aunt, came, can, car, flat, he, help, Holly, is, look, man, men, my, new, on, pushed, put, Rose, said, thank, the, they, Tom, too, two, tyre, we, wheel, you*

**Language summary**

past simple tense, present simple tense, imperatives, *can*

**Preparation**

Wordcards: 1, 3, 5, 6, 10, 11, 14, 26, 35, 36, 40, 47, 57, 60, 62, 64, 66, 73, 80–83, 99–101, 106, 107, 111–114, 121, 124, 135 plus punctuation

**Materials**

two of the same object, one old and one new  
everyday objects, e.g. bag, book, pen

**Before reading**

- Before looking at the pages, teach *pushed* and *new*. Write *pushed* on the board, say it and encourage the children to repeat it after you. Push your chair across the classroom and say *pushed*. demonstrate its meaning practically.

- Hold up the old object. Look sad. Then hold up the new one and say *new*. Write *new* on the board, read it and encourage the children to repeat it after you. Ask *Have you got something new?* and encourage any children who have, to hold it up to show the class.
- 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 are Tom and Holly doing? Who is helping them? Why is Aunt Rose in the car? Is it hard to push a car? How do you know? Why is it hard? Where are they pushing the car?* Elicit from the children that it is a garage, point out the sign and the petrol pumps. Ask *Why are they pushing the car there?*
- Tell the children to look at the picture on page 13. Ask *What is the man doing? Is it a new tyre? How do you know? Can you see the old tyre? What are Tom and Holly doing? Is Aunt Rose happy?*

**During reading**

- Read the text on both pages to the class slowly and clearly. Read the pages again pointing to each word as you read it. If you wish, use a different voice for each character.
- Ask *Can you see the word pushed? Can you see the word wheel? Can you see the word tyre? Can you see the word flat?*
- Make sure the children understand any other unfamiliar words as you read.
- Read the text again and encourage the children to repeat each phrase after you.
- Read both pages again together as a class.
- Invite some children to be the narrator, the men, Aunt Rose and the man in the garage. They can read both pages out loud.

- Ask the class some questions about pages 12. Encourage the children to read the correct sentences from the page when they answer.  
Ask:  
*Who came?*  
*What did the men say?*  
*What they did do?*  
*What did Holly and Tom do?*
- Tell the children to look at page 13. Say the following sentences and encourage the children to complete them:  
*Aunt Rose said, 'Look at my ... .*  
*The ... is ... .'*  
*'I can ... you,' a ... said.*  
*He put a ... wheel on the ... .*
- Ask *Was Aunt Rose polite? What did she say?*  
Talk about the need for politeness.
- Say *Find and point to the word came.* Repeat with *we, help, look, on, thank.*
- Say *Find and read the number word two.* *Can you see a word that sounds the same?* Explain the difference in meaning between *two* and *too*. Then ask *Can you find two more words that sound the same?* (*new, you*). Ask the children to count how many times *you* is on the pages.
- Write *Look at my wheel.* on the board. Ask the children to read it. Rub out *wheel*. Hold up one of the everyday objects you have brought in with you and ask the children to complete the sentence with the new word. Continue with different objects.
- Play the opposites game. Say an adjective e.g. *new* and ask the children to say the opposite. You can use *fast, big, short, heavy*.
- Write *men* on the board. Change one letter at a time to make new words, e.g. *man, mat, cat, hat, had*.

### Extra activity

Talk about how the men on pages 12 and 13 helped Aunt Rose. Talk about ways in which the children can help each other at school, and can help at home.

### Wordcard activities

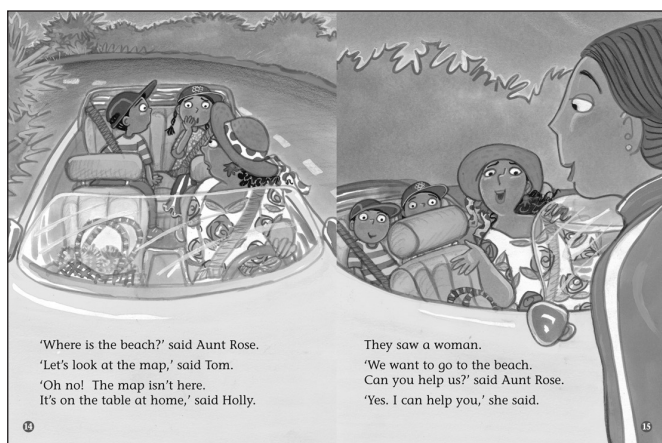
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 66 in the Comprehension and Vocabulary Workbook.

### After reading

- Write *Can you help me?* on the board and ask the class to read it. Do some things in the classroom to encourage the children to offer help, e.g. giving out some books, moving some furniture etc. As you do the action say to a child *Can you help me?* Encourage the child to help then say *Thank you*.
- Write *They pushed the car.* on the board and ask the class to read it. Ask *Who is they?* and elicit that it refers to the two men. Rub out *they* and write in *The two men*. Encourage the children to read the new sentence.

Pages 14 and 15



**Word list**

*a, at, aunt, beach, can, go, help, here, Holly, home, I, is, isn't, it's, let's, look, map, oh no, on, Rose, said, saw, she, table, the, they, to, Tom, us, want, we, where, woman, yes, you*

**Language summary**

Wh questions, *Let's*, past simple tense, present simple tense, *can* for requests and ability

**Preparation**

Wordcards: 1, 5–7, 11, 12, 20, 29, 36, 37, 40, 41, 44, 47, 48, 52, 54, 57, 61, 72, 73, 82, 83, 86, 88, 98, 100, 101, 107, 110, 111, 115, 117, 121, 126, 132, 134, 135 plus punctuation

**Materials**

a picture of a woman  
everyday objects, e.g. a map, a book, a pencil, a bag etc.

**Before reading**

- Before looking at the pages, teach *woman*. Hold up the picture of the woman you have brought in with you and say *woman*. If you are a woman, point to yourself and say the word again. Write *woman* on the board and encourage the children to repeat it after you. Ask *What sound does woman begin with? Can you see the word man at the end?*

- 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 *Is the car moving? What is Aunt Rose doing? Is she happy? Is Holly happy? What is Tom doing?* Ask *What is wrong?* and elicit suggestions from the class.
- Tell the children to look at the picture on page 15. Ask *Who is Aunt Rose talking to? What is Aunt Rose saying to the woman?* 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 word woman?*
- Read the text again and encourage the children to repeat each sentence after you.
- Read both pages again together as a class.
- Invite five children to be the narrator, Holly, Tom, Aunt Rose and the woman. They can read both pages out loud.
- Tell the children to look at page 14. Ask *What did Aunt Rose say? What did Tom say?* Encourage the children to read the words inside the speech marks. Elicit from the children why we use speech marks. Then ask *Did Aunt Rose ask a question? How do you know?* Then say *Find a question on page 15.* Encourage the children to read it out loud.
- Tell the children to look at page 15. Say the following sentences encourage the children to complete them:  
*They saw a ... .*  
*'We want to go to the ... .*  
*Can you ... us?' said Aunt Rose.*  
*'Yes. I can ... you,' she said.*

- Point to different words at random and ask children to read them.

### After reading

- Write *Where is the beach?* on the board and ask the class to read it. Rub out *beach* and ask the children to suggest other words to write in.
- Play a game. Tell the children to close their eyes. Put the objects you have brought in with you in different places around the room. Tell the children to open their eyes and ask individual children *Where is the book?* Encourage them to answer with a full sentence, e.g. *The book is under my chair, on the table, in the cupboard* etc.

### Extension

Put the object somewhere, e.g. on the table and ask *Is the book under the chair?* Encourage the child to say *No. The book isn't under the chair. It's on the table.*

- Play *Let's hop*. Tell the children to stand up. Make suggestions, e.g. *Let's hop! Let's jump! Let's wave our hands!* etc. Encourage the children to do each action.
- Write *man* on the board. Elicit from the children what letters you need to add to make the word *woman*.
- Write *where* on the board. Ask the children to read it. Rub out *w.* and ask the children to read the new word (here). Rub out the final *e* and ask the children to read the new word (her). Rub out the *r* and ask the children to read the last word (he).

- Ask *Why did Holly leave the map at home? Will they find the beach? Have they got the other things?*

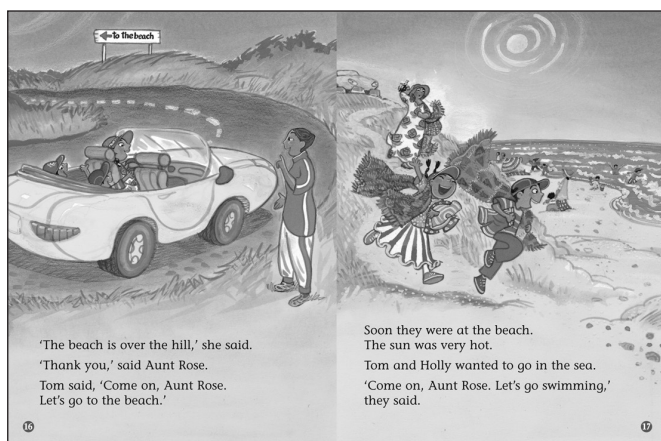
### Wordcard activities

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

- Do page 67 in the Comprehension and Vocabulary Workbook.



### Pages 16 and 17



#### Word list

*and, at, aunt, beach, come, go, hill, Holly, hot, in, is, let's, on, over, Rose, said, sea, she, soon, sun, swimming, thank, the, they, to, Tom, very, wanted, was, were, you*

#### Language summary

present simple tense, past simple tense, imperatives, *Let's*

#### Preparation

Wordcards: 3, 5–7, 17, 29, 39, 40, 42, 46, 47, 54, 73, 76, 82, 83, 87, 88, 93, 95, 96, 99–101, 106, 110, 111, 116, 118, 119, 123, 135 plus punctuation

#### Materials

a picture of the sea

### Before reading

- Before looking at the pages, teach *hill*, *sea* and *swimming*. Draw a hill on the board and say *hill*. Write *hill* on the board one sound at a time and then say the word again. Encourage the children to repeat it after you.
- Draw some waves on the board or hold up the picture of the sea. Say *sea*. Write *sea* on the board and say each sound as you write it. Encourage the children to repeat it after you.

- Mime swimming and say *swimming* as you mime it. Write *swimming* on the board and encourage the children to repeat it after you. Ask *Can you swim? Do you like swimming in the sea?*
- Tell the children to open their books to pages 16 and 17. Open your own book and hold it up to show the class.
- Tell the children to look at the picture on page 16. Ask *What is the woman pointing to?* If necessary, point out the sign and ask the children to read it. Ask *Are Tom and Holly happy?*
- Tell the children to look at page 17. Ask *Where are they now? Are Holly and Tom happy? How do you know? Are they walking or running? Are there people on the beach? What is the weather like? Where is the car?*

### During reading

- Ask *Can you see the word hill? Can you see the word sea? Can you see the word swimming?*
- 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.
- Make sure the children understand any other unfamiliar words as you read.
- Read the text again and encourage the children to repeat each phrase after you.
- Read both pages again together as a class.
- Invite five children to be the narrator, Holly, Tom, Aunt Rose and the woman. They can read both pages out loud.

- Read the text on page 16 again. Ask the class some questions about page 16. Encourage the children to read the correct sentences from the page when they answer. Ask:  
*What did the woman say to Aunt Rose?*  
*What did Aunt Rose say to the woman?*  
*What did Tom say to Aunt Rose?*
- Tell the children to look at page 17. Say the following sentences and get children to complete them:  
*Soon they were at the ... .*  
*The ... was very ... .*  
*Tom and Holly ... to go in the ... .*  
*'... on, Aunt Rose, Let's go ... ,' they said.*
- Say Find and point to the word *over*. Repeat with *come, go, soon, very, wanted, let's*.
- Ask *How many sentences can you see?* Tell the children to count the full stops to check.
- Write *hot* on the board. Ask the children to read it. Change one letter at a time to make new words, e.g. *hat, mat, cat, can, man, fan* etc. Repeat the activity with *sun*, e.g. *fun, fan, can, car* etc.
- Write *soon* on the board. Ask the children to read it. Give the children some clues to a word that sounds the same, i.e. *It comes out at night. It is round. It is silver.* (moon)
- Ask *Will they find the beach? What will they do first?*

### Wordcard activities

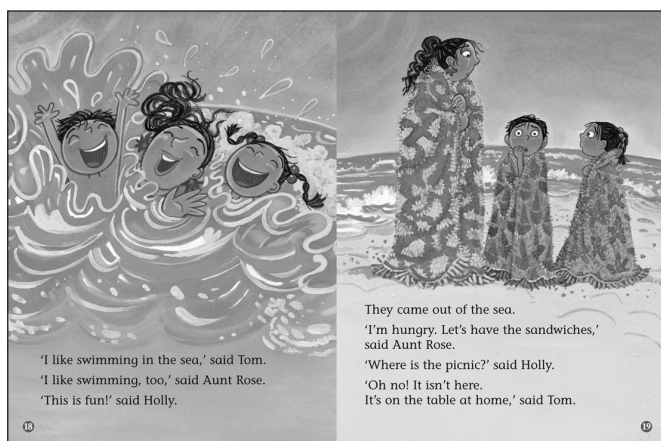
Choose some appropriate activities from page 16 of the Teacher's Notes Introduction.

- Do page 68 in the Comprehension and Vocabulary Workbook.

### After reading

- Draw a picture of a hill on the board. Draw a stick picture of a person on the hill and say *He is on the hill. Where is he?* Encourage them to say *On the hill*. Repeat the activity with next to the hill, over the hill, behind the hill.
- Write *Let's go to the beach.* on the board. Ask the children to read it. Rub out *beach* and ask the children to suggest some other places, e.g. shops, swimming pool, cinema, restaurant etc.
- Invite nine children to the front of the class. Give each child a wordcard in random order. Use: *Tom, and, Holly, wanted, to, go, in, the, sea*. 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 and Holly wanted to go in the sea*. When the children are in the correct order, write the question on the board.

Pages 18 and 19



- Tell the children to look at the picture on page 18. Ask *Where are Aunt Rose, Holly and Tom? Is it fun? Are they having a nice time? How do you know?* Talk about the dangers of swimming in the sea and the things we must be careful of.
- Tell the children to look at the picture on page 19. Ask *Are they in the sea? Where are they now? Why have they got towels on? Are they happy now? Have they forgotten something else?*

**During reading**

- Ask *Can you see the word hungry?*
- 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.
- Make sure the children understand any other unfamiliar words as you read.
- 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, Holly, Tom and Aunt Rose. They can read both pages out loud.
- Read the text on page 18 again. Ask the class some questions about page 18. Encourage the children to read the correct sentences from the page when they answer. Ask:  
*What did Tom say?*  
*What did Aunt Rose say?*  
*What did Holly say?*
- Read the text on page 19 again. Ask the class some questions about page 18. Encourage the children to read the correct sentences from the page in reply. Ask:  
*What did Aunt Rose say?*  
*What did Holly say?*  
*What did Tom say?*

**Word list**

*at, aunt, came, fun, have, here, Holly, home, hungry, I, I'm, in, is, isn't, it, it's, let's, like, of, Oh no, on, out, picnic, Rose, said, sandwiches, sea, swimming, table, the, they, this, Tom, too, where*

**Language summary**

*like + ing, past simple tense, present simple tense, Let's, Wh questions, preposition on*

**Preparation**

Wordcards: 5, 6, 10, 28, 33, 37, 40, 41, 43–48, 50, 52, 54, 55, 67, 71–74, 78, 82–84, 87, 96, 98, 100, 107, 109, 111, 112, 126 plus punctuation

**Materials**

objects the children know in English

**Before reading**

- Before looking at the pages, teach *hungry*. Write *hungry* on the board and say it. Explain what it means and ask the children to repeat it after you.
- Tell the children to open their books to pages 18 and 19. Open your own book and hold it up to show the class.

- Say *Find the word like. How many can you see?* Repeat the activity for: *swimming, sea, fun, came, out, have, the, is, on.*
- If appropriate, point out the use of the exclamation mark to show that Tom is surprised and upset.
- Ask *How did Tom forget the picnic? What will they eat? Will they go home?*

### Wordcard activities

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

### After reading

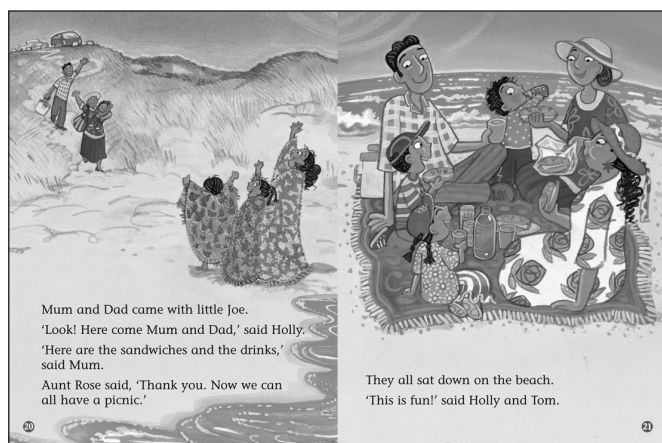
- Write *I like swimming.* on the board and ask the class to read it. Rub out *swimming* and elicit other activities from the children, e.g. *running, singing, jumping, reading* etc. Write each one in the space and encourage the children to read the new sentence each time.
- Point to *like*. Elicit from the children what word they can make if they change the *l* to *b*.
- Write *fun* on the board and read it. Ask the children to read it. Give the children some clues to a word that sounds the same, i.e. *It is yellow and hot. It is in the sky. It is round.* (sun)
- Play a game. Tell the children to close their eyes. Put the objects you have brought in with you in different places around the room. Tell the children to open their eyes and ask individual children *Where is the book?* Encourage them to answer with a full sentence, e.g. *The book is under my chair, on the table, in the cupboard* etc.

### Extension

Put the object somewhere, e.g. on the table and ask *Is the book under the chair?* Encourage the child to say *No. The book isn't under the chair. It's on the table.*

- Ask *What do you do at the beach? Do you swim in the sea?* Elicit other things they do, e.g. build sandcastles, collect shells.

Pages 20 and 21



- Tell the children to look at the picture on page 20. Ask *Who are Aunt Rose, Holly and Tom waving to? Are they happy to see them? How did Mum and Dad and Joe get to the beach?* If necessary, point to the car at the top of the hill. Ask *What is Dad carrying? What is inside?*
- Tell the children to look at the picture on page 21. Ask *What are the family doing? Are they happy or sad? What are they sitting on? Why?*

**Word list**

*a, all, and, are, aunt, beach, came, can, Dad, down, drinks, fun, have, here, Holly, is, Joe, little, look, Mum, now, on, picnic, Rose, said, sandwiches, sat, thank, the, they, this, Tom, we, with, you*

**Language summary**

past simple tense, imperatives, present simple tense, preposition *on*

**Preparation**

Wordcards: 1–4, 6, 7, 10, 11, 18, 23, 24, 28, 33, 38, 40, 47, 53, 56, 57, 63, 70, 73, 78, 82–85, 99, 100, 107, 109, 111, 120, 131, 135 plus punctuation

**Before reading**

- Before looking at the pages, write *Little Joe* on the board and ask *Who is he?* The children should remember that he is Holly and Tom's little brother.
- Tell the children to open their books to pages 20 and 21. Open your own book and hold it up to show the class.

**During reading**

- Ask *Can you see little Joe's 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.
- Make sure the children understand any other unfamiliar words as you read.
- Read the text again and encourage the children to repeat each phrase after you.
- Read both pages again together as a class.
- Invite five children to be the narrator, Holly, Tom, Aunt Rose and Mum. They can read both pages out loud.
- Say the following sentences and encourage the children to complete them:  
*... and ... came with ... .*  
*'Here are the ... and ... , ' said Mum.*  
*They all ... down on the ... .*
- Say *Find and read the words that start with /k/.* (came, come, can). Repeat for: /f/ (fun), /h/ (here, Holly, have), /l/ (little, look), /p/ (picnic), /s/ (said, sandwiches, sat).

Pages 22 and 23

Going places

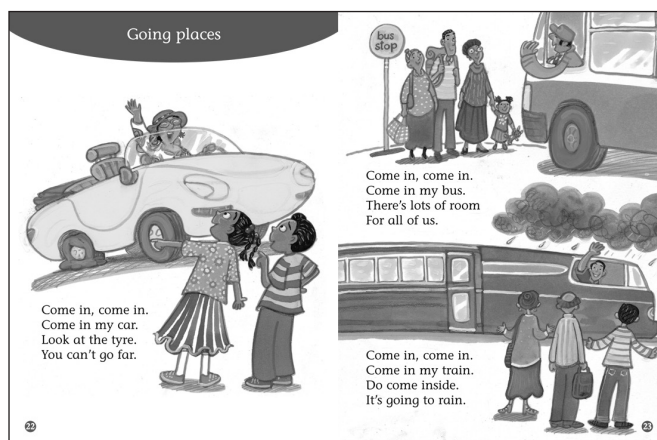
After reading

- Write *Holly and Tom came with Aunt Rose.* on the board. Ask the children to read it. Elicit from the children what words they need to change to make it the same as the first line on page 20. If necessary ask *Who came? Who did they bring?*
- Invite seven children to the front of the class. Give each child a wordcard in random order. Use: *Here, are, the, sandwiches, and, the, drinks.* Tell them to hold up their wordcards and to face the class. Ask the class to put the children in the correct order to make *Here are the sandwiches and the drinks.* When the children are in the correct order, write the sentence on the board.
- Tell the children holding *sandwiches* and *drinks* to change places. Ask the children to read the sentence. Ask *Does it mean the same?*
- 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 70 in the Comprehension and Vocabulary Workbook.



- Read pages 22 and 23 to and with the class.
- Focus on one verse at a time and ask *What words sound the same?*
- Point out how the pictures can help them to work out what the words mean in each verse. Read the rhyme again and tell the children to point to the vehicles in the pictures as you say them.
- Do pages 71 and 72 in the Comprehension and Vocabulary Workbook.

## After reading the book

### Response to the story

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

### Characters

- *Did you like Aunt Rose? Would you like to have an aunt like her?*
- *Did you like Holly and Tom? Were they silly to forget the things?*

### Setting

- *Where did the story take place?* Elicit all the rooms in the house (living room, kitchen, bedroom) and don't forget the garage and the beach.

### Plot

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

### Moral issues

- Aunt Rose tried to make Holly and Tom happy. Talk about what we can do to make others happy.
- Several people in the story were helpful. Elicit in what ways can we help others more.

### Vocabulary

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

## Follow-up ideas

**Picnics** Ask the children if they like picnics. Where do they go? What food do they take? What do they put it in? You could have a class picnic. Invite all the children to bring in a picnic lunch and go outside and find a shady spot to eat your picnics together. Encourage the children to share their picnics with others.

**Opposites game** Put the class into two teams. Say a word to each team, and they must say the opposite to win a point. If they don't know the opposite, or they get it wrong, the other team can try. Whichever team scores most points, wins the game. Here are some suggested opposites (you may wish to add your own words to the list as well):

little – big	fast – slow
man – woman	push – pull
boy – girl	new – old
mother – father	here – there
hot – cold	no – yes
hungry – thirsty	near – far
found – lost	eat – drink
go – come	sit – stand
stop – start	down – up

**Art** Make a large class picture of the seaside. Paint the sea and the sand. You could use glue with sand on the top so that you have real sand on your beach. Ask the children to draw and paint cut outs of people enjoying themselves in the water and on the beach. Stick them on the big picture. The children can also paint fish, boats, shells, seaweed etc. Make up a title for the picture.