



Ladybird

Key Words

Key Words Reading Scheme – extension activities

1a

Play with us



Ask your class to get into pairs. Taking turns, the members of each pair say ***I am here and here is*** and introduce their partner.

This book is an ideal basis for a miming game ***Things we like***.

Ask your class to tell you the things they like, give them words they do not know, and write all these things on the blackboard. Then ask individuals to say ***I like...*** and mime what it is they like.

Other members of the class will guess what this is, saying ***You like...*** and the child miming will answer, ***Yes, you are right, I like...*** Or No, ***you are not right***.

1b

Look at this



This book will help your class to enjoy a simple focus on shops and shopping.

Look at the things in Jane's shop (**pages 26 – 34**). Can they remember what they have seen? Write a list on the board.

Ask your class, ***who is in Jane's shop?*** and see if they can remember.

What kinds of shops do they know? Write a list of shops on the board.

Where do they like to shop? Individuals can answer ***I like to shop in a...***

1c

Read and write



It's important that all members of your class have the opportunity to read aloud from their own writing.

What do your class like to write? Teach the word about and ask your class to write and complete their own sentence: ***I like to write about ...*** (Jane, the dog, the tree, the toy, the shop etc).

Ask each member to read his or her sentence aloud.

Look at me... is another useful miming game based on the books in this level.

Each child takes it in turn to say, **Look at me, I like...** And then mimes what it is they like – either from the books or from the work on things they like in books **1a**.

The class guess what it is the child miming likes, and the child miming replies either,

Yes, you are right, I like... or **No, you are not right.**

2a

We have fun



This book is a great basis for language and reading development through acting.

Plan a class focus **In the water**.

Individuals can act Peter and Jane, and Pat the dog.

As you re-read the book together talk about the dialogue and who is speaking.

Choose a short episode to act. Make sure that the actors know what they will be saying – and that the child playing Pat the dog understands what he has to do!

Enjoy talking about the seaside and write new words on the blackboard. Your class could plan a seaside poster and label what they draw.

Teach your class how postcards are sent from the seaside. Cut white card for them and ask them to make postcards of the seaside. Display all of these.

2b

Have a go



This book provides an excellent starting point for a class focus on fun.

Write **We want some fun** on your blackboard and ask the class to use the words in the book and other words they know or would like to use to tell you what fun they like.

You could start them off:

I want to have some fun in the tree

And elicit answers such as:

I want to have some fun in the shop

I want to have some fun with the dog

want to have some fun with sweets

Help with constructions they do not know.

The fairground episode in **Have a go** is an exciting basis for reading and language development.

Look at the details on **pages 44 – 51** and talk about fairgrounds, giving your class words such as helter-skelter, coconut shy, and big wheel.

Help the children to make up a fairground play and take it in turns to act this.

Several children will say, ***Can I have a go?*** and the child in charge of the ride or stall will reply ***Yes, you can have a go.***

Another child can say ***I want some ice cream. Can I have some?*** And the child in charge of the ice cream will reply, ***Yes you can have some ice cream. Here it is.***

Yet another child will play the part of mother or father and tell the children

Come on Peter, come on Jane. I want to go home.

2a

I like to write



Peter and Jane's toyshop will encourage your class to make their own class toyshop and to label it. Give them any new words they do not know. There are more toys to look at on pages **33, 37, 39**. When they have done this, choose a 'shopkeeper' and each member of the class can take a turn to use the shop saying the words they have read and completed on **pages 10, 11**. Change the names as appropriate.

Using the words they have read and written (and any new words they request), suggest each member of your class writes a short note (**see page 13**). Can they write about what they want to do?

If necessary, give an example:

I want to go to the shop.

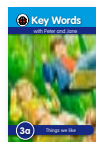
I want to write.

I want to go to the water.

Have a class read-out of these notes, or ask the children to swap with a partner and read each other's notes.

3a

Things we like



The events in this story focus on boats, buses, cars and trains.

Ask your class what other vehicles they can think of and write the words they need on the blackboard.

Teach the word best and ask your class to tell you which vehicle they like best.

I like the car best

I like the boat best ...

Use the dialogue on page 14 to plan a class discussion of picnics. What can they see in the picture? What would they like to bring to a picnic? Where would they like to go for their picnic?

Make sure your class know which parts of the text on **page 14** are dialogue and which are not. Then ask the class to read the dialogue and you read says Peter, he says, says Jane.

Talk about pets. What animals would they like as a pet? Make and label a class picture of pets. Try a pet miming game. Each child takes a turn to mime a pet, and looking after the pet. The others guess what the pet is. Are you a...?

The child miming replies: **yes, that is right, I am a**
Or no, **that is not right, I am not a...**

3b

Boys and girls



Can your class remember how Peter and Jane help at home. How do your class help at home?

Ask your class to tell you how they help, and write on the blackboard words they do not know. Follow this with a miming game. Each child takes it in turns to say Yes, I help at home, and I and to mime how they help. The others guess what it is they do.

Ask your class to answer your questions about Peter and Jane at the station and encourage them to answer as fully as possible:

How did Peter and Jane get to the station?

What colour was the bus?

Does Jane like to go on trains?

Does Peter like to go on trains?

Did you see Pat the dog at the station?

Enjoy a colour quiz. ***What red things can they see in the story?***

Encourage them to reply:

I can see a red ball.

I can see red apples.

I can see a red bus.

I can see red flowers.

I can see a red boat.

Give them the words of any other red things in the story.

3c

Let me write



Use **page 24** as the basis of a discussion of the police and other people who help us.

Ask your class to help you to make a list of these people on the board. Then ask the children to copy these words and learn them. Ask them to write these words in sentences such as

The firemen help you.

The doctor helps you.

When they have written these sentences, ask each member of the class to read aloud what they have written.

Look at Jane's teashop. Help your class to set up a pretend teashop and take it in turns to be customers, asking for tea and cakes. Help your class to write a simple menu and price list.

4a

Things we do



Enjoy a question and answer session based on this book:

Ask your class ***What can you make?*** And individuals will answer:

I can make a car, I can make cakes ...

Ask your class ***What can you draw?*** And individuals will answer:

I can draw a red car, I can draw a house in a tree ...

When you re-read this book, look at how Peter and Jane work and play. Ask your class to compose sentences about this, along the lines of Peter likes to make a big fire. Jane likes to help mummy in the house. Peter and Jane go to the shops. Peter likes to play with a car. Jane likes to play in the house in the tree.

The episode in which the cat climbs the tree (**page 48**) is ideal as a basis for acting.

Draw the attention of your class to the speech punctuation “” and make sure they understand which words are spoken and which are not.

4b

Fun at the farm



This book offers an exciting focus connected with farm life.

When they have read the story, ask your class how many animals they can remember on the farm. Write the animals on the board, then read the story again to make sure you have found them all.

Talk about farming in your own country and give your class the words they do not know.

Ask your class to use the words they have read and any new words to write their own short sentences about Life on a farm.

You could give one of these as an example:

I go on a big horse. I play with the farm cat. I see some cows.

Ask individuals to read what they have written. Alternatively, ask individuals to make up sentences without writing them, and say them aloud to you.

Help your class to make and label a poster Life on the farm or stick labelled pictures in an album.

4c

Say the sound



Use the pictures on pages **17** and **19** to make and label a class alphabet letters and sounds album. Label each object with the complete word.

Enjoy a how many words...Quiz.

Choose a letter from the letter/sounds they are learning and ask them to tell you as many words as they can which begin with that letter sound.

Read the book again and see if they can find any more.

Use magnetic letters or make sets of letters on cards.

Show the children how to build up words with these and see how many words they can make on their own.

The big fire at the farm (**pages 44 – 48**) is ideal for acting, or re-telling in their own words.

5a

Where we go



Bring maps to show your class and talk about the way maps are used.

Talk about the family journey to the hill. Can the class remember what Peter and Jane and their parents saw and did on the way to the hill?

Ask each member of the class to draw and label a simple map of the way to the hill and to include the bus stop, the river, the bridge, lots of trees and the farm. Remind them that the family could see the sea, and it would be good to put this on their maps, too.

The episode of Pat and the rabbits (**pages 22 – 25**) is an exciting base for a short class play. Make sure the class understands which words are spoken and draw their attention to the use of speech punctuation - “”.

The family go home on a train, and then a bus. Do your class remember what happened and what they saw?

5b

Out in the sun



This book is an ideal basis for a discussion on family life.

Talk about families.

What family words do they already know? What new words do they need?

Who is in their family and what are their names? Explain simple family trees and help them to draw their own.

Talk about times of day. Write the words morning, afternoon, evening and night and ask your class what happens during these times. Give them all the words they do not know and list as many activities as you can.

Enjoy a quiz –

Who can remember what Peter and Jane saw in the town?

Who can remember what Peter and Jane saw as they went up the hill?

Who can remember what Peter and Jane saw on the farm?

Who can remember what the girls did in the afternoon?

Who can remember what the boys did in the afternoon?

Use pages **38/39** to encourage your class to discuss the kind of work they would like to do when they grow up. Give them any English words they do not know.

5c

More sounds to say



Look at the pictures on **page 4**.

Ask individuals to say the sound and then to say what the picture is.

Ask them to do it like this:

The sound is b and in the book I can see a picture of a boy.

Do the same with page 7.

When your class has read **pages 8 – 15** several times, cover up the text and ask them to look at the pictures and to tell you the sounds and the words. Do the same with **pages 18 – 27**.

The story, beginning on **page 28**, will help you to discuss journeys.

What journeys have the children in your class had? What can they remember? How did they travel? Who were they with? What happened and what did they see?

Talk about Jane and Peter's afternoon on the boat. **What did the boys do? What did the girls do? What did the children see in the shop?**

Help your children to write a very simple note of thanks from Peter and Jane to Sam and Bess's parents. The note could be along the lines of:

Dear Mr and Mrs Collins (we do not know their name so we will call them Collins)

Thank you for a very good afternoon on your boat.

From Peter and Jane.

6a

Our friends



This book offers you an exciting basis for a focus on friends.

Who can remember the names of Peter and Jane's friends?

What do they do with their friends?

Ask you class who their friends are and ask them to tell you about their friends in this way:

My friend is... He/she lives next door to me and he sits next to me at school. I play ball with him after school.

Look at the pictures on pages **50 – 51**. Ask your class to write a list of their friends and then to read them aloud.

Enjoy a class focus on horses. **How do we use horses?**

On **Page 13**, Peter asks, **what is the time?**

Choose an individual to ask this question and change the hour hand of your clock to various different hours and ask your class to tell you what the time is.

Peter and Jane visit their grandparents. Talk about visits. Who do members of your class visit and how do they travel there? Give them words they do not know.

6b

We like to help



Did your class enjoy reading about Tom's boat? **Would they like to live in a boat?** Spend time talking about houses. **Where would they most like to live** – for example, **in a tree house? in a block of flats? in a farm? by the sea? in a castle? in a cave?**

Draw and label the house they would like best and then ask each child to talk to the rest of the class about it, what it is like and what is in it.

Ask each member of your class to write a short letter from Peter and Jane to Bob and Mary telling them about Tom's boat, and the boy who was in danger.

6c

Reading with sounds



When your class has read **pages 6 – 27** several times, cover the text and ask the children to look at the illustrations and to say the sounds and what the pictures show.

Enjoy a sound quiz. Ask a child to choose a letter/sound and write it on the blackboard.

Ask the other children how many words beginning with the same letter/sound they can write in five minutes. The child with the most words chooses the next sound.

Look again at the letter on **page 30** and spend time talking about letters.

Show your class how letters are set out, with the address and the date.

Explain how the address is written on the envelopes.

Have they received many letters? Do they have cards on their birthday?

This would be a good time to begin a class post-box! Make (and paint) a post-box and help your class to write letters to each other and to post them in the box. A collection of old envelopes would be useful for the letters. Choose individuals to be postmen, to empty the box at certain times and deliver the letters to the right children. You can have a daily or weekly read-out of the letters.

Ask your class to tell you what happened in grandfather's garden!

7a

Happy Holiday



When you have read this book, ask your class to tell you all they can remember about Peter and Jane's holiday. Use this as a basis of a focus on holidays.

Ask your class where they have been on holiday and ask individuals to tell you about their holidays.

After this, talk about where your class would like to go on holiday and make a list of all the places they would like to visit, giving them any English words they do not know.

Ask your class to make up a holiday timetable with items like this

8.0 o'clock: I will wake up and I will get up

9.0 o'clock: I will eat my breakfast

10.0 o'clock: We will go to the sea and play on the sand

11.0 o'clock: I will ride on a donkey

Help your class to learn the rhyme:

Rain, rain, go away

Come again another day

Do they know any other rhymes about the weather? Talk about types of weather and make a list of all the types of weather they know.

The weather is a great subject for mime. Ask individuals to mime being outside in different kinds of weather and the rest of the class can guess what kind of weather it is.

7b

Fun and games



Ask individuals to tell you the story of Peter and Jane's kite.

Have your class flown a kite? What was it like?

Talk about things that fly and list as many of these on the board as you can.

Which do individuals like best? Who would like to go up in a balloon? Who would like to go in a rocket to the moon?

Talk about woods. ***What do we find in woods?***

Ask your class to tell a simple story called Lost in the wood.

Each individual takes a turn to contribute one line to keep the story going.

The story can begin:

Once upon a time, there were two children who wanted to go into a wood.

Have you any puppets in your school? Would your class like to use these to turn Lost in the wood into a simple play?

Would your class like to make and label a big picture like Peter and Jane's school did (***see pages 42 – 49***).

7c

Easy to sound



Look at ***pages 6 and 7*** and talk about cooking.

What can the members of your class cook? What are their favourite foods?

Explain the word recipe to them and ask them to write down a simple recipe for something they can cook. Give them any English words they do not know.

Read again ***pages 32 – 42*** and remind your class about the way letters are written with the address and the date. Remind them about the correct way to write the address on the envelope. Ask your class to write a letter to a friend telling them about a holiday. They can draw a picture to go inside the letter, too. Talk about the ways in which emails and text are different from letters.

Re-read ***page 38***.

Would your class like to work as a fisherman? What would they like to do when they are older? Ask them to write a few sentences beginning:

When I am older, I would like to be a

Ask each member of the class to read their sentences aloud.

8a

Sunny days



Ask your class to tell you the story of the donkey. ***Where did Pam find him? What do you think his life was like on the beach?***

Peter and Jane play hide and seek.

Explain 'rules' to your class. What are the rules for hide and seek? What other games do your class know? Can they tell you the rules for them? Give them any new words they need.

Ask your class to tell you the story of the lost puppy.

Ask them if they have ever been lost or lost something important? Can they tell the story?

Peter, Jane and Pam play schools in the barn. Ask your class who would like to take a turn as teacher! Ask them to see if your class know their colours in English, using objects around the room. Another child can see if the class know their numbers. Choose other simple topics, too.

A class dressing-up collection is very useful and especially helpful for colour vocabulary.

Individuals can dress up and the class can describe what they are wearing.

Practise by looking at **pages 39 and 41** and describing what Peter and Jane are wearing.

8b

The big house



Continue to focus on letters, emails and texts.

Why do we write letters? What kind of letters do your class receive – and the members of their family? Where do we post letters? Who collects and delivers the letters? Who knows what happens to them in between collection and delivery?

Talk about emails and texts

Who do we email and text? How are these different from letters and postcards?

Talk about hats.

Who wears hats? How many types of hat can they think of? Do they wear hats? Does anyone in his or her family wear a hat?

Ask your class to draw a funny hat each and colour it. Then ask them to display it to the class and choose individuals to describe what they see.

Compose exercises to help your class understand the difference between too and two.

Exercises such as these are ideal:

I am ... busy.

I have ... cakes.

We were ... late.

They are ... tall.

We need ... coats.

Ask your class to make up their own sentences containing either too or two.

Talk about gardens.

Who can remember what was in Mr White's garden? What did Peter and Jane do in it?

Who can tell you some of the rules of cricket?

8c

Fun with sounds



Bring some postcards to show to the class.

Re-read **page 14** and talk about letters, postcards and stamps. Give each member of the class a piece of card cut to the size of a postcard and ask them to make their own postcard. Show them where the address is written, and the place for the stamp. Ask them to draw and colour a holiday scene on the other side.

Then ask them to write a few words about a holiday and to write an address.

Who would they like to send their postcard to?

Talk about stamps.

What do they know about stamps? Do any members of the class collect stamps?

Would they like to bring in some (used) stamps so that you can start a class stamp collection.

Talk about collections.

What do people collect? Do they collect anything?

Enjoy a sound quiz.

How many words can your class think of with st in them? With ll ?

Enjoy doing this with as many sounds as you can. It's fun to write the sounds on small pieces of card, put them into a container and put your hand in to choose one – or ask each child in turn to put their hand in the sound lucky dip!

Look at all the individual pictures on **pages 17, 19, 21, 23, 25, 27, 29, and 31**. Ask each member of your class to choose one of these pictures and to write a few sentences about it, making up a story. Enjoy a long session hearing all these stories.

Two boys enjoy a sack race (**p 44**). Have your class ever had a sack race? What other games do they know? Can they write down some simple rules for them. Give them all the help they need.

9a

Games we like



The toyshop on **page 5** will make an ideal what can you remember quiz.

Ask your class to look at the picture for two minutes. Then shut the book and ask them to write down as many items as they can remember!

Talk about games.

What games do Peter and Jane play with their friends? What games do your class like to play with their friends? How do they play these games?

The children's game of doctors and nurses (**14/15**) is a good base for a discussion about doctors and hospitals. Talk about visits to the doctor and give them any new words they need.

Why do we go to the doctor? How does she help us? Have they ever been to hospital? What happened?

What do the children do in the woods? Talk about the old, empty house. Ask them to each make up a story about this house. They could begin, When I went into the house...

They could either tell their story aloud, or write it down in simple sentences beforehand and read it out.

Can you organise a game of Treasure Hunt for your class?

How many cooking words can your class remember? Who has made cakes? Who has tasted a toffee apple? What is each member's favourite meal? Make a list of favourite meals.

9b

Jump from the sky



Talk about what happens at the air display and give your class any new words.

Have any of your class been in a plane? Did they enjoy it? Where did they go? Would they like to jump from a plane?

Revise the vocabulary of things that fly. How many flying things can your class spot on **pages 5 – 13**? Now close the book.

Ask your class to write a list of these things. Who can write the longest list in five minutes? Ask each child to read his or her list aloud.

Are there any missing?

Ask your class to tell you who received a message tied to a balloon.

Would your class like to do this? Attach the school address to balloons and set the balloons free. Ask them to write the story: The story of my balloon imagining where their balloon went and who found it.

Have your class blown bubbles? You can see the colours of the rainbow in them.

Who can tell you what these seven colours are? Can your class draw rainbows and label them with the seven colours.

The children in the book enjoy watching the cowboy and Indian film. **Which films have your class seen? Can they tell you what happened in these films?**

Revise hospital vocabulary. **Who can tell the story of the boy in the empty house?**

9c

Enjoying reading



Turn the story of the boy who fell through the ice into a simple play.

Help your class to write dialogue for the boy, the park keeper, the three friends and two grownups. Talk about the things they might say and do. Then act the play, using the dialogue.

Choose ten words that your class has learned in this book (such as birthday, branch, and puddle). Give your class these words one at a time and ask them to write each in a short sentence such as I fell in the puddle. Allow your class plenty of time to think of these sentences and then to write them. When all ten sentences have been written, ask each member of the class to read his or her list and enjoy hearing how different the sentences are.

In a later session, do this using ten different ten words – or ask the children to choose ten words to dictate to the others.

Continue the story focus begun with **Book 8c**. Ask the children to choose one of the many small pictures and write a story about their choice.

Re-read **page 44**. Do your class make models? Ask each member to draw and label a model and then to write very simple numbered instructions for making it:

- 1.
- 2.
- 3...etc.

Give them any new words they need.

10a

Adventure on the island



Can your class remember what Peter, Jane and their cousins did on their island? What happened after the storm?

Would your class like to own an island? Ask them to each draw a plan of their island. **What will be on it?** Ask them to label trees, lakes, big rocks, houses, hills, woods, waterfalls and paths. **What will they call their own island?**

Have your class experienced a storm? What was it like? Revise weather vocabulary.

Tell your class that they are going to write their own stories about being trapped and rescued, and make sure they understand these words.

Talk about where they could be trapped and give any new words they need. Your class could be trapped on the island, up a tree, in a cave, in the forest, in the desert, underground – or anywhere else they can think of! Ask them to write these stories in their exercise books and give them lots of time. Enjoy hearing these stories in class.

10b

Adventure at the castle



Ask your class to tell you the story of John and Simon and the castle. Individuals could each tell episodes until the whole story is complete.

Focus on castles. What do they know about castles? What castles have they seen?

Just as they imagined owning an island (**Book 10a**), so now they can imagine having their own castle. **What is it like? Does it have a moat around it? Does it have secret rooms and passages? Is there treasure hidden somewhere in the castle? Do they find a secret message?**

Now ask each member of the class to write a story about their own castle. Again, allow lots of time and enjoy hearing these stories read aloud.

Simon and John go camping. **Have any of your class been camping? Can they tell you how to put up a tent?**

The story of John and Simon and the castle would make an exciting play. Let the children act it using their own words.

Events in this story give you the opportunity to revise and extend hospital and weather vocabulary.

10c

Learning is fun



Choose ten words that your class has learned in this book (such as blanket, pebbles, ribbon) Give your class these words one at a time and ask them to write each in a short sentence such as **My sister put on a red ribbon**. Allow your class plenty of time to think of these sentences and then to write them. When all ten sentences have been written, ask each member of the class to read his or her list and enjoy hearing how different the sentences are.

In a later session, do this using ten different ten words – or ask the children to choose ten words to dictate to the others.

Re-read the story of **the accident (p 36)**.

Have any of your class had an accident? What happened and who helped? Ask them to each write four sentences about an accident and it can be real or imaginary.

Re-read **Rescue at sea (p 40)**. Talk about how this could be turned into a very simple play with

dialogue for three people. ***What would the man at sea say? What would the two men in the helicopter say?*** Ask your class to write this dialogue.

In a later session, re-read ***A flood***. Turn this into a simple play, too.

Re-read ***Buying a puppy (p 44)***. Revise letter layouts with your class and ask them to imagine they have just collected a new puppy, and to write to tell a friend all about this.

Re-read ***The clowns (p 46)***. Enjoy a class focus on funny things. Ask them to tell you all the things that make them laugh and write a list of these on the board.

11a

Mystery on the island



Ask your class to tell the story of the mystery on the island. Each class member can tell one episode and then pass the story over to another, until the whole story is finished.

Talk about mysteries and clues.

What were the clues that Ron Dare was on the island?

Re-read and check they have remembered them all.

Where did they search for Ron Dare?

Do your class like mystery stories and television programmes about mysteries?

How many of these can you list on the board?

Tell your class you are going to ask them to write a story about a runaway, and that you will be talking about it first. Give them any new words they need. Talk about who could run away. It could be a child, a dog, cat, sister, brother ***How could they be found? Will there be clues?***

Talk about happy endings and unhappy endings. ***Will their story have a happy ending?***

Now give them time to write their story, and enjoy hearing these read out loud.

11b

The carnival



Re-read ***pages 4 – 13***.

Can your class remember what the boys used to make their rocket on the lorry? Ask them to reply: The boys used wire. The boys used wood. etc

Ask your class to form into groups of 3 – 4. Each group is to imagine they had a lorry to decorate. The group must choose how it is to be decorated and then make list of all the things they will need.

Our lorry is going to be decorated as a

We will need these things:

Tell the group that they can draw their design if this helps them to decide what will be needed.

Give the groups lots of time, and when they are finished, ask one member of each group to tell the class what was decided, and what will be needed.

Look again at **pages 16 – 17**.

What fancy dress costumes can you see there? Ask each member of the class to choose a fancy dress – either from this page or from their imagination. Ask them to describe the fancy dress to the class.

Ask your class if they have ever been to a fair?

Did they do any of the things that Peter, Jane and their cousins did?

Use the episode of **the pet show (p 36 – 39)** to revise and extend animal vocabulary.

Who can write the longest list of animals?



Books are exciting



This offers an exciting focus on books.

Can your class remember the books the children read? Which books do your class like best? Ask each class member to write five sentences about his or her favourite book, and to explain why they like this book.

Remind them to include the title of the book!

Talk about libraries. **Do you have a school or a class library?** This focus on books offers your class an opportunity to enjoy role-playing. Choose one class member to be the librarian, while the other children take it in turns to tell the librarian the kind of book they would like, and to ask for her help in finding it.

Look at **pages 14 - 15** and see if your class can tell you the names for the parts of the body.

Re-read **page 22**. The helicopter rescue is ideal for a short play. Help your class to write exciting dialogue for each character.

This book offers you the chance to practise reading for information.

Choose one of the information pages and ask your class to re-read the page, and then to write down two important facts they have learned.

Talk about games like pin the tail on the donkey. Explain pass the parcel, musical chairs, hide and seek. **Do your class know how to play these? What party games do they play? What are the rules?**

12a The Holiday Camp Mystery



Ask your class to retell the story. Each member can tell one episode in his or her own words. Continue this around the class until the story is complete.

Simon and John meet the foreman of the building site. Talk again with your class about occupations. ***What kind of jobs are there on a holiday camp? What kind of jobs are there in the countryside? What kind of jobs are there in a Bank? What kind of jobs are there in a school? What kind of jobs are there in an airport? What kind of jobs are there in a hospital? What kind of jobs are there in a shop?***

Tell your class that they are going to write about finding a secret tunnel, and that you are going to talk about this first. ***Where could they find a secret tunnel? How would they find it? Would they go along it on their own? What would they find?***

Ask them to write a short story about this. Give them lots of time, and enjoy a class read out of these stories.

Bring in newspapers and talk about articles and headlines. Tell the class they are going to write a newspaper report about the smuggler in the story. ***What will the headline be?*** Talk about the content of the report. Ask each member to write this report and enjoy hearing these.

12b Mountain adventure



This story follows on from ***Book 10b Adventure at the castle.***
Can your class remember what happened in that story?

Have any of your class belonged to a club? Ask your class to get into groups of 3 or 4. Each group will talk about starting a club. Talk about what kind of club this will be and what the members of the club will do. ***What kind of building would they like and what kind of equipment will they need? What will they call their club? Will there be a membership fee? Who will be in charge?***

Ask the group to write about their club and to prepare a list of rules for their club.

Allow plenty of time for this. Later on, ask one member of the group to tell the rest of the class what has been decided.

Have any of your class been up a mountain? Do they know where mountains are found?

Talk about being high up.

Where else can we be high up?

Re-read the episode of the goat and the bridge (***pages 38 – 41***). One of the boys says that there could be a notice in the newspaper about the fallen bridge. Talk about what this notice should say.



The short extracts offer your class the opportunity to try classic stories. They also offer an exciting basis for writing.

The little bookroom : ask your class to talk about fortunetellers and to write about seeing a fortuneteller and what happened. ***Did the fortune come true?***

Black beauty : ask your class to imagine they are a baby lion, a baby elephant or a baby penguin. Can they write about their life?

Treasure Island: ask your class to write about a dangerous journey by sea.

Nicholas Nye: ask your class to write about an animal they have observed or know well.

Thumbelina : can your class imagine being very tiny? What would the classroom be like?

The Pied Piper of Hamelin: ask your class to write about seeing a lot of rats in the classroom!

How the whale got his throat: can your class imagine being swallowed by a whale?

From a railway carriage: ask your class to write a short account of what they see from the window of a railway carriage.

Swallows and amazons: talk about snakes and ask your class to imagine finding a snake when they are out camping. Can they write the story of what happened next?

Nordy Bank: ask your class to imagine what happens to the runaway dog – and to write the next episode.

The boy's song: where do your class like to play with their friends? Can they write a very short song about it?