

Name: _____ Class: _____

Picture A



Picture B



There are three books.

There's a ball.

There are two dolls.

Lucy has got a rabbit.

There are three socks.

There are some shoes.

Find the differences and write A or B.

Name: _____ Class: _____



I don't like dogs!

page 7



I don't like dustbins!

page 11



I don't like soap!

page 12



Mmmm, I like it here!

page 13

Match Smellybear to the speech bubbles and find the page.

Name: _____ Class: _____



a



b



c



d

Look at the story, draw hands on the clocks and write the times.

Before you read

Write *Toys* on the board and draw or point to different toys in the classroom to explain the meaning. Invite children to say different toy words and write them on the board. Point to each toy word in turn and ask the children: *Have you got a (kite)?* The children raise their hand if they have.

While you read

Stop the story at different points and invite the children to predict what might happen next. Encourage them to use English as much as possible. Accept all their answers, as the idea is for them to think freely about what might happen:

- Page 6: Ask the children to predict what Lucy is going to do with the bear.
- Page 11: Ask the children to predict what Lucy's idea is.
- Page 17: Ask the children to predict what's going to happen to the house.

After you read

Act out the events of a page and invite the children to quickly look through the book to find the page. For example, say *Wash the bear* and mime being Lucy giving Smellybear a bath (page 12) or say *Oh no, it's raining. Let's go to the café!* and mime running in the rain (page 3). Invite the children to have a turn too.

Using the worksheets

Worksheet 1

Find the differences and write A or B.

Explain to the class that there are two pictures of Lucy's bedroom but that there are some differences between the pictures. Write the first sentence on the board: *There are two books.* Ask the children to look at pictures A and B and say which picture has two books (B). Then ask the children to look at the other sentences and write which picture each sentence describes.

Worksheet 2

Match Smellybear to the speech bubbles and find the page.

Ask the children to look at the first picture of Smellybear. Say *He isn't happy* and shake your head. Point to the dustbin, elicit the word and ask *Does Smellybear like dustbins?* Then, ask the children to find the correct speech bubble for Smellybear: *I don't like dustbins.* Draw a line to match the first picture to it. Next, ask the children to find the page showing Lucy's mum putting Smellybear in the dustbin (page 11) and match the speech bubble to it.

Worksheet 3

Look at the story, draw hands on the clocks and write the times.

Review telling the time with a toy clock or draw a clock on the board (focus on o'clock, half past, quarter past and quarter to). Invite the children to look at the first clock and read out the sentence. Get the children to look at the book and find the corresponding page (page 3) and ask *What's the time?* Elicit the answer: *It's half past 3.* Tell the children to draw hands on the clock to show the time and write the time under each clock.

Note: if your children find the written times difficult, then write them on the board as a model for the children to copy.

Extension

Make shape pictures of teddy bears: give out plastic circles, squares, triangles and rectangles of different sizes. Tell the children to draw round them on coloured paper, cut them out and put the shapes together to make a picture of a teddy bear.

Do a survey of favourite toys in the class: Hand out paper and ask each child to draw and label their favourite toy. Display the pictures on a bar chart to show the most popular toy in the class.

Answers

Worksheet 1

Find the differences and write **A** or **B**.

- 1 B
- 2 A
- 3 A
- 4 B
- 5 A
- 6 B

Worksheet 2

Match Smellybear to the speech bubbles and find the page.

- Picture a - I don't like dustbins! – page 11
- Picture b - Mmm, I like it here! – page 13
- Picture c - I don't like dogs! – page 7
- Picture d - I don't like soap! – page 12

Worksheet 3

Look at the story, draw hands on the clocks and write the time.

- Clock 1 - It's half past three.
- Clock 2 - It's quarter to five.
- Clock 3 - It's quarter past six.
- Clock 4 - It's ten o'clock.