Look and write the animal.

1. There's a cat on the sofa.
2. Mum has got a yellow cake.
3. The boy sees some brown, furry feet.
4. A big eye is looking through the letter box.
5. The boy and girl hide on the sofa.
6. Grandma wants a kiss.

Read and find the page number.

1. Page ____
2. Page ____
3. Page ____
4. Page ____
5. Page ____
6. Page ____
Who's coming for tea?

Worksheet 2

1 Find, circle and label the pictures.

2 Complete the sentences with boy or girl.

1 The ________ is wearing a red and green T-shirt.
2 The ________ has got a doll.
3 The ________ is wearing a blue jumper with a flower.
4 The ________ looks through the letter box.
5 The ________ thinks a white dog is at the door.
6 The ________ sees some feathers.
1. Read the descriptions and match.

1. This monster’s got four arms and two legs. It’s got a big head with three eyes. It’s got black and white stripes.

2. This monster’s got a big head with three eyes. It’s got two arms and four legs. It’s grey and furry.

3. This monster’s got two heads. It’s got four eyes and two big mouths. It’s got two arms and two legs.

2. Draw a monster and write a short description.

This is my monster.
It’s got __________

__________________________

__________________________

__________________________
Before you read

Write tea on the board and explain that tea is a drink and the name of an afternoon snack people have after school or work. Ask: What am I having for tea? and mime eating a sandwich. Invite the children to guess the food. Continue by asking volunteers to the front to mime eating different foods for their classmates to guess.

While you read

Stop reading the story at different points and encourage the children to speculate about who’s at the door.

Page 5: Say: It’s got black and white stripes. What is it? and invite answers.

Page 7: Say: It’s got brown, furry feet. What is it? and invite answers.


After you read

Draw a quick picture on the board or show the class a photo of someone special in your family. Tell the class about the person: This is my grandmother. She lives in a flat. She likes animals and she’s got two cats etc. Invite volunteers to tell the class one or two things about a special person in their families.

Give out paper and tell the children to draw a picture of someone in their families. Write a model text on the board for the children to copy and complete:

This is my ______ (grandmother, grandfather, aunt, uncle). Her/His name is _________.
He/She lives in a house/flat.
He’s/She’s got ___________.
He/She likes ___________.

Using the worksheets

Worksheet 1

1 Look and write the animal.

Draw a rectangular letter box on the board with a snake’s tail inside. Say: Look through the letter box, what’s the animal? Invite the class to guess. Ask volunteers to the board to draw parts of animals for the class to guess.

Tell the class to look at each picture and write the name of the animal they can see through the letter box.

2 Read and find the page number.

On the board, write: The boy can see feathers. Check the class understand the sentence and then tell them to look through the book, until they find the corresponding picture. Elicit the page number (page 9). Then tell the class to read each sentence, find the corresponding picture in the book and note the page number.

Worksheet 2

1 Find, circle and label the pictures.

Tell the children to look at the snake and explain that there’s a chain of 8 words from the story in the snake. Elicit the first two words in the snake: feet, zebra and write them on the board. Ask the class to find and circle the words in the chain. Then tell them to label the pictures using the words from the snake.

2 Complete the sentences with boy or girl.

Ask the children to close their books, work in pairs and take a minute to try and remember all they can about the boy and girl from the story. Elicit comments: The boy’s got short, brown hair etc. Write sentence 1 on the board: The _____ is wearing a red and green T-shirt. Ask: Who’s wearing a red and green T-shirt? and elicit the answer: The boy. Instruct the children to read the sentences and complete them with boy or girl, referring to the book to check.
Worksheet 3

1 Read the descriptions and match.

Tell the class to look at the picture of the monster on page 14. Make statements about it with mistakes and invite volunteers to correct them: It’s got black and purple stripes (No, it’s got black and white stripes) and so on.

Then ask the class to read the descriptions of the monsters and match them with the corresponding picture.

2 Draw a monster and write a short description.

Draw a monster on the board and elicit sentences from the class to describe it: It’s got a big head. It’s got feathers on its head, and so on. Write the children’s statements next to the monster but include mistakes. For example, write It’s gott a beeg hed and ask the class to find and help you correct any mistakes. Then tell the class to draw a monster in the picture frame and write a description next to it.

Extension

Do a picture dictation. Give out white paper and tell the class that you’re going to describe a monster for them to draw. Describe a monster, sentence by sentence, giving the children time to draw. For example: It’s got a big head with 3 eyes (pause); The eyes are red (pause). It’s got a long, purple nose (pause) and so on. At the end of the dictation, ask the children to mingle and show each other their monster pictures.

Answers

Worksheet 1

1 Look and write the animal.
1 cat
2 parrot
3 zebra
4 dog

2 Read and find the page number.
1 Page 2
2 Page 3
3 Page 7
4 Page 11
5 Page 14
6 Page 16

Worksheet 2

1 Find, circle and label the pictures.
1 parrot
2 stripes
3 eye
4 monster
5 feathers
6 hide
7 feet
8 zebra

2 Complete the sentences with boy or girl.
1 boy
2 girl
3 girl
4 boy
5 girl
6 boy

Worksheet 3

1 Read the descriptions and match.
1 C
2 A
3 B

2 Draw a monster and write a short description.

Individual answers.