

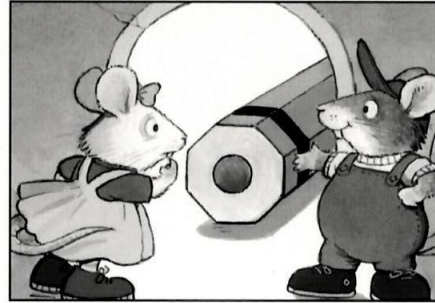
Unit 2

CB p14

1¹⁸

It's Otto!

Storycard 1



Ruby: What's this?

Spike: It's a pencil.

Who's this? (pointing to Ruby)

Who's this? (pointing to Spike)

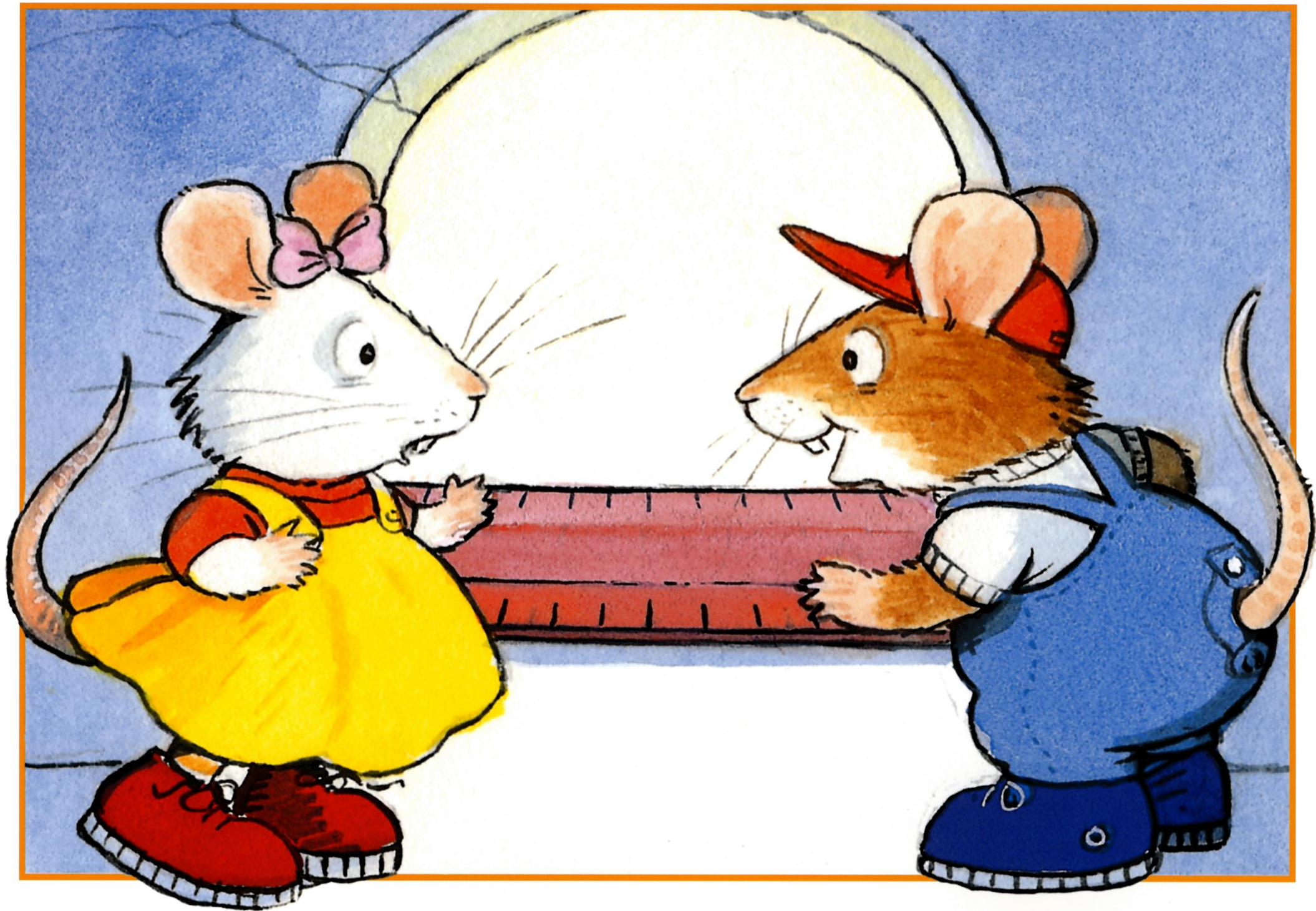
Where are Spike and Ruby?

Explain to the children that the mice are inside their mousehole. The mice are small, so when they look out of their hole, they only see a part of the things outside.

Reinforce this by holding up a flashcard, covering up most of the picture with a piece of paper, and ask, *What's this?* Repeat with other flashcards.

Then hold up the storycard again and ask, *What's this? Is it a pen?* (pointing to the pencil).

Ask several children around the class to guess what they think it is before revealing the correct answer, *Yes, that's right, it's a pencil.*



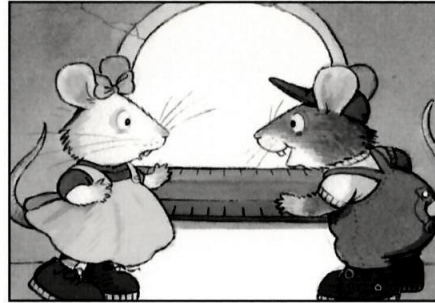
Unit 2

CB p14

1¹⁸

It's Otto!

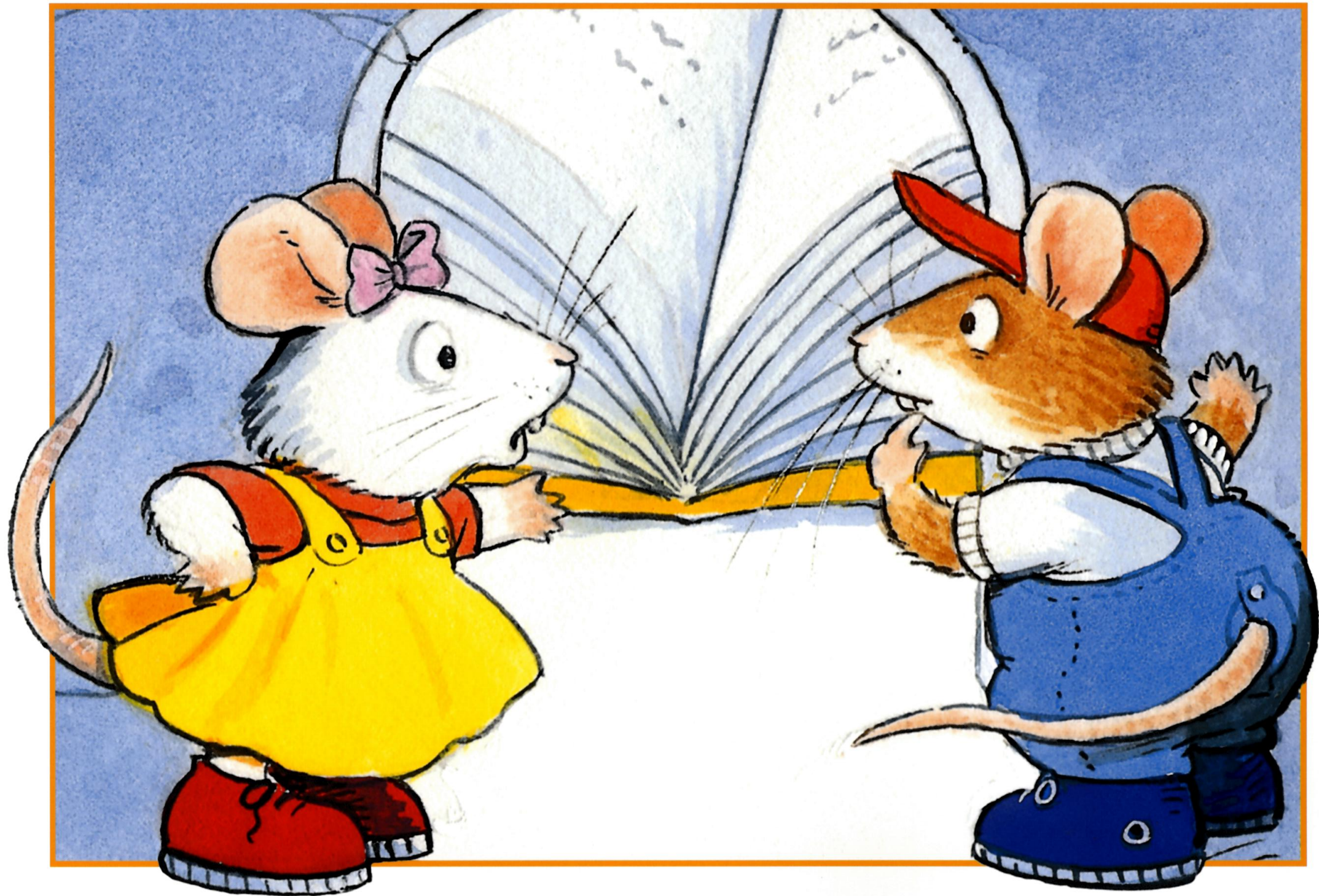
Storycard 2



Ruby: What's this?

Spike: It's a pen. No, it's a ruler.

What's this? Is it a pen? (pointing to the ruler)
Ask several children around the class to guess what they think it is before revealing the correct answer, *Yes, it's a ruler.*



Unit 2

CB p14

1¹⁸

It's Otto!

Storycard 3

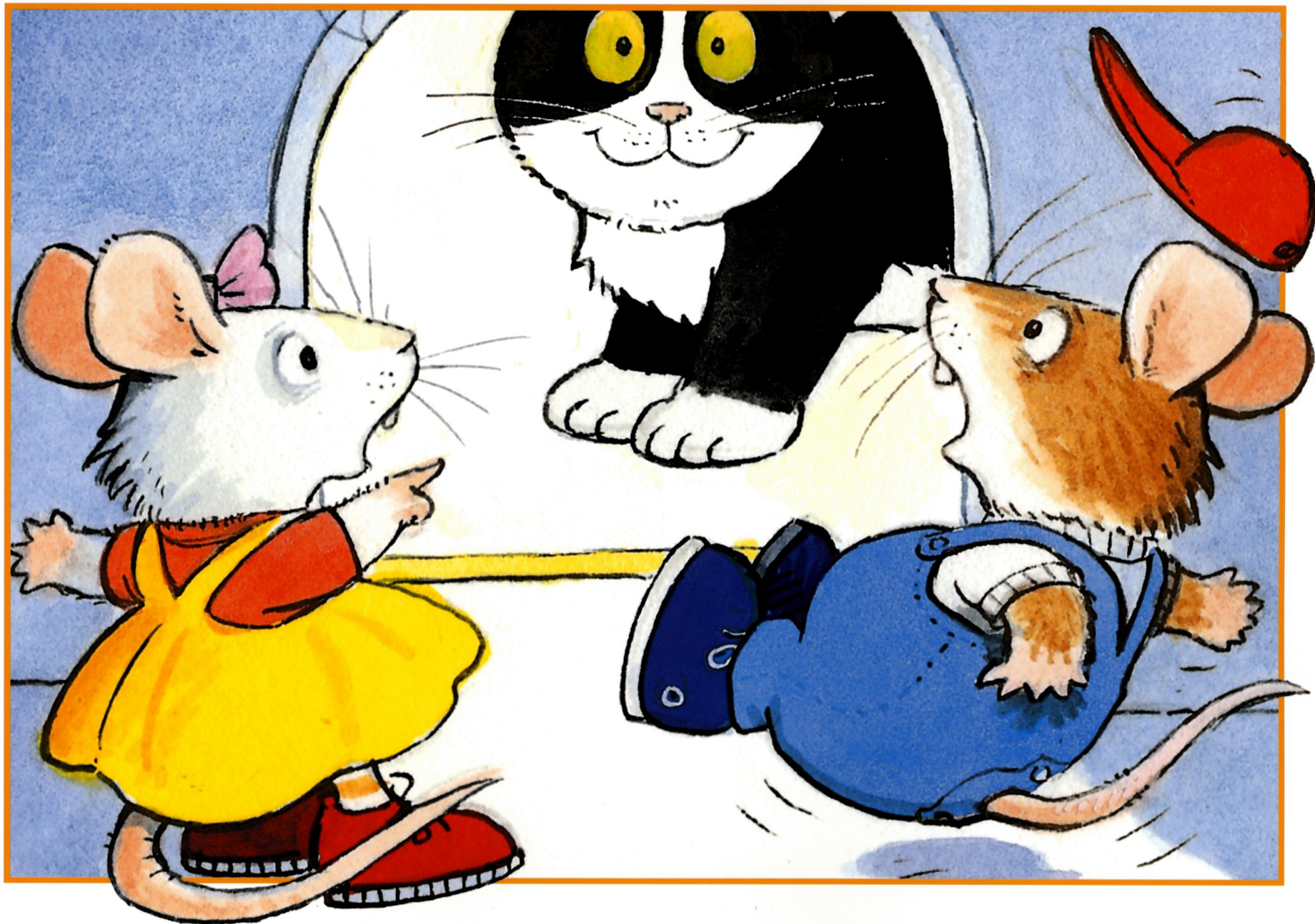


Ruby: What's THIS?
Spike: I don't know!
Ruby: Oh...it's a book!

Hold up a flashcard, covering it with a piece of paper so that only a very small (and unrecognizable) part of the picture is showing, and ask *What's this?*, encouraging the children to reply, *I don't know*.

Hold up the storycard and ask, *What's this, do you know?* (pointing to the book). Encourage the children to reply, *I don't know* or *I know, it's a...*

Ask several children around the class to guess what they think it is before revealing the correct answer, *Yes, it's a book*.



Unit 2

CB p14

1¹⁸

It's Otto!

Storycard 4



Ruby: What's this?

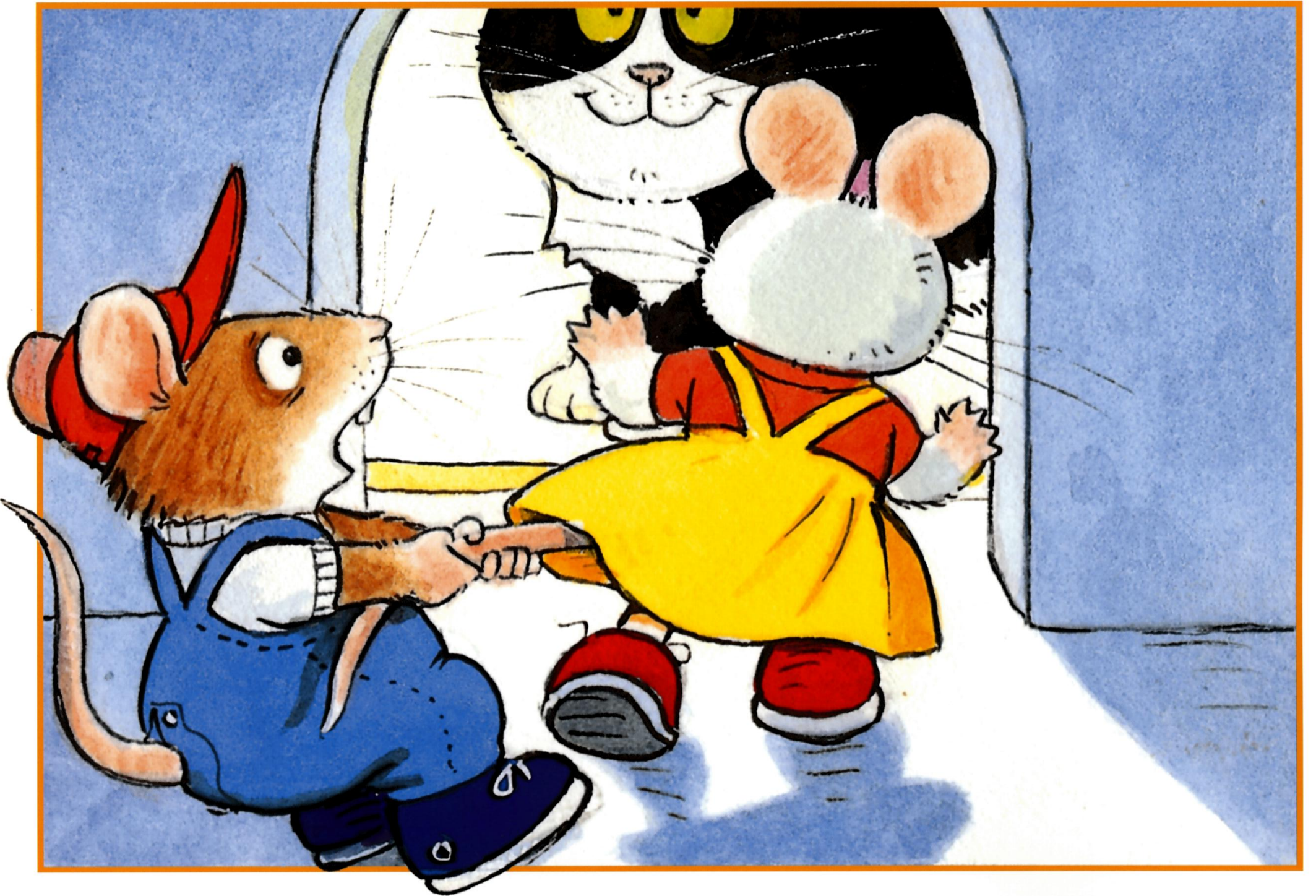
Spike: Aaagh! Ruby! It's Otto! It's Otto!

What's this? (pointing to Otto)

Ask several children around the class to guess what they think is outside the mousehole.

Do not reveal to the children at this stage that Otto is not real, but just a picture on a pencil-case.

Is Spike happy to see Otto? Why not?



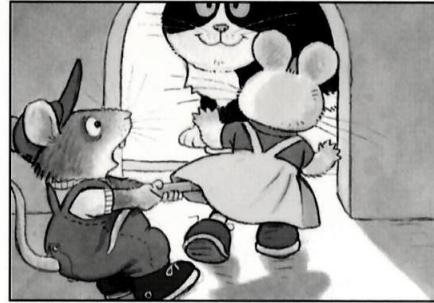
Unit 2

CB p14

1¹⁸

It's Otto!

Storycard 5



Ruby: No!

Spike: Yes, Ruby, it is! It's Otto!

Is Spike happy in this picture?

Why does Spike pull Ruby's tail?

Is Ruby scared? Why not?

See if any of the children can guess that Otto is just a picture before showing them the final storycard to reveal the secret.



Unit 2 CB p14 18 It's Otto!

Storycard 6



Ruby: Spike! Look! It's a PENCIL-CASE!

Spike: Oh, yes!

What's this? (pointing to Otto). *Is it Otto?*

Ask several children around the class and repeat *Yes, it's a pencil-case!*

Hold up storycard 4 again and repeat the question, *What's this?* (pointing to Otto). *Is it Otto?* to check that the children have understood that the cat on storycards 4 and 5 is, in fact, a picture on a pencil-case.

Hold up the final storycard again and ask if Spike is happy now.

Point to the pencil-case and ask, *What is in the pencil-case?*

Hold up the items in your own pencil-case, saying *a pencil...a pen...etc.*

Ask one of the children, *What do you have in your pencil-case?*, encouraging him / her to hold up the items and name them.

Ask other children to show you the picture they have on their pencil-case.

Does anyone have a picture of an animal on their pencil-case?



Unit 3

CB p22

1³¹

Four cakes

Storycard 1



Jack: Look, Daisy! One...two...three...four –
four dolls! And one...two...three...four –
four cakes!
Daisy: A-ba-ga-ba!

Who's this? (Jack, Daisy)

What are Jack and Daisy doing? (Having a dolls' tea party)

What have they got to eat?

What's this? (pointing to a cake). Teach the new word *cake*.

How many cakes are there? Encourage the children to count *one...two...three...four cakes*.

What's this? (pointing to a doll). *How many dolls are there?* Encourage the children to count *one...two...three...four dolls*.

Who wants to eat the cakes?

Where are Spike and Ruby? Point out Spike and Ruby watching from their mousehole.



Unit 3

CB p22

1⁽³¹⁾

Four cakes

Storycard 2



Spike: Look, Ruby! Cakes!

Ruby: Mmmm! Yum! Yum!

Who is this? (pointing to Daisy)

What is this? (pointing to the doll)

How many dolls are there now? Encourage the children to say together *one doll*.

Who is running towards the cakes?

Do Spike and Ruby like cake?

Do you like cake? Encourage the children to say *Mmmm!* and *yum yum!*

Ask *How many cakes are there now?*

Encourage the children to count again *one...two...three...four cakes*.



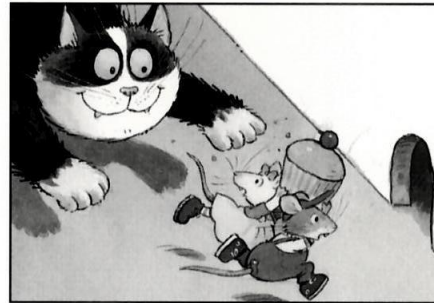
Unit 3



1³¹

Four cakes

Storycard 3



Ruby: Oh no, it's Otto!
Spike: Come on! Quick!

What are Spike and Ruby doing now?

Where are they taking the cake?

Why do you think they are taking it?

Why are they in a hurry?

Ask *Who is this?* (pointing to Otto)

Oh no, it's Otto! Encourage the children to practise the phrase.

What is Otto doing?

What do you think Spike says to Ruby?

Encourage the children to repeat

Come on! Quick!



Unit 3

CB p22

1³¹

Four cakes

Storycard 4



Otto: Miaow!

Spike: Goodbye, Otto!

What are Spike and Ruby saying to Otto?

Wave goodbye and say *Goodbye, Otto!*

Wave goodbye to one of the children and say *Goodbye!* encouraging him / her to reply *Goodbye!* Practise with other children around the class.

Is Otto happy? Why not?

What does Otto say? See if the children can remember *Miaow!* from Unit 1.

Encourage the children to repeat *Miaow!*



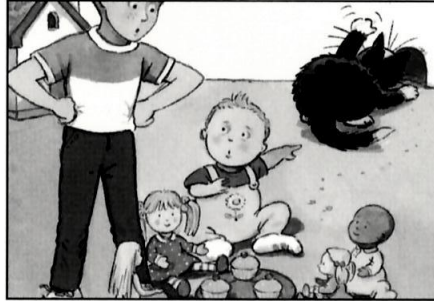
Unit 3

CB p22

1³¹

Four cakes

Storycard 5



Jack: One, two, three! Hey, three cakes? Daisy?

Daisy: A-ba-ga-ba-da!

Who is this? (pointing to Jack)

Why is Jack upset?

Ask How many cakes are there now?

Encourage the children to count again one...two...three...cakes.

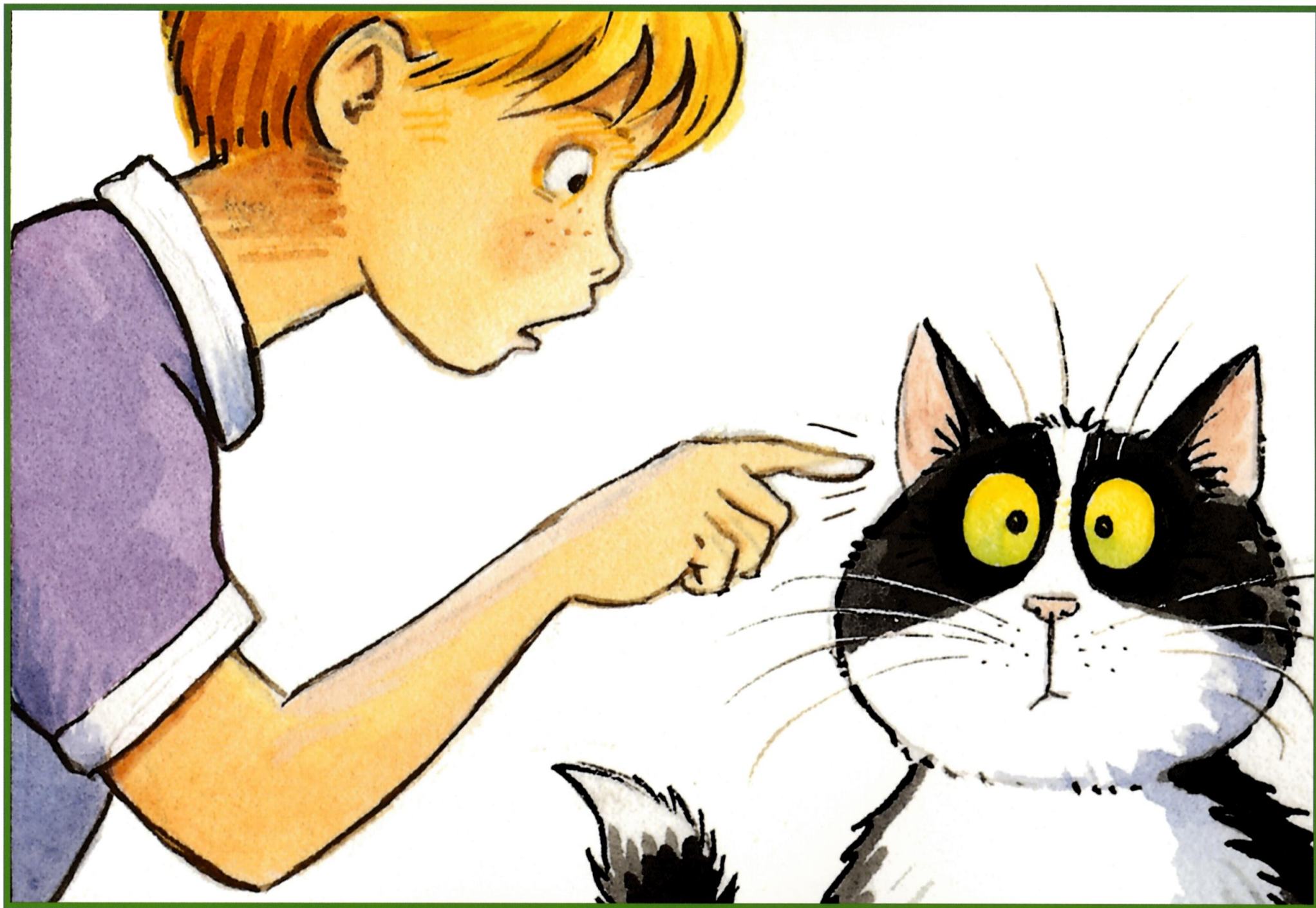
Where is the other cake? Did Daisy eat it?

Indicate the crumbs leading across to Otto.

Did Otto eat the cake?

What is Daisy doing?

Who is she pointing at?



Unit 3

CB p22

1³¹

Four cakes

Storycard 6



Jack: Oh, Otto! Naughty cat!

Otto: Miaow!

Who does Jack think ate the cake?

What is Jack saying to Otto?

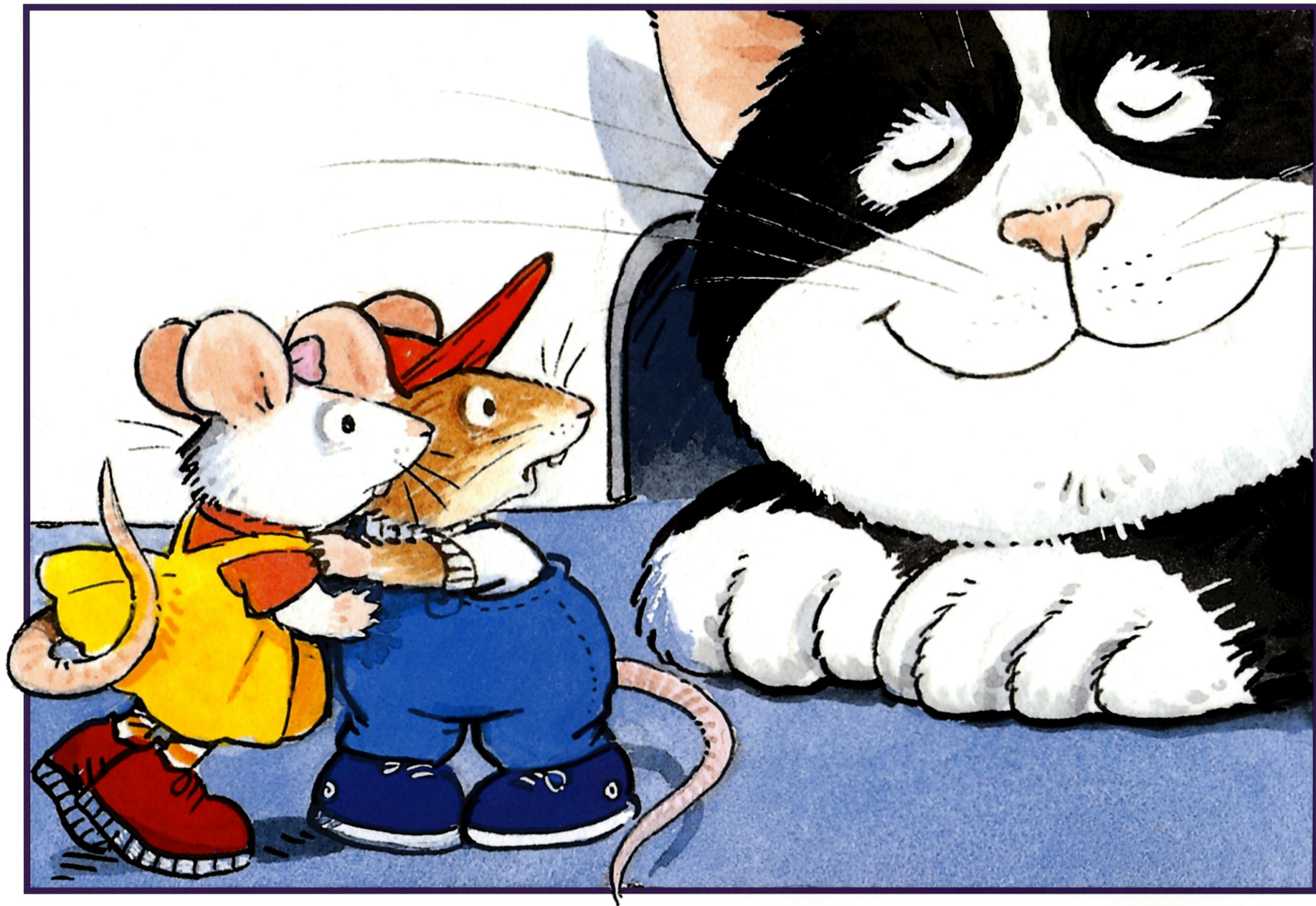
Encourage the children to say *Naughty Otto!*

Is Otto naughty?

Who has the cherry from the cake?

Encourage the children to say *Naughty Ruby!*

What is Spike doing? Encourage the children to say *Naughty Spike!*



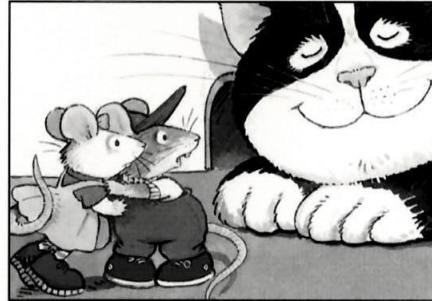
Unit 4

CB p32

1⁴⁷

Two red socks

Storycard 1



Spike: Ruby – it's Otto! Be careful!

Ruby: Oh, NO!

Who's this? (pointing to Otto)

What is Otto doing?

Who's this? (pointing to Spike / Ruby)

Are Spike and Ruby happy? Why not?

Where is Otto sleeping?

Encourage the children to practise saying *Oh, no!* and *Be careful!*



Unit 4

CB p32

1⁴⁷

Two red socks

Storycard 2



Ruby: Ah-ha! Come on, Spike!

Spike: Um...OK!

What is Otto doing now?

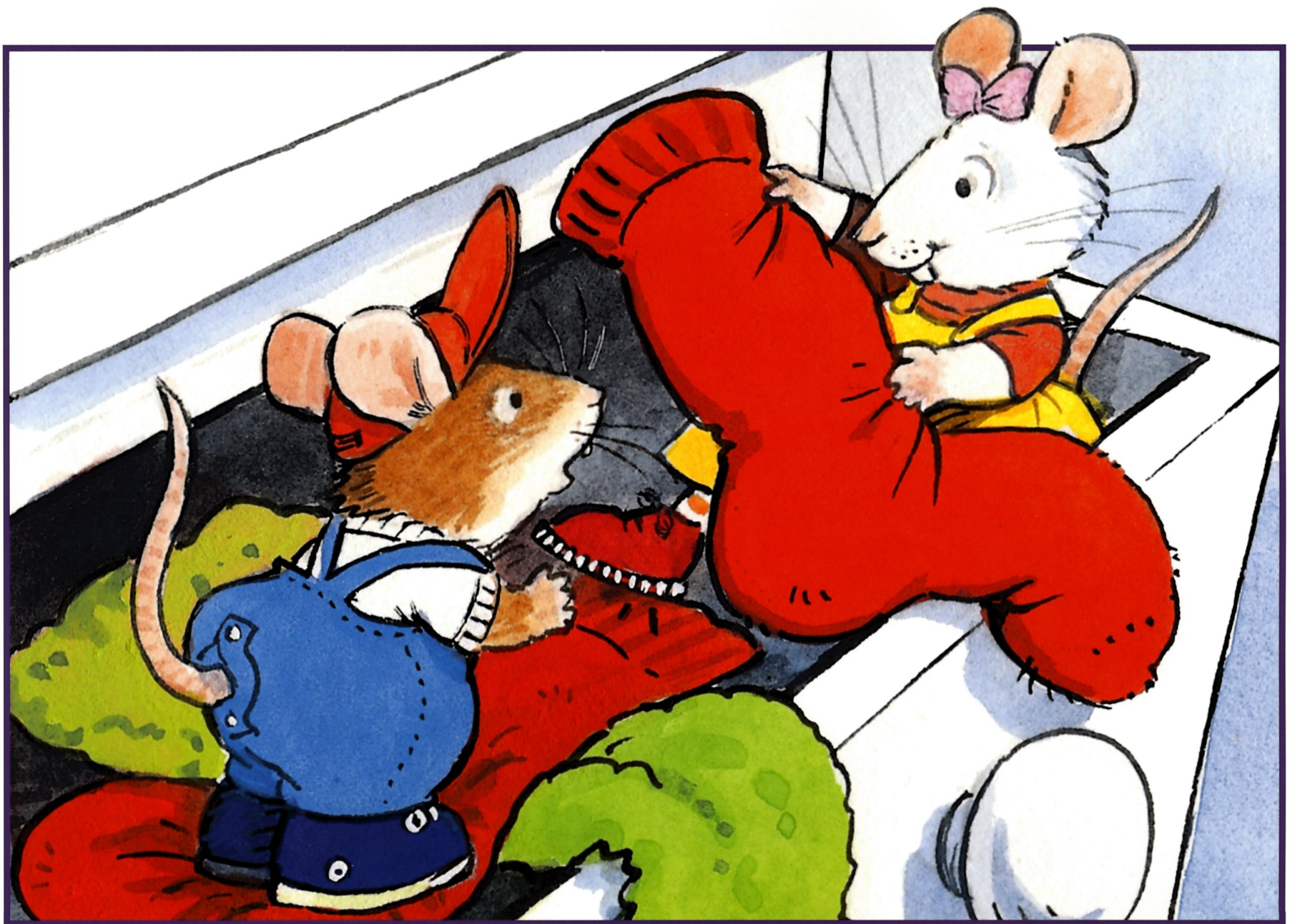
What is Ruby doing?

What can you see in the top drawer?

Practise the new word *sock* with the children.

What colour is the sock? (pointing to the green sock)

How many socks are there? Encourage the children to count together
one...two socks.



Unit 4

CB p32

1 47

Two red socks

Storycard 3



Ruby: Here you are, Spike!

Spike: Thank you!

How many socks are there now? Encourage the children to count together *one...two...three socks.*

What colour is the sock? (pointing to the red sock)

What is Ruby doing now?

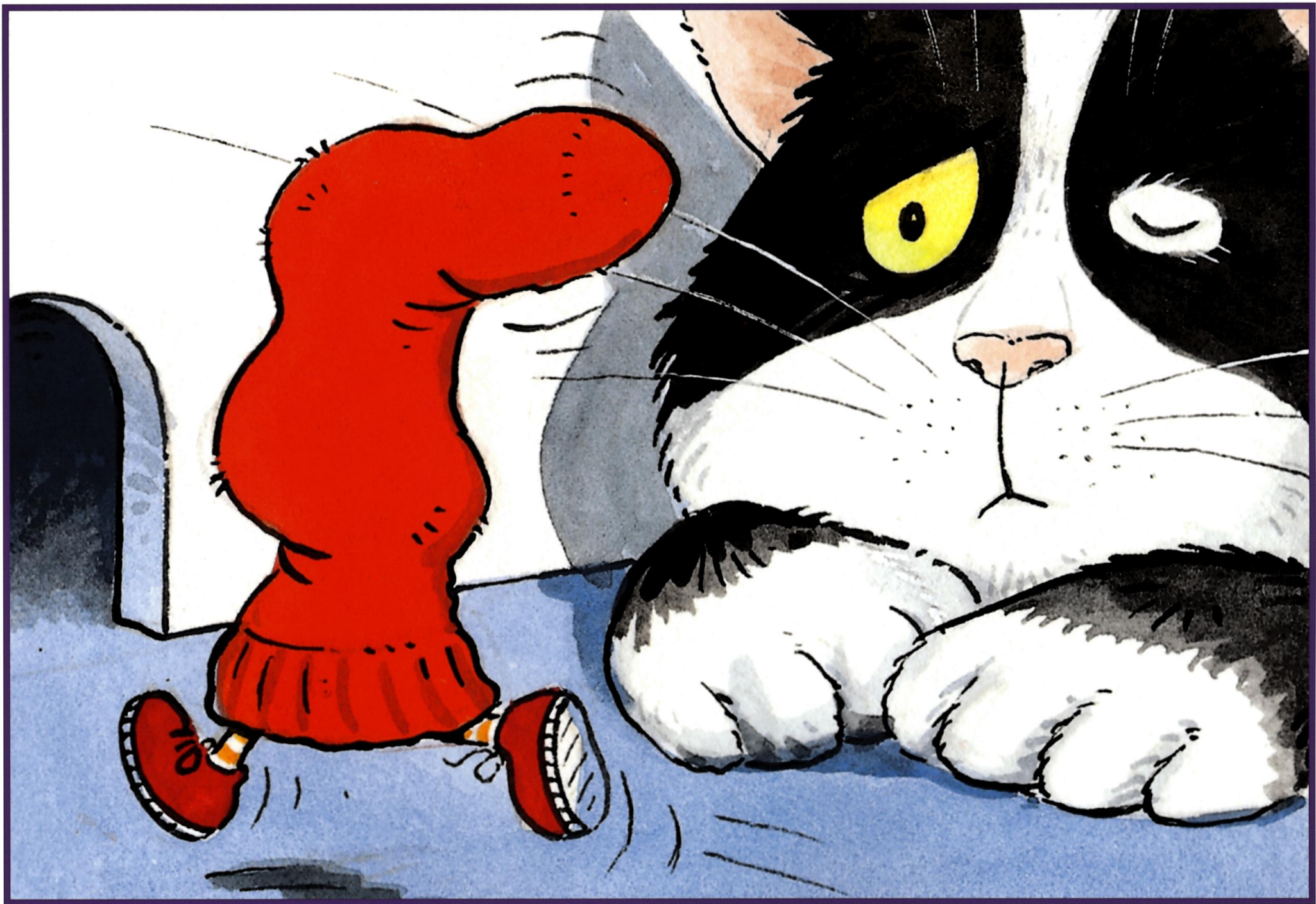
What does she say to Spike? Encourage the children to practise saying

Here you are, Spike!

What does Spike say to Ruby? Encourage the children to practise saying

Thank you!

Give a pencil to one of the children and say *Here you are, (Ana)!* Encourage him / her to reply *Thank you!* Practise using the phrases around the class.



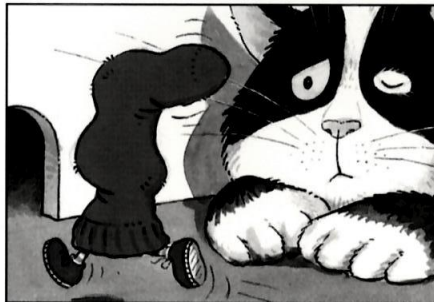
Unit 4

CB p32

1⁽⁴⁷⁾

Two red socks

Storycard 4



Otto: One...red...sock...hmmm!

Is Otto still sleeping in this picture?

What does Otto see?

Who is under the sock?

Is it Spike or is it Ruby?

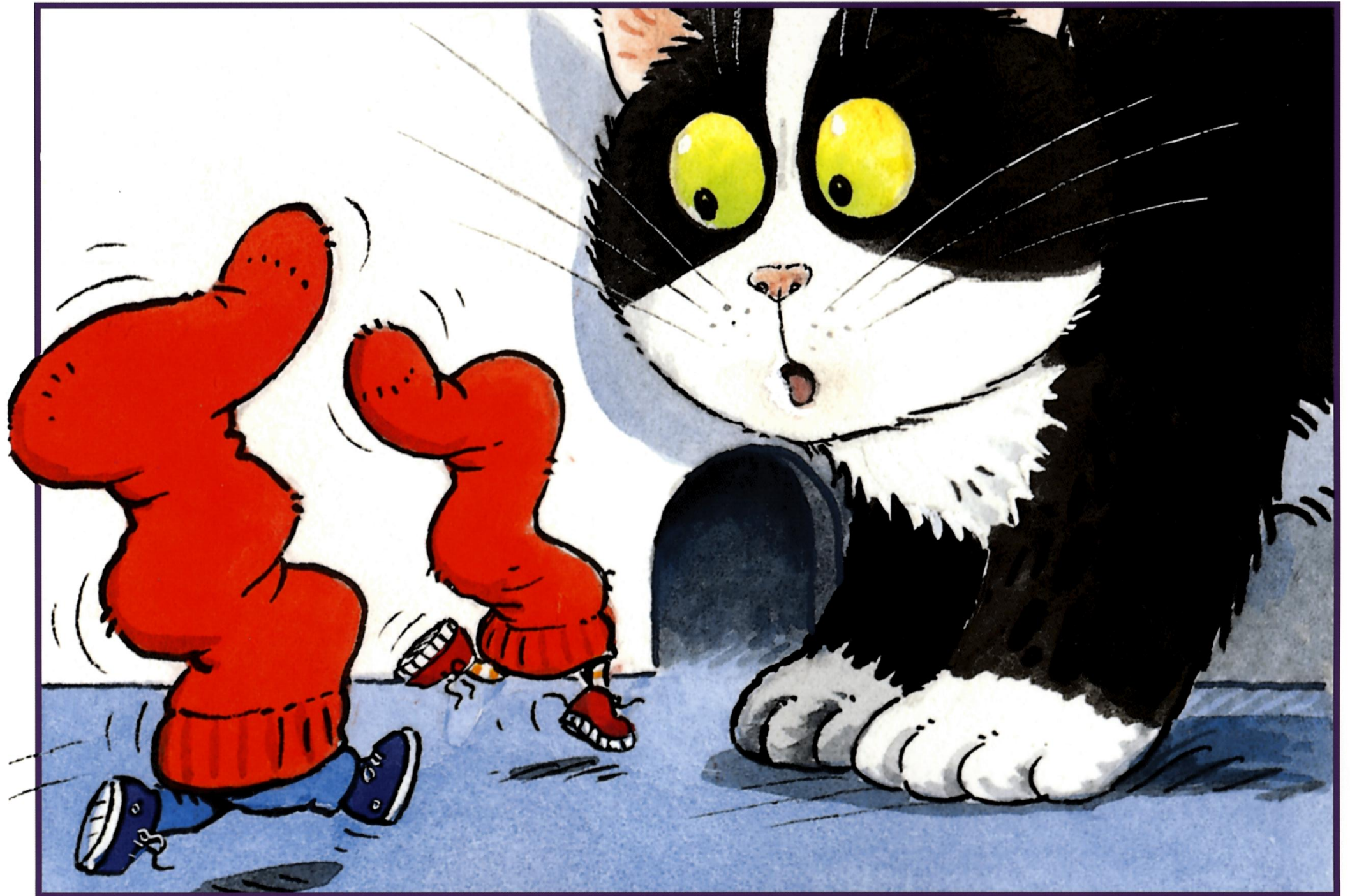
How do you know it is Ruby?

Ask *What colour are Ruby's shoes?* (red)

What colour are Spike's shoes? (blue)

What colour are these shoes? (red)

That's right, it's Ruby!



Unit 4

CB p32

1⁴⁷

Two red socks

Storycard 5



Otto: Two...red...socks...
TWO RED SOCKS?!

Ruby: Quick, Spike!

How many red socks are there now?

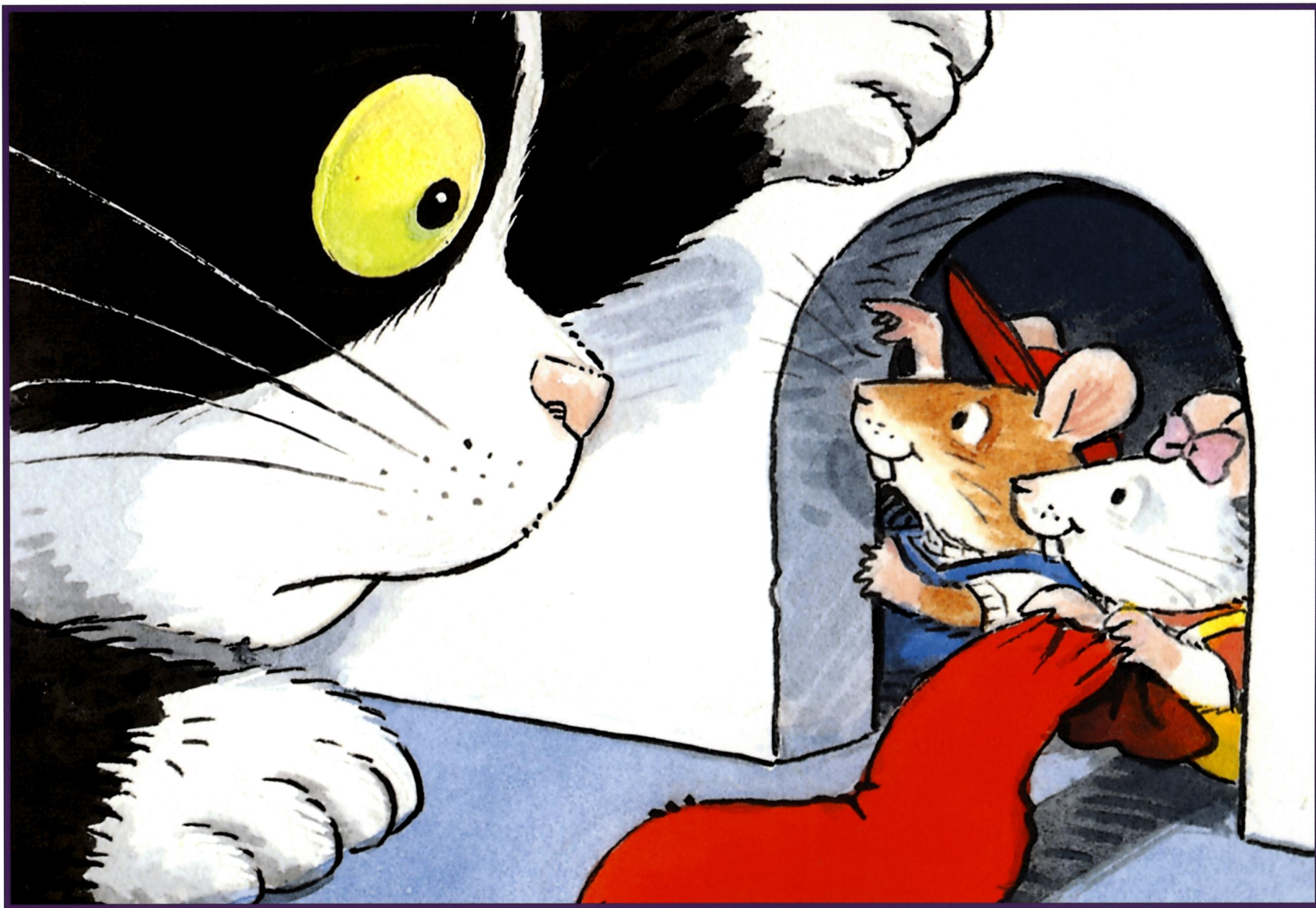
Encourage the children to count *one...two red socks*.

Who is under the socks?

Why are they under the socks?

Where are they going?

Is Otto still sleeping?



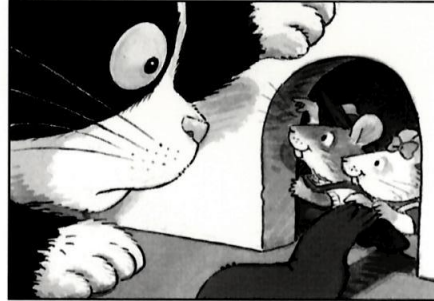
Unit 4

CB p32

1⁴⁷

Two red socks

Storycard 6



<i>Otto:</i>	Miaow!
<i>Ruby / Spike:</i>	Goodbye, Otto! Goodbye!

Where are the mice now?

Why are the mice smiling?

What do they say to Otto?

Encourage the children to practise saying *Goodbye, Otto!*

Is Otto happy?



Unit 5

CB p40

2⁶

A present for Spike

Storycard 1



Ruby: Spike! Spike!

Spike: What?

Ruby: Come and see!

Who's this? (pointing to Spike)

Where is Spike?

What is he doing?

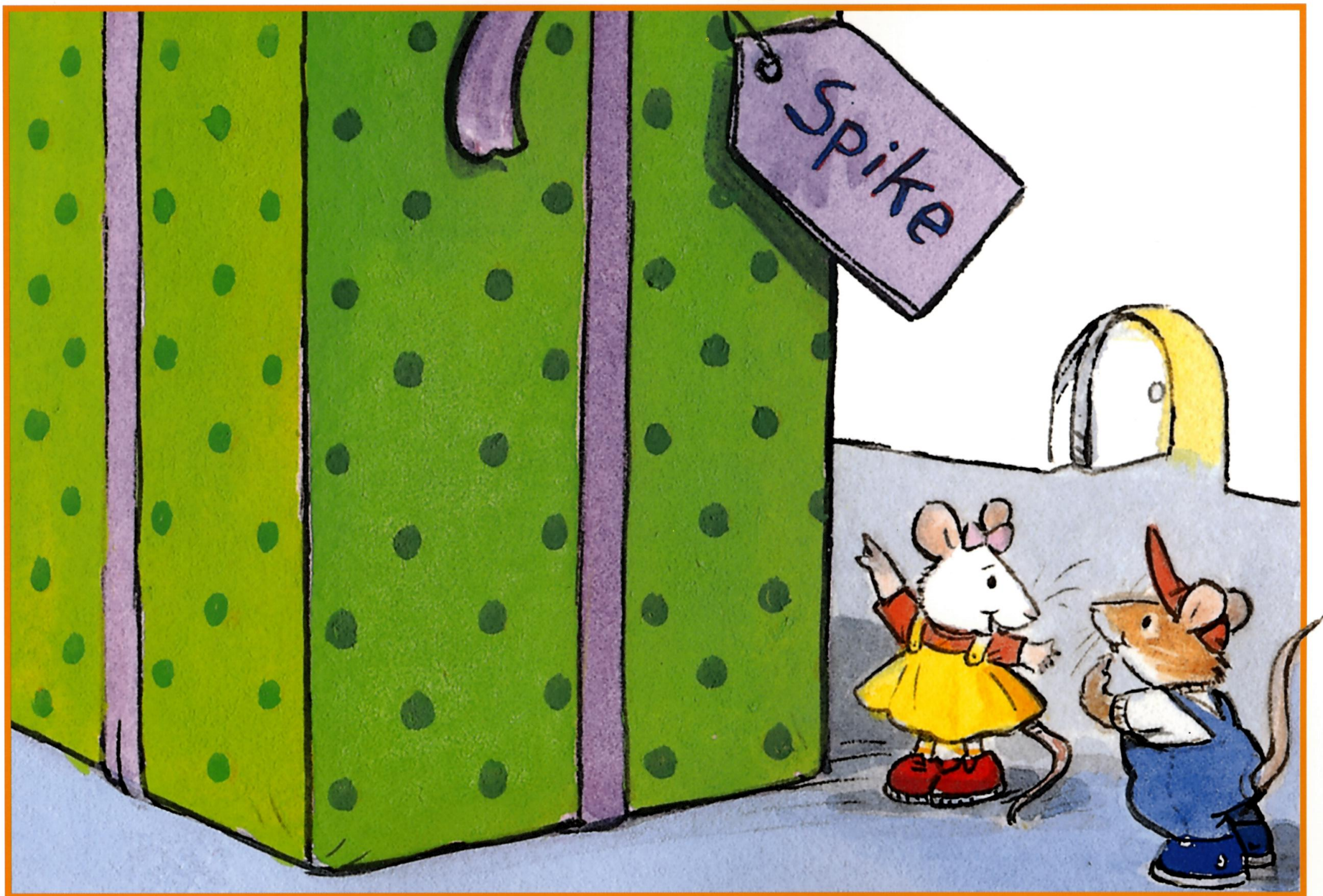
Who's this? (pointing to Ruby)

Why is Ruby running?

Allow the children to try to guess why Ruby is running towards Spike, prompting as necessary.

Does she want to eat Spike's cheese?

Why is she excited?



Unit 5

CB p40

2⁶

A present for Spike

Storycard 2



Ruby: It's a present – for you!

Spike: For me?

Ruby: Yes, Spike! For you!

What's this? (pointing to the present)

Encourage the children to reply *It's a present!*

Where is the present?

Who is it for?

Ask around the class *Is it for (Liam)? Is it for you? Is it for Ruby?*

Allow several of the children to reply before giving the correct answer,

That's right, it's for Spike!

Point out the label with Spike's name on it.

What is in the parcel? Encourage the children to guess what might be in the parcel.

What would be a good present for Spike?



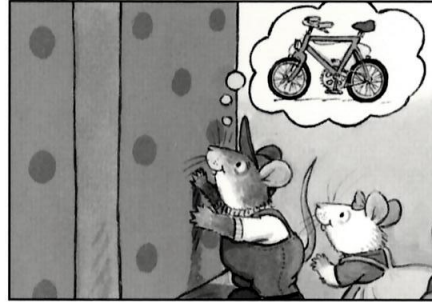
Unit 5

CB p40

2⁶

A present for Spike

Storycard 3



Spike: Is it a bike?

Ruby: I don't know!

What does Spike think the present might be?

What's this? (pointing to the bike)

Teach the new word *bike*.

What question does Spike ask?

Encourage the children to practise asking *Is it a bike?*, replying each time

I don't know!

Do you think it is a bike?

Ask the children *Is it a bike?*, *Is it a plane?* encouraging them to reply

I don't know!

Encourage the children to try to guess what they think the present might be.

Suggest to the children that they think about the size and shape of the box.

What would fit in the box?



Unit 5

CB p40

2⁶

A present for Spike

Storycard 4



Spike: Is it a...CAR?
Ruby: I don't know!

What is Spike thinking now?

What does he think the present is now?

What's this? (pointing to the car)

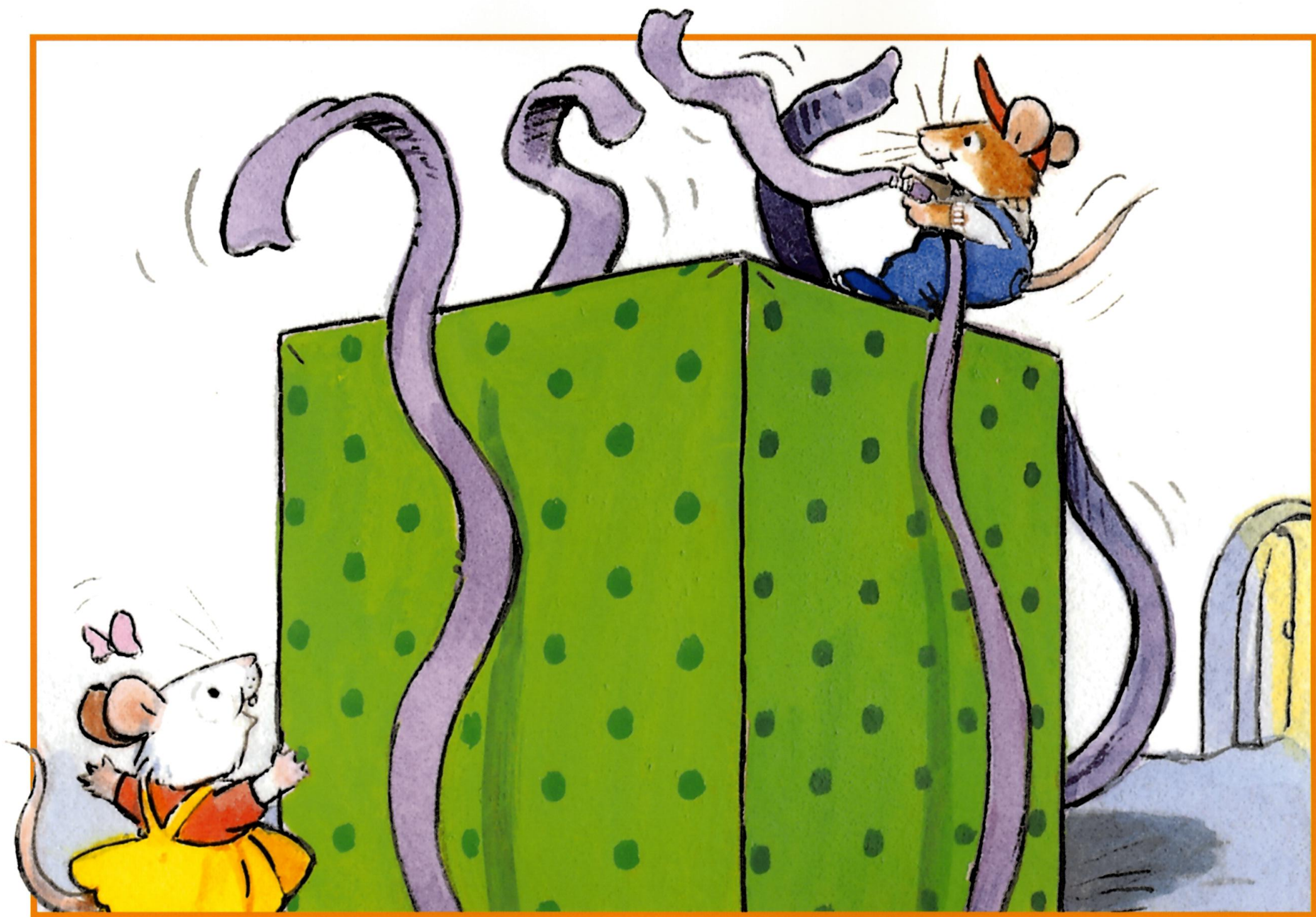
Teach the new word *car*.

Ask *Is it a car?* around the class, allowing several of the children to reply.

Would Spike like a car as a present?

Why is Ruby jumping up and down?

Why is she getting impatient?



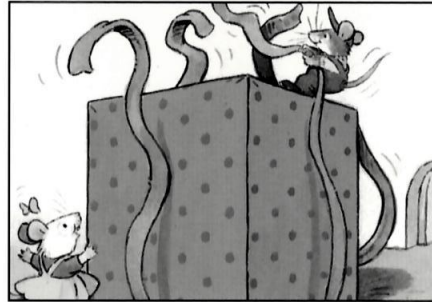
Unit 5

CB p40

2⁶

A present for Spike

Storycard 5



Ruby: Open it, Spike!

Spike: OK!

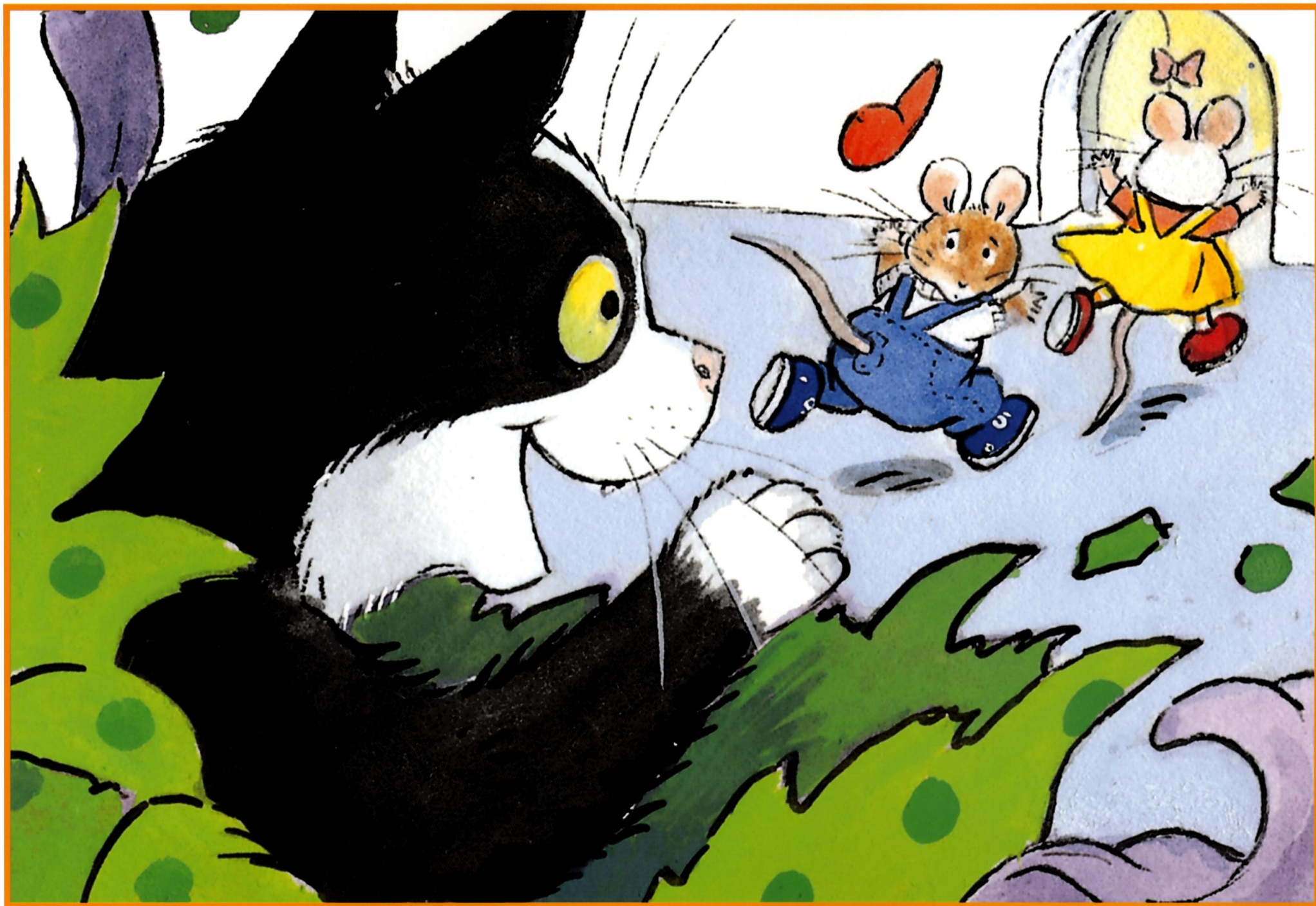
What does Ruby say to Spike?

Encourage the children to practise saying *Open it!*

What is Spike doing now?

What happens next?

Encourage the children to predict what might happen on the next storycard.



Unit 5

CB p40

2⁶

A present for Spike

Storycard 6



Spike: Aaaaargh! It's Otto!

Otto: Miaow!!

Who is in the box?

Who's this? (pointing to Otto)

That's right, it's Otto!

Did anyone guess that Otto was in the box?

What do the mice do? Why?

Is it a good present for Spike?

Is he pleased with it?

What happens next? Encourage the children to provide different endings to the story, prompting as necessary.

Did the mice have a birthday party for Spike?



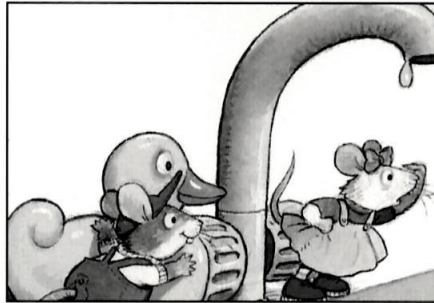
Unit 6

CB p50

2²⁵

Ruby to the rescue!

Storycard 1



Spike: Coo-ee! Ruby! Can you see me?

Ruby: No! Where are you, Spike?

Who's this? (pointing to Spike / Ruby)

Where is Ruby? Where is Spike?

What's this? (pointing to the duck)

Revise the new word *duck*.

What is Ruby doing?

Mime looking for something in the same way as Ruby is doing in the picture.

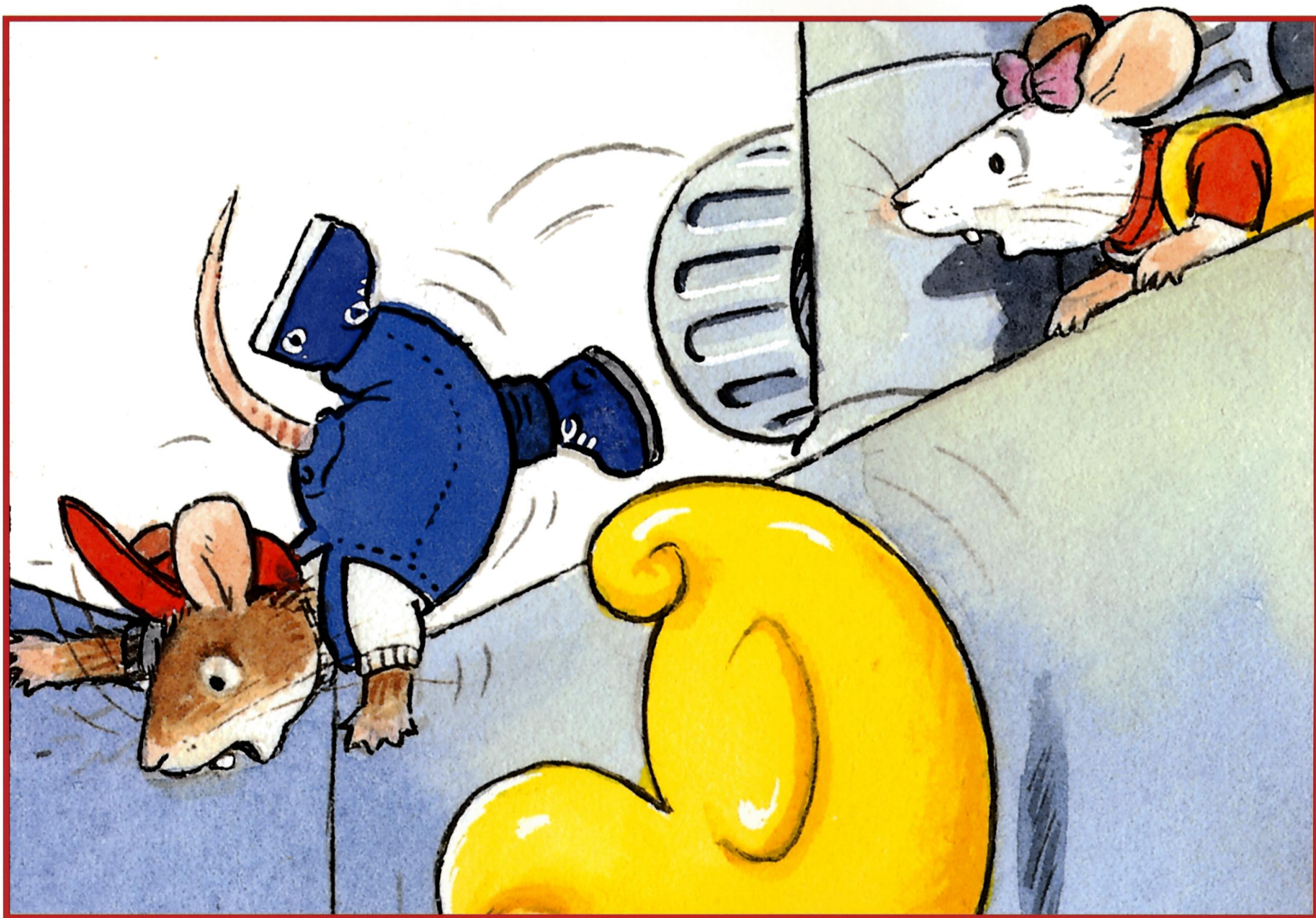
Can Ruby see Spike?

What does Ruby say?

Encourage the children to practise asking *Where are you, Spike?*

What do you think happens next?

Encourage the children to predict what they think happens on the next storycard.



Unit 6

CB p50

2²⁵

Ruby to the rescue!

Storycard 2



Spike: Here I am! Ooops...

Aaaargh!

Ruby: Oh, Spike!

Can Ruby see Spike now?

What happens to Spike?

What happens to the duck?

Where are they falling?



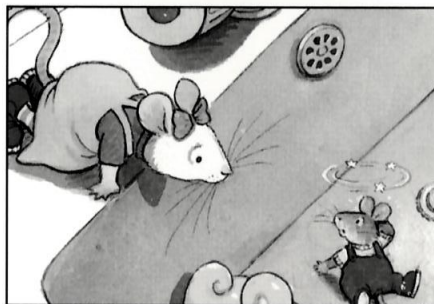
Unit 6

CB p50

2²⁵

Ruby to the rescue!

Storycard 3



Ruby: Are you OK?

Spike: Yes!

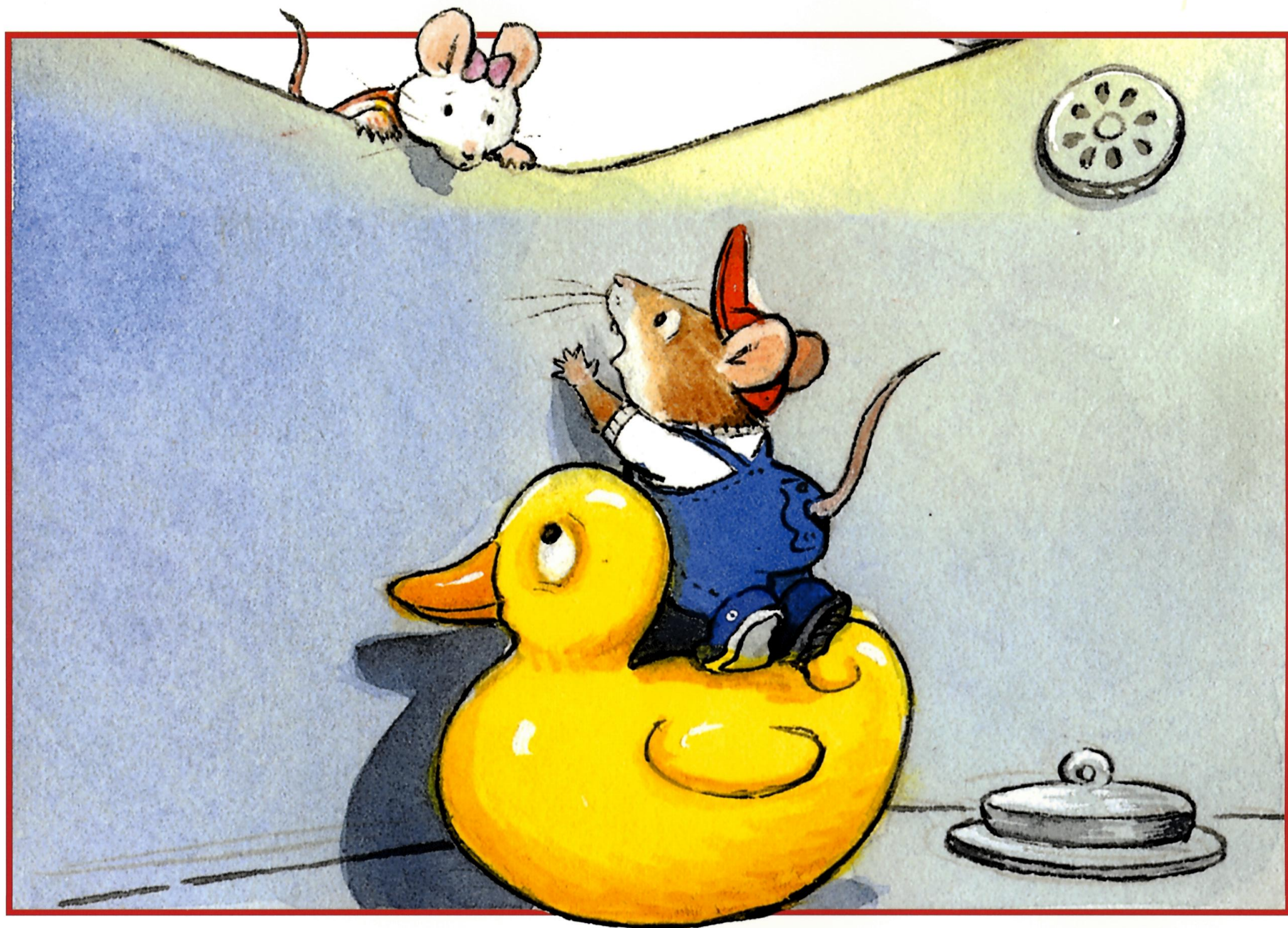
Where is Spike now?

Is Spike OK?

What is Ruby doing?

Is she worried about Spike?

What does Ruby say? Encourage the children to practise saying Are you OK?



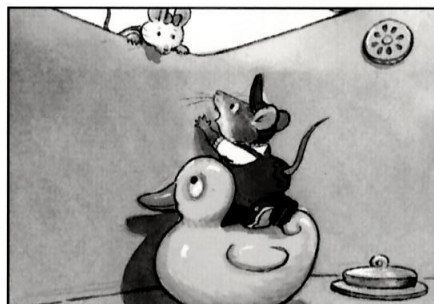
Unit 6

CB p50

2⁽²⁵⁾

Ruby to the rescue!

Storycard 4



Ruby: Can you climb up?

Spike: No, I can't!

What is Spike trying to do?

What is he standing on?

Why is he standing on the duck?

Can Spike climb up?

What is Ruby doing?

What does she ask Spike?

Encourage the children to practise asking *Can you climb up?*

What does Spike say?

Encourage the children to practise saying *No, I can't!*

How is Spike going to get out of the bath?

Encourage the children to predict what they think is going to happen next in the story.



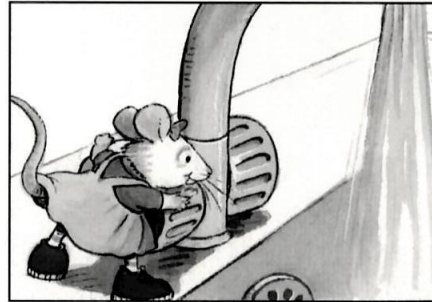
Unit 6

CB p50

2²⁵

Ruby to the rescue!

Storycard 5



Ruby: OK. Wait a minute.

What is Ruby doing?

Why is she running the water?

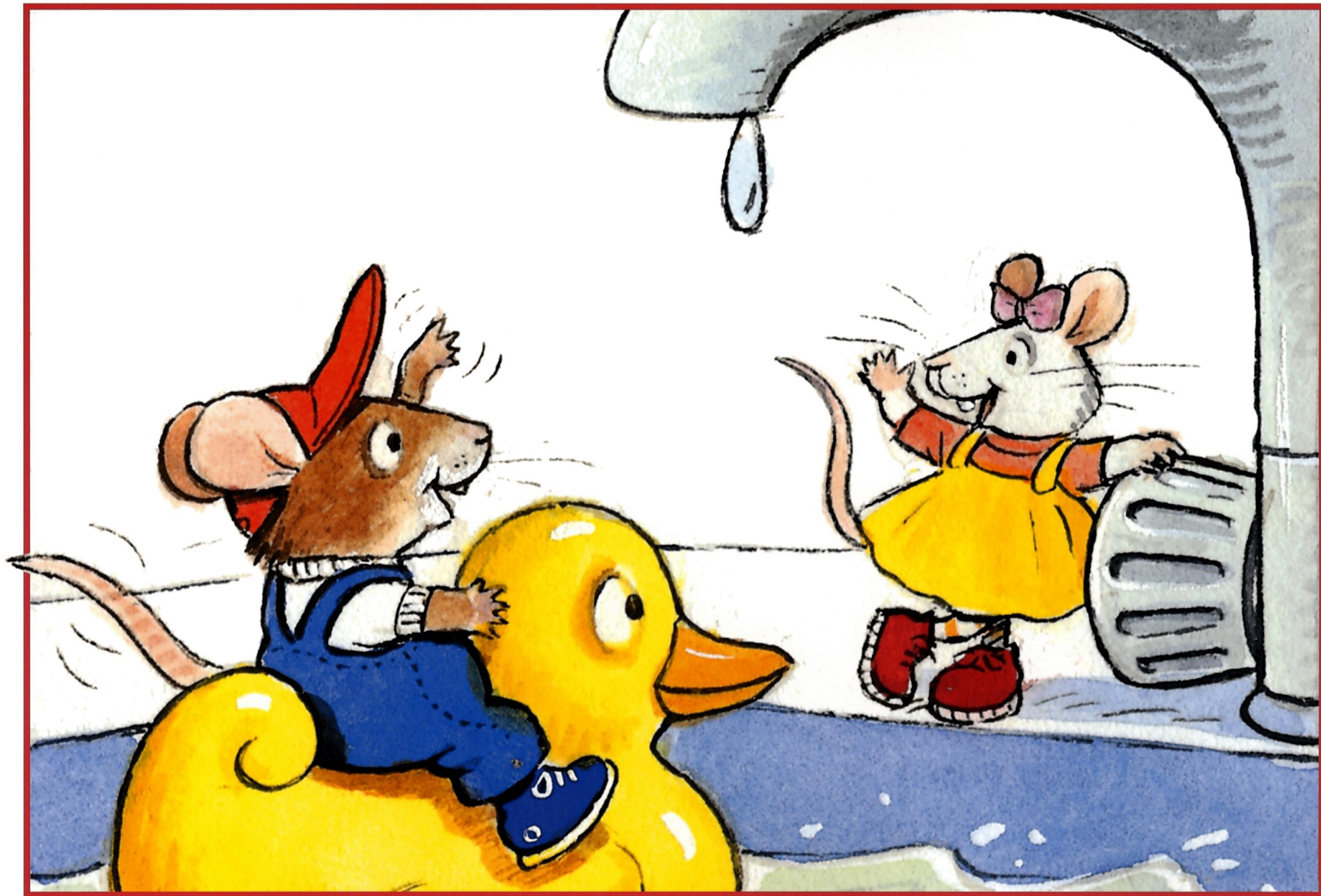
Does Spike need a bath?

Does Spike need a drink?

What is Ruby's idea?

Encourage the children to guess why Ruby is running the water.

What is going to happen next?



Unit 6

CB p50

2²⁵

Ruby to the rescue!

Storycard 6



Spike: Thank you, Ruby!

Ruby: You're welcome!

How does Spike get out of the bath?

Why does the duck rise to the top of the bath?

Is Ruby clever? Did anyone guess her idea?

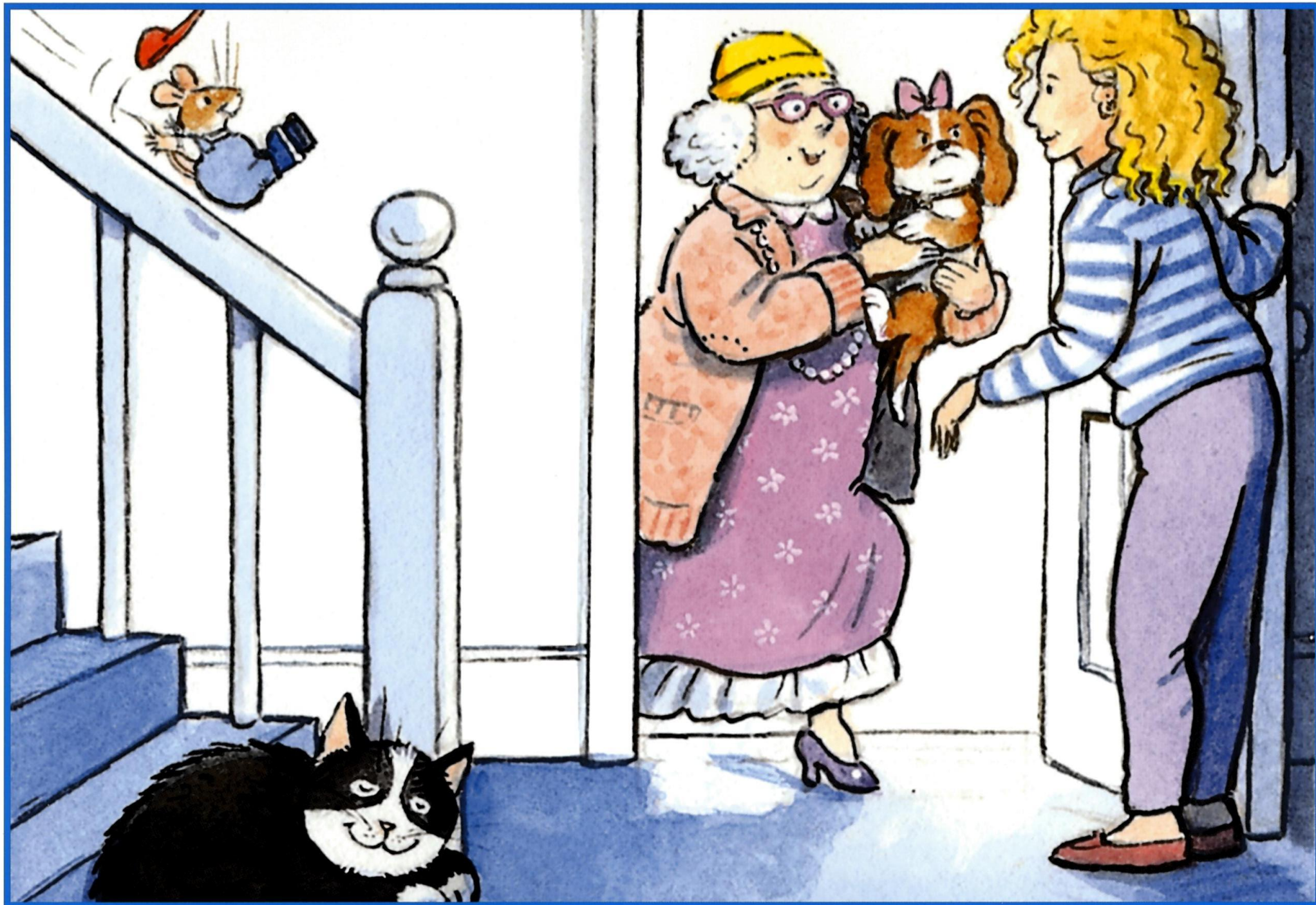
Is Spike pleased?

What does Spike say to Ruby?

Encourage the children to practise saying *Thank you, Ruby!*

What does Ruby say to Spike?

Encourage the children to practise saying *You're welcome!*



Unit 7

CB p58

2 40

Otto and the dog

Storycard 1



Mum: Hello, Auntie! Come in!
Auntie: Hello, dear!
Mum: Oh! Who's this?
Auntie: This is Fufu.

Who's this? (pointing to Mum)

What is she doing?

Who is at the door?

Explain that there are visitors to *Happy House*.

Who is visiting?

Explain that Auntie is visiting.

What does Mum say to Auntie?

Encourage the children to practise saying *Hello, Auntie! Come in!*

What's this? (pointing to the dog)

Encourage the children to practise the new word *dog*.

Does the dog look friendly?

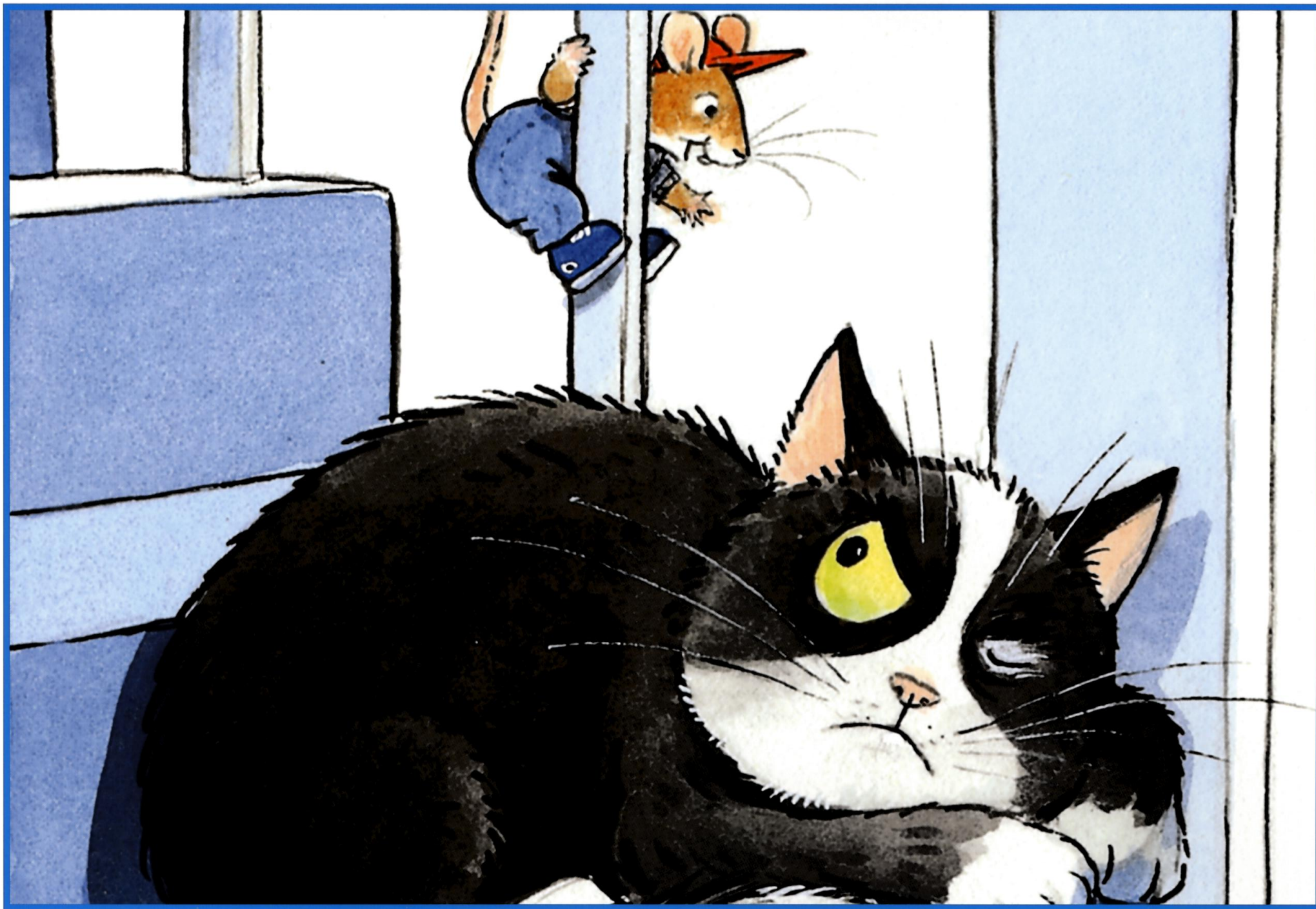
Who's this? (pointing to Otto)

What is he doing? Does he know about the visitors?

Who's this? (pointing to Spike)

What is Spike doing?

What is going to happen next?



Unit 7

CB p58

2⁴⁰

Otto and the dog

Storycard 2



Spike: Psst! Otto! Wake up!

Otto: Miaow! What?

Spike: Do you like dogs, Otto?

What is Spike doing now?

Is Otto still asleep?

What is Spike saying to Otto?

Encourage the children to practise saying *Wake up!*

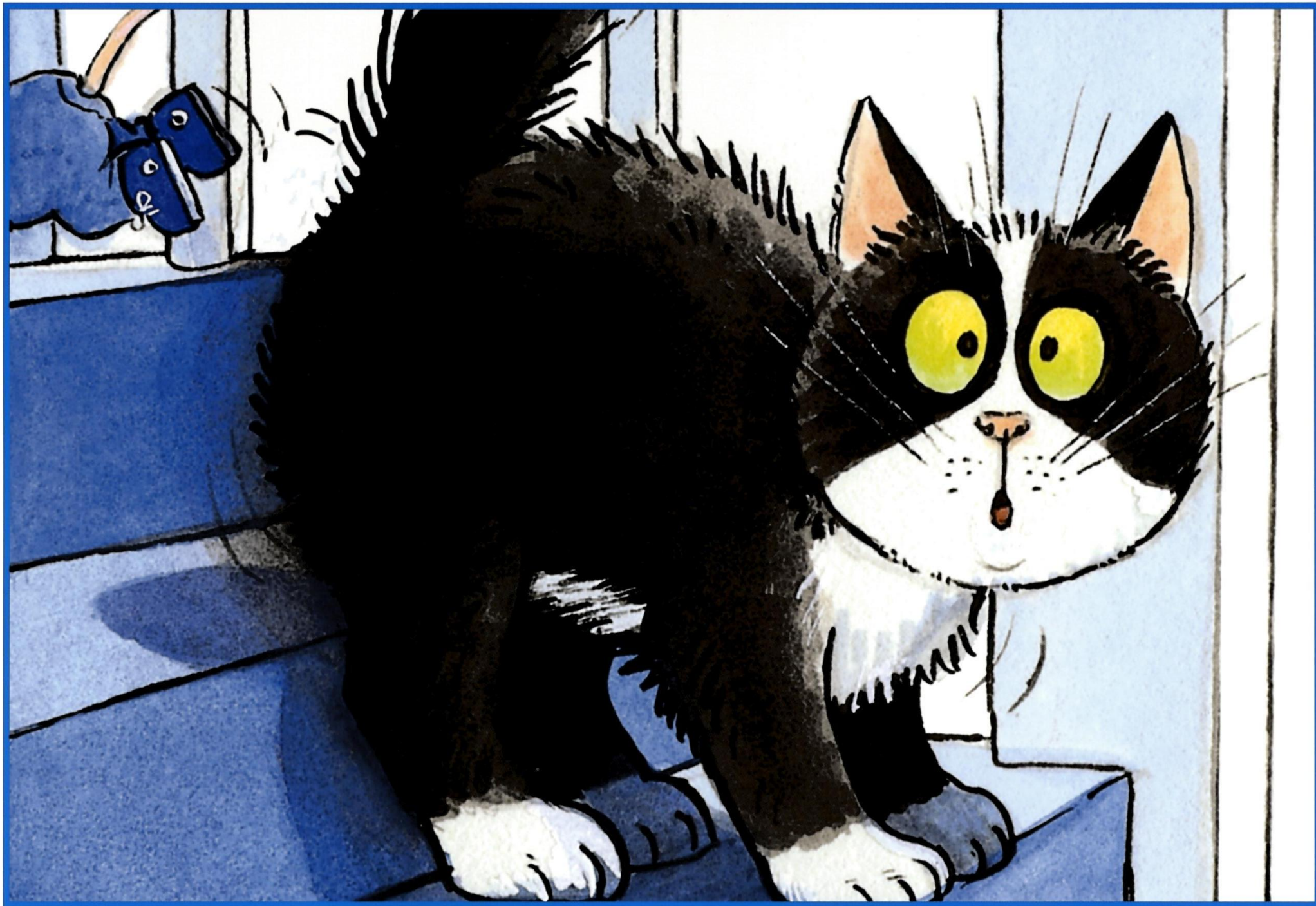
Is Otto pleased to be woken up?

Why do you think Spike has woken Otto?

What is he telling him about?

Encourage the children to guess what Spike is saying to Otto.

Then introduce the phrase *Do you like dogs?*



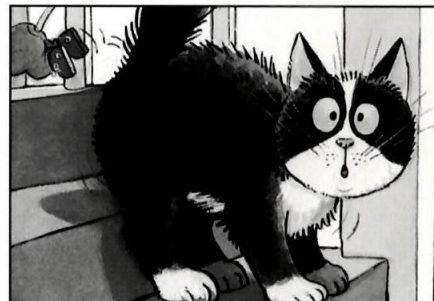
Unit 7

CB p58

2⁴⁰

Otto and the dog

Storycard 3



Otto: DOGS??!!

What is the matter with Otto?

Is Otto pleased to see the dog?

Does Otto like dogs?

What about Spike? *Does Spike like dogs?*

What is Spike doing?



Unit 7

CB p58

2 40

Otto and the dog

Storycard 4



Auntie: Fufu! Come here! Naughty dog!

What is Fufu doing?

Is she trying to make friends with Otto?

What is Otto doing?

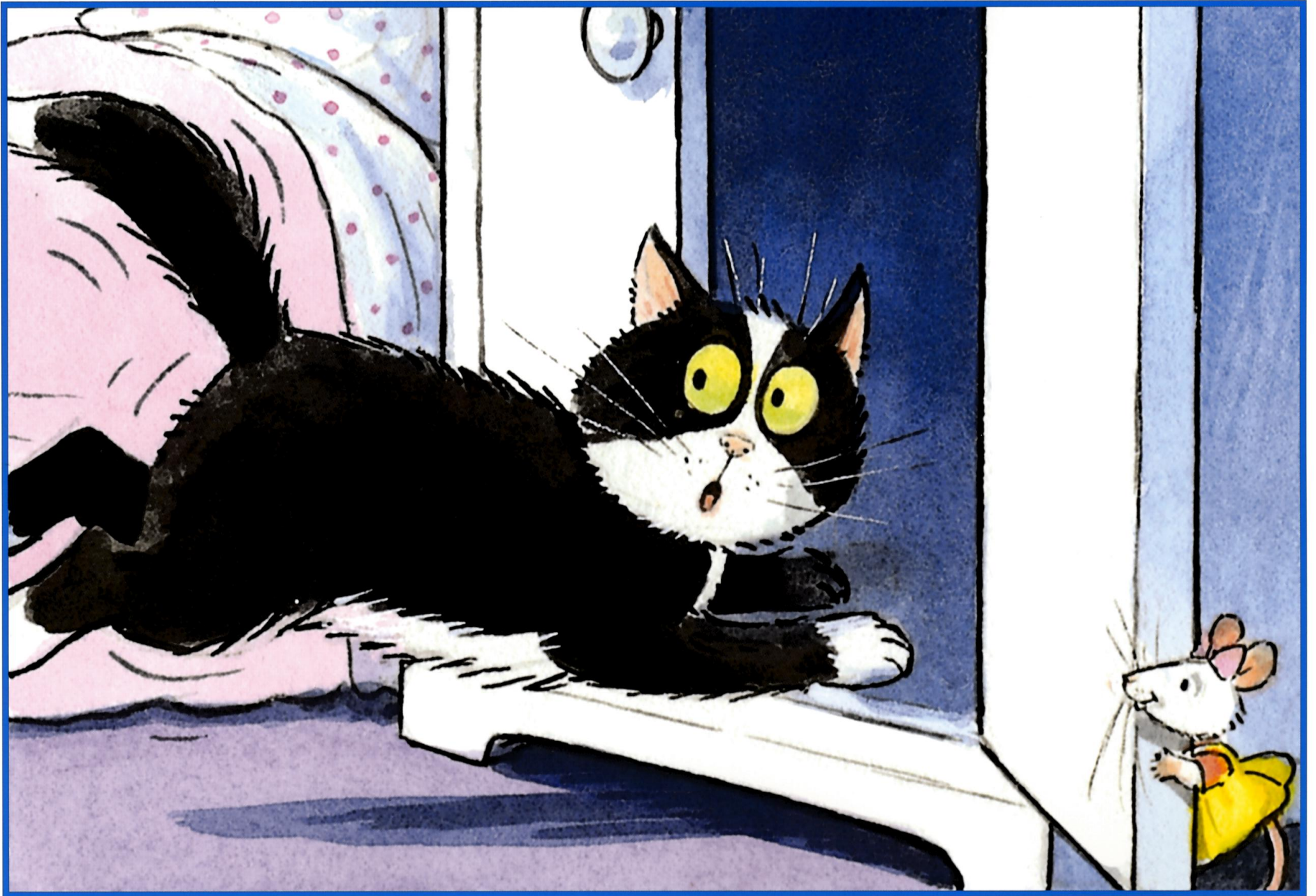
Is Auntie pleased with Fufu?

Is she laughing?

What do you think she is saying?

Encourage the children to practise saying *Come here! Naughty dog!*

What happens next? Encourage the children to guess what happens on the next storycard.



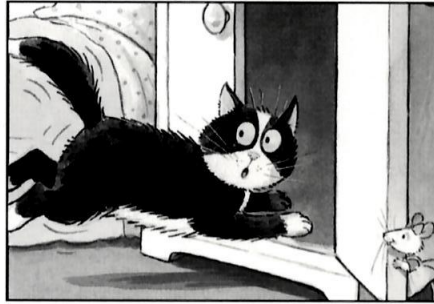
Unit 7

CB p58

2⁴⁰

Otto and the dog

Storycard 5



Ruby: Quick, Otto! Hide in the cupboard!

Where is Otto now?

Is he still scared?

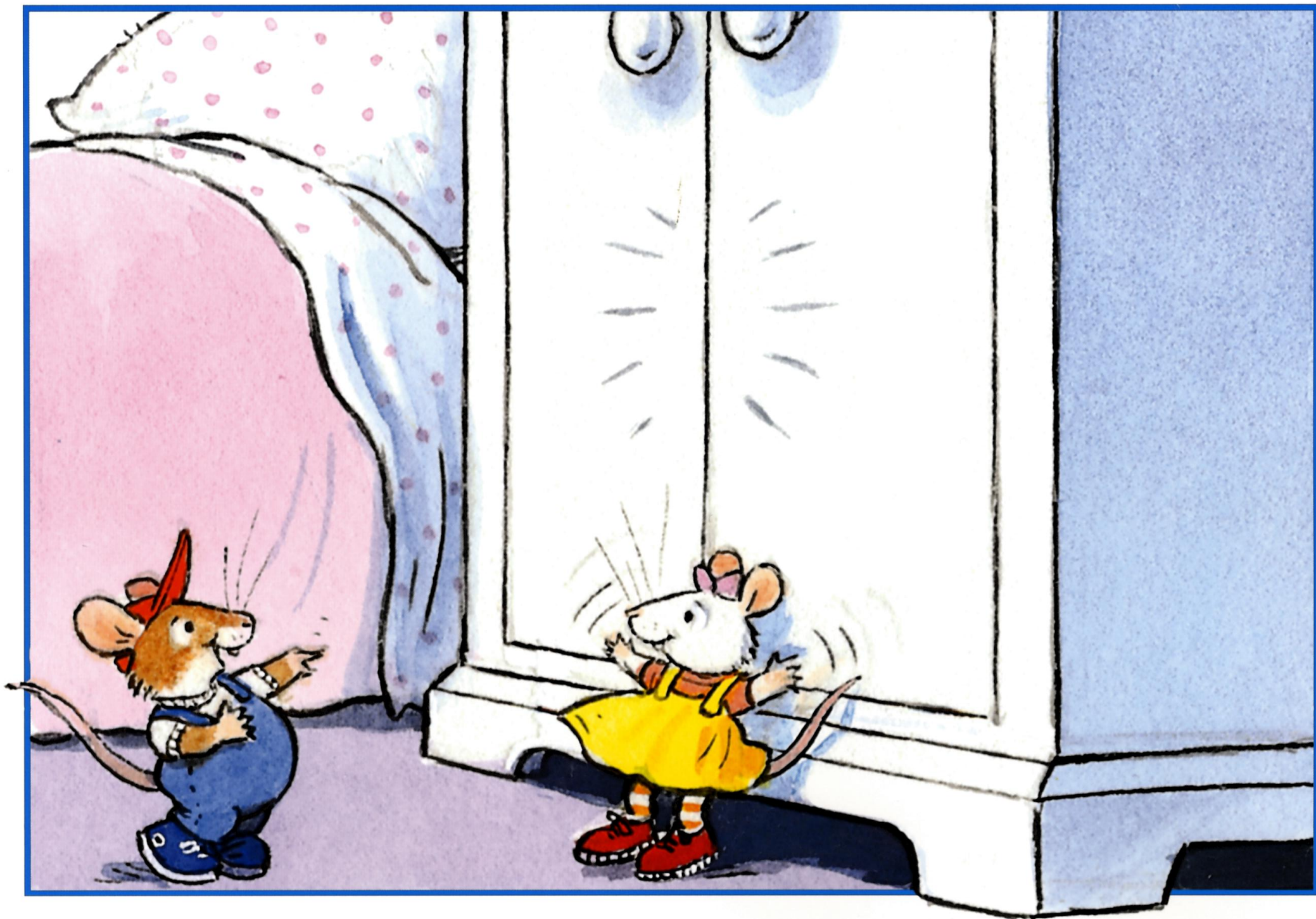
Who else is with him?

Who's this? (pointing to Ruby)

What is Ruby doing? Why?

Why is Otto going into the cupboard?

Teach the phrase Quick, Otto! Hide in the cupboard!



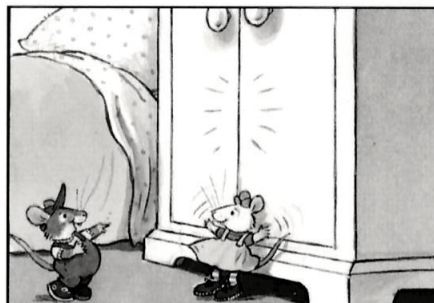
Unit 7

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Otto and the dog

Storycard 6



Otto: Miaow! Thank you!

Ruby: You're welcome!

Where is Otto now?

Why are Ruby and Spike laughing?

What does Otto say to Spike and Ruby?

Encourage the children to practise saying

Miaow! Thank you!

What do Spike and Ruby say to Otto?

Encourage the children to practise saying You're welcome!

What happens next? Encourage the children to make up different endings to the story, prompting as necessary.

Does Fufu find Otto?