



Fun with CARTOONS

Foundation & Intermediate Phases

20 Cartoon type stories plus worksheets/
workcards and picture comprehension.



Use for:
sequencing;
prediction;
main ideas;
parts of speech;
tenses;
writing;
vocabulary;
discussion;
dialogue;
speech;
questions;
comprehension



...

PAGES

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CONTENTS

Getting and fixing a puncture.
Bathing a dog.
Making a paper boat.
Falling off a bike.
Making an apple pie.
Building a tree house.
Farmer sowing seed.
Building a snowman.
Pirate finding a treasure.
Waking up and going to school.
Going on a business trip.
Fishing.
Going camping.
Building with blocks.
Swimming gala.
Planting a tree.
Making and flying a kite.
Making a cup of tea.
Putting a battery in a torch.
Cleaning a goldfish bowl.

WORKSHEETS TO USE WITH THE PICTURE STORIES

51	Arranging the stories in the correct order
52	Main Ideas and Summarizing
53	What happens next? - Prediction
54	Parts of Speech
55	Writing - about each picture
56	Writing - summarizing the story
57	Writing - descriptive letter

PICTURE STORIES - comprehensions

58 - 77

Picture stories - comprehensions

How to use this book:-

- This book does not need to be used in any specific order.
- The page numbers are just a guide to help you find what you are looking for.
- This book contains 20 cartoon picture stories in black and white and in colour as well as worksheets which can be used in conjunction with the picture stories.
- These picture stories come in different sizes and can be used in various ways and to teach different skills.

Pages 1 - 20: A4 black and white cartoon picture stories.

Make copies for the children. They cut the stories up and re-arrange them in the correct order. They can paste it in their books or on the worksheet provided on page 51 (make a copy of the worksheet for each child).

Pages 21 - 40: A4 cartoon picture stories in colour.

The same as the black and white ones, but these can be used as sequencing cards. Print them out (as many copies as you would like of each one for the children to work individually, in pairs or groups).

Paste onto a thick board and/or laminate.

Cut up into individual frames and store each story in a small plastic bag. Hand them out to the children to arrange in order or use in one of the other ways discussed under "Activities".

They can also be used to project onto a screen or Smart board.

(IF A CHILD ARRANGES IT IN A DIFFERENT ORDER, IT IS FINE AS LONG AS THEY CAN JUSTIFY WHY THEY HAVE DONE IT AND THEIR STORY MAKES SENSE.)

A5 cartoon picture stories in black and white (pages 41 - 50)

Two stories on one A5 page. These can be used as answer cards (they are in the correct sequencing order) or for any of the applicable activities listed on the next page.

ACTIVITIES:

SEQUENCING:

Use pages 1 - 40 for sequencing and recognizing the correct order of doing something.

VOCABULARY:

Use the picture stories to extend the children's vocabulary. Vocabulary words can be written on flashcards or on the board. This can be done in any language.

DISCUSSION:

The picture stories can be projected on to a screen or smart board. or the A5 stories can be used. Use the stories for discussion, e.g. how to bake tarts; different types of tarts; safety when baking, etc. Use in any language and to teach any language.

GRAMMAR:

Use to discuss parts of speech, prepositions, opposites, plurals ... Use the Parts of Speech worksheet on page 54.

TENSES:

Use the stories to teach the children tenses, e.g. re-telling (or writing) the story or sentences about the stories, in the present, past and even the future tenses.

DRAMA:

Let the children act out the picture stories, even adding their own details and endings. This can be done with or without dialogue.

DEDUCTION:

Picture frames can be blanked out at random. The children then draw or write what they think is happening in that frame.

PREDICTION:

Blank out the last frame in a picture story on pages 41 - 50 before making copies. Let the children write or draw what they think would happen. Preferably use stories they have not yet discussed.

The worksheet on page 53 "What happens next" can be used for this activity. There are two copies on each worksheet so you need to print less.

Instead of using the black and white copies you could remove the last frame out of your coloured copy packets. They then arrange the cards in sequence and complete the ending in writing.

MAIN IDEAS:

Use the picture stories and the worksheet on page 52 to teach main ideas.

WRITING:

Use the worksheets on pages 55 - 57 to encourage descriptive, paragraph and letter writing as well as summarizing the stories. with the worksheets on pages 55 - 57.

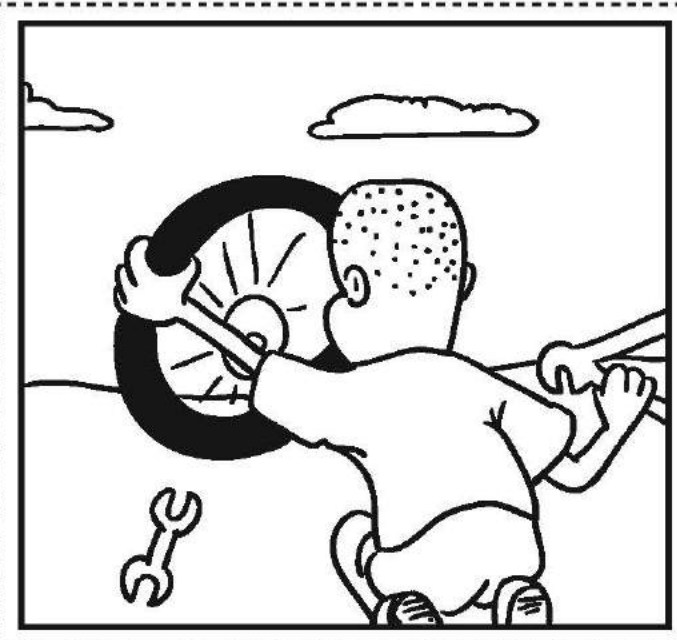
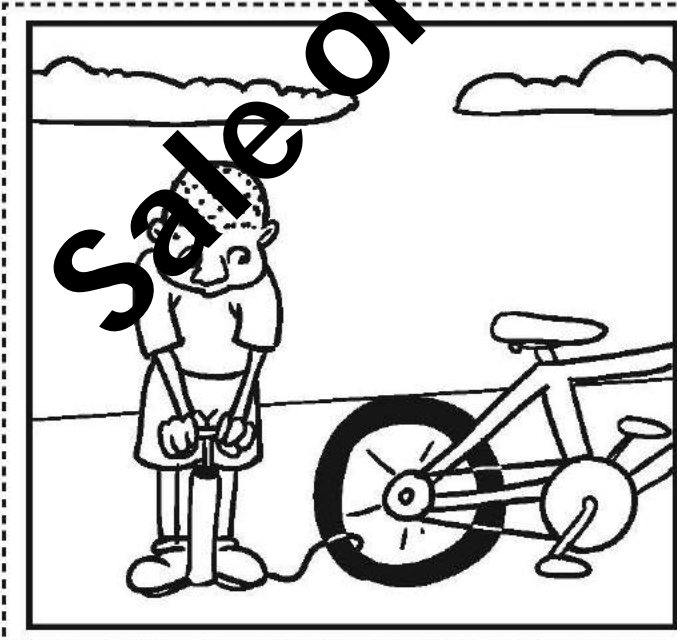
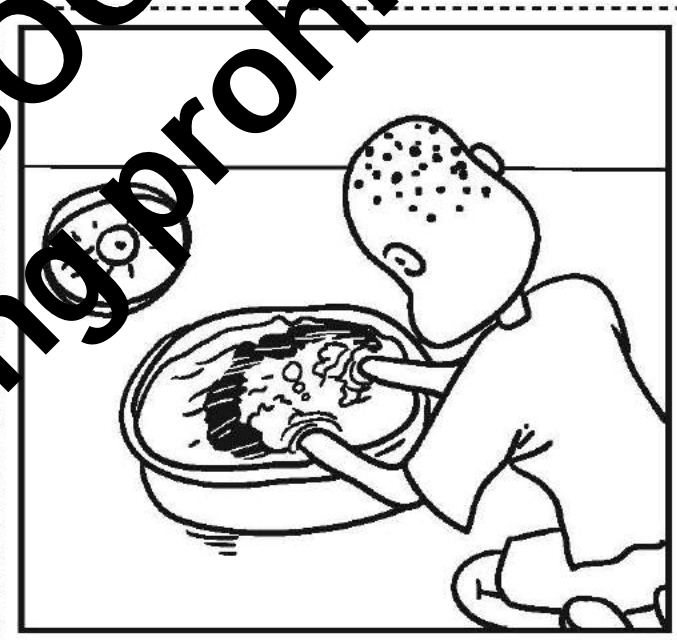
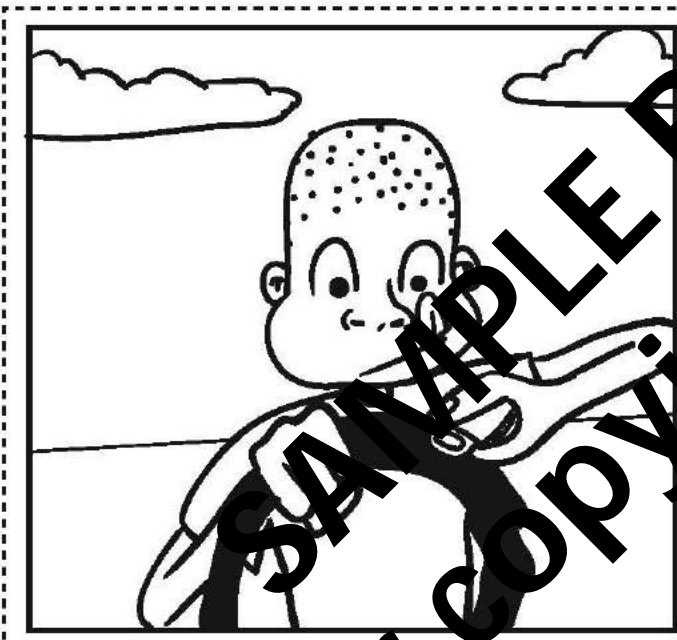
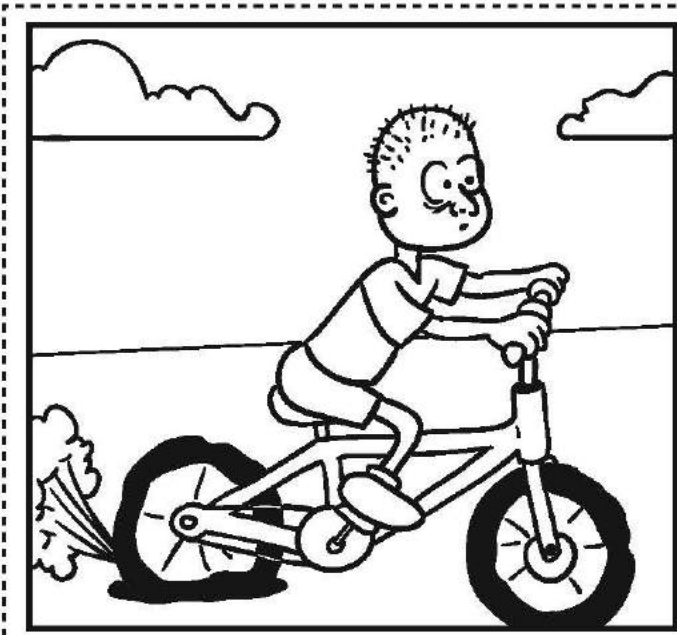
LIFE SKILLS:

These picture stories can also be used for life skills and theme work, e.g. discuss seasons for planting and growing seeds; travelling; traffic safety when riding a bicycle, etc.

CLASS ACTIVITIES:

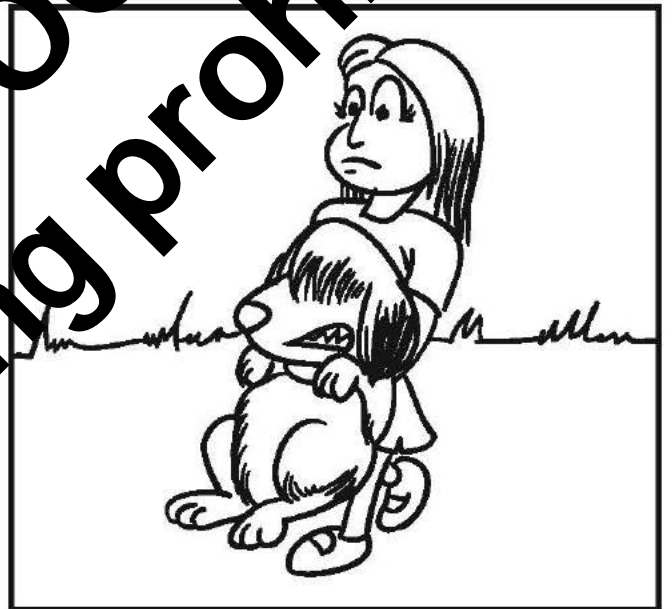
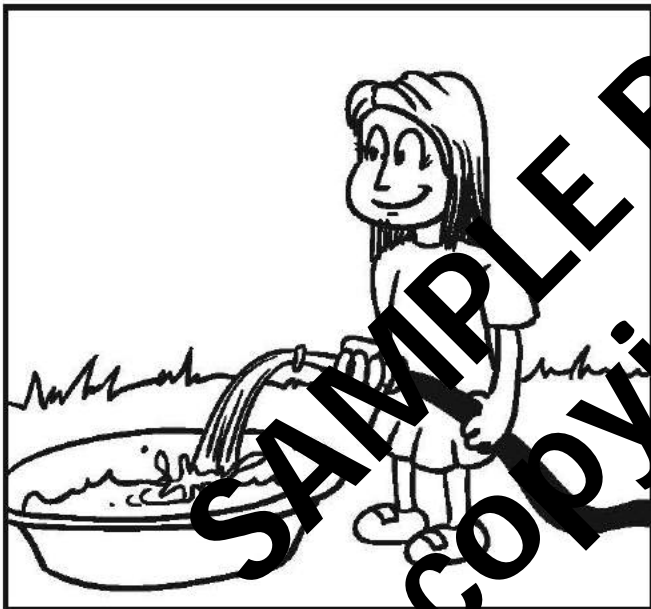
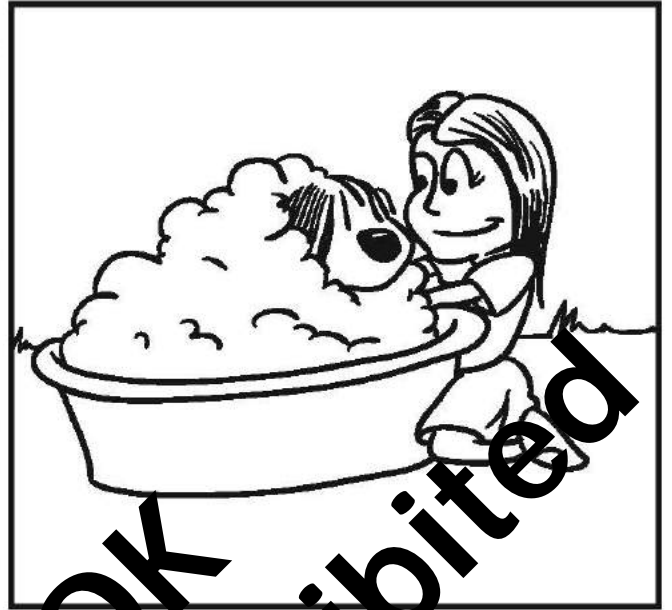
Appropriate class activities can be arranged in conjunction with the picture stories, e.g. baking, making tea, changing a tyre, visit to the airport, farm, etc.

**If a child cannot learn in the way we teach,
we must teach in a way the child can learn.**



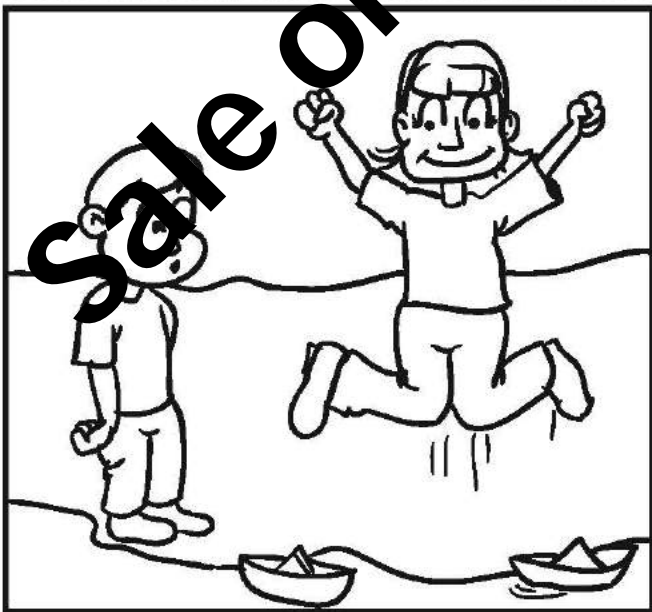
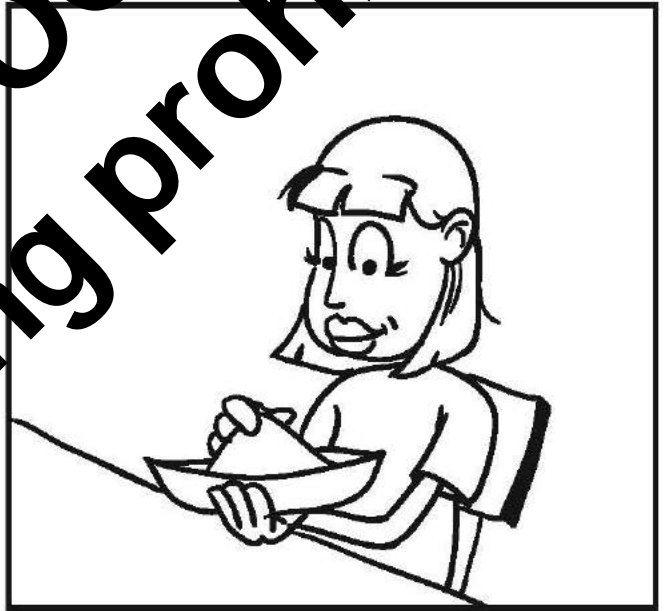
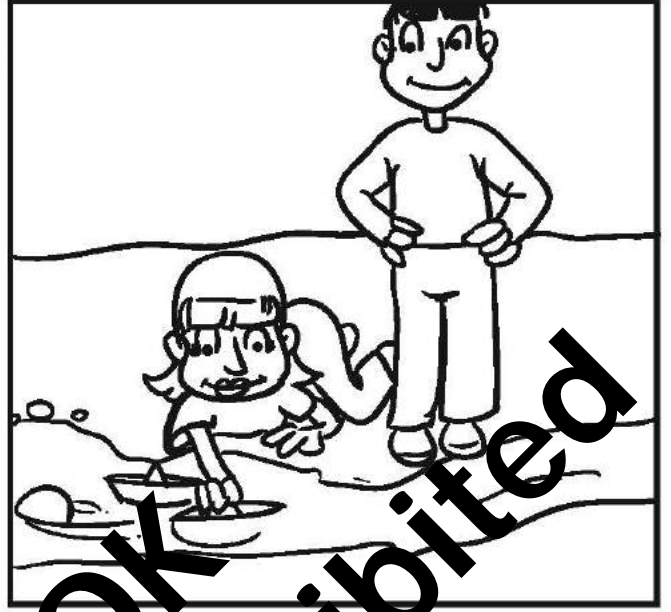
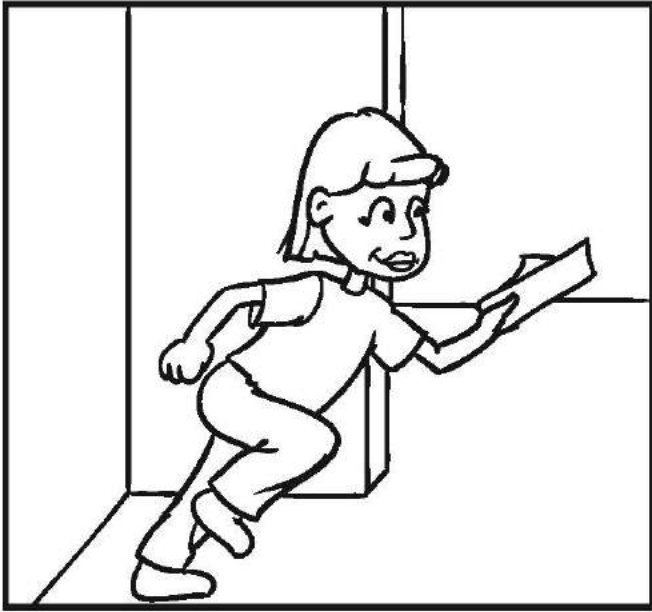
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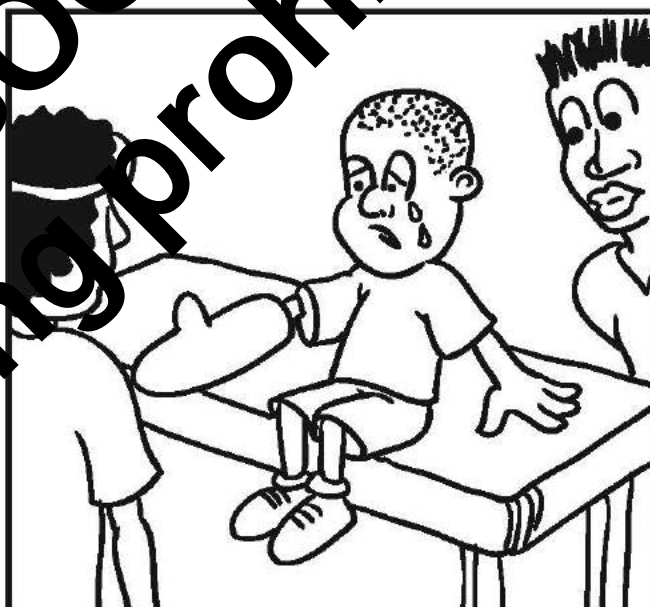
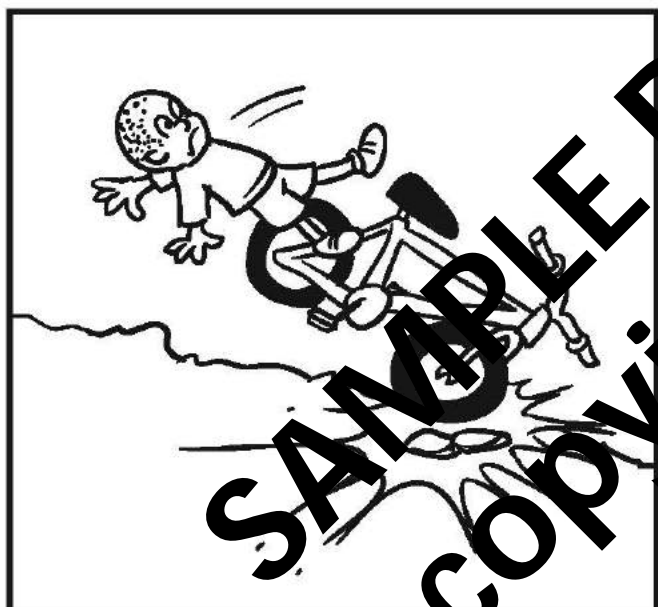


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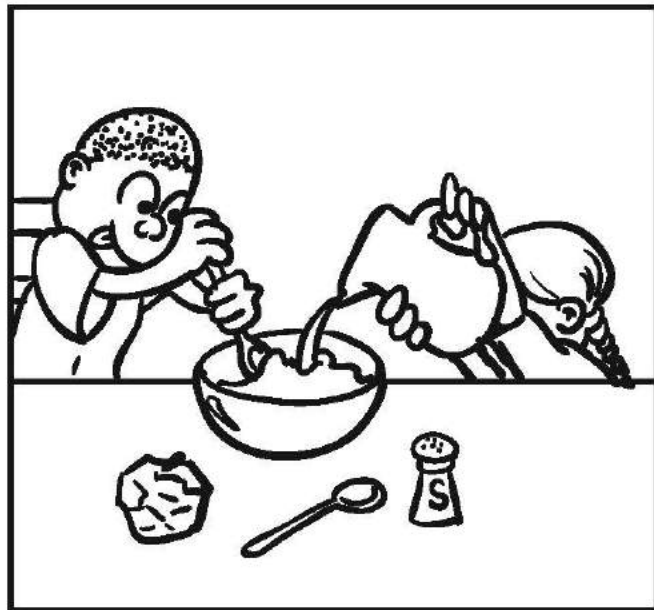
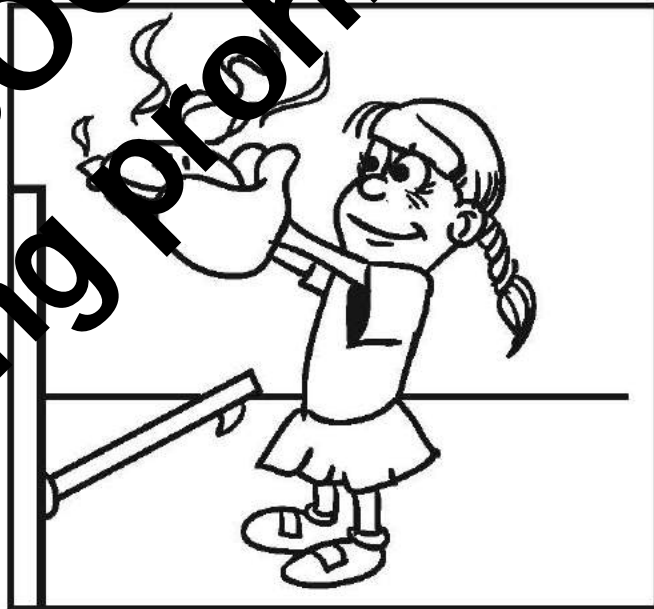
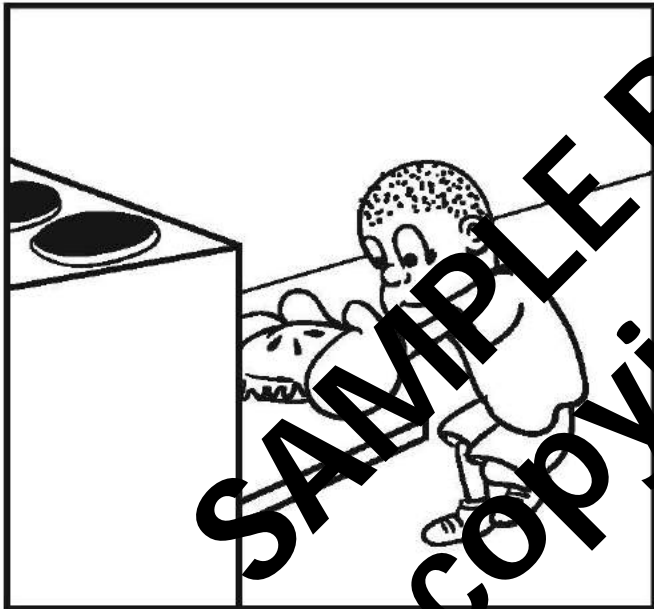
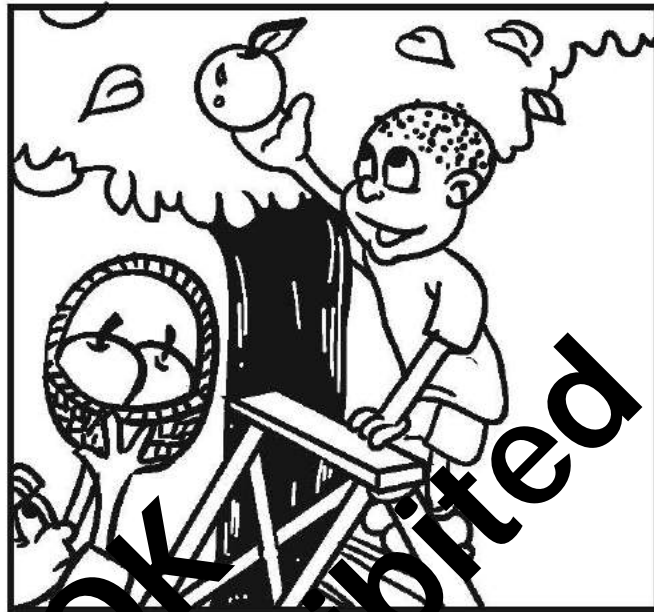
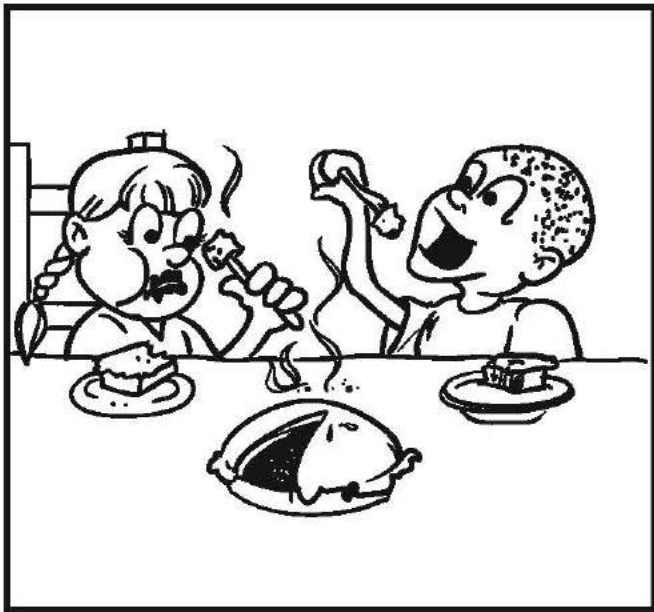
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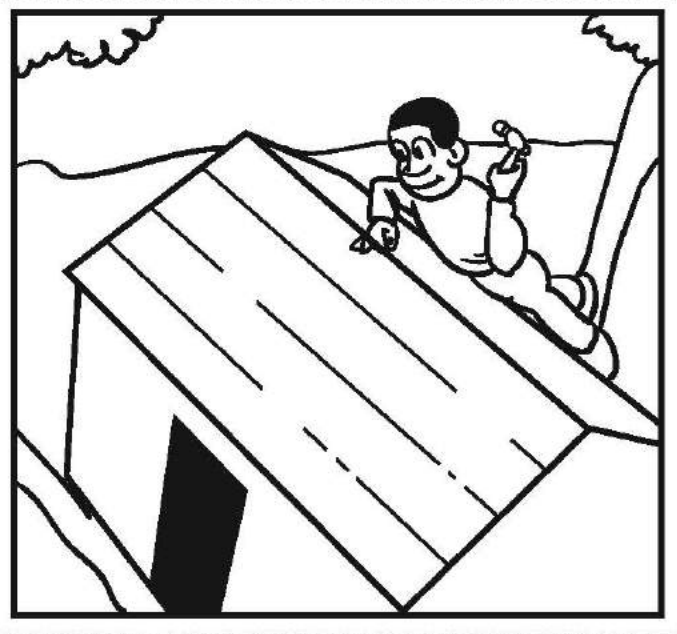
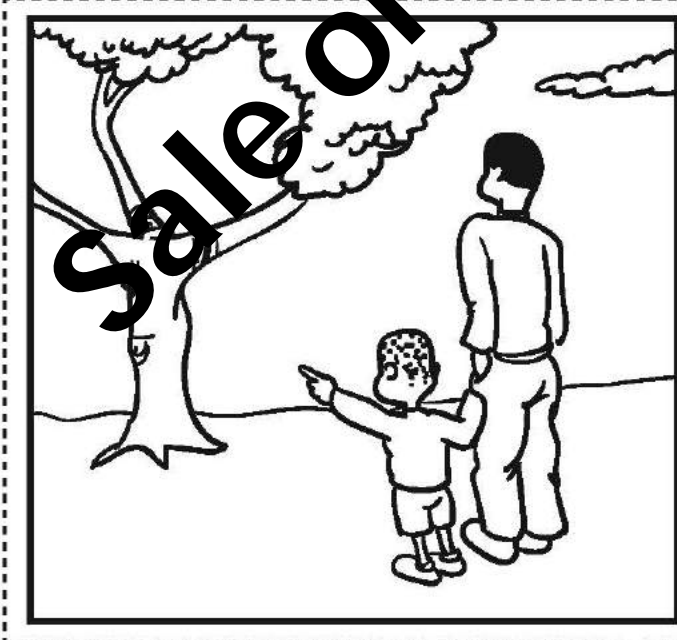
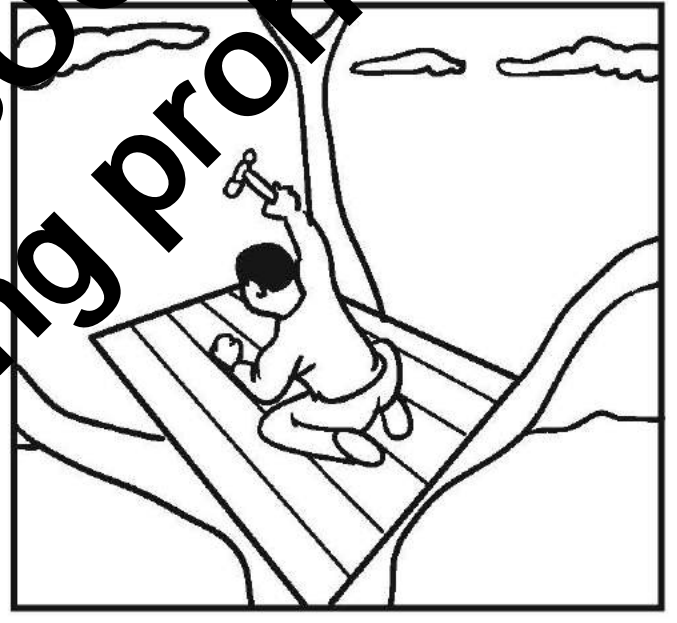
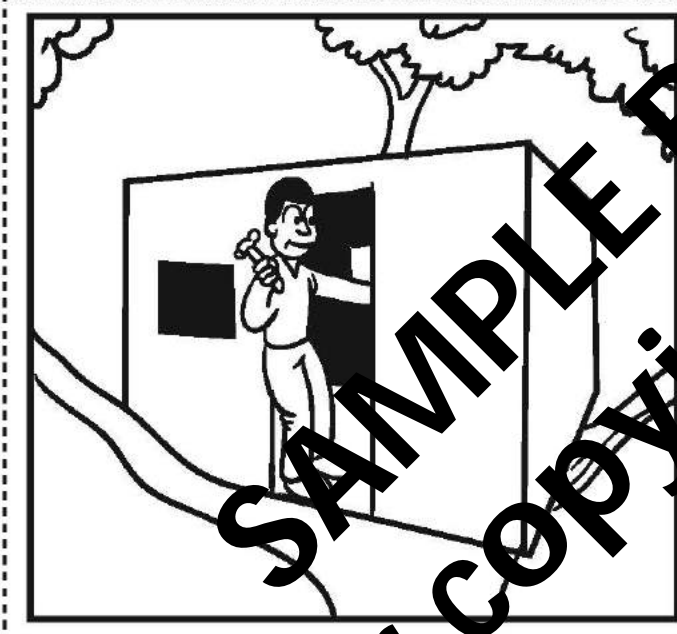
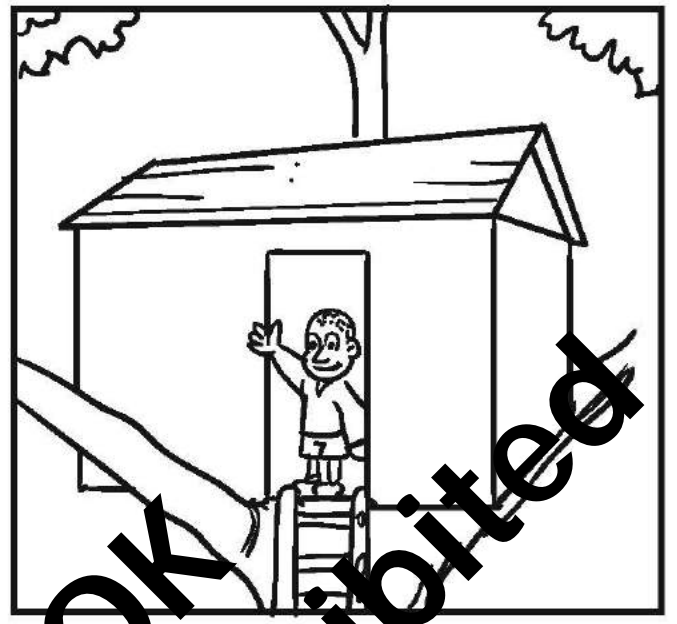
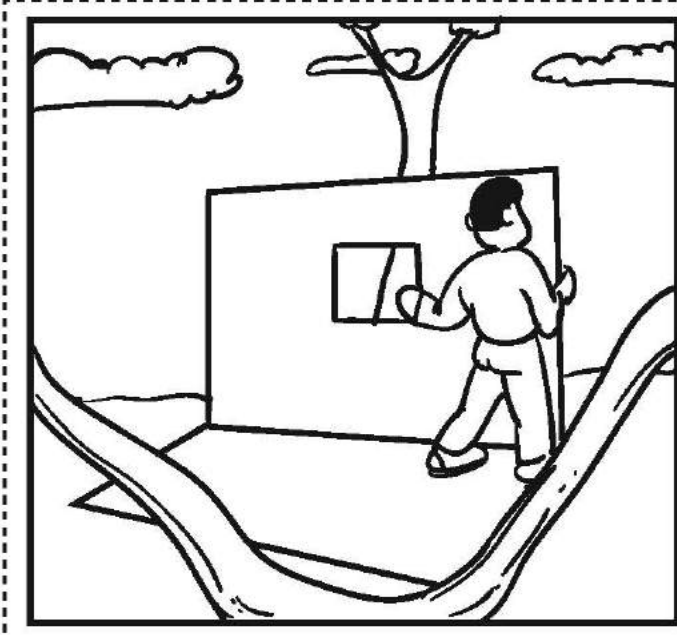
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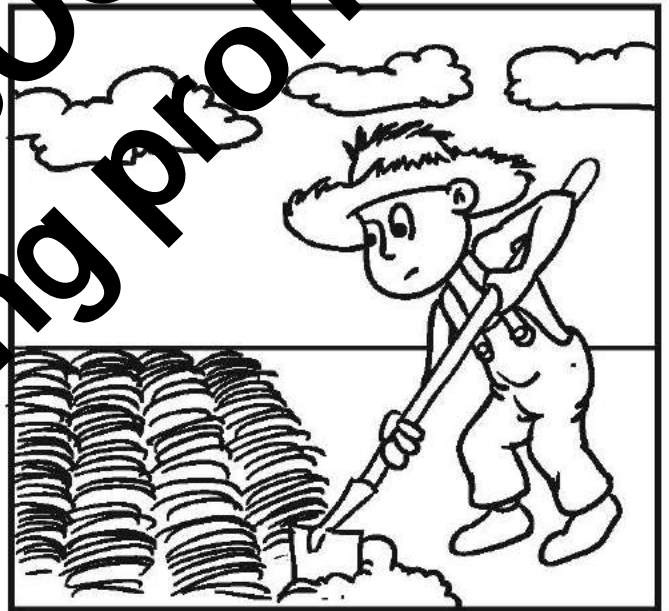
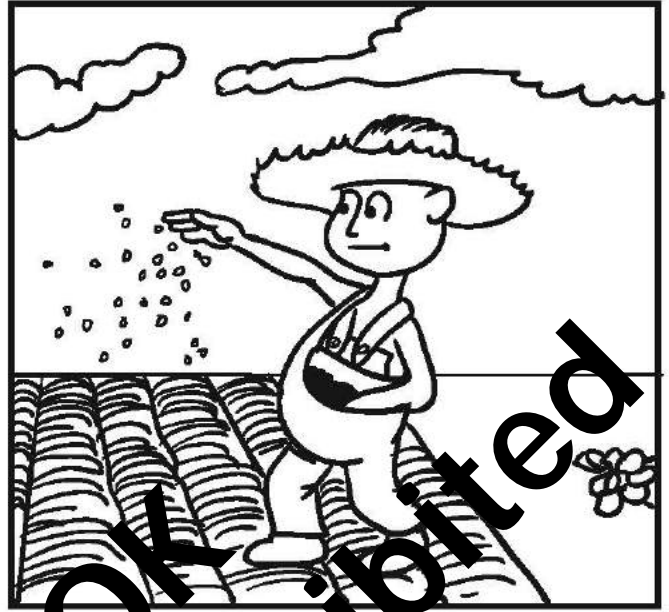
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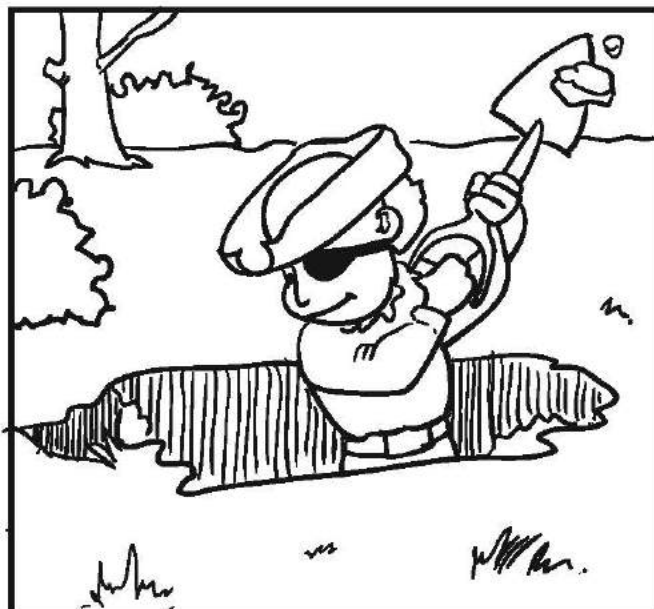
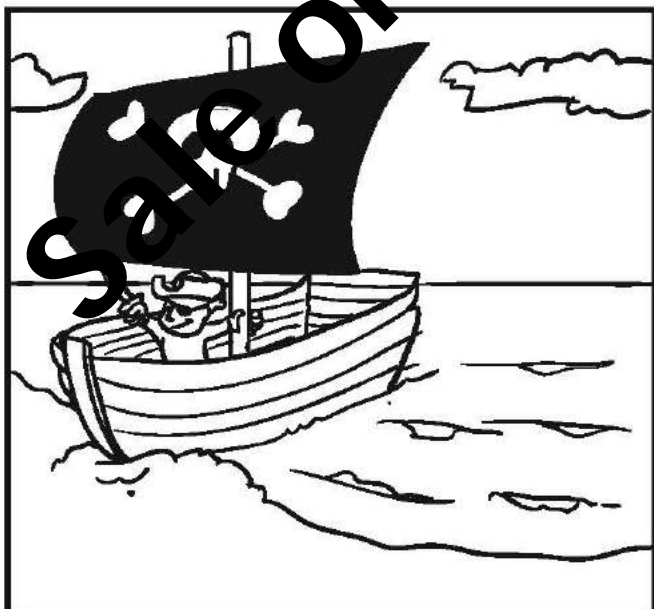
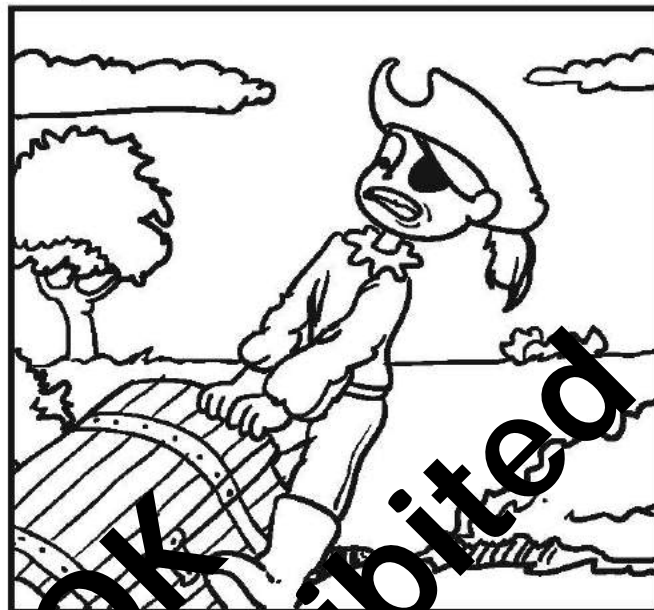
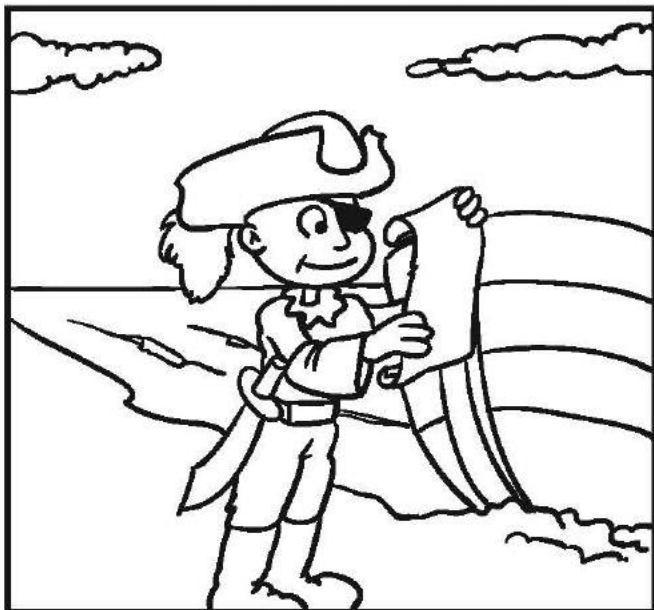
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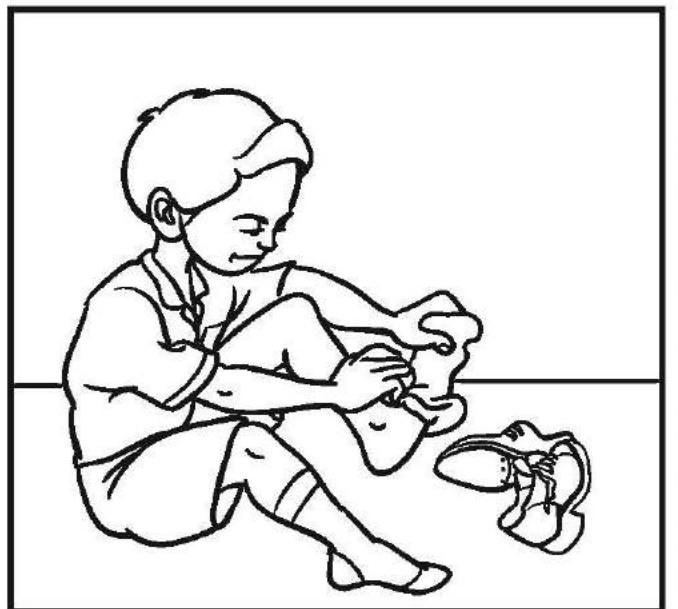
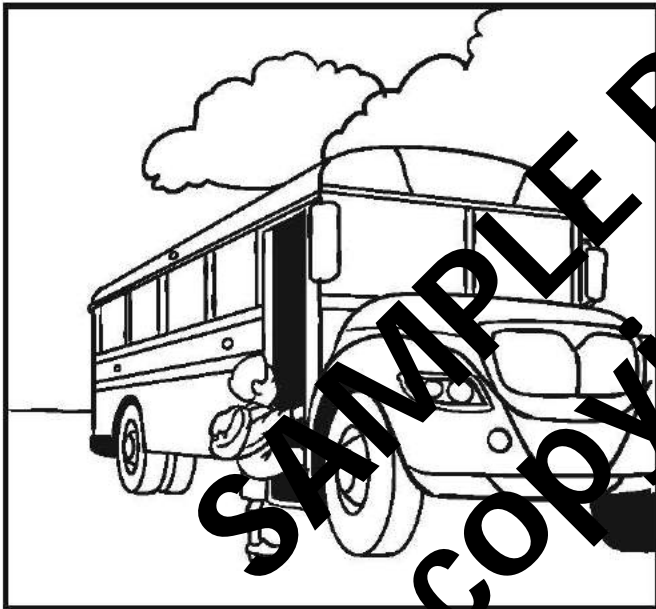
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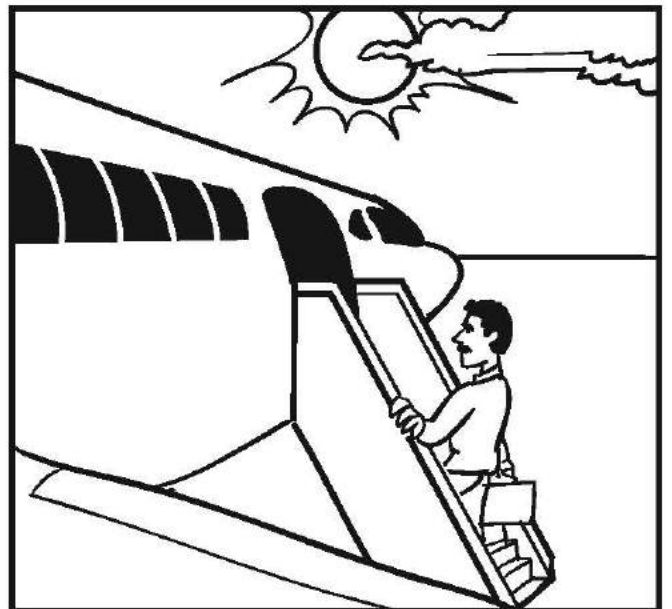
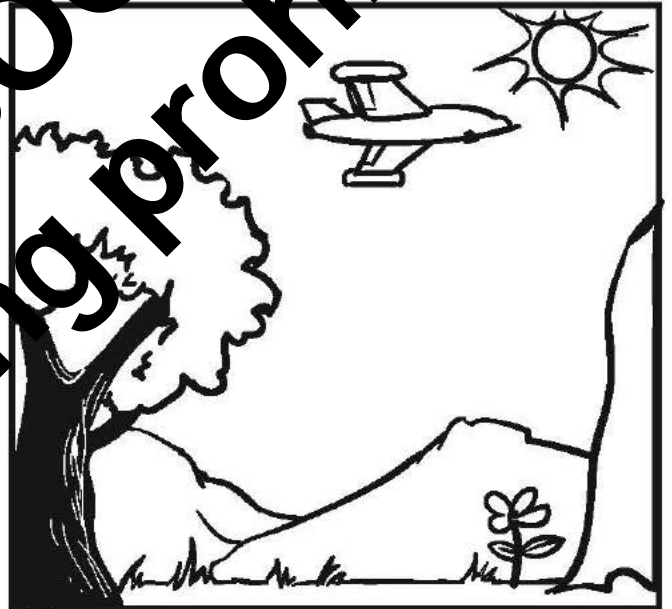
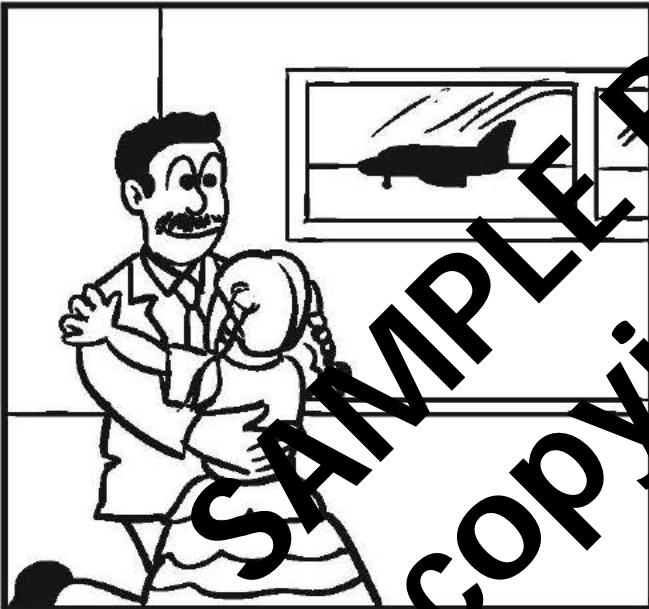
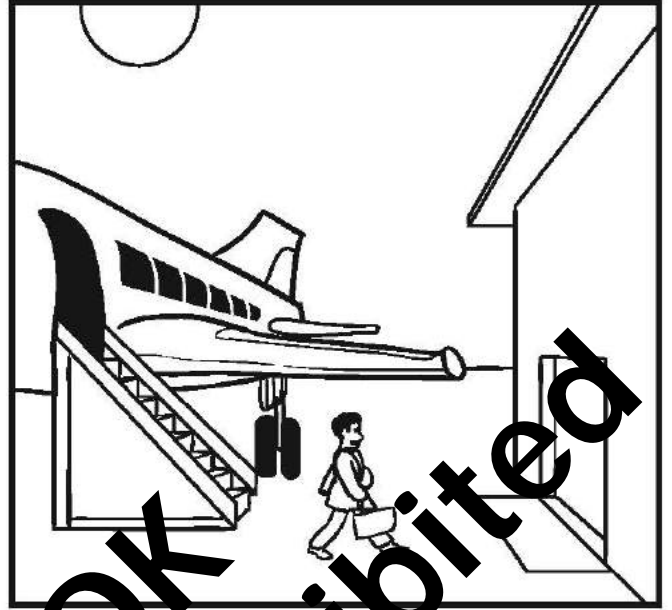
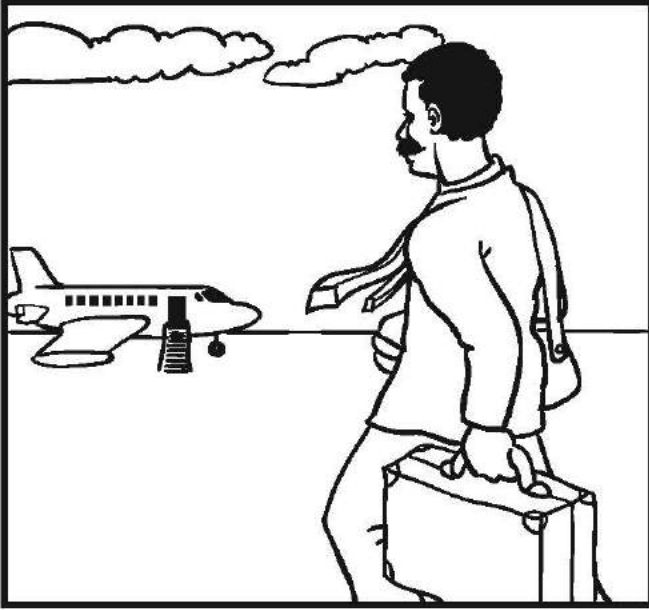


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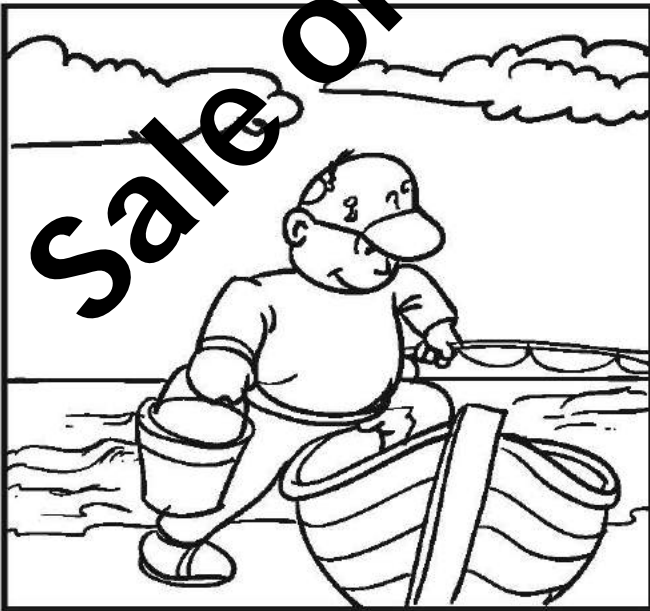
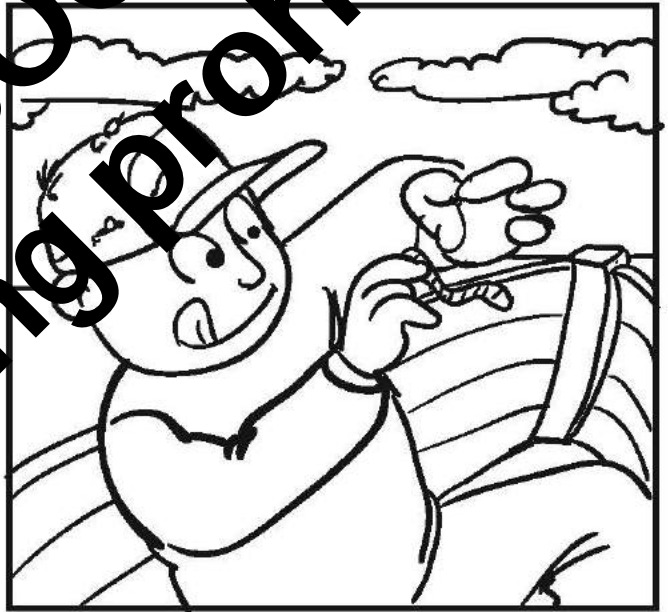
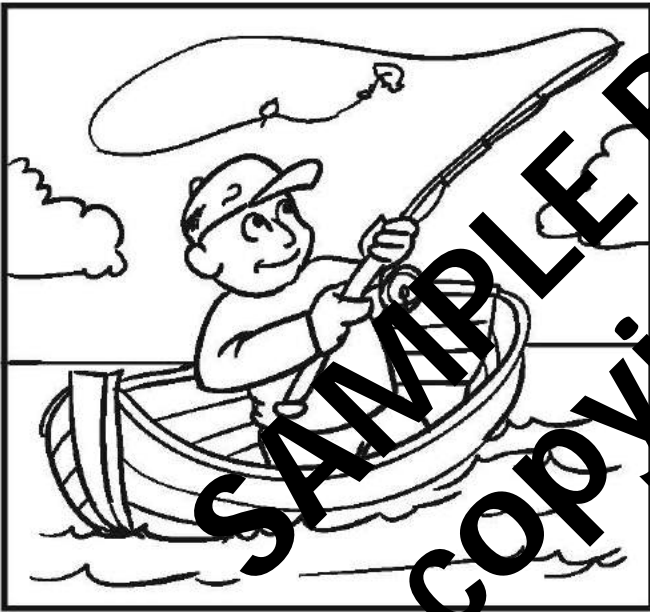
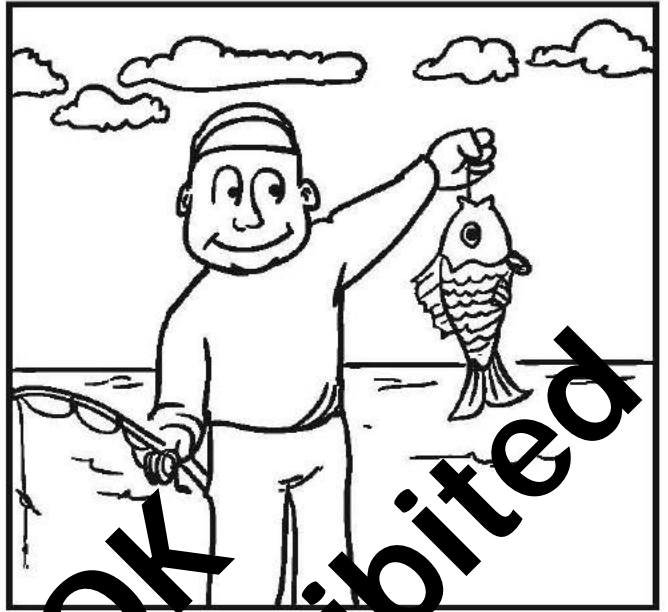
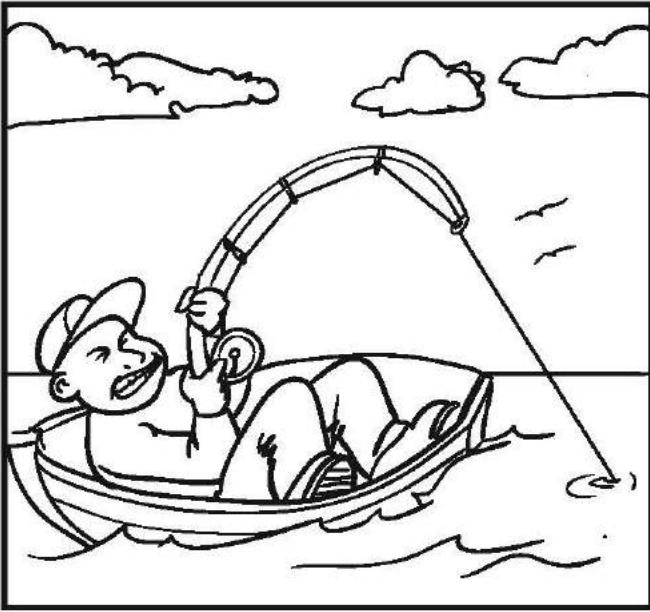


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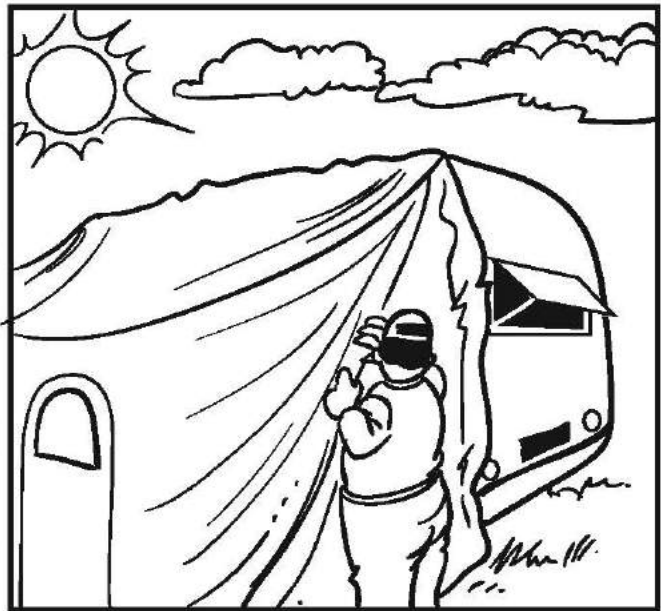
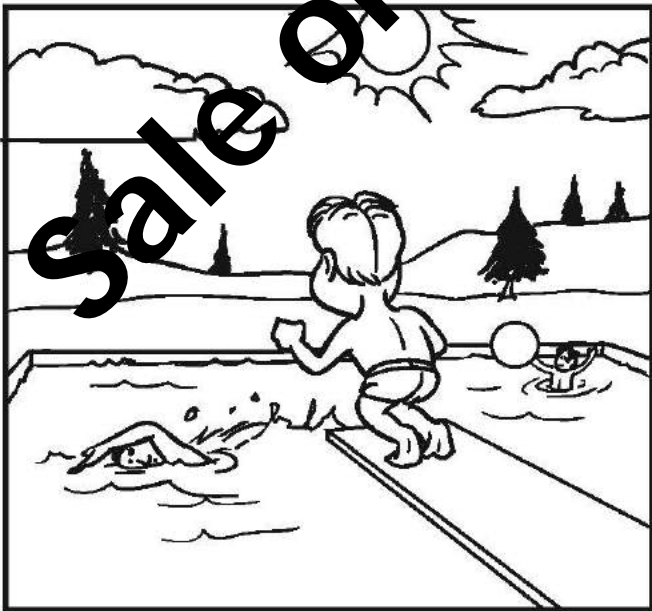
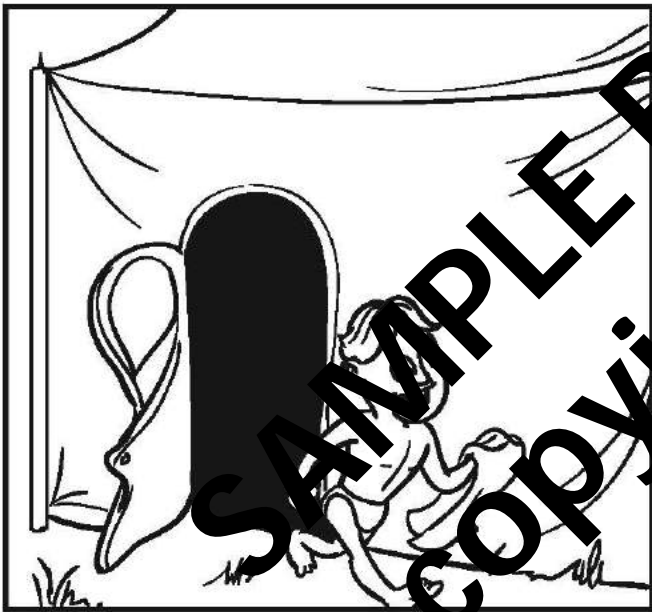
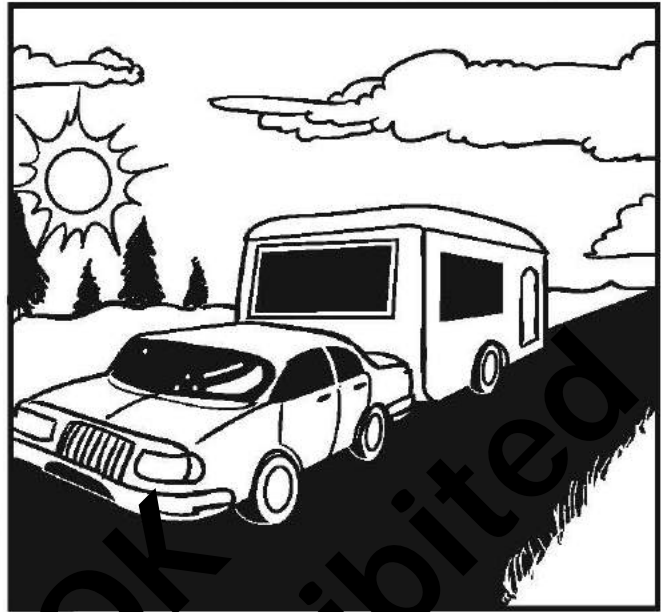
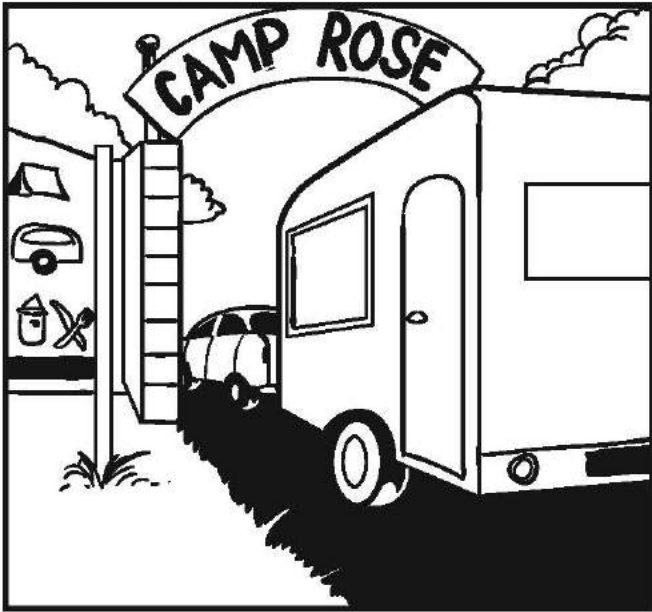
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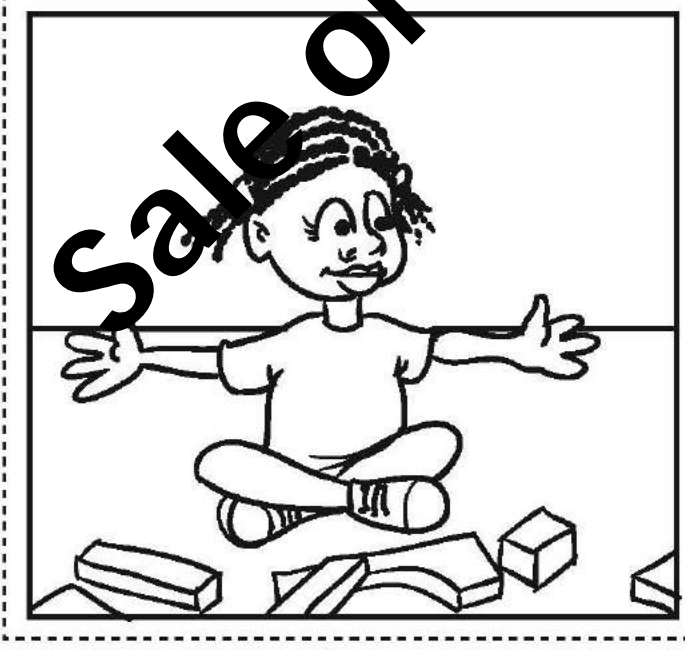
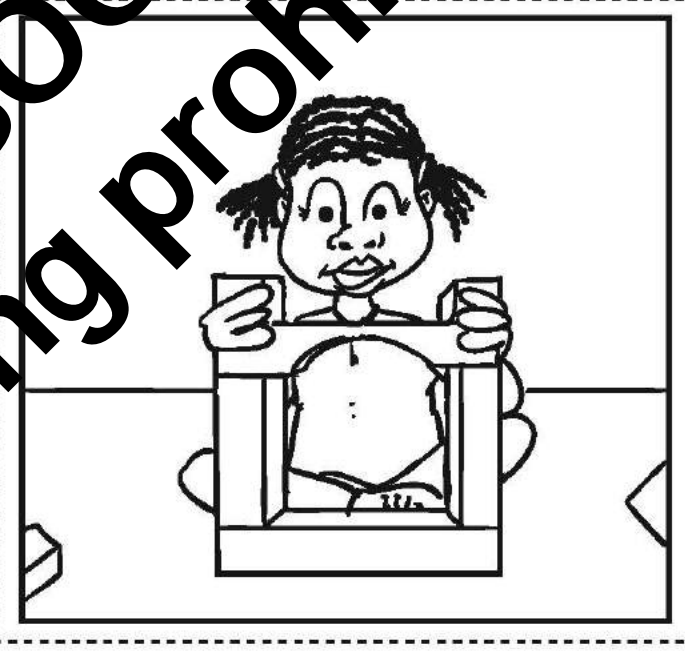
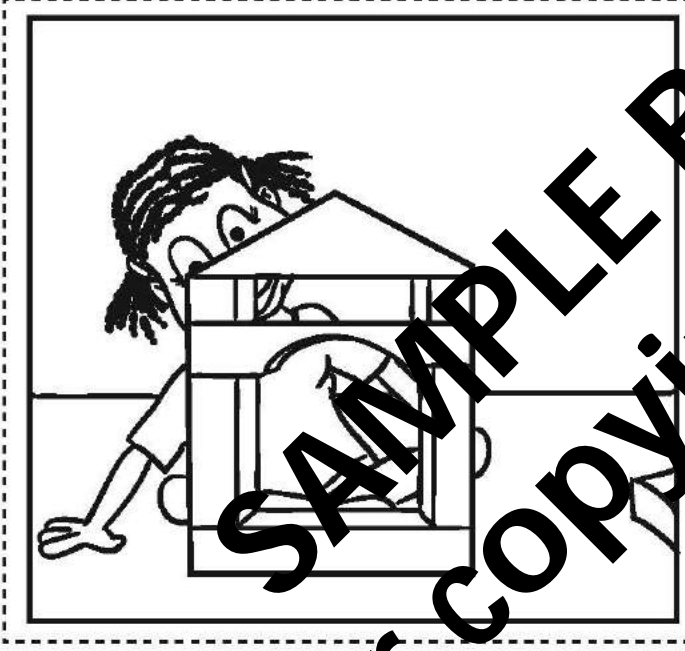
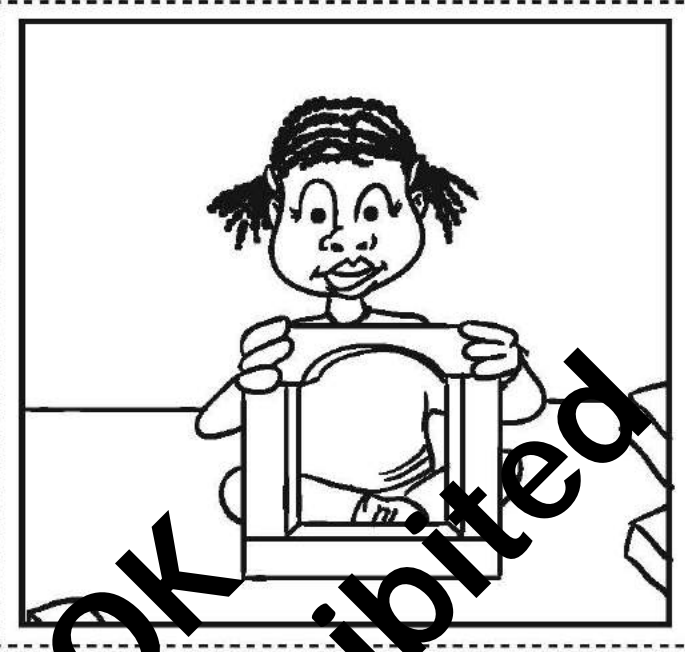


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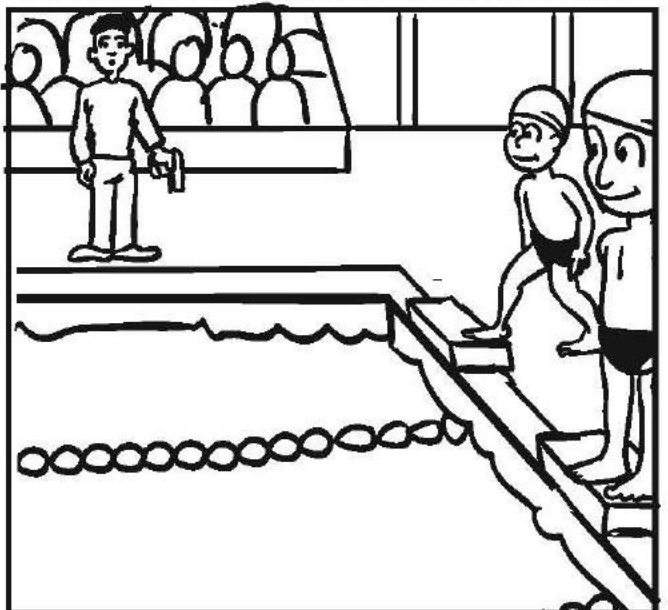
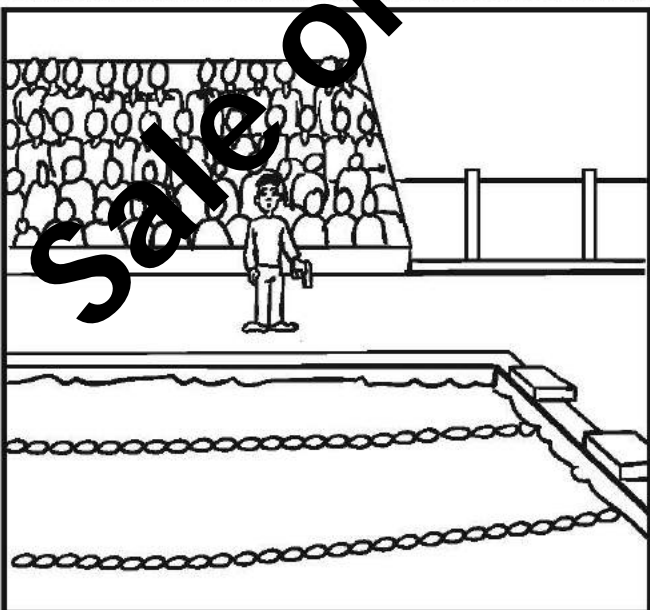
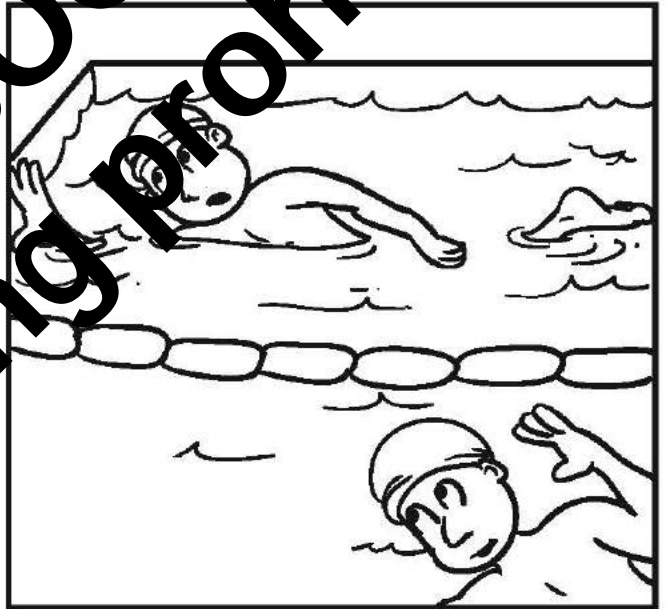
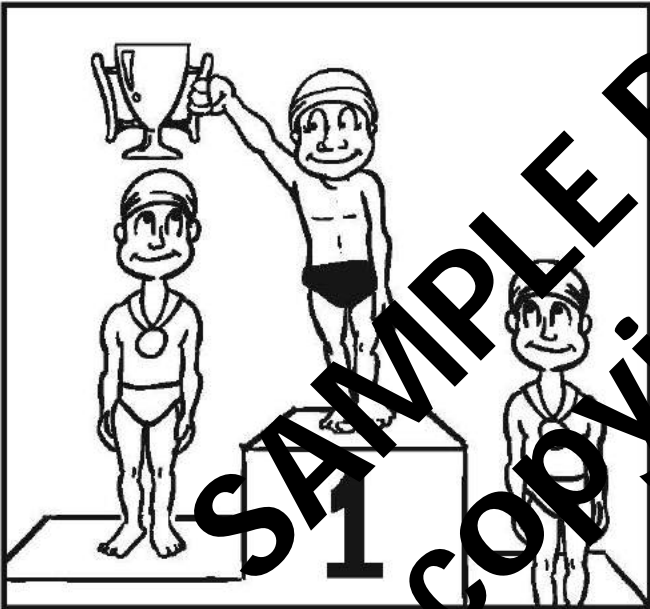
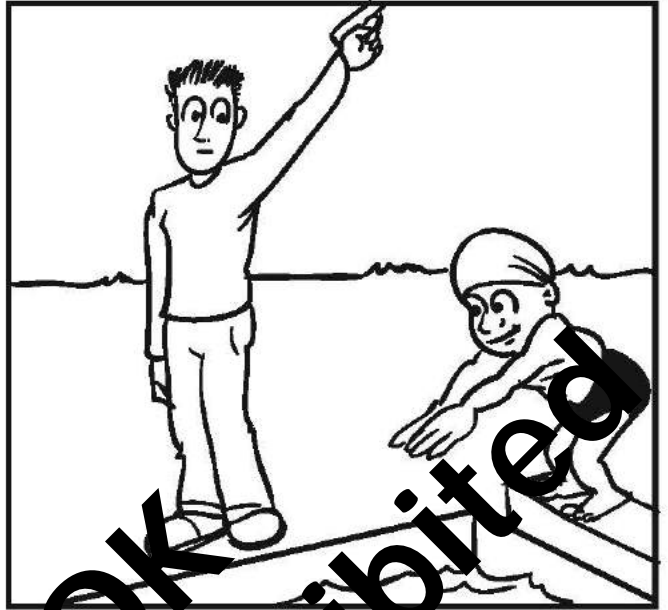
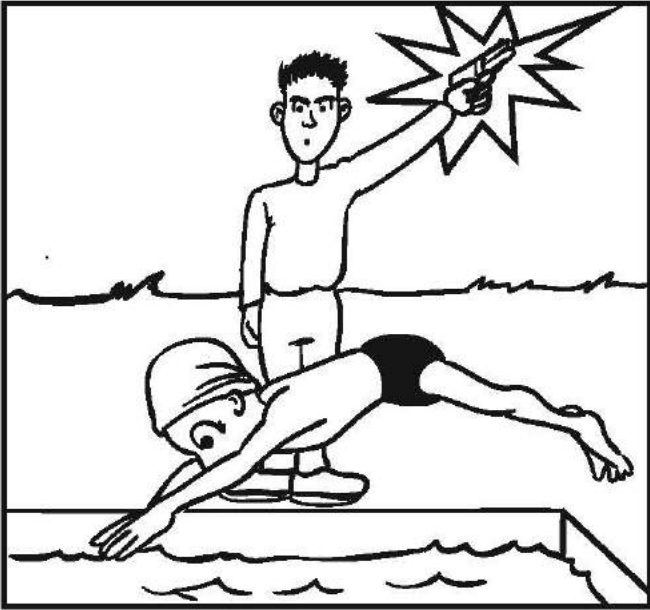


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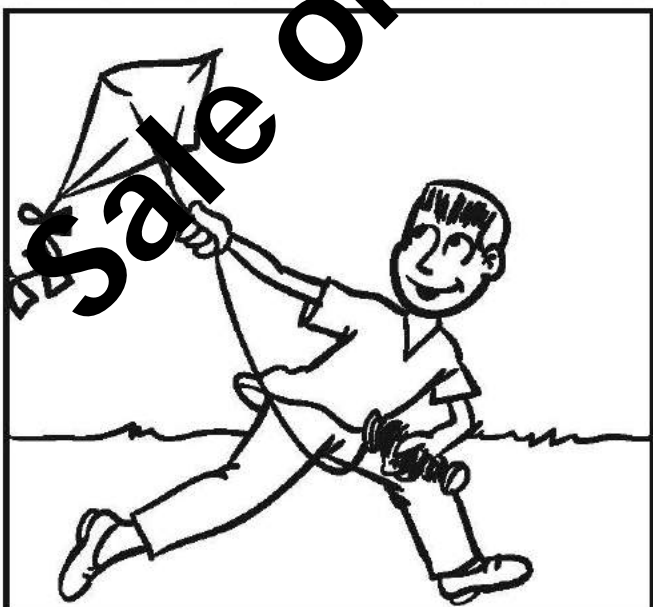
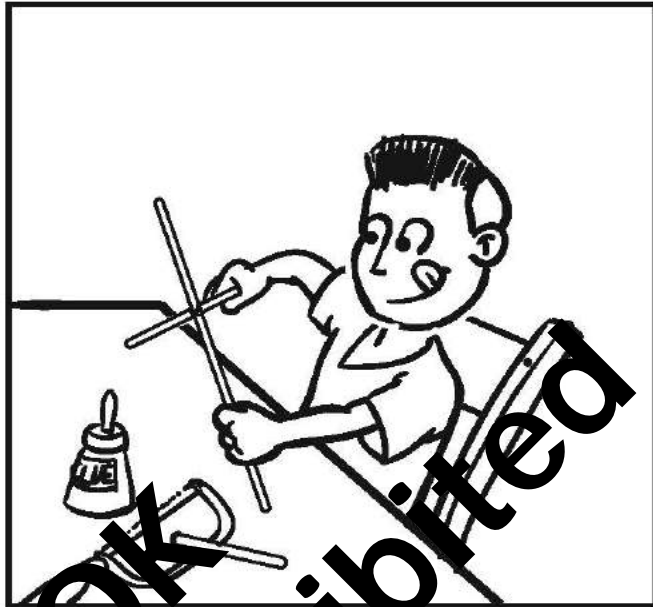
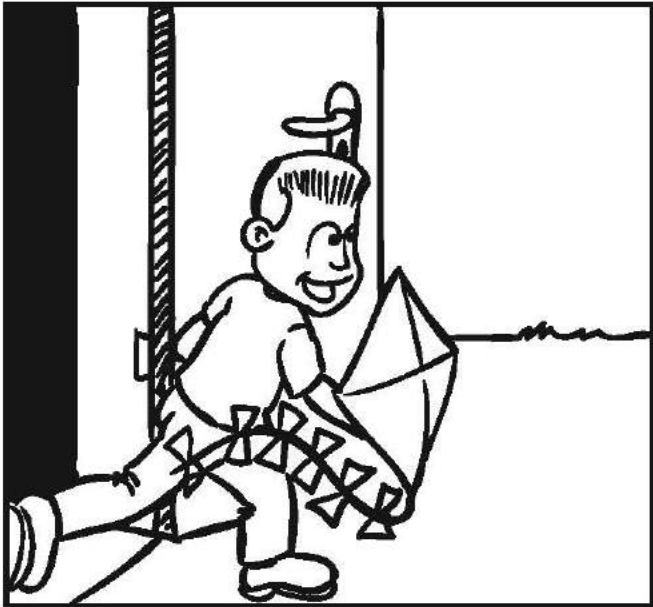


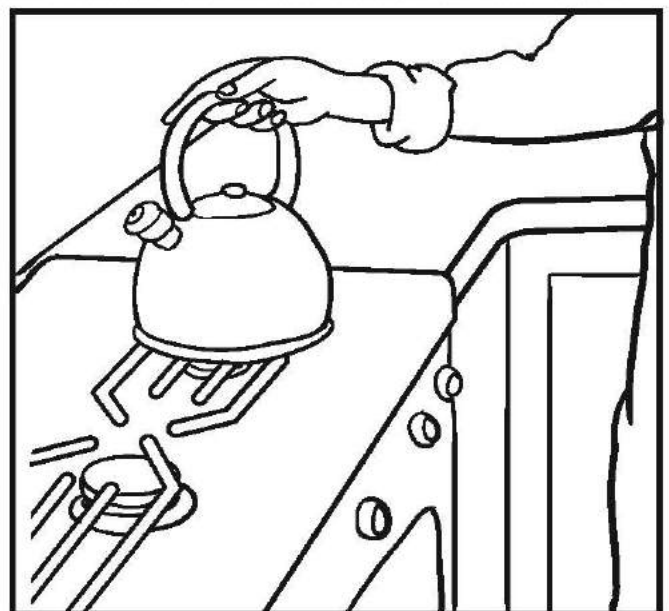
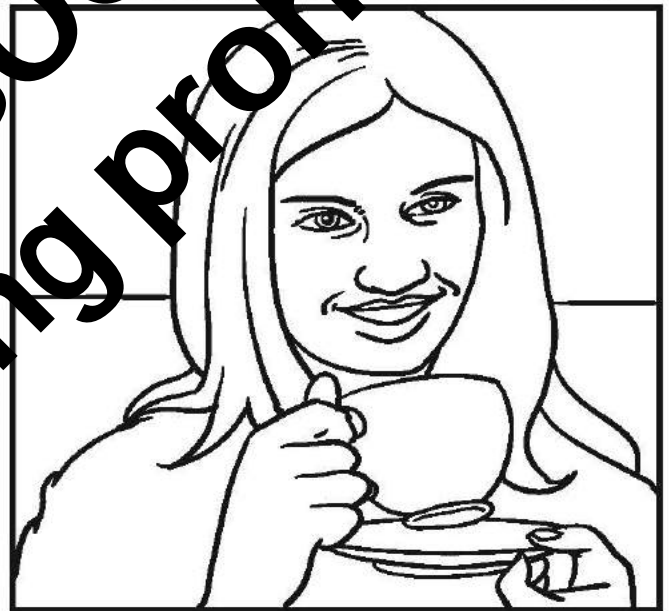
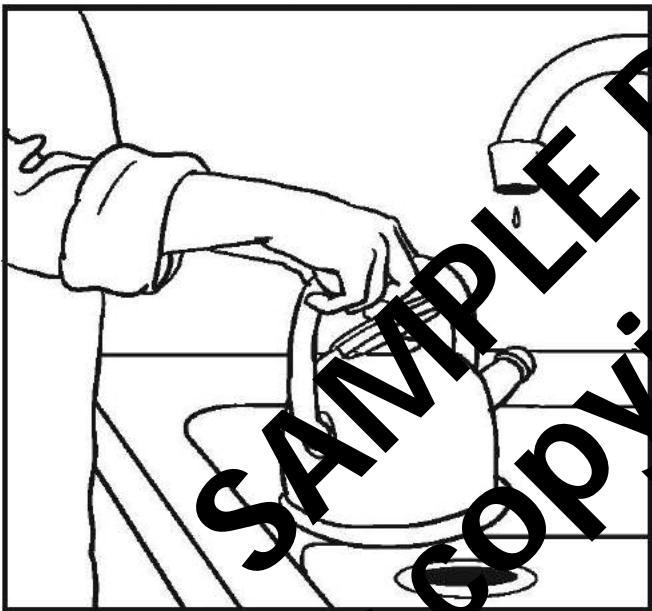
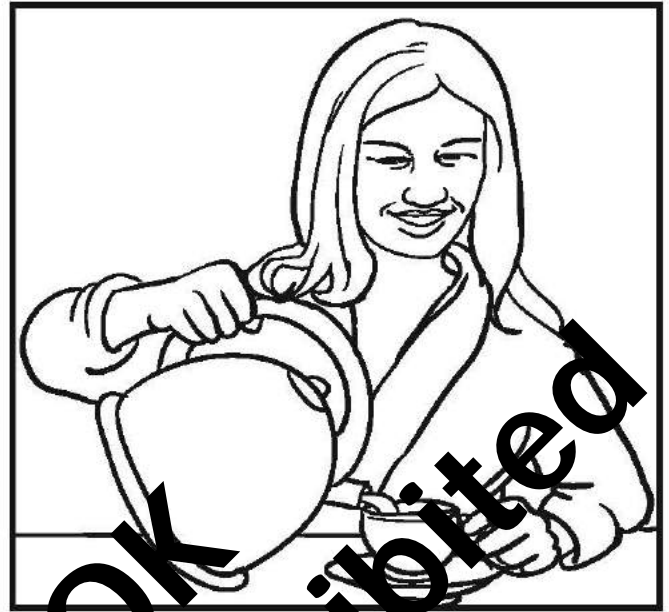
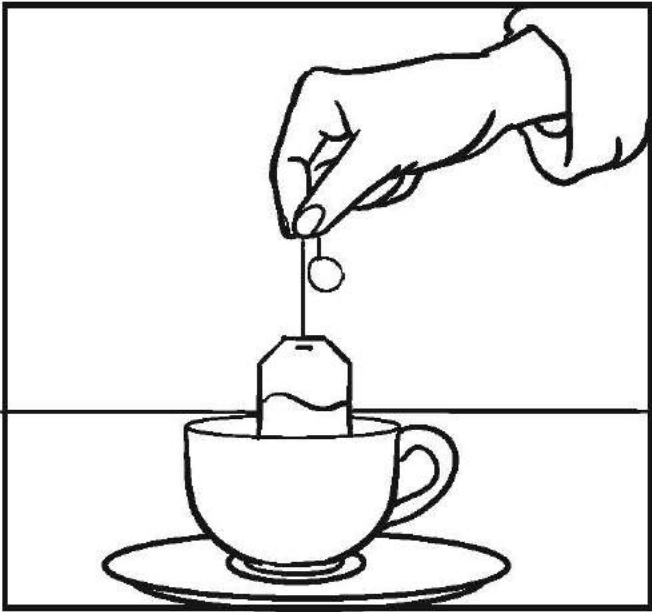
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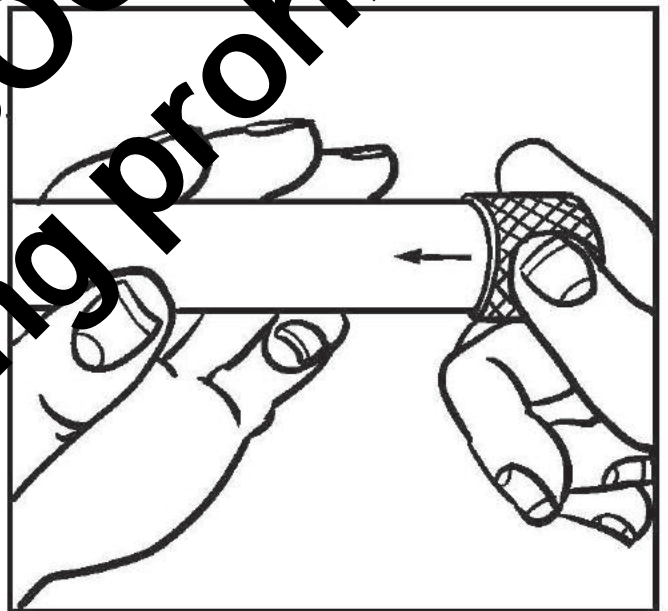
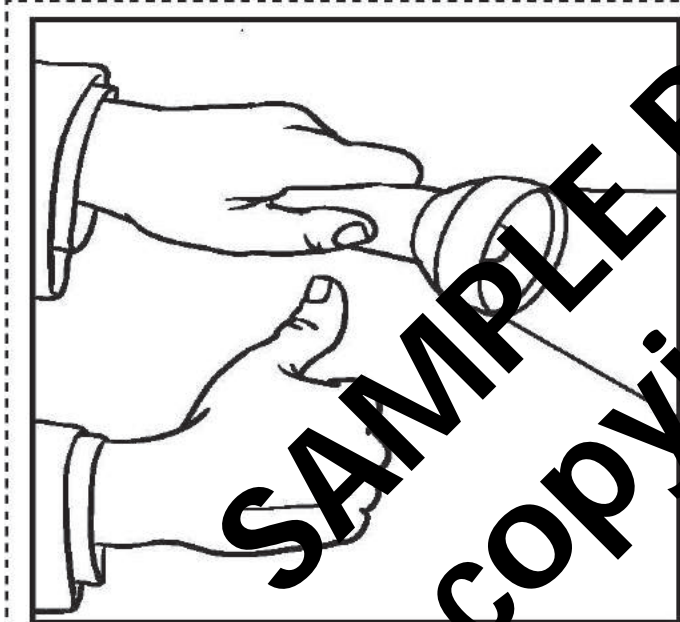
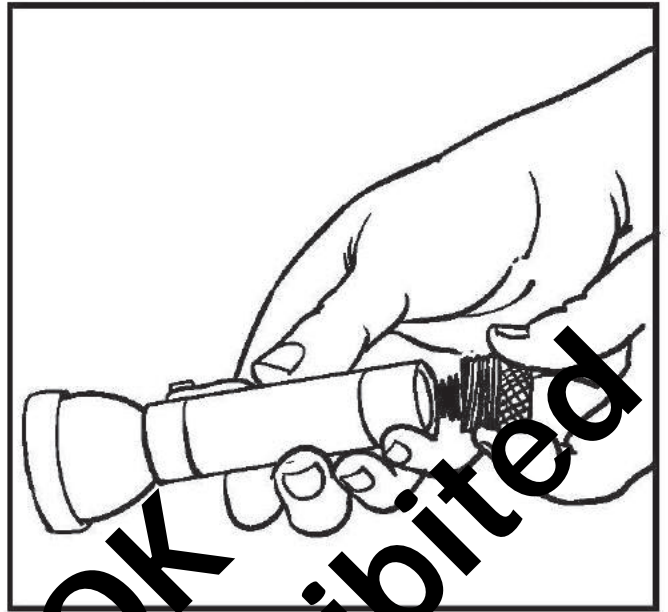
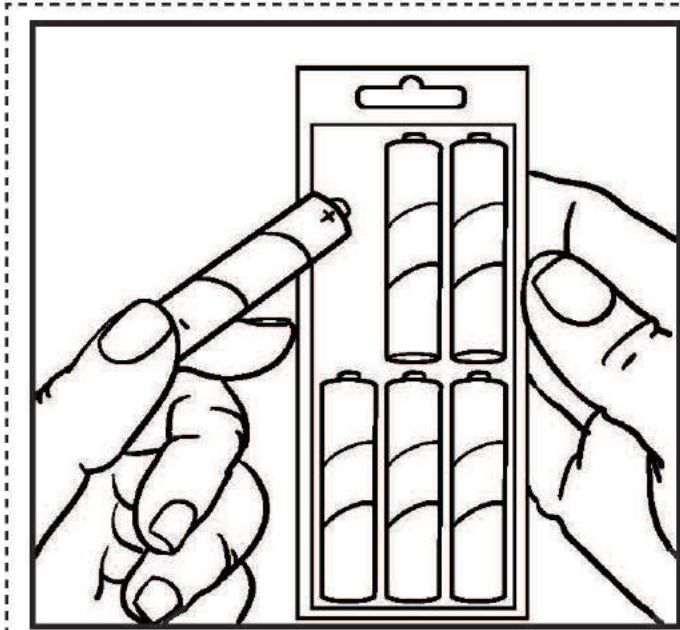
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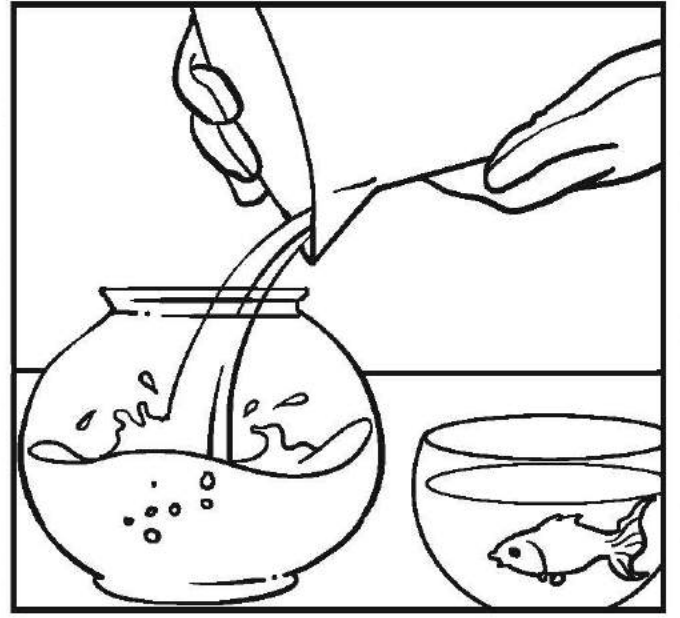
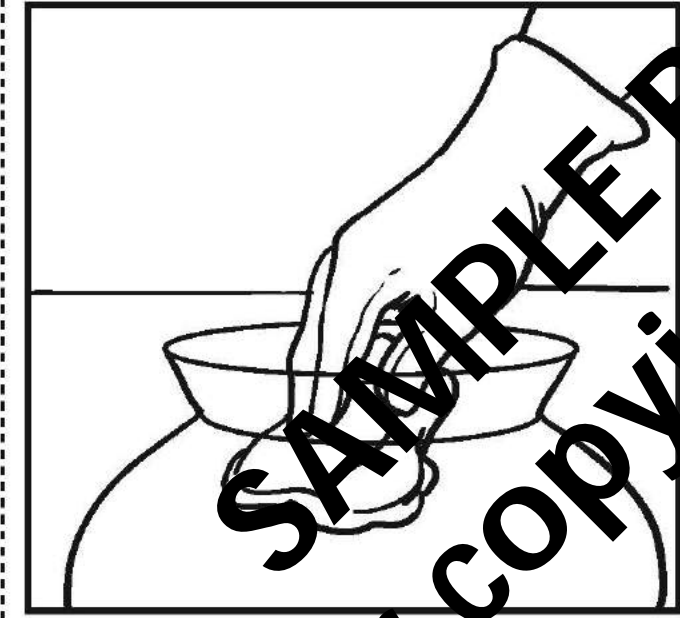




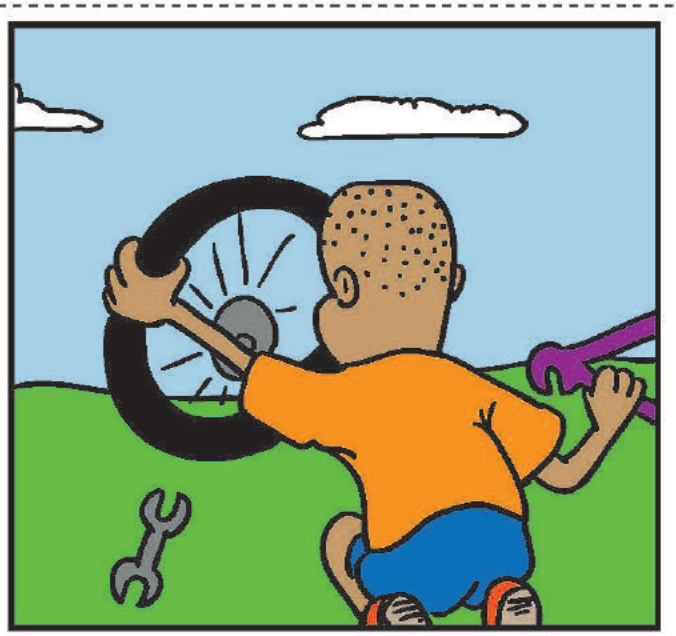
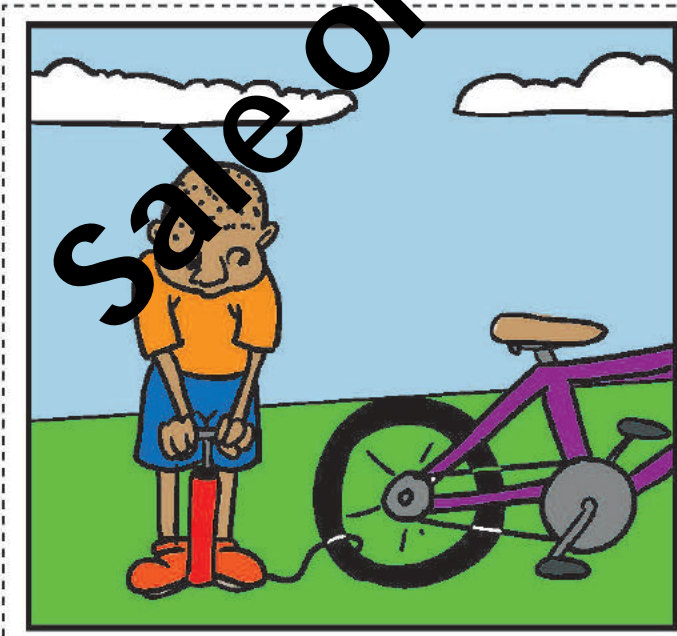
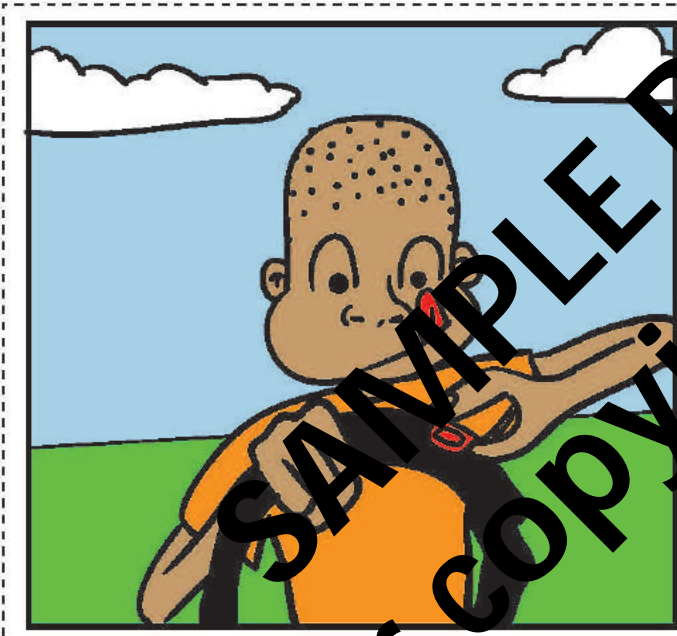
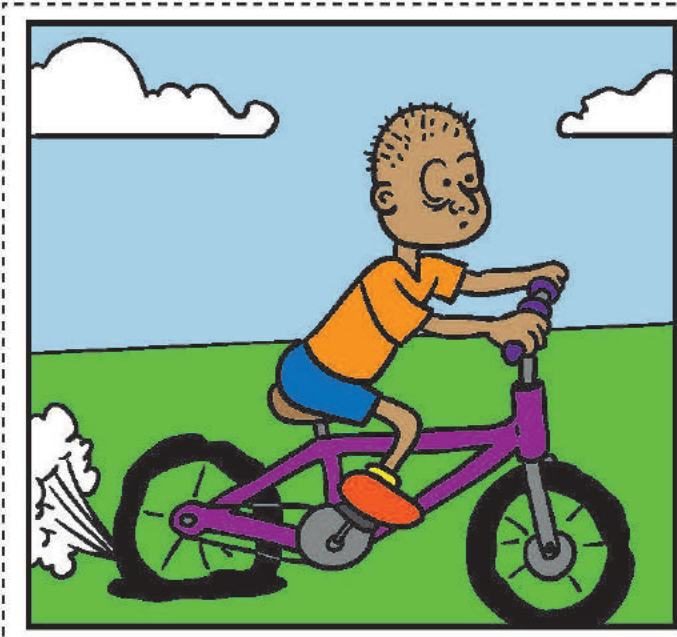
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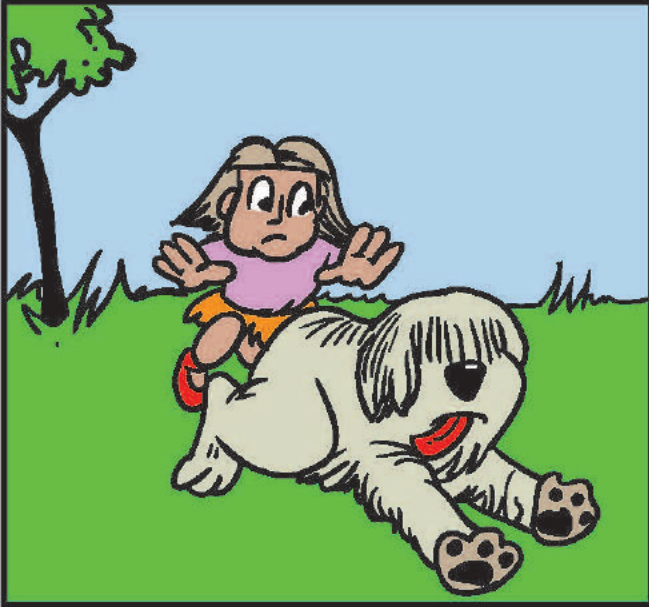
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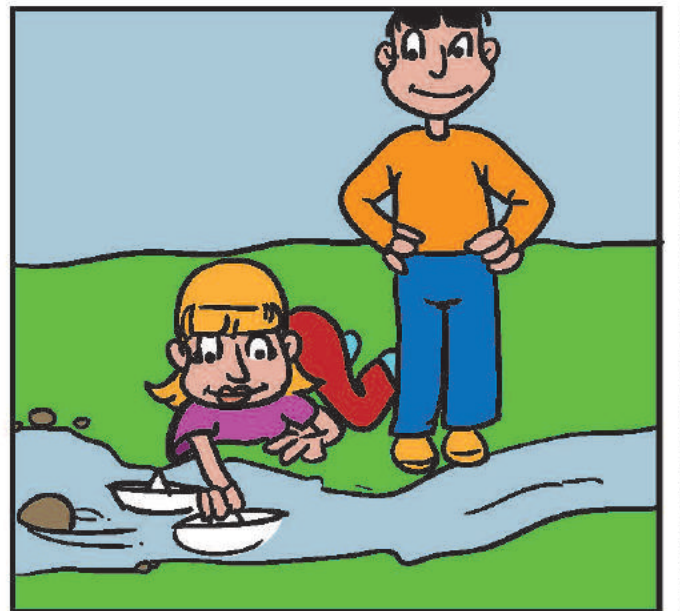
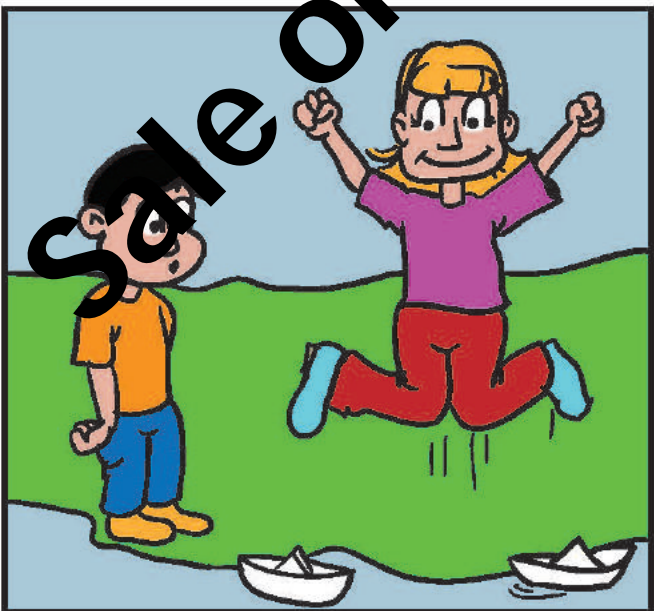
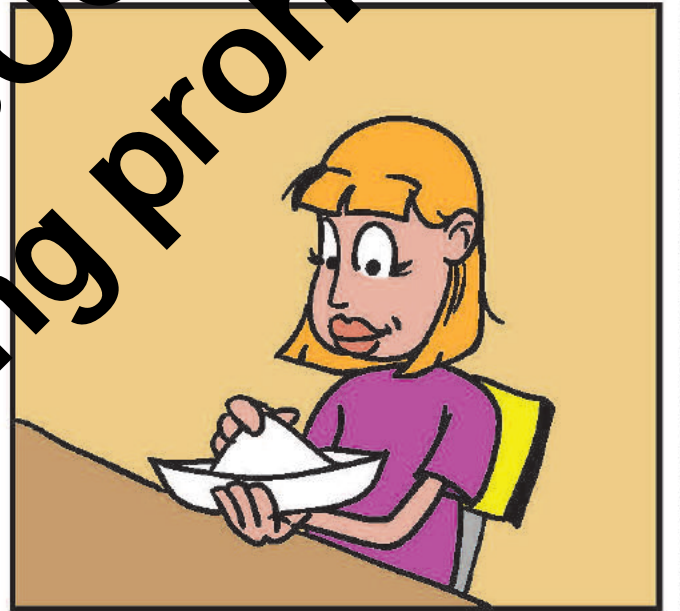
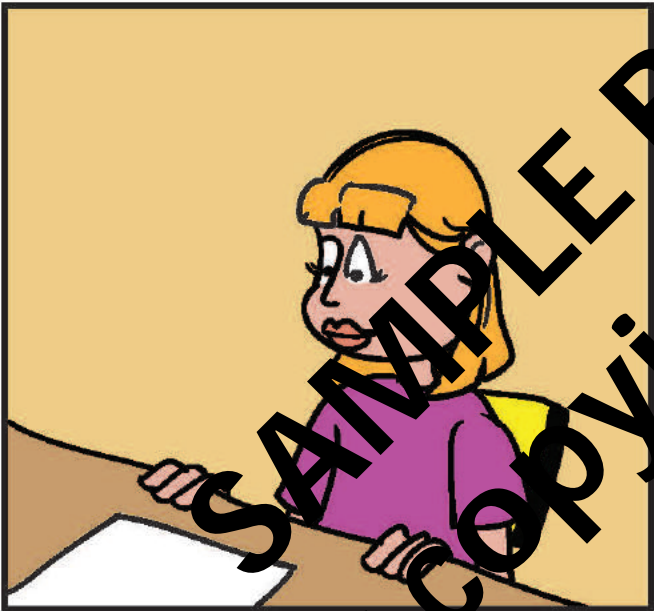
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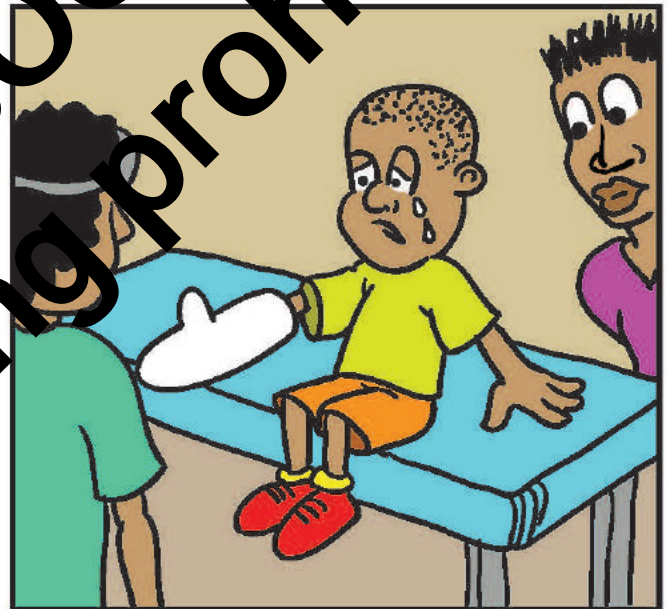
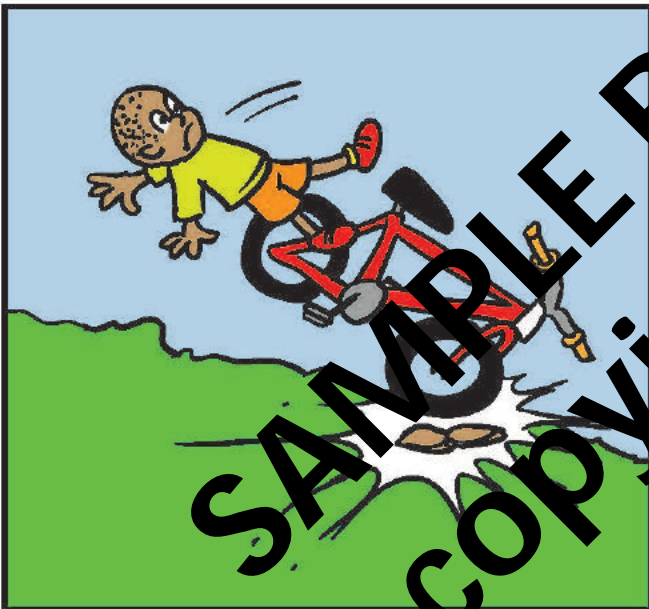
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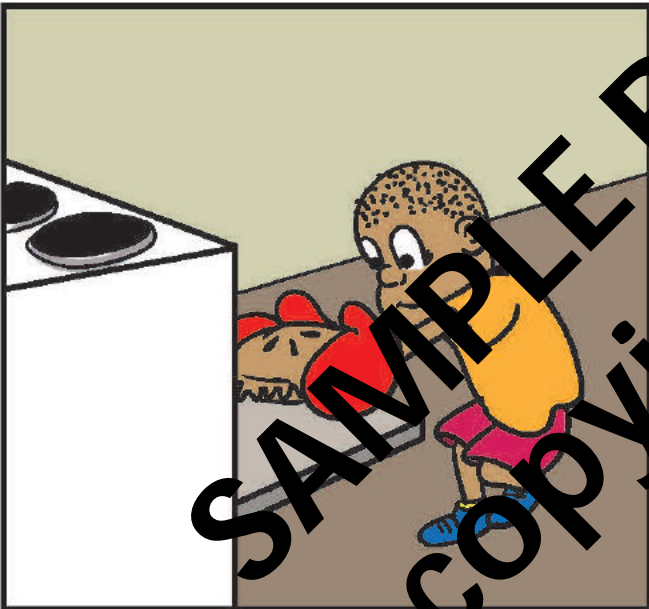
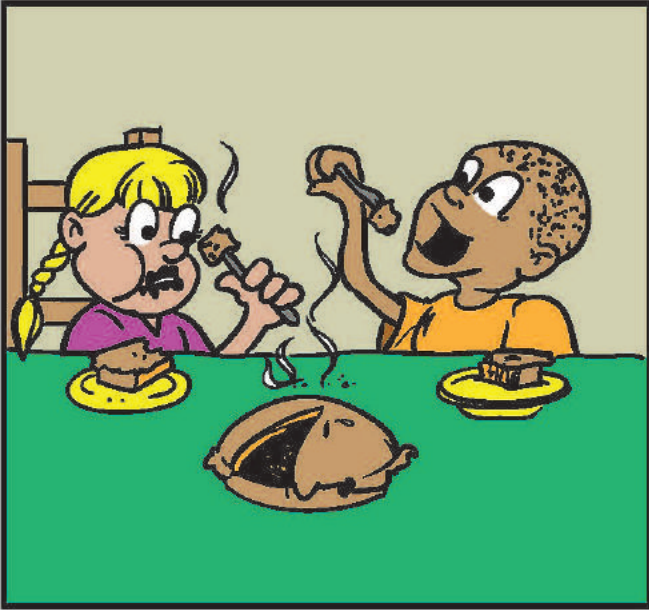


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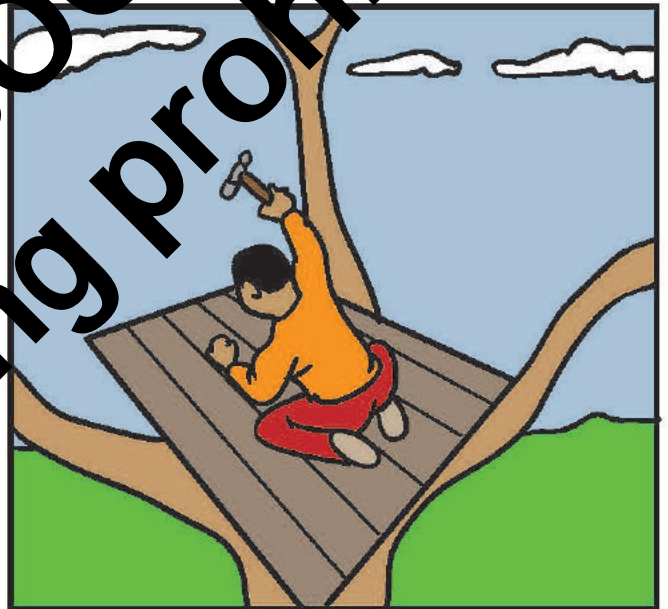
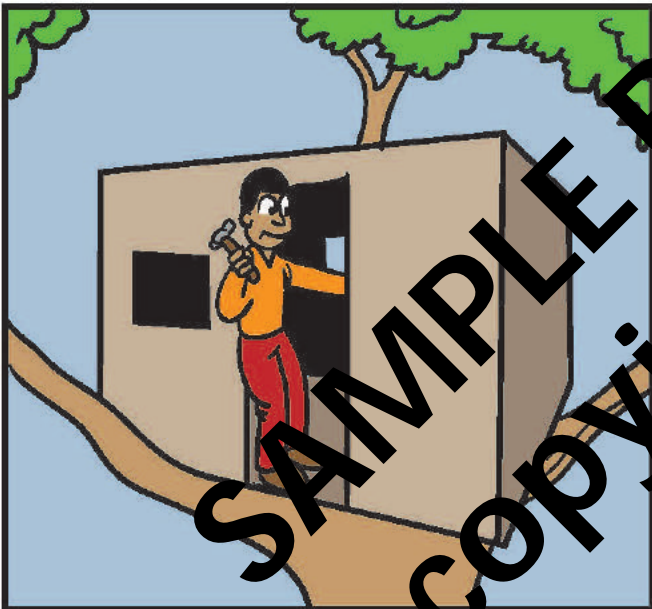


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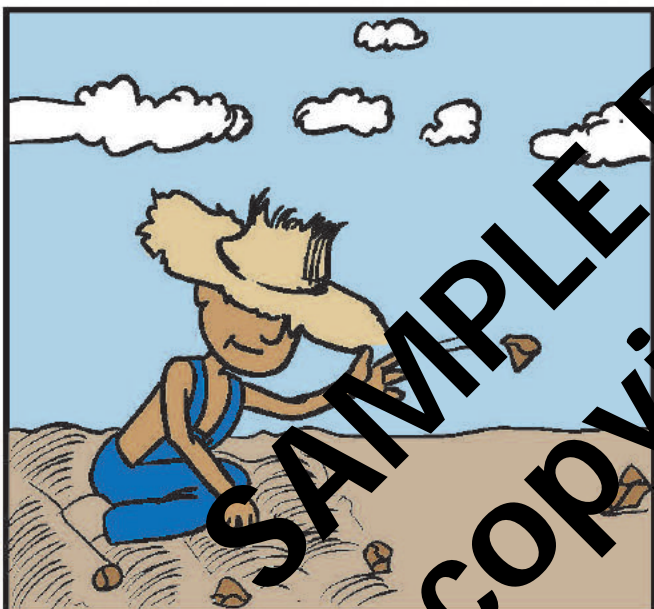
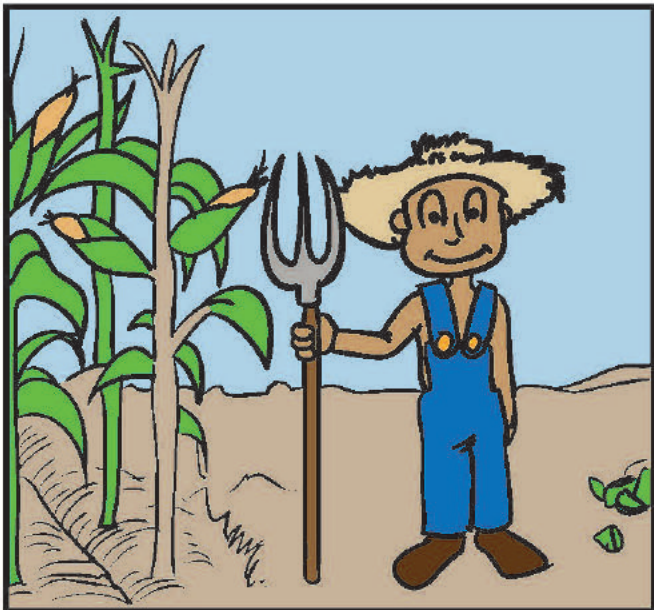
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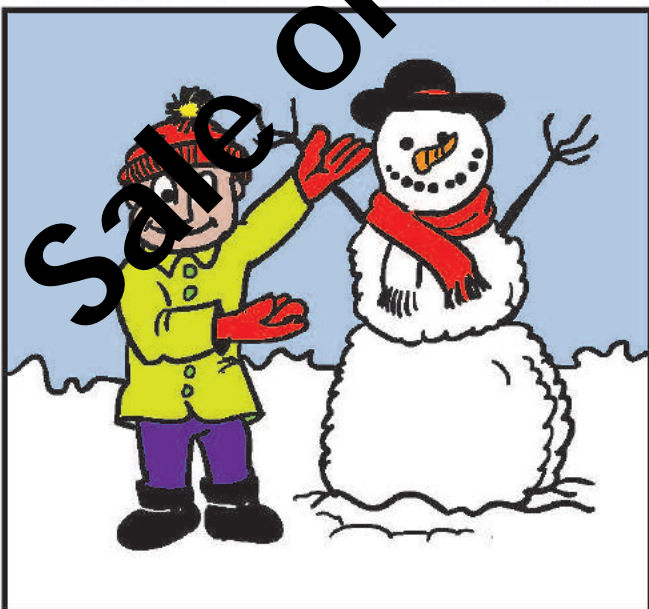
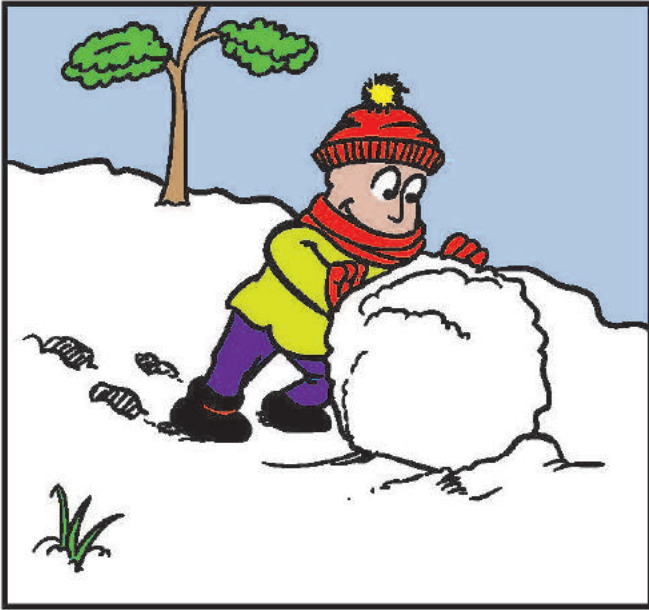
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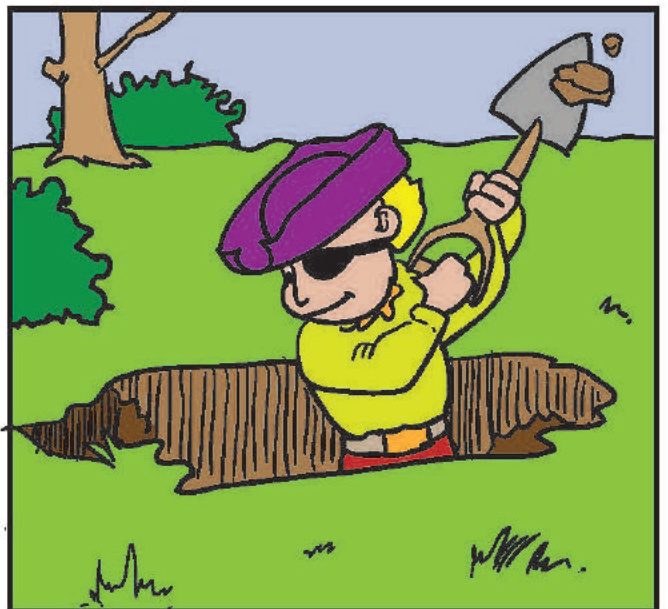
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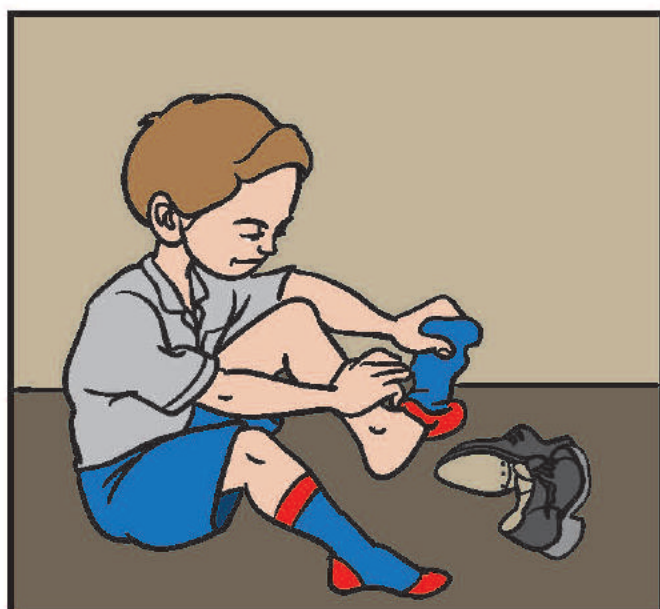
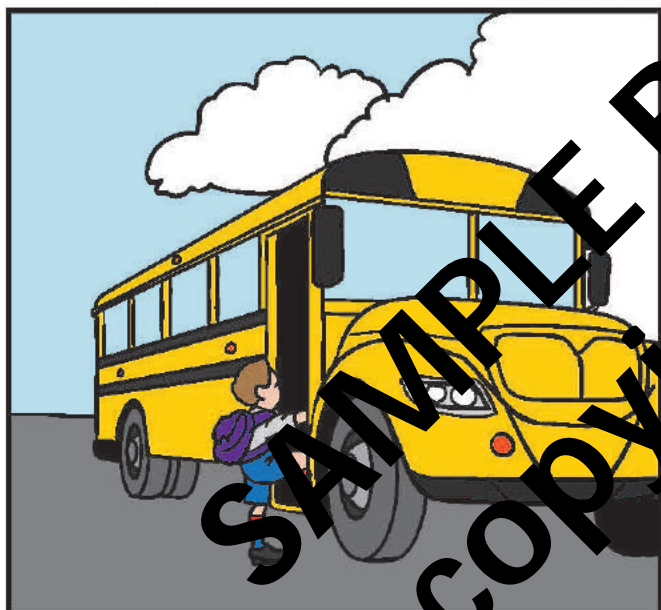
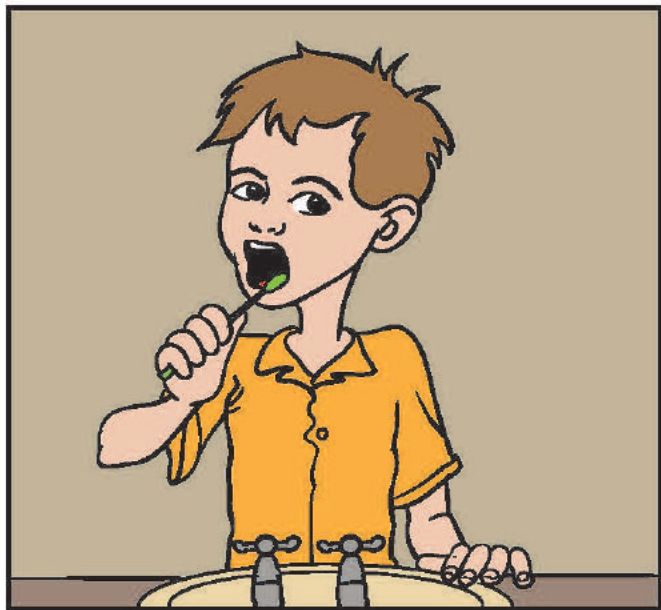
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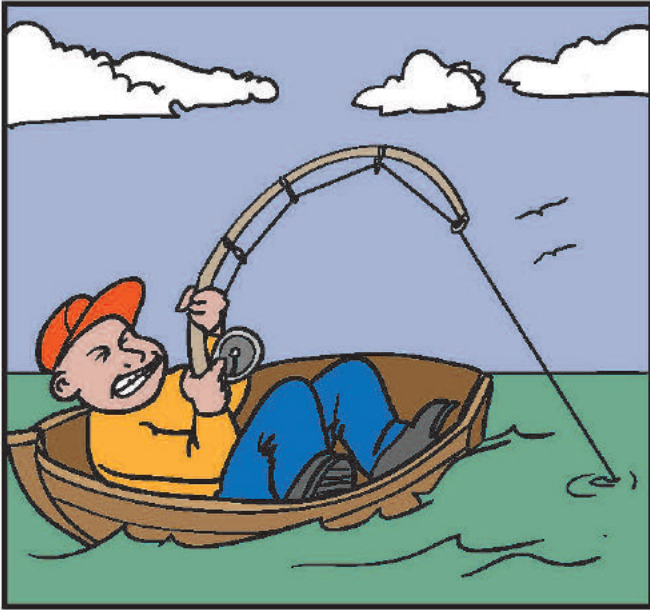


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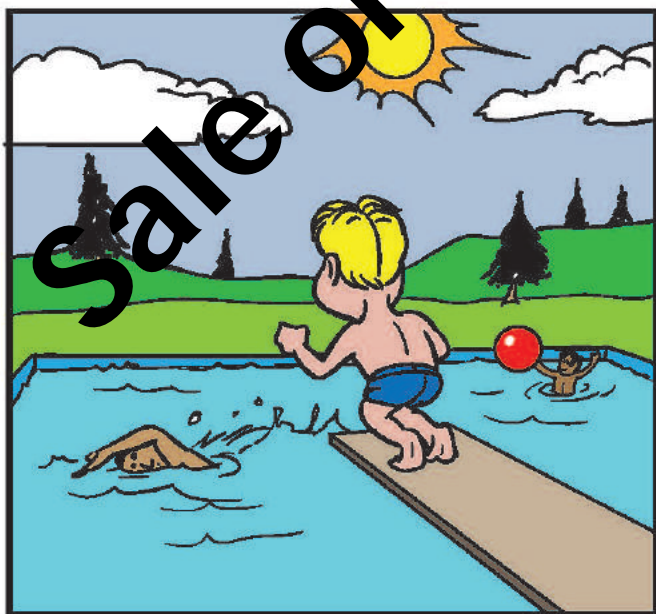
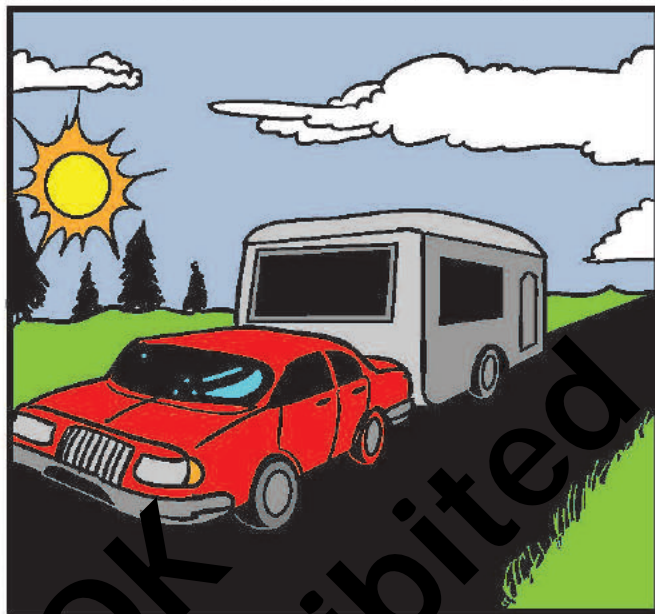
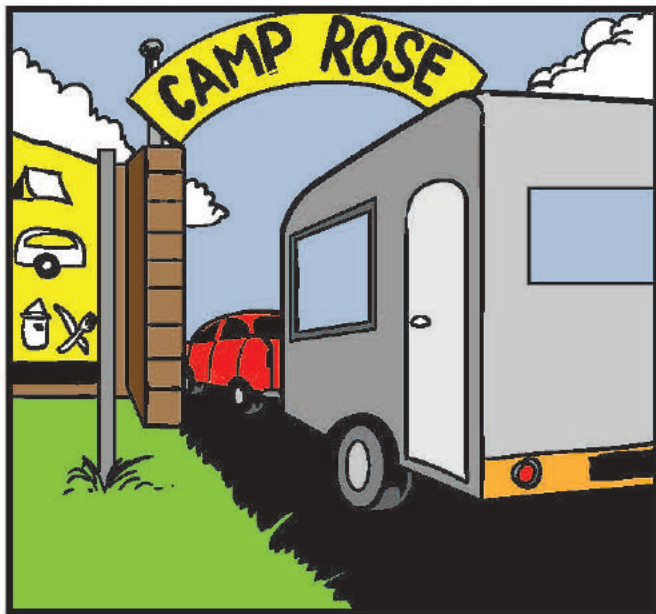
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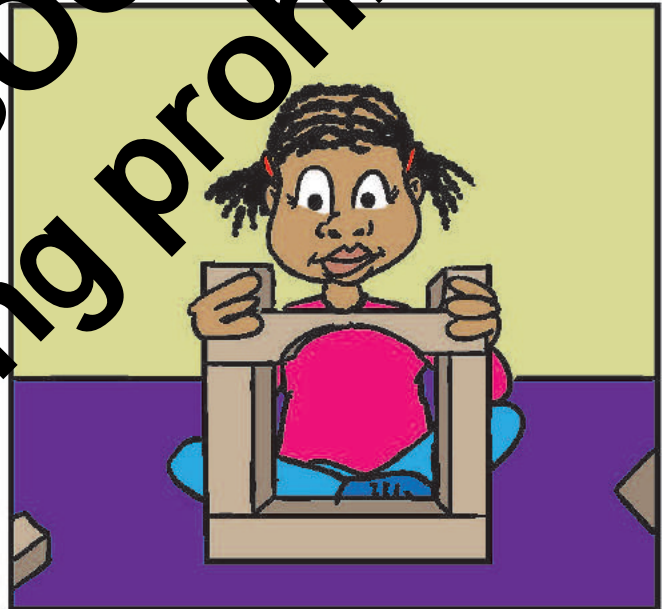


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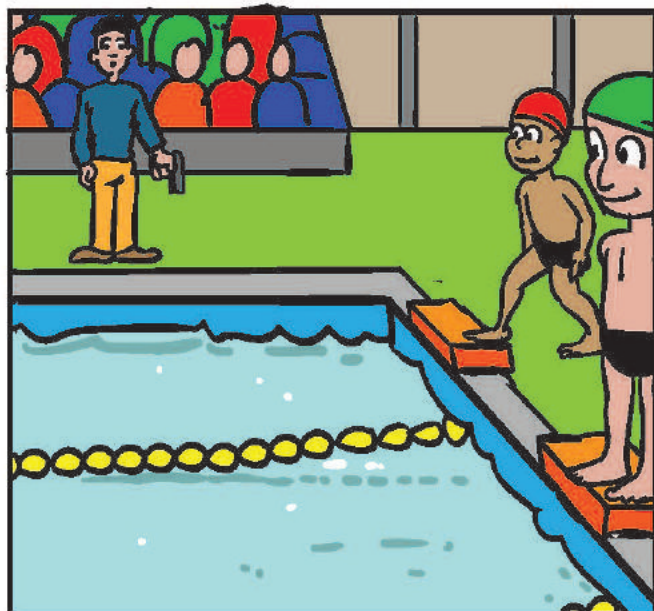
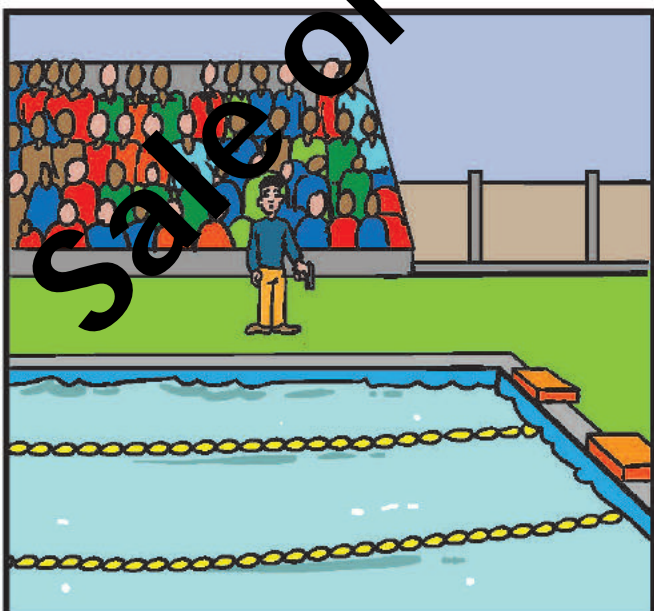
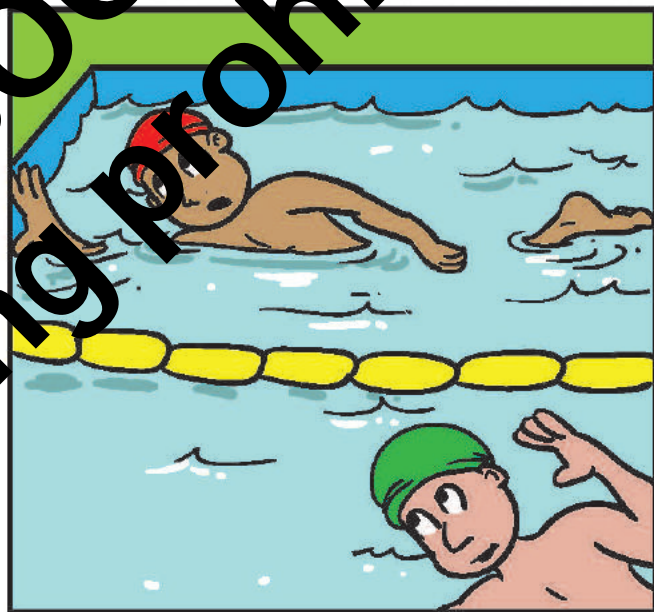
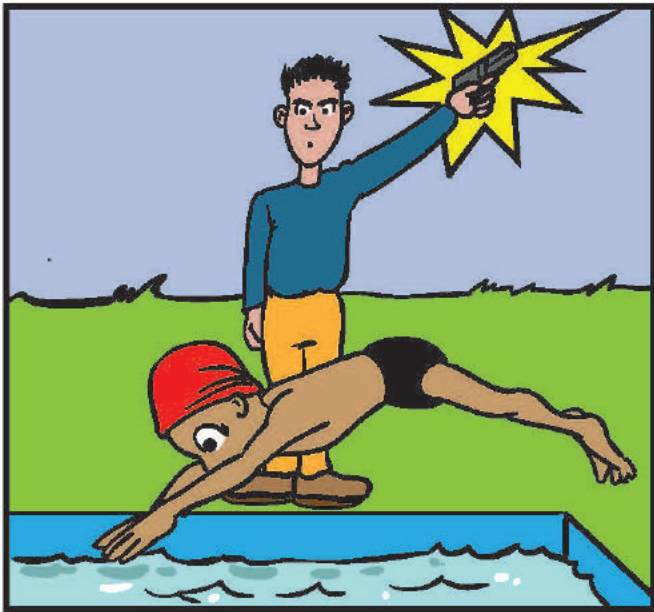
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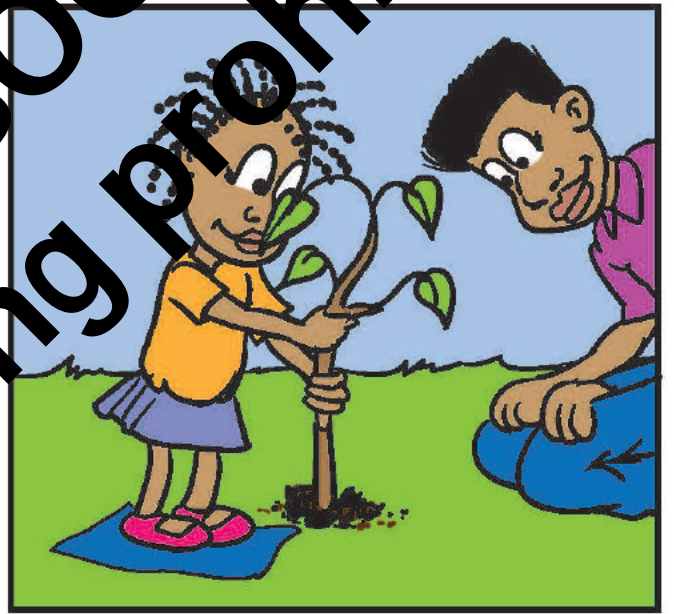
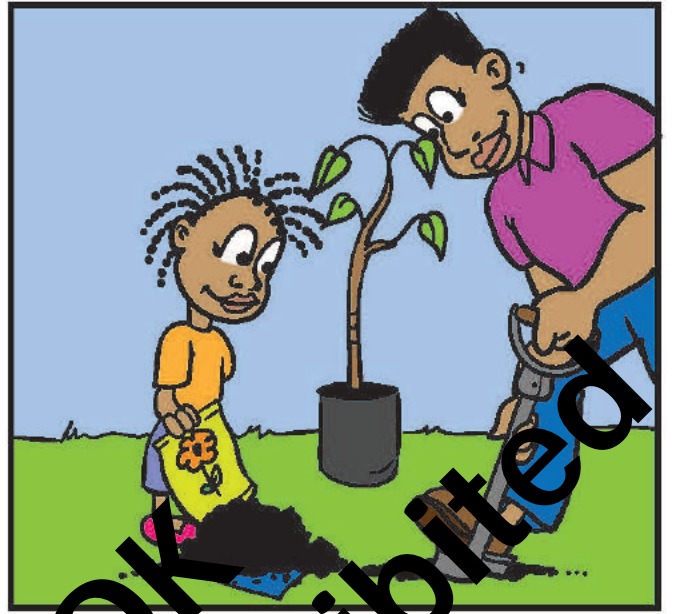


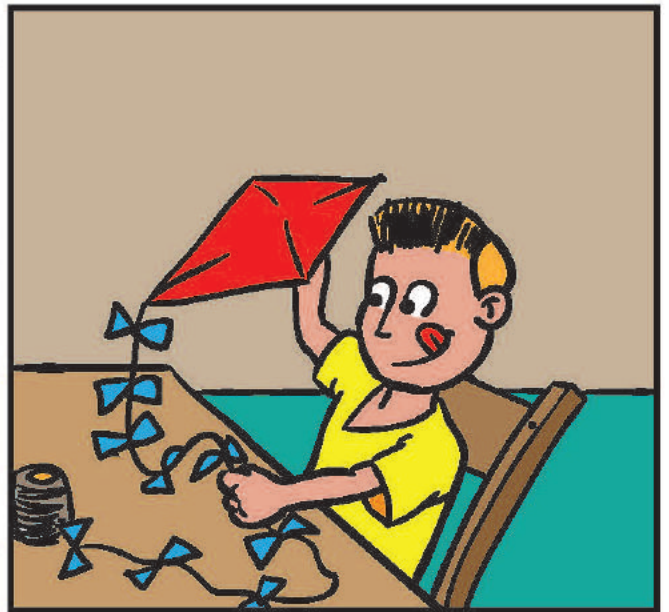
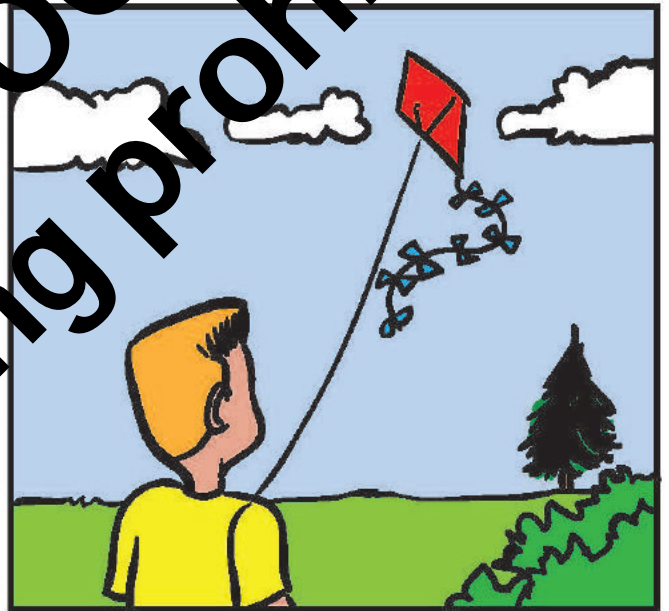
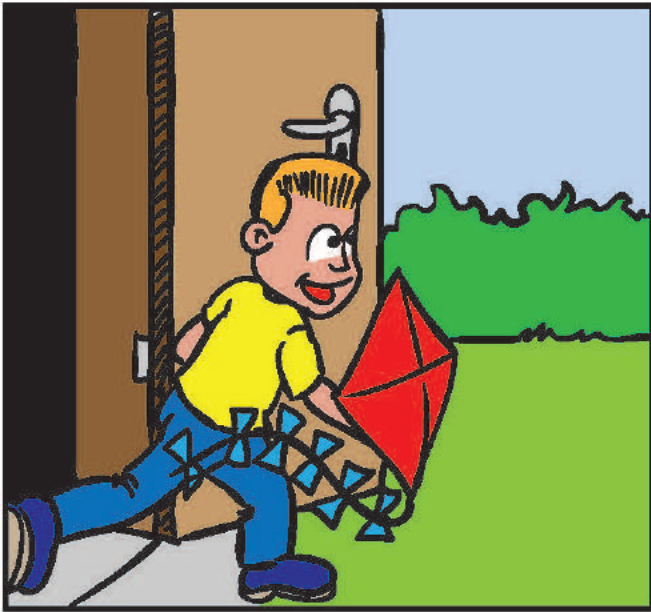
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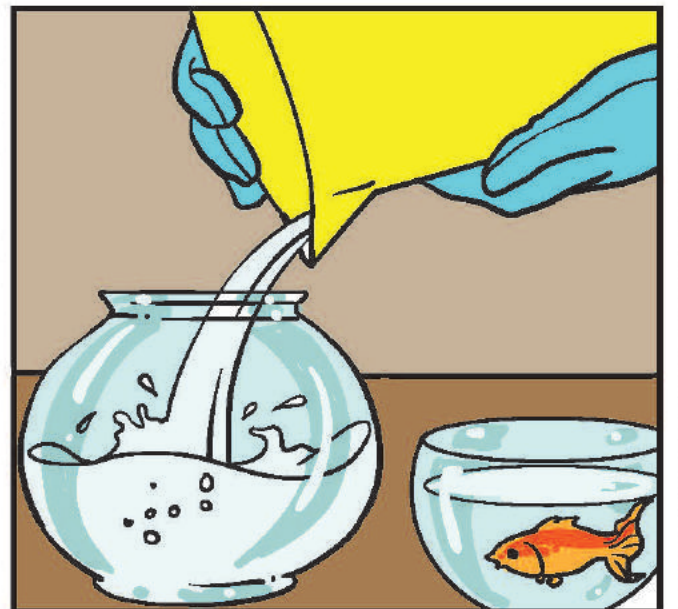
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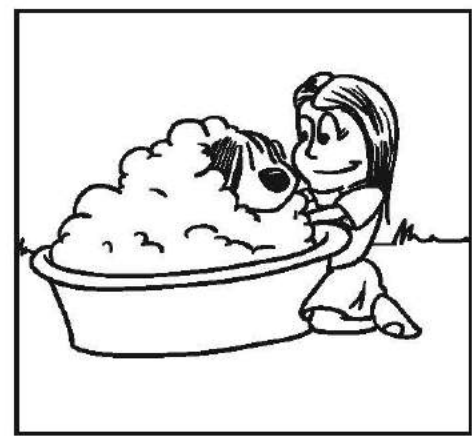
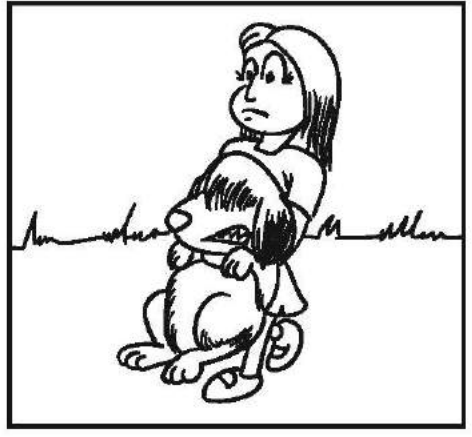
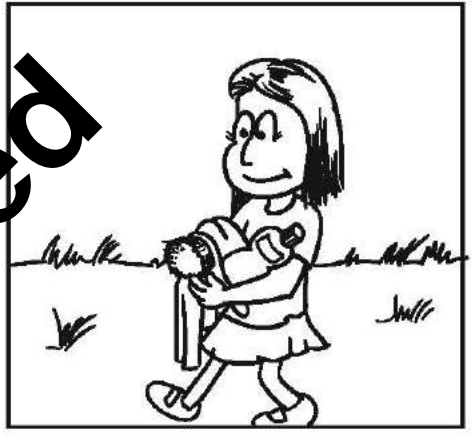
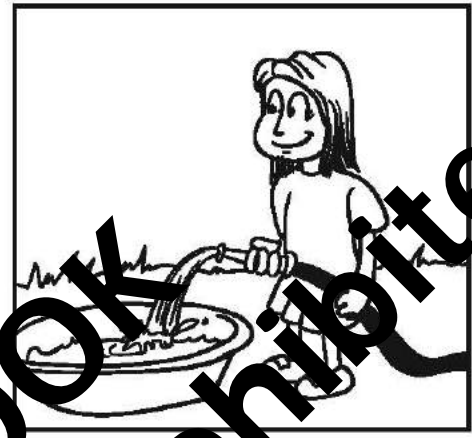
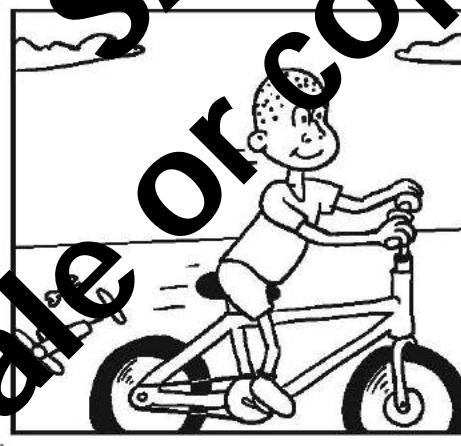
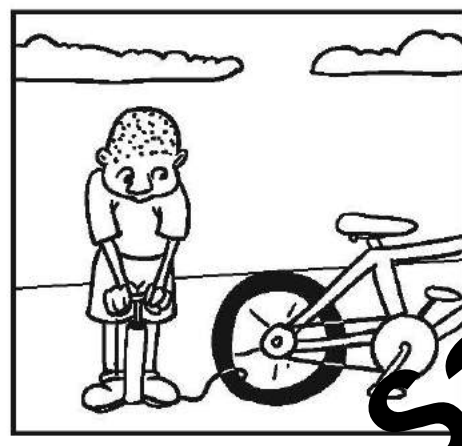
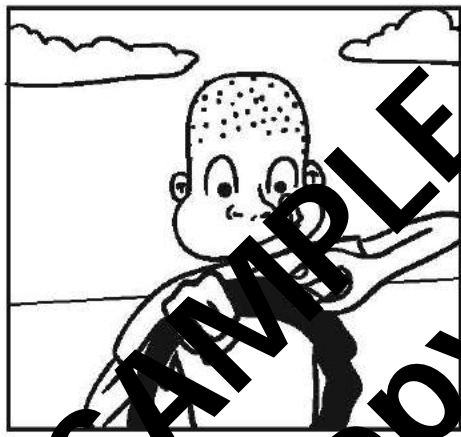
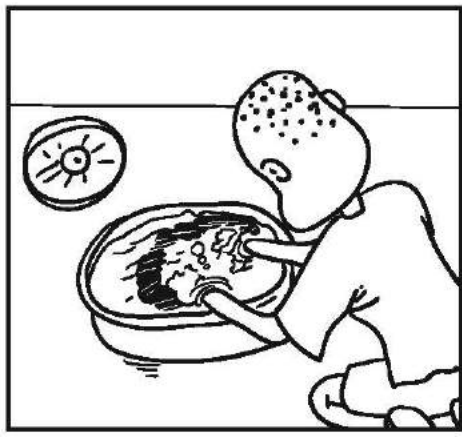
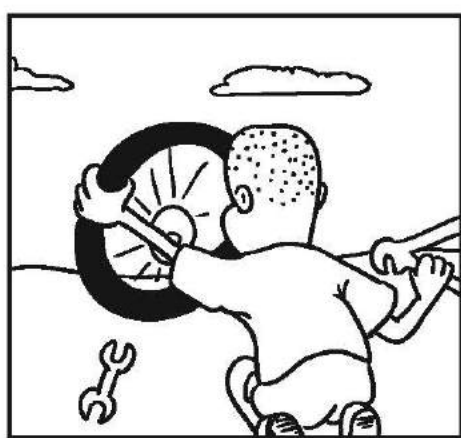
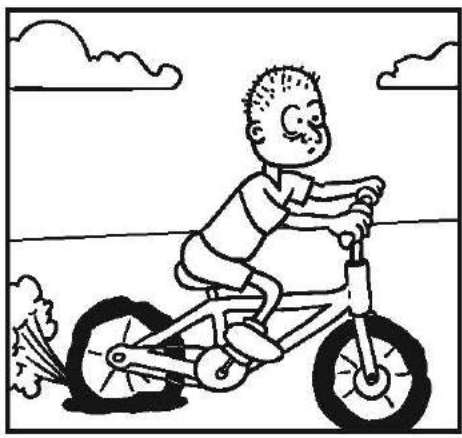




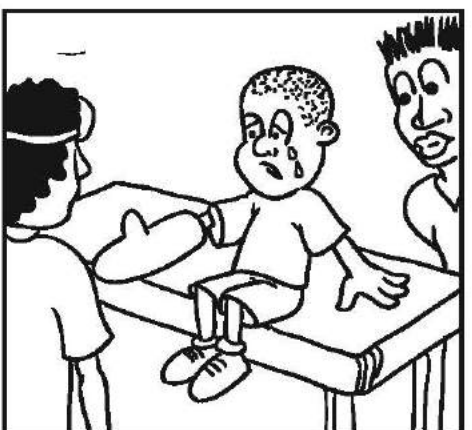
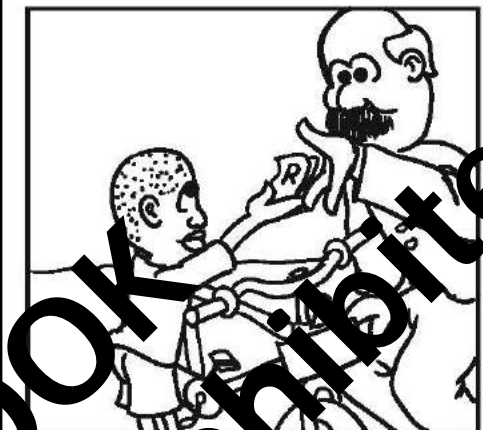
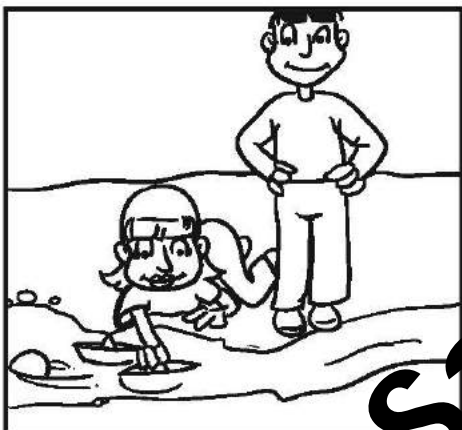
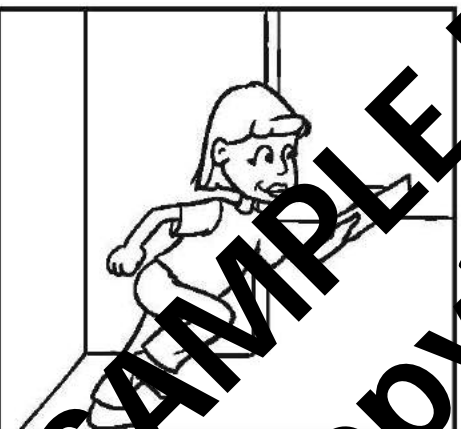
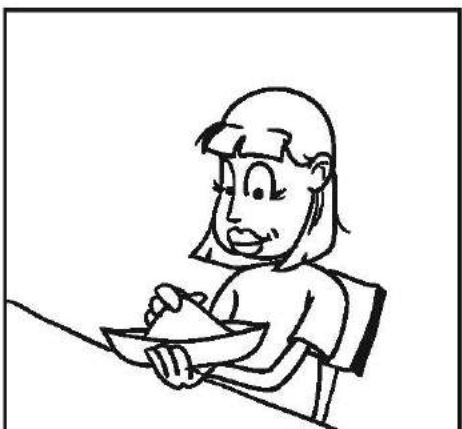
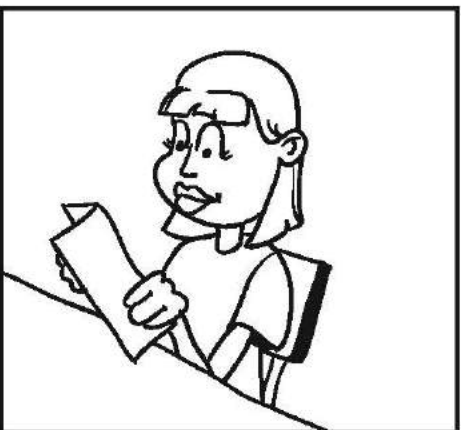
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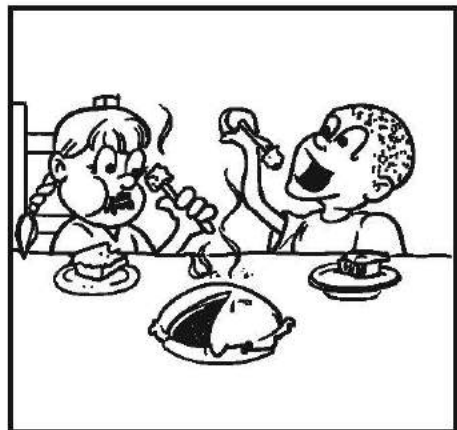
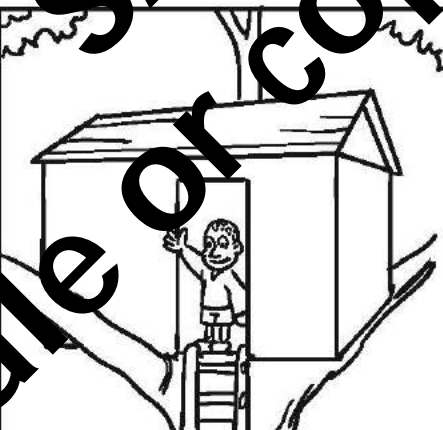
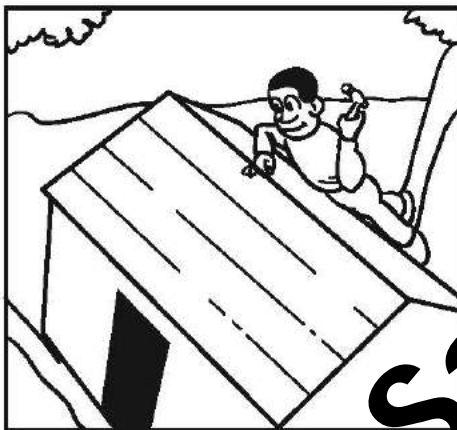
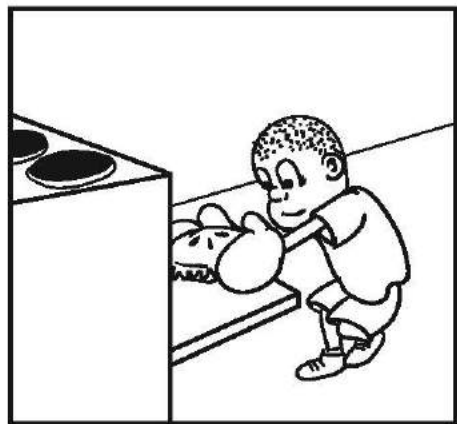
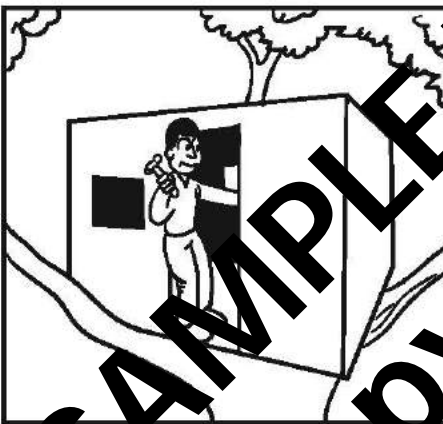
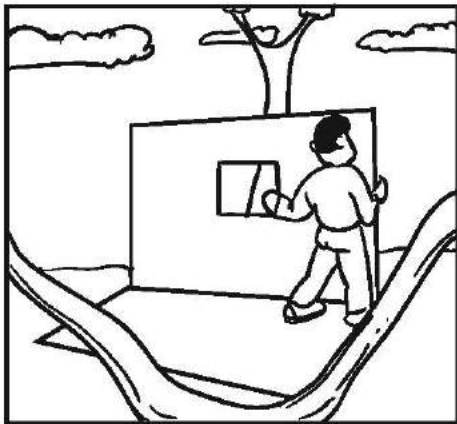
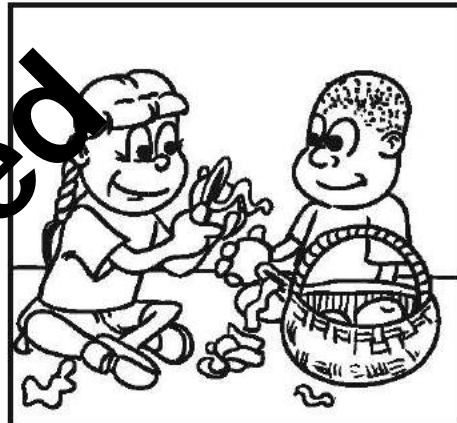
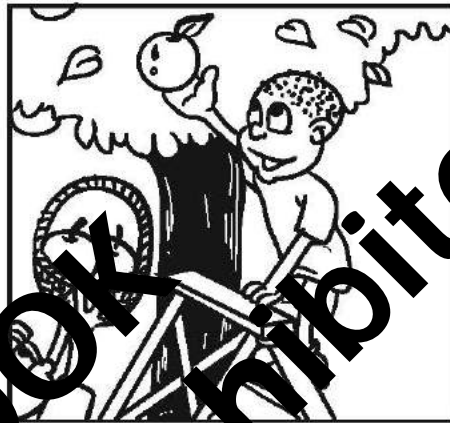
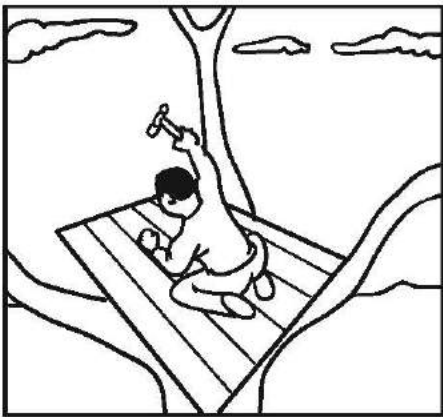
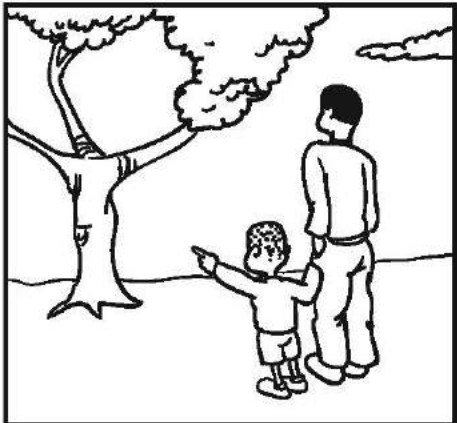
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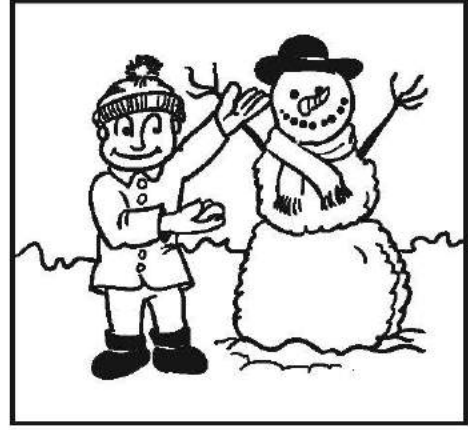
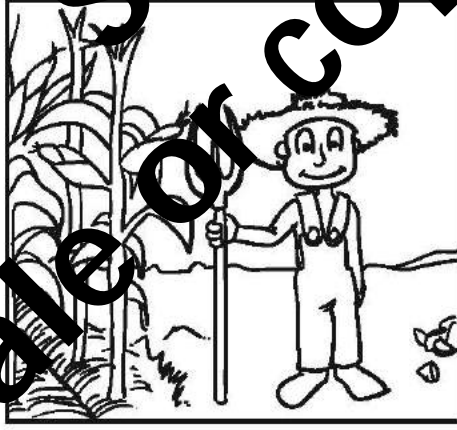
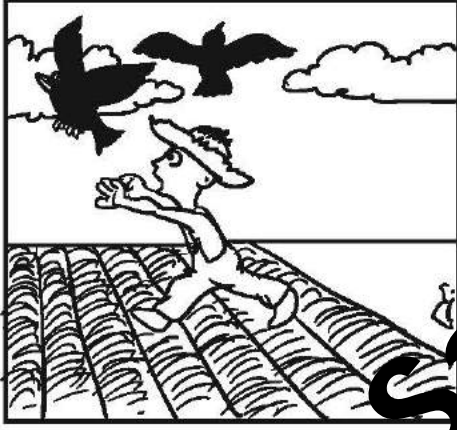
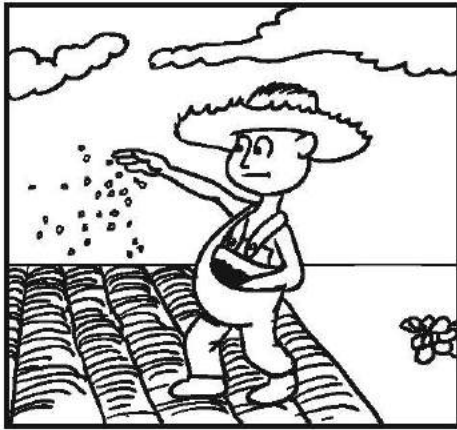
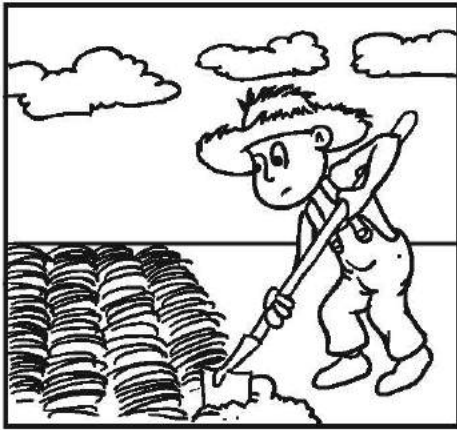
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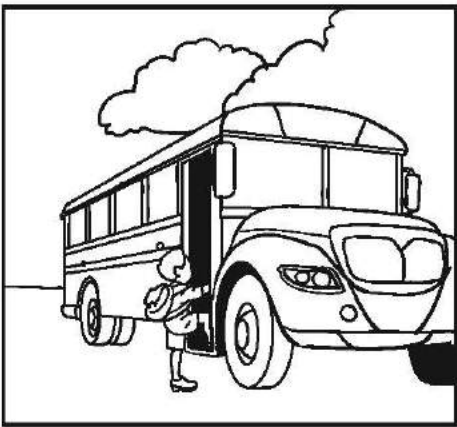
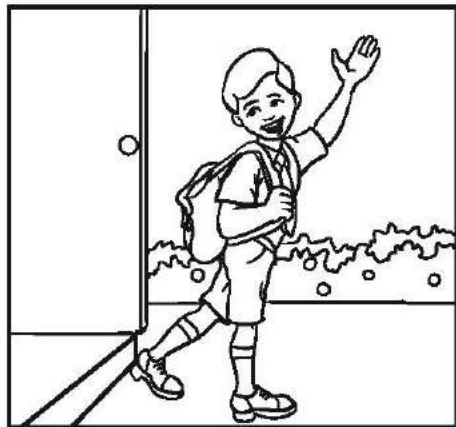
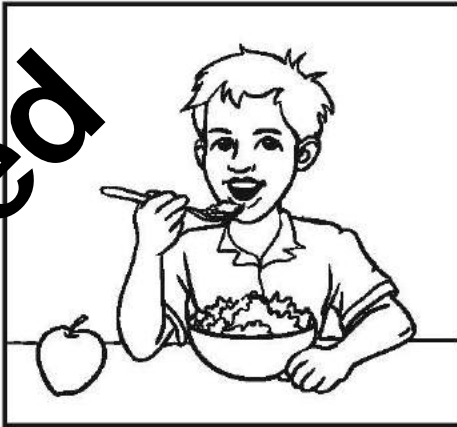
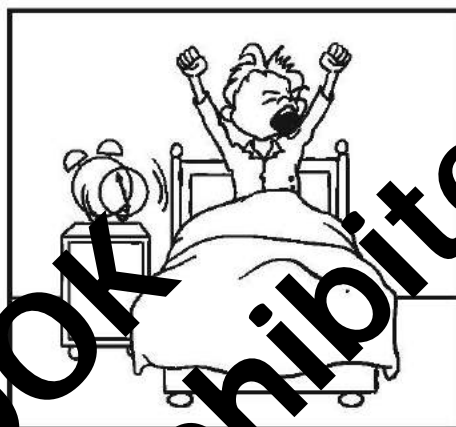
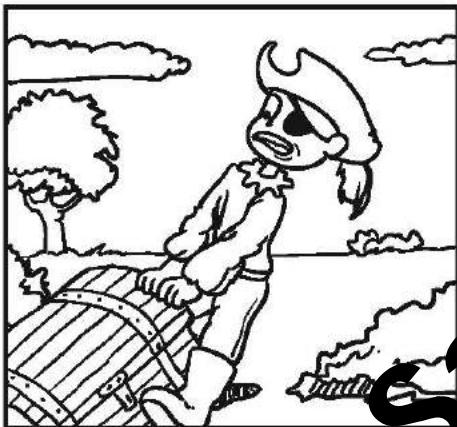
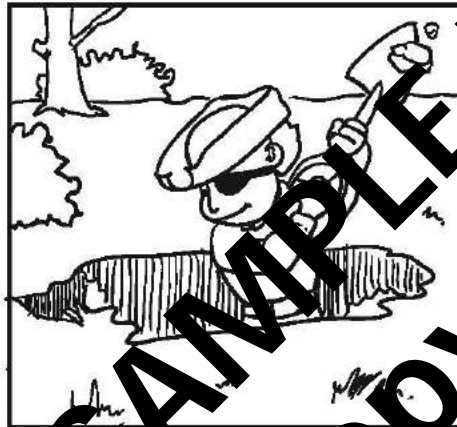
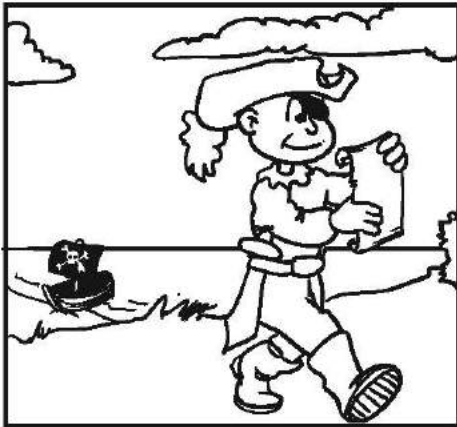
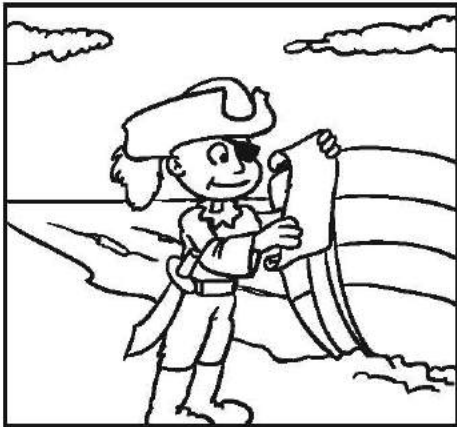
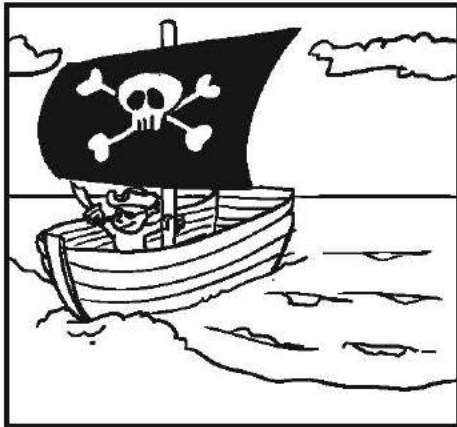
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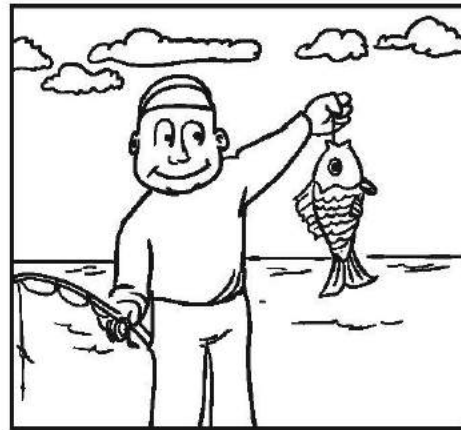
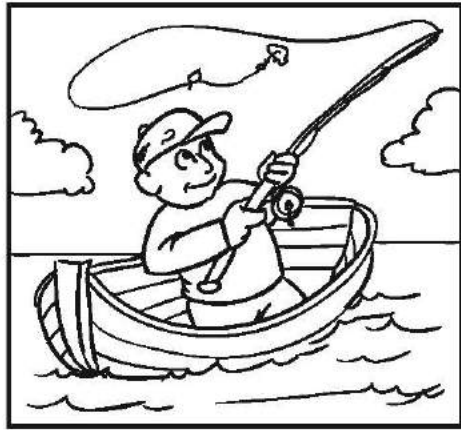
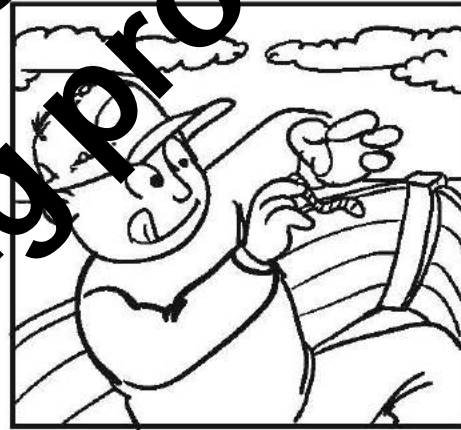
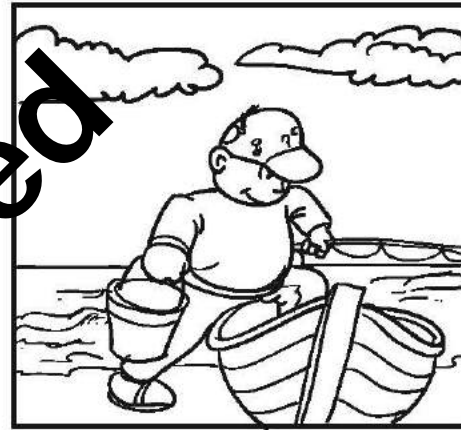
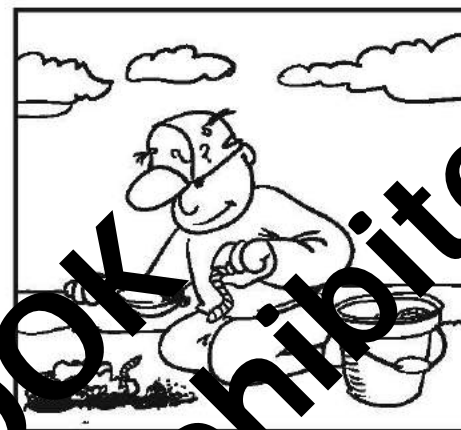
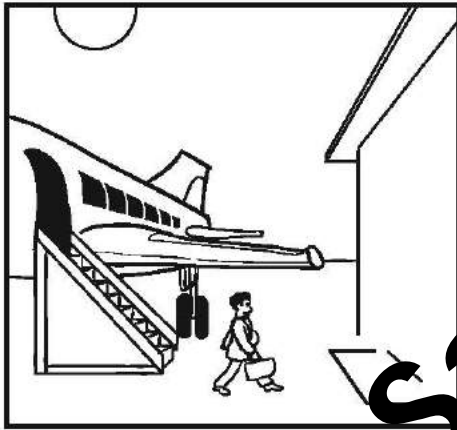
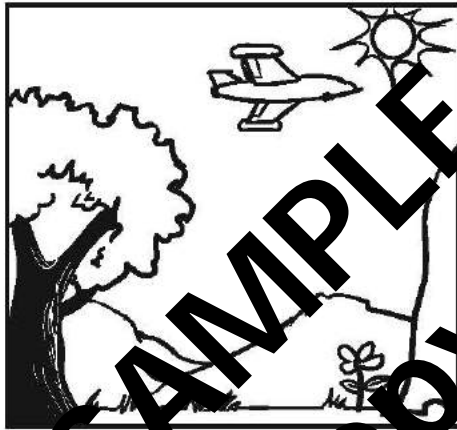
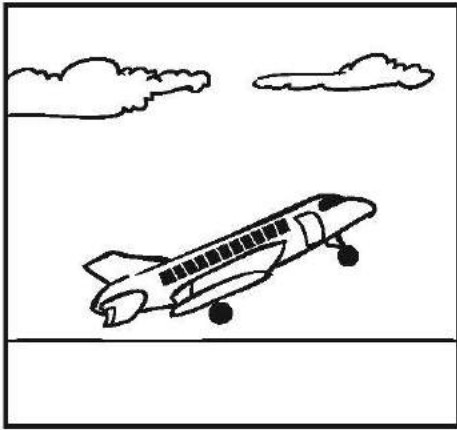
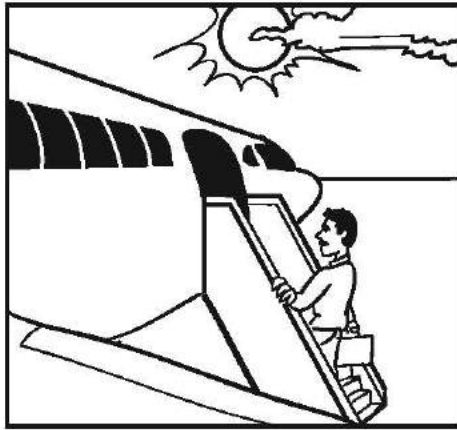
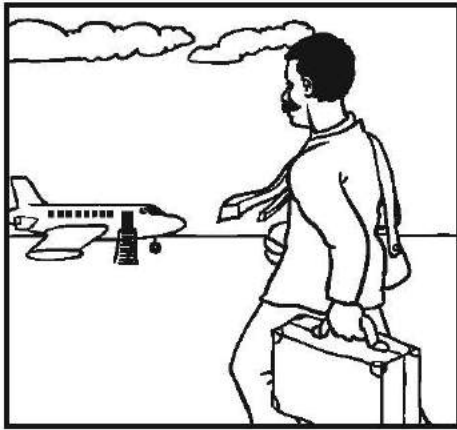
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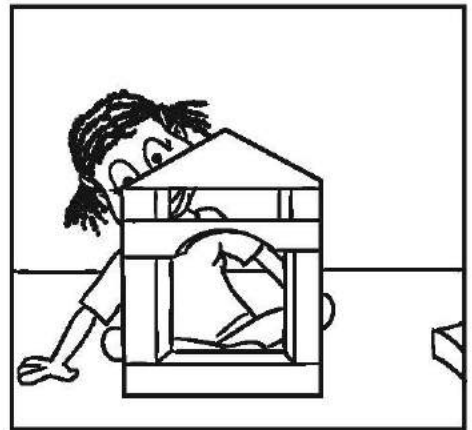
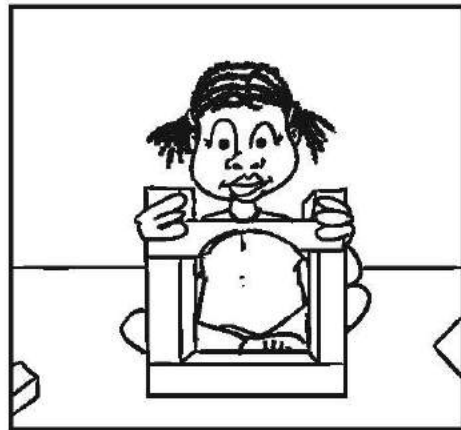
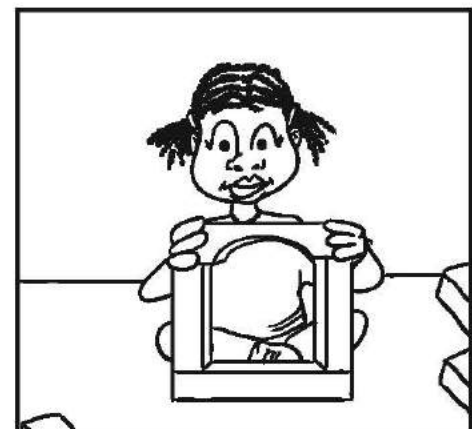
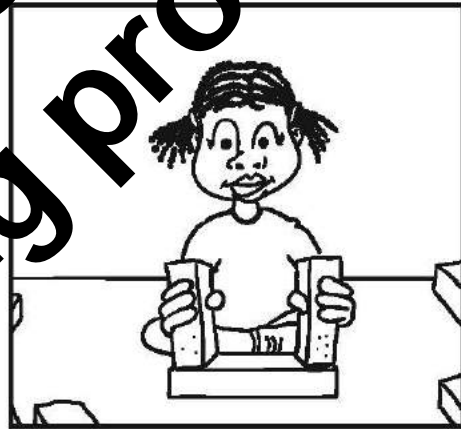
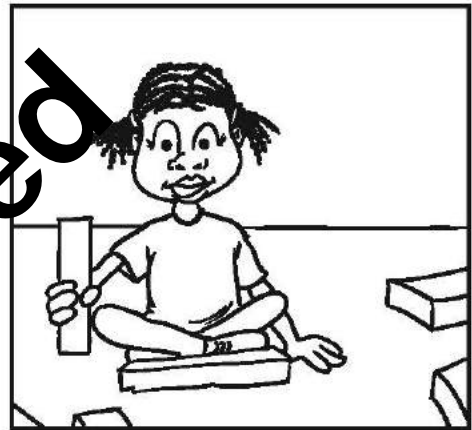
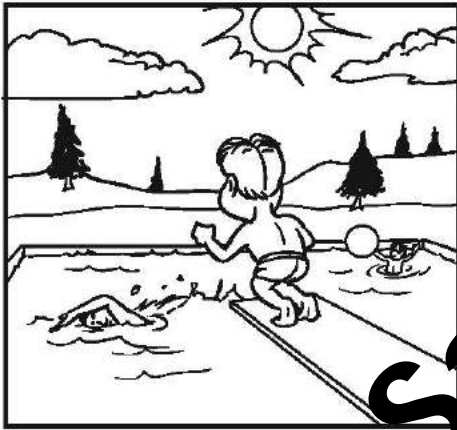
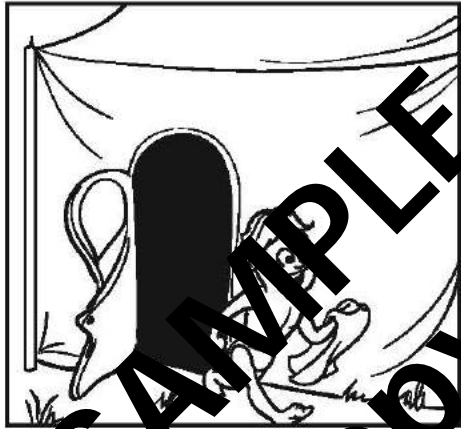
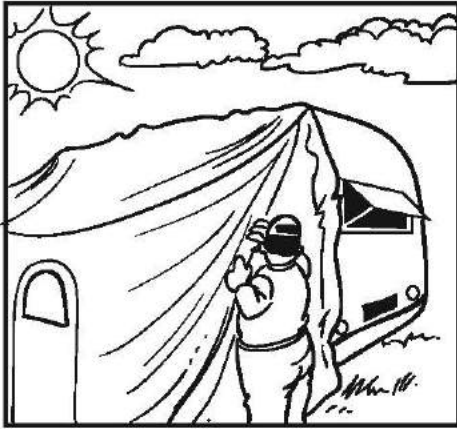
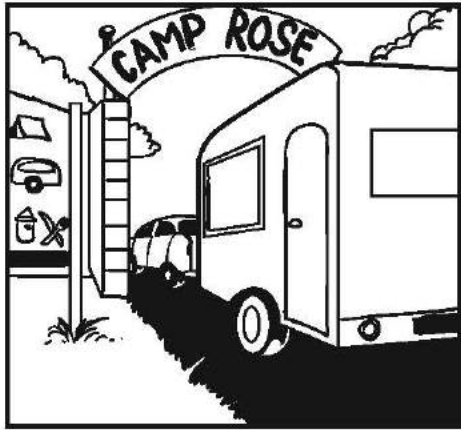
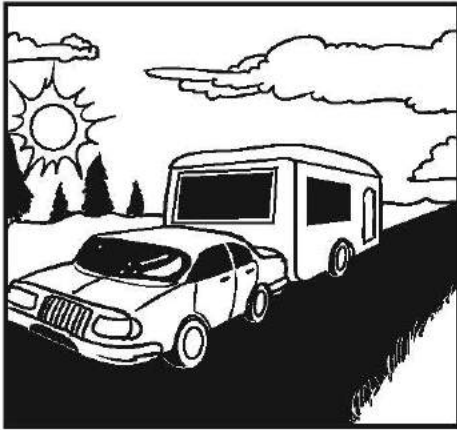
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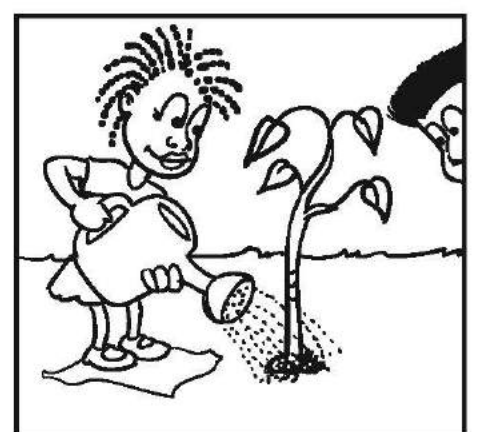
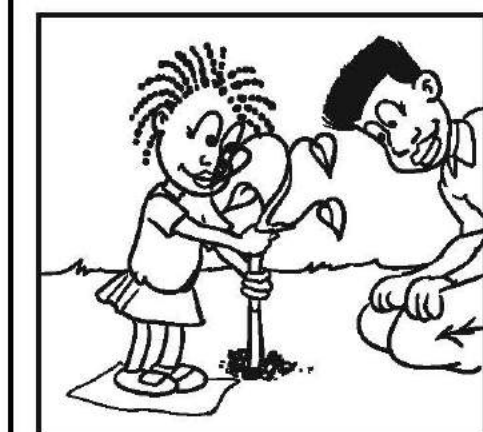
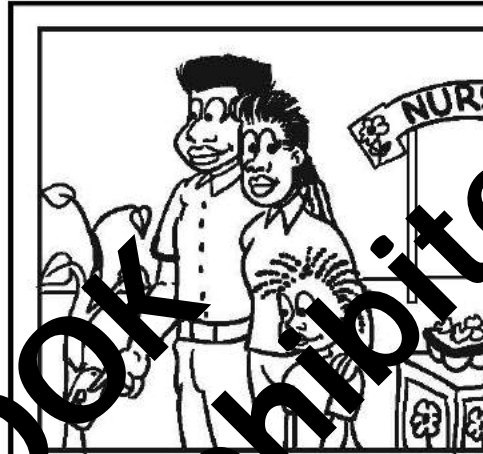
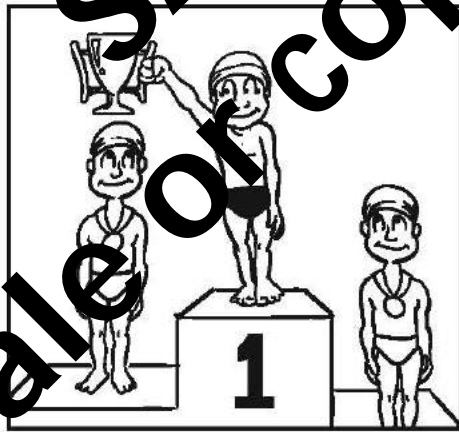
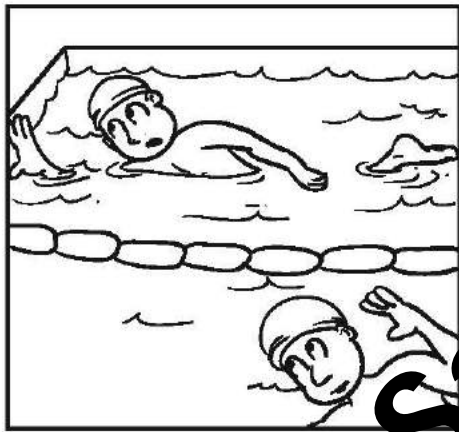
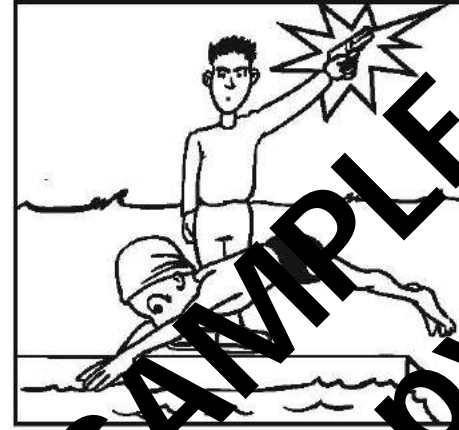
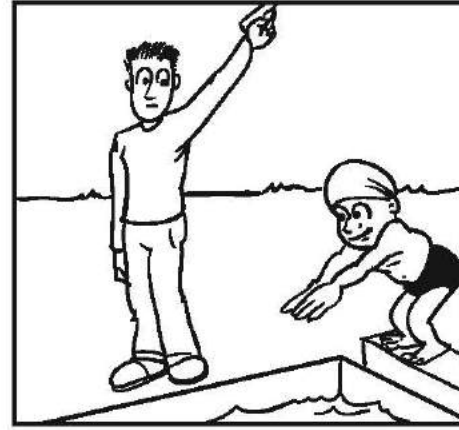
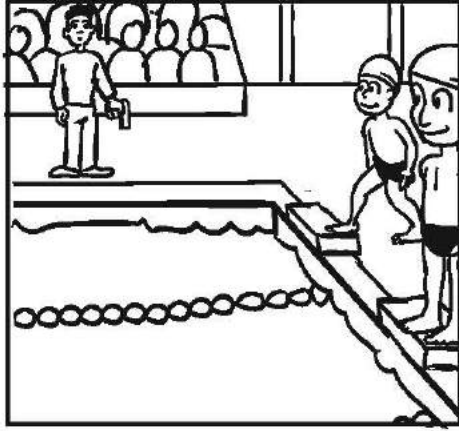
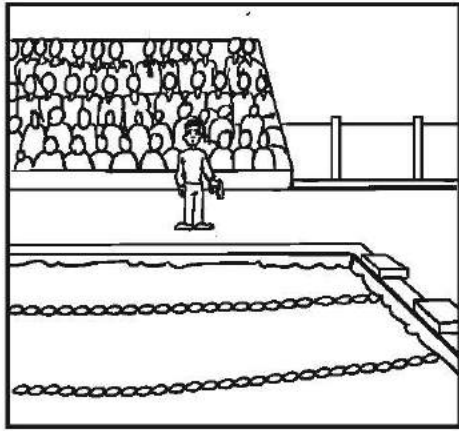
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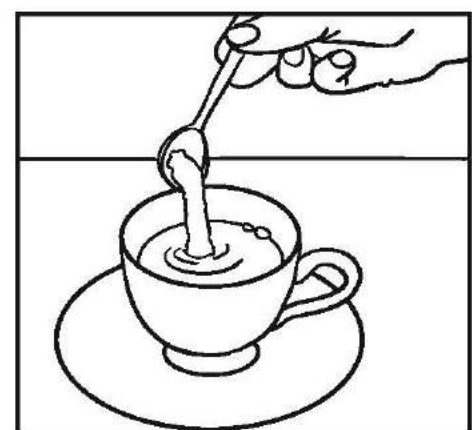
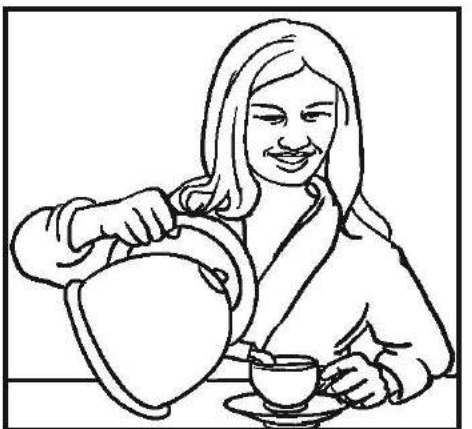
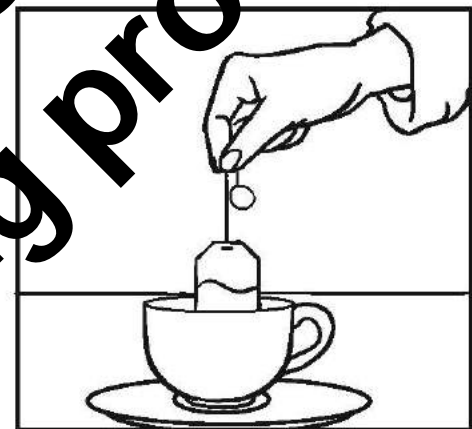
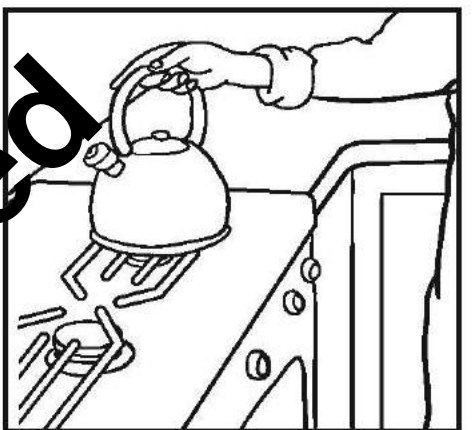
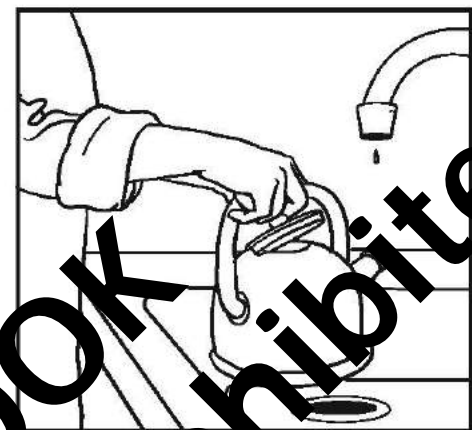
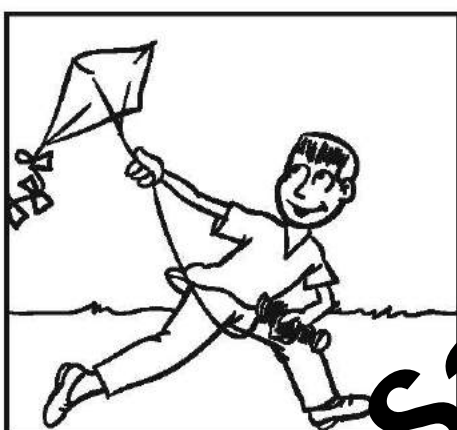
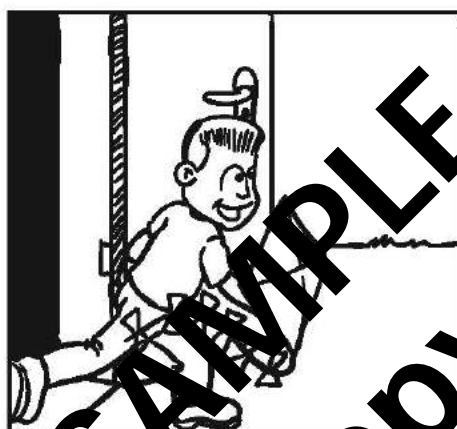
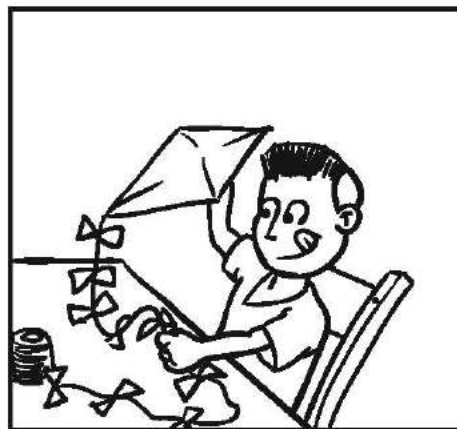
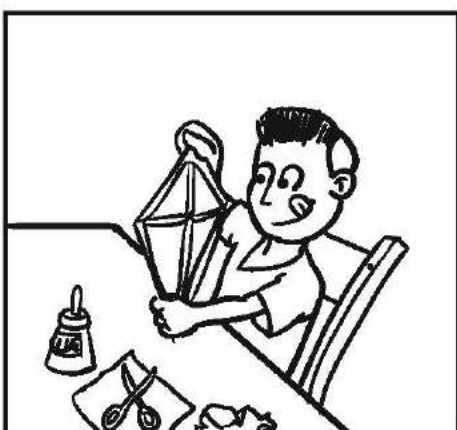
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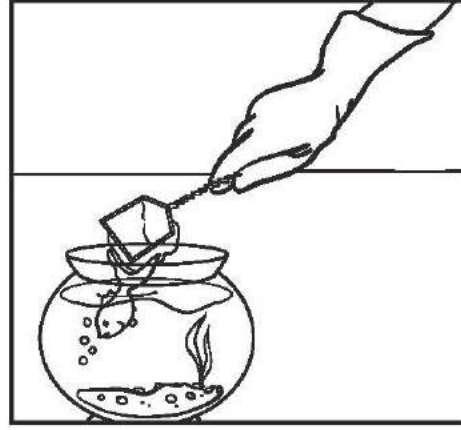
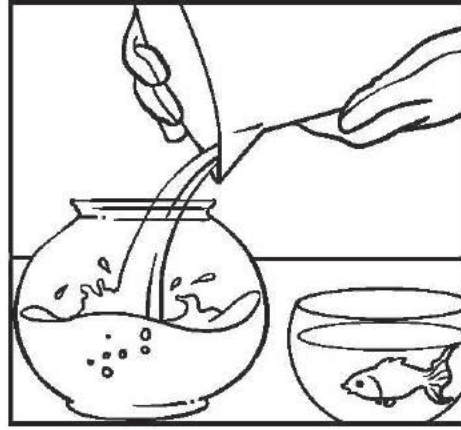
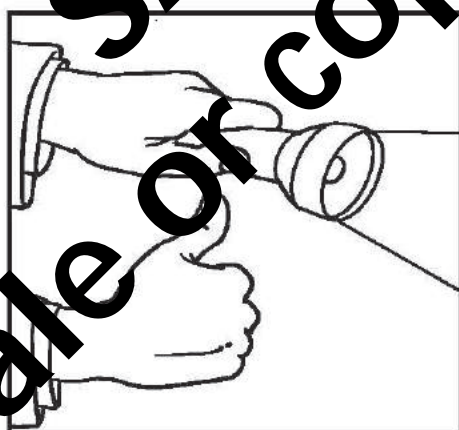
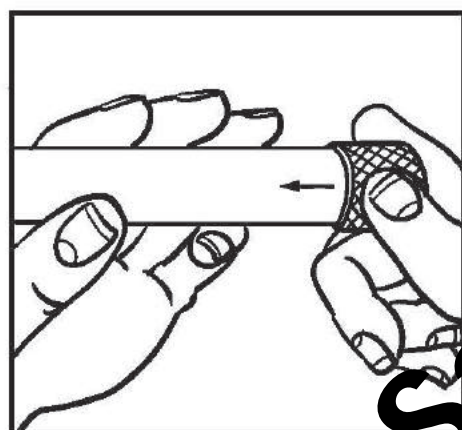
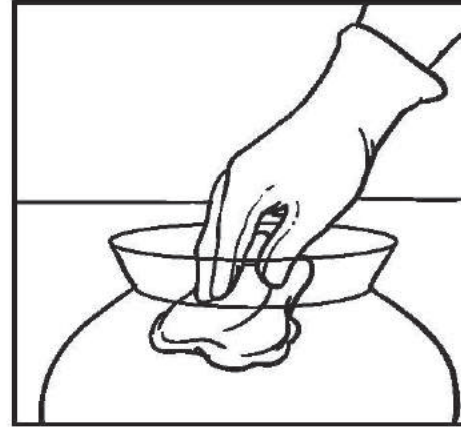
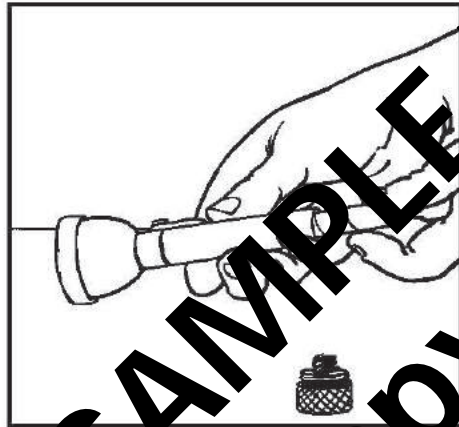
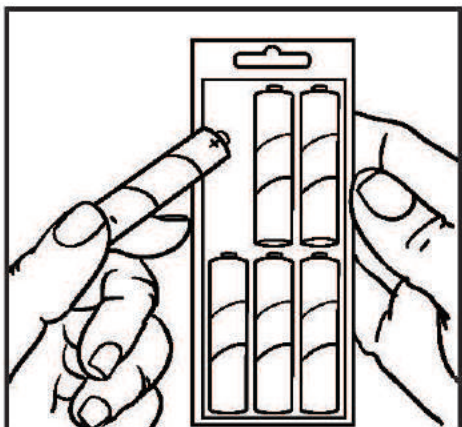
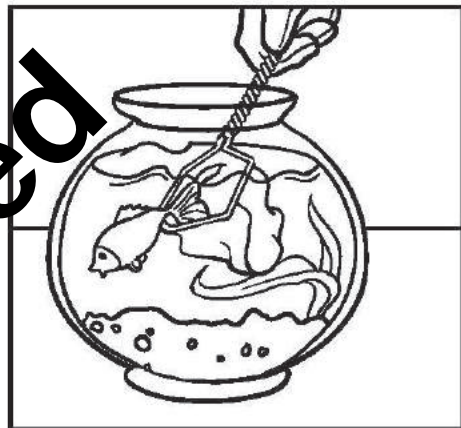
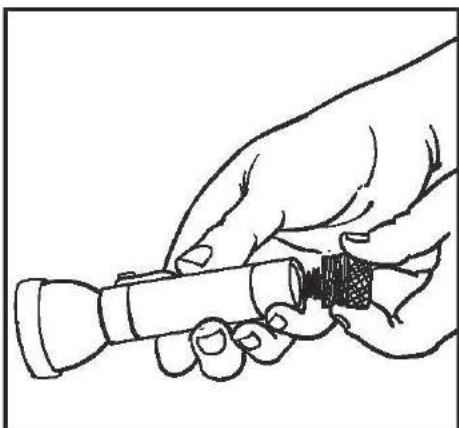
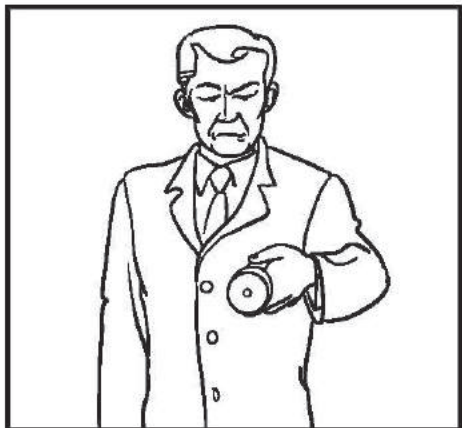
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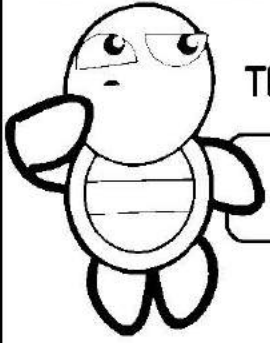
Paste the pictures down in the correct order.

Sale or copying prohibited

SAMPLE BOOK

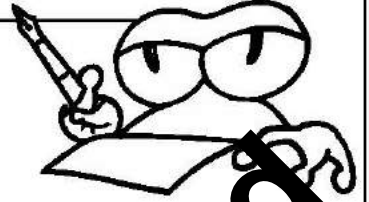
MAIN IDEAS and SUMMARIZING

Date: _____



Think of a title for the picture story and write it in the box.

Describe in ONE sentence what the story is about.



Now write ONE sentence to describe what is happening in each picture.

1.

2.

3.

4.

6.

WHAT HAPPENS NEXT ????????

Date: _____



Handwriting practice lines consisting of a top line, a middle line, and a bottom line, with a jagged zigzag line separating the top and bottom sections.

WHAT HAPPENS NEXT ????????

Date: _____



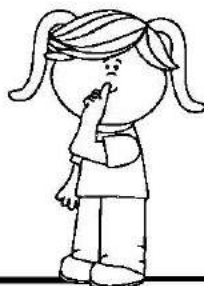
Handwriting practice lines consisting of a top line, a middle line, and a bottom line, with a jagged zigzag line separating the top and bottom sections.

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PARTS OF SPEECH

Date: _____

Look at the picture story and write down - in the block below - all the nouns you can see. Number each noun starting at number 1.



Now write down one adjective to describe each noun. Write the number of the noun next to the adjective describing that noun.

NOUNS

ADJECTIVES

1. boat

1. slow



How many "verbs" can you see in the pictures?

Write them down and after each verb write an adverb to match that verb.

Underline the verbs.

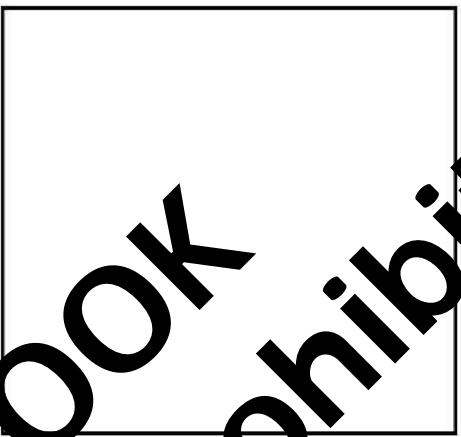
VERBS and ADVERBS

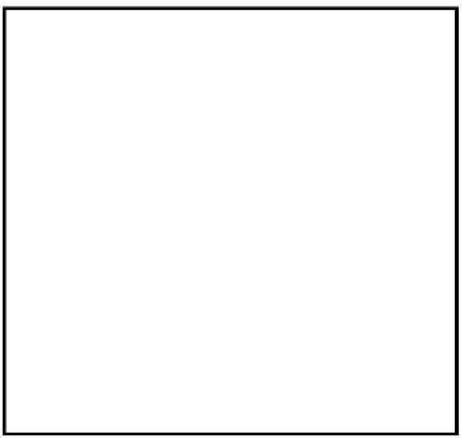
running slowly

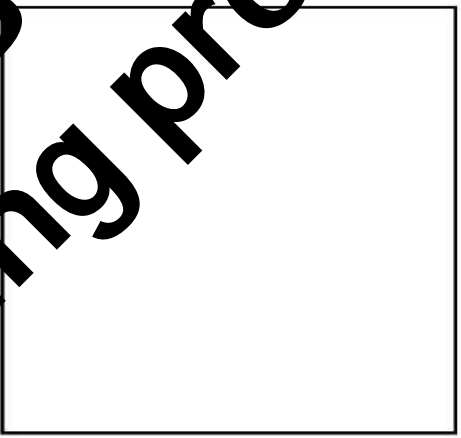
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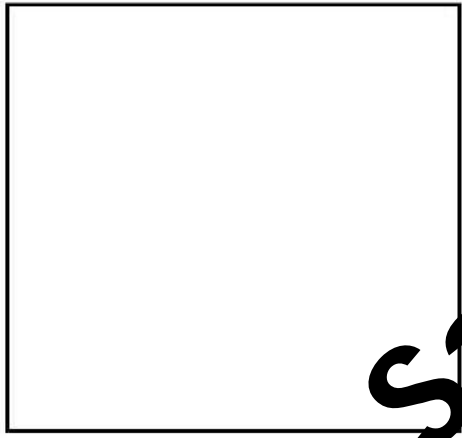
Paste the pictures in the correct order and write down next to each picture, what is happening in that picture.

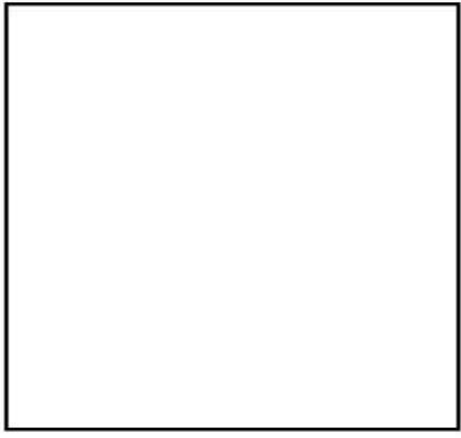












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SAMPLE BOOK

Look at the picture story. Now write an interesting paragraph describing what is happening in the story. Remember to vary the length of your sentences and to use lots of describing words.

Date: _____

SAMPLE BOOK
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Look at the picture story. Now write a letter to a friend telling him or her about what happened in the story. Your friend has not seen the picture story, so you must describe everything very clearly.

Date: _____

SAMPLE BOOK
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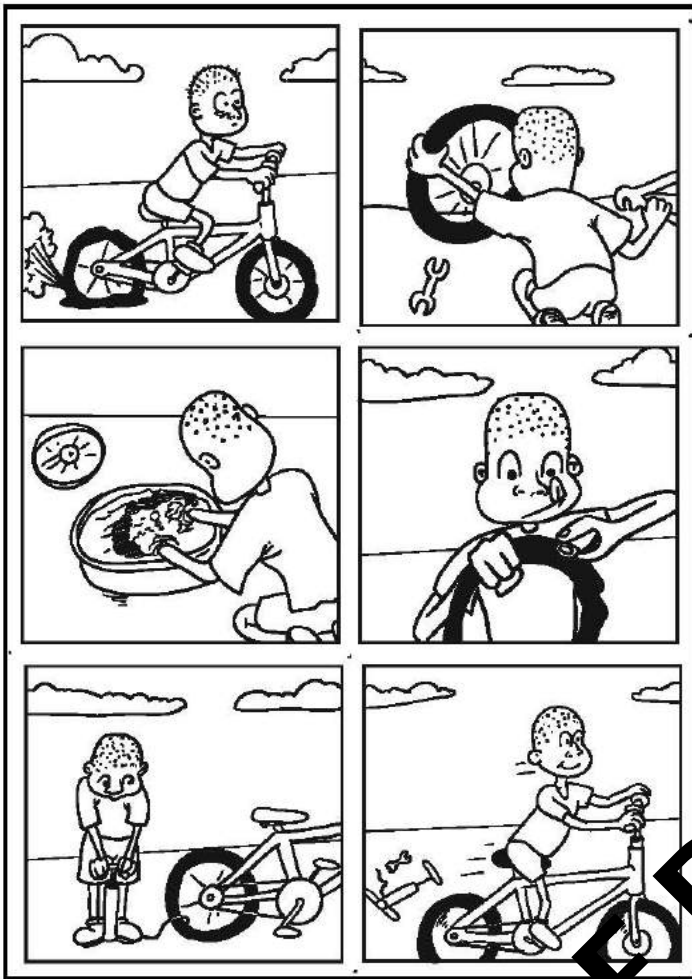
DATE: _____

PICTURE COMPREHENSION

1. What happened to the boy's bike?
2. How do you think it happened?
3. How does he fix it?
4. What is he doing in picture number 5?
5. Was he near home or far away and why?
6. Write an interesting title for the picture story.

Find out (individuals) or discuss (groups or class):

- What equipment you would need to fix a bicycle's puncture.
- How you would fix it.



DATE: _____

PICTURE COMPREHENSION

1. Does the dog want to be bathed?
2. How do you know?
3. How does the girl fill the dog's bath with water?
4. What does the girl use to bath the dog with?
5. Does she rinse the dog? How do you know?
6. Write an interesting title for the picture story.

Find out (individuals) or discuss (groups or class):

- How to bath a dog.
- What all you would need to bath the dog with.
- What weather is best to bath a dog in.



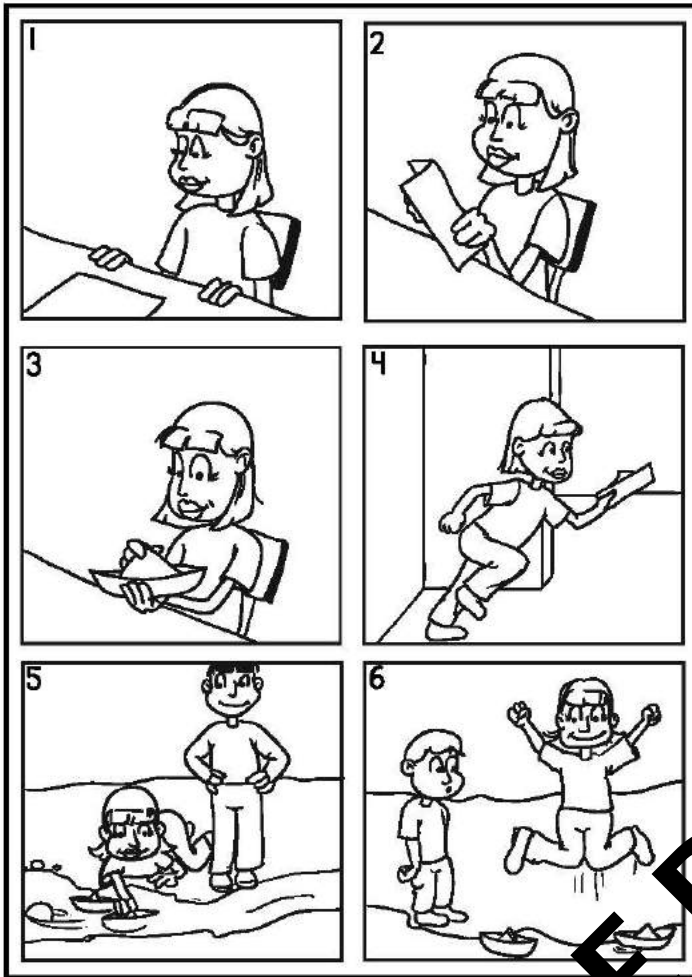
DATE: _____

PICTURE COMPREHENSION

1. What is the girl making?
2. Where is she making it?
3. What is she using to make it?
4. What does she do with it?
5. Why do you think the little boy is smiling in picture 5?
6. Why is the little girl happy in picture 6?
7. Write an interesting title for the picture story.

Find out (individuals) or discuss (groups or class):

- Objects that float and objects that sink.
- What makes paper boats move on the water.
- To Do - Make and fold a paper boat.



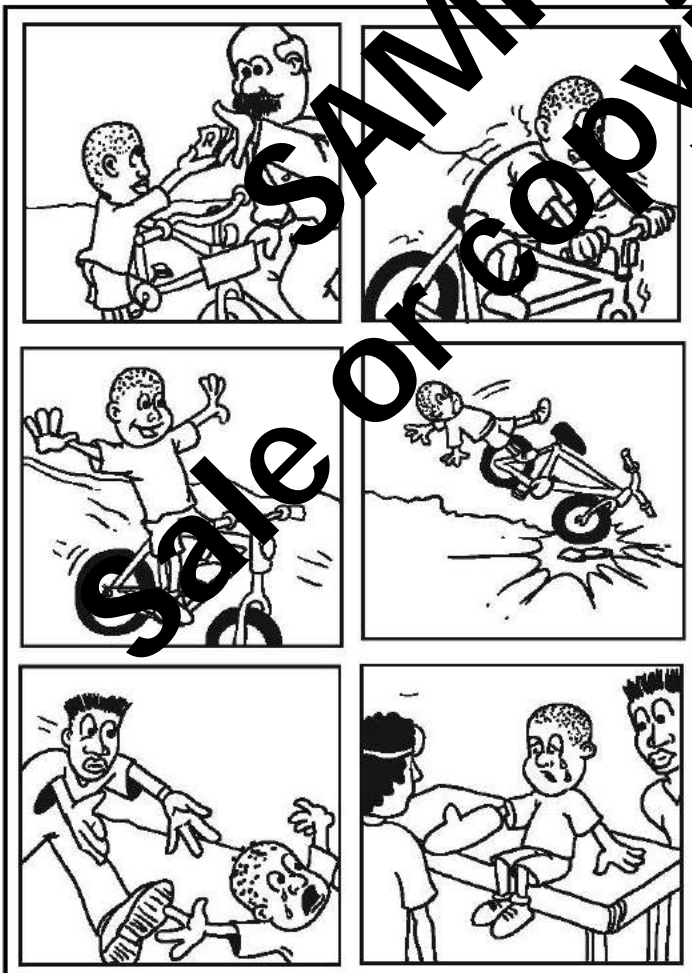
DATE: _____

PICTURE COMPREHENSION

1. Has the boy owned that bicycle before and how do you know?
2. Why does he fall off the bicycle?
3. Who comes to help him?
4. Where does that person take him?
5. What is wrong with him?
6. Does it hurt him and how do you know?
7. Write an interesting title for the picture story.

Find out (individuals) or discuss (groups or class):

- Safe and dangerous ways to use a bicycle.
- Clothing to wear when cycling.



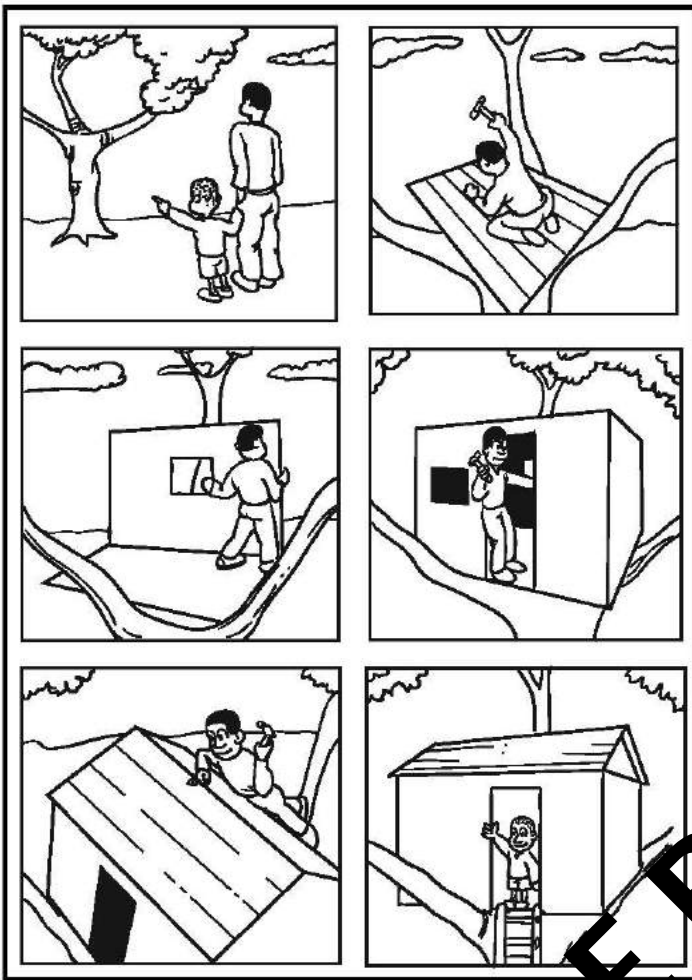
DATE: _____

PICTURE COMPREHENSION

1. What is the boy showing his dad in picture 1?
2. What is the father building?
3. What does he use to hold the tree-house together?
4. How does the boy get up into the treehouse?
5. Write an interesting title for the picture story.

Find out (individually or discuss (groups or class):

- What tree houses are made out of.
- What trees are used for.
- What type of trees are best for tree houses.



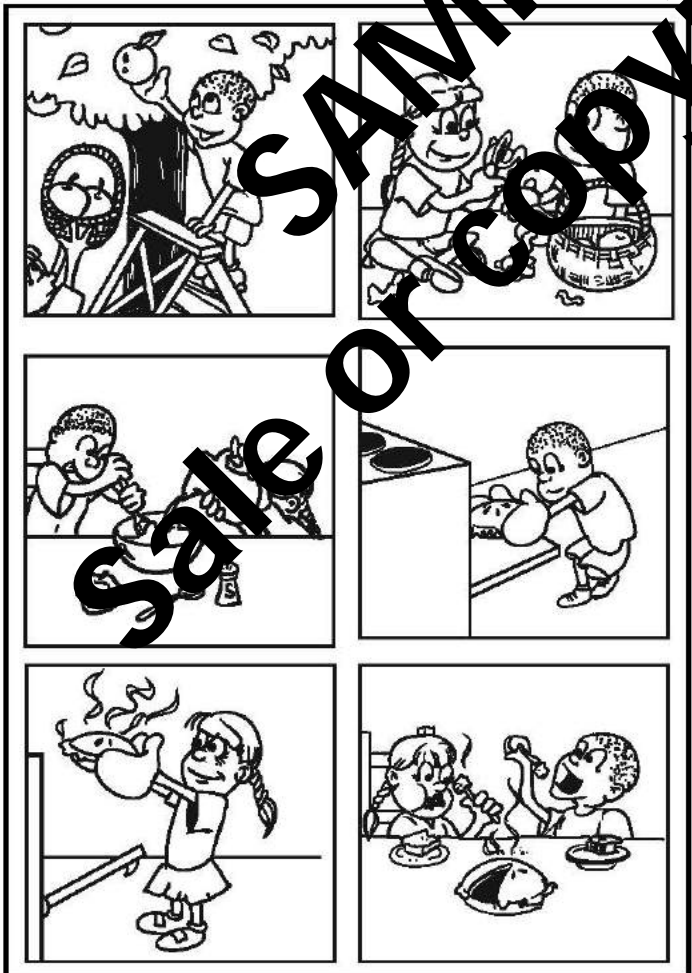
DATE: _____

PICTURE COMPREHENSION

1. What type of tart did the children bake?
2. How do you know?
3. Where do the children peel the apples?
4. Why do they wear gloves when putting the tart into the oven and taking it out again?
5. Who did they bake the tart for?
6. Write an interesting title for the picture story.

Find out (individually) or discuss (groups or class):

- How many apples you would put into an apple tart.
- What could you use instead of apples.
- What other ingredients would you use.



DATE: _____

PICTURE COMPREHENSION

1. What is the farmer doing in picture number 1?
2. What is the farmer doing in picture number 3?
3. What does he do after he has sowed the seeds?
4. Why is he chasing the birds away?
5. Why is he happy in the last picture?
6. What seed do you think he planted?
7. Write an interesting title for the picture story.

Find out (individuals) or discuss (groups or class):

- What plants need to grow.
- How plants grow.

TO DO:- Grow a bean seed in a saucer by putting it between 2 pieces of cotton wool and keeping it damp.



DATE: _____

PICTURE COMPREHENSION

1. Describe the weather.
2. What clothes is the boy wearing and why?
3. Is he enjoying himself - how do you know?
4. What is he making?
5. What does he use for the snowman's arms and nose?
6. Write an interesting title for the picture story.

Find out (individuals) or discuss (groups or class):

- Where does snow come from.
- Which countries experience snow.
- What you can do in the snow.

TO DO:- Draw your own snowman.



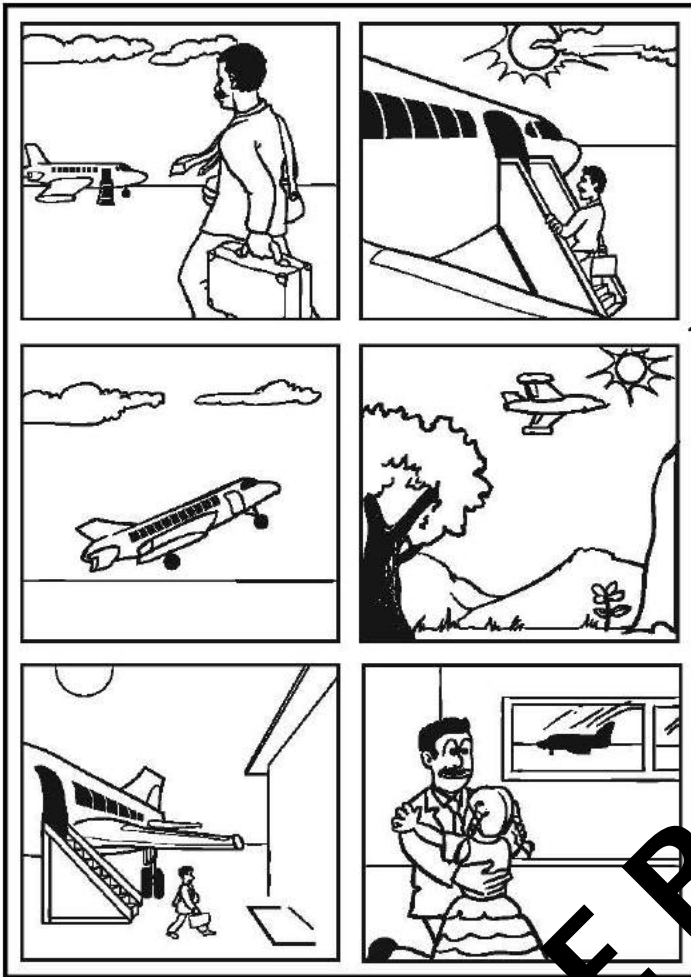
DATE: _____

PICTURE COMPREHENSION

1. Where do you think the man is going?
2. How will he get there?
3. What is happening in picture 3?
4. Who meets the man?
5. Where does she meet him?
6. Write an interesting title for the picture story.

Find out (individuals) or discuss (groups or class):

- Different types of planes.
- What stuff is needed on a plane.
- When you would fly in a plane.
- When planes take off and land from.
- All about airports.



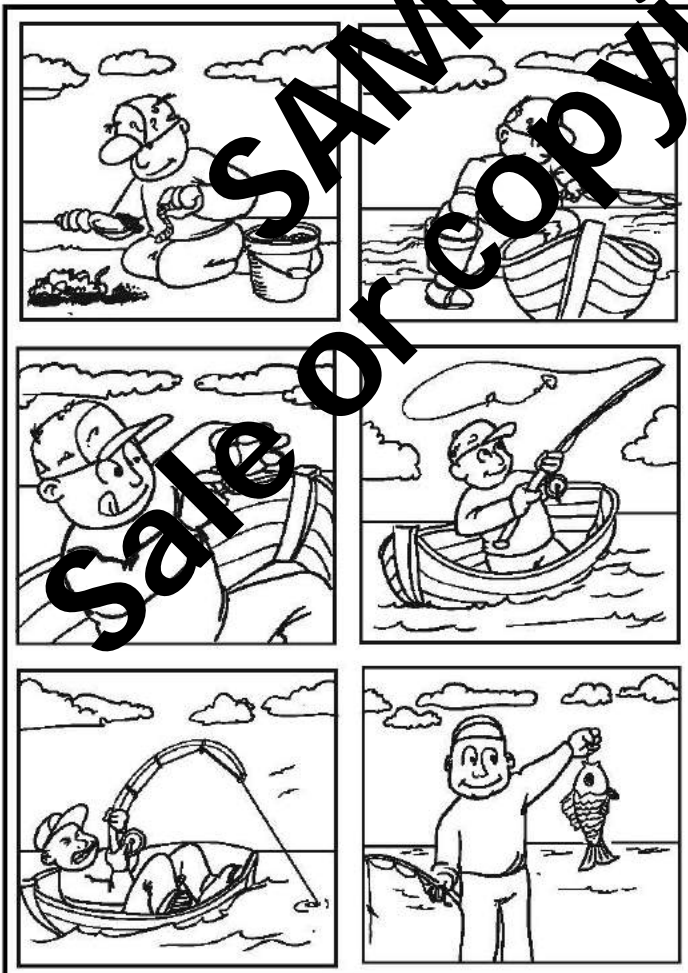
DATE: _____

PICTURE COMPREHENSION

1. What does the fisherman put on the hook of his fishing rod?
2. Why does he put it there?
3. Where does he get it?
4. Was it easy to catch the fish?
5. How does he feel about the fish that he caught?
6. What do you think he will do with the fish?
7. Write an interesting title for the picture story.

Find out (individuals) or discuss (groups or class):

- What would be needed to go fishing.
- What animals are found in salt water and what animals are found in fresh water.



DATE: _____

PICTURE COMPREHENSION

1. Who is in the boat?
2. How does he get to the land?
3. What is he reading on the piece of paper?
4. Why does he dig a hole?
5. What does he find?
6. Why is he so happy?
7. Write an interesting title for the picture story.

Find out (individuals) or discuss (groups or class):

- What pirates are and do and if they are real.
- Find out more about an infamous pirate. Tell a story about a pirate.



DATE: _____

PICTURE COMPREHENSION

1. Is it morning or evening?
2. What wakes the boy up?
3. What does he do after he has woken up?
4. Does he have breakfast before or after he gets dressed?
5. What does he do after he has eaten?
6. Where is he going?
7. How does he get there?
8. Write an interesting title for the picture story.

Find out (individuals) or discuss (groups or class):

- What you do when you wake up in the morning.
- Different ways of getting to school.



DATE: _____

PICTURE COMPREHENSION

1. What is the name of the camping site?
2. Who is going camping?
3. What do they do once they arrive at the site?
4. What does the boy do after the tent has been put up?
5. What type of meal are they having?
6. Are they eating lunch or supper? how do you know?
7. Write an interesting title for the picture story.

Find out (individuals) or discuss (groups or class):

- Camping and different camping accommodations.
- What you would need to take with if you were camping.



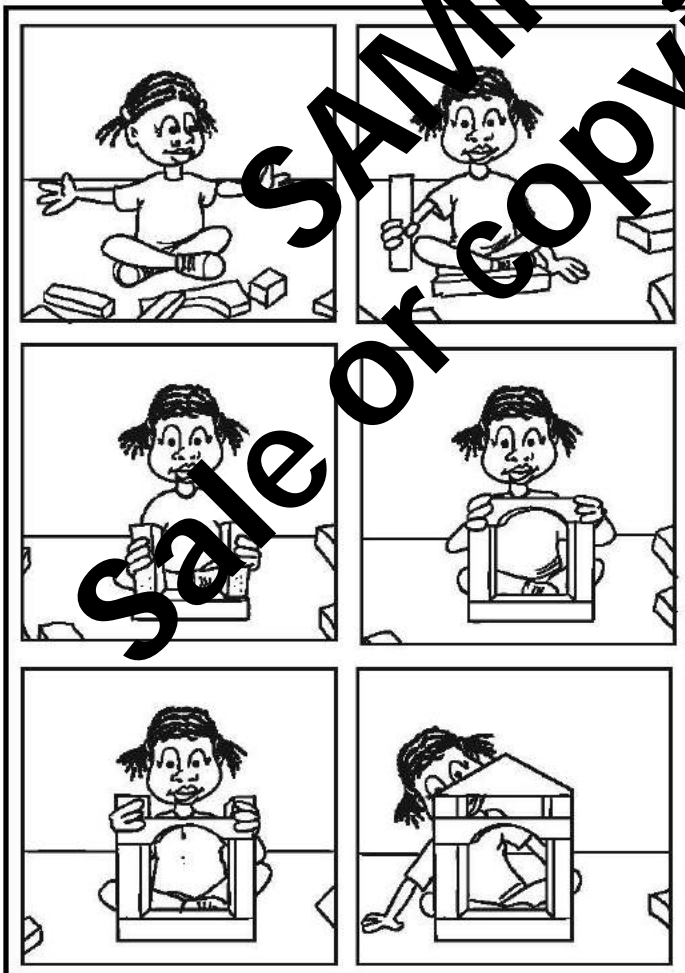
DATE: _____

PICTURE COMPREHENSION

1. What is the girl doing?
2. How many building pieces does the girl use to complete her "building"?
3. Are there any pieces left afterwards?
4. What do you think she thinks about her building?
5. Write an interesting title for the picture story.

Find out (individuals) or discuss (groups or class):

- Different types of buildings and materials used.



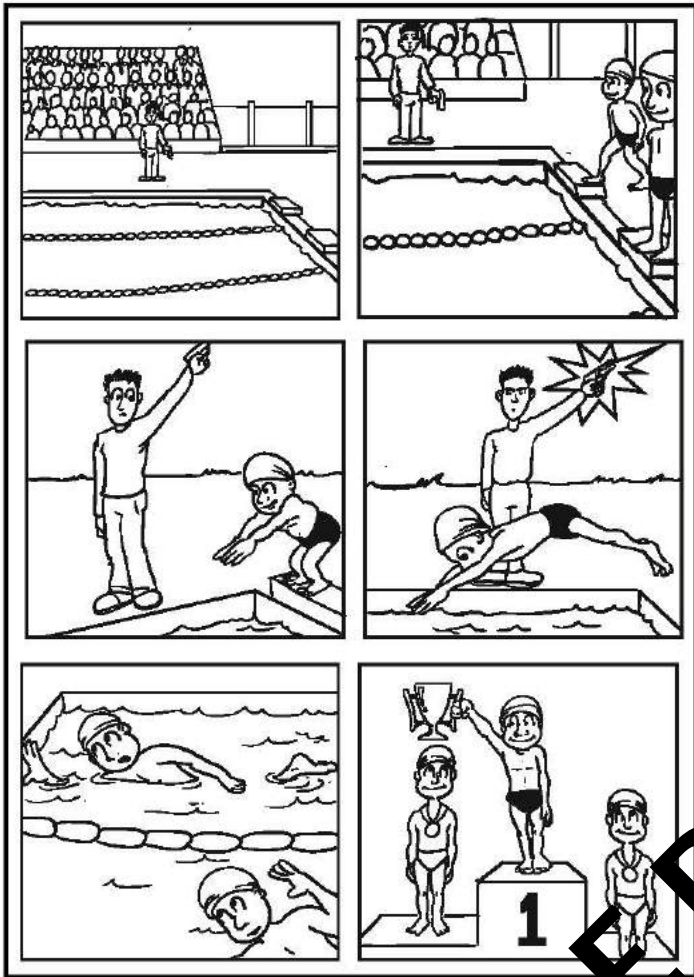
DATE: _____

PICTURE COMPREHENSION

1. In which lane did the winner swim?
2. Name the 2 items that the swimmers are wearing.
3. How does the race start?
4. What does the winner get?
5. What do the swimmers get that come second and third?
6. Write an interesting title for the picture story.

Find out (individuals) or discuss (groups or class):

- What a race is.
- How you are chosen to compete.
- Different types of swimming strokes.
- How much you need to practice.



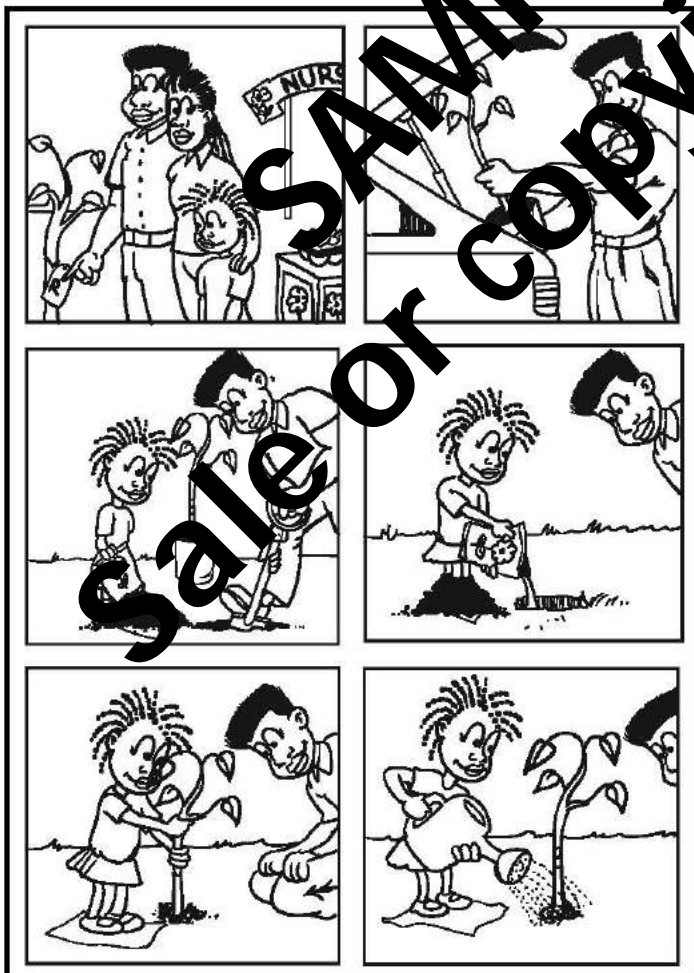
DATE: _____

PICTURE COMPREHENSION

1. Where does the family go?
2. What do they do there?
3. Where do they plant a tree?
4. Why does the father dig a hole?
5. What does he use to dig the hole with?
6. What does the girl pour into the hole?
7. What does she do after the tree has been planted?
8. Write an interesting title for the picture story.

Find out (individuals) or discuss (groups or class):

- How plants grow.
- What they need to grow.
- The importance of planting trees.
- Types of trees (fruit, shade, beauty...)



DATE: _____

PICTURE COMPREHENSION

1. What is the boy making?
2. What is he using to make his kite?
3. What is the weather like and how do you know?
4. Write an interesting title for the picture story.

Find out (individuals) or discuss (groups or class):

- How to make a kite and materials used.
- Different types of kites.
- Make kites in groups and have a kite flying competition OR draw a kite.

DATE: _____

PICTURE COMPREHENSION

1. What pet does the girl own?
2. What is the girl doing in picture number 2?
3. What is she doing in picture number 3 and 4?
4. Where does she put the fish while she is cleaning the fishes bowl?
5. Write an interesting title for the picture story.

Find out (individuals) or discuss (groups or class):

- How to look after fish and other pets.
- What you would need to buy for different types of pets.

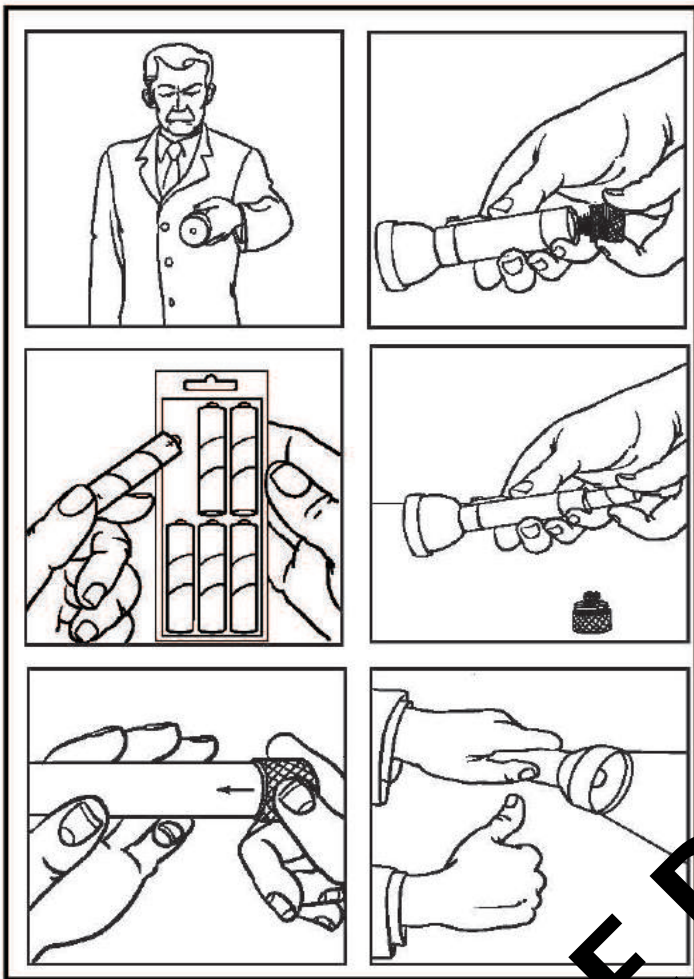
DATE: _____

PICTURE COMPREHENSION

1. What is the man holding in picture 1?
2. What does he do with the torch?
3. How many batteries are in the packet?
4. What does a torch need to make it work?
5. Write an interesting title for the picture story.

Find out (individuals) or discuss (groups or class):

- When you would use a torch.
- Different types of torches.



DATE: _____

PICTURE COMPREHENSION

1. What is the lady making?
2. Where is she making it?
3. What is she using to make it with?
4. What does she do with it?
5. Is it hot or cold and how do you know?
6. Write an interesting title for the picture story.

Find out (individuals) or discuss (groups or class):

- Safety in the kitchen.
- Different types of hot drinks.

