

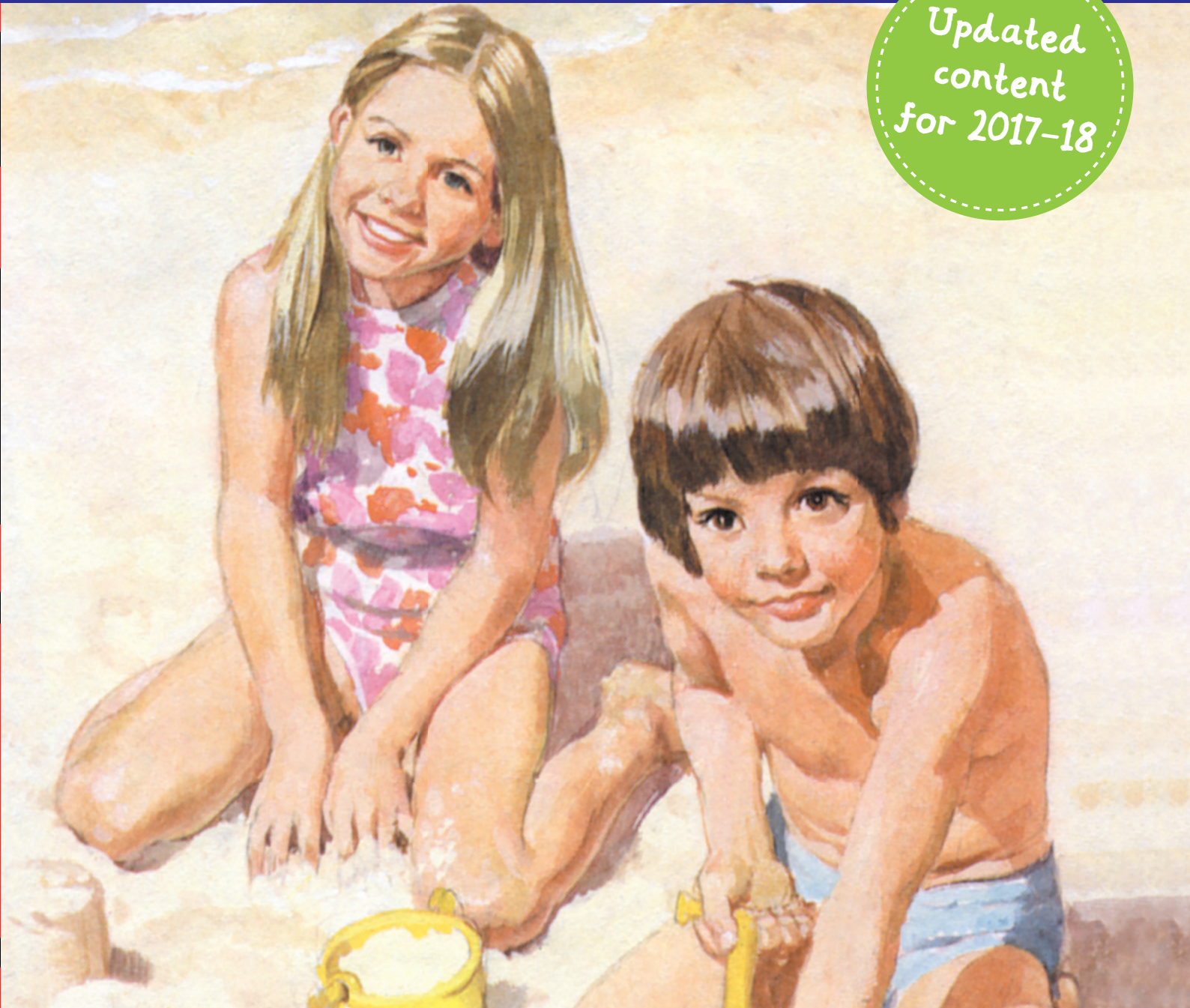


Schools

# Key Words

with Peter and Jane

Updated  
content  
for 2017-18



## Teacher Resources



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# Key Words with Peter and Jane

## Introduction

*Key Words with Peter and Jane* is one of Ladybird's best-loved series. With nearly 100 million books sold worldwide over the last fifty years, *Key Words* has helped generations of children learn to read.

So what are key words? These are the most frequently occurring words in the English language. Research has shown that just a few of these key words form a very high proportion of those in everyday use.

## Key Words – as easy as a, b, c!

*Key Words with Peter and Jane* has 12 levels, each with 3 books: a, b and c.

**Series a** Gradually introduces and repeats new words.

**Series b** Provides further practice of these same words but in a different context and with different illustrations.

**Series c** Invites children to try writing the words and introduces reading using phonics, enabling children to read increasingly difficult words.

## How does it work?

12 words =  $\frac{1}{4}$  of all the words we read and write everyday!

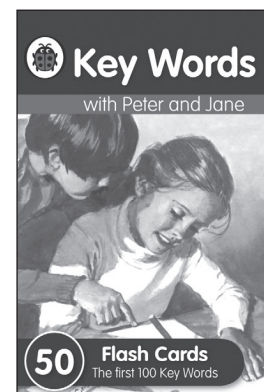
100 words =  $\frac{1}{2}$  of all the words we read and write everyday!

If children are taught these key words first, it is easier for them to learn to read.



The *Key Words with Peter and Jane* books are so successful because each of the key words is introduced gradually and repeated frequently. This builds confidence in children when they recognize these key words on sight (also known as the 'look and say' method of learning). Examples of key words are: the, one, two, he.

Accompanying flash cards are also available for the *Key Words* series.





# Key Words with Peter and Jane

## Classroom Activities Level 1

### Book 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 called **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.**

### Book 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...**

### Book 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 child 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 Book 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.**



# Key Words with Peter and Jane

Write the correct word in each sentence.

Jane ..... a ball. ( is has an )

The toy is in the ..... ( shop here the )

..... is a dog. ( Here Has Peter )

Peter is ..... the tree. ( and is in )

Peter ..... Jane like the toy. ( I and a )

Jane is in the ..... ( ball toy tree )



# Key Words with Peter and Jane

## Classroom Activities Level 2

### Book 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 as 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!

### Book 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.**

**I want to have some fun with sweets.**

Help with constructions they do not know.

### Book 2c **I like to write**

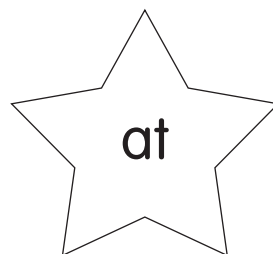
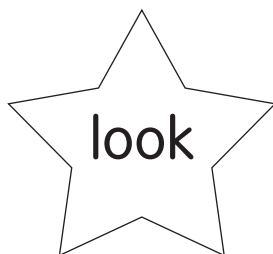
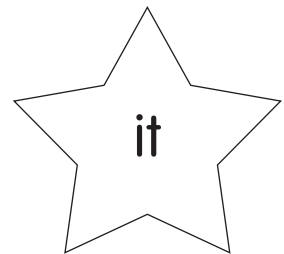
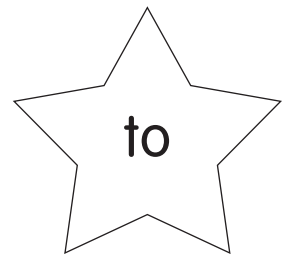
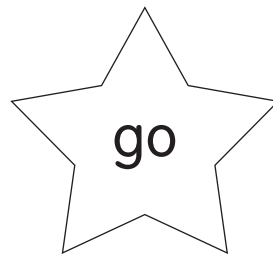
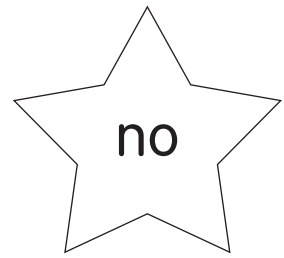
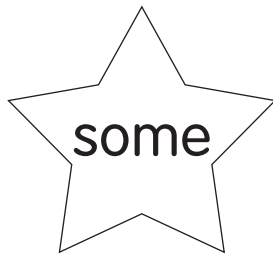
- Peter and Jane's toy shop will encourage your class to make their own class toy shop and to label it. Give them any new words they do not know. There are more toys to look at on pages 33, 37, 39. When they have done this, choose a 'shopkeeper' and each member of the class can take a turn to use the 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 the class read out these notes, or ask the children to swap with a partner and read each other's notes.

Level  
**2**



# Key Words with Peter and Jane

Colour in the stars when you read the words correctly.





# Key Words with Peter and Jane

## Classroom Activities Level 3

### Book 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.**

### Book 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.
- 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.

### Book 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.





# Key Words with Peter and Jane

Write **yes** or **no** to answer the questions.

yes      no

Can you read and write?  
.....

Are you a girl?  
.....

Have you a car?  
.....

Do you like sweets?  
.....

Do you go to school?  
.....

Do you have a dog?  
.....

Do you help Daddy?  
.....

Do you like red flowers?  
.....

Can you jump?  
.....

Do you have cake for tea?  
.....

Do you look like your Mummy?  
.....

Do you like toys?  
.....

Level  
**3**



# Key Words with Peter and Jane

## Classroom Activities Level 4

### Book 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.**
- 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.**

### Book 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.**

### Book 4c Say the sound

- Use the pictures on pages 17 and 19 to make and label an 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.

Level  
**4**



# Key Words with Peter and Jane

The words in the box below are all the naming words or nouns. Choose the correct noun to complete the sentences.

apple station dog bed shop  
car fish boat cake school

Jane is in the .....

Peter can see a ..... in the water.

The train comes in the .....

The ..... likes to play with Jane.

Peter and Jane have ..... for tea.

They look at the rabbits in the .....

Jane gives the rabbit an .....

The boys and girls go to ..... on the bus.

Peter and Jane go up to .....

The Police have come to school in a .....



# Key Words with Peter and Jane

Read the words in the middle of the page, then draw lines to join them to words that rhyme.

make

stop

see

cat

ball

she

sea

bed

toys

red

are

us

away

me

shop

all

he

no

boys

say

tea

play

cake

Pat

to

two

go

do

car

she

bus

we

Level  
**4**



# Key Words with Peter and Jane

## Classroom Activities Level 5

### Book 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.

### Book 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**. 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.

### Book 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.



# Key Words with Peter and Jane

Lots of words in stories contain the letters th. Add **th** to the words below and read them aloud.

..... e                  ..... en                  ..... ank

..... is                  wi .....                  ..... ings

..... ey                  ..... at                  ..... ere

Now find the words in the grid below.  
You can read across or down.

t	h	e	r	e	t
h	s	w	i	t	h
e	t	h	a	t	i
y	p	t	h	e	n
t	h	a	n	k	g
t	h	i	s	o	s



# Key Words with Peter and Jane

Write in the letters and read the sentences.

ee Peter s ..... s some tr ..... s on the str ..... t.

ea Pl ..... se will you r ..... d me this about  
the s ..... ?

ai He must go on the tr ..... n ag ..... n.

ou We play ..... t and ab ..... t and in  
..... r h ..... se.

or They have h ..... ses f ..... w ..... k on the farm.

sh ..... e will go to the ..... op for some fi .....

st He mu ..... op at the ..... ation.

er His oth ..... broth ..... and sist ..... are  
in the wat .....

oo S ..... n we will go to sch ..... l in  
aftern ..... n.

ow H ..... can you milk a c ..... n ..... ?



# Key Words with Peter and Jane

## Classroom Activities Level 6

### Book 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 your 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/she sits next to me at school. I play ball with him/her after school.**

### Book 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? On a farm? By the sea? In a castle? In a cave?
- 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.

### Book 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.





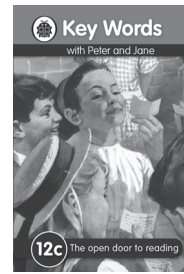
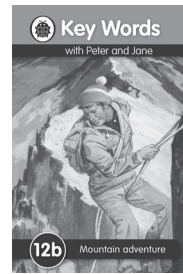
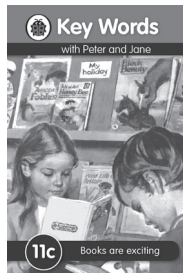
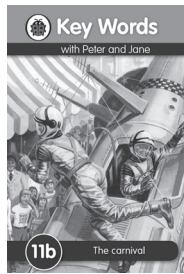
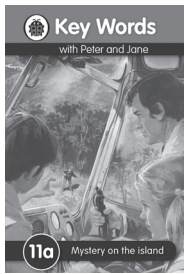
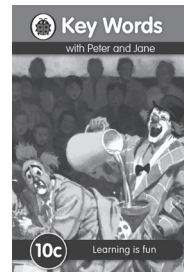
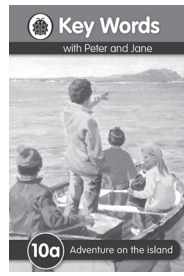
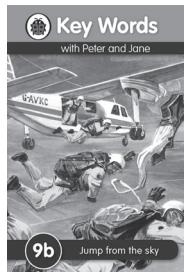
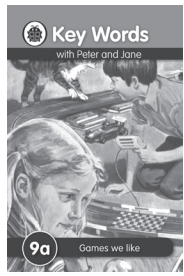
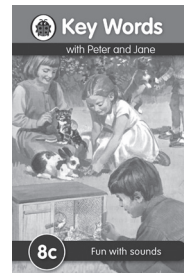
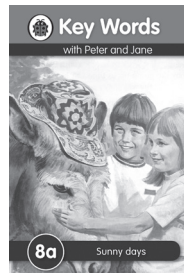
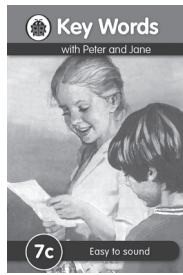
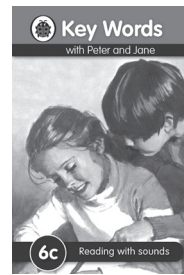
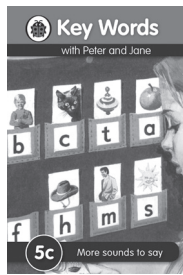
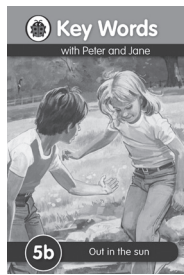
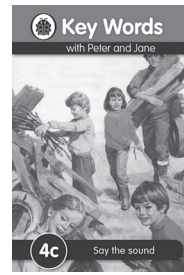
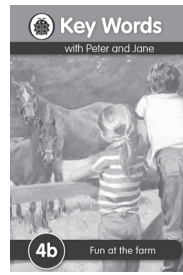
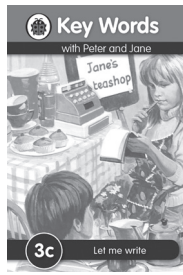
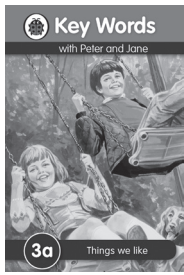
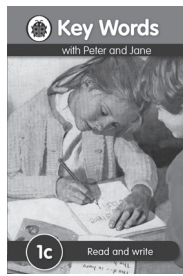
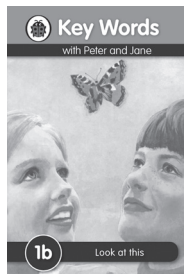
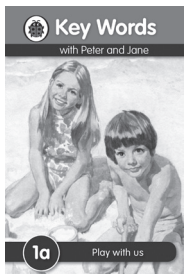
# Key Words with Peter and Jane

Read the words in each list and circle the word that is different from the rest.

dog	cat	bird	flower	horse
boat	garden	bus	train	car
cake	hat	sweet	apple	eggs
policeman	teacher	fireman	baby	farmer
Ann	Molly	Peter	woman	Tom
more	two	four	one	three
brother	Jane	sister	mother	grandfather
door	window	bed	chair	tree
rabbit	man	woman	boy	girl



# Key Words with Peter and Jane



# Learning to read with Ladybird

<b>Key Words with Peter and Jane</b>	
<b>Starter Readers</b>	Books 1a–2c
<b>Developing Readers</b>	Books 3a–4c
<b>Improved Readers</b>	Books 5a–7c
<b>Confident Readers</b>	Books 8a–9c
<b>Independent Readers</b>	Books 10a–12c

This pack contains resources to accompany the series. We encourage you to photocopy these resources as much as you like for classroom use. There are two types of resource contained within this pack:

## **Classroom Activities**

These sheets provide lesson ideas and suggestions of how to use Ladybird series in the classroom.

## **Activity Sheets**

These sheets contain activities and should be distributed to students to complete.

We hope you enjoy bringing reading to life in your classroom with Ladybird! A full list of Ladybird education titles is available online at:

**[www.penguinstocklist.co.uk](http://www.penguinstocklist.co.uk)**

Resources by Lorraine Horsley

# Contact Us

**Please don't hesitate to get in touch with us if:**

- you have any questions about how to use Ladybird books in the classroom
- you would like to share your experiences of teaching your students to read with Ladybird
- you would like to give us feedback on this pack or on any of our books
- you would like any further information about Ladybird or Puffin books

## You can email us at

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