

# I See

## Before reading

- Talk about the picture. Ask: *What is happening?* Read the title and ask the children what they think the book will be about.
- Look at two of the pictures and talk about what is happening.
- Ask the children to find the list of words. Read the words together.
- Identify the children in each picture.

## During reading

- Read the story together. On each page ask someone to explain what the characters are doing.
- Ask one of the children to read alone. Praise them for reading with confidence.
- On pages 35-④&⑤, notice that it says, "We see" instead of, "I see". Ask: *Why is that?* Find Biff and Chip in the pictures and explain that they are looking at Kipper and Floppy.
- Remind them to use initial letter sounds to work out the name of the characters.

## Observing

Check that the children:

- handle the book with confidence, knowing where to begin reading
- use the picture to work out what is happening
- use initial letter sounds if they meet a new word.

## Group and independent reading activities

### Text level work

**Objective** To notice the difference between spoken and written forms through retelling known stories; to compare "told" versions with what the book "says".

- Read the story together. Ask the children to tell you what happened first, e.g. "Kipper is looking at Biff."
- Show them the picture to check, but cover up the words. Ask: *Is that what the writing says?* Uncover the text and read the words together.

- Repeat with the next page, talking about what is happening in the picture before reading the text. Ask: *Why does it say "I"?* Discuss the fact that Kipper is talking.
- Notice the difference in wording between what we say is happening and what the text says.

### Observing

Do the children realise that what they said about the story was not in the same words as the text? Do they understand that Kipper was talking when the text said "I", and Biff and Chip were talking when it said "We"?

### Sentence level work

#### Objective

To use awareness of the grammar of a sentence to predict words during shared reading and when re-reading familiar stories.

**You will need** to use small post-it notes to cover the words "I" on page 34-①, "see" on page 34-②, and "me" on page 35-⑦.

- On page 34-①, read the remaining words together, then ask, *What is the first word?* If the children remember that it is "I", suggest: *Could it be "Kipper"?* Try reading the sentence as "Kipper see Biff". Does it make sense?
- Agree that it would be "Kipper sees Biff".
- Take off the post-it note and read the sentence.
- On page 34-②, read the words you can see and talk about the missing word. Ask the children: *Could it be "sees"?* Does "I sees Chip" sound right?
- Finally, guess the missing word on page 35-⑦. Ask: Could it be Kipper? Agree that it makes sense, but the word is too short to be "Kipper".

### Observing

Can the children understand which words did or did not make sense?

### Word level work

#### Objective

To read a range of familiar words, e.g. children's names.

- Make a list of the names of the children in the group and some of their friends. Add "Biff", "Chip" and "Kipper".
- Look at the list and notice names that begin with the same letter sound. Rewrite the list in alphabetical order.

- Ask volunteers to read all the names in the list.
- Praise the children for being able to read a list of names with confidence.

### **Observing**

Do the children find it easy to read the names? Do they use phonics to help them read new names?

## ***Speaking and listening activities***

### **Objectives**

Focus on the main point ; sustain concentration; create and sustain roles when working with others .

- Make a box with a viewfinder cut out or use an old camera that the children can look through.
- Ask the children to sit in a circle each child taking turns to be the photographer. When it is their turn they say, "I am taking a photo of ..." Ask them to add a reason, e.g. "because I like her shoes."
- The camera is then passed to that person, and they take a photo of somebody else.
- Continue until everyone has taken a photo and said the sentence.
- Praise the children for listening to each other.

## ***Writing***

### **Objective**

To write their own names.

- Look at the pictures on page 36-⑧ of the story. Read all the names. Talk about the shapes around each face.
- Provide a page with three or four outlines of different shapes for each child.
- Ask the children to draw themselves inside each shape.
- Then ask them to write their name carefully under each shape.
- Ask them to look at their own writing and tick the name they think has been written best.
- Praise the children for writing their names carefully.

### ***Cross-curricular link***



Mathematical development: recognise and name shapes.