

Can You See Me?

Group and independent reading activities

Introducing the story

- Read page 76-① and look for the teddy.
- Read the story slowly, looking for the things hidden in the picture each time. Re-read the story so that the children can hear the rhymes. Ask them to join in for the rhyming words when you read it again. Look at all the pictures together, talking about the toys and naming them. Encourage the children to talk about their own toys.

During reading

- Ask the child or one of the children to read the story aloud. Praise him/her for accurate reading and for using phonics to read new words. Note whether he/she uses the above skills and strategies. Prompt if necessary.

Observing

Check if the children:

- know what to look for and find it in the picture without help
- turn the pages in order and know if a page has been missed
- always start reading at the left hand side on the page
- notice and talk about the words that rhyme

Practising phonics

Objective

Sound and name each letter of the alphabet

Find "frog" on page 77-③ and read the whole sentence together. Ask the children to tell you how they could read "frog". Was it because it rhymed with "dog", because it began with "f", or did they look at the picture? Stretch out all the phonemes: "f-r-o-g". Think of some more "fr" words, e.g. friend, freeze, from, fry.

Observing Can the children think of words that begin with "fr"? Are they aware of "f" and "r" or are they suggesting words that begin with "f" or "th"?

Practising rhyme

Objective Understand and be able to rhyme through extending these patterns, generating new and invented words in speech and writing

- Ask the children if they can remember any rhyming words from the story.
- Read the story again to see if they were right.
- Write "dog" and "frog" on a board. Which two letters are the same in both words?
- Think of some more words that rhyme and make a list.
- If children add letters at random, decide if they are real words or nonsense words.
- Make a separate list of nonsense words, e.g. gog, kog, nog, pog. What might these words mean?
- Make up a nonsense rhyme using some of these words.

Observing Note which children can suggest rhyming words.
Note anyone who is confidently making up rhyming nonsense words.

Speaking and listening activities

Objectives Include relevant detail
Remember specific points that interest them
Take turns
Use language and actions to explore and convey situations

Cross-curricular links Mathematical development: use positional language

Responding to the story/Cross-curricular links

- Look at each picture in turn and read the text. Ask children to tell you where the object is without pointing. Encourage the use of prepositions, "on", "under", "between", "behind", "next-to", "among" etc. Ask different children to explain the location of the object. Put all the correct suggestions together to arrive at a clear description of the location, e.g. on page 76-① , *"Teddy is on the shelf at the right hand end between two toy cats."*
- Use the pictures on pages 77-③ . Tell the children the location of a picture without naming it, e.g. *"My picture is above a house and below an apple. What is it?"*
- Ask children to describe the location of other pictures for the class or group to guess.

Personal experiences

- Talk about things you have lost yourself and where you found them.
- Ask the children to tell you about lost shoes, books, coats, toys. Where did they find them?

Role-play

- Ask a child to be Teddy. Teddy can go anywhere in the room where he (or she) can still be seen. Ask another child to explain exactly where Teddy is – not by just saying – , *"Over there."* For example, *"Teddy is by the door."* The child who explains the position of Teddy correctly is the next to pretend to be Teddy.

Writing

Objective

Understand that writing remains constant, i.e. will always "say" the same thing

- Make labels for places and furniture in the classroom. Ask the children to help you. Write each item on a separate strip of card. If you already have such labels, collect them up and read them together. Decide where each one should go. Ask a child to place the label correctly.