

# Up and Down

## Before reading

- Read the title with the children and discuss what the “shop guide” says.
- Ask the children to say what they think the story is about.
- Look through the story together to confirm their predictions.

## During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- As you listen to individual children, ask them what is happening in the illustrations to ensure that they understand the story.

### Observing

Check that the children:

- notice the environmental print and the number on the escalator to help them understand where the characters are
- use the pictures to help them follow the story.

## Group and independent reading activities

### Text level work

**Objective** To use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence.

- Ask the children: *Where did Mum and Dad go?*  
*Why did Dad go up a floor?*  
*Why did Mum go down a floor?*  
*What happened next?*  
*Turn to page 83-⑤. Why didn't Mum stop on the 2nd floor?*  
*Why did Dad go up?*  
*How did Mum and Dad finally get to meet on the same floor?*

### Observing

Can the children re-tell the story in their own words?  
Do they remember the sequence of events clearly?

## Sentence level work

**Objective** That words are ordered left to right and need to be read that way to make sense.

**You will need** individual word cards of each of the words in the following sentences:

Mum and Dad went shopping.

Dad wanted a book.

Mum wanted a paintbrush.

Dad went up.

Mum couldn't see Dad.

- Give each pair of children jumbled word cards for one sentence. Ask them to rearrange the cards to make the sentence.
- The children continue to make all the sentences by swapping their cards with another pair of children.
- Now, as one group, jumble up all the cards and ask the children to make as many sentences as they can.

**Observing** Do the children re-read the sentences to check that they make sense?

## Word level work

**Objective** To read on sight high frequency words.

**You will need** enough sets of these word cards for each child: up, down.

- Say an action and hold up either the "up" or "down" card for children to follow, e.g. "jump up", "look down", "bend down", "put your arms up".
- Give the two words cards to each child.
- Choose children to either stand up or crouch down: the other children hold up the correct card to show what they are doing.

**Observing** Can the children choose the right word card each time?  
Can the children perform the action without being given the instruction, i.e. reading the word card only?

## **Speaking and listening activities**

**Objective** Create and sustain roles when working with others.

- In pairs, ask the children to take the roles of Mum and Dad and act out the story by saying aloud what they are doing, e.g. Mum: "I am going down to buy a brush".

## **Writing**

**Objective** To experiment with writing in a variety of play situations.

- Create a shop corner in the classroom.
- Ask the children to suggest shopping items, perhaps using some of the items from the book, and list these on the board.
- Ask the children to use the shopping list to write and draw the items to be displayed in the shop.