

Missing

Before reading

- Read the title together with the children, and ask: *Who is missing?*
- Look at the story to confirm the children's prediction. Ensure the children see page 67-④ and page 67-⑤.

During reading

- Ask the children to read the story. Praise and encourage them for reading with expression and for reading fluently.
- Remind the children to pay attention to long words, e.g. "hamster", "fridge", "cupboard", etc.

Observing

Check that the children:

- Notice the long words.
- Use certain strategies to crack those long words.

Group and independent reading activities

Text level work

- Objective** To describe story incidents and relate them to own experience.
To work out meaning using graphic and contextual clues.
- Recap all the places where they have looked for Jaws. Write them down on the board: couch, sink, cupboard, floorboards, clothes basket.
 - Ask the children to their experience of missing something. Ask: *How did you lose it? Where did you find it? Did you expect to find it there?*

- Ask the children: *What is missing? Who found Jaws?*
- Ask the children to retell the story. Ask them to include major incidents and omit unnecessary details. Encourage them to check the book to see if they were right.
- Ask: *Why did Nadim call the hamster Jaws?* Ask the children to look at the picture and find jaw prints.

Observing Are the children able to identify the major events of the story?
Can they relate the events to their own experience?

Sentence level work

Objective To read with appropriate expression and intonation.

- Listen to the recording and notice the intonation.
- Choose one child for each character. Encourage and praise them for reading with expression and intonation.

Observing Are the children able to use different expression and intonation for various context?

Word level work

Objective To split long words into phonemes and pronounce the words.

- Go through the story with the students and find out all the difficult long words, e.g. "missing", "cupboard", "hamster", "maybe", etc.
- Ask the children to underline the phonemes of each word, for example, "missing". Encourage them to join miss and *-ing* to pronounce the word.

Observing Can they notice that "cupboard" is made up of two separate words, "cup" and "board"?

Speaking and listening activities

Objectives Focus on major events; share experiences.

- In a circle time, remind the children about the story, then ask the children: *What would you do when you couldn't find something?*
- Ask: *Why could Floppy find Jews?*

Writing

Objective To write a simple story with complete story settings.

- Ask the children to retell the story in simple sentences.
- Ask the children to write their own experience, including: *What did you lose? How did you lose it? Did you try to find it? Did you ask for any help from others? Where did you find it?*