

Look After Me

G = Language comprehension **W** = Word recognition

Group or guided reading

Introducing the story

- G** (Prediction) Read the title, and ask: *Who needs to be looked after? How old do you think she might be?*
- G** (Clarifying) Ask the children to name the characters they recognise on page 118-①.
- W** Find the word list: Ask the children to find and read words they already know. Read all the words together.
- G** (Prediction) Ask: *Do you think it will be easy to look after this little girl?*

Strategy check

Check that the children know where to begin reading each page.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- Help the children to use sounds and the sense of the sentence to work out new words.
- G** (Summarising) Ask: *Why did Biff say 'We like this' at the end of the story?*

Assessment Check that children:

- hear and say sounds in words in the order in which they occur
- read some high frequency words

- know that print carries meaning and, in English, is read from left to right and top to bottom.

Returning to the text

- C** (*Summarising*) Ask the children to explain why Kate was tired at the end of the story.
- W** Ask the children to find 'went' each time it occurs in the story. Ask: *What letter sound does 'went' begin with?*
- C** (*Clarifying*) Ask: *Where do you think they took Kate? Have you played somewhere like this? What can you do there?*
- C** (*Questioning*) Ask: *What did Kate climb up? What did she go down? Did Kate have fun?*

Group and independent reading activities

Objective Show an understanding of the elements of stories, such as main characters .

- C** (*Questioning, Imagining, Clarifying*) Ask the children to look at Biff on each page of the story. Look at page 118-① Ask: *Does Biff look pleased to have Kate to look after? What do you think she is thinking?* Find Biff on pages 118 and 119. Ask: *What do you think Biff might be saying to Kate on these pages? What does Biff think might happen?* Ask the children if they have ever played with a younger child or baby. What were the things that might happen to the child or baby? Ask: *Why do we need to take care of babies and younger children?*

Assessment Did the children understand why Biff was anxious? Did they have any experiences that showed they understood how Biff felt?

Objective Read simple words by sounding out and blending the phonemes all through the word from left to right .

W Ask the children to find these words in the story: 'is', 'up', 'net', 'on'. Make a list, then read each word out of context by saying the letter sounds in order, then blending them. Beside 'is', write 'as'. Ask the children to read the new word, using the sounds. Ask them to tell you which letter changes 'is' to 'as'. Write 'cup' beside 'up' and sound out the new word, then blend it. Ask the children to tell you what would happen if you rubbed out the 'c' from 'cup' and wrote 'p' instead. Write and read the new word. Repeat this with 'net' and 'get', 'on' and 'off'. Praise children for using sounds to read so many words.

Assessment Did the children understand that changing a letter in the word changes the word? Could they read the new words?

Objective Retell narrative in the correct sequence .

G (*Summarising*) Ask the children to tell you what Kate did. Talk about what happened, putting the events in order. Tell the story from the beginning, using the children's ideas. At the end, use the book to check that everything was remembered in the right order. Retell the story together. Help the children by supplying the words that put events in order, e.g. first, then, next, after that, in the end. Praise the children for retelling the story in the right order.

Assessment Did the children remember the sequence of events correctly? Could they help each other retell the story?


Speaking, listening and drama activities

Objective Use talk to organise, sequence and clarify thinking and ideas.

G (*Imagining*) Think about the activities in your school playground. Ask: *Which ones might be dangerous for very young children, such as little brothers and sisters? Are there some things that toddlers shouldn't be allowed to play on? What could you do to warn parents?* Talk about places where it is easy to slip or trip, or fall. Ask: *What could be done to make things safer for little children?* Praise children for contributing sensible ideas.

Writing activities

Objective Write captions and begin to form simple sentences .

 (*Imagining*) Ask the children to think of an activity from the school playground that they like best. Ask them to draw a picture and write 'I like the...' as a caption.

Assessment Could the children draw an activity and attempt to write a caption?