

The Baby-sitter

Before reading

- Read the title and: Ask the children: *What is a baby-sitter? Have you ever had a baby-sitter?*
- Look through the book to see how the baby-sitter looked after the children. Ask: *Why did the children come downstairs? What did the baby-sitter do?*

During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- Encourage the children to use the picture cues and initial letter clues to work out unknown words.

Observing

Check that the children:

- use alphabetic and phonic knowledge to work out unknown words
- use the terms about books correctly
- track the text using one-to-one correspondence.

Group and independent reading activities

Text level work

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

- Ask the children: *Why did the children come downstairs? What did Kipper want to do? What did Biff want to do? What did Chip want to do? What did the baby-sitter do when they went to bed? Do you think Mum and Dad knew what happened? Why or why not?*

Observing

Are the children able to re-tell the story using their own language, or do they use the sentences from the story?

Sentence level work

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

You will need to write the following part-sentences on the board with missing words written separately alongside them:

Kipper got books.	his
They a sandwich.	made
Chip wanted a fight.	pillow
The children went to bed.	back

- Ask the children to read the sentences and work out where the last word on each line should go to make the sentences right. Encourage them to use the book if they need to.

Observing Do the children re-read the sentences to check for sense?

Word level work

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

You will need these sentence cards with speech on them:

"Go back to bed," said
"I want a story," said
"I want a sandwich," said
"I want a pillow fight," said
"What a mess!" said
"Was everyone good?" said
"Yes and no," said

- Ask the children to identify the speaker of each speech and write in the character's name.

Observing Can the children spell the characters' names from memory, using a capital letter appropriately?

Speaking and listening activities

Objectives Focus on the main point; make relevant comments; extend their ideas in the light of discussion; discuss as a group and give reasons for opinions.

- Ask the children to discuss whether they thought the baby-sitter was a good baby-sitter or not. Take a vote to see what the majority of children feel.
- Ask: *Did Biff, Chip and Kipper think he was a good baby-sitter? Why?*
Did Mum and Dad think he was a good baby-sitter? Why?

Writing

Objective To use writing to communicate in a variety of ways, incorporating it into play.

- Ask the children, in turn, to act out what they do at bedtime, e.g. have a hot drink, have a bath, put on pyjamas, brush teeth, take a favourite toy to bed, have a bedtime story.
- Ask the children to draw themselves doing at least two activities and to write the activities alongside the picture.