

## Hide and Seek

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></li> </ul>	<p><b>Decodable words</b> can, Dad, us, yes</p> <p><b>Tricky words</b> all, I, me, see, we, you.</p> <p><b>C</b> = Language comprehension <b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (**Clarifying**) Read the title and show the picture on the cover. Ask the children: *What does the word 'seek' mean? Who is hiding and who is seeking?*
- C** (**Clarifying, Prediction**) Look at page 1, ask: *What is Wilf doing? Who do you think is going to be the most difficult to find?*
- W** Point to the tricky words 'you' on page 1, 'me' on page 2 and 'all' on page 8 and tell them to the children.

#### Strategy check

Remind the children to sound out the letters to help them work out new words.

#### Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** Praise the children for reading the high frequency words and CVC words on sight.
- W** Encourage the children to work out the decodable words by sounding out and blending the phonemes all through the word, e.g. ('c-a-n'), ('s-ee').

**Assessment** Check that children:

- start reading from left to right automatically
- can read on sight the familiar high frequency words.

#### Returning to the text

- C** (**Summarising**) Ask the children to retell the story in one or two sentences.
- C** (**Imagining**) Ask: *Where would you have hidden if you were playing the game?*
- C** (**Clarifying**) Ask: *What is the symbol at the end of the sentence on page one? What sort of sentence is this? Where is the answer to the question?*
- W** Ask the children to find all the times 'you' appears in the book. Do the same with other frequently repeated words.
- C** (**Questioning**) Ask: *Do you think the children would have ever found Dad if he hadn't fallen out of the tree?*

## Group and independent reading activities

**Objective** Recognise common digraphs.

**W** Look at page 1 and ask the children to find a word that has a double letter ('see') within it.

- Ask: *Can you think of any other words that have the same 'ee' sound?*
- Prepare a table recording the children's suggestions, noting the different spelling patterns:

ee	ea	e
see	pea	me
bee	tea	he

**Assessment** Can children suggest suitable words?

**Objective** Read a range of familiar and common words and simple sentences independently.

- Turn to page 1 of the book and ask the children some questions about the illustration, e.g. *Where is Kipper? What is Dad doing? Why is the man looking over the fence?*

**W** Ask each time which word starts your question and compile a list on the board.

- Invite children to ask you some questions about the illustration using the question words on the board. Write some of the children's questions on the board to read together.

**Assessment** Do children recognise that the question mark requires the reader to speak in a certain way?

**Objective** Extend their vocabulary, exploring the meanings and sounds of new words. Show an understanding of the elements of stories, such as sequence of events.

**C** (*Summarising, Predicting*) Ask: *What happened at the start of the story?*

- Ask the children to tell you the order in which the children were found: Chip, Biff then Kipper.
- Write the names on the board.
- Ask them to tell you where Chip was hiding (under the wheelbarrow). Write 'wheelbarrow' next to Chip's name. Sound out and blend the phonemes all through the word with the children ('wh-ee-l-b-arr-ow').
- Repeat for the other two hiding places:
 

Biff	shed ('sh-e-d')
Kipper	box ('b-o-x')
- Ask what happened at the end of the story (Dad fell out of the tree).
- Ask: *Was that a good end to the story?*
- Complete the list on the board with: 'Dad' ('D-a-d') and 'tree' ('t-r-ee').
- Ask: *If we could add another page to the start of the story, what would the children be doing? (e.g. choosing who is going to be the seeker or children running around the garden finding somewhere to hide).*

**Assessment** Do children notice that the start of the game is at the start of the story and the end of the game is at the end of the story?

## Speaking, listening and drama activities

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

- Ask the children whether they have ever played 'Hide and Seek'.
- Ask them how it felt to be the seeker. Ask: *Did you feel that you would never find the ones hiding?*
- Repeat for how it felt to be the one hiding. Ask: *Did you feel frightened? Nervous? Worried? Excited?*
- Invite a child to be in the hot seat as Wilf. Ask the other children to ask 'Wilf' questions about what he is thinking and how he feels playing the game.
- Invite another child to be in the hot seat as either, Chip, Biff, Kipper or Dad. Encourage the other children to ask the character questions about their choice of hiding place, how they feel, etc.

# Writing activities

**Objective** Attempt writing for various purposes, using features of different forms such as instructions.

- Ask children to tell you the 'rules' of 'Hide and Seek'.
- Write down their suggestions as a bulleted list, e.g.
  - one child is the seeker
  - they close their eyes and count to 30
  - other children hide
  - seeker looks for the children
  - the last child found is the winner.
- Encourage some children to write down the 'Rules for Hide and Seek' as a list of brief instructions.
- In pairs, ask children to tell their partner the rules.

**Assessment** Were children able to present/tell the information in the correct order?

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