

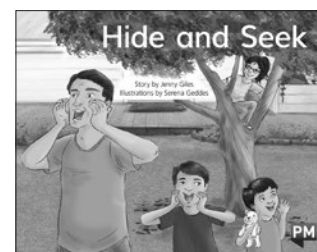
Hide and Seek

PM Level 5

Red

Text Type Recount

Running Words 98



Preparing for Guided Reading

Orientation to the Text

- Play a game of hide and seek.
- Encourage students to talk about their favourite places to hide at home and at school.

Prior Knowledge

- *Hide and Seek* is a straightforward telling of a familiar game. Children should have no difficulty following the plot, and will know the family well by now.
- The repetitive pattern of text on pages 2, 4 and 6, then again on pages 8 and 10, gives children security and allows them to predict successfully.

Key Language Structures

- This book introduces numerals in sentences with high-frequency words for support.

Building the Balanced Reader

Concepts About Print

- Opposites – in, out; on, under; up, down.
- Past tense verbs – regular endings, e.g. shouted.
- Picture interpretation.

Vocabulary

Key High-frequency Words

are, box, chair, hid, in, looked, on, see, tree, up, where

Content Words

James, Kate, Nick, win

Decoding

- Recognise high-frequency words within the text.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- Remind students of the family from *The Photo Book*, *Wake Up, Dad*, *The Merry-go-Round* (PM level 3) and *The Bumper Cars* (PM level 4).
- Discuss the cover illustration.

- Read page 2 to students and ask them to predict why Dad is counting? Ask students, *How do you count when you play a game?*
- Encourage students to look at the illustrations to find out where the children are hiding. Ask students to share their opinions of whether the hiding places were successful or not. Read page 5 and ask students, *Was it a good idea for Nick to put her teddy down beside the chair? Why?*
- Read the story together. Talk about how Kate won the game because Dad couldn't find her.

Comprehension

- Where did James hide? (*Literal*)
- Why did Kate hide up in a tree? (*Inferential*)

Follow-up Activities

- Make a mural of a large tree. Students could draw things to put up in the tree and write accompanying statements.
- Play a game of 'Hide and Seek'. Develop this activity by having children decorate parcels to hide and find. Encourage students to ask and answer questions using appropriate positional vocabulary.
- Discuss 'safe' and 'dangerous' places for children to hide. Encourage students to justify their ideas by asking, *Why?* As a group, form a large chart to record all ideas.
- Make an enlarged book entitled *Hide and seek*. Students can draw themselves and then hide the picture under a flap in the shape of a hiding place. Write captions to accompany the pictures.
- Practise counting forwards and backwards (to ten).
- Use counting in simple games such as 'Hide and Seek' or 'Tiggy'.
- Make an enlarged book of opposites:
 - up, down
 - in, out
 - over, under.

Hide and Seek

Date _____

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks and words printed in bold in the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up