

Hide-and-Seek

GOALS

Comprehension

Discuss strategies for reading a play: What is a narrator? Which parts do the characters read? Predict what the play might be about. What do you know about the game of hide-and-seek?

Vocabulary

High-frequency Words: all, been, do, go, on, one, play, please

Content Words: found, friend, game, grass, hide, monkey, rocks, seek, someone, today

Phonemic Awareness

Recognise and produce words that begin with the same sound: /pl/

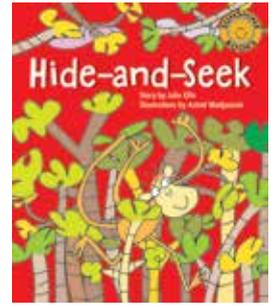
Phonics

Letters and Sounds: /pl/

Words to Blend and Segment: plan, plot, plug, plum, plus

Fluency

Read the play as a Readers' Theatre together before taking character parts in groups.



Matata, the monkey, wants to play. Can he find anyone to play with?

Before Reading

- Ask students what they know about the game hide-and-seek. Together look at the cover picture. Discuss what they see. Ask: What do you think the setting is for the play?
- Help students use the title and cover illustration to make predictions about the text.
- Look at the title page illustration. Ask: What do you see here? These are the characters in the play. Read the names of the characters and discuss what animals they are. Discuss how you might change your voice for each animal. Ask: What is a narrator? Which parts do the characters read? Predict what the play might be about.
- Talk/walk through the pictures. Discuss what is happening to the characters on each page or what they are doing. Bring words like *found*, *friend*, *game*, *grass*, *hide*, *monkey*, *rocks* into the conversation. On page 14, have students predict the ending.

Reading the Text

- Read the title together and the names of the characters on the title page. Ask: On page 2, who reads this page? How do you know? What does *narrator* mean? Where is the setting? (near grass) Look for the word *grass*. What sound does it start with? /gr/ Say the word, emphasising the /gr/. What do the grey dots in the illustration mean? (show where the monkey went)
- On page 3, the monkey, Matata, is looking for a friend in the grass. Ask: Can you see a clue in the illustration? (tail with spots) Together read the question Matata asks.
- On page 4, ask: Who did the spotted tail belong to? Read the page changing your voice for each character. Reread the page together noticing the rhyming words *play*, *away*, *play*, *today*. Follow this pattern for each page up to page 14.
- On page 6, make the link to the fact picture on the back cover. Ask: Why do snakes do this?
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Ask: How do you think Musa felt after coming up with the idea of a game to play?

After Reading

Invite students to discuss the play. Prompt if needed.

- Ask: What genre is this text? (a play)
- Discuss the ending. Why did Matata not want to play hide-and-seek? Is this what students predicted? Have they played hide-and-seek? Do they get tired of playing games sometimes?
- Retell the text using the pictures on each page as a guide. Which animal did Matata find first, next and so on? What made Matata say “Oh, no”?
- Choral read the story together. Feel the rhythm as you read the rhyming words on each page, e.g. *play/away/today*
- Discuss the meaning of the fact on the outside back cover and how this links to the text.
- Make a chart showing setting, characters and events. They notice how the setting and event change for each character.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /pl/ *plot, plan, plug, plus, plum*
- Students listen for the /pl/ sound as you read the words. They indicate when they hear it and repeat the word emphasising the /pl/.

Phonics

- Discuss the sound of the letter blend: pl- Write the words *plot, plan, plug, plus, plum* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Find other words in the play that start with pl-, e.g. *play, please*.

Word Study

- Talk about the words *all, been, do, go, on, one, play, please*. Read them together. Ask students to locate the words in the text. Photocopy multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- On a piece of paper have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Read the play as a readers’ theatre together before taking character parts in groups. Notice the repetitive parts.

Writing

- Students make a chart showing the reason why each animal wouldn’t play with Matata.
- Students make a chart of rhyming words from the story. They read the rhyming words on the chart and add more of their own. See who can make the most rhyming words for -ay.
- Have students make a blend chart showing words that start with a blend in the story.

Home/School Link

Take the book home and any related activity done in class to share with family.