

Where Is It Hiding?

GOALS

Comprehension

Reading strategies: Ask students, “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.

Vocabulary

High-frequency Words: it, is, not, on, my, in

Content Words: pillow, box, slippers, socks, head, pyjamas, bed, under

Phonemic Awareness

Recognise that words can be broken into individual sounds and produce them.

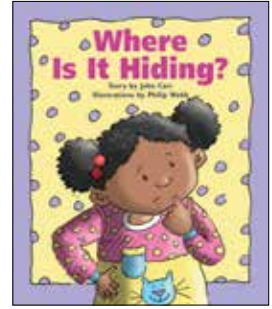
Phonics

Letters and Sounds: i

Words to Blend and Segment: it, in, sit, pit, pin

Fluency

Choral read with students pointing to the words as they are read.



What is the girl looking for in her bedroom?

Before Reading

- Read the title. Ask students what they usually do to get ready for bed. Do they look for a favourite soft toy to take with them? Use the questions as a starting point for class discussion.
- Together look at the cover of *Where Is It Hiding?* Read the title and the names of the author and illustrator. Discuss what is happening in the picture. Look at the title page illustration. What is different in this picture? What do you think might happen in the story?
- Talk/walk through the pictures. What is the girl doing on each page? Where is she looking? Before turning to page 16, predict the ending. Then look at the surprise ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page. Ask: What are some of the things that good readers do? Model how to use the picture, print and contextual cues.
- On page 2 discuss what they think is happening in the picture. She is touching the pillow. Ask: How would the word *pillow* start? Get your mouth ready to say /p/ *pillow*. Have students find the word on the page starting with /p/. Read the word together. Then read the sentence: *It is not on my pillow*. Check that the word makes sense (matches the picture), sounds right and looks right.
- Follow this pattern for each page, discussing the picture and reading the words together.

After reading

Invite students to discuss the story. Prompt if needed.

- Discuss the humorous ending. Is that what students expected? Reread the story together.
- Retell the story in order using the pictures as a guide. What happened first? Next? And so on. How did the story end?

Phonemic Awareness

- Recognise that words can be broken into individual sounds and produce them. Students listen to and hear the sounds in *in* /i/ /n/. They say them separately, then blend together slowly. Do the same for *it*. Listen and repeat /i/ /t/.

Phonics

- Discuss the name and sound of the letter i. Write cvc words *in*, *it*, *sit*, *pin* and *pit* on the board to practise blending and segmenting the sounds together as a group.
- Illustrate using alphabet letters *i*, *n*, touching them as the sounds are made for the word *in*.

Word Study

- Talk about the words *it*, *is*, *not*, *on*, *my* and *in*. Print the flash cards from the inside front cover.
- Read them together. Ask students to locate the words on a few pages. Talk about the difference between *in* and *on*. Demonstrate this.
- On a piece of paper, have students draw a picture from the story. Write the words (with help if needed): *It is not on/in my _____*. They find the final word in the story and choose *in* or *on* and read their sentence to a partner.

Fluency

- Choral reading with students pointing to the words as they are read. Make sure they are following left to right and matching words read to those they are pointing to.
- Students take turns to read the story to a partner.

Writing

- Guide students to write their own response to the story. They write a new story using the same pattern: *It is not ___ my _____*. Ask: What is something you could be looking for? Where could you look for it? e.g. *It is not in/on my _____*. (bag/lunch box/wardrobe/bedroom) They write the story (with help if needed) and create an artwork to go with it.

Home/School Link

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