**Stage 1**

**The Lost Gloves**

Written by Roderick Hunt. Illustrated by Nick Schon, based on the original characters created by Roderick Hunt and Alex Brychta.

Teaching notes written by Teresa Heapy.

**Group/Guided reading**

**Introducing the story**

- These wordless stories allow children to learn how stories work, including the order and direction in which they are read. Children will enjoy talking about the story and discussing what is happening in the pictures, this will help prepare them for their first steps as readers. The pictures provide lots of opportunities for playing with environmental sounds. Respond to children's ideas by repeating them back and adding to them, using new words to increase their word banks.

- Look at the cover of the book and read the title to the children. Talk about Kipper’s gloves. Ask the children whether they have ever lost their gloves.

- Talk about what might happen in the story. Ask the children to make suggestions about where Kipper’s gloves might be.

- Look through the pictures and talk about the time of the day. *Ask: How can you tell it is home time?*

**Reading the story**

- Ask the children to point to the title as you read it to them.

- Ask the children to turn the pages of the book and describe what they see in the pictures, telling the story together.

- Before you turn the page, talk about what might happen next in the story.

- Encourage the children to add sounds to accompany the action in the story and talk about any sounds that might be found in the story setting.

**Returning to the story**

- Ask the children to retell the story in their own words.

- Look at page 4 and ask the children: *Why is Kipper looking at his feet?* Draw attention to the lines in the illustration showing that there is something wrong with Kipper’s shoes. *Ask: How do you think Kipper is feeling?*

- Ask the children: *Who found Kipper’s lost gloves? Where were the gloves found?*

- Look at page 8 again and ask the children to suggest what Kipper told Mum at the end of the story. *Ask: What do you think Mum said?*
Speaking, listening and drama activities

- Look at the picture of the children in the cloakroom on pages 2–3. Tell the children to take turns to mime actions of things that they do as they are getting ready to go home, such as: putting on a hat; changing shoes; tying laces; zipping up a coat; putting on a scarf; putting on gloves.
- The child who guesses correctly the action that is being mimed then mimes the next action.
- Continue taking turns around the group, encouraging children to recreate what they do as they are leaving at home time.

Writing activities

- Look at pages 2 and 3. Find words hidden behind the pegs. Ask the children to tell you what these are words are (children’s names). Help the children to sound out the sounds for the graphemes they can see on this page.
- Provide the children with paper and a variety of coloured pencils and give each child a name card with their name on it for them to copy.
- Ask the children to make a clear name label for their own peg in your cloakroom. Encourage and help the children to write their name on a name tag.
- Encourage the children to use the colours to make their name show up well.

Cross-curricular suggestion

Geography – Kipper lost his gloves. Hide an item in the classroom setting or somewhere in the school. Tell the children that you have lost the item. You can provide the children with clues to work out where the item is, devise a treasure hunt with a series of clues hidden around the school or draw a map to help them to find the lost item.
Puddles

Written by Roderick Hunt. Illustrated by Alex Brychta.
Teaching notes written by Thelma Page.

Group/Guided reading

Introducing the story

- These wordless stories allow children to learn how stories work, including the order and direction in which they are read. Children will enjoy talking about the story and discussing what is happening in the pictures, this will help prepare them for their first steps as readers. The pictures provide lots of opportunities for playing with environmental sounds. Respond to children’s ideas by repeating them back and adding to them, using new words to increase their word banks.
- Look at the cover of the book and read the title to the children. Ask: Are there any puddles today? When did you last jump in a puddle?
- Talk about the cover picture. Ask the children to suggest reasons why the characters are putting on wellington boots and waterproof coats. Ask: What do you think might happen in this story?
- Ask the children to think about when we get puddles. Ask: Can you explain why we get puddles?

Reading the story

- Ask the children to point to the title as you read it to them.
- Ask the children to turn the pages of the book and describe what they see in the pictures, telling the story together.
- Before you turn the page, talk about what might happen next in the story.
- Encourage the children to add sounds to accompany the action in the story and talk about any sounds that might be found in the story setting.

Returning to the story

- Ask the children to retell the story in their own words.
- Look through the book and ask the children to talk about what Floppy is doing on each page. Encourage them to identify what animals Floppy is chasing on pages 1, 2 and 4–5. Look at page 7 and ask: What has happened to Floppy now?
- Ask the children: Why did Mum cover her face with her hands on page 6? What do you think Dad was thinking as he jumped into the puddle?
- Look again at page 8. Ask the children to suggest what Dad might have said now he is wet and muddy.
Speaking, listening and drama activities

• Look again at the picture of Dad on page 8. Ask the children to think of a time at home or at school when they got wet or messy.
• Take turns to finish the following sentence: I got messy (or wet) when ...
• Ask each child to explain what happened and how they felt about it. Were they cold, or embarrassed, or afraid of getting into trouble? Was it funny? Did anyone else get messy at the same time?
• Praise children for recalling events and retelling them clearly. If appropriate, encourage other children in the class to ask questions about the incident to clarify the sequence of events.

Writing activities

• Ask the children to draw a picture of their favourite part of the story.
• Encourage them to suggest a simple sentence or key words to go with their picture, for example, Splash! Or Dad got wet.
• Help the children to write the caption or key word they choose (using emergent writing or attempting standard letter formation as appropriate for the individual child).
• Ask them to write their name on their work.

Cross-curricular suggestion

Science – Dad jumped into a very deep puddle! Talk about how different objects behave in water; discuss how some things float and some sink. Using a deep water tray or bowl, provide the children with a variety of objects of different sizes, shapes and weights. Ask the children to guess which will float and which will sink and then place the objects in the water one at a time.
Introducing the story

These wordless stories allow children to learn how stories work, including the order and direction in which they are read. Children will enjoy talking about the story and discussing what is happening in the pictures, this will help prepare them for their first steps as readers. The pictures provide lots of opportunities for playing with environmental sounds. Respond to children’s ideas by repeating them back and adding to them, using new words to increase their word banks.

- Look at the cover of the book and read the title to the children. Look at the picture on the cover and talk about what Biff, Chip and Kipper are doing. Ask the children to tell you about making a card or a present for someone special.
- Talk about what might happen in the story. Ask: *What do you think the story might be about?* Read the blurb on the back cover to the children and ask: *What do you think the surprise might be?*
- Talk about Mother’s Day and ask the children to say what they might do for their mums.

Reading the story

- Ask the children to point to the title as you read it to them.
- Ask the children to turn the pages of the book and describe what they see in the pictures, telling the story together.
- Before you turn the page, talk about what might happen next in the story.
- Encourage the children to add sounds to accompany the action in the story and talk about any sounds that might be found in the story setting.

Returning to the story

- Look again at pages 2 and 3 and ask: *What are Biff, Chip and Kipper doing before Chip has his idea about the stones?* Encourage the children to explain why they are picking flowers.
- Ask the children to explain why Dad brought a plant for Gran.
- Look at page 8 and read to the children the message that Biff, Chip and Kipper have written on the hill. Draw their attention to the heart shape in the message on the hill and ask why the children made this shape. Can they think of another message or picture that the children could have made for Mum?
- Ask: *How do you think Mum felt when she saw the message on the hill? What do you think Mum might have said?*
**Speaking, listening and drama activities**

- As a class, retell the story. Begin to retell the story by saying: *First of all the children each made a card for Mum. What happened next?*
- Now the children should take it in turns to continue telling the story, thinking of the events in order. Use the book if necessary. As each child passes the story-telling to the next, they say: *What happened next?*
- Continue until you have retold the story together and Mum has seen her surprise.
- If appropriate, use the same technique of passing the story-telling from child to child to create a new story. Tell the children that they are now going to tell a new story called *Just for Dad*. Ask them to think about what sort of surprise Dad might like. Start the new story by saying: *The children wanted to make a surprise for Dad. What happened next?* Ask each child to add a sentence or event and then pass the story on.

**Writing activities**

- Provide the children with a variety of objects, such as small bricks, counters or buttons, to write a word or message just as the children did with pebbles.
- Children could help each other to write their own names or a happy birthday message to someone in the class. Support them by writing some words or simple phrases on the board for them to copy.
- Encourage the children to check that the letters are easy to read. Can they say the initial sounds for each word?

**Cross-curricular suggestion**

Art and design – The children made Mother’s Day cards for Mum. Provide the children with a range of craft materials and help them to make a card for someone special.
**Group/Guided reading**

**Introducing the story**
- These wordless stories allow children to learn how stories work, including the order and direction in which they are read. Children will enjoy talking about the story and discussing what is happening in the pictures, this will help prepare them for their first steps as readers. The pictures provide lots of opportunities for playing with environmental sounds. Respond to children’s ideas by repeating them back and adding to them, using new words to increase their word banks.
- Read the title and talk about what Dad is doing. Talk to the children about what a scarecrow is, what they are used for and what they look like.
- Look at the cover picture and ask the children to say what they think the book will be about. **Ask: Do you think Dad needs a scarecrow?**
- Read the blurb on the back cover to the children and ask them to think about what Mum and Dad might make scarecrows out of.

**Reading the story**
- Ask the children to point to the title as you read it to them.
- Ask the children to turn the pages of the book and describe what they see in the pictures, telling the story together.
- Before you turn the page, talk about what might happen next in the story.
- Encourage the children to add sounds to accompany the action in the story and talk about any sounds that might be found in the story setting.

**Returning to the story**
- Ask the children to retell the story in their own words.
- Look at pages 4 and 5 and ask the children to explain what Mum and Dad are doing. **Ask: What is Mum making? What is Dad doing?**
- Look at pages 6 and 7 where Mum and Dad reveal the finished scarecrows. **Ask: What do you think Mum and Dad might be saying? What do Biff, Chip and Kipper think of the scarecrows?**
- Look again at page 8 and ask the children to explain what has happened at the end of the story. **Ask: Did the scarecrows work?**
Speaking, listening and drama activities

• Look through the book and talk about what Mum and Dad did to make the scarecrows and how they made them look like Biff, Chip and Kipper. Use the book as a prompt for the children.

• Ask the children to work in pairs. In their pairs, one child should pretend to be Mum and the other is Dad. Tell the children to imagine what Mum and Dad might have been saying to each other as they worked. For example, Can you pass me the scissors please? Is there any more straw? I’ve nearly finished Kipper, who are you making?

• Listen to the conversations that the pairs have invented. If appropriate, encourage the children to develop their conversations into role-plays where they act out the activities that Mum and Dad did to make the scarecrows and the conversation that they imagined Mum and Dad would be having.

Writing activities

• Use the book to make a list of all the things you need to make a scarecrow.

• Begin by looking at pages 2–3. Notice what Dad is using, and what Mum is doing. Ask the children to name the things they would need, e.g. wire, posts, staples, etc.

• Act as scribe to write the words that the children suggest and if appropriate, sometimes ask them for help with spelling, e.g. ask: What does ‘post’ begin with?

• Look carefully at all the pictures to help you to add to the list. Read the final list together.

Cross-curricular suggestion

Design and technology – Mum and Dad made scarecrows using lots of different materials. Ask the children to design their own scarecrow and to think about the different materials they could use to make it. Discuss the properties of the materials that they choose and why they would be suitable for making a scarecrow.
Stage 1

Feed the Birds

Written by Roderick Hunt. Illustrated by Nick Schon, based on the original characters created by Roderick Hunt and Alex Brychta.

Teaching notes written by Thelma Page.

Group/Guided reading

Introducing the story

- These wordless stories allow children to learn how stories work, including the order and direction in which they are read. Children will enjoy talking about the story and discussing what is happening in the pictures, this will help prepare them for their first steps as readers. The pictures provide lots of opportunities for playing with environmental sounds. Respond to children’s ideas by repeating them back and adding to them, using new words to increase their word banks.

- Look at the cover of the book and read the title to the children. Talk about feeding wild birds. Ask the children if they ever put out food for the birds. Do the children know the names of any birds that come into their gardens?

- Look at page 1 and ask: What are the children going to buy? Read the labels on the containers of bird food to the children. Talk about the different types of birds and about the kinds of food birds eat.

Reading the story

- Ask the children to point to the title as you read it to them.

- Ask the children to turn the pages of the book and describe what they see in the pictures, telling the story together.

- Before you turn the page, talk about what might happen next in the story.

- Encourage the children to add sounds to accompany the action in the story and talk about any sounds that might be found in the story setting.

Returning to the story

- Ask the children to retell the story in their own words.

- Look at pages 3 and 5. Ask: What is happening to Dad? Ask the children to suggest why the duck might be pestering Dad.

- Ask the children to explain why the birds are crowding around the characters in the story. Look at pages 4 and 5 to prompt the children. Ask: Do you think Wilf and Wilma like all the birds flying in to be fed or do you think they are a bit nervous?

- Look at page 8. Ask: What do you think the family are saying to each other? Do you think they like the peacock?
Speaking, listening and drama activities

- Ask the children to work in pairs. Ask one child to imagine that they are Wilf or Wilma, and the other child to imagine that they are Biff or Chip. Tell the children in role as Wilf/Wilma that they are going to tell Biff/Chip about their visit to the nature reserve and feeding the wild birds.
- Encourage the children to describe what happened and how they felt at different points in the story. Encourage the child in role as Biff/Chip to ask questions about the day to prompt the storyteller.
- Listen to the conversations that the children are role-playing in pairs. If appropriate, encourage the children to swap roles so that both children in the pair have an opportunity to tell the story and to ask questions.

Writing activities

- Talk about the picture of the peacock on page 8. Look at the shapes and colours in the body and in the tail of the bird.
- Ask the children to draw the peacock.
- Ask them to write their own name, and write a title for the picture, working at their own level.
- If appropriate, help them to write the words they have chosen, for example, This is a peacock or A peacock has a big tail. You could write some suggestions on the board for them to copy if necessary.
- Display all the peacock pictures.

Cross-curricular suggestion

Geography – Wilf and Wilma go to a nature reserve or wildfowl park to feed wild birds. Arrange a trip to a local nature reserve to see wild birds. Research the types of birds that the children might see in the nature reserve and learn about them, what they eat and what habitat they live in. If this is not appropriate in your setting, help the children to research the local birds that they can see in their gardens or local parks.
Stage 1

Fun in the Snow

Written by Roderick Hunt. Illustrated by Alex Brychta.
Teaching notes written by Thelma Page.

Group/Guided reading

Introducing the story

- These wordless stories allow children to learn how stories work, including the order and direction in which they are read. Children will enjoy talking about the story and discussing what is happening in the pictures, this will help prepare them for their first steps as readers. The pictures provide lots of opportunities for playing with environmental sounds. Respond to children’s ideas by repeating them back and adding to them, using new words to increase their word banks.
- Look at the cover of the book and read the title to the children. Ask: What time of year is it? How do you know?
- Look at the cover picture and ask the children to say whether they think the characters look pleased that it is snowing. Ask: Why might they be pleased?
- Talk about the title of the story. Ask: Have you ever played in the snow? What activities can you do in the snow? Look at page 1 and ask: What is everyone doing? Do you think this picture fits the title of the story?

Reading the story

- Ask the children to point to the title as you read it to them.
- Ask the children to turn the pages of the book and describe what they see in the pictures, telling the story together.
- Before you turn the page, talk about what might happen next in the story.
- Encourage the children to add sounds to accompany the action in the story and talk about any sounds that might be found in the story setting.

Returning to the story

- Look at pages 2 and 3 and ask the children to explain what the characters are doing. Ask: How do you make a snowman?
- Look at page 3 and ask: Is Floppy having fun? What might happen to the snowball that he is carrying?
- Talk about Dad and Wilf and Wilma’s Dad on page 4. Look at their expressions and ask the children: Do you think making the big snowman looks easy? How do you think Dad and Wilf’s Dad are feeling?
- Ask the children to explain what Mum brought to the park on page 7. Ask: What items did Mum bring to the park? What did they need to complete the snowmen?
Speaking, listening and drama activities

- Ask the children to remember a time when they had fun in the snow.
- If you had snow on a school day, remind them what happened.
- Let children take turns to say what they like to do in the snow, and what they like to make out of snow.
- If they remember problems caused by snow, such as cars getting stuck, slippery paths, and feeling cold, talk about those, too.
- Praise children for using their own ideas, and for speaking clearly.

Writing activities

- Talk about different kinds of weather. Can the children describe snow, sleet and hail? Ask: What is frost?
- Show children how to make a list of weather words. You could have ‘cold weather words’; ‘wet weather words’; ‘warm weather words’.
- As children suggest words, decide which list they should be added to.
- If appropriate, ask the children to help you write some of the words by suggesting some of the letter sounds if they can.

Cross-curricular suggestion

Science – The children made snowmen. Make a block of ice (e.g. freeze a balloon full of water or a tray of water) and put the ice in a deep tray. Let the children look at the ice and talk about what they can see. Discuss how it is different from water. What do the children think will happen to the ice if it is left in the tray? Leave the ice to melt, letting the children check it at regular intervals as this happens.