

## Book Summary

A horse plays hide-and-seek with his farm animal friends.

## Repeated Phrases

“\_\_\_\_\_,” said Horse.

\_\_\_\_\_ ran away to hide.

**Text Type** – Narrative

## Materials

- copies of words and punctuation for this book from page 135
- copies of PCM, pencils, scissors, glue
- a selection of toy animals

# Hide-and-seek

by Feana Tu‘akoi

illustrations by Roberto Corona



Set F


## Skills and Strategies

Reading *Hide-and-seek* will reinforce the following objectives and give the children the opportunity to:

**W** discuss new words contained within the story

**S** understand that the text must make sense and use cues to monitor this

**T** use visual cues to monitor that reading is making sense

 select information from the story for a specific purpose.

## Word Study

- High-frequency words: and, said, is, go, away, to, Dog, Cat, I, come
- Punctuation: full stops, exclamation mark, commas, quotation marks, question mark, capital letters
- Phonics and phonemic awareness:
  - C, c – Cat, Cow, come
  - H, h – Here, Horse, hide
  - S, s – Seven, Sheep, Six, said
  - T, t – Three, Two, to
  - onsets and rimes – r/an, aw/ay, c/at, h/ide

## Speaking and Listening

Use this text to help the children:

- predict the storyline using illustrations from the book
- sequence the story using own words.

## The Guided Reading Lesson

Introducing the text

You may choose to begin by playing a quick game of hide-and-seek with the group. Discuss the children’s experiences of playing hide-and-seek in various places. Talk about counting and why only one player has to count. Discuss good places to hide and how the children feel trying to find a place to hide.

Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the illustrator to the children. Now use the outline below to support the children as they read and discuss their way through the book.

*Cover* – Which animal is going to look for the others? How do you know?

*Title page* – Together, read the title and the names of the author and the illustrator again.

*Page 3* – What do you think Mouse is going to do? Where would be some good places for Mouse to hide?

*Page 4* – What number is Horse counting now? How do you know?

*Page 7* – Which animal wants to hide now? What might he be thinking?

*Pages 8 and 9* – Do you think this is a good place for a goat to hide? What letter would the word “Goat” begin with? Can you find “Goat” in the sentence?

*Page 11* – What is happening in this picture?

*Pages 12 and 13* – What number is Horse up to now?

*Can you find the animal name that begins with “C”?*

*Pages 14 and 15* – Can you find the capital letter for this? (Point to the “h” in hide.)


*Page 16* – What do you think Horse is thinking in this picture?

The children can now read the book again independently.

## Revisiting the Text

- Locate the word “away” in the text and write it on the board. Show the children how, using the “ay” rime, the word can be changed to make other words. Repeat this process using the word “ran” and generate some new words with the children.
- Identify the words in the book that begin with “h” and practise articulating the sound. List other words beginning with “h”.
- Using the words and punctuation for this book from page 135, reassemble the sentences with the children.

## Following Up

-  Select information from the story for a specific purpose.
- Ask the children to hide a toy animal round the room and to write a sentence about where they hid it. Then ask them to draw the animal in its hiding place. The pictures and text can then be made into a big book version of the story for the children to enjoy as a shared book.
- P** On the PCM activity opposite, children practise writing “said” and cut and glue the numbers into the appropriate boxes to form a sequential pattern.