



What Can You See?

Book Band Red A

RR Level 3

Text Type Question & Answer

Length 12pp (58 words)

Letters and Sounds Phase 3

Reception, term 3

Phonics Bug Up to Unit 8

High-frequency words you, see, now

Summary

This book asks the reader to look at a detail of a jungle creature and then to guess what the creature is.

Text features

- photographs
- questions
- picture index

Curriculum Reference	Objectives	Progression Map Objective
EYFS ELG 09, p.25 LIT 0–13a (CFE) RS6 (W) R10 (NI)	Reading They demonstrate an understanding when talking with others about what they have read.	R t3, Information Retrieval Understand that information can be found in books, computers and other sources.
EYFS ELG 03, p.24 LIT 0–10a (CFE) OS7 (W) T&L 3.3 (NI)	Spoken Language They express themselves effectively, showing awareness of listeners' needs.	R, Planning Guided by an adult, the child can orally rehearse a sentence before writing.
EYFS ELG 10, p.25 LIT 0–21a (CFE) WS6 (W) W4 (NI)	Writing They use their phonic knowledge to write words in ways which match their spoken sounds.	R, Grammar and Vocabulary for Impact Writes a simple rehearsed sentence and can read back what they have written.



Key
CFE = The Curriculum for Excellence (2009)
EYFS = Early Years Foundation Stage profile, including Early Learning Goal (ELG) descriptors.
R = Reception

NI = Northern Ireland Primary Curriculum Foundation Stage (2007)
W = Foundation Phase Framework for children's learning for 3 to 7-year-olds in Wales (2008)

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Session 1: Reading

Before Reading

Phonics for Reading

1. Ask the children to say the sounds.

c a n b i g t

2. Blend the sounds and say the words.

can
...

big
...

cat
...



The children may need help with the following words:
see, what, now, trees, lizards, birds.

Walkthrough



Talk about the front and back covers. Encourage predictions.

- Read the question on the cover together.
- Look at the title page. Do the children recognise the binoculars?
Talk about when you might use them and what you might see.

During Reading

While the children read, ask them to think about the main question.

Main question: **Where can you find information in the book?**
(R t3, Information Retrieval)

Additional prompts to help you sample the children's reading:

- Page 3: Do the children remember the word *what*? Talk about the shape of the image. Clarify that it's what you would see through the binoculars. Compare with the picture on the title page.
- Page 5: Help the children to blend the word *n-ow*. What information are the children using to answer the question? Ask them to think about the information in the book and what they already know.
- Page 6: Help the children to blend the word *l-i-z-ar-d-s*. Which parts of the picture were shown on the previous page?
- Page 7: Can the children read all these words correctly?
- Page 11: Do the children remember seeing these animals in the book?
- Page 12: Remind the children of the purpose of the picture index. (It helps you to know which pages to look at to find the animals.)

After Reading

Discuss the main question as a group. Look at all of the places in the book the children might find information – the covers, title page, index, the writing and pictures. Is this information enough or did they have to use ideas from inside their heads too? (prior knowledge)



Session 2: Spoken Language & Writing

Phonics for Writing

Use magnetic letters to segment the names of farm and wild animals (e.g. cat, dog, hen, pig, kid, chicken, fox, duck).

Spoken Language

Make model binoculars out of cardboard tubes or rolled up paper. Make a montage of pictures of farm animals on the whiteboard. Ask the children to peer through their 'binoculars' at an animal on the whiteboard and tell the others something about what they can see. The other children need to wait until the speaker has finished before saying what they think the speaker is looking at.

(R, Planning)

Writing

Tell the children they are going to make some pages for a book about a farm. In shared writing, create the first page with the text: Can you see the farm? Ask each child to add a page, using the PCM. Remind them to use question marks. Once the children have created their pages, you could combine them to make a book for the children to enjoy in the class book corner. **(R, Grammar and Vocabulary for Impact)**

Making Links

Use collage to create a multi-sensory display for the classroom wall, showing part of the skin of a jungle animal in a binocular-shaped frame, and hiding the animals in a collage of trees. The children can explore the collage using model binoculars.