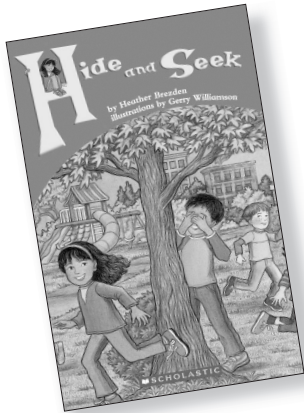


Hide and Seek



Written by Heather Brezden

Illustrated by Gerry Williamson

Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: D

Summary: Five children are playing a game of hide and seek in an urban park. The story describes the children's hiding places and tells who is found.

Word Count: 67

High-frequency Words:
and, I, in, is, it, me, the, we

Text Features

Visual Literacy

- ▶ speech bubbles on pages 3 and 12

Text Supports

- ▶ full colour illustrations support analysis of text
- ▶ repetitive use of prepositional phrases, such as, “under the bushes,” “in the slide,” and “behind the wall”

Possible Text Challenges

- ▶ exclamation marks
- ▶ difficult words: *playing, hiding, behind, under*, and proper names

Reading Strategies

Comprehension

- ▶ predicting
- ▶ making connections: text to self

Working with Words

- ▶ using picture and context cues to assist with recognition of unfamiliar words
- ▶ using word stretching to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions
- ▶ make text-to-self connections
- ▶ solve unfamiliar words by using strategies such as locating information in pictures and word stretching

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Show students the front cover and read the title of the book. Ask, *Have you ever played a game like this?* Invite them to discuss their own experiences of the game and share what they know about the rules for hide and seek. Ask, *What kinds of places do you need to hide in so that you won't be found?*

Teaching Tip: Good readers make connections to help them bring meaning to the text.

ESL Note: Discuss games that are commonly played in the ESL students' culture. Is hide and seek a common game? If not, you can play the game with students.

Analyzing

Overcoming Text Challenges

Give each student a copy of the book and ask them to look at the front cover. Ask, *Can you tell where the children are playing their game of hide and seek?* Create a list of places where a child might hide in a park. Ask, *Does the picture on the cover give you any ideas for good places where someone might hide?* List their suggestions, encouraging them to use *in the ...*, *behind the ...*, *under the ...*, and *up in the ...*. Have students read through the list together. Ask them which they think would be the best hiding place.

ESL Note: Prepositions are challenging for students learning English. Focus on one or two at a time in opposite pairs (over/under) and add more as students are ready.

Word solving and building

Direct students' attention to page 3. Ask them to predict the name of the child who is counting. Encourage them to look at the letter clues. Point out that names begin with capital letters. Repeat this activity for the character names on pages 5, 6, and 7.

Print concepts

Direct students' attention to the punctuation marks on pages 3 and 11. Ask students what the author wants the reader to know when she uses an exclamation mark. If they don't know, demonstrate, using phrases such as, *You're so smart! I'm so proud of you! That is amazing!* Lead them to see that an exclamation mark shows strong feeling like excitement or surprise.

Predicting

Read the text on the back cover of the book. Direct students to look at pages 4–7, and ask, *Who do you think will be found?*

Setting a Purpose

Predicting

Say, *I'd like you to read this book to find out who is found.*



DURING READING

Ask students to read the text independently and to stop periodically to confirm or correct their predictions. Observe and listen to the students as they read the text noting their word-by-word matching and the directionality/movement throughout. Note their ability to use language patterns and syntax to read with phrasing and fluency.

If students experience difficulties, have them refer to the pictures. Use prompts such as, *What does the picture show?*



AFTER READING

**Making connections:
comparing**

When all the students have finished reading the text, begin discussing what happened in the story. Ask, *Was this game like the game that you are used to playing? How was it the same? How was it different?*

Predicting/analyzing

Discuss students' predictions about who would be found. Ask them what strategies they used to work this out.

Point out positive reading behaviours that you observed during the lesson. For example, *I noticed that Dan was matching word by word while he was reading.*

Rereadings

Provide opportunities for students to reread the book independently or with a partner.

Focused Follow-up

Hiding Places

Analyzing

Provide students with a copy of the BLM. Have them cut out the text and paste it next to the appropriate character from the story.

When I Played Hide and Seek ...

**Making connections:
text to self**

Invite students to write or draw about their own experiences playing hide and seek. If they have never played, they may write about possible places to hide in the classroom. Encourage the use of environmental print, such as furniture labels, that students can incorporate into their writing.

Dramatizing Prepositions

Have students take turns dramatizing the prepositions. Ask a student to do an activity such as climbing into a large cardboard box or playhouse, crawling under a desk, and so on. Have the rest of the class guess what the student is doing. Have them emphasize the appropriate words, e.g., "He/she is *under* the desk." As they do so, write the preposition on the chalkboard. Each time a student performs one of the actions, have another student point to the appropriate word on the chalkboard. You might extend the activity by having some of the students take turns giving an order that uses those words to another student who will act it out.

Hiding Places

Name: _____



behind the wall.
✂

in the slide.
✂

under the bush.
✂

up in the tree.
✂

It!
✂

Ken is
✂

Jan is
✂

Mimi is
✂

I am
✂

Omar is
✂