



# Where Is Ted?

**Word Count:** 40    **Text Type:** Narrative

**High-Frequency Word Focus:** in, is

**Content Words:** bag, bed, bin, box, cot, Ted, van

**Language Features:** (punctuation, vocabulary, sound and letter knowledge)  
capital letters; full stops; CVC patterns; short e

## LITERACY

**Interacting with others:** listen to and respond orally to text and others; use interaction skills

**Interpreting, analysing, evaluating:** identify some differences between informative and imaginative texts; read predictable text; use comprehension strategies to understand and discuss text

**Creating texts:** produce some lower case letters

## LITERATURE

**Responding and examining:** identify events and characters; share thoughts and feelings about characters and events

**Creating literature:** retell text through illustration

## LANGUAGE

**Language for interaction:** use language to express likes

**Text structure and organisation:** understand sentences can be different lengths; purpose of capital letters and full stops

**Expressing and developing ideas:** recognise a sentence as a whole idea; know that sounds and words can be written down

**Sound and letter knowledge:** recognise sounds and rhyme in spoken words; letters of the alphabet

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

## GETTING STARTED LISTENING, SPEAKING, VIEWING

**Activating prior knowledge:** Ask students if they have ever moved house or gone away and taken their favourite toy with them. Ask them to identify a favourite toy, or a toy they sleep with, then relate the text to their own experiences.

**Encouraging prediction:** Read the book's title to students. Discuss what the boy on the cover is doing with the bear. Turn to and read the title page. Ask students to look at the illustrations throughout the book and take note of the bear and the boy in each. Then, have students use the illustrations to predict what the story might be about.

**Outlining focuses:** Explain to students that as well as learning the whereabouts of the bear, they will be talking about capital letters, full stops, letter patterns, and the short e sound.

## DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

### ■ Literacy

**Modelling:** Read the text to students. Use expression, pause to clarify unfamiliar words, and point out the bear (*Ted*) in each illustration to help students follow his whereabouts in the story.

**Guiding:** Invite students to read, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts and clues. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns. Allow appropriate "wait

time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (the main aim of guided reading).

**Interacting, interpreting, analysing, and evaluating:** At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Go through the sequence of Ted’s whereabouts in the story. Ask why Ted keeps appearing in a different place. Then, discuss moving house, siblings, and sharing toys. Explain how both the boy and his baby sister love Ted. Ask if the family is in the same house at the end of the story. Explain the difference between imaginary and informative texts. Ask which they think this book is and why.

## ■ Literature

**Responding and examining:** Ask students how they felt when they saw Ted put in the van. Point out the illustration on page 16. Ask what words could describe the boy’s actions.

## ■ Language

**Language for interaction:** Invite students to share what they like about the place where they live.

**Text structure and organisation:** Tell students that some sentences are short and some are long. Recall prior knowledge about capital letters and full stops, and how they indicate the beginning and end of a sentence.

**Expressing and developing ideas:** Explain that a sentence can express one whole idea or thought.

**Sound and letter knowledge:** Have students focus on the word *Ted*. Point out the consonant-vowel-consonant (CVC) pattern in the word. Present other CVC words that rhyme with *Ted* (for example, *bed*, *fed*, *led*). Ask students where they hear the short *e* sound in these words. Now, discuss other CVC words with the short *e* sound that do not rhyme with *Ted* (for example, *hen*, *peg*, *vet*, *beg*). Do not present other words that rhyme with *Ted* such as *said* or *head*.

## PUTTING THE LEARNING INTO PRACTICE

### READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

**Small group/independent activities:** Have students reread the text independently, then proceed to the following activities. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *Where Is Ted?* worksheets. Encourage them to work independently, but assist as required.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Have students take turns to say the repetitive text, substituting the word *Ted* with the name of their favourite toy.
- Ask students to make up their own sentences about where Ted should be (for example, *Ted is in the chair*, *Ted is in the house*). Write each student’s sentence on a sheet of paper and have them illustrate it. Use the pages to make a class book.
- Ask students to draw the things they would pack if they were moving house.

**Assessment:** When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name \_\_\_\_\_

# 1d – Where Is Ted?

1. Add full stops to these sentences.

Then, draw Ted in each place.



Ted is in the box

Ted is in the bag

Ted is in the bin

Ted is in the bed

2. Circle the short (e) sound.

Ted

bed

peg

fed

led

leg

Meg

pet

Name \_\_\_\_\_

# 1d – Where Is Ted?

1. Circle the correct answer.



Ted is in / under the bed.

2. Draw your favourite cuddly toy.

My favourite cuddly toy is  
my \_\_\_\_\_.

Name \_\_\_\_\_

# 1d – Where Is Ted?

Finish this sentence to tell where Ted was at the start of the story.  
Draw a picture to match.



Ted is \_\_\_\_\_ the \_\_\_\_\_