Hide and Seek,
Engage Literacy

Main teaching focus
• Write directions for the boy who is counting to find them.

Other teaching focus
• Find and color in the children hiding in the playground.

Writing directions
You will need: colored pencils or crayons
• Find and color in the children hiding in the playground.

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Write directions for the boy who is counting to find them.

• Write directions for the boy who is counting to find them.
• Discuss the concept of reading fluently—smoothly and without stopping. Use the text to model how to read fluently. Have children practice by reading the text to each other fluently and without stopping.

**Text conventions:**
- **Question marks:** Talk about question marks and have children count the number of questions in the text. Discuss the difference between statements and questions and have questions read aloud.
- **Exclamation points:** Talk about exclamation points influence the way the text is read. Have children identify exclamation points in the text. Have children practice reading sentences with exclamation points and compare the way children would read if there were none.

**Writing CCSS.1:**
- The players are two children, one child hides, and the other child searches. Have children explain to their friends how to hide and how to find. Have children read the sentences and fill in the missing words using the words from the box below.

**Vocabulary CCSS.1:**
- Visual recognize of high frequency words: *friend, friends, you, your, the, there.* Ask children to find the words in the text. Write the words on different colored cards for each child, and have children practice reading the words while the cards to play Memory.
- Have children cut out letters from magazines and newspapers to match the high frequency words.

**Fluency CCSS.1:**
- Discuss the concept of reading fluently—smoothly and without stopping. Use the text to model how to read fluently. Have children practice by reading the text to each other fluently and without stopping.

**Sentence features:**
- **Uppercase letters, periods, question marks, exclamation points.** Provide children with the equipment. List the games and ensure all children have access to the equipment. As a group, assess the equipment and ensure each child has a pair of colored pencils or crayons, as well as balls, bean bags, and hoops. Have children explain and demonstrate games that can be played using the equipment. List the games and ensure all children agree on how the games are played. As a group, assess the equipment and ensure each child has a pair of colored pencils or crayons. As a group, assess the equipment and ensure each child has a pair of colored pencils or crayons.

**Text emphasis/italic font:**
- The back of the text and that the glossary helps us find out what the world is like.

**Other teaching focus:**
- Children use the words in the box to complete the sentences.

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**Name:** Hide and seek close

**Date:**

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### Hide and seek close

- Read the sentences and fill in the missing words using the words from the box below.

**You can play hide and seek outside with your friends.**

**One of your friends can hide you.**

**Then she can count to ten.**

**You and your ______ can all go ______ away.**

**You have to run very________.**

**Look for a good spot to hide in the playground.**

**It is fun to hide. Your friend will ________ you.**

**But will they find you?**

**BOO!**

**Your friend can ________ you.**

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**There are _________ capital letters.**

**There are _________ periods.**

**There is _________ question mark.**

**There are _________ exclamation point.**

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**Other teaching focus:**
- Children can use different letters for periods, question marks, exclamation points, and sentences to the passage and color the words appropriate colors. This page may be photocopied for educational use within the purchasing institution.
Main teaching focus

CCSS RF.1.2.a, RF.1.3.b, RF.1.3.g

Phonological awareness/Graphophonics

- As a group, discuss the word ‘hide’ and the long vowel rule for the ‘i’ sound. Explain that usually when there is a short ‘i’ sound at the end of a word, you make a long vowel sound for the previous vowel instead of a short vowel sound. Have children find words in the text that begin with the ‘i’ sound and make the sound of the ‘i’ vowel as long as the ‘i’ sound in the word ‘hide’. Discuss how ‘outside’ is a compound word because it is made up of two words joined together. Have children find words in the text that begin with the ‘i’ sound and make the sound of the ‘i’ sound as long as the ‘i’ sound in the word ‘hide’. Discuss how ‘outside’ is a compound word because it is made up of two words joined together.

- As a group, talk about the consonant digraph ‘sh’ and the long vowel rule for the ‘i’ sound. Talk about ‘long’, ‘ten’, ‘then’. Ask children to find the words in the text.

- Discuss how ‘outside’ is a compound word because it is made up of two words joined together.

- Write ‘outside’ and ‘inside’ on a flashcard and have children practice reading the words. Use the cards to play ‘Memory’.

- Have children cut out letters from magazines and newspapers to make the high frequency words.

Other teaching focus

- Vocabulary (CCSS RF.1.2.a)


- Write the words on the cards for each word and have children practice reading the words. Use the cards to play ‘Memory’.

- Have children cut out letters from magazines and newspapers to make the high frequency words.

Fluency: CCSS.L.1.1.L.24

- Discuss the concept of reading fluently—smoothly and without stopping. Use the text to model how to read fluently. Have children practice by reading the text to each other fluently and without stopping.

Text conventions:

- CCSS L.1.1.1.L.3

- Sentences: Talk about sentences, uppercase letters, and periods. Discuss how sentences begin with an uppercase letter and end with a period, exclamation point, or question mark. Take a page in the book. Ask: How many sentences are on the page? How do you know where the sentence starts? How do you know where the sentence ends?

- Talk about question marks and have children find sentences with question marks in the text. Discuss the difference between statements and questions and how questions need an answer.

- Exclamation points: Talk about exclamation points influence the way the text is read. Have children identify exclamation points in the text. Have children practice reading sentences with exclamation points and compare this with how they would be read if there were none.

Writing: CCSS.W.1.2

- Play a game where one child hides while another child covers his or her eyes. Have another child look for you. Have another child look for you.

- You have to run very fast.

- Your friend can see you.

- But will they find you?

- BOO!

- Your friend can count to ten.

- And you and your friend can count to ten.

- You can run very far away.

- Look for a good spot to hide in the playground.

- It is fun to hide. Your friend will look for you.

- But will they find you?

- BOO!

- Your friend will count to ten.

- Will you find him?

- BOO!

- Your friend will count to ten.

- And you and your friend can count to ten.

- You can run very far away.

- Look for a good spot to hide in the playground.

- It is fun to hide. Your friend will look for you.

- But will they find you?

- BOO!

- Your friend will count to ten.

- Will you find him?

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- You can run very far away.

- Look for a good spot to hide in the playground.

- It is fun to hide. Your friend will look for you.

- But will they find you?

- BOO!

- Your friend will count to ten.

- Will you find him?

- BOO!

- Your friend will count to ten.

- And you and your friend can count to ten.

- You can run very far away.

- Look for a good spot to hide in the playground.

- It is fun to hide. Your friend will look for you.

- But will they find you?

- BOO!

- Your friend will count to ten.

- Will you find him?

- BOO!

- Your friend will count to ten.

- And you and your friend can count to ten.

- You can run very far away.

- Look for a good spot to hide in the playground.

- It is fun to hide. Your friend will look for you.

- But will they find you?

- BOO!

- Your friend will count to ten.

- Will you find him?

- BOO!

- Your friend will count to ten.

- And you and your friend can count to ten.

- You can run very far away.

- Look for a good spot to hide in the playground.

- It is fun to hide. Your friend will look for you.

- But will they find you?

- BOO!

- Your friend will count to ten.

- Will you find him?

- BOO!

- Your friend will count to ten.

- And you and your friend can count to ten.

- You can run very far away.

- Look for a good spot to hide in the playground.

- It is fun to hide. Your friend will look for you.

- But will they find you?

- BOO!

- Your friend will count to ten.

- Will you find him?

- BOO!

- Your friend will count to ten.

- And you and your friend can count to ten.

- You can run very far away.

- Look for a good spot to hide in the playground.

- It is fun to hide. Your friend will look for you.

- But will they find you?

- BOO!

- Your friend will count to ten.

- Will you find him?

- BOO!

- Your friend will count to ten.

- And you and your friend can count to ten.

- You can run very far away.

- Look for a good spot to hide in the playground.

- It is fun to hide. Your friend will look for you.

- But will they find you?

- BOO!

- Your friend will count to ten.

- Will you find him?

- BOO!

- Your friend will count to ten.

- And you and your friend can count to ten.

- You can run very far away.

- Look for a good spot to hide in the playground.

- It is fun to hide. Your friend will look for you.

- But will they find you?

- BOO!

- Your friend will count to ten.

- Will you find him?

- BOO!

- Your friend will count to ten.

- And you and your friend can count to ten.

- You can run very far away.
Hide and seek close

Cut the sentences from the text into strips and have children put the words back into each sentence in order. Have children write the sentences on cards. Keep the sentences in order. For example, “You can play hide and seek outside with your friends. As a group, discuss strategies for working out the missing word. Talk about gaining meaning from the sentence and thinking about what word would make sense. Fill in the missing words and have children read the sentence to check the missing word. Repeat with other sentences. Have children complete BLM 1 page 5.

Phonological awareness/Graphophonemics

RF.1.2.a, RF.1.3.a

• As a group, discuss the word ‘hide’ and the long vowel sound for the letter ‘i’. Explain that usually when there is a silent ‘i’, at the end of the word you make a long vowel sound for the previous vowel (instead of a short vowel sound). Have children find words that begin with ‘i’ in the text and a group sound and read the words to identify if they use the silent ‘i’ rule.

• Discuss the the long vowel sound. Have children find words that begin with ‘i’ in the text. Brainstorm and write other words with this sound.

• Talk about two-letter consonant blends at the beginning of words, e.g. ‘t-r’ and ‘pl’. Have children find words that begin with these blends.

• As a group, talk about the consonant digraph ‘sh’ and the sound these letters make when they are together. Have children find words that end with ‘sh’ in the text. Discuss how the ‘sh’ can be at the beginning, middle, or end of a word. Brainstorm other ‘sh’ words.

• As a group, talk about how the ‘s-s’ changes the way we read a word and also changes its meaning, e.g. bogs, means more than one way how children play that is different from the type above and compare it to ‘t-t’ by covering the ‘t’.

• Discuss how ‘s-is’ is a compound word because it is made up of two words joined together. Write ‘s-is’ and have children write the two words next to each other. Talk about and discuss the compound word ‘spread’.

Vocabulary RF.1.2.a, RF.1.3.a

• Visual recognition of High Frequency words: ‘friend’, ‘friends’, ‘year’, ‘then’, ‘there’, Ask children to find the words in the text. While the words are on cards for each word and have children practice reading the words. Use the cards to play Memory.

• Have children cut out letters from magazines and newspapers to make the high frequency words.

Fluency CCSS K.1-L.1.a, L.1.a

• Read the sentences and fill in the missing words using the words from the box below.

You can play hide and seek outside with your friends.
One of your friends can close her eyes.
Then she can ________ to ten.
You and your ________ can all run away.
You have to run very ________.
Look for a good spot to hide in the playground.
It is fun to hide. Your friend will ________ for you.

But will they find ________?

BOO!

Your friend can ________ you.

Assessment

RF.1.2.a, 1.2.b, 1.2.c, 1.3.a, 1.3.b, 1.3.c, 1.3.e

• Make a list of the hiding places. Select two different hiding places, such as in the tree and the bog. Ask how these hiding places are different? Have they different? Continue by selecting two different hiding places to compare.

• Talk about allowing to play Memory.

• Have children cut out letters from magazines and newspapers to make the high frequency words.

• Colour the periods red. (.) • Colour each sentence a different color.

• Colour the capital letters blue. (ABCD) • Colour the exclamation point green. (!)

• Colour the question marks brown. (?)

• Colour the capital letters and end with a period, exclamation point, or question mark. Take a page from the book. Ask children if they see many sentences on the page. How do you know where the sentences start? How do you know where the sentences end? Children complete BLM 2 page 4, identifying the sentence features.

• Tell children to find questions marks and count the number of the question marks. Do children find the number of questions and have questions need an answer?

• Exclamation points: Talk about how exclamation points influence the way the text is read. Have children identify exclamation points in the text. Help children practice reading sentences with exclamation points and compare them with how they would be read if there were none.

• Writing CCSS L.1.1.a

• Play a game where one child hides in the room while another child covers his or her eyes. Have another child cover his or her eyes. Have another child pick up a ball and throw it to the child who is hiding. As the child finds the ball, the child says the words that describe the hiding place. Children complete BLM 3 page 5.

• English Language Learners CCSS K.2, L.1.3

• Collect a variety of equipment used for games such as balls, bean bags, and hoops. Have children explain and demonstrate games that can be played using the equipment. List the games and ensure all children agree how the games are played. As a group review the text and the instructions and rules. Provide children with the opportunity to play the games using the equipment. Explain language and vocabulary to children during the discussion.

Other teaching focus

• CCSS RL.1.10, RF.1.4.b

• Discuss the main teaching focus.

Other teaching focus

• CCSS RL.1.10, RF.1.4.b

• Give children the complete oral reading record.

• Share directions to the child with covered eyes so that he or she can all find it. Have children practice reading the words. Use the cards to play Memory.

Handwriting:CCSS RF.1.1.a, RI.1.5

• Notice the child’s responses, attempts, reading behaviors before, during, and after reading.

• Collect words samples. e.g. BLM 1 could be copied in the child’s portfolio.

• Complete Oral Reading Record page 4.

Name: __________________ Date: ___________

Hide and seek close

You can play hide and seek outside with your friends.
One of your friends can close her eyes.
Then she can ________ to ten.
You and your ________ can all run away.
You have to run very ________.
Look for a good spot to hide in the playground.
It is fun to hide. Your friend will ________ for you.

But will they find ________?

BOO!

Your friend can ________ you.

There are ________ capital letters.
There are ________ periods.
There is ________ question mark.
There is ________ exclamation point.
There are ________ sentences.

Look for a good spot to hide in the playground.
You can hide in the long grass, or you can hide by a tree.
You can hide by a log. You can hide in the tunnel, or you can hide in the bushes.

Shhhhhhh! It is fun to hide.
Your friend will look for you.
But will she find you?

Name: __________________ Date: ___________

Color the sentences

• You will need: colored pencils or crayons

• Color the capital letters blue. (ABCD)

• Color the periods red.

• Color the question mark.

• Color the exclamation point.

• Color each sentence a different color.

Look for a good spot to hide in the playground.
You can hide in the long grass, or you can hide by a tree.
You can hide by a log. You can hide in the tunnel, or you can hide in the bushes.

Shhhhhhh! It is fun to hide.
Your friend will look for you.
But will she find you?
Hide and Seek

You will need:
- colored pencils or crayons
- Writing directions

Main teaching focus
Writing a simple text on a familiar topic. Writing directions.

Other teaching focus
- One of your friends can hide her eyes.
- They are at school.
- Where are they hiding?
- One of your friends can hide her eyes.
- Where are they hiding?
- You can play hide and seek outside with your friends too.

Getting started
- Introduce the text. Give each child a copy of the book, and discuss the title. Ask, “How many words are in the title?” Discuss the pictures on the front cover and link to children’s personal experiences. Have children predict what the text will be about.

Book walk
- Introduce the text. Given each child a copy of the book, and discuss the title. Ask, “How many words are in the title?” Discuss the pictures on the front cover and link to children’s personal experiences. Have children predict what the text will be about.

- What makes the best hiding places when you are hiding around the room or playground? Have children swap roles. Ask, “Why might the children hide in the tunnel or in the bushes? Why is a playground a good place to hide? Can you think of other good spots to hide in the playground?”

- Use vocabulary from the text. Discuss the picture on the front cover and link to children’s personal experiences. Have children predict what the text will be about.

- What is one of the best games to play? Why do you think hide and seek is one of the best games to play? Why do you think hide and seek is one of the best games to play?

- What do you and your friends need to do to play hide and seek? Have children swap roles. Ask, “What is a good game to play when you play hide and seek?”

- When have you played hide and seek? Where do you like to hide when you play hide and seek?

- Use inferential questions such as: “Do you know how to play hide and seek?”

- Have children read the text. This is a nonfiction text.

- Introduce the text. Give each child a copy of the book, and discuss the title. Ask, “How many words are in the title?” Discuss the pictures on the front cover and link to children’s personal experiences. Have children predict what the text will be about.

- What is one of the best games to play? Why do you think hide and seek is one of the best games to play? Why do you think hide and seek is one of the best games to play?

- What do you and your friends need to do to play hide and seek? Have children swap roles. Ask, “What is a good game to play when you play hide and seek?”

- When have you played hide and seek? Where do you like to hide when you play hide and seek?

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- Introduce the text. Give each child a copy of the book, and discuss the title. Ask, “How many words are in the title?” Discuss the pictures on the front cover and link to children’s personal experiences. Have children predict what the text will be about.
**Main teaching focus**

- Play a game of hide and seek. Select one child to count to ten, and then search for the other children who are hiding around the room or playground. Have children swap roles. Ask, What makes the best hiding places when you are playing hide and seek?

**Other teaching focus**

- Children find and color in the children hiding in the picture. They then count to ten. Where are they hiding? Children hide can hide their eyes. They can then count to ten. Where are your friends can all run away. You have to run very fast! Look for a good spot to hide in the playground. It is not good for your friend to see where you are hiding.

**Teacher’s note**

- Choose from the following activities.

  - Play a game of hide and seek. Select one child to count to ten, and then search for the other children who are hiding around the room or playground. Have children swap roles. Ask, What makes the best hiding places when you are playing hide and seek?

  - Select one child to count to ten. Where are your friends can all run away. You have to run very fast! Look for a good spot to hide in the playground. It is not good for your friend to see where you are hiding.

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**Getting started**

- Select one child to count to ten, and then search for the other children who are hiding around the room or playground. Have children swap roles. Ask, What makes the best hiding places when you are playing hide and seek?

**Book walk**

- Select one child to count to ten. Where are your friends can all run away. You have to run very fast! Look for a good spot to hide in the playground. It is not good for your friend to see where you are hiding.

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**Comprehension**

- Have children read independently. Focus on meaning, structure, and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.

- Discuss reading strategies with children. During reading, ask, How could you work out this word? Did that make sense? Discuss word meanings with the children.

**Reading the text**

- Have children read independently. Focus on meaning, structure, and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.

- Discuss reading strategies with children. During reading, ask, How could you work out this word? Did that make sense? Discuss word meanings with the children.

**Following directions**

- Play a game of hide and seek. Select one child to count to ten, and then search for the other children who are hiding around the room or playground. Have children swap roles. Ask, What makes the best hiding places when you are playing hide and seek?

- Select one child to count to ten. Where are your friends can all run away. You have to run very fast! Look for a good spot to hide in the playground. It is not good for your friend to see where you are hiding.