

Notes for parents and other helpers

Enjoying and talking about the story

CLL 1 listening and responding to stories and rhymes; **CLL 4** understanding of stories

- Remember that the most important thing is to have fun and enjoy the story!
- Make sure that you are both in the mood for a story before you begin.
- The child might already know the rhyme on pages 2 and 3. Encourage him or her to join in as you read it aloud. Point out the actions shown on pages 2 and 3. Perform them together.
- Read Boris Bear's version of the rhyme, using the same rhythm as the original version.
- Talk about the events shown. Point to pages 6 and 7 and ask the child, '**Why does Boris turn around?**'
- It's good to encourage the child to predict the next event. When you reach page 9, ask the child, '**Can you guess what might happen next?**' There's a big clue in the picture!
- Try the same again on page 11. Ask, '**What is Boris Bear thinking? What is he going to do?**' Build up a sense of anticipation before turning to page 12.
- Use your voice to add to the fun of the ending. Sound suitably alarmed when reading page 12, and relieved or annoyed when reading page 13.

Health and safety

Point out to the child that it is dangerous to try standing on top of a pile of unstable objects and discuss what the possible consequences might be.

- Show the child how we talk about stories. Talk about why Boris is a silly Bear or about your favourite part of the story: for example, '**It was funny when ...**' Encourage the child to do the same. Listen and respond to what he or she says.

Playing with sounds – rhyme

CLL 3 recognising rhyme; **CLL 4** exploring words and texts

- As you read, exaggerate the rhyming words. This will help the child to notice the similar sounds in these words.
- Try pausing to encourage the child to say the rhyming word:
Boris Bear, Boris Bear touch your nose
Boris Bear, Boris Bear touch your t_____
- Point out to the child: '**Nose and toes – those words end with the same sound!**'