

## Notes for parents and other helpers

### Enjoying and talking about the story

**CLL 1** listening and responding to stories; **CLL 4** understanding 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.
- Look at the cover and the title. Discuss the ‘trouble’ that the toys might get into. Show your eagerness to begin reading.
- The pictures are as important as the words: discuss what happens in each. For example, ask ‘**Where are the children going?**’ (page 2) and ‘**What is happening to the toys?**’ (page 3).
- Talk about the toys and their antics – the musical monster, the slithering snake, the bouncing bear.
- On page 7, use your voice to build a sense of anticipation as to where Boris Bear might bounce next.
- Encourage the child to predict events. Ask, ‘**What will Boris bounce on next?**’ (page 7); ‘**What a mess! I wonder what will happen now?**’ (page 9); ‘**Will the toys get caught?**’ (page 11).
- Compare the picture on page 13 with the picture on page 2. Ask, ‘**Has everything been put back as it was before?**’

### Playing with sounds – letter sounds

**CLL 3** hear and say initial sounds; **CLL 4** exploring sounds

- Read the story, exaggerating words that begin with the same sound:  
**Slim the snake slips and slithers.**
- Encourage the child to join in with making sounds shown in the pictures (‘**mmmm**’, ‘**sssss**’, ‘**boing, boing**’...)
- Point out words beginning with the same sound: for example (pages 2 and 3), ‘**tea time**’ and ‘**toy time**’. Ask the child if he or she notices other words beginning with the same sound. On page 6, for example, say: ‘**“Boris” and “Bear” both start with a “b” sound. Did you notice any other words starting with that sound?**’
- On pages 4 to 6 and 9 and 10 you can play ‘I-Spy’ with the pictures: ‘**I spy, with my little eye, something beginning with ... [a particular sound]**’. Ask the child to find other items in the picture beginning with the same sound, or point and name a few items and ask the child to spot the two that begin with the same sound.
- Make up more sentences about the toys using words beginning with the same letter: ‘**Slim the snake sings silly songs’. Or compose silly sentences about the child’s own toys: ‘**Toby the tiger tripped over his tail’.****
- Ensure that these activities are fun. If the child loses interest, stop. Try again another day.