

# Notes for parents and other helpers

## Enjoying and talking about the story

**CLL 1** responding to stories; **CLL 2** thinking about stories; **NLS** T9;

**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.
- Read the title; discuss the cover and title page. Build a sense of anticipation (**'I wonder what Ollie has found? He looks excited!'**).
- When you read Ollie's words on pages 2 and 3, sound excited. Encourage the child to do the same when he or she is reading.
- Help the child to think about the story. Ask (pages 2, 5, 8, 11), **'What has Ollie found?'** (page 9) **'Is it really an egg?'**
- Talk about the pictures. Discuss why Ollie thinks the hose looks like a snake (pages 3 and 4), and the pile of grass looks like a nest (pages 6 and 7).
- On page 11, encourage the child to predict what Ollie might have found. Ask, **'If you were Jazz, would you go and look? 'Why?' / 'Why not?' 'What do you think will happen now?'**
- Discuss the surprise ending (page 13): **'Ollie's right: that is a big spider!'**, **'Would Jazz have liked to see the spider?'**
- Consider how the events in the story link together. Ask, **'Why does Jazz leave her tower?'**, **'Why doesn't she go to see the spider?'**

## Book knowledge

**CLL 4** knowing about books and print; **NLS** T1, S3

- As you discuss the book, use words like **'title'**, **'beginning'**, **'end'**, **'word'**, **'letter'**, **'capital letter'**, **'full stop'**.
- Ask the child to point to the words as he or she reads them aloud. Ensure that he or she does so correctly.
- Point out the words in speech bubbles. Explain that speech bubbles are used for words spoken by someone in the story. Decide which character is saying the words in each bubble.