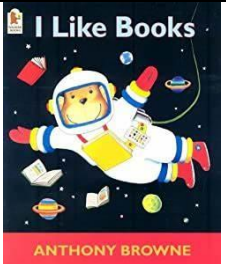










Stephen Hawking Outreach Multisensory story plan

<p>Text/Story: <i>I like Books</i> by Anthony Browne</p>			
<p>Focus 1: Multi-sensory prompts: A big pile of books- including funny, scary, fairy tales, nursery rhymes, comic books, colouring , fat and thin, dinosaurs, monsters, counting, alphabet, space, pirates song and strange. A blindfold</p>		<p>Focus 2: Multi-sensory prompts: Pile of books as previous session</p>	
			
<p>Child: Wearing blindfold, explore a few of the books. Touch them, listen to the sound as the pages turn and flick. Smell the books!</p>	<p>Adult: Support putting on blindfold Support child to handle and smell books. Turn pages next to child's ear and flick them. Support child to remove blindfold. Model words and phrses: "Books"; "I like books"; "read a book"; "I like this one".</p>	<p>Child: Find out how many books they can hold in two hands- take a photo Count how many Read the book with adult</p>	<p>Adult: Support child to hold books as in the picture</p>  <p>Share the book with the child , encourage them to hold the book and turn the pages.</p>
<p>Child: Explore costumes and props. Find page in <i>I Like Books</i> that corresponds</p>	<p>Adult: Introduce costumes and props. Support child to explore, modelling words that are used in text e.g. funny, dinosaurs, comic.</p>	<p>Focus 3: Multi-sensory prompts: Costumes and props for child to use and match to pages in the book, e.g. clown hat; Red Riding Hood cape (red cloth); Batman mask; colouring pencils; toy dinosaurs; pirate hat or patch; music cd or clip to listen to.</p> 	

<p>Without blindfold- Choose one book to look at together.</p>	<p>Support child to look at book they have chosen and read together. Ask child at end “Did you like the book?”</p>	<p>Read the story together Point to and use words and signs/gestures to share what they like/are interested in</p>	<p>Compare the photo of child holding books with the one above Model words for things child points to or shows interest in</p>		
<p>Key phrase (signs highlighted) “I like books”; “adjective plus books” e.g. “scary books” “this one” “Look”, “listen”. “Smell”, “Feel”</p>		<p>Key phrase (signs highlighted) Numbers to 20 “heavy”</p>		<p>Key phrase (signs highlighted) “I like books”; “adjective plus books” e.g. “scary books”</p>	
<p>Focus 4: Multi-sensory prompts: Hard back, thick books</p>  <p>Set pics from the text:</p> 		<p>Focus 5: Multi-sensory prompts: School library, pics from the text</p> 		<p>Focus 6: Multi-sensory prompts: Paper and card different sizes and thicknesses, scissors, staplers, glue, card, elastic bands</p> 	

<p>Child: Explore the books. Look at pics from the book, choose one. Use the books to recreate the picture e.g. making steps with 1,2,3 books.</p>	<p>Adult: Support child to choose pictures. Photograph what they do.</p>	<p>Child: Explore the books in the library. Use pictures around library to find different books- funny, scary, fairy tales, nursery rhymes, fat, thin, dinosaur, monster, counting, alphabet, space, pirate, song, strange</p>	<p>Adult: Before session, stick pics from text where child will find that book e.g. dinosaur books on the non-fiction shelf. Support child to make a collection of books that matches these types. Put in a basket or box to take back to class. Model the types story words from the text.</p>	<p>Child: Explore the resources and name them Explore making a book- free choice of materials and techniques.</p>	<p>Adult: Model words for resources Support with cutting, sticking, stapling etc. Make own book alongside child to model techniques. See Mark Making section below for different methods, and there are lots of fun ways online</p>
<p>Key phrase (signs highlighted) Numbers to 10; “like this”; “build”; “make”; “on top/next to/under”</p>		<p>Key phrase (signs highlighted) “library”; “books”; “Look”; “Found it!”; “You found a adjective plus book” e.g. “counting book”</p>		<p>Key phrase (signs highlighted) “make”; “stick”; “cut”; “staple”; “fold” “You made a book”</p>	

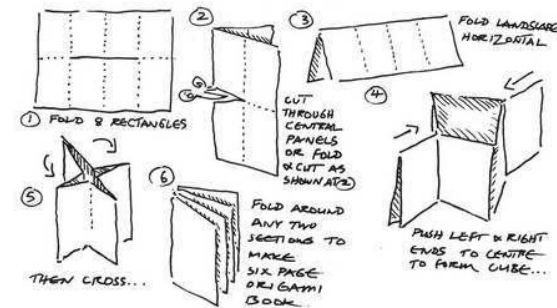
<p>Further literacy activities:</p> <ul style="list-style-type: none"> • Make a list of books child likes (with a picture of the covers) under a smiley face header. • Make own ‘I like Books’ with MA’s choices. Use costumes and props and photograph- e.g. child holding toy animals for “I Like Animal Books” 	<p>Fine Motor activities:</p> <ul style="list-style-type: none"> • Lots of book making! Using scissors, tape, stapler. Zig zag books, pop-up books and folded books in different ways.
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- Make a class photo album- take photographs of peers holding their favourite book and use a sentence strip to make a simple sentence e.g. "I see (peer's name)"
- Begin whole word reading programme such as *See and Learn* <https://www.seeandlearn.org/en-gb/language-and-reading/>
- Sort books into categories using the clearest ones in the text e.g. fairy tale books; comic books; books about dinosaurs; counting books

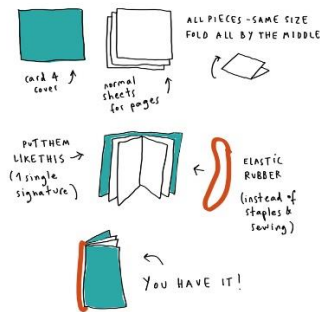
Maths activities:

- Use books, and then bricks to make steps, adding one more each time and counting the total
- Make counting books by photographing numbers of objects that child chooses
- Set up a book shop- see Shopping Activity handout. This can be used to explore reading and writing numbers; counting, combining numbers and shape, space and measures.
- Use books to compare size (bigger and smaller) and mass



SUPER-EASY BIND

No GLUE, No SCISSORS, NO NEEDLE, NO RULES



- Mark making in the books child has made
- Making photo albums
- Make a book shelf for child's favourite books in the classroom- use an old cardboard box with one side cut away. Decorate with paint, pens, glitter, cut out shapes.