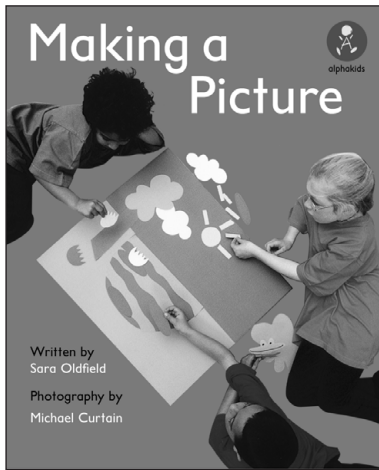


## Setting the context

Introduce some books that are illustrated using paper collage (for example, *Hattie and the Fox* by Mem Fox, *V is for Vanishing* by Patricia Mullins). Encourage the children to look at the pictures and talk about how they might have been made.

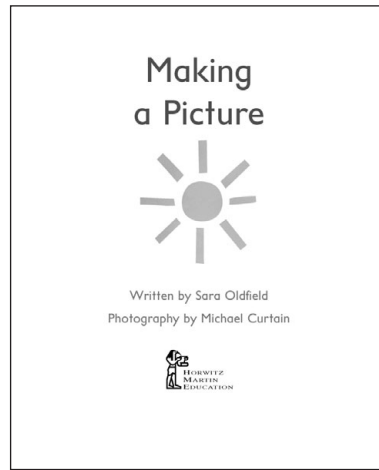
## Introducing the book

*This book tells how three children worked together to make a picture.*



### Front cover

*What are the children using to make their picture? What things can you see in their picture? Do the children look as if they are cooperating? What makes you think this?*



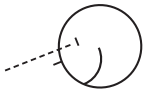
### Title page

*This page is called the title page. Can you point to the title of the book? Where is the author's name? What else is on the page?*



## **Talkthrough**

*This girl is making a picture. What colour paper is the girl using? What is she cutting out from the paper?*



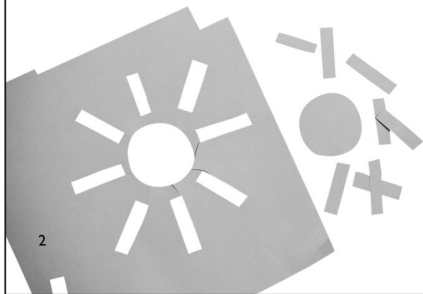
## **Observe and support**

Can the children use knowledge of initial letters to support decoding of unknown words?

*How did you know that word was picture? What other clues could you have used? What sound does the letter 'p' make in the word 'picture'?*

I am making a picture.

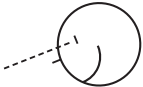
I'm using yellow paper  
to make a sun.





### **Talkthrough**

*This boy is making a picture. What is the boy cutting out from the paper? Do all clouds look like this?*

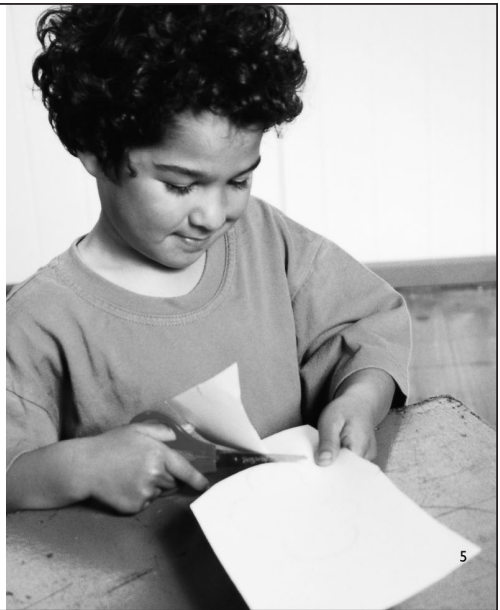
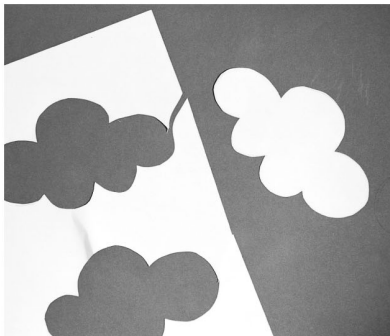


### **Observe and support**

*Are the children able to read known text fluently?  
Now that you know all the words, can you re-read this so that it sounds smooth and is easy to understand?*

I am making a picture.

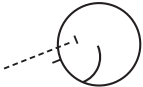
I'm using white paper  
to make clouds.





### **Talkthrough**

*What colours is this boy using for his picture? What is he making with the brown and green paper?*



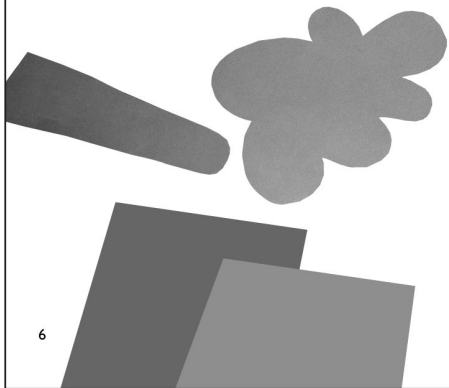
### **Observe and support**

Can the children recognise known words in a text?

*What words do you already know on this page? You will be able to use these words to help work out new ones.*

I am making a picture.

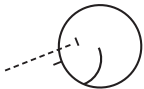
I'm using brown and green paper  
to make a tree.





### **Talkthrough**

*This girl is also making a picture. What is she making? What else did she make for the picture? What other things have been made for the picture?*



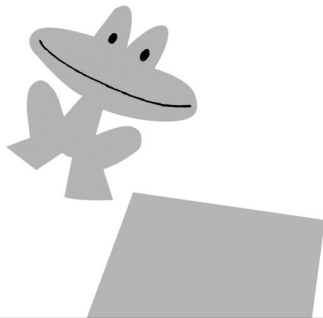
### **Observe and support**

Can the children recall events in a text and use this knowledge to make predictions about future events?  
*Think about what you have read so far. What things have already been made for the picture? What else do you think the children might make for their picture?*



I am making a picture.

I'm using green paper  
to make a frog.



8

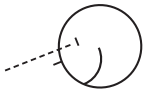


9



### **Talkthrough**

*This boy is making a picture. What is he making out of the blue and green paper? Yes, that's right. He is making a pond.*



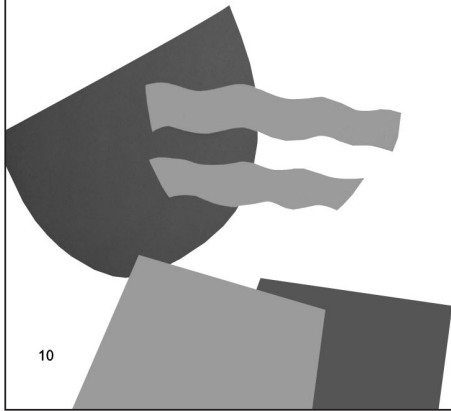
### **Observe and support**

Do the children check a range of information on the page to help with problem solving?

*Have a look at the pictures. What is the boy making? Yes, it looks like water but what is the first letter of the word? What sound does it make? What word starting with the /p/ sound would make sense here? Re-read the whole sentence to check that it makes sense.*

I am making a picture.

I'm using blue and green paper  
to make a pond.



10

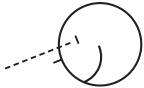


11



## **Talkthrough**

*What things have already been made to go in the picture?  
What is this boy making for the picture? What colours is he using?*



## **Observe and support**

*Can the children use their knowledge of letter-sound relationships to support their reading?  
What letter does that word start with? What sound might it make? Can you think of a word that starts with /f/ that would fit there? Does that word make sense?*

I am making a picture.

I'm using pink, white and green paper  
to make flowers.



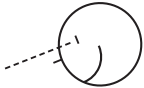


## **Talkthrough**

*These children are making a picture together.*

*Do you think they would need to talk to each other to make their picture? What things would they need to talk about?*

*When else would they have talked to each other about their picture?*



## **Observe and support**

*Can the children recall the sequence of events in a text after reading?*

*What part of the picture was made first? What part of the picture was made next? What was the last part of the picture to be made?*

We are  
making  
a picture.



14

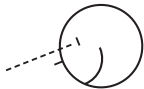
15



## Talkthrough

*What did the children do when all the pieces for the picture had been made? Do you like the finished picture?*

*Can you see any writing on this page? Why do you think the author has not written anything on this page?*



## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

*What is in the picture that the children made?*

*What colour paper did they use for the flowers?*

*What colour paper did they use for the pond?*

*Do you like the picture? Why or why not?*

*What would be a good name for the picture?*