



# Hello, Baby Mo!

EMMA SHEVAH  
ILLUSTRATED BY KATIE SAUNDERS



---

## BOOK BAND:

---

## BEFORE YOU START

Prepare a **group journal** to help you record group discussions and responses to the text as you work through the book.

Prepare an outline of the character Adam, ready to complete using the **Role on the Wall** technique.

Given the content of the book, ensure that the children feel comfortable and secure with discussions around family before you read it, and that you are fully aware of and sensitive to family circumstances.

Prepare a large copy – A3 if possible – of the illustration on pages 4-5, without the text, to use in Session 1.

# SESSION 1: CHAPTER ONE



## Focus: Predicting, Questioning and Empathising

Before revealing the title or front cover of the book, show the illustration of baby Mo being introduced to Adam on pages 4-5 without revealing the accompanying text. Give ample time for the children to explore the illustration.

Ask the children to respond to what they see, writing their responses around a large-scale copy of the illustration.

- Where do you think this is?
- Why do you think that?
- Who can you see here?
- What do you think the people are doing? Why?
- Does it remind you of anything you have seen in stories or know about in real life?
- Is there anything you particularly like? Anything you dislike? Why?
- Does anything puzzle you?
- Do you have any questions?

Encourage the children to look at the facial expressions and body positions of the characters to get clues about the characters and their relationships, such as:

- What does the little boy's expression tell you about his feelings?
- What language would you use to describe the boy's emotions?

At this point some of the children may suggest he looks confused or that he looks worried. Ask the children to consider Adam's body language, facial expression and posture, and compare this to his parents'.

- What do you notice?
- Why do you think the boy might be worried?
- Does this remind you of any experiences you have had?

---

Now share the title of the book with the children and read Chapter One.

Begin to explore their responses to the start of the book with the help of the **four basic questions**. These questions can be used as a basis for discussion throughout the sessions.

- Tell me... was there anything you liked about this text?
- Was there anything that you particularly disliked... ?
- Was there anything that puzzled you?
- Were there any patterns... any connections that you noticed... ?

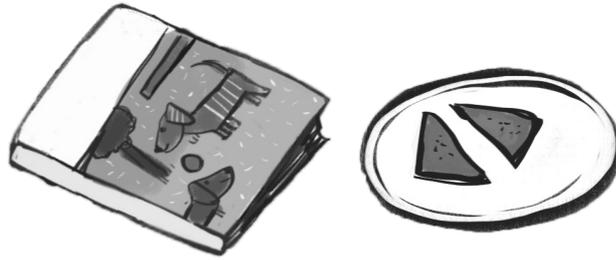
As children respond it can be useful to write down what they say under the headings 'likes', 'dislikes', 'puzzles' and 'patterns'. Record the children's responses in the **journal** and return to any queries as the sessions continue.

---

Support the children in making personal connections to the text, considering who has younger siblings and how they felt when their siblings were born.



## SESSION 2: CHAPTER TWO



### **Focus: Questioning, Clarifying and Summarising**

Read Chapter Two, stopping at different points to clarify the children's understanding and allow for discussion around the **four basic questions**.

---

Encourage the children to continue to make personal connections to the story, for example talking about a time when they have visited new babies, such as siblings or other family members. The children may talk about the excitement and anticipation they felt as well as other emotions such as feeling left out or ignored.

- What was it like when the new baby arrived?
- How did you feel?
- How must Adam feel now?
- Did anyone feel left out like Adam?
- Were the baby's parents (or parent) as tired as Adam's?
- How do you know that Adam's dad is exhausted?
- What do you think will happen next?
- Will Adam be able to read his book?

The children will probably be able to empathise with Adam, drawing on their own experiences either when their own siblings were born or from a time when they felt everyone was too busy to be with them. Allow the children to talk about this, valuing their contributions and suggestions.

---

At this point you may want to allow the children to create artwork of their own families or other important people in their lives. Encourage them to talk to each other about their family members or other people important to them, sharing stories, explaining why they are special and describing their characteristics.

## SESSION 3: CHAPTERS THREE AND FOUR



### Focus: Clarifying, Thinking Aloud and Empathising

Read Chapter Three and on until the end of page 21 in Chapter Four, stopping at different points to clarify the children's understanding and allow for discussion around the **four basic questions**.

---

### Vocabulary

Consider how Adam is feeling in the moment in which he is left holding his book while his mum falls asleep. Ask the children if they know any other words with a meaning similar to *angry*. Collect their examples, clarifying their meaning and valuing their suggestions.

You could then introduce the children to synonyms such as *furious*, *mad*, *livid* and *enraged* and discuss which is a more intense emotion. Showing the children images of different people in different states of anger may help them understand the degrees of anger people can feel and the associated **vocabulary**.

---

Display each picture of Adam in chronological order from the first page when he comes home with his new reading book until he is sat on the chair feeling angry. Ask the children to choose words that describe his emotions at each point. Write these on sticky notes and then organise them to demonstrate shades of emotional intensity that Adam has felt in the story so far and create a **graph of emotion**.

---

Explain that you would like to write a **note of advice** to Adam so that he can feel better and less angry. Consider with the children what helps them to calm down or to feel better when they are angry, noting their suggestions. Use the children's suggestions to compose a **note of advice** through **shared writing**.

- What might make Adam feel better?
- How is it best to write it? (E.g. using encouraging words rather than saying 'don't be angry'.)

Keep returning to the focus and purpose of the writing. When it is finished, re-read the letter with the children and discuss how effective it is in making Adam feel better about his situation.

- Does it offer him hope, or give suggestions for what he could do next?

You could ask some children to pretend to be Adam, reading the letter and showing you how they feel after reading it.



## SESSION 4: CHAPTER FOUR AND FIVE



### Focus: Questioning, Clarifying and Empathising

Read from the start of Chapter Four and on until the end of page 29 in Chapter Five, stopping at different points to clarify the children's understanding and allow for discussion around the **four basic questions**.

---

Discuss with the children why Adam is now so much happier.

- What has made Adam happy?
- What did he have to learn to do?
- Why is being patient and sharing difficult sometimes?

Relate this back to the children's own experiences and allow time for a discussion around sharing and taking your turn.

---

Consider the way in which Adam reads his book to Mo, especially how he skips words he doesn't know the first time around.

- What does Adam do when he comes to a word he is unsure of?
- What strategies do you use when trying to read words you don't know?
- Have there been any words in this book you have needed to work out?
- What strategies did you use?

Use this as an opportunity to model skills and strategies such as predicting, sampling, confirming, self-monitoring, self-correcting, 'thinking aloud', interpreting things which are only implied, and the full range of cueing systems (semantic, syntactic and graphophonic).

## SESSION 5: CHAPTERS FIVE



### Focus: Re-reading, Empathising and Summarising

Read the whole of Chapter Five.

Ask the children to discuss the ending and predict what might happen next. Encourage them to use any experiences they have had to make personal connections to the ending.

- Do you think Adam is able to read his book to his mum at that moment? Why / why not?
- Do you think Adam is angry again this time that Mo has interrupted the book reading?
- Why do you think Adam has learnt to be more patient and understanding?

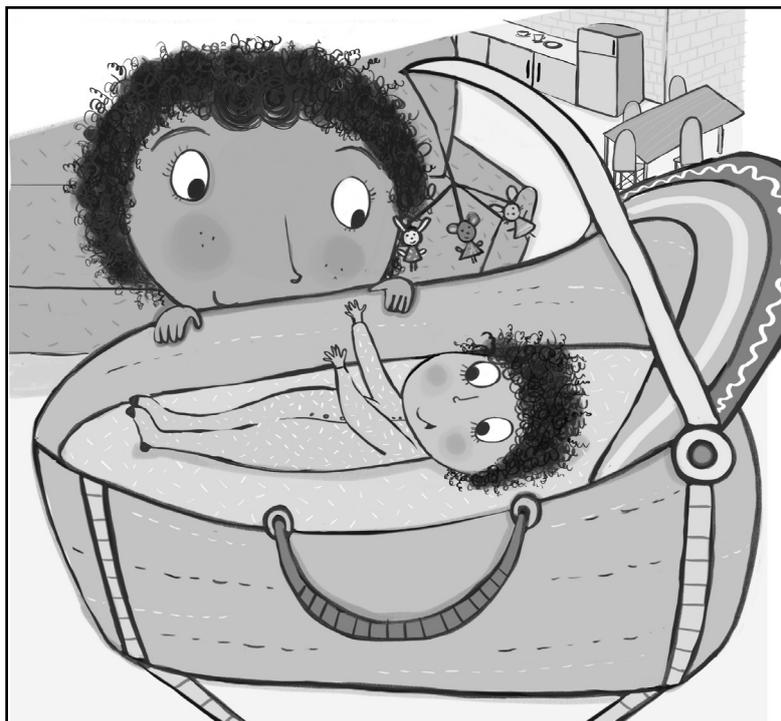
\_\_\_\_\_

Engage the children in **book talk**, discussing how the book made them feel and allowing them time and space to tell you their likes and dislikes, referring to different parts of the text or illustrations.

\_\_\_\_\_

Through modelling, ask the children to describe their favourite part of the story. Provide the children with an oral scaffold, for example: *the most memorable part of the story was... because... ; my top moment in the story was... because...* and in pairs ask them to identify their favourite part of the narrative. Encourage children to give reasons for their choices and invite some children to share these.

# IDEAS TO SUPPORT THE SESSIONS



These are areas you could further develop depending on your professional judgement of the children's learning needs and their interests.

## Developing wider reading experiences

Read and explore stories with similar themes involving new babies such as:

- *Double Trouble for Anna Hibiscus!* by Atinuke, illustrated by Lauren Tobia – Walker
- *There's Going To Be a Baby* by John Burningham, illustrated by Helen Oxenbury – Walker
- *The Baby's Catalogue* by Janet and Allan Ahlberg – Puffin
- *The New Small Person* by Lauren Child – Puffin
- *Miffy and the New Baby* by Dick Bruna – Simon & Schuster
- *Spot's Baby Sister* by Eric Hill – Puffin
- *So Much* by Trish Cooke, illustrated by Helen Oxenbury – Walker
- *The Great Big Book of Families* by Mary Hoffman, illustrated by Ros Asquith – Frances Lincoln

---

## Supporting reading fluency

- Occasionally, you could hide some words with a sticky note, asking the children to refer to the illustration for ideas. You could give another clue by revealing the first syllable or letter.
- You could make a pairs game to develop visual memory and book language, creating cards using laminated images from the book. Make pairs of cards, one card for an illustrated location or character and one for matching words from the story. Spread these out face down. Children take turns to turn over two cards. If they match, they can keep them. If not, they have to turn them back over again. The game proceeds until all the pairs have been found.
- You could create a simple jigsaw by writing questions with corresponding answers directly underneath on one side of a piece of paper, then printing an illustration on the reverse and cutting the sheet of paper up to separate the questions and answers. The children lay out the questions and answers in order. They can check their layout by turning them over to see if they have created the illustration correctly.
- You can explore different ways of representing the /i / (long vowel 'ee') phoneme, such as in *baby, tiny, lovely, we, hungry, sleep*.

---

## Vocabulary building

- Children could make **word collections** which describe a particular character and their feelings or a place, event or situation.
- The text could also be used to investigate the structure, impact and placement of a wide number of prefixes and suffixes. For example, children could investigate any patterns in adding -ing to a verb (*sticking, changing, holding*) or they could look at regular and irregular past tense verbs (*came, cried, looked, asked, tired*).



---

## Opportunities to revisit the text independently

- With the children, make a set of magnetic or stick story props to use in a retelling of the story and to support children in their own independent retellings. If possible, provide extra copies of the book to support this.
- If the children have a good memory of the text through repeated readings, they can be given copies of the story to read to partners. This helps children to see themselves as readers.
- Allow the children to re-enact the story through play. Revisiting stories through a range of play-based experiences helps children to step into the world of the book and to explore it more completely.
- Use **hot-seating** to explore the main character further. One member of the group **role-plays** a character and is interviewed by the other children. This activity involves children closely examining a character's motivation and responses.
- Make a **story map** as a way of retelling the story. This breaks the story down into episodes and sequences its events. This kind of graphic representation helps children to hold on to the shape of the story more confidently.
- Encourage the children to take the book home to read alongside a parent or carer and suggest that they use the 'Tips for grown-ups' pages to support their discussions.

---

## Experiences linked to the text

- Encourage the children to share their own personal experiences of having a sibling. Families could be asked to help children make 'family boxes' that provide insights into the child's family and their interests, and helps them to tell a story. A family box can be immensely supportive for a child to talk about themselves, their family – past and present – and their lives. It might include: family photographs, notes and cards, a favourite poem or book, travel souvenirs, special items of clothing from babyhood, or a special toy. It provides an opportunity for rich talk amongst family members whilst collecting and decorating the box.

---

These resources were created by Bloomsbury and The Centre for Literacy in Primary Education (CLPE). For more teaching resources, visit:

[www.bloomsburyguidedreading.com](http://www.bloomsburyguidedreading.com)

[www.clpe.org.uk](http://www.clpe.org.uk)