Who saw what?

Draw, write, point or tell an adult what belongs in each space.

Name _____ Date _____

What did the child look at?

What did Red look at?

Tell someone what you noticed

The child looked … Red looked … I spotted …

Clue or false lead?

Read or listen to each card. Mark HELPS or FALSE LEAD for the search.

Name _____ Date _____

A strand of blue wool on the gate

☐ Helps the search ☐ False lead

Mrs Khan saw something blue go towards the shop

☐ Helps the search ☐ False lead

A blue washing peg under the bench

☐ Helps the search ☐ False lead

A tuft of blue wool on the bench

☐ Helps the search ☐ False lead

Pick one answer and explain it

I chose … because …

Put the search in order

Cut out the cards or number them where they are. Start with what happened first.

Name _____ Date _____

Red sees wool on the gate.

They find the scarf by the yellow gate.

It is a blue washing peg.

The wind blows the scarf away.

Red follows the way towards home.

Red spots wool at the bench.

Tell the story using first, next, after that and finally. Start with what sent them looking.

Look at the same place

Draw or describe two views of one place. What changes when the viewpoint changes?

Name _____ Date _____

Looking up

Looking low

Compare the views

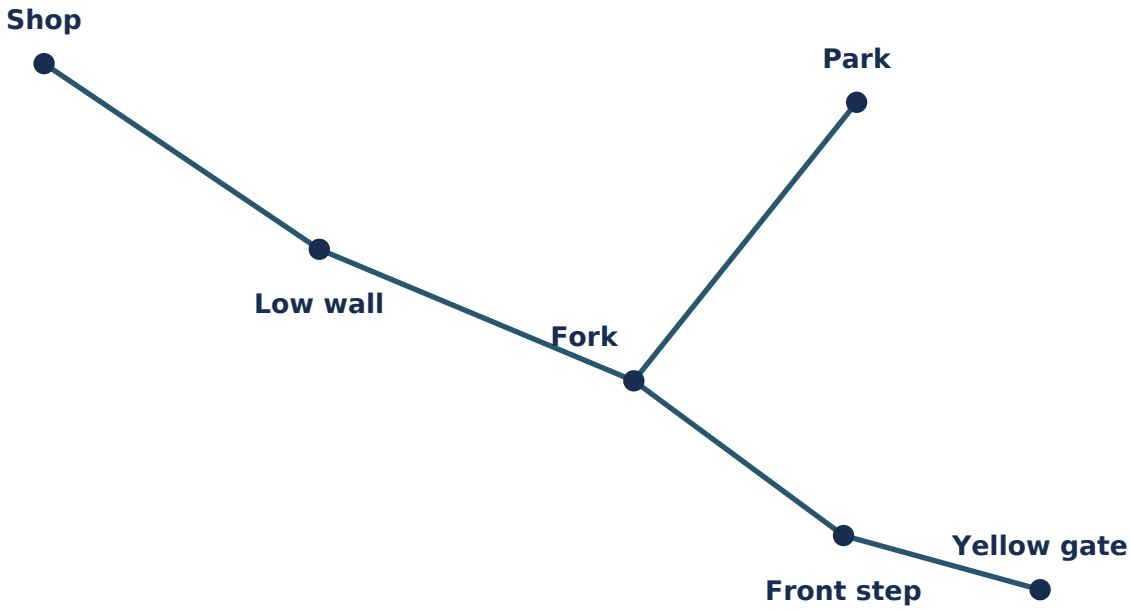
From up here I can see ...

From down here I can see ...

Find the yellow gate

Trace a route from the shop. Tell your partner which way to go at the fork.

Name _____ Date _____



Try these words: along · past · towards · beside

Tell or write the directions

_____

_____

_____

_____

Test what the wind moves

Keep the start line, fan position, fanning time and surface the same.

Name _____ Date _____

My prediction

I think … will move farthest because …

Record distance or write near / far

Material	Trial 1	Trial 2
Paper strip		
Fabric scrap		
Card square		

What happened? What stayed the same?

Words that tell us where

Try each word with the counter. Then say, show or complete the sentences.

Name _____ Date _____

Word bank under · behind · beside · against · past

1. The child peered _____ the bin.

2. Red put her nose _____ the hedge.

3. The scarf was tucked _____ the yellow gate.

4. Red walked _____ the front step and stopped farther along.

Draw a counter beside a box.

Draw a counter behind a box.

Give your partner a direction of your own.

Write a search scene

Plan a small scene. You can draw, write, say or dictate it.

Name _____ Date _____

Where are we? What is missing?

What small clue turns up?

Who spots it? What do they do?

Try: I looked … Red spotted … We went …

Draft your scene

Draw from puppy height

Draw a small clue near the bottom. Add a landmark and something farther away.

Name _____ Date _____

My puppy-height picture

Ask a partner to find your clue

They spotted … I could make it clearer by …

Make a clue label

Write or draw a clue. Give the label to a new reader to try.

Name _____ Date _____

Name or picture of my clue

This is where you will find it

What it helps you work out

A question for the reader

For a display, cut out the label or trim around the four boxes together.

What did we notice together?

Think about the book or your partner activity.

Name _____ Date _____

Something I noticed …

Something my partner or Red noticed …

A strategy I can use again …

Exit slips and home spotting

Cut the repeat slips for a group. The home task is optional.

Name _____ Date _____

I noticed …
Next time I could …

I noticed …
Next time I could …

I noticed …
Next time I could …

I noticed …
Next time I could …

Home spotting

Choose a familiar room. With another person, each describe one detail from a different position. You can do this seated. Draw or tell one thing you noticed together.