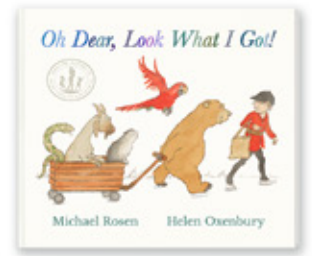


Oh Dear, Look What I Got!

Michael Rosen

Helen Oxenbury



STORYTIME ACTIVITY PACK

ABOUT THE BOOK

From the beloved creators of *We're Going on a Bear Hunt*, this instant and timeless classic is bound to delight children for generations to come. Combining Michael Rosen's immaculate rhyming text with Helen Oxenbury's typically wonderful illustrations, *Oh Dear, Look What I Got!* offers a world of opportunities to excite and engage young minds. Beautifully paced, with easy cues for child participation, early language exploration, and a range of animals to explore, it's sure to be a favourite for adults and children alike.

THIS GUIDE

The following storytime guide suggests various ways of exploring the book, from first introductions to craft and take-home activities. It has been designed primarily as a 'menu' of activities for children aged 3-5, though the book can be shared from any age, and it can be easily adapted for older children or to specific children's needs. You may choose to deliver a session as one continuous set of activities, or revisit the book across a number of days.

Preparation

Before beginning, ensure you have appropriate resources ready, and have familiarised yourself with the story. You may choose to share some of the props and resources before exploring the story, if you want to support children's ability to engage, join in or even predict the story as you read it. Alternatively, read the story first before deepening understanding of language, rhyme and content.

Resources

- A copy of the book: *Oh Dear, Look What I Got!*
- The initial 'shopping list' the child has: a carrot, a hat, a coat, a cake, a chair, a cup
- Representations of animals, this could be stuffed toys, puppets or images:
 - Parrot, Cat, Goat, Snake, Bear, Pup
- Other items and animals that can be readily rhymed. Use what works for you, for example:
 - A mouse and a house, a truck and a duck; a fig and a pig; an easel and a weasel
- Take home/additional activity sheets (provided in this pack)
- Sheets, scarves, tissue paper – anything to wrap your 'animals' in
- Sensory materials: (something to represent) snakeskin, whiskers, fur, horns, feathers, a wet dog tongue

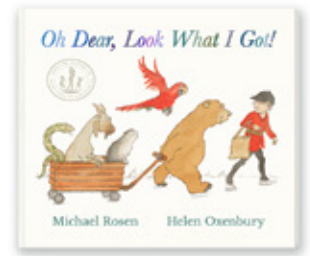
Sharing the book

When sharing the book, take your time and give children time to begin to understand and anticipate the rhythm of the story. When and if children seem ready, encourage them to start completing the repeating call and response: "Do I want that? No I do not."

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Actions:

To encourage understanding and language development, you may like to introduce actions for children to learn and follow. For example, “Do I want that?” could be accompanied by opening your hands palms up, in a questioning gesture, with “No I do not,” being accompanied by a wagging finger, or a shake of the head. Cue the words with actions, giving children space to speak the words themselves.

Anticipating the rhymes:

Once children are familiar with the rhythm and structure of the story, you can start to encourage them to remember and anticipate the rhymes in the story. There are various ways you might like to do this:

- If you have toys of each animal, try wrapping them in fabrics, or brown paper as in the illustrations, and slowly unwrapping the animals as they appear in the story. Children can guess at the animals based on their shape – if you can tie the wrapping pass the parcels around so each child can explore the animal before it’s unwrapped. Invite children to help wrap and unwrap the animals with you
- Have pictures of each animal on display to prompt children to make connections between what the child wants and the animal that rhymes with it. Encourage children to look at the pictures to find the rhyme
- ‘Make mistakes’ with your reading – if the group are familiar with the story, start to get the animals wrong, to give them a chance to ‘correct’ you. Say the wrong animal, then check, “is that right?” and encourage them to tell you which animal it should be

Exploring rhyme:

For some groups it may be possible to introduce the concept of ‘rhyme’ though for many this will be too advanced. If you wish to introduce rhyme as meta-language, then focus on sound. Explain that words that end in the same sound are ‘rhyming words’ and that they ‘rhyme’. Give examples, starting with the book.

Finding rhymes in the story:

If you have already read the book with the group, ask if anyone can remember any rhymes from the story. Ask questions – what did the child want to buy? And what did they get instead? Use props if you have them – put a hat on your head, and see if anyone can remember what came next.

Finding rhymes outside of the story:

Introduce one word and then give options for the rhyme, e.g., give the group the word ‘mouse’ and ask them which animal rhymes with mouse – is it ‘house’ or ‘car’? Keep going with anything you have found than you can easily rhyme – choose things that children will likely know already. Use props and resources that you can find to support language development.

Creating new rhymes:

The Shop of Rhymes

- Reestablish the pattern from the book – I went to the shop to get me a/an ... etc.
- Explain you will be creating some new rhymes

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- Introduce the Shop of Rhymes – you are the shopkeeper, and children should choose an object from a pre-arranged number of picture cards (in a bag, face down on the floor, from a deck). Ask each child to take a card, look at the image and ask you for what is on it using the same line, “Please can I have a”. From your ‘shop’ offer them a rhyming object. For example, if they turn over the ‘duck’ card, offer them a toy truck with the words, “Ah, yes, here is your ... truck.” Give the group space to find the rhyme first, if they can, before providing the word
- Once you’ve established the rhyming words, encourage children (if suitable) to fit this into the structure of the story, with the other children. Swap these new objects into the lines and say together, “I went to the shop to get me [a/an xxx]. / Oh dear, they gave me [a/an xxx]!” The child who chose the card should then say, “Do I want that?” to the other children, who can respond, “No I do not!”

Sensory exploration

Sensory materials:

Using representative materials and fabrics for as many of the animals as you can find, explore textures and touch with the group. This works as an introduction to the text, before reading, or a way to deepen exploration. Encourage children to all feel the same material, say, feathers. What are they? How do they feel? Where would you find them? Do they remind anyone of an animal? etc. Encourage the group to explore together, praising any descriptive words, or correct identification. Share again, once you’ve identified what the material represents.

To make this more sensory, hide the materials in a box, or bag, so children cannot see them at first. Or blindfold children if they are willing, and bring the object to them, e.g., brush their face with a makeup brush, for whiskers, or a damp sponge for a dog’s tongue.

Sounds:

Each animal in the book has a distinct noise that many children will be familiar with. Explore the sounds together, and encourage children to copy the noises. Substitute the name of the animal for the sound, when building understanding of rhyme, to help them get the right animal. Much like with the rhymes, for some children, you getting the noise ‘wrong’ is a fun, funny and exciting way for them to assert their own knowledge and understanding, by ‘correcting’ you.

Physical movement:

To extend the play, encourage children to act out the animals while making the sounds. Can you explore how each animal moves? As a group move freely around the space, with you or another group leader calling out animals for children to pretend to be. Use names, or sounds, to trigger each change of animal.

Craft activity: animal masks

Creating a mask of one of the animals gives children an opportunity to extend their exploration of the story. This can be done in the setting or as a take-home activity. Free templates can be found online or animal masks can be purchased from craft shops. Give each child a choice of animal and provide a range of craft materials for children to use e.g. craft feathers for the parrot, textured paper for the snake, string or spaghetti for cat whiskers, etc.

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MATCHING PAIRS

Can you draw a line from each object to its rhyme?

Carrot

Hat

Coat

Cake

Chair

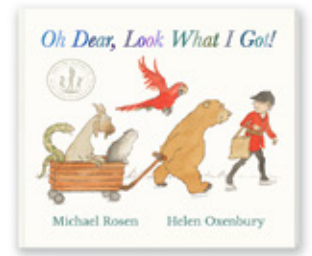
Cup



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CREATE YOUR OWN STORY

Can you write your own *Oh Dear, Look What I Got!* story? What will go on your shopping list? What do you get given at the shop instead? Fill in the blanks and draw pictures for your story.

I went to the shop to get me a _____

Oh dear, they gave me ...

a/an _____

Oh dear, look what I got! Do I want that? No I do not!

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COLOURING SHEET

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EXAMPLE SESSION PLAN

The following is an example 50-minute session plan using some of the ideas in this guide.

You may like to swap activities in or out, or do things in a different order. Timings will also vary from group to group – for some this will be too much; others might get through things quite quickly.

TIME	ACTIVITY	NOTES
2 mins	Introduction	Explain that you're going to read a story together, but first, you've got some exploring to do
10 mins	Explore the animals	Bring out sensory materials, one by one, to share with the children. Ensure all children can explore the material. Talk about what the material could be, or what animal it might represent
5 mins	Share the story	Read the story together, letting children know some of the animals you've explored might be involved
3 mins	Introduce 'rhyme'	Talk about 'rhyme' with the group. Encourage children to use the word, and take time to explain what it means. Use examples from the book
15 mins	Shop of Rhymes	Set up the 'Shop of Rhymes' and introduce as many new rhymes as you can. Refer back to the book, and the structure and rhythm of the text
10 mins	Mask craft	Create animal masks, choosing animals from the story
5 mins	Physical movement	Ask children to show you how their chosen animal might move. Share the movements as a group, before turning the space into a zoo, with lots of different animals. Introduce animal noises and other actions
3 mins	Share the book again	Warm down with another shared reading of the book
2 mins	Close and take home	Bring the session to an end, handing out take-home activity sheets