

## Alternative Endings

*Is Dot in the house?* ends with the surprise of looking in the mirror and seeing yourself!

Can the children think of another kind of surprise ending for the book? (e.g. Dot pops out of the last page; there's a button that makes a sound at the end; everyone gets in a rocket and flies to the moon...)

Ask the children to draw their ending. They could include instructions on how to make it work – flap, button, pop-up.

## What's the next book you're going to read?

This was Camilla's question in the podcast episode. Follow up with a visit to the library or book area to choose their next book.

Why did they choose that one? And when they've read it, in their talking partners can they tell each other what they liked about their book, and what they didn't like so much? Now what's the next book they're going to read?!

## Beginning, middle and end

Invite children to chat with their talking partner about what they think is the beginning, middle and end of this story. Use small world figures, or make their own out of modelling clay, along with props from around the classroom and mirrors, to play out the sequence of *Is Dot in the house?*. Start with asking the important question - Have you seen Dot?. Then the search. Ending with finding Dot – and the surprise mirror!

Can children remember and use any of the rhymes from the book?

## Rhyme time

Camilla said that the rhymes in the book helped children to predict who was going to be found next.

How many rhymes can children spot in the book? (Tree – Bee; Pram – Sam; House – Mouse; Chair – Bear; Hat – Cat; Bed – Ted). Invite the children to come up with 3 of their own rhymes – using the name of a person or an animal and a place they could be found? (e.g. frog – log, snake – lake, goat – boat, yak – sack, Fred – shed). Encourage them to come up with silly or unexpected combinations.

The children could write and illustrate their rhymes and make them into a class book or an audio recording. They could then share these with children in Reception or Nursery.

## Make it - two options

Provide children with resources to make a simple lift the flap, slider or pop-up folded over book. They could use their rhymes or alternative endings in their book.

**OR**

Provide children with coloured shapes, coloured paper to cut into shapes, scissors, glue and base paper. Look closely at the illustrations Carly Gledhill created for *Is Dot in the house?* What do they notice? How does Carly use shapes in the images? How does she use colour? Can they spot the pop of neon pink Camilla mentions? Invite the children to create a character using shapes. What special pop of colour will they add?

Activities for

# *Is Dot in the House?*

By **Camilla Reid**

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For the love of reading

