

Boing

GOALS

Comprehension

Making connections: Ask students if they have ever played on or jumped on a bed?
What happened?

Vocabulary

High-frequency Words: and, did, do, down, I, in, it, jump, just, know, not, on, right, said, the, they, to, two, up, was, went, what, will, you, your

Content Words: bed, boing, boys, break, broke, care, crack, Dad, fast, flips, floor, flops, growl, head, high, hit, hops, low, skips, sleep, slow, tonight

Phonemic Awareness

Recognise and produce words that have the same medial sound: /oi/

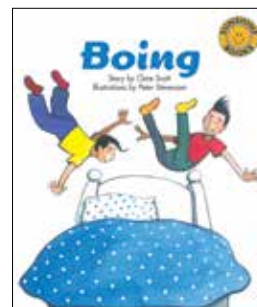
Phonics

Letters and Sounds: oi

Words to Blend and Segment: boy, joy, toy, boing, join

Fluency

Model fluent reading of a section of the text (emphasising the sound words and attending to punctuation) for students to repeat. (onomatopoeia)



Two boys disobey their father and keep jumping on the bed.

Before Reading

- Listen to the title. Discuss the meaning of *boing*. It is a sound word. Ask: What does the sound make you think of? Ask students to demonstrate.
- Read the title and the names of the author and illustrator. Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening.
- Look at the title page illustration. Ask: What is the setting? What time of the day is it? What do you think the boys are planning? What might happen in the story?
- Talk/walk through the pictures. Discuss what the boys are doing on each page. On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3 what are the boys doing? Find the word *jumped* on page 2. Look for the letter j. Do they look as though they are having fun? What are the names of the boys? Students use their knowledge of letter sounds and high-frequency words to figure them out. (/d/ an, /s/ am).
- Have students find the word *Boing* on page 3. Why has the author used that word? Read the words. Notice the exclamation marks. Ask: Why did the author use them? (for emphasis)
- Follow this pattern up to page 14, discussing the illustration and reading the words together. Help students discover words that rhyme on each page and how they help to read.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? Was Dad right to make the boys sleep on the floor?

After Reading

Invite students to discuss the story. Prompt if needed.

- Notice the rhyme on each page and locate words that rhyme. Discuss how this helps reading.
- Reread the story together. Feel the rhythm and rhyme as you read. Notice some small repetitions, e.g. *They jumped.... They did....*
- Ask students to retell the story using the pictures on each page as a guide. What were they supposed to be doing initially? (going to bed). What is the first picture in the story, next and so on? When did the story change from being fun to being quite dangerous? Why?

Phonemic Awareness

- Recognise and produce words that have the same medial vowel sound: /oi/ e.g. boing, boy, toy, joy, join. Students listen for the /oi/ sound as you read the words slowly. They repeat the words, /b/ /oi/ /ng/, *boing*, emphasizing the /oi/. Students think of other words to say that have the /oi/ vowel sound, e.g. boil, soil, royal, foil.

Phonics

- Discuss the medial vowel sound /oi/. Write the words boing, boy, toy, joy, join on the board to practise blending and segmenting the sounds together as a group, e.g. /b/ /oi/ /ng/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the meaning and use of the words *know, not, the, jump, in, it, do, did*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- Discuss the different meanings of *know* and *no*. Use them in a sentence.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner, e.g. *They did skips*.

Fluency

- Discuss sound words from the text (*crack, boing*). Tell students that they are words that when spoken represent the sound of something happening. Practise saying *crack* and *boing* in a way that represents the bed bouncing and breaking. Think of more sound words, e.g. splash, crash.
- Look at the punctuation when Dad is talking. Discuss how to read these parts on pages 4 and 16. What kind of voice would you use for Dad on page 16? Would it be the same on page 4? Practise reading the speaking parts.

Writing

- Students make a circular story showing what the two boys did. Start and end the circle with Dad. They use arrows, labels and small pictures. They can use this to retell the story. Show how Dad's feelings changed from the beginning to the end of the story in the illustrations.
- Students write a new sentence using the pattern from the story. They draw a picture first, then write the sentence, e.g. The bed went crash. It broke into pieces.

Home/School Link

Take the book home and any related activity done in class to share with family.