

Pips!

SET 1: Story 2

The children are eating watermelon. The pips go everywhere!



Set 1 phonemes: s a t p i n m d

Learning Intention

Phonics: Review and practise using the graphemes and phonemes **s a t p i n m d**. Make sure that children can identify and make each of these phonemes, match each phoneme to the appropriate grapheme, and read words containing the graphemes.

Comprehension: Make sure that children understand and can talk about the book.

Tricky words: the

Decodable words: pips, tap, tin, pan, mat, Sid, Pam

Before Reading

Story discussion: Look at the cover. Read the title to children. Ask: *What are the children doing in this picture? What kind of fruit are they eating?* Share children's own experience of eating watermelon (if any). Explain, if necessary, that watermelons often have a lot of pips!

Link to prior learning: Turn to the *Before Reading* page inside the front cover. Say the sounds together: **s a t p i n m d**. Ensure children use pure sounds for the consonants without any added uh sound, e.g. mmm, not muh.

Vocabulary check: Tap: In this book, this means to hit lightly. Can the children show you how they can tap their arm or leg gently? Can they think of another meaning of the word tap? (The thing that water comes out of.)

Decoding practice: Look at the word *Pips* on the front cover. Model how to read it by sounding out each letter in turn, and then blending: p-i-p-s, pips. Turn to page 5. Can children find the word *Pips* on this page? Ask them to sound out and blend it.

During Reading

Read the story: Ask children to read the story aloud at their own pace. Remind them to sound out and blend the letters in each word to read it. Model how to read the tricky word *the*. On page 3, point out the exclamation mark after the word *Pips*. Explain that we use exclamation marks to show when something is funny or surprising. In this case, it is used because there are so many pips, which is a bit surprising.

Phonics support: If children get stuck on a word, model how to sound out and blend the sounds in the word. Demonstrate this and then ask them to join in as you do it again. Encourage them to use the same process for the other words in the book, but help them if they get stuck.

Comprehension support: Pause occasionally to talk about the story, e.g. on page 4, ask: *Why do you think the words Tap, tap are next to the tin?* Can children work out that this shows the noise the pips make?

If children struggle to talk about the story while they are reading it, link it to their experience, e.g. *Have you ever eaten something with lots of pips in? What happened to the pips?* If children are finding the decoding tricky, let them focus on decoding for now, and revisit the book later to talk about the meaning.

After Reading

Apply learning: Turn to page 15. Can children read the words with expression, taking into account the exclamation mark?

Comprehension

- Where is this story set?
- Can you remember all the things the pips tapped? (the tin, the pan, the mat, Sid, Pam)
- Look at page 11. How is Sid feeling? Why? (Annoyed, the pips are landing all over him.)
- Do you think the children enjoyed the watermelon?

Fluency

- Ask children to speed-read the words on the inside front cover.
- Choose a page from the book and model how to read the text with pace and fluency.
- Encourage children to join in with your fluent reading, and then they have a go at reading this way themselves.

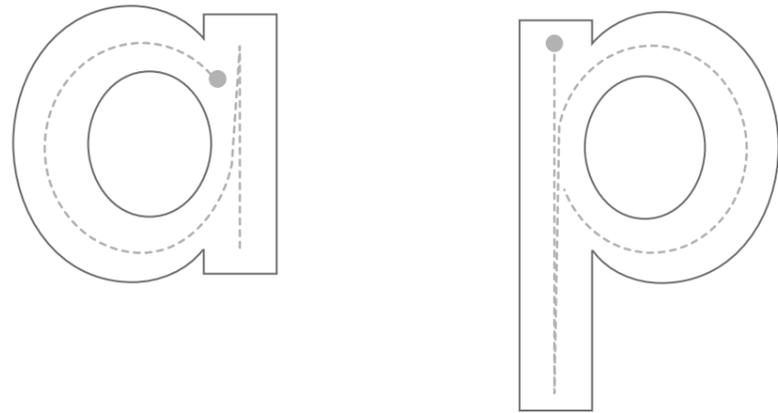
Follow-up Activities

Activity 1 – Phonics: Children practise tracing the graphemes **a** and **p**, and identifying them in words. They draw lines to link words with the matching pictures.

Extension: How many times can children find and read the tricky word *the* in the book? Can they use *the* in a sentence of their own? Can they write it without looking in the book?

Activity 2 – Comprehension: Children write or draw in the thought bubble to show what Sid is thinking. You could discuss this together before they write. Encourage phonically plausible invented spellings, or provide a word bank to help them. Children then circle Pam.

Say the phonemes and trace the graphemes.



Circle the words that have a. Underline the words that have p.

tip sat dip pit am

Draw lines to match the pictures and words.



map

nap

pin

What is Sid thinking? Write or draw it in the thought bubble.



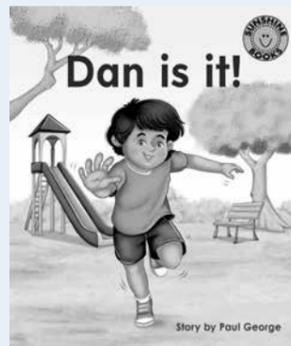
Circle the picture of Pam.



Dan is it!

SET 1: Story 3

The children play tag. It is Sam who tags Dad. Or does he?



Set 1 phonemes: s a t p i n m d

Learning Intention

Phonics: Review and practise using the graphemes and phonemes **s a t p i n m d**. Make sure that children can identify and make each of these phonemes, match each phoneme to the appropriate grapheme and read words containing the graphemes.

Comprehension: Make sure that children understand and can talk about the book.

High-frequency words: it **Tricky words:** is

Decodable words: Dan, it, taps, Nat, Sam, Dad

Before Reading

Story discussion: Look at the cover. Read the title to children and check if they can identify the exclamation mark at the end. Remind them that we use exclamation marks to show when something is funny, exciting or surprising. Ask: *What is Dan doing in this picture? What kind of game do you think he's playing?* Share children's own experience of playing chasing games like it or Tag. Ask: *Do you like being it?*

Link to prior learning: Turn to the *Before Reading* page inside the front cover. Say the sounds together: **s a t p i n m d**. Ensure children use pure sounds for the consonants without any added *uh* sound, e.g. *mmm*, not *muh*.

Vocabulary check: It: In this book, being *it* means being the player who is chasing others in a chasing game.

Decoding practice: Look at the word *Dan* on the front cover. Model how to read it by sounding out each letter in turn, and then blending: *D-a-n, Dan*. Turn to page 3. Can children find the word *Dan* on this page? Ask them to sound out and blend it. Check that children realise it starts with a capital D because it is someone's name.

During Reading

Read the story: Ask children to read the story aloud at their own pace. Remind them to sound out and blend the letters in each word to read it. On pages 5, 9 and 13, check that children read with appropriate expression, taking the exclamation mark into account. On page 15, pause and look at the question mark. Ask: *Have you seen this before? It's a question mark, and it means someone is asking a question.* Model how to read the words with a rising intonation, to sound like a question.

Phonics support: If children get stuck on a word, model how to sound out and blend the sounds in the word. Demonstrate this and then ask them to join in as you do it again. Encourage them to use the same process for the other words in the book, but help them if they get stuck.

Comprehension support: Pause occasionally to talk about the story, e.g. on page 9, ask: *Who do you think Sam is going to get now? Don't point out the mistaken identity on a first read-through, but reread a second time and see if children can spot the real dad on page 9, and spot the differences between Dad and the other man.*

If children struggle to talk about the story while they are reading it, link it to their own experience, e.g. *Have you ever thought you saw someone you knew, but it turned out to be someone else? What happened?* If children are finding the decoding tricky, let them focus on decoding for now, and revisit the book later to talk about the meaning.

After Reading

Apply learning: Turn to pages 13 and 15. Can children read the words with appropriate expression, taking into account the exclamation mark and question mark?

Comprehension

- Who takes part in the game in this story?
- Can you remember who is it first, second and third? (Dan, Nat, Sam)
- Look at pages 8 and 9. Can you see any differences between Dad and the other man? (His shorts are a different colour.)
- How do you think Sam felt when he realised he'd tapped the wrong person?

Fluency

- Ask children to speed-read the words on the inside front cover.
- Choose a page from the book and model how to read the text with pace and fluency.
- Encourage children to join in with your fluent reading, and then have a go at reading this way themselves.

Follow-up Activities

Activity 1 – Phonics: Children practise tracing the graphemes **n** and **d**, and identifying them in words. They draw lines to link words with the matching pictures.

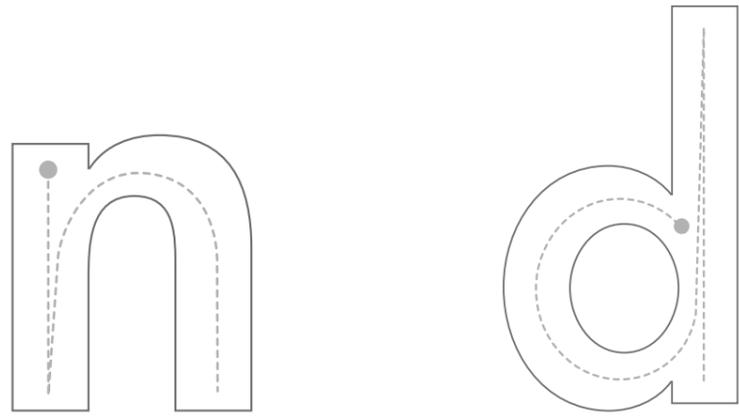
Extension: Say one of the phonemes children know, e.g. /n/. Ask them to write the grapheme (letter) that goes with this phoneme on the whiteboard or on paper. Repeat with some of the other familiar phonemes.

Activity 2 – Comprehension: Children number the pictures from 1 to 3, to show the order they occurred in the book. They use the pictures to help them retell the story to a partner. They write character names to label the picture.

Activity 1

SET 1: Story 3
Dan is it!

Say the phonemes and trace the graphemes.



Circle the words that have n. Underline the words that have d.

nap mad pin dip in

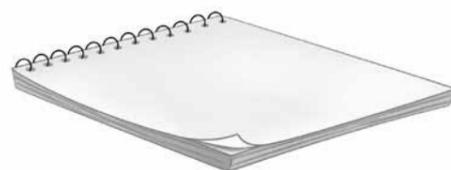
Draw lines to match the pictures and words.



man



pad



tin

Activity 2

SET 1: Story 3
Dan is it!

Look at the pictures. Write numbers 1 to 3, to show when they happened in the story.



Write the names of the characters. Choose the names from the box.



Word bank

- Sam
- Dan
- Nat
- Dad