



Dot and Dash

Susan Frame

Focus phonics

Double consonants as in muffin, buzz, carrots, off, napping, tapped, sudden, summer, Ella, will, well, yelled, ill, Ann, dinner, Pepper, hopping, chopping, Hopper, sitting, matter, better, bottom
ck as in quick, deck, thick, licking, back, checking, luck, sick, rock, rocking, shock

Tricky words

all, are, as, be, by, do, go, has, have, he, her, his, I, into, is, me, my, no, of, oh, old, one, out, said, she, so, the, there, they, to, was, we, you

Book summary

Dot is a greedy ladybug, who is more interested in food than making friends with Dash, a friendly bee. Dash comes to Dot's rescue when she needs it and a friendship is finally forged.

Learning intention

Phonics: To decode words with double consonants and the /ck/ consonant digraph that feature in the story and extend to other known words containing them.

Comprehension:

- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text

Fluency:

- Pay attention to punctuation when reading, pausing and changing tone as appropriate

Before reading

Story discussion: Look at and discuss the cover illustration and read the title together. Ask: Why did the author choose the title *Dot and Dash*? (Dot is a ladybug with dots and Dash is a fast bee) Do they look as though they are friends? Compare with the title page illustration. Are they looking like friends here? Do you think this is a fiction or non-fiction story. Why do you say that? Have you had any experiences with a ladybug or a bee? Who is the author of the book? Have you read any other books by Susan Frame? What were they? What did you think of them? Read and discuss the back cover blurb. Look at the illustration on the back cover. Ask: What do you notice? Who is eating the cupcake? Flip through the book to get a sense of the story.

Quick phonics warm-up: Read together the words on the inside front cover with the double consonants and the /ck/ sound. Ask: Which word rhymes with *hopping*? (*chopping*). Think of more words that rhyme. (*popping, mopping*) Ask: What happens in a word chain to change from *hopping* to *chopping*? (/h/ goes to /ch/) Find four more words that rhyme in the list. (*lick, sick, thick, quick*) Think of more. (*tick, kick, pick*)

In a word chain what sound changes to make *suck* into *sick*? (/u/ goes to /i/) Carry the word chain on to see what other words you can make by changing one or two letters, e.g. suck, sick, kick, quick, quack, back, rack, rock, shock etc.

Vocabulary check:

sigh p 6 breathe out slowly and sadly

turnips p 12 a root vegetable grown in the ground like carrots. They are fatter and rounder than carrots and do not taste sweet like carrots.

Morphology: *dashed* p 6 -ed as a suffix changes a present tense verb into the past tense – *dashed* means rushed or went somewhere fast. Find more words in the story that end in -ed, e.g. sighed, darted, turned, rushed. Try adding -ed to these verbs to make the past tense: bark, lick, rock.

Etymology: The root word of *seedling* p 2 is *seed*. -ling is a suffix meaning small or young. A seedling is a young plant raised from a seed. The origin of seed is Middle English *sed*, from Old English *sed* (Anglian), *sæd* (West Saxon), "that which may be sown". Think of other words with the suffix -ling and discuss their meaning, e.g. duckling, gosling, fledgling.

Tricky word practice: Display the tricky words *my* and *was*. Ask: What are the tricky parts of these words? (*y* is the tricky part of *my* because *y* sounds like /igh/; *a* is the tricky part of *was* because *a* says /o/) Practise reading and spelling these tricky words.

During reading

Read the story: This book may not fit into a single reading session so the end of Chapter 2 (p 11) is a good point to break the reading. Students can finish the reading in a second group session or for homework. Reading could follow one or more of the following approaches:

- Begin by reading the text together, making sure students change voices for each character. Look for the speech marks when the character talks. Discuss why the word *all* is in bold print on p 3. What can students say about the characters Dot and Dash so far? Then invite them to take over the reading.
- Students carry on reading silently at their own pace; listen to each student in turn as they read a brief passage.
- Reread one or two chapters using a readers' theatre method where groups of students read different character parts using appropriate intonation and emphasis especially on the bold words (p 3 *all*, p 13 *my*) and another group of students reads the story lines.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially with double consonant words and words with the /ck/ phoneme.

Comprehension support: Pause occasionally to talk about the story and encourage students to find key details from the text. On p 6 ask: What does *noon* mean? On p 11 ask: What do you know about the characters Dot and Dash so far?

After reading

Apply learning: Discuss the story. Ask: How did Dot and Dash feel towards each other at the end of the story? How do you know? (they are friends - their conversation and the illustrations tell us) What does the word *bee-ing* mean on the last page? Why did the author spell it like this? (Dash is a bee and this is a 'play' on words. Dot is thanking Dash for being a friend and being there for her)

Comprehension: Ask: What other characters did you see in the story? Who lives at numbers 4, 6 and 8 Pepper Road? (Ella Parker, Ann Ling and her cat, Jim Hopper and his dogs respectively)

What do you think the cat thought about Dot and Dash? Why do you say that? (wanted to play/catch them - illustrations on pp 8-11)

Is there something you can learn from this story? Was one character a bit too greedy with the food? Maybe it would have been better to share and be friends, and not get sick.

Take turns to summarise and retell the main ideas of the story. What were the problems and solutions as students read through the story?

Discuss the questions on the inside back cover.

Fluency: Choose a passage from the book and model how to read it fluently paying attention to punctuation when reading, pausing and changing tone as appropriate for the different characters. Students read the same passage, copying your reading. (echo-reading) Students then choose another brief passage and read it fluently with expression to their partner and swap over. Choral-read parts of the text together for building fluency and self-confidence.

They practise speed-reading the list of focus words on the inside front cover to encourage automaticity.

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 2)

One summer morning, Ella Parker was in her garden shed at number 4 Pepper Road. She was checking on her seedlings. Dot, a red bug, was in Ella's back garden.

"I am in luck!" said Dot. "Ella has a lemon muffin waiting for her in that box by her deck chair. And the lid is up. Lemon muffin for me!"

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Words with double letters. Make new words ending in ck.

Worksheet 2: Comprehension

Complete a story map and character chart.

Worksheet 3: Science

Learn about the ladybug life cycle and label a diagram.

Worksheet 4: Maths

Practise the two times table.