



# On Fog Hill

Bronwyn Tainui

## Focus phonics

ee written as e\_e as in these, evening

ee written as e as in be, she, we, we'll, he, me

ur written as ir as in girls, birthday, first, whirling

## Tricky words

any, anyone, asks, friend, school, there, thought, two, wants, where, who

## Book summary

Anya and Jude climb up Fog Hill with Dad but when the fog rolls in, they get stuck in the spooky hut at the top along with two older boys from school. The girls discover that the boys, who they didn't much like, really were very nice after all.

## Learning intention

**Phonics:** To decode words with the phonemes /ur/ spelt ir; and /ee/ spelt e\_e and e, that feature in the story and extend to other known words with the same phonemes. Also mention adjacent consonants when appropriate, e.g. first /f/ /ir/ /s/ /t/.

### Comprehension:

- Retrieve and record information from the text
- Explain the meaning of words in context
- Make predictions
- Make connections (text to self)
- Ask questions

### Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- Read with appropriate emphasis and intonation to support the meaning of the text

## Before reading

**Story discussion:** Look at and discuss the cover. Ask: What do you notice? (2 girls looking out of a stone cottage on a hill with fog around it) Read the title together. Invite students to share any experiences of being in fog. Ask: Do you think this is a fiction or non-fiction text and why? Who is the author and what do you know about her? (Bronwyn Tainui; in the Reading Road series she has written One top dog, A robber at Pop's, My farm jobs, Out of orbit, Make it!) Where do you think this story takes place? (at a place called Fog Hill) Compare the illustration on the title page with the cover illustration. What do you see? (a dolphin) Turn to the back cover and discuss the illustration. Read the blurb together and discuss who the people might be in the illustration and

what they are doing. Ask: Why do you think one girl has stopped? Predict what the problems might be. Keep a note of predictions and return to them later.

**Quick phonics warm-up:** Read the words on the inside front cover together, with the focus phonemes of /ee/ written as e\_e and e and /ur/ written as ir. Flip through the story to find and read words with these same focus phonemes. Build the focus word *these* with letter cards. Blend and say the word.

**Vocabulary check:**

pod p 12 a group of dolphins

reptile p 5 cold-blooded, breathes air, has scales. Snake, lizard, turtle, alligator are all reptiles.

**Morphology:** whirling p 20 to turn around, spin or rotate quickly; when the suffix -ing is added onto the verb whirl, it becomes the present continuous tense.

**Etymology:** crouch p 14 to bend your body down low – “to stoop low, lie close to the ground”, late 14th century, probably from Old French *crochir* “become bent, crooked”, from *croche* “hook” (as in *crochet*).

**Tricky word practice:** Display the tricky words *any* and *anyone*. Ask: What are the tricky parts of these words?

*any* – the tricky part is a which says /e/.

*anyone* – the tricky part is a which says /e/, and “one” is also tricky – it says /w/ /u/ /n/ wun.

Practise reading and spelling these tricky words.

## During reading

**Read the story:** This book may not fit into a single reading session. The end of Chapter 3 on p 17 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the story aloud together, then invite students to take over the reading. Students read aloud at their own pace, aiming for a smooth and fluent reading, but pausing to sound out and blend any words that they cannot read on sight. On p 2, ask: Why are the girls looking for something to do? (it’s school holidays and not a lot is happening) Where did they want to go? (to walk to the top of Fog Hill) On p 4, what condition did Mum put on them? (they can only go if Dad goes with them)
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between students; they read a chapter each and then report back on it.

**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 in words with the focus phonemes /ee/ spelt e\_e and e; and /ur/ spelt ir.

**Comprehension support:** Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. after p 5, ask: What do Jude and Anya need wildlife photos for? (school project) After p 9, ask: What do you know so far about the two boys? (They are older than Jude and Anya and walked faster.) Why did Jude think they were mean? (they kicked her ball onto the roof at school)

## After reading

**Apply learning:** Discuss the story. Encourage students to retell events in the right order. Ask: How did the characters feel when the fog appeared and how do you know? (They were surprised and worried. Their faces show that in the illustration on p 17.) When Dad said "I'm afraid" on p 19, did that mean he was scared? Does he look scared in the illustration? (No, he meant he was sorry that they'd have to stay the night.)

**Comprehension:** When did the girls realise the boys weren't so mean after all? (when the boys apologised about kicking the ball onto the roof on p 23) What was fun about being stuck on Fog Hill? (playing cards, having snacks, telling stories) What made a scary noise in the night? (a goat)

Discuss the questions on the inside back cover. Where in the book can you see the same illustration as is on the back cover? (pp 6-7) Why do you think the publisher put that picture on the back cover? (to make the cover interesting and to give some hints as to what the story is about) 'Why' is a question word. What other question words can you find in the text? Use one to make up a question about the text to ask a partner. Discuss the answer together.

**Fluency:** Choose a passage from the book and model how to read it fluently/with appropriate accuracy, rate and prosody (the three elements of fluency). Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it fluently/with expression to their partner, then swap over. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

Talk about contractions and how they help fluency by shortening words and making the language more colloquial and similar to the way we speak. Look for contractions in the text. Students make a list of contractions and discuss with a partner the expanded form and meaning of each, e.g. it's p 2 = it is; let's p 17 = let us; hadn't p 20 = had not.

**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.

(pages 4-5)

"Can Jude and I walk up Fog Hill?" Anya asks her mum. "It's a good spot to take photos. We need wildlife shots for our school projects. Jude needs sealife and I need a reptile."

"That's a big hike and the fog can roll in at any time on that hill," says Anya's mum. "But you can go if Dad will go with you."

"Yes, I'll go," says Dad, pushing himself up from his armchair. "I need a good walk."

"Have fun!" Mum says.

## Follow-up activities

Students complete the follow-up activities:

### Worksheet 1: Phonics

/ee/ spelt e and e\_e. /ur/ spelt ir.

Suffixes.

**Worksheet 2: Comprehension**

Answer questions about the text.

Summarise a chapter.

Rewrite sentences with correct punctuation.

**Worksheet 3: Grammar**

Work with nouns.

**Worksheet 4: Social Science/Maths**

Personalise and play a snakes and ladders game.