



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.



Fit to finish

Erin Howard

Focus phonics

ai as in rain, aim, wait, raining, aimed

-er as in better, fitter, under, winners

ur as in turn, turns

Tricky words

all, are, as, be, do, go, have, he, I, into, is, me, my, no, of, oh, out, so, the, there, to, was, we, you, your

Book summary

This is a play for four characters. Two girls are practising their football skills at home when it is too wet to go to the park. They want to get fitter so they can finish their matches strongly and have a better chance of winning.

Learning intention

Phonics: To decode words in the book with the focus phonemes of /ai/, -er (schwa /u/), and /ur/ and to extend to other known words containing them.

Comprehension:

- Retrieve key details from the text
- Explain the meaning of words in context
- Make inferences from the text

Fluency:

- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at and discuss the cover illustration and read the title together. Ask: What do you think the title means? What is happening in the illustration? (practising ball skills and getting fit indoors) What game do you think the girls need the ball skills for? Read and discuss the back cover blurb. Students share experiences they have had when needing to get fit for an event. Turn to the title page. Notice the difference in the layout. This story is written as a play for students to act out. The four characters are listed along with the props (things needed to act out the play). Read the names of the characters together. Ask: Who do you think Tom is? Why do you say that? What props are needed for this play? Who is the author? Have you read any other books by Erin? What did you think of them? Have a quick flip through the pages to see how the character parts are written. (First there is the name of the character, followed by the words the character says.)

Quick phonics warm-up: Read the words on the inside front cover together with the focus

phonemes of /ur/, /ai/, and -er (schwa /u/). Flip through the text to find and read words with these focus phonemes. Note that the -er on the end of a word sounds like /u/. Think of words that rhyme with *turn*. (burn, return)

Vocabulary check:

coach p 16 someone who trains a sports team or athlete

arch p 17 the part under and on the inner side of the foot between the toes and heel. It curves up and is sometimes called the instep.

Morphology: *fitter* has the suffix -er. *Fitter* is the comparative of the adjective *fit*. If you are fit, you can do a sport easily. If you are fitter this means you are more fit than someone else. If you are the fittest (superlative), you are the fittest of more than two people. (Because fit has a short vowel /i/, the t is doubled when adding a suffix.)

Etymology: *fit* - the original meaning of *fit* (adjective) "suited to the circumstances, proper," mid-15c., of unknown origin, perhaps from Middle English noun *fit* "an adversary of equal power" (mid-13c.). In athletics, "in condition, properly trained for action," from 1869.

Tricky word practice: Display the tricky words *of* and *oh*. Ask: What are the tricky parts of these words? (f is the tricky part of *of* because f makes the /v/ sound; o is the tricky part of *oh* because o makes the /oa/ sound). Practise reading and spelling these tricky words.

During reading

Read the story: Reading could follow one or more of the following approaches:

- Start on the title page by reading the text with students.
- Choose students or groups of students to be the characters. They read their parts of the play with expression. Ask: Why did the children decide to practise inside the house? (it was wet outside) What did Kit mean when she said on p 6 "We will not get under your feet'. (they will keep out of Dad's way) What did they need to set up on p 8? (a box to kick the balls into) What did Kit mean on p 9 when she said "Your aim is a bit off" (Liz's kick wasn't on target) Students continue reading, aiming for a smooth and fluent reading, but pausing to sound out and blend any words that they cannot read on sight. Practise segmenting and blending the word *turn* /t/ /ur/ /n/ on p 10.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.

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 words using the focus sounds of /ai/, /ur/ and -er (schwa /u/).

Comprehension support: Pause occasionally to talk about the text and explain the meaning of words in context. Ask: What can you say about the characters now? What have you learned about their personalities so far? On p 14 ask: What did Tom mean by 'tap-the-top'? Can you demonstrate? (tap the top of the ball with one foot and then the other repeatedly) What was different about the bell tap on p 17? (you use the arch of your foot) What does the word *I'm* mean on p 20? (*I'm* is short for *I am*) Locate and discuss other contractions from the story. (*it's* p 2, *let's* p 23, *that's* p 6, *he's* p 20)

After reading

Apply learning: Discuss the text. Ask: What have you learned about keeping fit inside? (you can improvise with a box as a target and do particular skills like the bell tap) How does being fit help you win matches? (helps you to keep going to the very last kick of the game)

Comprehension: Ask: Why did Kit say "It is not a dog, Liz" on p 16? (because Liz was telling the ball to stay still as though it was a dog) Ask: What did Liz mean by "shoot hoops" on p 18? (Liz wanted to throw the ball into the box as though it was a basketball hoop) What stopped her? (Dad said no) Discuss the questions on the inside back cover. Ask: Who put the most work into trying to get fit? Who ended up being the fittest? (Kit) What was Liz's joke at the end of the play? (she was fit to read a book)

Fluency: Choose a passage from the book and model how to read it fluently as though you are the character in that situation. Students read the same passage, copying your reading. Act out the play in groups of four taking a character part each. Read with appropriate emphasis and intonation to support the meaning of the text. Choral-read the text together for building fluency and self-confidence. Students practise speed-reading the list of focus words on the inside front cover to encourage automatic recall.

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 14-16)

KIT: But we need to get fitter if we are going to be winners.

LIZ: Yes, if we are not fit, we will not finish.

KIT: And if we do not finish, we cannot win. We have to be fit to finish!

LIZ: Then let's keep going.

TOM: Can you do tap-the-top? Tap the top with this foot. Then, tap the top with that foot. This foot, then that foot, and so on. But do not kick it!

KIT: If you can do it, Coach Tom, we can, too! Yes, I'm doing it!

LIZ: Tap, tap. Oh no! I kicked it. Sit right there, you!

KIT: It is not a dog, Liz. It will not do as you tell it!

LIZ: Tap-the-top seems hard

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Words with ai and er.

Worksheet 2: Comprehension

Complete the sentences. Fill in a chart of things to do when it is raining.

Worksheet 3: Physical education

Do the ball drills from the book. Draw a diagram of how to perform one of the ball skills in the book.

Worksheet 4: Science and maths

Compare breathing rates when resting to rates after exercise.



How to be cool

Sandy McKay

Focus phonics

oo as in too, cool, cooling, pool, kangaroo, roofs, food, coop, cooler, kangaroos, cools

oo as in good, look, looks

sh as in shedding, dash, sheds, lungfish, short, fish, shed

ear as in ears, years, near

ai as in tail, wait

Tricky words

all, are, as, be, by, do, go, has, have, he, her, his, into, is, no, of, one, out, so, the, there, they, to, we, you, your

Book summary

We all need the sun. But when it is too hot, animals need to find ways to cool down. This text explains some of the methods animals use to cool down. The book ends with some brief suggestions for how children might cool down.

Learning intention

Phonics: To notice/hear and practise the difference between the sound of the phoneme /oo/ in *pool* and /oo/ in *good*. Apply this learning to other words with the same sounds in the text. Also discuss words in the text containing the /sh/ consonant digraph, the /ear/ vowel trigraph and the long /ai/ vowel sound.

Comprehension:

- Explain the meaning of words in context
- Make predictions that fit with information given in the text
- 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

Before reading

Story discussion: Look at the cover and read the title together. Ask: What could the title mean? What does the word *cool* mean in the title? Is this a cool dog? Or is this a dog keeping cool? How is this dog keeping cool? Read the back cover blurb together. Flip through the book to get a sense of the contents. Invite students to share any prior knowledge of the topic of the book, and make predictions about what kind of information might be given in the text. Ask: Have you seen any animals trying to keep cool on a hot day? What were they doing? What animals do you think you will learn about in this text? Keep a note of predictions and return to them later.

Quick phonics warm-up: Discuss the two /oo/ sounds. Sort the list of words from the inside front cover together into the two sounds, /oo/ as in *cool* and /oo/ as in *wood*. The list above could be written on the board or found in the book as they flip through the pages looking for words with oo, e.g. p 2 *food* has /oo/ as in *cool*. Continue on through the text. Then think of other words not in the text that rhyme with *cool* or *wood*, e.g. *tool*, *hood*.

Vocabulary check:

parasol p 17 a sun umbrella. There's a clue in the illustration on p 17.

shedding p 4 getting rid of hair or fur. The meaning is given in the text. Which animals shed fur or hair? Why do they do it? We shed hair, too. Do you know another meaning for shed? (a building for storing things in)

Morphology: Suffix -er: look at the word *cooler* on p 8. The suffix -er makes adjectives into comparatives when comparing one thing with another. The comparison of the adjective *cool* is used on p 8: This bark is cooler than the air.

Etymology: *parasol* on p 17 comes from the Latin word for sun (*sol*), the Italian word for protecting against (*para*) and sun (*sole*), and the French word *parasol* in the 17th century. *Parasol* means to protect from the sun using an umbrella.

Tricky word practice: Say the word *by* on p 2. The tricky part is the y which sounds like /igh/. Say the word *be* on p 3. The tricky part is the e which sounds like /ee/. Say the word *all* on p 14. The tricky part is the a which sounds like /or/. Practise saying and spelling these three tricky words. (*by*, *be*, *all*)

During reading

Read the story: Start by reading the text to students, then invite them to take over the reading. Divide the book up between students; they read a section each and then report back.

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. Discuss syllables and clap the beat of words displayed as they read them, e.g. picnic, button, kangaroo, lungfish, dash, happen. 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 more than one syllable, e.g. pa-ra-sol (p-a-r-a-s-o-l, parasol).

Comprehension support: Pause occasionally and encourage students to talk about the text and identify facts about cooling down, e.g. p 13 ask: What animals use fanning to keep cool? (bees, moths, birds - humans do too sometimes). Do you know any animal that has a nap to keep cool? On p 11 there are animals that sit in mud to keep cool. Can you name them and any others you know of? (cow, rhino, hippo, elephant, pig)

After reading

Apply learning: Revisit the book, checking on the predictions made earlier. Were students correct with their predictions? What surprises did they have?

Comprehension: Discuss the questions on the inside back cover of the text. Ask: Which animals like to nap to keep cool? (long naps - snail, tortoise, frog, worm, alligator, lungfish; shorter naps - kangaroo) Which animals lick themselves to keep cool? (kangaroo and bat)

Why would it be good to be a giraffe if you lived in a hot country? (long legs keep them high off the hot ground)

Fluency: Read the line about the fox on p 6. Notice the words *dim den*. The author has used alliteration here (both words start with the same letter). This makes reading interesting. Ask: What can you say about the fox's den? Another example of alliteration follows in the next line. Can students find it? (coop – cooling). Choose a passage from the book and model how to read it fluently at a natural speaking pace paying attention to punctuation, pausing and tone. Have students read the same passage, copying your reading. Students then choose another brief passage and read it fluently with expression to their partner.

Students practice speed-reading the focus words on the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

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 9-10, 14, 20)

A dip is good if it is hot. A pet cat will not do it, but a big cat might.

Mud can be cooling. Cows will sit in mud to cool down. The mud gets rid of bugs on them, as well.

It is good to have a nap if it gets too hot.

Dogs puff if they get too hot.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Create new words.

Worksheet 2: Comprehension

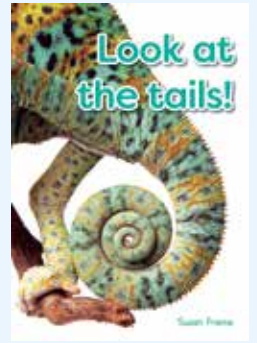
Complete the sentences.

Worksheet 3: Maths

Understand temperatures.

Worksheet 4: Design and technology

Design a cool house.



Look at the tails!

Susan Frame

Focus phonics

or as in short, shorter, sort, or, for, sorts

sh as in shark, short, shorter, shark's, shoal, fish, shed, sheds, shoo

ure as in secure

ar as in farmer, Arctic, hard

Tricky words

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

Book summary

Animals can convey many different messages with their tails. This book looks at a selection of animal tails, including tails of cats, dogs, cockatoos, sharks, rats and bats.

Learning intention

Phonics: To decode words with the /or/ r-controlled vowel sound that feature in the book. Extend this learning to other words with the same sounds that aren't in the text. Also discuss words in the text containing the /sh/ consonant digraph, the /ure/ vowel trigraph and the /ar/ r-controlled vowel sound.

Comprehension:

- Summarise main ideas
- Explain the meaning of words in context

Fluency:

- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at and discuss the cover and read the title together. Ask: Why do you think there's an exclamation mark in the title? (to emphasise that there are many interesting tails to look at in the book) Share any prior knowledge of the topic. Ask: Do you think this is a fiction or a non-fiction text? Ask students to share what kind of information might be given in a non-fiction text. Ask: What tails do you think you might learn about in this text? Keep a note of predictions and return to them later. Look at the back cover. Ask: Do you recognise any of these tails? Read the blurb on the back cover and discuss what it means. Flip through the book to get an idea of the contents.

Quick phonics warm-up: Use Elkonin boxes to demonstrate the three sounds in the word *short*. (/sh/ /or/ /t/) Mention how the /or/ sound is one of the r-controlled vowels which means the r (sometimes called bossy r) controls the o to make /or/. When you say or, the r sound is quite

dominant. Ask students to find words in the book with the /or/ sound as you flip through it. Do the same for the /ar/ phoneme demonstrating the word *hard* in the Elkonin boxes. Move on to /ure/ and /sh/, revising the sounds of the trigraph and digraph. Then find words with these sounds and practise reading them.

Vocabulary check:

sorts p 24 types, kinds, or groups

shoal p 15 a group of fish. Say the word emphasising the consonant digraph /sh/. Ask: Can you think of a word that rhymes with *shoal*, e.g. *foal*, *coal*.

Morphology: Point out the word *hairless* on p 20. What could the suffix *less* mean? (without) What part of a rat might look as though it has no hair? (Check the picture) (the tail) What would a hairless rat look like?

Etymology: The root word of *hairless* is *hair*. The word *hair* has been known since before the 12th century. Ask: Can you think of another word that includes the word *hair*? (*hairy*) What does the new word mean?

Tricky word practice: Display the word *have*. Ask students to identify the tricky part. (ve which says /v/) Practise writing and reading this word. Do the same with *as*. (s is the tricky part which says /z/)

During reading

Read the story: If two reading sessions are needed to read the text, then the end of p 12 would be a good place to break. Students could read the remainder for homework or on day 2.

- Start by reading the text to students, then ask them to take over, reading aloud at their own pace. On p 3 ask: What words tell you how the cats are feeling? (going to fight; feels secure) How do the cats show their feelings? (puff out their fur; tail up in the air) Students continue reading, aiming for a smooth and fluent reading, but pausing to sound out and blend any words that they cannot read on sight. Practise segmenting and blending the word *secure* /s/ /e/ /k/ /ure/.
- Divide the book up between students; there are nine sections (cats, dogs, cockatoos, bats, pigs, sharks, lizards, Arctic foxes and rats). The sections could be shared in pairs. Ask each pair to read a section 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 phonemes /or/, /ar/, /ure/ and /sh/.

Comprehension support: Pause occasionally to talk about the book and encourage students to find and retrieve key details from the text, e.g. on p 5 what kind of cat has a short tail? (a bobtail cat) How could a cat with no tail show how it is feeling?

After reading

Apply learning: Discuss the book. Ask: What can you say about tails? Do you think it would be fun to have a tail? Which animal tail is your favourite?

Comprehension: Ask: Which animals wag their tails to say they feel good?

What clever thing can a shark do with its tail fin? (hit a shoal of fish to catch dinner)

How does a lizard's tail protect it from predators? (it breaks off so the lizard can run away)

Find the words *lizard's tail* on p 17. What does the apostrophe mean? (the tail belongs to the lizard) Find other examples of this in the text, e.g. rat's, dog's, shark's, pig's.

What should a farmer do if they see a pig without a curly tail? (call the vet as the pig may not be well)

Discuss the questions on the inside back cover.

Fluency: Choose a page from the book and model how to read it fluently with appropriate emphasis and intonation to convey the meaning of a non-fiction text. Students read the same passage, copying your reading. Students then choose another brief passage and read it fluently with expression to a partner. Students also could practise speed-reading a list of the focus words from the inside front cover to encourage automatic recall.

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 10)

Bat tails

Look at the tail on a short-tailed bat.

The bat wags its short tail to get up into the air.

This is a long-tailed bat. This bat can feel things to the rear of it with its tail.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Read the or and sh words.

Complete sentences using short or shorter.

Worksheet 2: Comprehension

Pet body language: choose one of the suggestions to write about and label.

Worksheet 3: Science

Compare groups of animals – mammals, reptiles, fish and birds. Complete the table.

Worksheet 4: Science/Written language

Learn what a topic sentence is and use this knowledge to write at least one topic sentence about one of the animals from Worksheet 3.



My farm jobs

Bronwyn Tainui

Focus phonics

oa as in roads, coating, oats, roam, coats, Coach

ch as in check, Coach

oi as in oil, soil

Tricky words

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

Book summary

There are many jobs to do on a farm. We follow a girl as she goes around her family farm doing her jobs. She checks on the cows, sheep, pigs, alpacas, ducks and hens. Then she exercises her dog and feeds her cat. Life is busy on a farm.

Learning intention

Phonics: Work on the words listed in the inside front cover with the vowel digraphs /oa/ and /oi/ and the consonant digraph /ch/.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Make predictions that fit with information given in the text

Fluency:

- Read at a natural speaking pace with minimal sounding out

Before reading

Story discussion: Look at the cover and read the title together. Discuss what is happening in the picture. Ask: Who wrote this text? Have you read any other books of Bronwyn's? What were they? Has anyone been to a farm? What did you see there? Do you think this is a fiction or a non-fiction book and why? What sort of things do you think you will see in this book? What kind of information might be given? Flip through the book together to get a sense of the contents. Keep a note of predictions and return to them later. Read the blurb on the outside back cover together.

Quick phonics warm-up: Read the words words on the inside front cover with the vowel digraphs /oa/ and /oi/ and the consonant digraph /ch/. Flip through the book looking for these words. Make rhyming words with the /oi/ digraph ending in /l/, e.g. toil, soil, foil, coil, soil, oil. Discuss their meaning.

Vocabulary check:

coating p 8 a layer of oil on the ducks' feathers to waterproof them

shed p 22 to lose hair, fur or wool

Morphology: *piglet* p 15. The suffix -let means small or lesser as in *booklet* - a little book. *Piglet* means a small or baby pig.

Etymology: *singing* p 14. The root word of *singing* is *sing* which means to make music using your voice. *Sing* originates from the middle English word *singen* and old English *singan* meaning to chant or sing especially with joy.

Tricky word practice: *we, he, she*: the tricky part of these words is e that sounds like /ee/.

During reading

Read the story: Reading could follow one of the following approaches:

- Start by reading the text with students, then invite them to take over, reading aloud at their own pace. Students continue reading, aiming for a smooth and fluent reading, but pausing to sound out and blend any words that they cannot read on sight. Practise segmenting and blending the word *alpacas* on p 2 – al/pac/as. Ask: How many syllables does this word have? Find other words with 1 or 2 syllables, e.g. *farm* p 3, *being* p 3. Talk about the word *summer* on p 4 and how the er at the end makes a schwa sound (not stressed) like a light /u/ sound. Find other words that end in the schwa er in the book, e.g. *farmer, thinner, dinner, river*.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage aloud.

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 vowel digraphs /oa/ and /oi/ and the consonant digraph /ch/.

Comprehension support: Pause occasionally to talk about the book and encourage students to find and retrieve key details from the text. Explain meanings of words in context. Ask: What does *mixed-up* on p 12 mean? (a mix of food for the pigs) What does *shear* on p 22 mean? (to clip or cut fur)

After reading

Apply learning: Discuss the text. Ask: Would you like to work on a farm? What would be your favourite job? Which animals do you like best?

Comprehension: Refer to the predictions made at the beginning. Ask: Were you correct with your predictions? What was different? Look at the word *that's* on p 8. What is it short for? (that is) It's called a contraction. The apostrophe goes where the missing letter i was. We use contractions a lot when we talk.

Discuss the questions on the inside back cover.

Then ask: Why do pigs like mud? (to keep them cool)

What happens to a cat's coat when it sheds fur? (it gets thinner)

What animals like a coop to sleep in? (ducks, hens)

Find the words *sheep's tails* on p 4. What does the apostrophe mean? (the tails belong to the sheep) Find other examples of the possessive apostrophe in the book and say what belongs to who? For example, *alpaca's, ducks', cow's, hens'*. Notice the difference if the apostrophe is before or after the s.

Fluency: Choose a passage from the book and model how to read it fluently/with appropriate accuracy, rate and prosody. Students read the same passage, copying your reading. Students then choose another brief passage and read it at a natural speaking pace with minimal sounding out. They practise speed-reading the focus words on the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

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 6)

On the farm we keep six big cows. My job is to check that no cows are hurt or seem sick. I sing to the cows so that they can hear that I am near. They all look at me. They all look good!

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Make new words.

Worksheet 2: Comprehension

Complete the jobs chart.

Worksheet 3: Maths

Maths questions based on the price of sheep's wool and numbers of sheep on a farm.

Worksheet 4: Creative writing

Write a five-sentence story set on a farm.



On your feet

Susan Frame

Focus phonics

ee as in feet, need, keep, teeth, heel, heels, queen, seen, queens, see, deep, been

or as in short, sort, worn, cord, formed, sorts, morning, born, for, cork

air as in pair, hair, pairs

Tricky words

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

Book summary

This book explores modern day and historical footwear, including what astronauts wear, geta from Japan, boots, heels and socks.

Learning intention

Phonics: Work on exposure to words in the book with long vowel digraphs: /ee/, /or/ and the trigraph /air/. Extend this to other words with the same graphemes for those vowel sounds.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context

Fluency:

- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at the cover and read the title together. Ask: Do you think this is a fiction or non-fiction text and why? Why do you think five shoes are shown on the cover? Are they in pairs? Compare to the title page image. Ask: What do you see there? (odd socks - not a pair) What different types of footwear can students think of? Flip through the book to get a sense of the contents.

Quick phonics warm-up: Read the /air/ words on the inside front cover. Look on p 2 for the word with the /air/ trigraph (*pair*). Ask: What does *pair* mean? (a pair means two; shoes usually come in pairs, one for each foot) Ask: Think of a word that rhymes with *pair*. (*hair*) Flip through the book to find *hair* and *pairs*. Read the words again.

Vocabulary check:

darn p 23 to mend a hole in a wool garment with a needle and wool

matted p 20 tangled or woven

Morphology: *Fingerless* on p 24 has the suffix *less*, meaning *no*. So, fingerless mittens have no fingers. Ask students to tell a partner an easy way to make a pair of fingerless mittens.

Etymology: *Woollen* on p 22 comes from the root word *wool* and means 'made of wool'. The old English version of *wool* was *wull* which was of Germanic origin. (The suffix *-en* means 'made of'.)

Tricky word practice: Display the tricky words *do* and *out*. Ask students to point to the tricky parts. (o which says /oo/ in *do* and ou which says /ow/ in *out*) Practise writing and reading the words.

During reading

Read the story: If two reading sessions are needed to read the text, then p 13 is a good place to break and students could read the remainder at home or on day 2.

Reading could follow one or more of the following approaches:

- Start by reading the text with students, then ask them to take over, reading aloud at their own pace. On p 4 ask: What is the difference between what astronauts wear in a rocket ship and on the moon? (big boots for the moon and hopping sandals for the rocket ship) How do you think the astronaut feels in all the gear? (warm, important, brave, protected?) Students continue reading, aiming for a smooth and fluent reading, but pausing to sound out and blend any words that they cannot read on sight. Practise segmenting and blending the word *pair* /p/ /air/
- Divide the book up between students; it can be split into seven sections (Off to the moon, Geta, Footgear for fishers and Hard-cap boots, Summer gear, Boots, All sorts of heels, and Socks), which could be shared in pairs. Each pair reads a section and then reports back on it. (Boots is a longer section and may need three or four students reading and reporting 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 phonemes /ee/, /or/ and /air/.

Comprehension support: Pause occasionally to talk about the book and encourage students to work out the most important information on a given page. For example on p 6 check students understand how long the fishers' boots are and why. (they go up to mid-thigh height to keep legs dry) On p 20, check that students can understand why most people didn't have socks before the 1700s. (socks were expensive) What else did rich people wear on their feet? (p 19 - heels)

After reading

Apply learning: Discuss the book. Ask: Now that you've read this book, do you think it would be fun to live in the 1700s? Why or why not?

Comprehension: Find words in the text that are opposites or antonyms, e.g. up/down; high/low; short/long. Take turns to say them in a sentence to show the difference.

Discuss the questions on the inside back cover.

Describe a kitten heel. (a low heel on a shoe)

What makes hard-cap boots useful? (the solid tip protects the foot from harm)

Words that have a hyphen between them are a type of compound word as the meaning of both words combine to make one, as in hard-cap. Find and discuss these in the text: quick-witted, mid-thigh, not-so-high.

Fluency: Choose a passage from the book and model how to read it fluently with appropriate accuracy, rate and prosody. Students read the same passage, copying your reading. Students then choose another brief passage and read it fluently with expression to their partner. They practise speed-reading the focus words from 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 15)

The queen said she had better things to do than do up lots of buttons. So, in 1837, this pair of boots was formed for her. Not one button to do up!

The queen was seen out morning, noon and night in her boots. She popped them on and off. So quick! There are lots of boots such as this in the shops now – all thanks to the queen!

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Create new words.

Worksheet 2: Comprehension

Complete the sentences.

Worksheet 3: Maths

Complete the timeline.

Worksheet 4: Design and technology

Design footwear for a job from the list.



One top dog

Bronwyn Tainui

Focus phonics

ow as in bow, wow, down, now, how

u as in Ruff, puff, runner, huff, fun, mum's, runs, but, run, up, luck, mud, muck, us, mutt

igh as in light, might, fight, sigh, tight, right

Tricky words

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

Book summary

A graphic novel style story. Nick and his grandad, Pop, train Pop's dog Ruff to enter a dog show. Ruff is reluctant to train and doesn't perform any of the tricks at the show. Nick films it all for the family to watch at the end.

Learning intention

Phonics: To decode words with the vowel sound /ow/ that feature in the story and extend to other known words with the same phoneme. Discuss and decode words in the story with the short /u/ sound, as well as words with long /igh/ sound.

Comprehension:

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

Fluency:

- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at and discuss the cover. Read the title together. Compare the illustration to the title page and discuss the difference. Ask: What do you think a 'top dog' might be? Do you think this a fiction or non-fiction story? (fiction) Read and discuss the blurb. Ask: Have you ever tried to train a dog or a puppy? Flip through the book to get a sense of the story and the style. Discuss the graphic novel style and how it is slightly different to read. Ask: Who has read a graphic novel before? What is it similar to? (a comic) Look at p 2 and discuss where to start reading. (read the text at the top first and then the speech bubbles from the top down, then move to the top of p 3) Next turn to p 5 and look at the picture of Ruff at the bottom. Ask: What do you notice? (Ruff has a thought bubble this time) Tell students they should read the words in the thought bubble just as they would a speech bubble, but remember these are Ruff's thoughts, not heard by anyone else.

Quick phonics warm-up: Read together the words with the /u/ sound on the inside front cover. Ask: Which words rhyme with *Ruff*? (*puff, huff*) Can they think of more rhyming words. (*cuff*) Ask: What happens in a word chain to change from *puff* to *huff*? (/p/ goes to /h/) Find two more words that rhyme in the list. (*luck, muck*)

In a word chain what happens to change *luck* to *lick*? (/u/ goes to /i/). Carry the word chain on to see what other words students can make by changing one or two letters, e.g. *luck, lick, kick, quick, quack, back, etc.*

Vocabulary check:

ad p 3 is short for the word advertisement. (We call this an abbreviation.) An ad is a public notice to attract attention (in this case for a top dog competition).

mutt p 22 a dog which is a mixed breed not a pure-bred.

Morphology: Look at the word *waiting* on p 14. *Waiting* means you have stopped doing anything until something happens. The suffix -ing changes the verb *wait* to a present continuous tense. Find another word on p 16 with the same suffix. (*going*) Make these verbs into the present continuous tense: *need, fight, run*.

Etymology: *tight* on p 12 is an adjective used with 'a tight fit'. This means the space available is almost too small to fit something. The word *tight* was used around 1400 (*tyght*) meaning compact, dense, close, and from Middle English (*thight*).

Tricky word practice: Display the tricky words *all* and *are*. Ask: What are the tricky parts of these words? (*a* is the tricky part that says /or/ in *all*; the word *are* is tricky and says /ar/) Practise writing and spelling these words.

During reading

Read the story: Reading could follow one of the following approaches:

- Begin reading the text together, making sure students change voices for each character in the speech bubbles. Students carry on reading silently at their own pace; listen to each student in turn as they read a brief passage out loud.
- Reread the text using a readers' theatre method where students read different character parts using appropriate intonation and emphasis especially on the bold words (p 2 *is*, p 24 *am*) and another student 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 using words with the phonemes /ow/, /u/ and /igh/.

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text. At the end of p 5, ask: What do you know about the characters so far? On p 15 pause to discuss what a zigzag is. Who does a zigzag in this story?

After reading

Apply learning: Discuss the story. How does Pop feel at the end of the story? What was a problem for Ruff and Pop in the story?

Comprehension: What can you infer from the story? About Ruff? About Pop? Who is the fittest after Ruff's training sessions? Discuss the questions on the inside back cover.

Fluency: Choose a passage from the book and model how to read it fluently with appropriate emphasis and intonation to support the meaning of the text. Have students read the same passage, copying your reading. Students then choose another brief passage and read it fluently with expression to their partner. Ask students to speed read the list of focus words from 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.

(pages 2-5)

Nick has lots of fun at Pop's. Pop is Nick's mum's dad. Pop has a dog, Ruff.

Pop pats Ruff. He feeds him dog food.

They all go to the park to get Ruff fit. Ruff sits and looks.

Ruff sits and sits. Pop lets out a sigh.

Pop and Nick run. Ruff looks at them. Then they meet a big dog.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Find rhyming words using the focus sounds /igh/ and /u/.

Worksheet 2: Comprehension

Problem/solution. Character description.

Worksheet 3: Creative writing

Create a comic strip story about a dog.

Worksheet 4: Science, classification

Science classification of canines.



Rock it!

Samantha Montgomerie

Focus phonics

ng as in sing, singer, bangs, song, singing, fingers, picking, going, yelling, chatting, along, buzzing, ting, ring, morning, getting, songs, dings, rocking, thing, chucking, King

nk as in thanks, think, pink, winks, thinks, sinks

qu as in quick, Queen

Tricky words

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

Book summary

Three friends put together a band. The singer is anxious. She writes a song about overcoming fears. When she can't sing at the town fair, her friends sing the song and give her the confidence to perform.

Learning intention

Phonics: To decode words in the book with the focus phonemes of /ng/, /nk/, and /qu/ and to extend to other known words containing them.

Comprehension:

- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make connections (text to self, text to text, text to world)

Fluency:

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

Before reading

Story discussion: Ask: Can anyone play a musical instrument? Share your experiences. Look at and discuss the cover illustration and read the title together. What do you think the title means? (playing in a rock band) What is happening in the illustration? (the drummer is part of a rock band) Notice the letters on her t-shirt. Compare with the title page illustration. What are the letters on the drum for? (JJJ - this is the name of the band (the Three Js) What could the letters be for? (they are the initial letters of their names, Jess, Jet and Jin) Who wrote the story? (Samantha Montgomerie) Have you read any other stories by Samantha? What did you think of them? Who illustrated this story? Read the blurb on the outside back cover together and discuss. Flip through the illustrations to get an idea of the story.

Quick phonics warm-up: Read the words together on the inside front cover with the focus phonemes of /ng/, /nk/, and /qu/. Flip through the text to find and read words with these focus phonemes. Use sound cards to blend the word queen. /qu/ /ee/ /n/

Vocabulary check:

kit p 12 the drum set

riffs p 16 a short repeated phrase in popular music like a chorus

chucks p 20 throws

Morphology: bows p 24, buzzes p 20 have the suffix -s and -es added to make the verb into a present tense verb.

Etymology: highness p 18, the quality of being high up, often given to Royalty; high means up, suffix -ness means state of or quality. Old English heanes; meaning 'royalty, excellence, nobility' is early 13c.; Your Highness as a form of address to English royalty is attested from c. 1400.

Tricky word practice: Display the tricky words *is* and *his*. Ask: What are the tricky parts of these words? (s makes the /z/ sound in both words). Practise reading and spelling *is* and *his*.

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:

- Start by reading the text to students, then invite them to take over the reading. Notice the hyphens in "Da-dum, da-dum, ting!" joining part words to make the sound effect for the drumming. Look out for more of these through the story. On p 4 ask: What is an ad? (It's a flyer or advertisement giving information) Who noticed the ad? (Jess's dad) What information did he find out? (There's going to be a fair in one week's time which the rock band can play at.) Notice how Jess's is written. Why is there an apostrophe after Jess? (because dad belongs to Jess) Find more examples for Jess's, Jin's and Jet's on p 16. (each time the room belongs to them) This is called a possessive apostrophe.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage. Check students use expression when reading speech bubbles and emphasis for bold print (e.g. *are* on p 16).
- Divide the book up between students; they read a chapter each and then summarise the main ideas in 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 with the focus sounds /ng/, /nk/, and /qu/.

Comprehension support: Pause occasionally to talk about the text and explain the meaning of words in context. Ask: What can you say about Jess, Jet and Jin? What is each one good at? What is Jin worried about? (singing in front of a crowd) How do you know? (illustration of Jin's face and her speech bubble on p 9) Find and read the words *bangs* and *bashes* on p 2. Discuss the meaning of adding suffix s and es on the end. (makes a verb into the present tense) Find more examples in the book. (thuds, chucks, winks, dings)

After reading

Apply learning: Discuss the text. Ask: What was the problem in the story and how was it solved? What have you learned about having a fear? What is the message in this story? (fears can be overcome) Ask: Have you ever felt scared about doing something in front of other people? How did you get through it?

Comprehension: What do you think helped Jin the most? Was it the singing, her friends, or the song she wrote? What words can you find in the story that relate to the word song? (sing, singer, singing, mid-song). What does it mean on p 8 to say the kids will "go mad for Jin's singing"? (they will love her singing and clap and cheer) On p 16, what does the word *mid-song* mean? (middle of the song) Clap and count the syllables in *singer, tablet, king, queen, rock, morning*. Discuss the questions on the inside back cover. Practise re-telling a chapter of the story.

Fluency: Choose a passage from the book and model how to read it, paying attention to punctuation when reading, pausing and changing tone as appropriate. Students read the same passage, copying your reading. Students then choose another brief passage and read it fluently with expression to their partner and then swap over. Notice that some of the speech bubbles are singing bubbles and some are speech bubbles. (voices need to be changed accordingly) Why is the word *are* in bold print on p 16? (The band now know they are good enough to go to play at the fair.) How would you read *are*?

Read the story as a play in groups of five. One person is the reader and another is Dad, the others are the three friends saying or singing their speech bubbles.

Students practise speed-reading the list of focus words on the inside front cover to encourage automatic recall.

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 10)

That night, Jess sits on her bed and sighs. She thinks hard. How can she get Jin to sing at the fair?

Think Jess, think! Yes! Jess picks up her tablet. She taps and taps.

To Jin At the fair, you can sing a song on fear and how to let it go. Tell them all how fear will not keep you back. It will be a big hit! The tablet dings. Jess looks at it. Yes, Jin is in! She will sing! They are all set to rock!

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Sort /ng/ and /nk/ words. Swap vowel sounds. Make a spelling rule card for q followed by u.

Worksheet 2: Comprehension

Answer questions about the text. Design a flyer for the concert.

Worksheet 3: Creative writing

Work on 'theme' – write a song.

Worksheet 4: Design and technology

Make musical instruments.



The dark thing

Kath Beattie

Focus phonics

ar as in arm, dark, park, hard, shark

th as in there, then, the, that, they, this

th as in panther, panthers, thing, think, with, teeth, thinks, things

Tricky words

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

Book summary

Two friends have heard about a mysterious dark creature in the local park. They are convinced it is a dark panther with long legs and big teeth. Eventually they discover it is the afternoon sun playing tricks with them by throwing long shadows of a pet cat in an oak tree.

Learning intention

Phonics: To decode words in the book with the focus phonemes of /ar/ and /th/ and to extend to other known words containing them.

Comprehension:

- Retrieve information
- Explain the meaning of words
- Make connections
- Ask and answer questions

Fluency:

- Read at a natural speaking pace with minimal sounding out
- 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: What do you think the title means? What is happening in the illustration? Compare with the title page illustration. Ask: Can you see a dark thing anywhere? What could the dark thing be? What do you think might happen in the story? Read and discuss the back cover blurb together. Flick through the book to get an idea of the story from the illustrations.

Quick phonics warm-up: Use Elkonin boxes to demonstrate the three sounds in the word *dark* /d/ /ar/ /k/. Mention how the /ar/ sound is one of the r-controlled vowels which means the r (sometimes called bossy r) controls the a to make /ar/. When you say /ar/, the r sound is quite dominant. Ask students to find words in the book with the /ar/ sound as you flip through it. Do the same for the /or/ sound demonstrating the word *corn* in the Elkonin boxes.

Move on to /th/ as in *the* and /th/ as in *thing*, practising the two different sounds of the consonant digraph. Practise saying words with these sounds on the inside front cover. Students can feel their breath coming from their mouth as they say words with /th/ as in *thing*.

Vocabulary check:

panther p 9 a large black wild cat similar to a leopard

oak p 5 a large tree that grows from an acorn

Morphology: The suffix -ed makes a verb into the past tense, e.g. *need* becomes *needed*, *look* becomes *looked*. Find more past tense verbs ending in -ed in the story, e.g. waited, seemed.

Etymology: *Hoax* meaning trick; 1808 (n.), probably an alteration of *hocus*.

Tricky word practice: Display the tricky words *l*, *to*, *into*. Ask: What are the tricky parts of these words? (*l* makes the /igh/ sound in *l*; *o* makes the /oo/ sound as in *moon* in *to* and *into*). Practise reading and spelling *l*, *to*, *into*.

During reading

Read the story: This book may not fit into a single reading session. The end of p 15 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 text to students, then invite them to take over the reading. Ask: Who had the idea of a dark think first? (Chen) Why did Jack need to go through the park? (to get corn from the shop for his mum) How did Mum ask Jack to go? ("Be as quick as you can") What other phrase could the author have used to say the same thing? (e.g. be as quick as a fox/the wind/a racing car) Why did Jack take a long time to get to the shop? (he was looking for the dark thing)
- Students read silently at their own pace; listen to each student in turn as they read a brief passage aloud.

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 words containing the focus sounds of /ar/ and /th/. Look for compound words in the story and explain their meaning, e.g. sunlight, cannot.

Comprehension support: Pause occasionally to talk about the book and encourage students to find and retrieve key details from the text. For example, on p 8 what features does Jack think a dark panther would have? (dark fur, long legs, big teeth and a long tail) What made Chen think it wasn't a panther? (p 14, the zoo said none had escaped) What made Jack think it wasn't a panther? (p 22, the dark thing was too big)

After reading

Apply learning: Discuss the book. Ask: What are shadows? How could a pet cat look like a panther? What is your favourite part of the book? Ask: How did Jack feel at the end of the story? How did you feel?

Comprehension: What was the dark thing that tricked the boys? (a shadow of a cat) Why did they think it was a real animal? (Jack thought he heard it hiss) Could it have been Jack's cat? (Can

they spot the cat in the illustrations on p 2, 3 and 22?) What other animals did the boys think of when Jack's Dad said it could be lots of things? (pp 18-19, fox, goat, hen, shark, cow) Ask: Were the boys serious with their suggestions? What makes you say this? (no, they were laughing and the animals probably couldn't climb a tree or were the wrong shape) Ask: What problem did the author write about and how was it solved? On p 22 there are two words with apostrophes. Discuss what *Let's* and *Jack's* mean. (*let's* is a contraction – short for let us; *Jack's* means something (room) belongs to Jack)

Discuss the questions on the inside back cover.

Fluency: Choose a page from the book and model how to read it fluently with appropriate emphasis and intonation to convey the meaning of the story (especially with the word *has* in bold print on p 24). Students read the same passage, copying your reading. Students then choose another brief passage and read it at a natural speaking pace fluently with minimal sounding out to their partner. They practise speed-reading the list of focus words from 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.

(pages 23-24)

At the park, Chen said. "Jack, I think the sun has been fooling us."

Jack said, "How?"

"Things can look odd in the sunlight," Chen said. "Look in the oak!"

Jack looked. "Wow!" he said. "I see it now, too!"

"The sun has fooled us," Jack said. "The sun turned a pet cat into a long, dark panther! It was one big hoax!"

Chen said, "That old sun had fun with us!"

Jack let out a sad sigh. "Yes, but I do so wish it was a panther. A big, dark panther thing in the park."

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Make new words with /ar/.

Practise /th/ words.

Worksheet 2: Comprehension

Answer questions about the story.

Worksheet 3: Science

Do a shadow experiment.

Worksheet 4: Art

Make spooky tree silhouettes.



Tip that hat

Samantha Montgomerie

Focus phonics

igh as in high, higher, might, right, light, tight

a as in back, tapping, lad, waxed, cap, hat, fans, man, had, that, can, hats, fan, caps, batters, hanging, cannot, bad

Tricky words

all, are, as, be, by, do, go, has, have, he, her, his, is, of, old, one, onto, out, said, she, so, the, there, they, to, was, we, you, your

Book summary

This book discusses hats through the ages up to modern times, including top hats, bonnets, bucket hats, baseball hats, posh hats, cool hats, along with hats that are needed for particular jobs. Students will learn how to 'tip a hat', too.

Learning intention

Phonics: Focus on words in the book displaying the /igh/ phoneme and the short /a/ phoneme. Extend this to other words with the same graphemes for those vowel sounds.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context

Fluency:

- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at the cover and read the title together. Ask: What does the title mean? Why do you think the word *Tip* is written on a slant? Ask: Do you think this is a fiction or non-fiction text and why? Who is the author? Do you know other texts written by Samantha? Ask: What different types of headwear or hats can you think of? Make a list to refer back to after reading the text. When do you think hats started to be worn? Read and discuss the blurb on the outside back cover. Flip through the book to get a sense of the contents.

Quick phonics warm-up: Read the /igh/ words on the inside front cover. Look on p 14 for the word with the /igh/ trigraph. (tight) Ask: What does *tight* mean? (firmly fixed) Ask: Think of another word that rhymes with *tight*. Flip through the book to find other words that rhyme with *tight*, e.g. might, right, light. Read the words again.

Vocabulary check:

rim p 4 the outer part of a hat, often the widest part

bonnet p 5 a pretty hat that women wore, often with lots of trimmings

Morphology: 's' is a suffix on the end of the word *hat* making *hats*. *Hats* is the plural of the noun *hat* – *hats* means more than one hat.

Etymology: *worn* is the past tense of *wear* – the root word is *wear* – meaning to have something like clothing on the body; *wear* comes from Old English *werian* 'to clothe, put on, cover up'.

Tricky word practice: Display the tricky words *said* and *so*. Point to the tricky parts (ai which says /e/ in *said* and o which says /oa/ in *so*). Practise writing and reading the words.

During reading

Read the story: If two reading sessions are needed to read the text, then the end of p 13 is a good place to break. Students could read the remainder at home or on day 2. Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over, reading aloud at their own pace. On p 4 ask: What is the difference between tipping a hat to a person richer than yourself as compared to someone who is not richer? (men took their hat right off and up high for the richer person) What does the word *posh* mean on p 6? (fancy, smart or nice) On p 7, what is a pompom? (a ball made out of wool, sometimes found on top of a hat) Students read silently at their own pace, listen to each in turn as they read a brief passage aloud.
- Divide the book up between students; they read a section each and then report back on it. (The sections could be one or two pages or allocated by topic, eg Hats on the job pp 16-19.)

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 containing the /igh/ trigraph and the /a/ phoneme.

Locate more words with the suffix *s*, meaning more than one, in the text, e.g. kings, cooks, years, fingers, bonnets, ribbons, bugs, pompoms.

Look for words in the text that rhyme with *worn* or have the same /or/ sound, e.g. horn, cork, ordered. Encourage students to think of other words that rhyme with *worn* or contain the /or/ sound (e.g. torn, born, morning, for, forget).

Comprehension support: Pause occasionally to talk about the book and encourage students to work out the most important information on a given page. For example, on pp 8-9 check students understand the differences between bucket hats for different seasons, and why they are that way (e.g. cotton is cooler in summer, wool is warmer in winter). Who wore woollen bucket hats back in 1900? (fishers) What has been added today to make them waterproof? (wax or oil) On pp 10-11, ask: What is meant by a fan on these pages? (someone who loves a sport or a player)

On p 12, ask: Why is the word *had* in bold print? (It's for emphasis because in 1571 the queen ruled that all boys over six years old had to wear a woollen cap. There were no exceptions (NB this was to support the wool trade, so that more caps would be made and sold.)) Ask: How should we read that sentence? Have a few students demonstrate by reading the sentence aloud and emphasising the word *had*.

After reading

Apply learning: Discuss the text. Ask: What is the main thing you have learned from this text? What did the author need to know before writing this text?

Comprehension: Refer back to the list of types of hats and headgear that the class made earlier. Ask: Were they all in the text? Did you think of any that the author didn't cover? Read and discuss the questions on the inside back cover.

Turn to p 7. Ask: What do you need to make a pompom? Describe how to make one to a partner, then swap over. Could you make one? Where would you put it?

Ask students to draw a hat with a rim. Which part is the rim? Can they point to it and label it?

Look at pp 22-23. Talk about the history of when hats began to be worn. Ask: What changes have there been in the way hats look from way back until today? Which hat would you like to wear the most from this timeline?

Display and read together the following words: summer, better, upper, cooler, older. Notice the er sounds like /u/. This is called the schwa sound. Display and read together - *bonnet* and *bucket*. What do you notice about these two words? (they have the same ending and the e sounds like a schwa /i/) Display and read together - *ribbon* and *cotton*. What do you notice about the way they sound? (They also have a similar ending.)

Fluency: Choose a passage from the book and model how to read it fluently with appropriate emphasis and intonation to support the meaning of the text. Have students read the same passage, copying your reading. (echo reading) Have students choose another brief passage and read it fluently to their partner, then swap. They practise speed-reading the list of focus words from the inside front cover to encourage automaticity (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

Choral-read p 20 together to build fluency and self-confidence.

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 20)

Hat luck

Hats can be bad luck or good luck.

Keep your hat on the boat

Out sailing, if a hat fell off the boat, it was said to be bad luck.

Keep your hat off the bed

A hat on the bed was said to be bad luck, far back. Hair might have had bugs in it. So, if a hat was on the bed, the bugs might have hopped off the hat and onto the bed.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Make and read words with /igh/. Write rhyming sentences with /a/.

Worksheet 2: Comprehension

Complete a table about when hats are worn.

Worksheet 3: Maths

Carry out a favourite hat survey.

Worksheet 4: Design and technology

Design a hat. Label the parts of hats.