

No!

GOALS

Comprehension

Retell the story using the pictures on each page as a guide.

Vocabulary

High-frequency Words: said, yes, no

Content Words: Dad, Mum

Phonemic Awareness

Recognise and produce words that end with the same sound: /d/

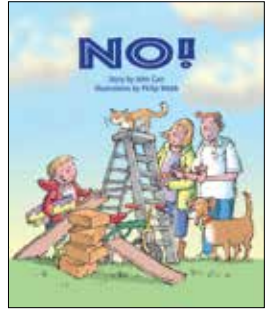
Phonics

Letters and Sounds: d

Words to Blend and Segment: and, dad, mad, sad, did

Fluency

Choral reading with the students pointing to the words as they are read.



Mum and Dad are trying to keep the boy safe.

Before Reading

- Together look at the cover of *No!* Discuss what is happening in the picture. Ask: What is the boy planning to do? What do you think Mum and Dad are saying? Look at Dad's hands and their faces.
- Look at the title page illustration. Ask: What are Mum and Dad saying here? Look at their hands. Turn back to the title. What do you think the book is called? What letter does it start with? Get your mouth ready for the /n/ sound. Read the title *No!* together. Read the names of the author and illustrator. What do you think might happen in the story?
- Talk/walk through the pictures. What are Mum and Dad saying on each page? Why is this? What is the boy wanting to do? Before turning to page 14, predict the ending. Why do Mum and Dad finally say "Yes!"?

Reading the Text

- Read the title and the names of the author and illustrator together. Read the title page together.
- On page 2 discuss what students think the boy is wanting to do in the picture. Read the story together in the picture *No!* Then on page 3 read the words together, "*No!*" said Mum.
- Follow this pattern for each page, discussing the picture and reading the words together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Why did the parents finally say “Yes!”? What is the boy dreaming of on page 16?
- Have students retell the story in order using the pictures as a guide. What happened first? Next? And so on. How did the story end?

Phonemic Awareness

- Recognise and produce words that end with the same sound: /d/ e.g. *and, dad, mad, sad, did*. Say the words emphasising /d/. Students listen to and hear the final sound then repeat the words. Think of and say more words ending in /d/ e.g. *kid, lid, fed, said*.

Phonics

- Discuss the name and sound of the letter d. Write cvc words *and, dad, sad, mad* and *did* on the board to practise blending and segmenting the sounds together as a group, e.g. /a/ /n/ /d/.
- Illustrate using alphabet letters *a, n, d*, touching them as the sounds are made for the word *and*.

Word Study

- Talk about the words *said, yes, no*. Print the flash cards from the inside front cover. Read them together. Ask students to locate one of the high-frequency words on each page.
- On a piece of paper, students draw a picture of themselves doing an activity from the story with Mum or Dad beside them. Write the word *Yes* or *No* beside the picture depending on what Mum or Dad say.
- Have students discuss with a partner what their picture is of and they read the word *Yes* or *No*.

Fluency

- Choral read the story with the students pointing to the words as they are read. Reinforce reading from left to right with matched pointing under each word.
- Students take turns to read the story to a partner.

Writing

- Have students write a new story using the same pattern “*Yes/No,*” *said Mum/Dad*. Ask: What is something your Mum and Dad are not happy or happy with you doing? Draw the picture and write the sentence.

Home/School Link

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