



Cat, Kid and Duck

Book band: Pink B

This book is about what happens when Cat digs a hole and Duck and Kid join in.

Practising phonics Phase 2

Warm up: What's in the box?

- Hide some objects/pictures in a box for children to guess: duck, rock, pan, sack, net.
- Display the letters of the word. Put them out in order, for example: **d-u-ck**. Ask children to read the letters and blend them.
- Say the sounds of the word as you point to each letter, for example: **d/u/ck**. (Miss out this step if children are confident at reading and blending.)
- Ask children to shout out the answer to: *What's in the box?*
- Show the object in the box. Repeat for other objects.

New: Practise the sounds: /g/ /o/ /c/ /k/ /e/ /u/ ck

Focus: /c/ /k/

Review: /s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/

- Introduce the new sounds to prepare for reading *Cat, Kid and Duck*. Make sure children are confident at reading these sounds.

- Use **Cat, Kid and Duck: Resource sheet 1** to introduce the focus sounds /c/ and /k/. Show children the images of the cake and kettle to help them link the graphemes to the phonemes. Ask children to say the sound as they trace each letter.
- Tell children to circle the pictures with the focus sounds: /c/ and /k/.

Decoding practice

- Practise reading the words on the inside front cover.
- Ask children to complete the final activity on **Cat, Kid and Duck: Resource sheet 1**.

Children read

- As children read the book aloud, encourage them to sound out the words and explore the pictures.
- Listen to children as they read.
- When children have finished reading, ask them to find things on pages 14–15 that begin with the focus sounds /c/ or /k/.

After reading

Developing fluency

- Help children gain fluency when reading. Read each chant aloud, asking them to follow in their books.
 - Tell children to join in with you as you read.
 - Hesitate as you read so children can take over reading the next word.
- Tell children what you are thinking as you read so they can see how you make links between the words and the story, for example: *When I read: 'Duck and Kid, no!' I think about why the exclamation mark is there. It tells me that 'no!' is said with feeling, and I think the feeling is that something bad is going to happen. So I am going to say 'no!' in a loud voice, like a warning.*
- Read each chant with expression. Ask children to have a go at reading with expression to a partner.
- Have fun with the chants, enjoy the rhythm and make up actions to bring them to life!

Comprehension

- Ask children to talk to their partner about the main events in the story.
- Model telling the story from Duck's perspective. Draw

children's attention to how Duck causes some of the chaos at the end of the story. Work together to do the same for Cat.

- Ask children to use **Cat, Kid and Duck: Resource sheet 2** to sequence the story for Kid. Can they retell the story from Kid's perspective?

Extending vocabulary

- Ask children how they think each character feels at the beginning of the story. Take feedback. Help them extend their vocabulary by offering better word choices, for example: **excited, curious, eager**.
- Ask children how they think each character feels at the end of the story. Take feedback. Help them extend their vocabulary by offering better word choices, for example: **upset, surprised, annoyed, confused, exhausted**.
- Model composing sentences, for example: *At first, Kid was happy. At the end, Kid was exhausted!*
- Ask pairs to use **Cat, Kid and Duck: Resource sheet 2** to compose a sentence or two about how Cat was feeling at the beginning and end of the story.

Reading for pleasure

Oi Cat! Kes Gray and Jim Field

We're Going On a Picnic Pat Hutchins

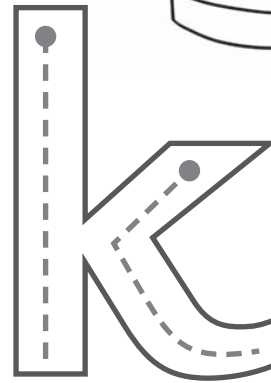
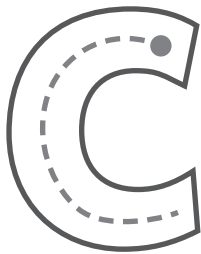
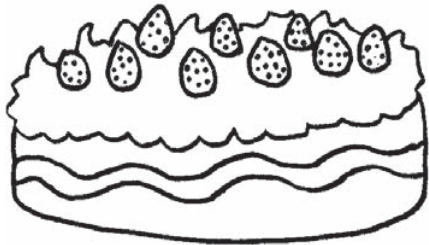
The Odd Egg Emily Gravett

Hairy Maclary and Zachary Quack Lynley Dodd

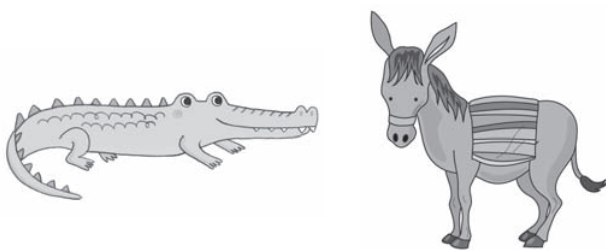


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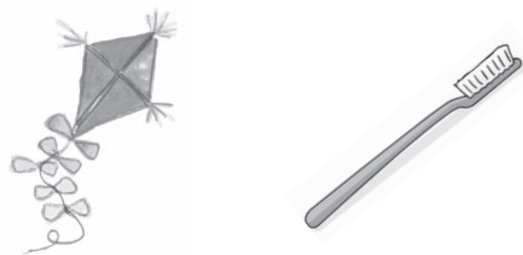
Say the phoneme. Talk about the picture. Trace the grapheme.



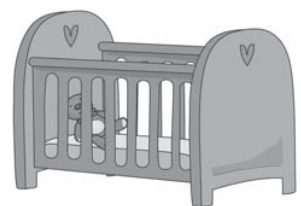
What begins with /c/? Circle the correct picture.



What begins with /k/? Circle the correct picture.



Read the words. Draw a line to match each word to the correct picture.



peck

cot

can

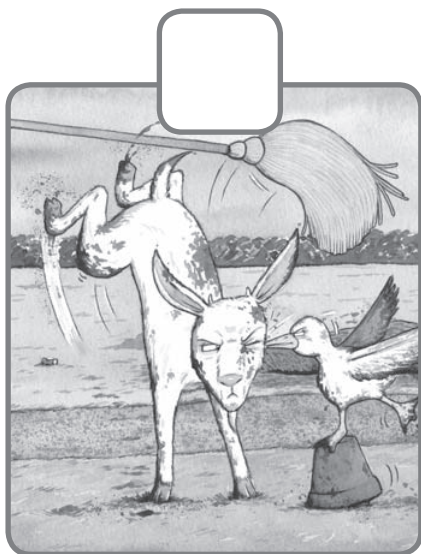
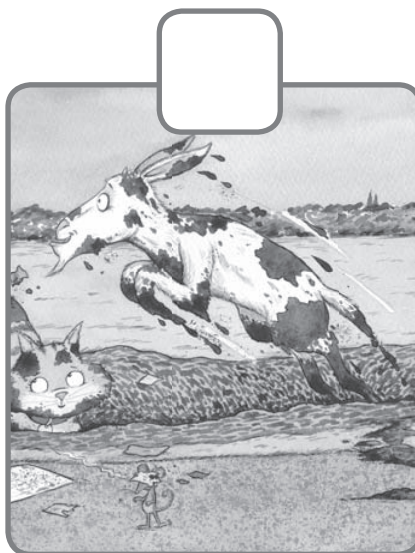
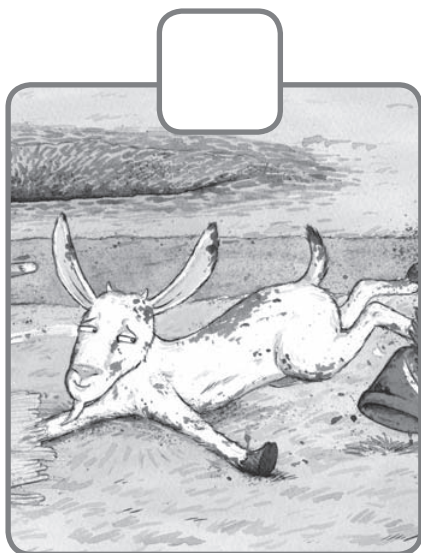
Cat, Kid and Duck: Resource sheet 2

Comprehension (Sequencing) and Vocabulary



Name: _____

These pictures show what Kid did, but they are not in the correct order.
Number the pictures from 1 to 6 to give the correct order.
Use the pictures to help you retell the story.



How do you think Cat felt at the beginning and end of the story?

