



Duck Socks

Book band: Pink B

This book is about two ducks. When Hop is sad to have mismatching socks, Hip is ready to help out.

Practising phonics Phase 2

Warm up: Reading high frequency words

- Write cards with the words: **him, had, dog, off, back, but, get, of, off, will, and.**
- Ask children to help you put sound buttons on the words and underline any digraphs.
- Ask children to read the words independently: put your finger underneath each sound so they know which letter to read.

New: Practise the sounds: /g/ /o/ /e/ /u/ /r/ /h/

Focus: /r/ /h/

Review: /s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/ /c/ /k/ ck

- Introduce the new sounds to prepare for reading *Duck Socks*.
- Make sure children are confident at reading these sounds.
- Use **Duck Socks: Resource sheet 1** to introduce the focus sounds /r/ and /h/. Show children the

images of the rainbow and the horse to help them link each grapheme to the correct phoneme. Ask children to say the sound as they trace each letter.

- Tell children to circle the pictures with the focus sounds: /r/ and /h/.

Decoding practice

- Practise reading the words on the inside front cover.
- Ask children to complete the final activity on **Duck Socks: Resource sheet 1**. Tell them to read each word and match it to the correct picture.

Children read

- Tell children to 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 /r/ and /h/.

After reading

Developing fluency

- Help children gain fluency when reading. Read each chant aloud, asking children 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 'Hop is a sad duck', it makes me think about what it feels like when things go wrong. I know how Hop is feeling and it makes me want things to get better for him.*
- 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 story. Draw children's attention to Hop's expressions

throughout the book. Ask: *How do you think he is feeling? Why do you think he feels this way?*

- Use the images of Hop on **Duck Socks: Resource sheet 2** to model telling the story from Hop's point of view, for example: *At first, I was unsure about having odd socks. When I saw Hip had matching socks and I didn't, I felt really sad. When Hip helped me, I was excited – perhaps I would have red dot socks too. I was delighted when he found the red dot socks for me!*

Extending vocabulary

- Remind children how Hop felt when he didn't have two matching socks. Page 6: 'Hop is a sad duck.' Ask children if they know any other words for **sad**.
- Read out the suggested synonyms for **sad** on the bottom of **Duck Socks: Resource sheet 2: upset, down in the dumps, miserable, gloomy, tearful**. Discuss what the words mean and work together to decide which word describes Hop best.

Reading for pleasure

Simon Sock Sue Hendra, Paul Linnet and Nick East

Frog is Sad Max Velthuis

Fox's Socks Julia Donaldson and Axel Scheffler

Duck in the Truck Jez Alborough

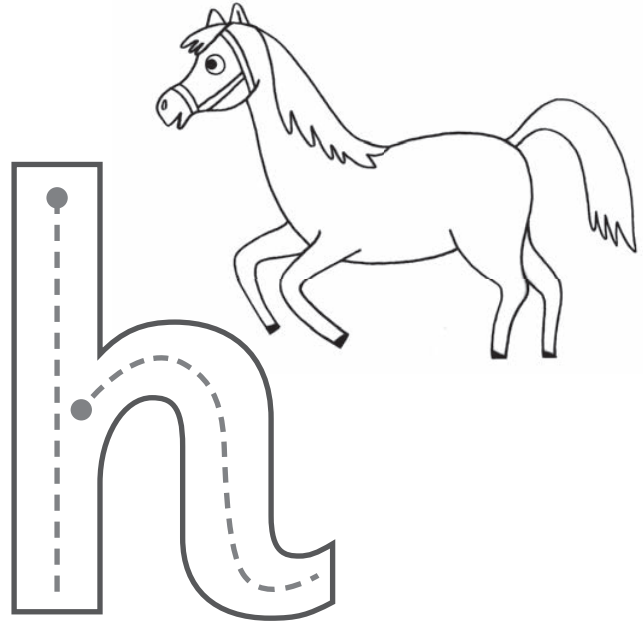
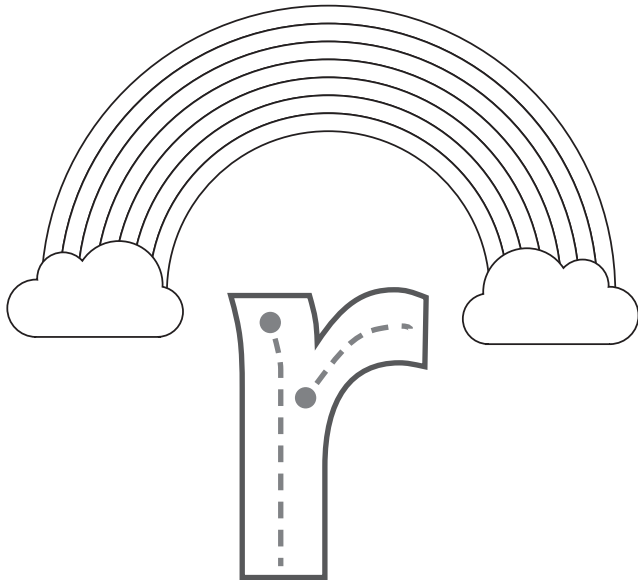
Duck Socks: Resource sheet 1

Phonic focus: /r/ and /h/

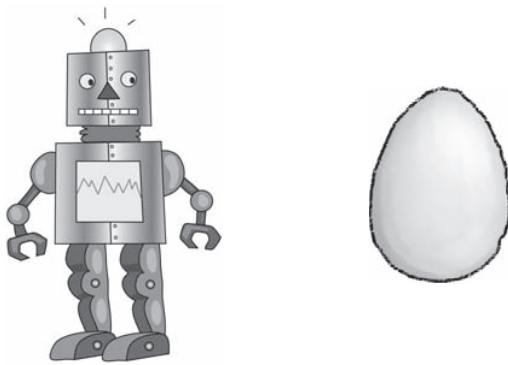


Name: _____

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



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



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



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



run

sack

hut

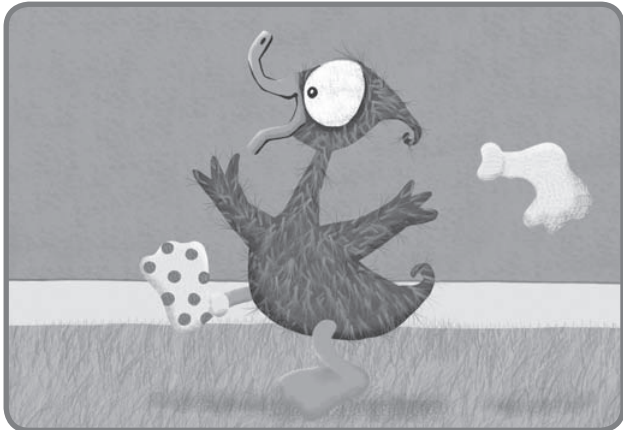
Duck Socks: Resource sheet 2

Comprehension (Character) and Vocabulary



Name: _____

How is Hop feeling in each picture?



What words or phrases can you think of that mean **sad**? For example: upset, down in the dumps, miserable, gloomy, tearful. Which word or phrase describes Hop best?

