



Pin it, Pat it

Book band: Pink A

This book is a non-fiction book about having a party.

Practising phonics Phase 2

Warm up: Say the sounds

- You will need pictures of one-syllable words, for example: **duck, dog, tree, cup, man, cat, rain.**
- Pair children into 'teacher' and 'pupil'.
 - Give the 'teacher' a picture.
 - The 'teacher' says the sounds of the word.
 - The 'pupil' repeats the sounds and blends them to say the word.
 - The 'teacher' shows the picture. Was the 'pupil' correct?
 - Swap roles, giving out new pictures.

New: Practise the sounds: /m/ /d/

Focus: /d/

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

- Introduce the new sounds to prepare for reading *Pin it, Pat it*.
- Make sure children are confident reading these sounds.

- Use **Pin it, Pat it: Resource sheet 1** to introduce the focus sound /d/. Show children the image of the dog to help them link the grapheme to the phoneme. Ask children to say the sound as they trace the letter.
- Tell children to circle the pictures with the focus sound: /d/.

Decoding practice

- Practise reading the words on the inside front cover.
- Ask children to complete the final activity on **Pin it, Pat it: 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 sound /d/.

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 'It is dim' it makes me think about the exciting part of the party when the cake comes out...cosy and exciting.*
- 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 having a party. What things do they get ready when they have a party? What food do they like to have?

- Help children connect to the book by playing 'Pin the tail on the donkey'.
- Put objects on a tray and get children to guess what they are by touch whilst blindfolded.
- Use **Pin it, Pat it: Resource sheet 2** to talk about what might happen at a party. Ask children to circle the objects they would expect to find at a party.

Extending vocabulary

- Look at pages 10–13 when the children are waiting for cake and hot chocolate. How might they be feeling?
- Encourage children to extend their vocabulary using words such as: **excited, eager, in suspense, hopeful, anticipating.**
- Make sentences together using these words.
- Ask children to use **Pin it, Pat it: Resource sheet 2** to help them to make up their own sentence.

Reading for pleasure

Mungo Monkey Has a Birthday Party Lydia Monks

Chocolate Cake Michael Rosen and Kevin Waldron

The Tea Party in The Woods Akiko Miyakoshi

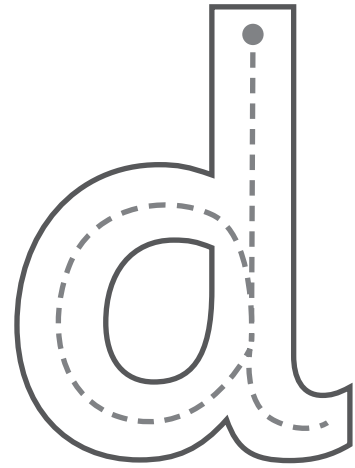
The Crocodile Under the Bed Judith Kerr



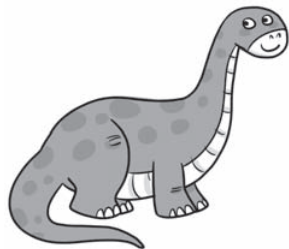
Name: _____

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

d



What begins with /d/? Circle the correct pictures.



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



dip

pad

pit

Pin it, Pat it: Resource sheet 2

Comprehension (Connecting) and Vocabulary



Name: _____

Talk about what you like to do at a party. Circle the objects you might find at a party.



What is it like when the lights go down and you are waiting for a cake?
Which word best describes how you feel? For example: excited, eager, in suspense,
hopeful, anticipating.
Draw a picture of the children from the story waiting for the cake. Write a sentence about
the picture.