



# Tip Tap

**Book band: Pink A**

This book is about a family of tap dancing cats who put on a show.

## Practising phonics Phase 2

### Warm up: Sound buttons

- Write these words on cards: **dad, pat, pans, sit, pit** and **tip**.
- Show children a card. Say the word.
- Ask children to help you count the sounds in the word.
- Ask children to help you put sound buttons on the words and underline any digraphs.
- Ask children to read each sound and blend the word.
- Repeat for the other words.

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

**Focus: /m/**

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

- Introduce the new sounds to prepare for reading *Tip Tap*.
- Make sure children are confident reading these sounds.

- Use **Tip Tap: Resource sheet 1** to introduce the focus sound /m/. Show children the image of the mouse 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 /m/.

### Decoding practice

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

### 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 sound /m/.

## 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 'pit pat pit pat', it makes me think of the sound that rain makes. I can hear the rain pit-patting and imagine the cats running away!*
- 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 pairs to discuss which cat would they like to be in the story and why.

- Ask children to identify the objects the cats use as instruments. Ask them to think why these objects make a loud sound. Talk about the kinds of objects that make a sound when you hit them.
- Tell children to look at the objects on **Tip Tap: Resource sheet 2** and predict which objects would make a loud sound when hit. If you have time, gather the objects to find out if children's predictions are correct.

### Extending vocabulary

- Ask pairs to discuss the sounds the cats make with their shoes, pans and bin drum kit.
- Help children to use accurate language to describe the sounds, for example: **bash, clang, bang, boom, clink, clatter, crack**, and so on.
- Tell children to look at **Tip Tap: Resource sheet 2** and describe the sounds they think they would hear. Make an onomatopoeic word list together.

## Reading for pleasure

*Amazing Me! Dance!* Carol Thompson

*Flora and the Flamingo* Molly Idle

*Firebird* Misty Copeland and Christopher Myers

*Suki's Kimono* Chieri Uegaki

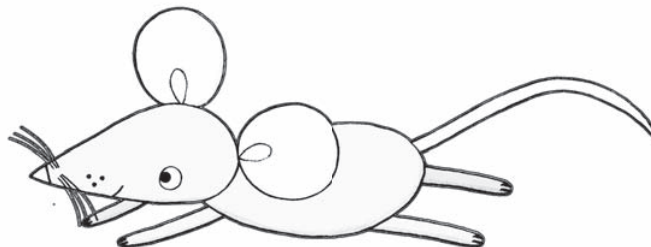
# Tip Tap: Resource sheet 1

Phonic focus: /m/



Name: \_\_\_\_\_

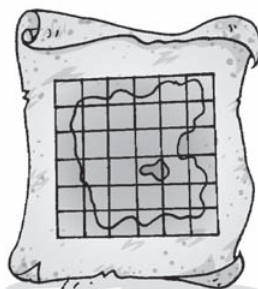
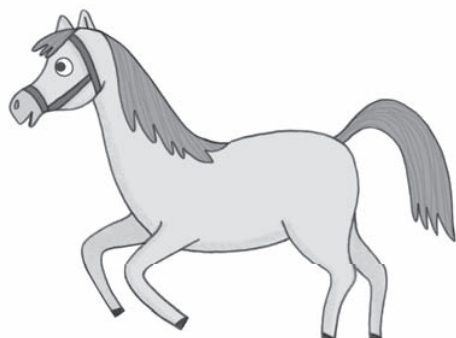
Say the phoneme. Talk about the picture. Trace the grapheme.



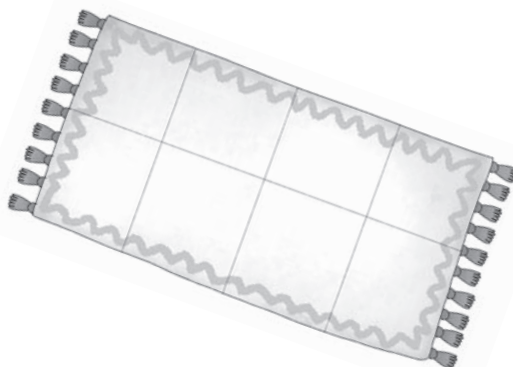
m

m

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



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



mat

man

pad

# Tip Tap: Resource sheet 2

## Comprehension (Connecting) and Vocabulary



Name: \_\_\_\_\_

Which objects will make a loud sound when you hit them?



Describe the sounds you could make. Talk about what else you could use to make sounds.

