



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

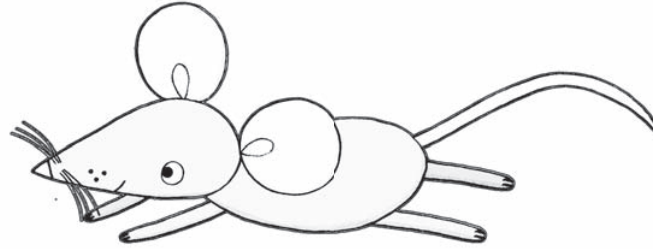
Tip Tap: Resource sheet 1

Phonic focus: /m/

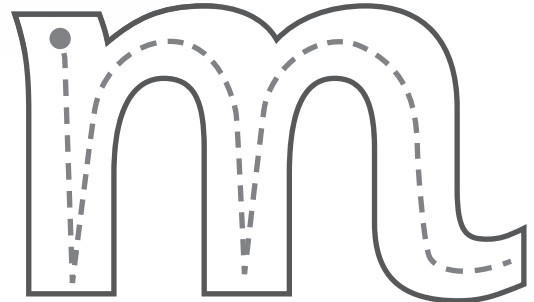


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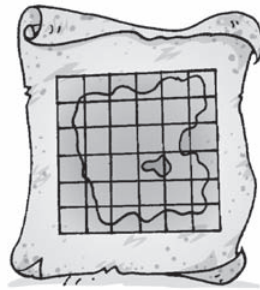
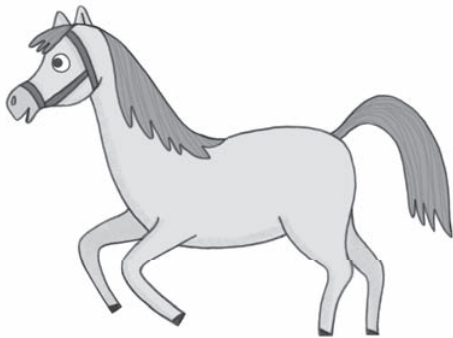
Say the phoneme. Talk about the picture. Trace the grapheme.



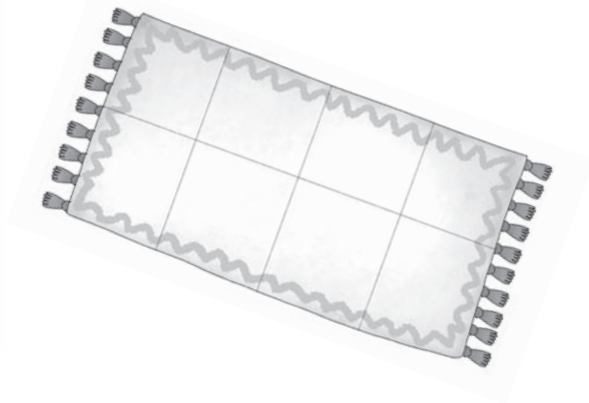
m



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.

