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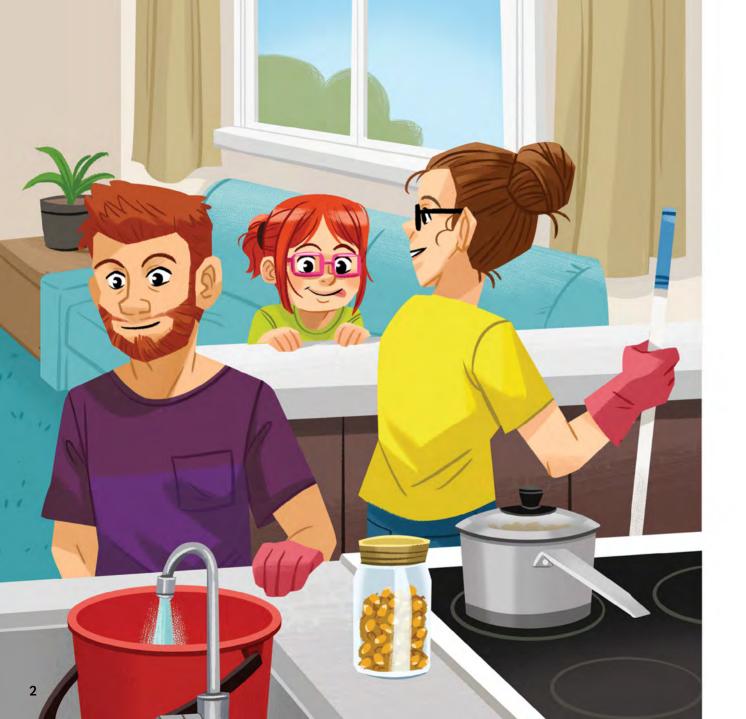
Teacher notes written by the Child-Wellbeing Research Institute, University of Canterbury Teacher support materials for the Ready to Read texts can be found online at www.readytoread.tki.org.nz

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Pop, Pop in the Pot



Written by Anna Kirschberg and Maggie Boston
Illustrated by Stevie Mahardhika



Nat sees Dad and Mum.

Nat sees the pot. Pop, pop.





The top of the pot pops off!

"Stop, stop!" says Dad.





Mop, mop, mop!

TEACHING NOTES

Pop, Pop in the Pot

■ Reading practice

This story provides children with the opportunity to practise reading the letter-sound patterns they have learned, alongside learning other high utility non-decodable words.

Focus sounds

mdptsaeo

Introduce the text to children and read the story aloud together, pointing to each word as it is read. There are two types of words in the story: regular decodable words and words that are not. These words are listed below. Support children to sound out the regular words and then blend the sounds together to read the word. When reading the words that can't be sounded out, children can simply be told the words. Give plenty of praise for children's reading attempts and encourage re-reading to build accuracy and fluency.

Regular words for sounding out Other words to tell your child

Dad, pop, pot, top, mop sees, the, off, says, stop, of, in, and, Mum

■ Phonological awareness

Practise segmenting and blending sounds together to make words. You could say, "Let's say the sounds (phonemes) together in each word I say."

Help children find each word you segment and blend on the page.

Use the table below for suggestions on how to segment and blend target words from this story.

| top | t-o-p |
|------|---------|
| Mum | M-u-m |
| pop | р-о-р |
| stop | s-t-o-p |

■ Morphological awareness

Bring attention to how words can change (e.g. pop, pop**s**, pop**ping**, pop**ped**). Draw attention to the part of the word that is the same and the part that is different. Create sentences using different forms of the word **pop**.

■ Vocabulary

Talk about the meaning of the word **pops**. Think of other words with a similar meaning that would make sense in the sentence, *The top of the pot pops off!* (e.g. jumps, bursts, explodes). Ask children to create their own sentences using **pops**, **jumps**, **bursts**, or **explodes**.

Spelling

Support children to listen and identify where the sound change occurs in words. Use the suggested letters or letter blocks to spell and read the words. Prompt as necessary to ensure success.

| m | р | t | а | е | o |
|---|---|---|---|---|---|
|---|---|---|---|---|---|

Use the phrasing: "If this word spells **top**, can you spell **mop**? If this word spells **mop**, can you spell **map**?"

Easier changes: top > mop > pot > pot Harder changes: pot > pet > pat > pan

Story discussion

Talk about why Nat's mum is mopping up after the top of the pot popped off. Invite children to talk about a time they have made a big mess that needed to be mopped or cleaned up.

■ Story retell

Ask the children to retell the story to a friend or family member. Prompt as necessary, using picture cues. Give plenty of praise and encouragement for verbal responses.

■ Print concepts

Bring children's attention to the speech marks used. Discuss the use of quotation marks (or speech marks) in the story, (e.g. "Stop, stop stop!" says Dad). Direct speech marks are used to show someone is talking. Discuss how we know who is talking when speech marks are used.

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Rākau Tree



Māhuri Sapling

Focus sounds

m

d

р

t

S

а

е

0



Tupu Seedling

Kākano

Seed



Single consonants
Short vowels
Consonant digraphs



