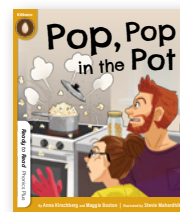


# Pop, Pop in the Pot

*Nat is at home with Mum and Dad. Mum and Dad are doing housework in the kitchen while cooking some popcorn. Oh no, there might be a bit too much popcorn in the pot.*



**Kākano  
Seed**

<b>Focus sounds</b>	<b>Consonants:</b> Mm Dd Pp Tt Ss <b>Vowels:</b> a o e	<b>Decodable words</b>	pop, mop, pot, top, Dad, Nat
<b>High utility non-decodable words</b>	<b>Teach as high utility non-decodable:</b> sees, the, off, says, stop, of, in <b>Previously introduced:</b> Mum	<b>Resources</b>	<b>Pop, Pop in the Pot</b> book Letter manipulatives of all letter-sounds listed / mini whiteboards, whiteboard markers <b>Audio recording</b> of all focus sounds and te reo kupu in the book

This lesson sequence can be completed in one or more sessions. New words are practised as they are introduced in the book.

## BEFORE READING

### Explicit instruction on focus sounds

Introduce each letter and sound using magnetic letters, other letter manipulatives or a whiteboard. Ask the children to repeat the name and sound of each letter after you. Say, “*This is the letter P. It makes the sound of /p/. What is the name and what is the sound?*” Make sure you don’t add vowel sounds at the end of consonant sounds. Complete all of the focus sounds. Revise sounds that the children have already learnt and also appear in this book.

### Making and breaking words with sounds

Making and breaking words using sounds draws the children's attention to letter-sounds in print words. Choose up to four words from the book that include the focus sounds (for example, **pop, top, pot, Dad**). Give the children letters, or mini whiteboards and whiteboard markers, and let them know that they are going to make some words to read. Give them the first sound, then ask them to put the letter in front of them (for example, **p**), and make the sound. Continue through the rest of the letters in the word (for example, **pop**) and practise sounding out and blending the sounds together.

Remind the children this is the way to read new words in the story. Complete all of your selected words, and use any sounds the children have already learnt.

## High utility non-decodable words

Introduce the children to the new high utility non-decodable words (**sees, the, off, says, stop, of, in**) on a whiteboard or on flashcards. Remind the children that they don't need to sound out these words because they are learning to remember them. Say each word and ask them to repeat it after you. Do this two or three times. Review the words they have already learnt as well (**Mum**).

The first time you read the story you may need to tell children what the words are because words take time to memorise.

## DURING READING

Introduce the story and ask the children to look at the pictures to predict what might happen, as a way of providing purpose.

Children should practise reading independently by sounding out the decodable words (**pop, mop, pot, top, Dad, pops, mops, stop**). This plan prompts children to decode up to two words per sentence, and more if they are ready for extension. Choose one word per sentence for children who are having difficulty, making use of the focus words first as noted below.

Page 3: Start by asking children to read the first word **Nat** and then telling them the word **sees**. Sound out and blend the word **Dad** and then ask them to sound out and blend **and**. This is slightly more difficult as it has the vowel at the start, so treat it as a high utility non-decodable word if necessary. Remind them of the word **Mum**.

Page 4: Read the first sentence together, telling children the words **sees** and **the** if they don't remember them. Then ask them to sound out and blend **pot**. In the next sentence, have children sound out and read the word **pop**. Re-read both sentences if this process takes some time.

Page 7: Read **the** at the start of the sentence together, then ask the children to sound out and blend **top**. Read the next two words together then sound and blend **pot**. If children are ready for extension you could ask them to sound out **pops**, giving them the final sound, then read **off** together or give it to them. Re-read the sentence if this process takes some time.

Page 8: If the children are ready for extension, ask them to sound out and blend **stop**, or you could provide the **s** sound and ask them to blend the rest. Say, or remind children about **says** as a high utility non-decodable word. Ask children to sound out and blend **Dad**.

Page 11: Ask the children to sound out and blend **mop**, then re-read the page together.

## AFTER READING

**Follow-up activities:** Choose one or two of the activities from the back of the book to use for follow-up, or include them as a whānau activity to send home.