

# A Batch of Pancakes

*Tāne is having a sleepover at Mia's house and it is time for breakfast. They decide to make a batch of pancakes. Yum! What might happen next?*



<b>Focus sounds</b>	<b>Consonants:</b> –tch x <b>Vowels:</b> ee	<b>Decodable words</b>	let's, <b>hatch</b> , plan, whip, up, <b>batch</b> , can, <b>fetch</b> , <b>six</b> , kids, <b>mix</b> , and, this, fun, big, <b>catch</b> , slops, mum, <b>fix</b> , mop, it, Nat
<b>High utility non-decodable words</b>	<b>Teach as high utility non-decodable:</b> pancakes, eggs, floor, mess <b>Previously introduced:</b> a, of, says, Mia, you, Tāne, the, is, yells, what, onto	<b>Resources</b>	<b>A Batch of Pancakes</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 pattern and sound using magnetic letters, other letter manipulatives or a whiteboard. Ask the children to repeat each name and sound as they are introduced. For **–tch** say, “*Today's sounds have three letters that make only one sound. These are called ‘trigraphs’. This trigraph has the letters t, c and h together that make the sound of /ch/. What are the letters? What sound do they make?*” Make sure you don't add a vowel sound at the end of the consonant sound.

For **x**, say, “*This is the letter x. It is a different type of sound as it makes two sounds together /k-s/. What is the name? What sound does it make?*”

### 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, **hatch**, **batch**, **six**, **mix**). 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(s) in front of them (for example, **h**) and make the sound. Continue through the rest of the letters in the word (for example, **hatch**) 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

Before reading the story, introduce the children to the high utility non-decodable words (**pancakes, eggs, floor, mess**) 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 the children to repeat it after you. Do this two or three times. Also revise the high utility non-decodable words they have already learnt (**a, of, says, Mia, you, Tāne, the, is, yells, what, onto**). As the children read the story, remind them they don't need to sound out these words.

If a child doesn't remember a high utility non-decodable word while reading, remind them what the word is.

### 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. Ask the children to sound out and blend the title of the story.

Children should practise reading independently by sounding out the decodable words (**let's, hatch, plan, whip, up, batch, can, fetch, six, kids, mix, and, this, fun, big, catch, slops, mum, fix, mop, it**). 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.

Independent reading may take some time in the beginning. If a child is finding sounding out and blending difficult, stop reading after a page or two. These pages can be repeated for reinforcement, and the book can be completed over the course of the week. Children who quickly grasp the sounding out and blending strategy may complete the story in one reading.

Page 3: Read both sentences together. Children should be able to independently read all words except **hatch, batch** and **pancakes**. Children should sound out and blend **hatch** and **batch**. Encourage children to sound out **pan** in **pancakes**, before you say the rest of the word. Some children may need additional support to sound out and blend **let's**.

Page 4: Read both sentences together. **Fetch, mix** and **six** are the words with the focus sounds. Remind the children about the word **eggs**, but they should be able to recall the other words. Help as necessary.

Page 7: Read both sentences together. **Mix** is the only focus word on this page, although some children may need help with some of the high utility non-decodable and decodable words.

Page 8: Help the children to sound out and blend **catch** and **mix** in the first sentence, however they should be able to independently read the rest of it. In the second sentence, help them to sound out and blend **mix** again. Remind children about sounding out and blending the consonant blend in **slops**. Point out the decodable part of **onto** and combine it with the high utility non-decodable word **to**. Help children with the new word, **floor**.

Page 11: Support children to read the first sentence, helping with **what** and **mess** as necessary. Encourage children to read the next two sentences together and focus on sounding out and blending the focus words, **fetch** and **fix**.

## 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.