Mum Bug’s Bag

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Focus phonics
The sound made by:

| w | y | z | j | n | k | r | d |
| b | f | h | i | u | s | m | c | t | g | p | a | o |

Skills, concepts and knowledge covered by the Teaching Notes

Skills – Blend three sounds together to make words; Segment simple CVC words into their individual sounds

Concepts – Words consist of sounds; Sounds in words are represented by letters; There can be more than one way to represent a sound

Knowledge – Focus phonics

Example phonic words
Mum Bug has red bag zip can fit pen in and fan bun pot jam get wet yuk gets big

High frequency tricky words
her of the

Letters and sounds
Phase 2
A sound in a word can be represented by one letter or more than one letter (sets 1–5)

Challenge words
hole

Introducing the phonics

Robot talk

Place objects (or pictures of objects) that are written with the focus letters in a bag: pen, cat, jug, net, can, bed, kid, wig, zip, yak, peg, cup, fan. Use a puppet to name the things in the bag in a special robotic way. Tell the children the puppet says all the sounds in words separately and they have to blend the sounds together to tell you what the puppet is saying. Ask the children to take turns to be the puppet.

Segmenting sounds

Draw three boxes in a row, as a phoneme frame, on a board. Display the letter cards (or magnetic letters) around it. Ask the children to pick one of the objects from the bag, segment the word into all its sounds and then place the three cards that make those sounds, one in each box, to write the word. Ask all the children to say the sound of each letter as you point to it, then blend the letters together to read the word. Point out words where the c sound is written with a letter c (cat, cup, can) and words where the c sound is written with a letter k (kid, yak).

Group or guided reading

Before reading

Ask the children to tell you the sound usually made by each letter in the box on the back cover of their books. Ask them: Which letters both make the sound c (as in cat)? Tell the children that most of the words in this book use these letters so they can sound out each letter and blend them together to read the words. Explain that it is important when blending the sounds in a word together to check to see if it sounds like a real word as some words are less regular.
Introduce the children to the context words (see page 5, or the inside back cover of *Mum Bug’s Bag*) by writing them on a board. Read these words and point out the letters that make the usual sound in each word (e.g. the *h* in *her*). This will help the children to remember these words.

**Strategy check**
Ask the children to show you how they would say the sounds and then blend the letters in each word in the title on the cover. Remind them to do this when they meet a new word in the story.

**Independent reading**
Encourage each of the children to read the whole book at his or her own pace, sounding out and blending words they do not recognise. Listen in to each child reading and provide lots of praise and support.

- Praise the children for sounding out and blending sounds to read words they do not recognise.
- Praise them for matching one spoken word to one written word.

**Assessment**
Observe the children to check that they can:

- confidently give the sound for all the focus letters
- successfully blend all the sounds for the word *red* together and recognise it as the word *red*
- match one spoken word to one written word.

Emphasise and model these skills for any child who needs help.

** Returning to the text**
Ask the children to:

- (Questioning, Summarising) Recall what Mum had in her bag in order (*pen, fan, bun, jam*).
- Write the things in Mum’s bag on the board. (Remind the children to segment the words into separate sounds, write the sounds down then blend them together to read what they have written).
- **Change One Letter**
  Change one letter of *jam* to write *jab*, then *job*, then *jot*, then *jet*, then *net*, then *nut*, then *but*, then *bit*.

**Assessment**
Observe the children to check that they can:

- follow the meaning of the text, recalling events in the correct sequence
- segment CVC words into their separate sounds, remembering the letters which represent those sounds
- use phonic knowledge to write simple regular words.

Model the appropriate responses for children who need help. Follow this up with further practice using the Blending Activity, Letter Pattern Activity and Segmenting Activity for *Mum Bug’s Bag* on the *esongbirds* CD-ROM, as well as additional practice reading *Mum Bug’s Bag* using the Talking Story version.

**Where next?**
**Further phonic practice**
Ask the children to find a picture in this book of something that rhymes with *can* (*pan*). Segment *pan* into its separate sounds and write it on a board. Blend the sounds together again to read the word. Change one letter to make *pen*. Look in the book and check.
Ask the children to look in the book and find a picture of something that rhymes with *bun (sun)*. Segment sun into its separate sounds and write it on a board. Blend the sounds together again to read the word. Change one letter to make it say *fun*, then *fin*.

**Extension phonic work**

(Imagining) Ask the children to write and illustrate a bag story. Use the following sentence structure:

*I can fit a _ _ _ in my bag.*