



No Milk Today


 Oxford Level 5

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|---|---|---|---|
| Focus phonics Long vowel sounds: <i>ee</i> as in <i>three</i> (made by <i>ee, ea, y, e</i>) <i>ie</i> as in <i>tie</i> (made by <i>y, i-e, i</i>) <i>oe</i> as in <i>toe</i> (made by <i>ow, o-e, o</i>) <i>a</i> as in <i>train</i> (made by <i>ay, a-e, a</i>) <i>ue</i> as in <i>blue</i> (made by <i>oo, o</i>) <i>oo</i> as in <i>good</i> (made by <i>oo, oul</i>) <i>ow</i> as in <i>down</i> (made by <i>ow, ou</i>) <i>oi</i> as in <i>coin</i> (made by <i>oi</i>) | Skills, concepts and knowledge covered by the Teaching Notes Skills – Hear and identify long vowel sounds in words; Blend sounds together to read words with long vowel sounds; Segment words with long vowel sounds into their individual sounds for writing Concepts – A sound in a word can be represented by one letter or by more than one letter; There can be more than one way to represent a sound; The same spelling pattern can represent more than one sound Knowledge – Focus phonics | Example phonic words Green needed feet freeze sheep feed asleep hungry empty she he I my find mice go open snow holes hay away chase gave moo too to wool stood would could cow now out around found noise | |
| | | High frequency tricky words have Mr Mrs said some there was were | Challenge words any can't chased dropped many wants |
| | | Letters and sounds Phase 5 A sound in a word can be represented by one letter or by more than one letter; There can be more than one way to represent a sound; The same spelling pattern can represent more than one sound |  = Language comprehension  = Word recognition |

Introducing the phonics


 Say words containing the letter patterns *y, oo, ow* (e.g. *shy, fly, try, by, happy, very, smelly, jolly, room, soon, food, root, hood, look, wood, foot, brown, how, owl, clown, show, slow, grow, own*). Ask the children to write the words on cards, segmenting the words into separate sounds and then blending the sounds together again to read the words.

 **Word sort**

Use the word cards to play *Word sort*. Make six columns. Label the columns *y* as in *sky*, *y* as in *jelly*, *oo* as in *good*, *oo* as in *moon*, *ow* as in *now*, *ow* as in *blow*. Sort the words on the cards into the right column.

Group or guided reading

Before reading

 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.

Remind the children of the context words (see page 5, or the inside back cover of *No Milk Today*) by writing them on a whiteboard. Read these words and point out the letters that make the usual sound in each word (e.g. the *g* in *give*). This will help the children to remember these words.

Strategy check

Ask the children to tell you the long vowel sound made by each letter pattern in the box on the back cover of their books. Tell the children that some of the words in this book use these letter patterns so they should look out for them as they read, remembering to sound out and blend words they do not recognise.

Independent reading

- W** Encourage each child to read the whole book at his or her own pace, pointing at the words, sounding out and blending words he or she does 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 the children for recognising familiar words.

Assessment Observe the children to check that they can:

- confidently give the sound for all the focus letter patterns
 - successfully blend the sounds of the multi-syllabic word *hungry* together by blending the sounds in each syllable together first
 - successfully blend all the sounds for the word *would* together.
- Emphasise and model these skills for any child who needs help.

Returning to the text

Ask the children to:

- C** (**Clarifying**) Tell you why the cat fell asleep. (It had taken so long to get some milk.) Find some evidence in the story to support their view.
- W** Find words in the text containing the vowel letter patterns *y, ow, oo*, (*hungry empty, any, my, many, moo, too, wool, stood, cow, snow, now*).
- W** Shut the book. Segment the words into their separate sounds and write them on cards.
- W** Add the words to the columns created in *Word sort*.

Assessment Observe the children to check that they can:

- follow the meaning of the text, recalling significant events and locating evidence
- segment words into their separate sounds, remembering the sounds made by the letter patterns *y, oo, ow*
- analyse the sounds made by the letter patterns *y, oo, ow*.

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 *No Milk Today* on the *eSongbirds* CD-ROM, as well as additional practice reading *No Milk Today* using the Talking Story version.

Where next?

Further phonic practice

- W** Find words in the text with the long vowel sound *ee* (*Green, needed, feet, freeze, sheep, feed, asleep, hungry, empty, any, many, key, she, he, squeak*). Repeat for the long vowel sounds *ai* and *oi* (*hay, away, chase, chased, gave, noise*).
- W** Shut the book. Write *feet, chase* and *noise* on a whiteboard, segmenting the words into separate sounds.

Extension phonic work

W Spot the rhyme words

Display words with the focus long vowel sounds, some of which rhyme (*bow, snow; float, goat; chain, train; make, flake; spray, play; time, mime; sky, why; green, been; heat, seat; holly, jolly; cloak, soil*).

Ask one child to find and read two words that rhyme. Everyone else puts their thumbs up if they agree.

Remind the children to read the words by sounding out and blending.

W Look at the rhyme words. Ask the children to tell you the long vowel sound in each word.

W Underline the letter pattern which makes that sound using a different colour for each long vowel sound.

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