

The Trunk and the Skunk

 Oxford Level 3

Author: Julia Donaldson

Teaching notes authors: Clare Kirtley and Gill Howell

Focus phonics Words with consonant clusters at the beginning and/or at the end	Skills, concepts and knowledge covered by the Teaching Notes Skills – Blend sounds together to make words; Hear sounds in consonant clusters; Segment simple words with consonant clusters into their individual sounds Concepts – The same skills of blending and segmenting, used to read CVC words, can be used to read and write words with consonant clusters; There is a difference between consonant clusters, where each letter makes a sound (e.g. <i>st, nk</i>) and letter patterns where two consonants make just one sound (e.g. <i>sh, th, ck</i>) Knowledge – Previously learnt phonics	Example phonic words stamp tramp crash trunk lift drink slosh stop smell sniff skunk stinks Help still mammoth thick things long tusks with them and lots pick that this will smells High frequency tricky words have I my no of Oh the Letters and sounds Phase 3 and 4 Phoneme-grapheme correspondences from sets 1–7 and one letter pattern for each of the vowel phonemes <i>ee, ie, oa, oo</i> (as in <i>moon</i>) and <i>oo</i> (as in <i>good</i>) Challenge words bananas good C = Language comprehension W = Word recognition
--	--	--

Introducing the phonics

Quick sounds

Write two letters that make one sound together on pieces of card (*sh, ch, th, ll, ss, ck, ff, zz*). Make letter cards of consonant clusters which make two separate sounds (*br, bl, cr, cl, dr, fr, fl, gr, pl, pr, sc, sk, sl, sm, sn, sp, st, sw, tr, tw*). Ask the children to say the sound made by each letter pattern as you point to it.

Segmenting and blending

Write words with consonant clusters on cards and place them in a bag (e.g. *jump, fact, snap, scan, trick, brisk*). Display magnetic letters. Ask a child to pick a card and read the word without showing it to the other children. Ask another child to segment the word into its sounds and find the letters that make those sounds to write the word. Ask the children to say the sound of each letter as you point to it, then blend the letters together to read the word. Look at the word on the card to check it.

Group or guided reading

Before reading

 Introduce the context words (see page 4, or the inside back cover of *The Trunk and the Skunk*) by writing them on a whiteboard. Read these words and point out the letters which make the usual sound in each word (e.g. the *n* in *no*). This will help the children to remember these words.

- W** Remind the children that if they do not recognise longer words, they can sound them out by first breaking the word up into smaller parts or syllables. Say some longer words and ask the children to break them up into smaller parts or syllables (e.g. *trumpet* – *trump* and *et*, *blanket* – *blank* and *et*).
- W** Ask the children to read the title and find a word which contains a consonant cluster (*trunk*, *skunk*, *and*) and a word which has two consonants making just one sound (*The*, *the*). Tell the children to look out for words with consonant clusters in the story.
- C** (**Clarifying**) Look at the picture on the cover and talk about what sort of creatures these are.

Strategy check

Explain that it is important when blending together the sounds in a word, to check it sounds like a real word as some words are less regular.

Independent reading

- W** Encourage the children to read the book at their own pace, sounding out and blending words they do not recognise. Listen to each child reading and provide lots of praise and support.

Assessment Observe the children to check that they can:

- successfully blend all the sounds for the word *stamp* together
- successfully blend all the sounds for the word *stinks* together
- successfully blend the sounds of the multi-syllabic word *mammoth* together by blending the sounds in each syllable together first.

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

Returning to the text

Ask the children to:

- C** (**Clarifying**) Tell you what a mammoth is and what it can do. (It can stamp, dig, pick things up, drink and smell with its trunk, slosh its Mum and Dad.) Ask: *Why does the mammoth slosh the skunk?* (Because it smells.)
- W** Shut the book, segment *smell* into its separate sounds and write the word on a whiteboard.
- W** *Change one letter pattern*
Change *smell* to write *spell*, then *spill*, *still*, *stilt*, *stint*, *stink*, *slink*, *blink*, *blank*, and *clank*.
- W** Find words in the text which begin with the sound *st* (*still*, *stinks*, *stop*, *stamp*). Read the words by sounding out and blending.
- W** Find words in the text which end with the sound *nk* (*trunk*, *drink*, *skunk*). Read the words by sounding out and blending.

Assessment Observe the children to check that they can:

- follow the meaning of the text, recalling significant parts
- segment words with consonant clusters into their separate sounds, remembering the letter patterns which represent those sounds
- hear the separate sounds in consonant clusters.

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 *The Trunk and the Skunk* on the *eSongbirds* CD-ROM, as well as additional practice reading *The Trunk and the Skunk* using the Talking Story version.

Where next?

Further phonic practice

W Spot the difference

Say pairs of words that are the same except for one letter (e.g. *went, wept; mink, milk; clamp, cramp; sting, swing; text, test; plan, flan; band, bank*). Write the first word on a whiteboard and ask the children to change one letter to make the second word.

Extension phonic work

Ask the children to use non-fiction books to find out about an animal (e.g. What does it eat? Where does it live?). Record this information in writing or pictures and use it to write and illustrate a story about the animal. Use some of the sentence structures from *The Trunk and the Skunk*, e.g. *I can stamp on... I can pick up...*

Oxford
OWL

For teachers

Helping you with free eBooks, inspirational resources, advice and support

For parents

Helping your child's learning with free eBooks, essential tips and fun activities



www.oxfordowl.co.uk