

Pip's Got It!

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Text type: Fiction, Adventure Mouse, Non-partner Text

GPCs: g, o, c, k

Focus words: notice, practise, problem, useful

Synopsis

In this story, Sam drops his wallet down a drain and doesn't notice, so Pip and Kit take it upon themselves to get it back for him.

How to use this book

Each *Word Sparks* book contains a small number of focus words. These are words to discuss with the child, not for the child to decode.

You might like to read the book more than once:

First read: Focus on understanding and enjoying the book.

Second read: Encourage fluent sounding out and blending.

Third read: Look in more detail at the focus words or follow a particular learning focus that you're working on.

These focus word boxes are for the adult to read. Whenever it feels right, pause and talk about the focus words.



Group/Guided reading

Introducing the book

- Look together at the cover and ask the children to read the title to you.
- Ask: *What do you think Pip and Kit might need all that equipment for?*

Strategy check

Before reading, draw the children's attention to the word reading strategies that they are currently developing. For instance, as they read, encourage the children to sound out and blend new words, e.g. 't-a-p, tap'. This book includes a number of decodable words, providing opportunities for the children to practise the skill of sounding out and blending.

Reading the book

- Ask the children to read the book aloud, supporting where necessary with any unfamiliar words or concepts. Praise and encourage them as they read.

- On p3, ask the children why they think Sam didn't notice that he'd dropped his wallet. (he was too busy talking on the phone)
- On p7, ask: *Do you think Pip and Kit's plan will work? Why/Why not?*

Returning to the book

- Look back at p4. Ask the children what they think Pip and Kit could be thinking on this page. (Oh no! How are we going to get the wallet out? What could we use?) (Drawing inferences)
- Look back at p8. Ask: *Can you read "Stop it, Kit!" in a way that shows Pip is worried or scared?* (Reading fluently)
- Look again at p9. Ask: *How do you think Pip is feeling now?* (relieved, happy) (Drawing inferences)
- Look at p11. Ask: *Do you think Sam will drop his wallet again another time? Will Pip and Kit be there to help?* (Making predictions)

Independent reading

- Introduce the book as in the *Introducing the book* section above.
- Encourage the child to read the book using their phonics knowledge as independently as possible.
- Encourage them to sound out and blend new words that they come across. Remember to give lots of encouragement and praise.
- Use the focus word boxes to discuss the focus words.

Speaking and listening

Encourage the children to think about what Sam might do and say if he had noticed that he had dropped his wallet and what he would say to Pip and Kit for finding it for him. Discuss it as a class.

Taking vocabulary further

- Encourage the children to come up with possible speech bubbles for Pip and Kit on p4, p6 and p8 of the story. Role-play them as a class.
- Encourage the children to listen out for the focus words, for example in other books they are listening to, during conversations or while watching television.

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