

Look in a Book

Emergent Level 6

Phonemic Awareness

1. Rhyming

A number of one-syllable words in Look in a Book can be used to generate rhyme. Choose any of those from the following list and ask students to think of words that rhyme with each one.

<i>got</i>	cot, dot, hot, lot, not, pot, rot, what, slot, spot, swat, shot
<i>best</i>	nest, pest, rest, test, vest, west, blessed, crest, dressed, chest
<i>make</i>	bake, cake, fake, lake, rake, sake, take, wake, flake, break, steak, shake
<i>kite</i>	bite, fight, height, light, might, night, right, tight, white, bright, fright
<i>hut</i>	but, cut, gut, nut, shut

2. Hearing sounds in words

The focus sound in this book is the short 'oo'. Brainstorm words that have a short 'oo' sound inside the word (*good, hood, took, crooked, would, should, foot, whoosh*).

As you or students read the book, ask them to raise their hand when they hear a word with a short 'oo' sound inside it.

Page 3	<i>look, book</i>
Page 4	<i>could</i>
Page 5	<i>should, cook</i>
Page 6	<i>should, hook</i>
Page 7	<i>could, wood</i>
Page 8	<i>hood</i>
Page 9	<i>would, good</i>
Page 10	<i>good, should</i>
Page 11	<i>bushes</i>
Page 12	<i>put</i>
Page 14	<i>book, good</i>
Page 16	<i>look, bushes</i>

3. Hearing syllables in words

Call out the words listed below, mixing up the order of one- and two-syllable words. For each one, students clap the syllables and say how many syllables they can hear.

One-syllable words	Two-syllable words
play	nothing
could	yummy
hook	pudding
wood	fishing
cape	bushes
kite	under
right	window

Phonics

NOTE

The short 'oo' sound is most commonly written **oo**. However, there are several high-frequency words that use a single **u** (*put, push, full, pull*) or an **oul** (*would, could, should*) to write the short 'oo' sound.

For the small number of words that don't use the **oo** spelling pattern, it is easier for students to just learn to spell them as sight words.

In Look in a Book the spelling patterns for the short 'oo' sound are coloured blue to make it easier for students to recognise and pronounce them.

1. Sorting the spelling patterns

Use the phonics focus cards and short 'oo' spelling pattern cards as a sorting activity to highlight the different ways in which the short 'oo' can be written.

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look	put	could
book	bushes	would
cook		should
hook		
wood		
hood		
good		

2. Exploring spelling patterns with Elkonin boxes

Use the Elkonin box technique to highlight how the short 'oo' can look in words. Count the sounds in some of the one-syllable words and then write the words into Elkonin boxes. Students then circle the short 'oo' sound box and look at the different ways in which the short 'oo' can be written.

Note that in this activity you are not expecting students to remember all these spelling patterns. Rather, the aim is for them to learn that the same sound can be written in different ways in different words. **It sounds the same but looks different.**

For example:

book	oo	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td>b</td><td>oo</td><td>k</td></tr></table>	b	oo	k
b	oo	k							
could	oul	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td>c</td><td>oul</td><td>d</td></tr></table>	c	oul	d
c	oul	d							
good	oo	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td>g</td><td>oo</td><td>d</td></tr></table>	g	oo	d
g	oo	d							
wood	oo	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td>w</td><td>oo</td><td>d</td></tr></table>	w	oo	d
w	oo	d							
put	u	<table border="1"><tr><td></td><td></td><td></td></tr></table>				<table border="1"><tr><td>p</td><td>u</td><td>t</td></tr></table>	p	u	t
p	u	t							

Vocabulary Development

1. Synonyms

Think of all the words you can that could be used instead of *yummy*.
tasty, delicious, scrumptious etc.

What is your favourite thing to eat? Why do you like it?

2. Word meanings

pudding

What is a pudding? When do you eat pudding? What puddings do you like the most?

What is another word that means the same as *pudding* (*dessert*)?

Is there a difference between pudding and dessert?

cape

What is a cape? Why would someone wear a cape?

Who wears a cape? Which superheroes wear a cape?

3. Collocation

A **collocation** is a collection of words or phrases that contain a common word.

How many words and phrases can you think of that contain the word *play*?

player, playmate, plaything, play centre, play school, play around, play up, playing at, playful, playwright, play with, play along, play your cards right, play havoc, play safe, play with fire, play lunch, play on words etc.

How many words and phrases can you think of that contain the word *book*?

bookmark, booklet, booking, in your good books, bookcase, book keeper, bookworm etc.

Comprehension

1. Before reading

Introduce the book by discussing the front picture and the title. Ask, "What do you expect this book to be about?"

Explore further with questions such as the following.

How often do you get bored at home? What do you do when you are bored?

What are some fun things to do when you are playing by yourself?

2. During reading

Ask questions such as the following to check students' understanding, and to access and develop their background knowledge.

Page 2

What do you think the boy wants his mother to do?

How do you know that Mum can't do anything with the boy?

Pages 3–4

What sort of book does Mum give the boy? Why does she give him this book?

Where does the boy take the book when he looks at it?

- Pages 5–6 What two things can you see in the picture that he might be able to play with?
Can you think of any reasons why he might not want to play with them?
Who would help the boy to make the pudding? Why would he need help?
What things do you like to help cook? Are there any things you can cook by yourself?
Why can't the boy go fishing? What is a hook used for?
- Pages 7–10 Look at the pictures. What is being made in each of the pictures?
Who is doing most of the work?
What does a kite do? What sort of weather do you need in order to fly a kite?
Why did the boy decide that none of the ideas was any good?(Help students to conclude that each idea requires him to have help or supervision. He needs to try to find something he can do on his own.)
- Pages 10–13 What do you think gave him the idea of making a hut?
What would be good about building the hut in the bushes?
Have you ever made a hut? What did you make it out of?
What equipment did the boy need to make his hut?
- Pages 14–16 How does the boy feel about his hut? How do you know?
Who is allowed into the hut?
What do you think the boy might have learnt by reading the book? What might he have learnt by making the hut?

Fluency

1. Scrambled sentences

Use the scrambled sentences from the story that are included with this teacher guide for this activity.

Ask students to unscramble the words in each of the sentences by writing the sentence in the correct order underneath. The first word in each sentence is underlined. Once they have the sentence in the correct order, they draw a picture to match it. Finally they practise reading each sentence fluently.

2. Making connections

Photocopy the making connections worksheet included with this teacher guide.

Brainstorm a list of things students could do if they were bored. Encourage them to come up with ideas that require imagination and creativity.

Ask students to choose the four ideas they like the most. On the worksheet, they write and/or draw the ideas of their choice in a bubble. Display the finished worksheets around the classroom as ideas for other students.

3. Word cards

Photocopy the word cards onto cardboard and cut them up.

High-frequency words

The high-frequency words are grouped into decodable words and non-decodable words.

Students could read the cards as an independent activity in pairs or in groups. One approach is for one student to hold up each card and the other student(s) to read the word.

Alternatively “deal” out the cards to students in the group. Each student places their words face down. In turn, students turn over one card and have a try at reading it. If the student can’t read their word, someone else in the group has a try at it.

To prepare for a game of snap, make duplicate sets of the cards. Shuffle the cards and deal them out to a pair or group of three students. Each student reads the word as they place it on the pile. All students aim to “snap” any pair of words that appears on the pile.

Phonics focus cards

When you prepare the phonics focus cards, use a blue marker pen to colour-code the short ‘oo’ patterns.

Students could use these cards to read the words like sight words, or they could spread them out and match them to the words in the text as they reread the story.

If you stick these word cards to a board or poster, you could make new cards for any other words students find that contain a short ‘oo’ sound.

Scrambled sentences

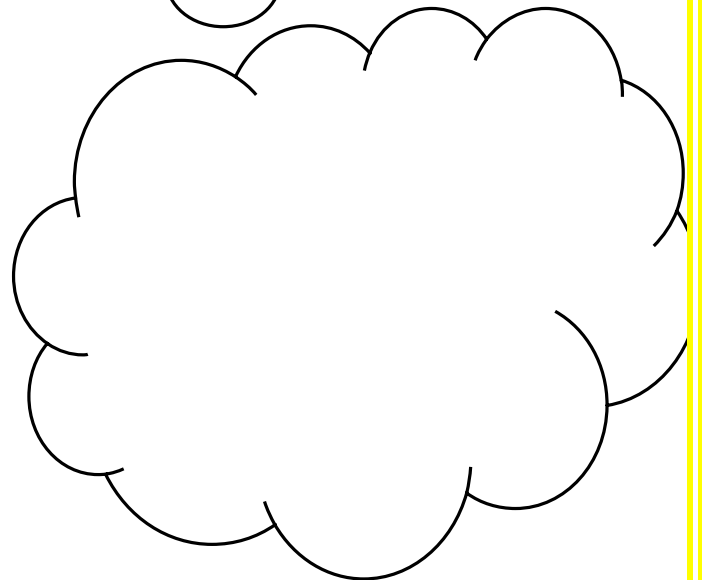
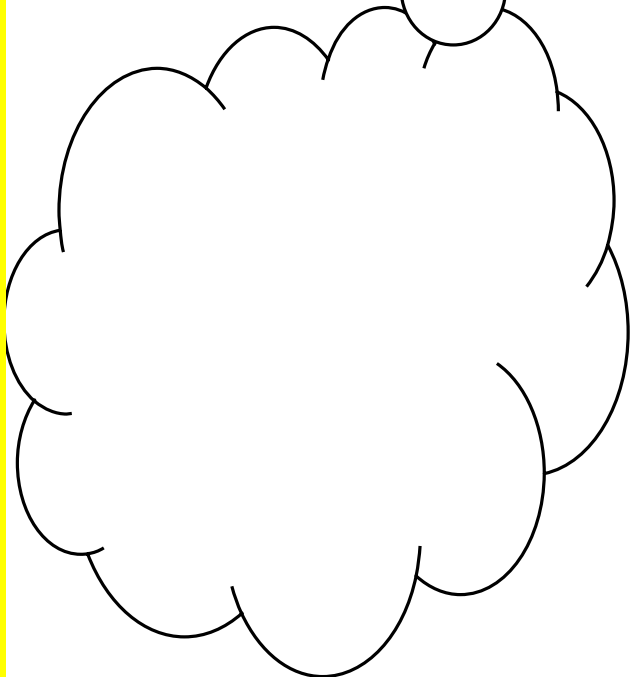
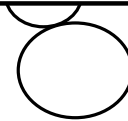
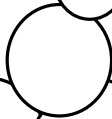
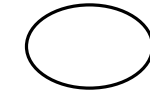
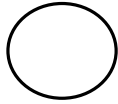
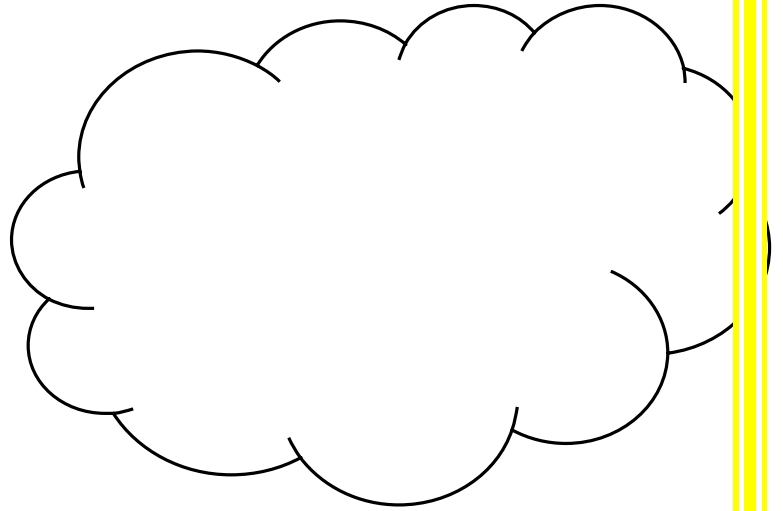
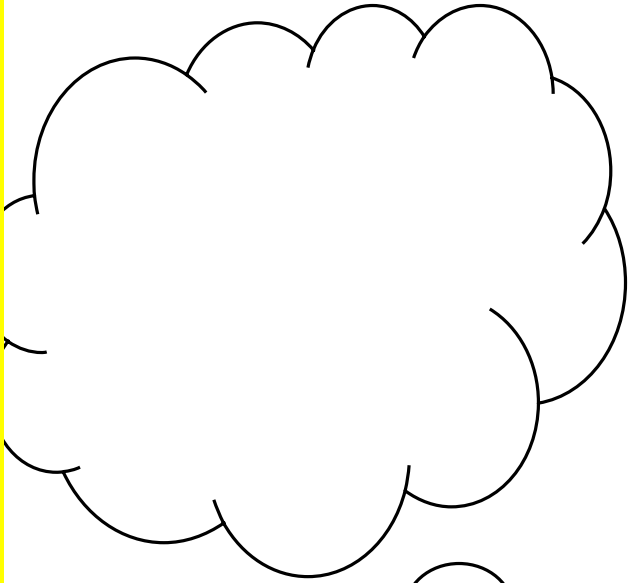
**cook pudding I should a
yummy.**

**hut I'll here make these bushes
right in a**

Mum good book a is this.

**bushes made the Look hut at
the in I.**

Making connections - Look in a Book



Non-decodable high-frequency words

one	now	what
have	they're	know
here	these	nothing
with	the	thing
or	something	out
door	this	

Decodable high-frequency words

Mum	I've	got
to	do	and
no	play	well
best	is	look
in	a	book
could	should	I
go	but	don't
make	of	be
good	I'll	right
put	under	window

look

made

Phonics focus words

look

book

could

should

cook

pudding

hook

wood

hood

would

good

bushes

put