

**Raspberry Fizz**  
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Early Level 11  
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## Phonemic Awareness

### 1. Manipulating sounds to make new words

**What words would we make if we dropped the first sound in each of these words?**

*around* without the short 'u' - *round*

*grumble* without the 'g' - *rumble*

*stool* without the 's' - *tool*

*drink* without the 'b' - *rink*

*wait* without the 'w' - *ate*

*fizz* without the 'f' - *is*

*rolled* without the 'r' - *old*

**What words would we make if we dropped the last sound in each of these words?**

*rosy* without the long 'e' - *rose*

*cried* without the 'd' - *cry*

*frosty* without the long 'e' - *frost*

*round* without the 'd' - *row*

*liked* without the 't' - *like*

*watched* without the 't' - *watch*

### Extension

**What words would we make if we swapped the vowel sound in each of these words?**

The short 'a' in *drank* for a short 'i' - *drink*

The short 'i' in *sip* for a long 'o' - *soap*

The long 'o' in *roll* for a long 'e' - *real*

The short 'a' in *wrap* for a long 'o' - *rope*

The short 'i' in *simple* for an 'ar' - *sample*

The long 'i' in *like* for a short 'i' - *lick*

## Phonics

### NOTE

The 'r' sound is relatively easy to spell because it is usually written with **r**, **rr** (if it follows a short vowel sound – *hurry*, *carry*, *sorry*) and occasionally at the start of a word with **wr** (*wrap*, *wriggle*, *wrestle*, *wreck* etc). Students will need to learn the common **wr** words as sight words.

It is important that students pronounce the letter **r** correctly (it is a continuous sound - 'rrrr' as in *run*) and do not confuse it with the 'ar' sound as in *arm*.

### 1. Introducing the 'r' sound

Practice making the sound – 'rrrrrr'. It is a continuous voiced sound. Ask students to repeat the words, *run*, *rat*, *read* and to listen to the 'r' sound at the start of these words.

### 2. Brainstorming words that begin the 'r' sound

Brainstorm words that begin with the 'r' sound.  
(*race*, *row*, *red*, *rosy*, *really*, *rabbit*, *rescue*, *road*, *round*)

Words do not usually end with the 'r' sound – the letter **r** on the end of many words is part of a spelling patterns for vowel sounds (*collar*, *teacher*, *actor*, *centre* etc.).

Brainstorm words that have an 'r' sound inside the word.  
(*marry*, *carry*, *berry*, *hurry*, *sorry*)

### 3. Look for the spelling patterns for the 'r' sound

Say the word *red* and count the sounds. Draw three sound boxes on the board.

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Write the word *red* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the 'r' sound.

r	e	d
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Say the word *hurry* and count the sounds. Draw four sound boxes on the board.

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Write the word *hurry* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the 'r' sound.

h	u	rr	y
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Say the word *wrap* and count the sounds. Draw three sound boxes on the board.

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Write the word *wrap* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the 'r' sound.

wr	a	p
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Write the patterns you have found on the board

**r**

**rr**

**wr**

Write some of the words students brainstormed under these spelling patterns.  
Explain to students that these are the most common spelling patterns for the 'r' sound.

#### 4. Find the words that contain the 'r' sound in Raspberry Fizz

As students read Raspberry Fizz ask them to listen for words that contain the 'r' sound. When the book has been read, go back and re-read it a page at a time. Ask students to identify the 'r' words on each page and write them on the board under the correct spelling pattern. Ask students to colour-code the spelling patterns for the 'r' sound in the words on the board.

#### 5. Extension

Write the 'r' words from the book and from students' suggestions, onto cards. Students could sort the cards into spelling pattern groups. They could then look at where in the word the spelling patterns occur.

Students could then sort the words into those that have a single **r** and those that have a double **r**. Ask them to listen to the vowel sounds that come before the **rr**. This pattern usually follows a short vowel sound.

## Vocabulary Development

### Adjectives

Reread Raspberry Fizz and ask students to identify all the adjectives in the story. (*rosy-red, bubbly, delicious, frosty, big*). Discuss what each of these adjectives describes in the story.

colour (*rosy-red*)

shape (*bubbly*)

taste (*delicious*)

temperature (*frosty*)

size (*big*)

Ask students to work with a partner to think of more adjectives to go with each of these categories. Students could complete Activity Sheet 1 to record some of the words they have thought of and a noun that it could be used with.

## Verbs

Read the following pages of Raspberry Fizz and ask students to identify the verbs – the words that describe what the girls, the raspberries or the raspberry fizz are doing. Write the verbs on the board in three groups – things that the Karen or Robin did, things that the raspberries did, things that the raspberry fizz did.

Pages 4 and 5 (*liked, wrap, roll, rumble, squash*)

Page 6 (*loved, exploded*)

Page 11 (*growl, grumble, wriggled, wait*)

Page 13 (*watched, fizz, tumbled, rolled*)

Pages 18 and 19 (*slurped, rumbled, rolled, tumble, turned, opened, bubbled*)

Discuss these words as they are used in the story. Ask students to think of other situations where they could use these words.

For example: Karen liked to *wrap* her tongue around the raspberry.

What else could we wrap our tongues around?

How else could we use the word *wrap*? (*Wrap a parcel, wrap a baby, wrap some food*)

Students could complete Activity Sheet 2 using these verbs in new situations.

## Comprehension

### Characters

Karen and Robin are friends. In some ways they are the same and in other ways they are different. Turn to the pages below and compare and contrast Karen and Robin.

Page 8: Look closely at the illustration of the girls and think about what they look like.

List two things that are the same about them. (*Both are wearing dresses, both are about the same age*)

List 4 things about the girls that are different. (*Karen has bows in her hair and is wearing a bracelet. Karen is wearing shoes and Robin is wearing boots. Robin is wearing glasses.*

*Karen has straight hair and Robin has curly hair. Karen has short sleeves and Robin has long sleeves. Karen has brown hair and Robin has blond hair.*)

Page 9: From the action in the illustration, what can you tell about how the girls are feeling?

How does Karen feel in this picture? What is she doing that makes you think she feels this way?

How does Robin feel in this picture? What is she doing that makes you think she feels this way?

Page 17: Look closely at this illustration.

What is happening in this illustration?

How has Karen changed?

What has caused the change in Karen?

How do you think Karen is feeling? How do you know this?

How do you think Robin is feeling? How do you know this?

Complete Activity Sheet 3 to show the similarities and differences between these two characters.

## Setting

There are two different settings in this story. Discuss with students what they found out about raspberries from the garden setting. Ask students to use the illustrations on pages 2 and 3 to talk about raspberries.

Where do raspberries grow? (*On bushes*)

Describe what a raspberry looks like.

Describe what a raspberry tastes like.

What else do you know about raspberries?

What is the second setting (*a milkbar/café*). What is going to happen to the raspberries here? What other things could be made from raspberries? Where might these be sold? (*Raspberry jam - supermarket, raspberry pie – bakery etc.*)

Use Activity Sheet 4. Students choose another fruit and describe where it grows, what it looks and tastes like and how it can be used.

## Story Structure

Students who need extra practice sequencing events could use Activity Sheet 5 to retell the story.

## Fluency

### Phonics focus words

Make up these words into cards – either colour-code the 'r' spelling patterns or print them in colour. These cards can be used for quick word recognition or for word sorts to identify spelling patterns for the 'r' sound.

## Activity Sheet 1

Write three new adjectives for each category and use the adjective to describe a noun.

### COLOUR

yellow

a yellow balloon

_____	_____
_____	_____
_____	_____

### SHAPE

round

a round ball

_____	_____
_____	_____
_____	_____

### TASTE

sour

a sour lemon

_____	_____
_____	_____
_____	_____

### TEMPERATURE

cool

a cool breeze

_____	_____
_____	_____
_____	_____

### SIZE

tiny

a tiny ant

_____	_____
_____	_____
_____	_____

## Activity Sheet 2

Use each of these verbs in a sentence.

### VERBS

**wrapped** \_\_\_\_\_

\_\_\_\_\_

**squashed** \_\_\_\_\_

\_\_\_\_\_

**exploded** \_\_\_\_\_

\_\_\_\_\_

**growled** \_\_\_\_\_

\_\_\_\_\_

**wriggled** \_\_\_\_\_

\_\_\_\_\_

**slurped** \_\_\_\_\_

\_\_\_\_\_

**rumbled** \_\_\_\_\_

\_\_\_\_\_

Choose words that describe Karen and Robin's appearance from the list below. Put words that apply to both girls in the middle section. Use the illustrations on page 8 to help you.

girl  
friend  
butterflies

boots  
brown hair  
bows

blond hair  
shoes  
straight hair

glasses  
curly hair  
bracelet

**Karen**

**Robin**

**It grows.....**

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**It looks like.....**

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**My Fruit**

**It tastes like.....**

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**It can be used to make.....**

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**Activity Sheet 5**

Cut out the following cards. Mix them up and then lay them out in the correct story sequence.

Karen liked their rosy-red roundness and their bubbly shape.

Karen slurped and slurped. The bubbly fizz rumbled and rolled, tumbled and turned, round and round in her tummy.

Karen liked to let it roll and rumble around in her mouth.

“If you like raspberries, you’ll love a Raspberry Fizz,” said Robin.

Karen wriggled on her stool. She could hardly wait.

Karen laughed. She really loved Raspberry Fizz. It was as simple as that!

**Phonics Focus Words**

Karen	raspberries
really	rosy-red
wrap	roundness
roll	around
Robin	rumble
drink	friend
cried	grumble
growl	wriggled
round	frosty
straw	rolled

r	stirred
rr	wr