



Hop! Hop! Pop!

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Information about assessment and curriculum links can be found at the end of these Teaching Notes.

Group/Guided reading

Introducing the story

- Read the title to the children, pointing to the words. Look at the cover picture. Ask the children: *Who are the children in the picture? What are they doing?*
- Talk about the word *Pop*. Ask: *What goes 'pop'?* Discuss how balloons can go pop and how hoppers are like balloons.
- Sound out the words *hop*, *h-o-p* and *pop*, *p-o-p* in the title. Say that both of these words contain the grapheme **p**. Ask the children to look through the book to find other words that contain this grapheme (*Chip*, *hopper*). Encourage them to recognise that *hopper* has the grapheme **pp** which is code for the sound /p/.
- This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also a number of high frequency tricky words used in the book. These words are common but may not conform to the phonics teaching that children will have learned at this point. Read these words for the children if necessary, to help build familiarity before they read the story independently:

the go was

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Remind the children to sound out and blend new words, for example *b-i-g*, *r-e-d*.
- Pause at the end of page 1, ask: *What is Mum marking with the toilet roll that she has tied to the tree?*
- On page 1, point to the word *hoppers* and help the children to read this word. Sound out the individual sounds for children and encourage them to blend the sounds together, *h-o-pp-er-s*. Ask: *What is a hopper? Have you ever had a go on a hopper before?*
- On page 2, ask children to sound out and blend *set*, *s-e-t*. Talk about how the word has different meanings and explain what *set off* means in this story.
- Pause at the end of page 6 and ask: *Who do you think will win the race?*

Returning to the story

- Ask the children to retell the story in their own words.
- Look again at page 4 and ask: *Why is the red hopper so big?*
- Look again at page 5 and encourage the children to look at Dad and Kipper's expressions. Ask: *Who looks like they really want to win the race?*
- Ask: *Why does Chip say "Hop, hop, hooray!" at the end of the story?*

Independent reading

- Introduce the story as in the Introducing the story section above.
- Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- As they read, encourage the children to sound out and blend new words, for example, *s-e-t*, *o-ff*.
- Support children with reading tricky words.
- This book also contains a number of challenge words, which children may need more support with at this stage, but which enrich the story:

Chip hopper wins hooray

If a word is too difficult, simply read the word for them.

- Remind the children that the text in speech bubbles shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.
- For suggestions of questions to ask the children and discussion points for after they have read the story, please refer to the notes on the inside covers of the pupil book.

Speaking, listening and drama activities

- Sit in a circle with the children and talk about how *pop* is the noise that the hopper in the story made when it burst. Explain that you are going to have a sound quiz. Ask: *What makes the sound 'buzz'?* Encourage suggestions and then tell the children that you were thinking of a bee.
- Ask children to take turns asking the question: *What makes the sound...?*
- Tell the children to discuss possible answers and then ask the questioner to say what they were thinking of.
- Continue around the group.

Writing activities

- Provide the children with paper and a variety of pencils, crayons and coloured pencils.
- Ask the children to choose a sound, draw the object that makes the sound, then write the sound it makes in a speech bubble next to the object.
- Remind them of some of the simple sound words discussed in the speaking and listening activity.
- Encourage them to use their phonics skills to sound out and spell the words where appropriate.

Cross-curricular suggestion

Physical Education – Tell the children that bouncing on hoppers is a good way to exercise. Ask them to think about what exercise they do each day and share some ideas with the rest of the group. Talk about the importance of exercising regularly.

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Hop! Hop! Pop! (Oxford Level 1+) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- When prompted, can use illustrations to support talk about what is happening in a text and to predict what might happen next. (D) [ORCS Standard 1, 3]
- Can use developing GPC knowledge to sound and blend simple VC and CVC words. (READ) [ORCS Standard 1, 5]
- Is able to read some words from the YR high frequency word list. (READ) [ORCS Standard 1, 6]
- Can read most common CVC words automatically, without the need for sounding and blending. (READ) [ORCS Standard 1, 24]

Letters and Sounds: Phase 1

- *Decode and Develop* titles are designed to support children with the transition from phonic readers to richer reading with highly decodable stories. This title is approximately 60–70% decodable when read alongside *Letters and Sounds* Phase 1.

ENGLAND The National Curriculum in England: Reception

EYFS

The activities in this book develop all areas listed within the following Early Learning Goals: 01, 02, 03, 09, 10.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – Early Level

Listening and talking	As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings (LIT 0-10a) I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-01c) To help me understand stories and other texts, I ask questions and link what I am learning with what I already know (LIT 0-07a / LIT 0-16a / ENG 0-17a)
Reading	I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / 0-11a / LIT 0-20a) I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write (ENG 0-12a / LIT 0-13a / LIT 0-21a) I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things (LIT 0-14a)
Writing	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-26a)

WALES Foundation Phase Framework: Reception

Oracy	Learners are able to use words, phrases and simple sentences (YR_OracSpea.4) Learners are able to contribute to role-play activities using relevant language (YR_OracSpea.7) Learners are able to ask questions about something that has been said (YR_OracList.9) Learners are able to take part in activities alongside others, with some interaction (YR_OracColl.2)
Reading	Learners are able to recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters): – orally blend combinations of known letters (YR_ReadStrat.5i) Learners are able to read simple words such as consonant-vowel-consonant words (YR_ReadStrat.8) Learners are able to read simple captions and texts recognising high-frequency words (YR_ReadStrat.9) Learners are able to show an interest in books and other reading materials and respond to their content (YR_ReadResp.1)
Writing	Learners are able to convey meaning through pictures and mark making (YR_WritMean.3) Learners are able to hold writing instruments appropriately (YR_WritGPH.1)

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1

Talking and listening	Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3) Pupils can ask and answer questions for specific information (L1_com_talk.2) Pupils can make eye contact and take turns whilst engaging in conversation (L1_com_talk.6)
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Reading	<p>Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)</p> <p>Pupils can read and understand familiar words, signs and symbols in the environment (L1_com_read.3i)</p> <p>Pupils can use visual clues to locate information (L1_com_read.3ii)</p> <p>Pupils can show understanding of the meaning carried by print, pictures and images (L1_com_read.1)</p> <p>Pupils can talk about what they read and answer questions (L1_com_read.5)</p>
Writing	<p>Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)</p>