Hop! Hop! Pop!

ⓒ = Language comprehension
ⓦ = Word recognition

Group/Guided reading

Introducing the story

ⓒ Read the title with the children. 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. Ask: *what do you notice about these two words?* Identify the same grapheme *"p"* in both words. Ask: *Can you find some other words with "p" in this story? (Chip, hopper).*

ⓦ Pay attention to the tricky words used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.
the   go   was

Strategy check

Remind the children to use their knowledge of phonics to sound out and blend new words.

Reading the story

● Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.

ⓒ *(Questioning)* Pause at page 55-① and ask the children: *What is Mum marking with the toilet roll that she has tied to the tree?*

- Ⓒ *(Questioning)* Ask: *What is a hopper? Have you ever had a go on a hopper before?*
- Ⓒ *(Prediction)* Pause at page 56-⑤ and ask the children*: Who do you think will win the race?*
- Ⓦ On page 55-①, 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.*

Observing Did the children point to each word as they read? Can they use their phonic knowledge to decipher new words?

Returning to the story

- Ⓒ *(Summarising)* Ask the children to re-tell the story in their own words.
- Ⓒ (Questioning) Look again at page 56-③ and ask: *Why is the red hopper so big?*
- Ⓒ *(Questioning, Comparing)* Look again at page 56-④ and encourage the children to look at Dad and Kipper's expressions. Ask: *Who looks like they really want to win the race?*
- Ⓒ *(Clarifying)* Ask: *Why does Chip say "Hop, hop, hooray!" at the end of the story?*

Independent reading

Objective Read a range of familiar and common words and simple sentences independently.
- Ⓦ As they read, encourage the children to sound out and blend new words, for example *b-i-g, r-e-d, s-e-t, o-ff.*
- Ⓦ Support children with reading challenge words:
  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.

Observing Did the children read independently from left to right? Did they read with emotion and confidence?

Speaking, listening and drama activities

Objectives Interact with others, taking turns in conversation.

- 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

Objectives To write captions for pictures and drawings; to experiment with writing in a variety of play situations.

- 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.