PREVIEW

Pip on a Mat

Selected activities and teaching excerpts from the full learning pack

From the core workbook

Pip on a Mat

Pip sat on a mat.

Pip was wet.

The mat was wet.

Nan got a rag.

Dab, dab, dab!

Nan set the mat in the sun.

Pip had a nap.

Why did Nan move the mat?

Adult can read each question aloud. Use the story page and talk first.

1 What did Nan get? Point to the word that names it.

2 Show what happened first and next. Pick two from these ideas: Pip sits on the mat, Nan gets a rag, Nan puts the mat in the sun.

3 Why might Nan put the mat in the sun? Start with ‘I think … because …’. Point to a line that helps you.

4 Say *Dab, dab, dab!* with a little space between the words. What do those three dabs help you imagine?

5 Tell the story in two sentences. Use a person or animal, a problem and one action that might help.

A model to notice. Adult says, ‘I think Nan wants to dry the mat because the story says the mat was wet.’ Point to *wet*. That is the word that supports the idea about drying. A different reasonable idea can work if it fits the story.

Your turn. Tell what Pip might do next. Adult can write what you say beside your drawing.

From the support workbook

Build a word with help

Point across the model. Say each sound. Sweep your finger across all three and say the word.

First	Middle	Last
s	**i**	**t**

Adult. Say *sat*. The child changes one card. Ask, 'Which part stayed the same?' Now say *mat*. The child changes another card. Read all three letters again. Cover the word column when listening for each missing letter.

Word to make	First	Middle	Last
sat	s	———	t
mat	———	a	t
map	m	a	———
tap	———	———	———

Transfer. Cover the top rows. Adult says *pat*. The child puts three cards down with no model to copy.

First	Middle	Last

From the home educator guide

Session 3 · Read a controlled story

Goal. Read mixed-vowel CVC words accurately, then use them in a short text. Allow about 20 minutes. Use Core sections *Read, write and check*, *Before the story* and *Pip on a Mat*.

Prepare · 4 minutes. Show a rag and demonstrate a dab. ‘I press the rag lightly, lift it and press again. That small quick press is a dab.’ Preview wet, rag, dab, set and nap in speech and ask the child to show one action. Teach **a**, **the** and **was** as on the earlier page.

I do · 3 minutes. Point to **wet**. ‘I start at w. I say the sounds without big gaps, then say *wet*. Listen to me read it in a sentence: “Pip was wet.” I know *wet* fits because a dog and a mat can get wet.’

We do · 4 minutes. Read **rag** and **dab**, then practise **sun**. Stop on any specific correspondence the child does not know. Ask the child to find **the** or **was** in the story. Connect the word to its phrase and read the three parts together.

You do · 6 minutes. Child reads the story. For a wrong word, say, ‘Look all the way through. Try the sounds again.’ If that fails, supply the missed sound, ask for a blend and reread from the start of the line. After the first read, ask for a second read with a speaking voice. Let the child point under each word as needed.

Close · 3 minutes. ‘What did Nan get? Show me the word.’ Ask one question now and return to the other Core prompts later. Accuracy comes before pace. No stopwatch is needed.