



Pop, Pop in the Pot



Ready to Read Phonics Plus

Pop, Pop in the Pot

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Illustrated by Stevie Mahardhika



Nat sees Dad
and Mum.

Nat sees the pot.
Pop, pop.





The top of the
pot pops off!

“Stop, stop, stop!”
says Dad.





Mop, mop, mop!

TEACHING NOTES

Pop, Pop in the Pot

■ Reading practice

This story provides children with the opportunity to practise reading the letter-sound patterns they have learned, alongside learning other high utility non-decodable words.

Focus sounds

m d p t s a e o

Introduce the text to children and read the story aloud together, pointing to each word as it is read. There are two types of words in the story: regular decodable words and words that are not. These words are listed below. Support children to sound out the regular words and then blend the sounds together to read the word. When reading the words that can't be sounded out, children can simply be told the words. Give plenty of praise for children's reading attempts and encourage re-reading to build accuracy and fluency.

Regular words for sounding out

Dad, pop, pot, top, mop

Other words to tell your child

sees, the, off, says, stop, of, in, and, Mum

■ Phonological awareness

Practise segmenting and blending sounds together to make words. You could say, "Let's say the sounds (phonemes) together in each word I say."

Help children find each word you segment and blend on the page.

Use the table below for suggestions on how to segment and blend target words from this story.

top	t-o-p
Mum	M-u-m
pop	p-o-p
stop	s-t-o-p

■ Morphological awareness

Bring attention to how words can change (e.g. pop, pops, **pop**ping, **pop**ped). Draw attention to the part of the word that is the same and the part that is different. Create sentences using different forms of the word **pop**.

■ Vocabulary

Talk about the meaning of the word **pops**. Think of other words with a similar meaning that would make sense in the sentence, *The top of the pot pops off!* (e.g. jumps, bursts, explodes). Ask children to create their own sentences using **pops**, **jumps**, **bursts**, or **explodes**.

■ Spelling

Support children to listen and identify where the sound change occurs in words. Use the suggested letters or letter blocks to spell and read the words. Prompt as necessary to ensure success.



Use the phrasing: "If this word spells **top**, can you spell **mop**? If this word spells **mop**, can you spell **map**?"

Easier changes:

top > mop > pop > pot

Harder changes:

pot > pet > pat > pan

■ Story discussion

Talk about why Nat's mum is mopping up after the top of the pot popped off. Invite children to talk about a time they have made a big mess that needed to be mopped or cleaned up.

■ Story retell

Ask the children to retell the story to a friend or family member. Prompt as necessary, using picture cues. Give plenty of praise and encouragement for verbal responses.

■ Print concepts

Bring children's attention to the speech marks used. Discuss the use of quotation marks (or speech marks) in the story, (e.g. "Stop, stop stop!" says Dad). Direct speech marks are used to show someone is talking. Discuss how we know who is talking when speech marks are used.



MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA



Rākau
Tree



Māhuri
Sapling



Tupu
Seedling



Focus sounds

m

d

p

t

s

a

e

o

Kākano

Seed

Single consonants

Short vowels

Consonant digraphs

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