



K-2 Home Reading Program

What to do before reading the book.

Step 1
Parent gives Synopsis. Child makes predictions about what could happen in the story.

Step 2
Phonemes to practice (inside cover)

In the night SET 4: Story 37

Before Reading

Synopsis: The children want to sleep in the tent. They settle down but there are lots of disturbances. Eventually, with their pets in the tent too, they decide to sleep inside.

Review Phoneme/s: th ch ng sh ai ee

New Phoneme: igh

Story discussion: Look at the cover, and read the title together. Ask: *What kind of story do you think this will be – spooky or funny? What kinds of things might happen in the night?*

Link to prior learning: Display the grapheme *igh*. Say: These three letters are a trigraph, that means they make one sound together. They make the /igh/ sound, like in *night*. This digraph usually comes in the middle or at the end of a word. Write some more igh words, such as might, sight, flight etc. Ask children to put a dot under each single-letter grapheme and a line under the trigraph igh. Sound out and blend the words to read them together.

Vocabulary check: Peeks – peeps or looks cautiously. Ask children to act out peeking through their fingers.

Decoding practice: Ask children to turn to page 6. How quickly can they find and read two igh words? (might, fright).

Tricky word practice: Display the word *you*. Ask children to circle the tricky part of this word (ou, which makes a long oo sound. Ask them to suggest a sentence including this word. Write it on the board (e.g. You got on the bus.) Read the sentence together, and encourage children to look out for this tricky word in their reading.

Step 3
Practice blending the phonemes(inside cover)

Before Reading

Sounds to say

g o b h e r f u l

Practise blending the sounds

| | | | |
|------|-----|-----|------|
| top | fit | hot | sips |
| hops | log | hut | set |
| Hop | Run | did | and |
| but | on | up | Get |

Tricky Words

to is the go Go

Step 4
Story Discussion

Step 5
Vocabulary Check

Step 6
Decoding Practice

Step 7
Practice Tricky/High Frequency Words. (inside cover)

Step 8
Child reads the reader



K-2 Home Reading Program

What to do after reading the book

Step 1
Apply Learning

After Reading

Apply learning: Revisit children's predictions from earlier in the session.
Ask: What were the clues that helped you to guess? Did the end of the story surprise you?

Comprehension

- What was the problem with the light in the tent?
- What did the "dragon" turn out to be?
- If you were one of the kids, would you want to sleep indoors at the end of the story? Why, or why not?

Fluency

- Pick a page that most of the group read quite easily. Ask them to re-read it with pace and expression. Model how to do this if necessary.
- Turn to page 6. Check children can read Nat's speech bubble with pace and expression, to make it sound as if she's frightened.
- Practise reading the words on page 17.

Step 4
Word to Blend: Blend and read the words out loud
Note: Not all books have these words

Step 2
Comprehension: Ask child the comprehension questions and get them to answer orally

Step 3
Fluency: Follow the fluency directions

Step 5
Tricky Words Review: Practice the tricky words by reading them out loud

Bounding with Boulder SET 6: Story 59

Words to Blend

| | | |
|----------|----------|--------|
| way | our | drove |
| corner | saw | hello |
| walked | tasted | heard |
| sky | bird | looked |
| even | chased | over |
| surprise | time | home |
| waved | couldn't | when |

In the night SET 4: Story 37

Tricky Words Review

| | | |
|------|------|------|
| the | they | to |
| into | be | have |
| out | you | too |
| he | all | go |
| we | me | for |

