

LITTLE STICKS

Activity Book and Teaching Guide

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This program is designed to be used with the 2007 edition of *Letters and Sounds*, available for free download from www.standards.dfes.gov.uk or www.teachernet.gov.uk/publications; email: dfes@prolog.uk.com; phone: +44 (0)845-60-222-60

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1 2 3 4 5 6 7 8 9 10 Printed in the United Kingdom

CCVCC, CCCVC, and CCCVCC words

Before introducing the written words, make sure that the children understand their meanings.

It is suggested that you use either Synthetic Phonics *or* Inductive Whole-word Phonics.

Synthetic Phonics

Introducing CCVCC words

From the word family choose a word that is easy to describe and two others (for example: *drink*, *drift* and *clank*). Display the words and have the children read them quietly to themselves. Tell the children that you are thinking of one of the words and that they are going to try to guess what that word is. Tell them that you will give them a clue. For the clue, you can show them a picture or object that corresponds with the word you are thinking of, or you can act out the word, or say a clue such as “You do this when you’re thirsty.”(drink) Choose a child to point to the correct word and praise or guide as needed.

Using the recognizing and blending process read all the words together. Repeat the activity with new sets of words.

Inductive Whole-word Phonics

Go through the word families one list at a time using spell-say (*d-r-i-n-k drink*). Repeat, this time only reading the first word of each list with the children and then encouraging them to read the rest of the list independently. Use spell-say if needed.

Choose words from the word families to use in a sentence. Write the sentences on the board, ensuring you use only words that have been taught up to this point such as “The blast was grand.” “This book has small print.” “She twists her hair into a bun.” “We feed the cows the scraps.” “Can we trust Krishna?” “I stick the stamp on.” “In winter we get frost.” “You clench your hand into a fist to punch.” “The train went off the track.” “Can you do a handstand?” Have the children read the sentence first to themselves, then to a partner. Choose children to read the sentence out loud. Use spell-say as needed.

If children have difficulty reading a word, write one or more words that are similar. For example for the word *crack* you can say, “If *c-r-a-n-k* is *crank* and *s-m-a-c-k* is *smack* what does *c-r-a-c-k* say?”

Word families

black	clank	drank	glint
blank	clench	drink	graft
blast	click	drift	grasp
blend	clink	driftwood	Grinch
blink	clock	drunk	grunt
block	clunk	~~~~~	~~~~~
brand	crack	flick	pluck
brick	cramp	flock	plump
	crank	frank	plumper
	crept	frost	plumpest
	crisp		print
	crust		printer
	crunch		

Word families

scrap	stack	thank	track
scrunch	stamp		tramp
skunk	stand	thicker	trend
slant	handstand	thickest	trench
slept	stick	think	trick
slick	sticks	thump	truck
smack	stock	thrust	trust
Smith	stuck		trunk
snack	stunt		twist
spank	strap		twisting
speck	street		
spend	string		
spring	shrink		

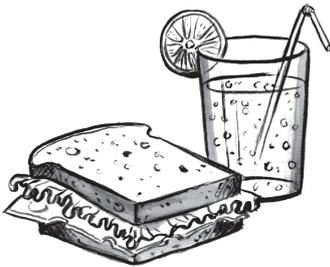
Circle the word that matches the picture



spring stamp stand



drink drank drift



smack crack snack



block clock stock



trap string street

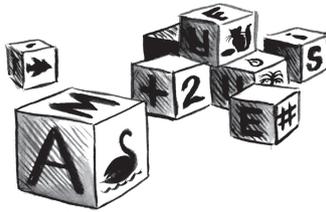
NOTES FOR PARENTS AND TEACHERS: Have the children describe or name each picture. Then using spell-say or sound-say, children should read the three words next to the picture. Have the children circle the word which best describes the picture.

Write the missing letter group

tr st bl cl cr sk



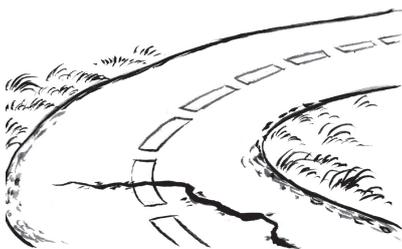
_____ring



_____ock



_____ock



_____ack



_____unk



_____uck



_____ick



_____ust



_____ast

NOTES FOR PARENTS AND TEACHERS: Have the children describe or name all the pictures. The children then fill in the missing letter groups to complete the word which describes each picture. Help as needed. Letter groups in the box can be used more than once

Words ending with *-le*, *-el*, *-al*

Write some known words that contain these letter combinations, such as *felt*, *let*, and *pal*. Underline the *-le*, *-el*, and *-al* in the words.

Discuss how these letter combinations sometimes come at the end of the word, and when they do, they each make a special sound. Discuss that each of these letter combinations used at the end of a word makes the same sound. Have children read

through the lists, using spell-say, or sound-say, if needed. Then, provide three empty containers. Write the words from the relevant word family on separate pieces of card or paper, then have the children read and sort the words according to how they end.

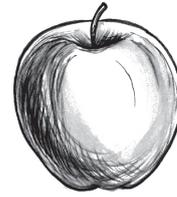
Once the children have finished sorting have them label the boxes with the letter groups, *le*, *el* and *al*.

Word families

fiddle	candle	medal	gravel
middle	handle	pedal	travel
riddle	apple	metal	camel
bundle	saddle	petal	flannel
pickle	little	signal	level
tickle	bottle		nickel
twinkle	gobble		tunnel
sprinkle	uncle		
mumble	purple		
tumble	temple		
grumble			

Match words to pictures

candle



apple



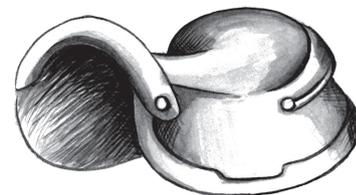
saddle



medal



camel



NOTES FOR PARENTS AND TEACHERS: Have the children read the words, using spell-say or sound-say. Then have them name the pictures and then draw lines that match. Help as needed.

Find the hidden words

bun

spring

ring

speck

last

plumpest

peck

scrunch

ramp

blast

crunch

cramp

plum

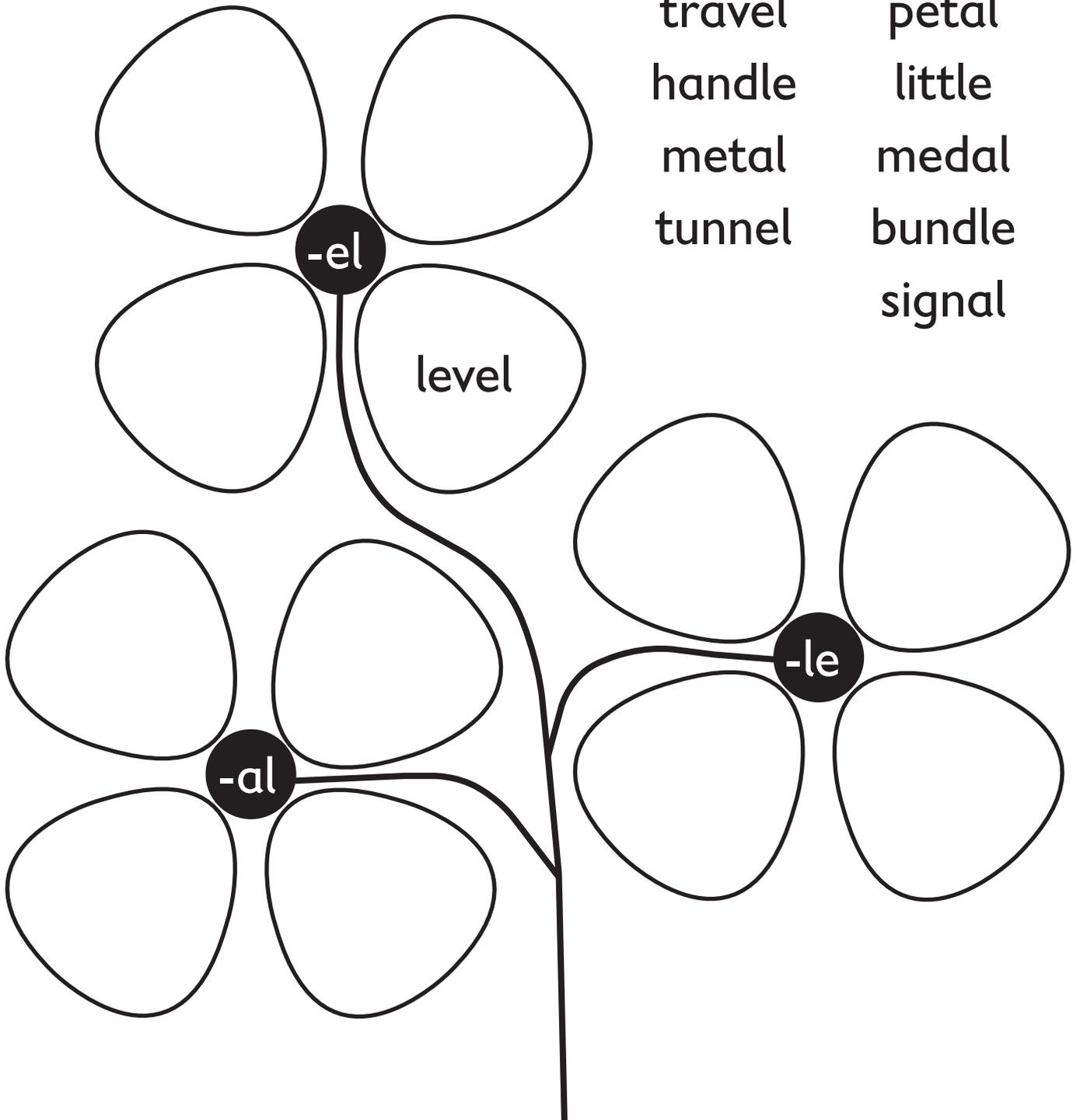
bundle

is in

NOTES FOR PARENTS AND TEACHERS: Have the children read the words on the page, one list at a time using spell-say or sound-say as needed. Then starting from the list on the left have the children read one word and find a word from the right list that contains that same word. They should then draw a line from the word on the left to the word on the right in which it is found. (For example, *bun* is in *bundle*.) They can also circle the word within a word.

Sort words by spelling

flannel tumble
travel petal
handle little
metal medal
tunnel bundle
 signal



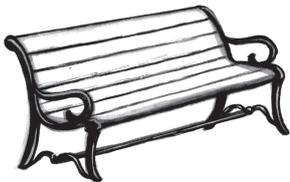
NOTES FOR PARENTS AND TEACHERS: Have the children sort the words according to how they end. The children can write the words in the petals, or cut and glue the words in the petals.

Circle two words that rhyme with the word on the left



fiddle

middle bundle riddle



bench

print clench trench



truck

stuck pluck stack



lamp

stamp think tramp



hand

tramp stand brand



clock

stock flock click

NOTES FOR PARENTS AND TEACHERS: Do some rhyming games, such as asking the children to suggest words that rhyme with various simple words. Have the children name the first picture on this page and its corresponding word on the left side of the page. Then ask the children to read the rest of the words in that row and find the two that rhyme with the picture and word on the left, and then circle both of them on the right side. (One word in each line will not be circled.) Support as needed.

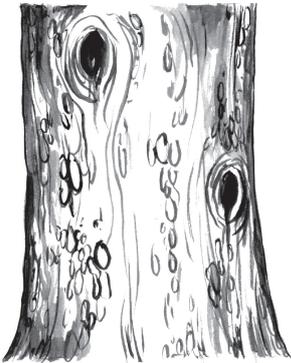
Mark the phrase that matches the picture



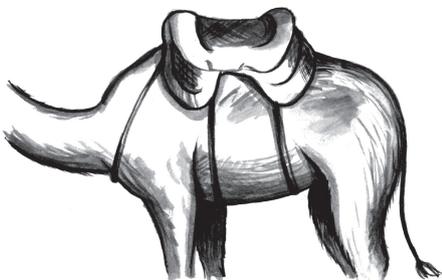
- my plump uncle
- a stack of bricks



- a bundle of petals for Krishna
- Krishna's foot print



- a Grinch that grumbles
- a thick tree trunk

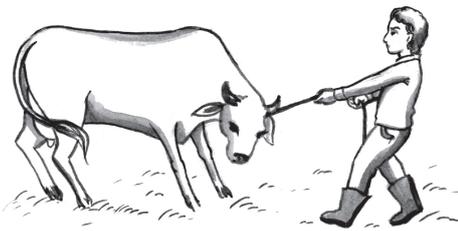


- a green signal to go
- a saddle on a camel

NOTES FOR PARENTS AND TEACHERS: Have the children read each phrase, using spell-say or sound-say when needed. Then have them mark the box next to the phrase that best describes the picture.

Tricky words: come, one, done

NOTES FOR PARENTS AND TEACHERS: Write and say the word *some* which the children have already learned. Then write and say the word *come*. Ask the children to suggest oral sentences with it. You can model some. Then write some simple sentences using known words with *come*, such as “Can you come here?” “Come in my room.” Repeat for the word *one*. “One dog sits down.” “There is one fish in the water.” Repeat for *done*. “Are you done with the paint?” “He has done his job well.” Then ask the children to read the sentences on the left side of the page. The sentences on the right can be completed orally as a group or in pairs, or children can write the correct words in the blanks individually. Alternatively, they can write the words in the blanks after oral work.



The cow will not
come.



I got one apple.



I am done with
my dinner.

some one done come

He will _____ now.

Is Dad _____ napping?

He put _____ nickel in
his pocket.

Is the job _____?

She has _____ plum.

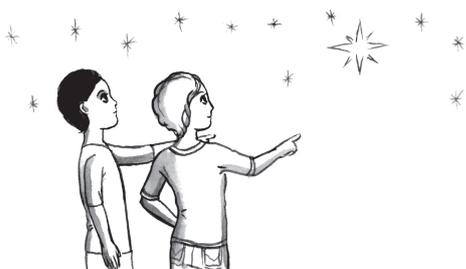
_____ and help me!

I got _____ black hat.

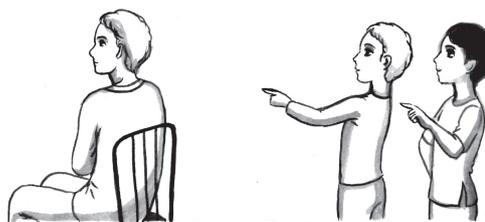
I am _____ now.

Tricky word: there; Match sentences to pictures

NOTES FOR PARENTS AND TEACHERS: Say the word *there*, and model oral sentences, being careful to use *there* and not *their* or *they're*. Then ask the children to suggest oral sentences. Then write some simple sentences using known words with *there*, such as “We get food there.” “She sits there.” “There is my hat.” (Make sure the written sentences are not using *their* or *they're*!) Have the children read the top two sentences and then match the sentences and pictures below. Help as needed.



“There is a big star!”

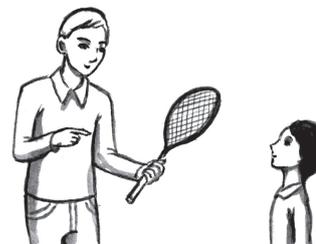


“Dad is there.”

There is my hat!



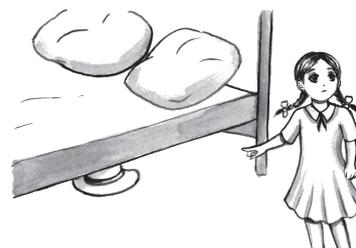
Click it right there.



You can twist her hair there, and then put it up.



Grasp the handle there.



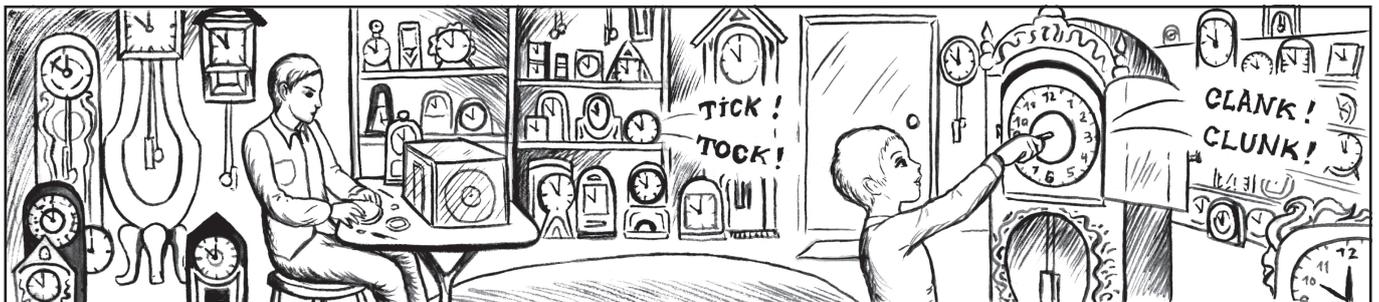
NOTES FOR PARENTS AND TEACHERS: Review the rules for *a*, *an* and *the* below. Do a lot of work with oral sentences (at least for 15 minutes). If children speak English as a second language, you might want to devote even more time to this. Then have children fill *a/an/the* in the blanks.

A and *an* are indefinite, referring not to a specific object, but to one of a number of the same objects. "He sees **a** car." "I stay in **a** city." "Do you see **an** owl?" "She is **an** American."

The is definite, referring to a specific object that both the speaker and listener know. "**The** building on the corner is green. Please give this to **the** teacher."

The first time you speak of something use *a/an*; the next time you refer to that thing, use *the*. "I work in **a** store. **The** store is near my house." "I visited **a** temple. **The** temple is very beautiful."

My dad has _____ shop of clocks. One clock is big, green and purple. _____ clock is metal. I put it on _____ stand. _____ clock has _____ handle I turn. Then _____ spring in _____ middle twists. _____ spring works _____ clock.



Now it is ten. "Tick, tock," said _____ little clock in my dad's shop. "Clank, clunk," said _____ big clock. Will dad sell _____ clock that said "clank, clunk"? I do not think so!

Does the sentence match the picture? Mark yes or no



Uncle tickles Ravi's armpits.

Yes No



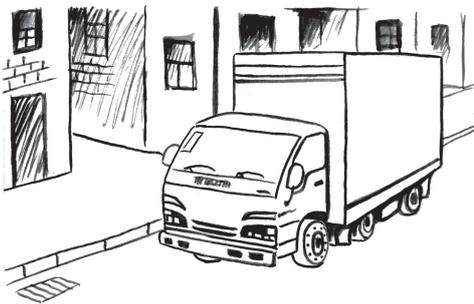
The man signals to stop.

Yes No



Frank picks a pickle from the jar.

Yes No



One truck is parked in the street.

Yes No

NOTES FOR PARENTS AND TEACHERS: Have the children look at a picture, then read the sentence next to it, using spell-say or sound-say when needed. Then have the children mark the *yes* box if the sentence supports the picture or the *no* box if it does not.

What do you think?

Can you burn a candle from both ends?

Yes No

Can something first be in the middle?

Yes No

Can you print with a petal?

Yes No

Do camels grunt?

Yes No

Is Krishna there if you think of him?

Yes No

Can you bundle apples?

Yes No

NOTES FOR PARENTS AND TEACHERS: Have the children answer *yes* or *no* to the question by marking the appropriate box. The questions do not always have a correct or incorrect answer. The focus is on reading the question. The child's answer and reason for their answer can be discussed afterwards. This activity can be used as a whole class exercise. Write a question on the board and the children can hold up a *yes* or *no* card to answer the question.

Circle the correct answer

It eats grass and
thorns. It has a hump.
You can sit on it.

It is
a nickel.
a Grinch.
a camel.

You can stack them
into a tall tower. They
can be big or small.

They are
flannels.
blocks.
blinks.

If you burn it you get
light. It has a little wick
and melts.

It is
a handle.
a riddle.
a candle.

It can be glass. You can
put water or milk in it.
It can have a lid.

It is
driftwood.
a drink.
a bottle.

NOTES FOR PARENTS AND TEACHERS: Have the children read the clues. Then they should choose and circle the correct answer. Use spell-say or sound-say as needed.

CREATING THE ATMOSPHERE

Ask the children what they would wish for if they were given one wish. Listen, share and discuss their answers and thoughts. Explain that this story has been told for a long time, but we are not sure if it actually happened or not. Maybe it did!

INTRODUCING THE BOOK

Look at the cover. Ask the children what they can see. Discuss how the girl is carrying the sticks and how in some countries and cultures they do carry things on their heads. Ask the children if they have ever done this and how difficult it was for them. Listen to and share experiences. You can have the children try carrying some things on their heads. Go through the book, discussing the illustrations and text:

pp. 2–3: “What is the girl doing?” (collecting sticks) Ask the children to find the word *sticks* in the text. “What is the girl’s name?” Ask the children to scan the text, read silently, quickly and not necessarily every word, to see if they can find the girl’s name. (Yasha) Point to the word *there* and ask the children to read it. Explain that in some countries, Yasha is a boy’s name. Discuss about how we know what are girls’ names and what are boys’ names.

pp. 4–5: “What is Yasha doing with the sticks now?” (She put them on top.) Point to the word *bundle* and ask the children to read it. “Yes, Yasha put the sticks in a bundle.”

pp. 6–7: Point to the thought bubble in the illustration. “What is this bubble called?” (thought bubble) Discuss what Yasha might be thinking of doing with the sticks. (selling them for money) Ask the children to scan the text to find out why people would buy the sticks, what would the sticks be good for. (cooking)

pp. 8–9: “Oh! No! What happened to Yasha?” (She tripped and fell.) Point out the exclamation marks in the text. Ask the children to read the text with expression.

pp. 10–11: Read the text together pointing to and emphasizing the word *some*.

pp. 12–13: “Look at the colours in picture. What do you think the illustrator is trying to tell us?” (The sun is down. There is no light.) Have the children read the last sentence, emphasizing the words that are in bold and with expression.

pp. 14–15: Choose a child to tell the class what Yasha is saying. (Oh, it is dark. God, help me!) Ask the children how they know that these are Yasha’s words. (They are in the quotation marks and afterwards it says “said Yasha”.)

pp. 16–17: Point to the word *come* and ask the children to read it. “Who has come? (God) How do you know? (from the illustration and from the text)”

pp. 18–19: Ask the children to scan the text and find out what God is saying to Yasha. (She can have one wish.) Discuss the illustration and what message the illustrator is trying to give. (She would be most happy with Krishna.)

p. 20: Ask the children to look at the picture and discuss what Yasha might have asked for.

QUICK REVIEW OF WORDS

It is best if the children have completed all the activities in this activity book up to this point.

Quickly review the word families on pages 2, 3, and 6.

Review the words *come*, *one*, and *there*, and the name *Yasha*.

READING THE BOOK

Choose one of the following three methods to read the book:

Synthetic Phonics

First read each page and then have the children repeat, using the sounds of the letters or letter groups being taught, reading as follows: “The /l-i-t-l/ little /s-t-i-k-s/ sticks.” The children should then repeat the same way. Only sound-say the phonetic words whose sounds have been taught, not other high frequency words, such as *said*. Phonetically learned words with which a particular child is completely familiar (which should be many of them at this point) do not need to be sound-said. After reading a page with sound-say, read it normally, and have the child repeat. Children who are struggling can point to each word. Ask the child at various places in the story to predict what he or she thinks might happen next. Then you can ask if their prediction was correct or what actually happened. Some children may need more help than others.

Inductive Whole-word Phonics

First read each page and then have the children repeat, using the letter names (not the sounds of the letters) being taught, reading as follows: “The l-i-t-t-l-e little s-t-i-c-k-s sticks.” The children should then repeat the same way. Only spell-say the phonetic words whose sounds have been taught, not other high frequency words, such as *said*. Phonetically learned words with which a particular child is completely familiar (which should be many of them at this point) do not need to be spell-said. After reading a page with spell-say, read it normally, and have the child repeat. Children who are struggling can point to each word. Ask the child at various places in the story to predict what he or she thinks might happen next. Then you can ask if their prediction was correct or what actually happened. Some children may need more help than others.

Guided Reading

The children read every one or two pages at a time to themselves. If the child reads correctly, give specific praise, such as, “You figured out *bundle*. How did you know what that word was?” Check that the children read without pointing. Ask the child at various points in the story to predict what he or she thinks might happen next. If a child stumbles over a word or reads a word incorrectly, give help through referring to the word’s letter names, phonemes (letter sounds), the pictures, or to what has already happened in the story or on the page. You can also refer to the list of word families in this book to help the child figure out a word.

AFTER READING THE BOOK, RETURNING TO THE TEXT

Word review exercise

Discuss when to use the word *some*. (to describe more than one and less than all) Use the example of Yasha’s sticks in the book.

How do the character feelings change throughout the book exercise

Read the book to the children, this time focusing on how the character might be feeling at different points in the story and how her feelings change. Ask questions such as: “What’s happening? How might that make Yasha feel? What is her facial

expression saying in the illustration? What words or sentences can you see in the text that give you clues about how Yasha is feeling?”

Keystone words exercise

Remind the children that in different books, or on different pages in a book, certain words are very important. Ask children to say what word is most important in the sentence “I have come to help you,’ said God.” on page 17 (help) and to discuss why. (It describes why God has come.) Find other keystone words on other pages in the book.

Thought pictures exercise

Show the children the text on pages 5. (Yasha put the little sticks in a bundle up on top.) You can also write the text on the board or a piece of paper. Explain to the children how you make pictures in your mind when you read, like having a video in your mind. Ask the children to pretend there is no picture in the book, make a thought picture from that sentence and share it with a partner.

Finding answers exercise

Model for the children how to find an answer by looking in the text. Ask the question, “Why is Yasha picking up sticks in this picture?” (p. 2) and then both show and explain how you use the book to get the answer from both the picture and text. For example, you could say, “On page 3, I can read in the text that she wants to sell the sticks. On pages 6 and 7, I can see and read that she wants to sell the sticks for some money.”

Have the children find answers to the following questions, and explain the reasons for their answers. This can be done with a partner or as group work. Every child should answer at least one factual question and one inferential question. It is best if all children answer all questions. For the inferential questions, there is no “right” answer, and what is most important is for children to explain their process and reasoning based on the book.

Fact questions

- ◆ Where did Yasha put the sticks? (In a bundle on top)
- ◆ Why did the little sticks fall? (Because Yasha tripped and fell)
- ◆ Why couldn't Yasha see the sticks after she fell? (Because there was no light)
- ◆ Why did God come? (To help)

Inferential questions

- ◆ What do you think Yasha was going to do with the money she would have gotten from selling the sticks?
- ◆ How did Yasha feel after she made her wish? Do you think she will feel that way forever?

Each child should now read the book out loud with fluency and expression. If needed, model this first.

FURTHER ACTIVITIES

Provide a few simple props for the children to act out the story.

Collect some sticks and make a small fire to warm up some milk. Have the children write a recount of the events that took place in their cooking activity, during an independent writing lesson.

Discuss, model and have the children write what they would have asked for if God had given them one wish. Share their writings as a group and discuss why they would choose to ask for what they had written.

Find a story, such as *Handa's Surprise*, by Eileen Browne, or pictures in books or on the internet that show people carrying items on their heads. Talk about and compare the similar way they carry their things to Yasha carrying her bundle of sticks. Talk about what the benefits might be in carrying items this way. Have the children attempt to carry and balance items on their heads. To extend this activity further, have the children research the different “hats” people use to make balancing easier and carry items on their heads, find out how they are made, and try to make one with the children.

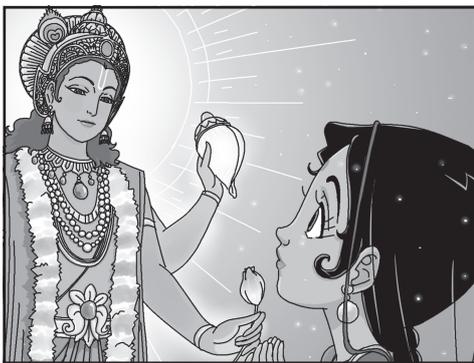
Write the missing words



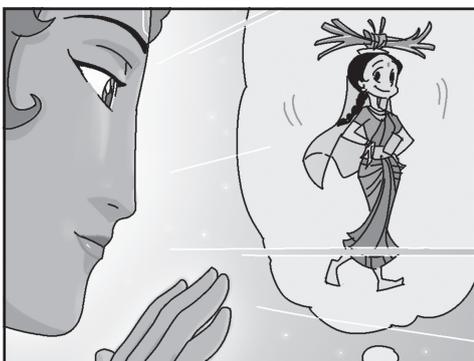
There were some little ones
in the woods. They were
.



I am . I put
the sticks in a bundle on top.

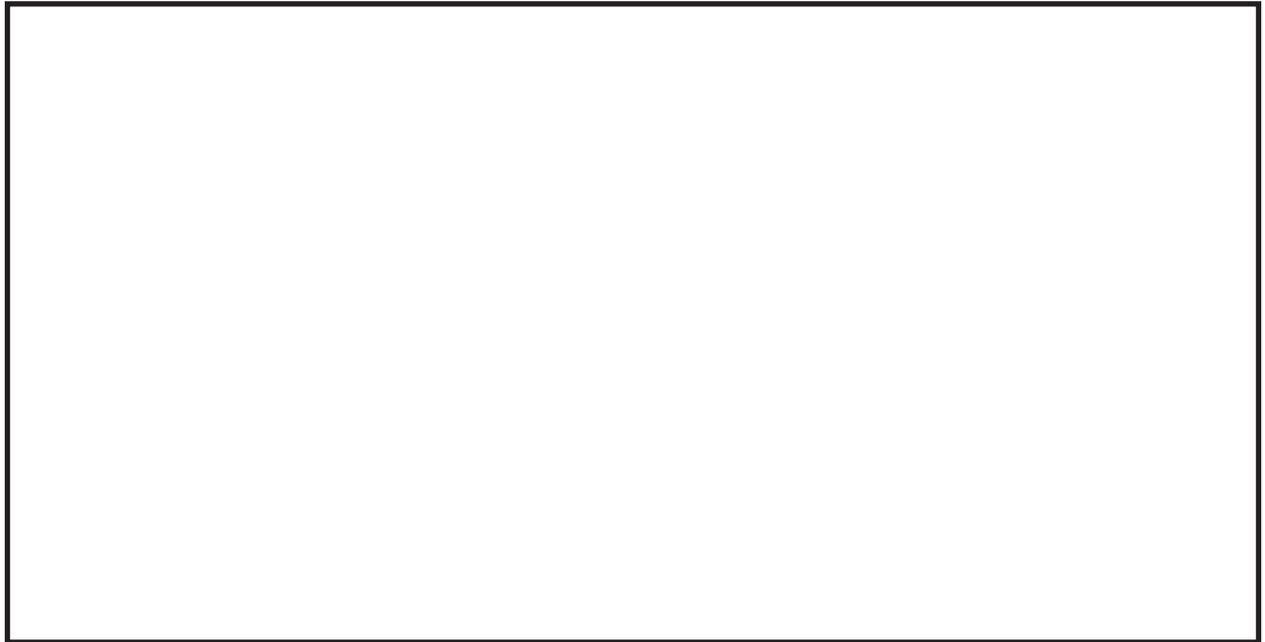


He had come to help. He
gave Yasha one wish. He
was .



God said to have one. I asked
for my sticks to be back on my
head. It was a .

NOTES FOR PARENTS AND TEACHERS: Have the children fill in the missing words. They can use the amount of letters, the context, and pictures as clues. If needed, the children can refer to the book.



She is: Grinch Yasha Yashoda

Her hair is:

Long and black Short and purple

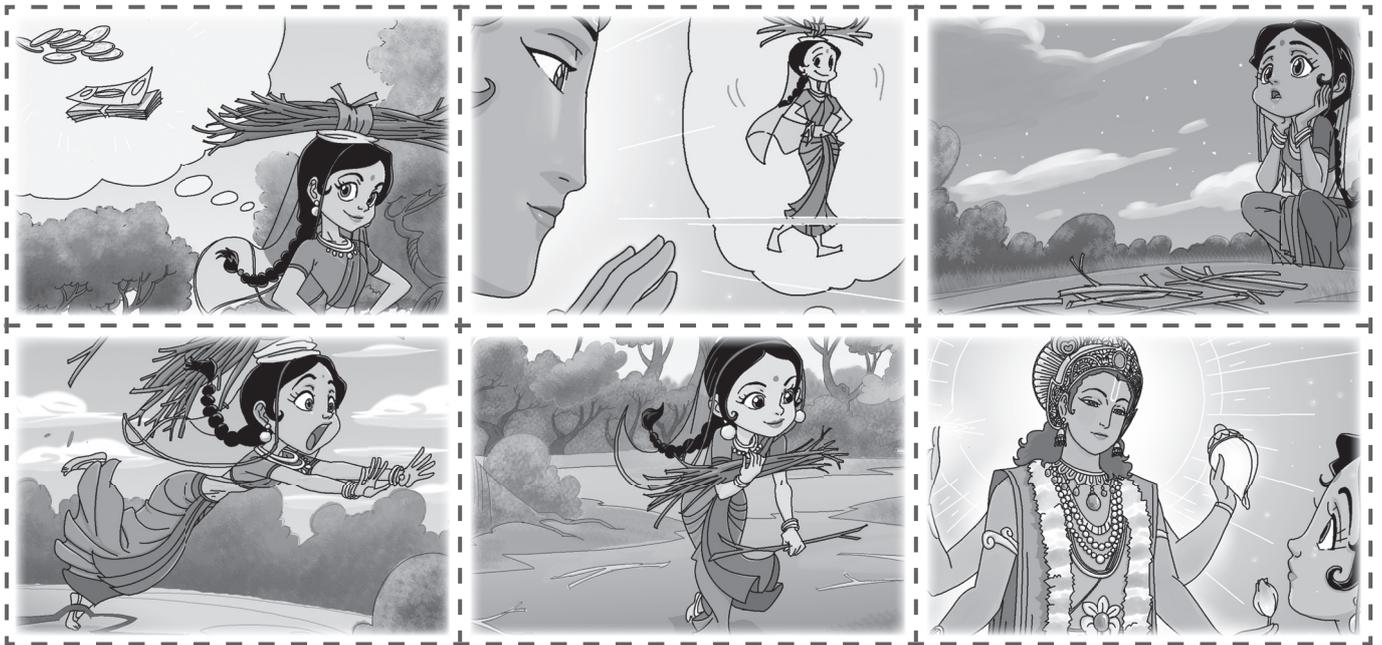
Her cloth is: Green Pink

She is: Clever Not clever

For work she sells: Milk Stacks Sticks

NOTES FOR PARENTS AND TEACHERS: Say to the children, “Imagine Yasha is lost and we are trying to find her. We want to make posters and put them up to tell people she is lost and that we are looking for her. We will need to describe her.” Have the children complete the character poster by describing the character Yasha from *Little Sticks*. Have the children circle the word that describe Yasha, then draw a picture of her in the space provided. Support as needed.

Put the story in order



“Oh, it is dark. God, help me!”
said Yasha.

“I have some little sticks to sell!”

There were some little sticks in the
woods.

“So be it,” said the Lord.

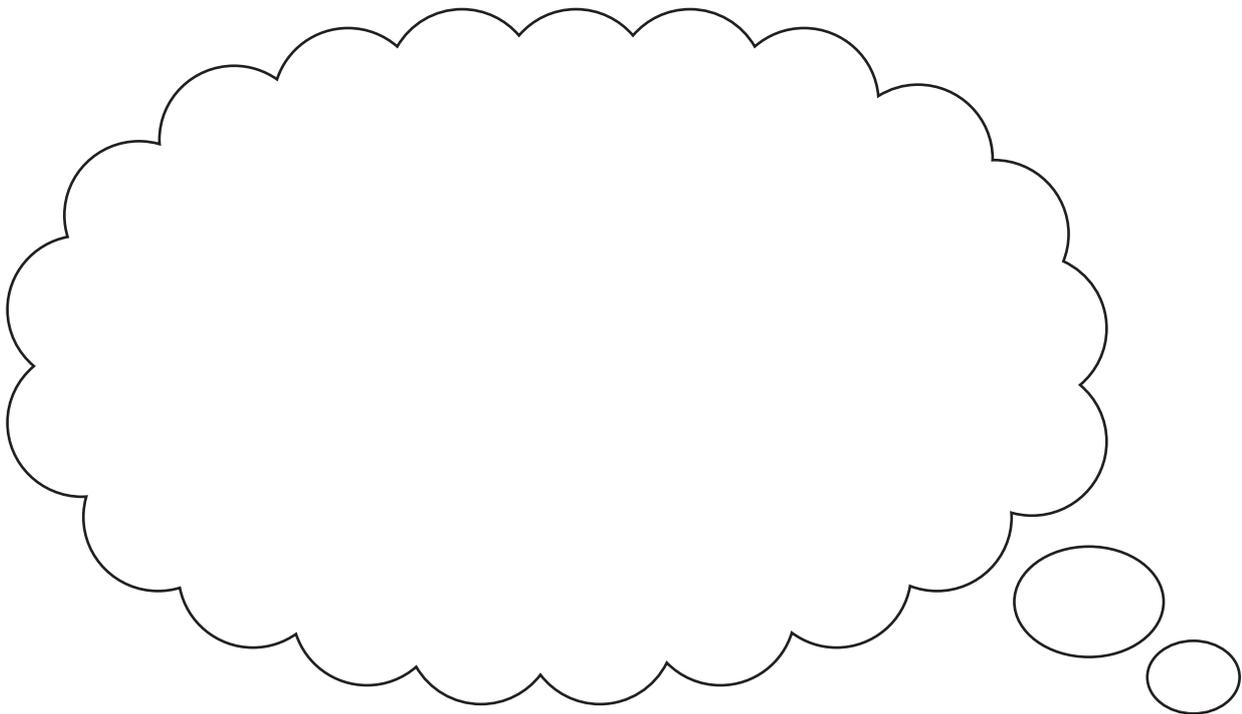
“I have come to help you,” said God.

Yasha tripped and fell.

NOTES FOR PARENTS AND TEACHERS: Photocopy and cut out the sentences as well as the corresponding pictures. First have the children match sentences with pictures, and then have them put both the sentences and pictures in the same order in which they appear in the story, *Little Sticks*. First have the children try to do this without referring to the book, and then have them look at the book to check and, if necessary, correct their answers.

“You can have one wish. Think of all the things you can have!” God said to Yasha.

“I just wish _____



NOTES FOR PARENTS AND TEACHERS: Display the last page of *Little Sticks*. Have the children think about and discuss alternative endings to the story. Using the children’s ideas, model writing a new ending to the story. Look at the illustration on page 20 and discuss what illustration would be needed in the thought bubble for the new ending. Have the children complete this page. Support as needed.