

ROCKS IN MY PACK

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

New sound /o/ for a (in want); New letter group: wh

Before introducing the written words, make sure that the children understand their meanings. Note that the words *was* and *what* are sometimes pronounced with /ə/ or /uh/ instead of /o/.

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

Synthetic Phonics

Introducing alternative sound for the letter a

Show the letter *a*. Ask the children to tell you the name and sound of the letter as they have already learned it. Ask the children to help you write the word *tap*. Remind the children that some letter groups make more than one sound. Ask the children to put on their detective hats and be ready to help you find the new sound for the letter *a*. Explain that they will be given two clues to work from.

Write and display the word *wash* using sound buttons and explain that this is the first clue. Give the children the second clue by miming the word *wash*, (washing your hands, or pots, or the floor). Then ask the children to think to themselves or talk to a partner to see if they can figure out the new sound for *a*, prompt as needed.

After finding the new sound, ask the children to help you read the rest of the words in the same word family.

Introducing the digraph wh

Tell the children that they are going to learn a new letter group. Display the letter group *wh*. Then, for the word *whisk*, either draw a picture, display the object, and/or make a whisking action for the children to see. Ask the children what the name of the object/action is; prompt if necessary. Ask the children to sound-talk the word *whisk* and count how many sounds they can hear (three).

Draw three sound buttons on the board or paper and then write the letters and letter groups above the buttons appropriately. Ask the children to discuss with a partner or to put their thinking hats on and see if they can figure out the sound for the letter group *wh*.

After finding the new sound, ask the children to help you read the rest of the words in the same word family.

You can briefly explore with the children the subtle difference between the *w* and *wh* sounds. Detailed or technical explanations and examples are not necessary and may just confuse the children.

Inductive Whole-word Phonics

Go through the word families one list at a time using spell-say (*s-q-u-a-s-h squash*) and repeat for the first word of each list. See if children can then read the rest of the words in the list. 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: "I want to rest now." "Don't squash my art." "When I see an ass being

whipped I feel sad." "Have you seen my wallet?" "Can I get you a glass of water?" "He sits whenever he eats." "Did you see that big wasp?" "The wheel fell off the car." 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 *wheel* you can write and say "if *w-h-e-n* is *when* and *f-e-e-l* is *feel* what does *w-h-e-e-l* say?"

Word families

was

what

wash

wasp

want

wallet

water

squad

squash

what

when

whenever

which

whisper

whip

whiff

whisk

wheel

Sort words by sound

drag

squad

stack

fatter

wasp

apple

mat

water

wash

want

ant

squash

track

wallet

cash

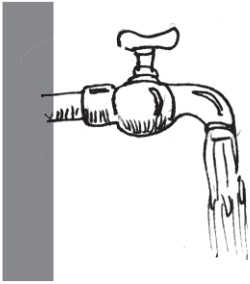
smack

a in tap

a in wash

NOTES FOR PARENTS AND TEACHERS: Have the children sort the words into the boxes according to the sound the letter *a* makes in each word. The children can either cut and paste the words onto the boxes, draw lines connecting the words to the boxes or write the words on the box.

Circle the word that matches the picture



was water wallet



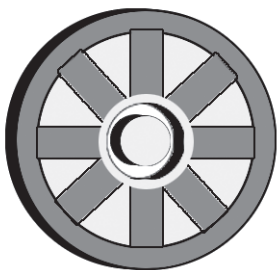
whisper whiff which



when whip wasp



which what whisk



squash when wheel

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

Circle the letters and letter groups that name the picture, and write the word



wh i ss
r e ff

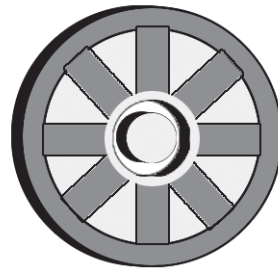
whiff



m i p
wh a f



wh u sk
r i k



wh oo l
r ee t

NOTES FOR PARENTS AND TEACHERS: The children should name the picture, then circle the correct letters or letter groups to make the word. Then have the children write the word on the line provided below the letters. The first one is given as an example.

Find the hidden words

water whenever squash what squad was

stfonrrkak^{what}tlipaxnts

what

rmfgwaslulpolzvxvsimk

mifnkwhenevercrtiiplozc

jutioahhlkmqunfsquadop

jpntwqwertynsquashfghj

zxcvnmlkwaterspoituytr

NOTES FOR PARENTS AND TEACHERS: Have the children find and circle the word hidden in each line of letters. Then have them write the word on the line below. The first one is done as an example.

Sort the real words from the nonsense words

squash

when

whoosk

what

was

squantle

waj

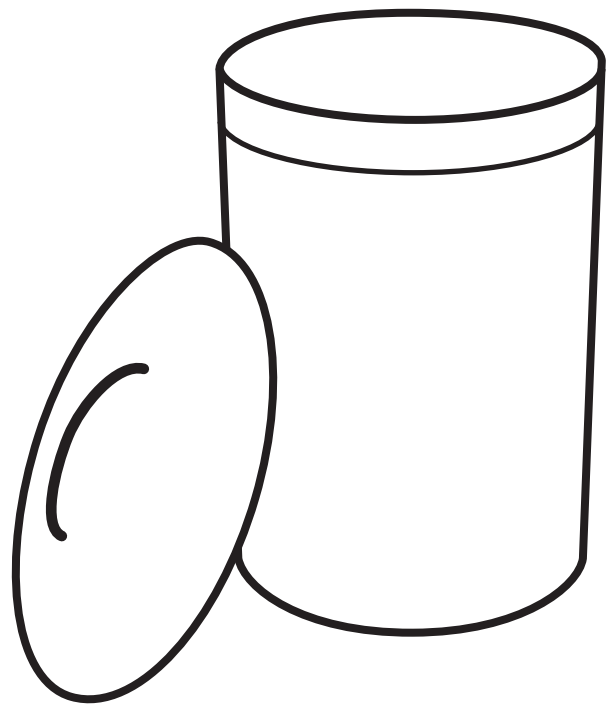
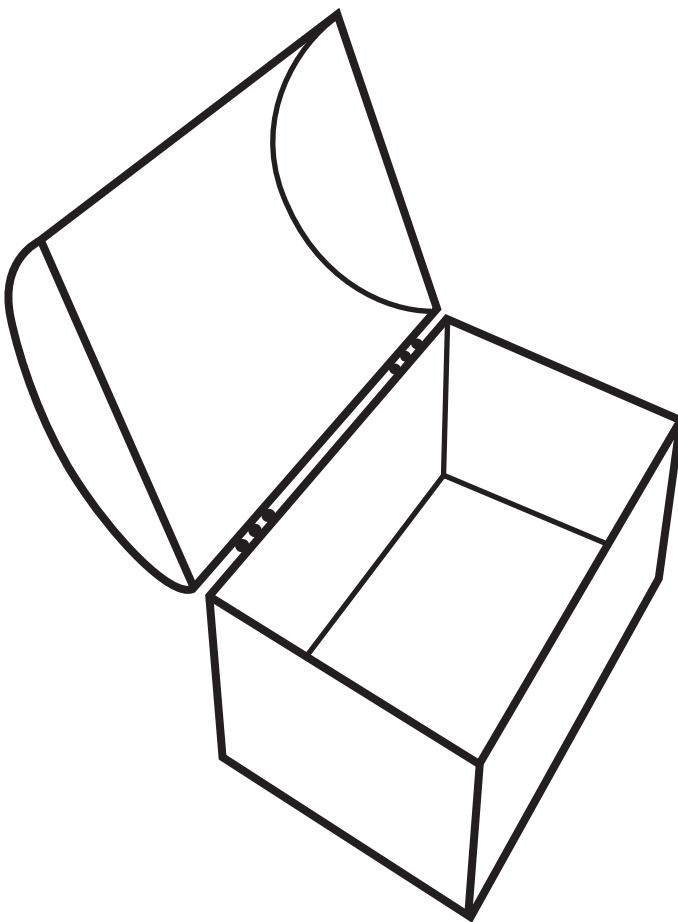
want

which

zam

lix

squid



NOTES FOR PARENTS AND TEACHERS: Photocopy the page and cut out each of the words on the top of this page. Have the children sort the words according to whether they make sense or not. Have the children stick or paste nonsense words in the rubbish bin. Words that make sense are to be pasted in the treasure chest.

If you don't want to photocopy the page, the children can also draw lines from the words to the appropriate place. They can also write the real words in the treasure chest, but do not have them write the nonsense words.

Does the sentence match the picture? Mark yes or no



Dad whispers to Frank.

☐

Yes

☐

No



She wants to go for a swim.

☐

Yes

☐

No



Glen whips the sweet.

☐

Yes

☐

No



They are washing his hands.

☐

Yes

☐

No

NOTES FOR PARENTS AND TEACHERS: Have children look at the 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.

Mark the correct word to complete the sentence

Greg got stung by a

☐ wasp.

☐ want.

There are lots of
coins in his

☐ was.

☐ wallet.

My top is full of
mud. It needs to be

☐ what.

☐ washed.

The car cannot
work if it has no

☐ wheels.

☐ whiff.

Ravi and Fran are in
the football

☐ squad.

☐ squash.

When the children
are sleeping, Mum
and Dad

☐ whisper.

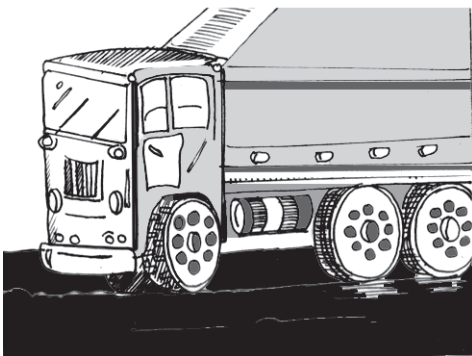
☐ whenever.

NOTES FOR PARENTS AND TEACHERS: The children should choose the correct word to complete the sentence by putting a mark in the box next to the word.

Mark the sentence that matches the picture



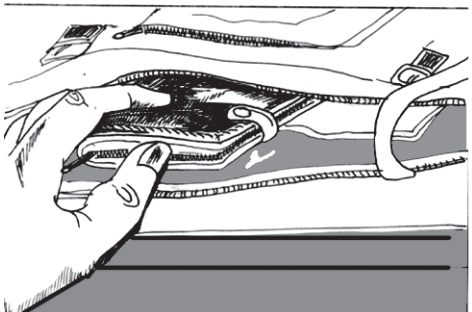
- ☐ A big wasp is on you.
- ☐ You can whisper in my ear.



- ☐ The wheel fell off the cart.
- ☐ The truck has big wheels.



- ☐ The fish swim in the water.
- ☐ A glass of water is on the bench.



- ☐ My wallet is in my bag.
- ☐ I want that little boat.

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

Tricky word: out

NOTES FOR PARENTS AND TEACHERS: Say the word *out*, and ask the children to suggest oral sentences using *out*. You can model some also. Then write some simple sentences using known words with *out*, such as “The sun is out.” “Get out of the car.” “We are out of milk.” Ask the children to read the sentences below. Ask the children to explain what *out* means in each sentence.



Let's get them
out of the rain!



I have run
out of ink.

Contraction: I'll

NOTES FOR PARENTS AND TEACHERS: Review known contractions, such as *let's*, *he's*, *she's*, *it's*. Show the children the word *I'll*. Explain that it is a contraction, and that the apostrophe replaces the letters *wi* and the space in the words *I will*. Ask the children to suggest oral sentences for *I'll*, and model some. Write sample sentences using known words, such as “I'll help you.” “I'll sit on this mat.” “I'll go to the shop.” Then ask the children to read the sentences below and discuss.



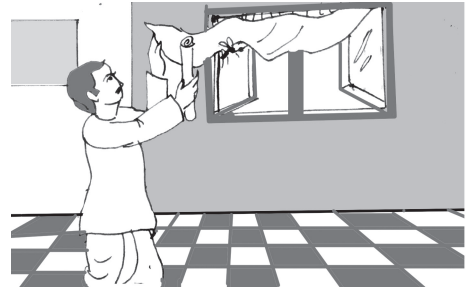
I will be in the park.
I'll be in the park.



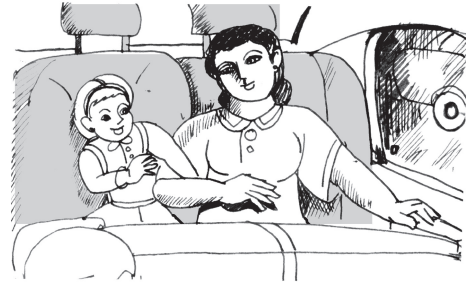
I will do a handstand.
I'll do a handstand.

Match sentences to pictures

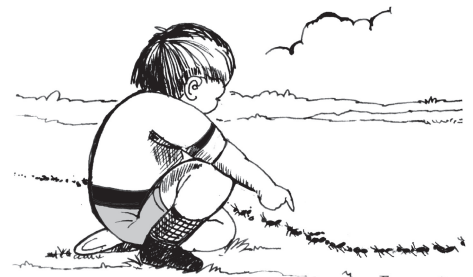
“When will we get there?”
I asked Mum.



I do not squash the ants.



I'll wash the pots.



Look out for the tree!



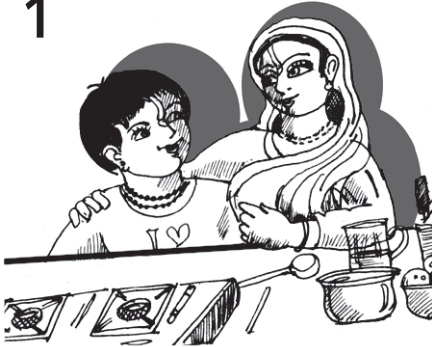
A wasp is in the room!



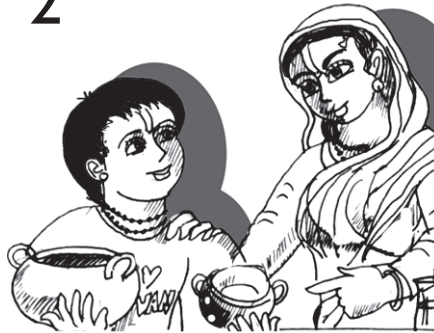
NOTES FOR PARENTS AND TEACHERS: The children should read each sentence, using spell-say or sound-say, if needed. Ask them to describe the pictures, and then draw lines to match sentences to the appropriate pictures.

Circle the correct word to complete the sentence

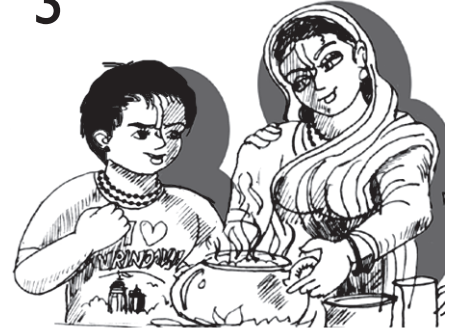
1



2



3



1 “_____ do you want to cook?” asked Mum.

“I want to boil some carrots,” I said.

What When Which

2 “_____ pot can I cook with?” I asked.

“The big one,” said Mum.

What When Which

3 “_____ will it be done?” I asked.

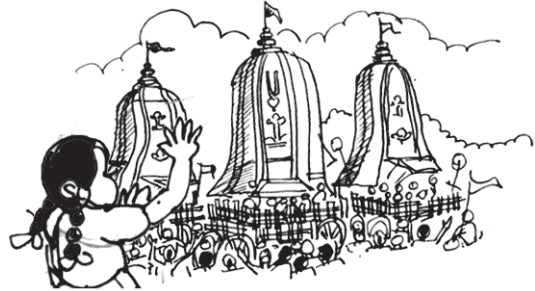
“Soon,” said Mum.

What When Which

NOTES FOR PARENTS AND TEACHERS: Have the children put a circle around the missing word or write it on the blank. Use the illustrations to help.

Match speech bubbles to pictures

This is fun!
I'll come next
year too.



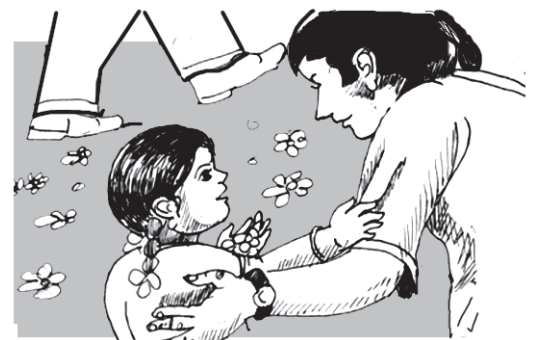
Whenever will
they come?



Which one is
Jagannath's cart?

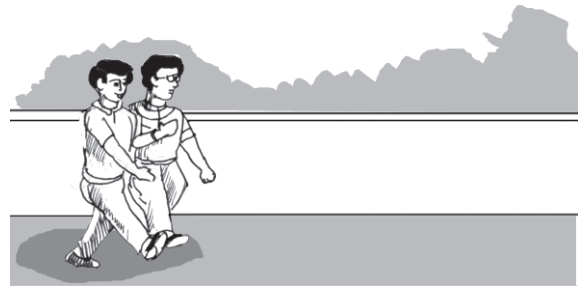


I can see the
wheel. Lift me up.



NOTES FOR PARENTS AND TEACHERS: Have the children read the speech bubbles, using sound-say or spell-say as needed. Discuss the pictures. Photocopy the page and cut out the speech bubbles and pictures. Have the children place the pictures in the right order and match the speech bubbles to the right pictures by slightly overlapping them and gluing them on paper. Help as needed.

Read the story “The Ass” and answer the question



When we go out for a walk in the mornings, we see a man with a whip and a stick, sitting on a cart. An ass pulls the cart. The man has the stick held out with a carrot on a string at the end. When the ass stops, the man wiggles the stick which then wiggles the carrot. The ass sees the carrot, and gets a whiff of it, too. The ass wants to get the carrot, and starts walking. The ass works too hard for that carrot!

The ass was pulling a _____.

whiff carrot cart

NOTES FOR PARENTS AND TEACHERS: Have the children read the text, using spell-say or sound-say as needed. Then have the children circle the illustration at the top of the page that supports the text the most. Have the children circle the correct missing word at the bottom of the page.

CREATING THE ATMOSPHERE

Ask the children what they think they need to do to be able to see Krishna. Listen to and discuss the children's answers. Ask children to discuss their experiences with boats, and with sinking and floating. You might demonstrate sinking and floating with various items, or link to a science lesson.

INTRODUCING THE BOOK

Look at the cover. Ask the children what they can see (a boy, a rock, a pack and Krishna). Ask what the boy is holding. Discuss why the illustrator might have painted Krishna in a way that we cannot see Him so clearly. Have the children read the title and predict what the book might be about. Go through the book, discussing illustrations and text:

pp. 2–3: "What can you see in this picture?" (a boy and rocks) "What colour are the rocks?" (tan, green and red) "What is the boy's name?" Ask the children to find the boy's name. (Jeeva)

pp. 4–5: "What is happening in the picture? What is coming?" (a boat) "Who is on the land in the distance?" (Krishna) Point to the words *I'll* and *want*. Ask the children to read them.

pp. 6–7: Look at the picture. "What is happening?" (The boy is talking to the boatman.) "If I look at the text, I can see a question. I know it's a question because of the question mark." (Point to the question and the question mark.) Read the question with the children. "Who is asking the question? How do you know?" (Jeeva, because the boatman already knows where he is going.)

pp. 8–9: "If we look at the picture we can see that the boatman and Jeeva are still talking. Scan the

text and see if you can find out what the boatman is saying." (Jeeva has to be light and free.) Have the children read the words *come* and *light* in the text.

pp. 10–11: "Jeeva is looking at the little rocks and big rocks in his pack. Is his pack light?" (No, the pack is not light.) Read the text together pointing to and emphasizing the word *some*.

pp. 12–13: "What is happening in the thought bubble on page 13?" (The boat is sinking.) "Why are they sinking?" (They are thinking that if the rocks go in the boat, the boat will be too heavy to float.)

pp. 14–15: Look at the picture and say, "Jeeva cannot bring even one little rock; he has to take them all out." Point to the word *out* as you say it.

pp. 16–17: "Do you think Jeeva thinks his red and green rocks are fun? Do you think he wants to go to Krishna? I wonder what he will choose?"

pp. 18–19: Read the first paragraph with the children. Then look at the picture and ask the children what is happening. (The boatman is helping Jeeva throw away all the rocks.)

p. 20: "Look how happy and excited Jeeva looks in the picture. Why does he look like this?" (He is going to be with Krishna.)

QUICK REVIEW OF WORDS

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

Quickly review the word families on page 2.

Review the words *out*, *I'll* and the name *Jeeva*.

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: “/r-o-k-s/ Rocks in my /p-a-k/ pack.” 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: “r-o-c-k-s Rocks in my p-a-c-k pack.” 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 *want*. 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, 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 how the author used the word *but*. Look at these sentences: “I do want to go to Krishna. But I want to keep my rocks too.” Discuss how Jeeva wants two things that cannot go together—Krishna and his rocks. Give other examples such as: “I want to go to the park, but I want to have a nap in bed, too.” Have the children orally suggest more examples. If they struggle, give them a helping start: “I want to see Krishna. But ...” Briefly compare the words *to* and *too*. Discuss the

different meanings for the word *light*. (Light in brightness or in weight).

How the characters feelings change

Pick a character and discuss how his or her feelings change throughout the book. For example, “On page 4, Jeeva seems to be determined and excited, because he is saying ‘Oh, I think that boat is going to Krishna. I want to go to Krishna right now!’ and the picture shows him looking at the boat with a smile on his face. But here on page 16

he seems to be thoughtful and not so sure about what he wants because the picture shows him with his back turned away from Krishna and the boatman. He is looking at his rocks and saying, 'I do want to go to Krishna! But I want to keep my rocks, too.'" Then have the children work in pairs to describe how a character changes in the book and then share their findings with the class. Try to avoid *happy* and *sad*.

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 on page 6, "I want to go to Krishna." (Krishna) and to discuss why (because it describes where Jeeva wants to go). Find other keystone words on other pages in the book.

Thought pictures exercise

Show the children the text on page 3. You can also write the text on the board or on 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, "What are those things next to the boy on page 2?" 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 Jeeva has made a tower and fort with rocks."

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

- ♦ How many rocks are in Jeeva's fort? (Sixteen)
- ♦ What colours are Jeeva's rocks? (Red, green and tan)
- ♦ Does Jeeva want to go to Krishna? (Yes)

Inferential questions

- ♦ Did the boatman want Jeeva to see Krishna?
- ♦ Do you think Jeeva missed his rocks when he was with Krishna?

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

FURTHER ACTIVITIES

Have the children make little boats out of material such as modeling clay or tinfoil. Then have them place their boats in water and see how many little pebbles they can put inside before the boat sinks.

Provide opportunities for the children to retell the story using props, puppets, dolls, individual pictures on cards of different items and characters used in the story, or a felt board.

Make a display with rocks on one side, Krishna and his friends on the other and a river with a boat and boatman in-between. Have the children label the display with words and ideas, keeping the rock side simple, such as, "Things I want in this world" and labeling Krishna's side with all the fun things that they have to look forward to when they get to be with Krishna.

During a "sharing" time discuss what the rocks represent in the story (the things we want from this world) and how they stop us from being with Krishna. Discuss and compare the boatman to guru. Read through the book focusing on and discussing the ways the boatman helped Jeeva. Ask the children what fun they can have with Krishna when they are with him. Listen to their responses.

Match questions to picture answers

Did Jeeva put the rocks in his pack?



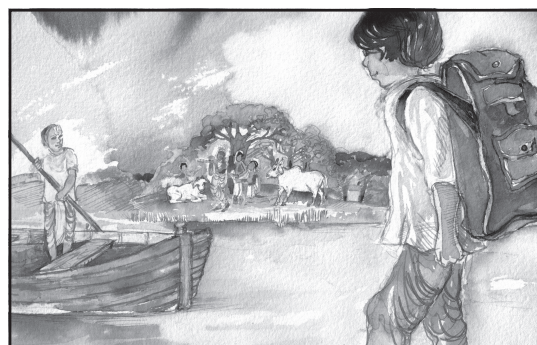
Will the boat sink if Jeeva brings the rocks?



What will Jeeva do with the rocks?



Will the boatman bring Jeeva to Krishna?

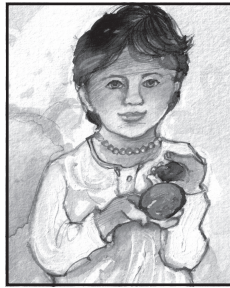


NOTES FOR PARENTS AND TEACHERS: Photocopy this page and cut out the questions and pictures. Have the children read each question using spell-say or sound-say as needed. After reading the question they should place the picture that answers the question on top of the question. If you don't want to photocopy the page, the children can draw lines from the questions to the picture answer.

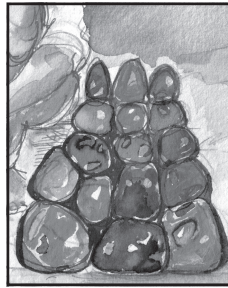
Write the word that fits the clues



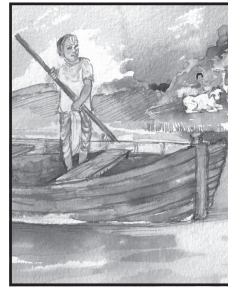
boatman



Jeeva



rocks



boat



Krishna

They were big and little.

They were green, tan and red.

He helped get out the rocks.

He took Jeeva to Krishna.

Jeeva could see him.

You can have fun with him.

The boatman was in it.

They went in it to Krishna.

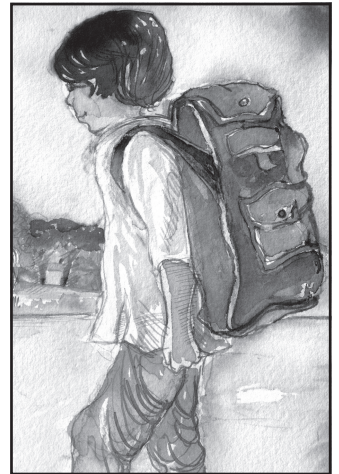
He had rocks and a pack.

He wanted to be with Krishna.

NOTES FOR PARENTS AND TEACHERS: Have the children use the picture clues to find out what word makes both sentences true. Have the children write the word on the line provided. You can also photocopy the words and have the children paste or glue them on the lines.

Rewrite sentences with I will and I'll

I'll put the rocks in my pack.



Now I will bring this boat back there.



Then I will put the rocks down.



NOTES FOR PARENTS AND TEACHERS: Have the children rewrite the sentences using *I will* for each sentence that currently says *I'll*, or using *I'll* for each sentence that currently says *I will*.

Mark or write the correct word based on the story book

There are _____ rocks in
my fort.

☐ six

☐ sixteen

I do not _____ to wait at all.

☐ was

☐ want

Yes, I have just _____ from
Krishna.

☐ done

☐ come

You must get all the rocks
_____ of the pack.

☐ on

☐ out

I do want to see Krishna. But I
want to keep my rocks _____.

☐ to

☐ too

_____ you are with Krishna,
then you will have fun with him!

☐ Then

☐ When

NOTES FOR PARENTS AND TEACHERS: The children should read the sentences using sound-say or spell-say as needed. Then they should read the two words and decide which goes in the blank. They should then write the word in the blank. It is good if they orally spell and say the word they have written. If a child is unable to write the word, he or she can mark the box next to the word that goes in the blank. It is best if children can do this without referring to the book, though they can look in the book if they are struggling.

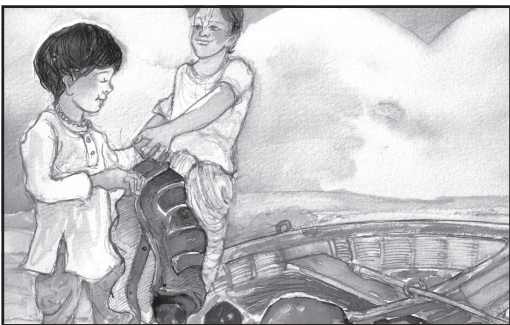
Unscramble the sentences



light not the pack is



I do Krishna go want to to



then I the rocks put down will



Krishna look there is now

NOTES FOR PARENTS AND TEACHERS: Model unscrambling sentences and adding capitalization and period (full stop). Choose sentences from previous books or activity books to write on the board scrambled and then work with the children to fix them. Children then unscramble these sentences on this page to make sense, adding capitalization and period (full stop). Children who struggle with this after repeated modeling can refer back to the story book.

The book is called

The best part of the book:

My Art

NOTES FOR PARENTS AND TEACHERS: Have the children write the name of the book and their favorite part. Have them draw a picture of their favorite part of the book. They may refer to the word families for help in spelling. If the children cannot do this activity independently at all they may refer to the story book.

Assessing end of Phase Four: The children should be able to read all the tricky words taught in this phase (*water, were, have, some, was, from, went, come, one, there, out, I'll*). They should also be able to spell some previous tricky words (*he, she, we, me, be, was, my, you, her, they, all, are*). They should be able to say the sound when shown any Phase Two and Phase Three letter or letter group (grapheme). While looking at a list of Phase Two and Phase Three letters or letter groups (graphemes), they should be able to identify the correct grapheme when given the sound. They should be able to blend and read, as well as segment and spell, words containing two or three consonants next to each other.