

Alphablocks

Fun in the Snow

The Alphablocks have fun in the snow!



Phonemes
oa **Tricky Words**
who, again

Graphemes
ow, o-e, o, oe

This book links to Unit 17 of
Phonics Bug Teaching Software

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Set 17

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Before and during reading

1 Say the sounds and look at the new spellings



2 Blend the sounds

For longer words, blend one syllable at a time, e.g. toast/y

t-oa-s-t-y, toasty

s-o, so

s-n-ow, snow

n-o-s-e, nose

t-oe-s, toes

3 Read the tricky words

who again

Point out the tricky bit of the word (e.g. the 'ai' in 'again' sounds /e/) and then blend the rest.



Meet the Alphablocks

We are the Alphablocks. We each have our own special sound. When we get together, word magic happens! When we make a word, we say our sounds in turn and then blend them together.



Talk together

Ask the children to read the title. Do they like playing in the snow? What do they like best about snow? Are there any problems with snow?

Vocabulary check

On page 16, check that the children know what a stove is, and that some people use stoves like the one in the picture for keeping warm.

While you read

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On pages 2–3, what do the children think the Alphablocks will do to make it cooler?
- Encourage the children to read the speech bubbles on pages 2–3 with lots of expression.
- On pages 6–7, what do the children think the Alphablocks could do to keep warm? Turn the page to see if they were right!
- On page 16, can the children see any possible problems with the snowman being near the stove?

After reading

Story comprehension

- Ask the children to retell the story in their own words, taking turns to tell their partner the main points of the story.
- What things do the Alphablocks do when they are having fun in the snow?
- Do the children think it was a good idea to make the stove?
- Can the children think of any other ways the Alphablocks could have kept warm in the snow?

Picture detective

Ask the children to find objects in the pictures that contain the:

/oa/ sound (snow, snowman, nose, toes, snowballs, stove, etc.)

Don't necessarily do all of these activities – just those that your children need.



Follow up

Speedy reading

Return to the words on the front inside cover (section 2) and check children can sound out and blend these words confidently. Ask them to practise reading them until they can read them quickly. Do the same for the tricky words (section 3).

Segmenting for spelling

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.

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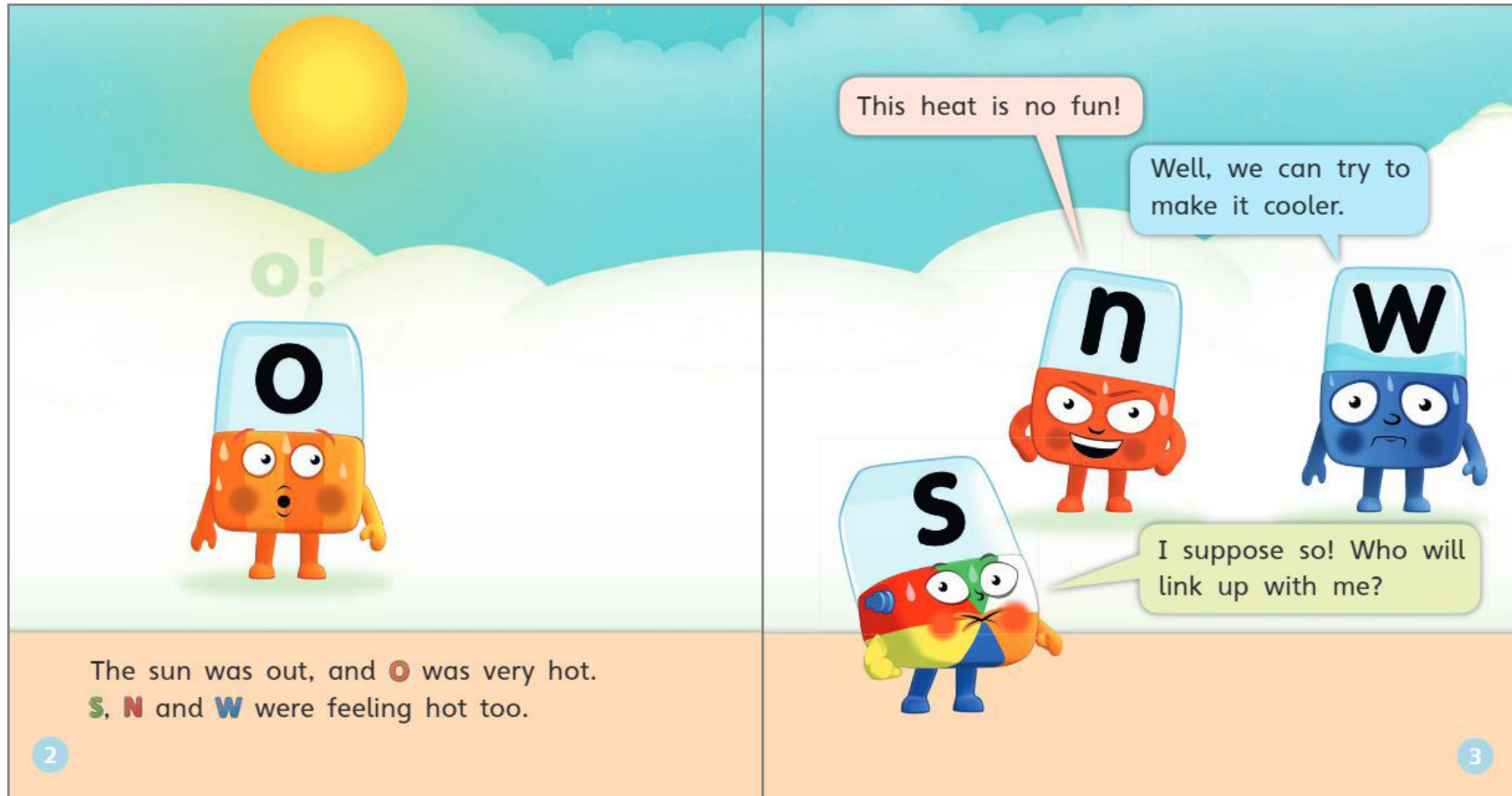
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The sun was out, and **o** was very hot.
s, **n** and **w** were feeling hot too.

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