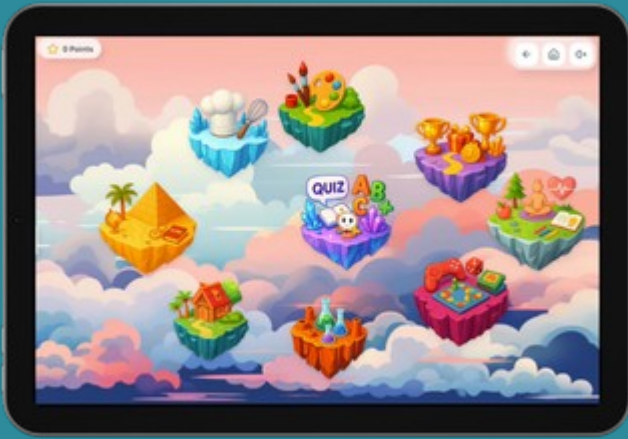




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Foundation Set 04 kubj

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Book 1: Bug in a Jug (Colour) (Fiction)
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Bug in a Jug



A bug is in the jug.



The bug can not get up.



Mum can tip the jug.



The bug is on the rim.



The bug can run.
The bug is on a bud.

Bug in a Jug



A bug is in the jug.



The bug can not get up.



Mum can tip the jug.



The bug is on the rim.



The bug can run.
The bug is on a bud.

Kit in Mud



Kit can jog.



Kit is in mud.



Mum can get Kit.



Kit is in the tub.



Kit is not in mud.

Kit in Mud



Kit can jog.



Kit is in mud.



Mum can get Kit.



Kit is in the tub.



Kit is not in mud.

Cat Cub



The cub is a cat.



The cub can run.



The cub can sit.



The cat can nap.



The cat is big.
The cub is not big.

Cat Cub



The cub is a cat.



The cub can run.



The cub can sit.



The cub can nap.



The cat is big.
The cub is not big.

Cup, Mug, Jug



A cup is in the tub.



A mug is in the tub.



A jug is big.



The cup can fit in the jug.



The mug can not fit
in the jug.

Cup, Mug, Jug



A cup is in the tub.



A mug is in the tub.



A jug is big.



The cup can fit in the jug.



The mug can not fit
in the jug.

Teach and check

Use the four books after explicit teaching of all F01-F04 prerequisites. Model directions and check students' reading and spelling.

Focus and prerequisites

New code: k, short u, b, j. Review m s t a p i f r o c d h e n g l; read VC/CVC words with all five short vowels. Compare c and k for /k/. Match capitals to their taught lower-case partners, including Kit and Mum.

Teacher words

Introduce be: b is regular; e says /ee/. Teach are as the whole Australian /aa/ word. Review a, is and the before books that use them. Article a has a weak vowel; s in is says /z/; the uses voiced th and a weak vowel. The underlined card parts need teaching.

Before each book

Bug in a Jug, Cat Cub and Cup, Mug, Jug use a, is, the. Kit in Mum uses is, the. Put the title together after teaching needed words. Introduce nap and bid orally; bid means a offer or attempt.

Reading and correction

Ask students to point, say each sound and blend. For a error, model correct correspondence, let the student blend again, then reread the full sentence. Use the illustration to discuss meaning after decoding.

Build, change and sort

One box or dot represents one phoneme. The regular blending, spelling and chain words have three phonemes. Change just one phoneme in chain arrow. Sort by the middle short-vowel sound; say the word and check again.

Dictation and checking

Dictate cub, jar, cat, nap, bid after covering each model. On page 8, teach then dictate be and are; use the blank graphs. Students say over, write and compare. Check every grapheme, including marked parts. Reread sentence to confirm meaning.

Meaning and rereading

The two stories have a small problem and resolution. Cat Cub shows a young lion, not every animal called a cub. Cup, Mug, Jug describes these pictured items and their size test. On page 9, choices are jumbled: check the whole sentence against the selected picture. Accept relevant drawings or oral responses.

Print and assemble

Print readers A4 landscape, actual size (100%), single-sided. Cut at the centre guide, stack pages 1-6 and staple left. Print this companion portrait A4. Select either reader edition; the wording is identical. Reread for smoother accurate reading; record specific sounds or words to revisit.

Hear and form the sounds

Say each sound without an extra vowel. Point to each lower-case and capital partner. Use these large cards for oral sound practice.

k K

u U

b B

j J

Say a word. Hear its first sound. Point to its card.

Blend and read

Point to each dot. Say the sounds, then slide them together. Reread the whole word without guessing from a picture.

k i d
• • •

j u g
• • •

b u g
• • •

c u p
• • •

b e d
• • •

r u n
• • •

Build and spell

Read the word, then cover it. Say it slowly, build one grapheme in each sound box and write the word on the large guide.

cub

--	--	--

jam

--	--	--

kit

--	--	--

Change one sound

Read across each chain. Say what changed. Use letter cards or write the last word, then check every sound.

bad → bed → bud

bug → bun → bin

kit → kid → bid

PREVIEW

Sort the short vowels

Say and read each word. Cut out the large word tiles. Place each tile under the matching middle short-vowel sound.

a

e

i

o

u

bog

jam

bun

bed

kid

jug

bat

jet

pot

bin

Build a sentence

Cut out the jumbled tiles. Use the capital and full stop to build one sentence. Read it, write it and reread what you wrote.

jug.

The

in

bug

the

is

Write the sentence.

PREVIEW

Point, read and check every word.

Teach, write and check

Teach the underlined parts first. Say each word, cover it, write it and compare. The new words in this set are be and are.

a

—

is

—

the

—

be

—

are

—

Listen, cover and write be

Listen, cover and write are.

Match the meaning

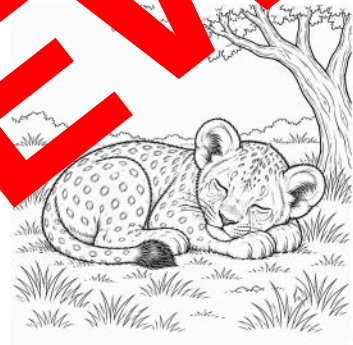
Read each sentence. Write its matching picture number in the empty box. The pictures are jumbled; check the whole sentence.

The cub can nap.



1

The bug is on the rim.



2

A cup is in the tub.



3

Draw a cub, bug or cup. Tell what it can do.

Read, try and reflect

Reread a book. Then read these new sentences using the taught code and teacher words. Tell what happened, draw and write.

Kit can hug Mum.

The bug is not in the jug.

PREVIEW

Teacher observations

Accurate sounds / blending / self-correction / meaning:

Next sound or word to practise: