

Babies!

Karen Filewych

Before and during reading

1. Say the sounds and look at the new spellings

/ee/	ea	e-e	ie	ey	y
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2. Blend the sounds

bab/ies • • • — •	ev/er/y • • — •	ba/by • • • •
these — []	bug/gy • • • •	scream • • • — •
sleep/y • • — • •	carr/ied • • — — •	hung/ry • • — • •
hap/py • • • • •	beans • — • •	shriek — • — •
tum/my • • • • •		

See the three consonants together? Read them together!

s-c-r > scr-ea-m > scream

3. Read the tricky words

some • • —	full • • —	someone • • — — —
all • —	fall • • —	

Point out the tricky part of the word (i.e., the “o” in “some” sounds like /uh/) and then blend the rest.

Comprehension

Ask the children to read the title. Do they know any babies in their own lives?
Have they ever helped to look after a baby?
What kinds of things did they need to do to keep the baby happy?

Vocabulary check

Check that the children understand the meaning of the following words: crib, buggy. Do the children know what we mean by the word “shriek” on page 12? What kind of noise is this? Why might someone make this noise?



Reading the book

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognize immediately.
- Point to the ellipsis (...) on page 3. Ask the children what they think it means. Explain that it is telling the reader that there is more to come about this sentence. We will find out how babies are the same in the upcoming pages.
- Point to the question mark on page 8. Ask the children if they know what it is. Model the reading of the question. Remind them that we know a sentence is a question when there is an answer to give.

After reading

Comprehension

- What are some of the things babies need to be happy?
- Are babies always happy? Why or why not?
- Why do babies need someone to care for them? Could they live by themselves? Why or why not?
- What might be different from one family to another? What might be the same?

Don't necessarily do all of the activities—just those that your children need.

Follow up

Fluent reading

Return to the words in Before and During Reading (sections 2 and 3) and check that the children can sound out and blend these words confidently. Ask the children to practise blending them until they can read them fluently.

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.
- The children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- The 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.
- The children give themselves a check mark for each grapheme in the correct place.

