



/h/, /b/, /f/, /ff/, /l/, /ll/, /ss/

Tricky Words

I, into



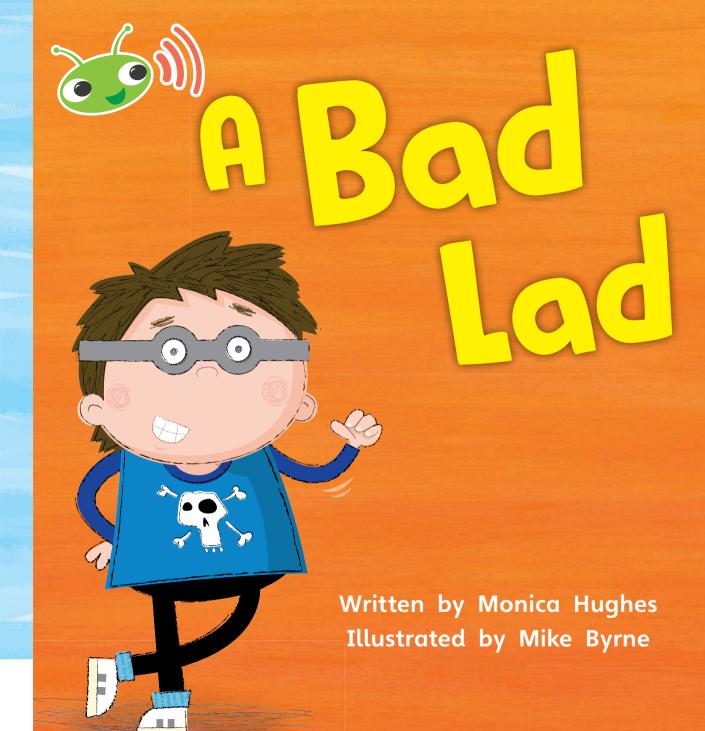
Phonics Set 5

www.pearsoncanadaschool.com

ISBN 978-0-13-796984-







Before and during reading

1 Say the sounds



Blend the sounds

bad	lad	Fin
mess	Cub	cab/in
lap/top	rob	bank
lock	off	bell
puff	his	cuffs

Story comprehension

Ask the children to read the title. What is meant by 'a bad lad'? What kinds of things might a bad lad do?

Vocabulary check

Check that the children understand the meaning of the following words in the context of this story: cabin, rob, cuffs. Do they know what the 'Cub hut' is? If necessary, explain that it is a kind of club for children. Look at page 3 and check that the children understand the meaning of a 'cup' in this context.

Reading the story

- Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- Point out that there are speech bubbles on pages 2 and 3. What does this show us? Remind the children to read the words in speech marks as expressively as they can to show how the character might speak. Do the same when they meet them again on pages 7 and 8.

3 Read the tricky words



Point out the tricky bit of the word (i.e. the 'o' in 'into' sounds /oo/) and then blend the rest.

Dots and dashes? The dots show one sound made by one letter. The dashes show one sound made by two letters.



After reading

Story comprehension

- Why is Fin a 'bad lad'? What kinds of things does
- What happens when he tries to rob the bank?
- Where does Fin end up?
- Do the children think that Fin is sorry at the end?

Picture detective



Ask the children to find the object in the picture that contains the:

/f/ and /l/ sounds (pages 2, 4 – flag) $\frac{b}{sound}$ (page 5 - $\frac{b}{sound}$)



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

Follow up

Speedy reading

Return to the words on the front inside cover (sections 2 and 3) and check that the children can sound out and blend these words confidently. Ask them to practise blending them until they can read them auickly.

Segmenting for spelling

Practise this spelling routine using the words in

- 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 vou write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.

Pearson Canada Inc., Toronto, Ontario. editorialfeedback@pearsoned.com

© Pearson Canada Inc. First published by Pearson UK, 80 Strand, London, WC2R 0RL. @ 2010 This edition published (2024) by Pearson Canada

Printed in Canada. The publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms, and the appropriate contacts, please visit the Pearson Canada Inc. Rights and Permissions Department: https://www.pearson.com/ca/en/contact-us/permissions.html

Distributed in Canada by Pearson Canada Inc.

Authorized adaptation from Bug Club Phonics © 2010, Pearson Education Limited, UK. Used by permission. All Rights Reserved.

Pearson Canada Inc and Pearson Trademarks are exclusive trademarks owned by Pearson or its affiliates in Canada and/or other countries

Unless otherwise indicated herein, any third party trademarks that may appear in this work are the property of their respective owners and any references to third party trademarks, loaos or other trade dress are for demonstrative or descriptive purposes only.

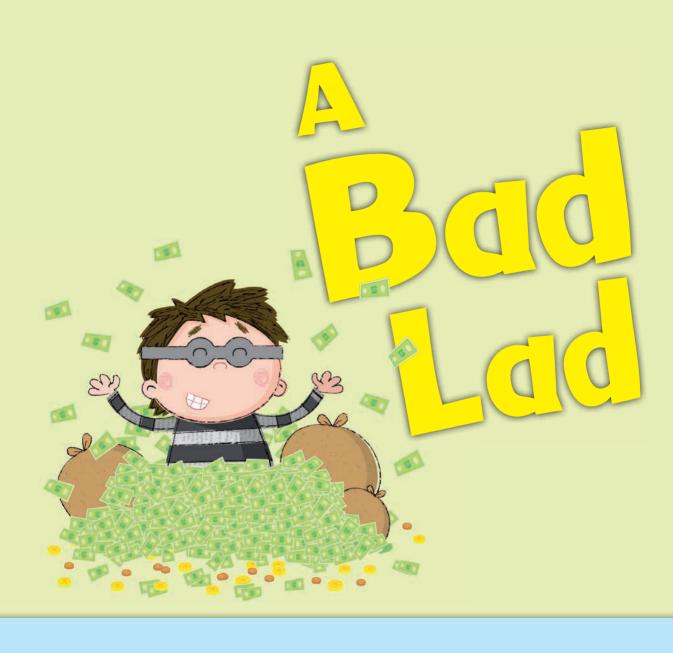
Credits

12024

Art Direction by Jo Samways Original illustrations © Pearson Education Limited 2009 Illustrated by Mike Byrne Font: Pearson Education Ltd Teaching notes by Christine Jenkins ISBN: 978-0-13-796984-5



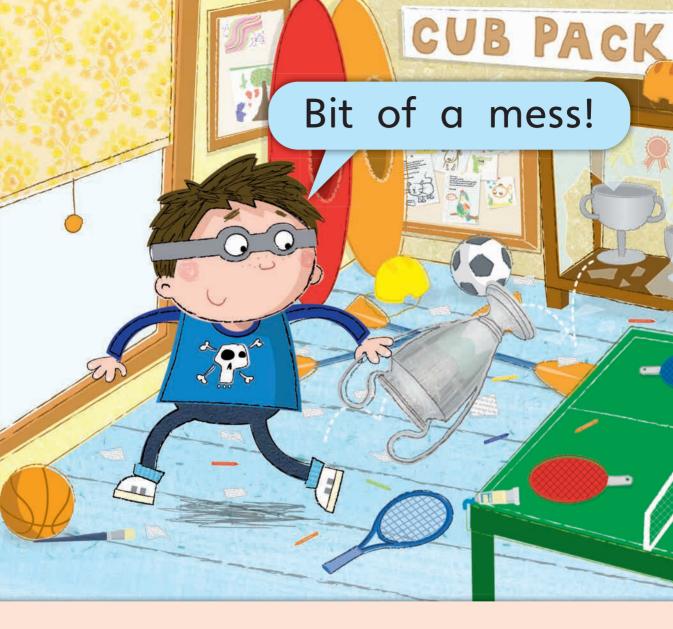




Written by Monica Hughes
Illustrated by Mike Byrne



Fin is a bad lad.



Fin gets into the Cub hut. Fin gets a cup and runs.



Fin gets into Rick's cabin. Fin gets a laptop and runs.



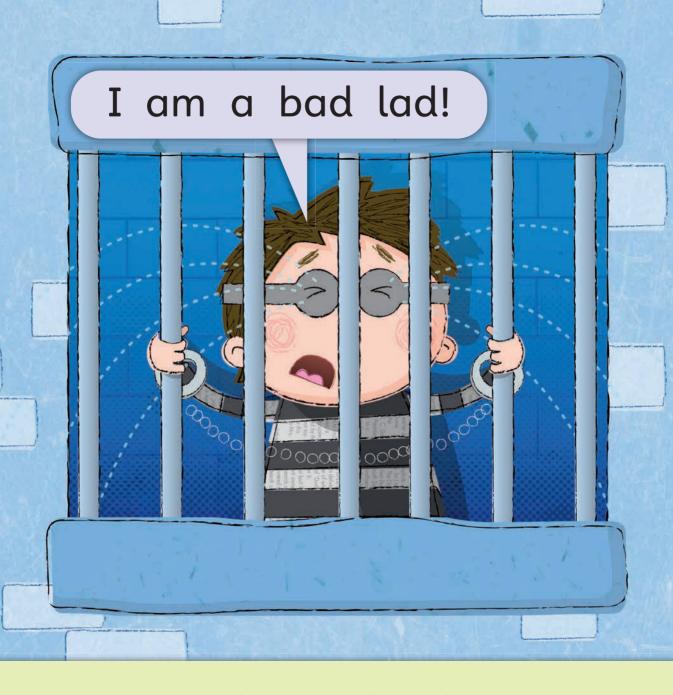
"I can rob a bank."



Fin picks the lock, but sets off the bell.



Stan gets his cuffs.
Stan runs to the bank.



Fin sobs and sobs.