

General Fiction

Puppets

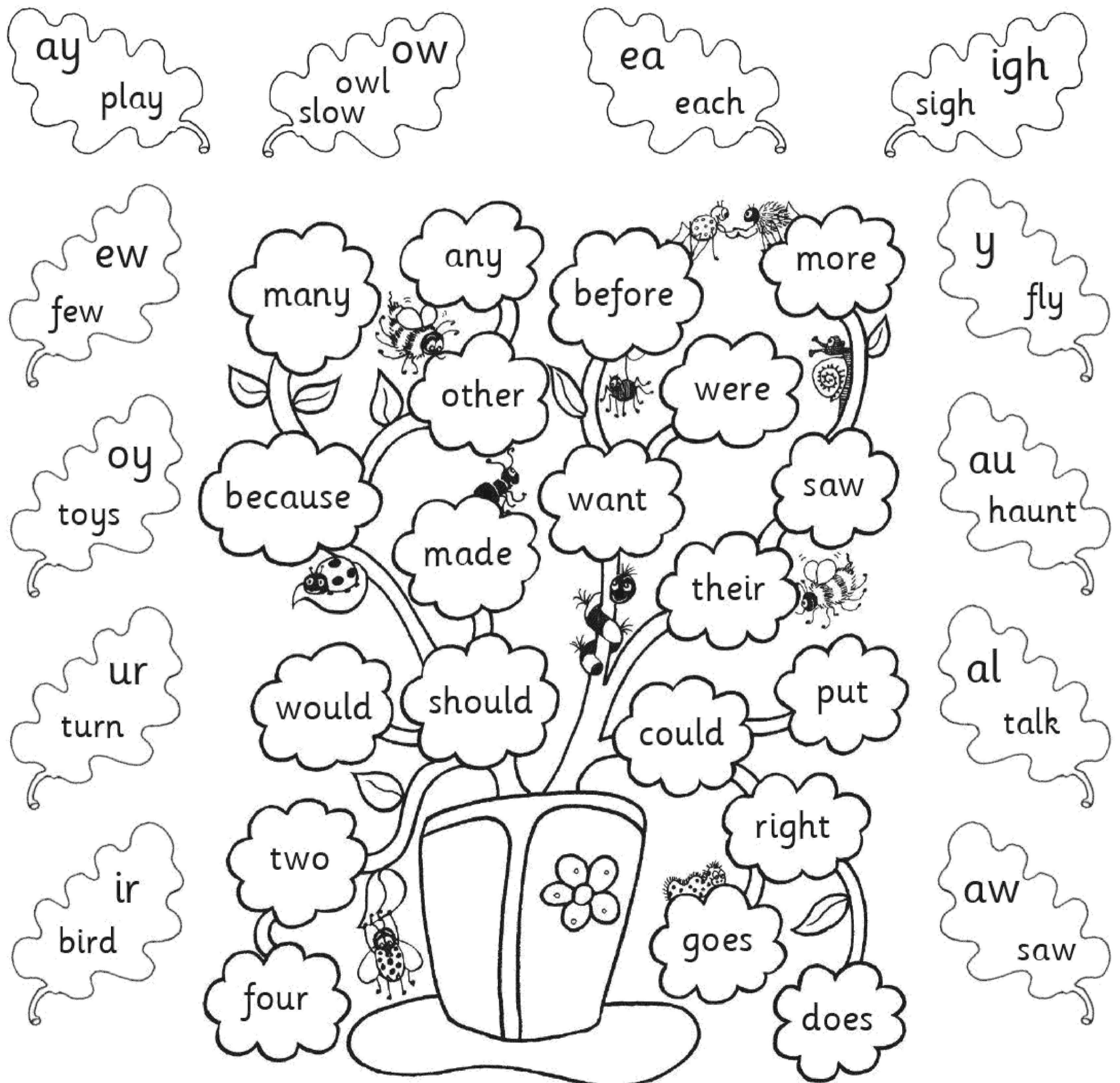


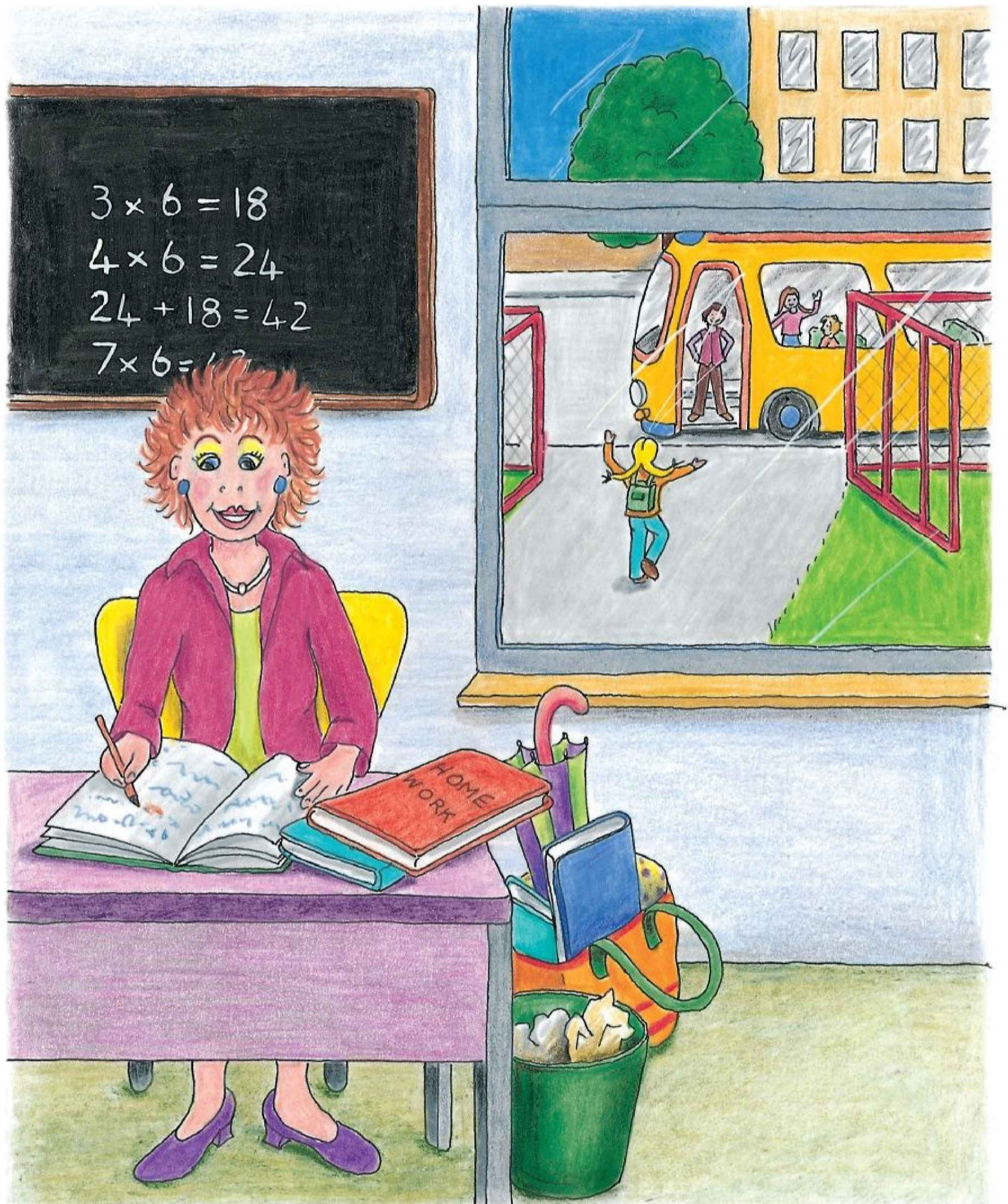
Jolly
Phonics

Teachers and parents

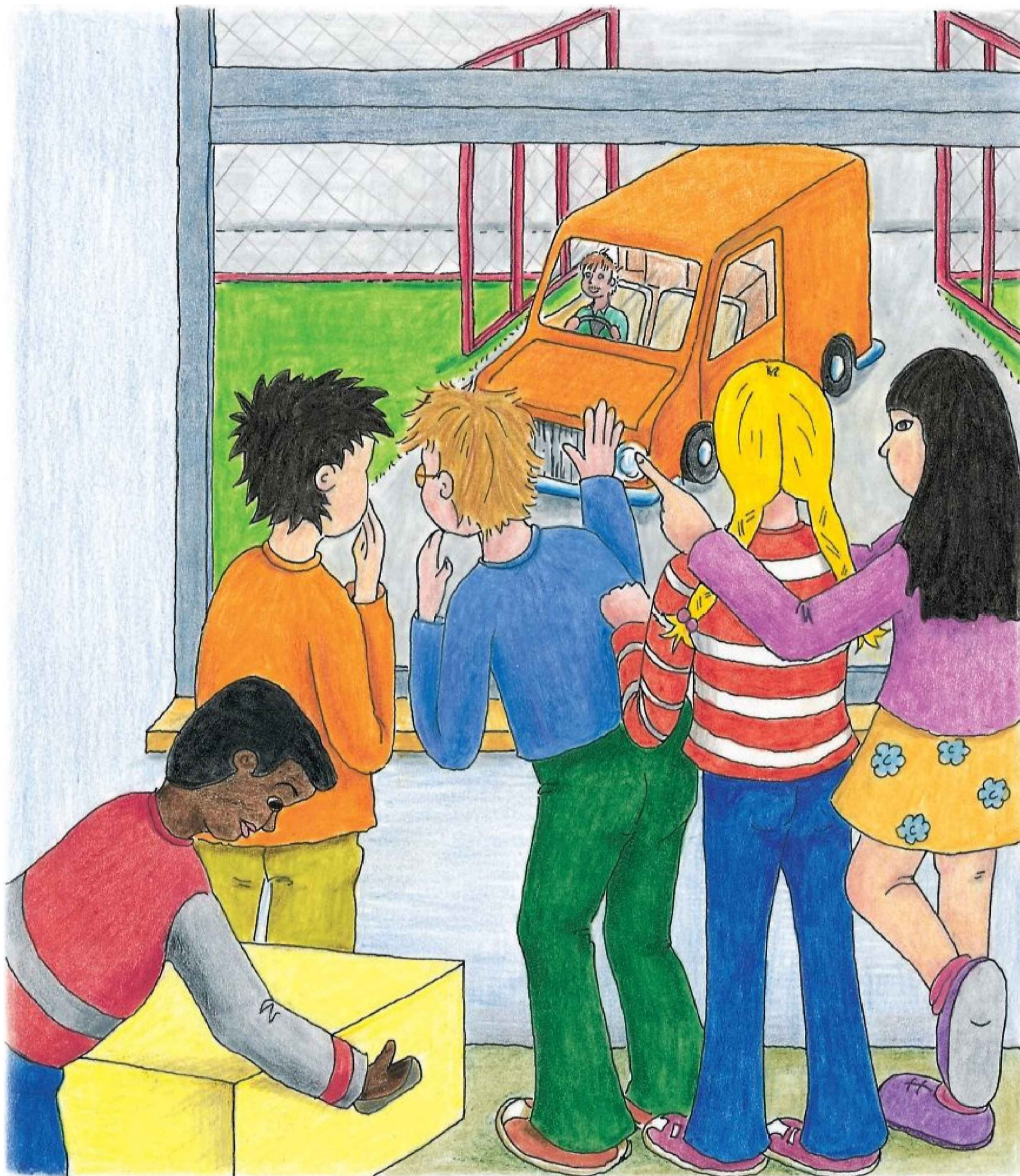
Before tackling these Blue Level Readers, a child will need to be able to:

- Recognise the basic 42 letter sounds, <y> as in *happy*, the 'hop-over <e>' digraphs in words like *take*, *these*, *bike*, *code* and *mule*, and the other main alternative vowel spellings in the leaves below;
- Read (blend) regular words containing these letter sounds;
- Recognise the twenty tricky words shown in the flowers below;
- Recognise the names of the three main characters, as well as Phonic.





The windows by Miss Beech's desk looked out across the school grounds to the gates. Everyone who visited the school had to go by.



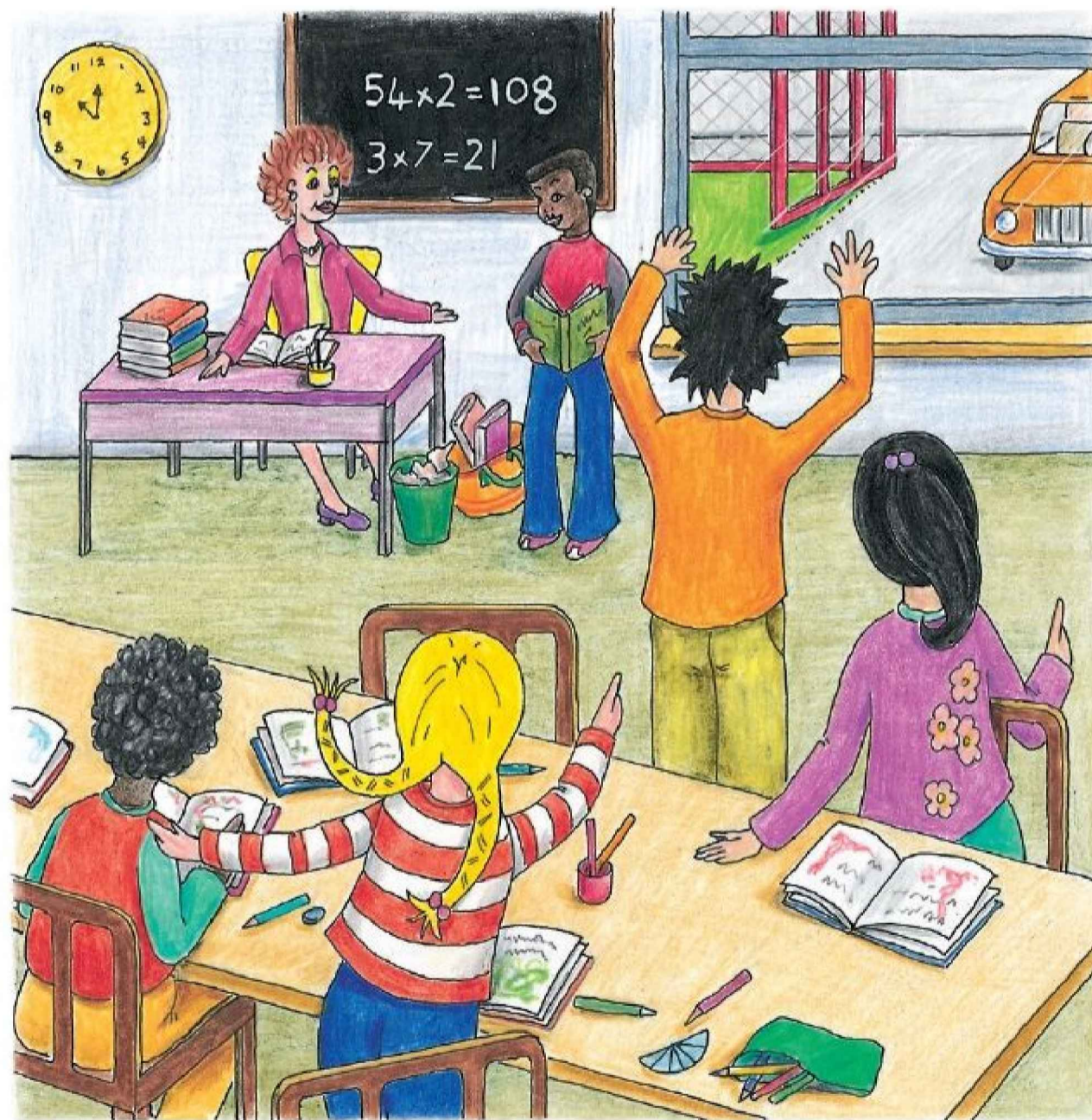
Every Thursday, the school delivery van would arrive. Every Thursday, the children in Miss Beech's class would look out for the van. When it arrived, they would giggle and wave.

Miss Beech could not understand why the children liked the delivery van's visit so much. When she looked out of the window, all she could see was the delivery van and a man unloading boxes from the back.



On Thursday mornings, the children wrote stories and Miss Beech would listen to them read.

As the hands of the clock made their way up to ten o'clock, the children would start looking out of the windows, waiting for the van to arrive.



“There he is!” the children would whisper, and look up.

This Thursday morning was exactly the same.

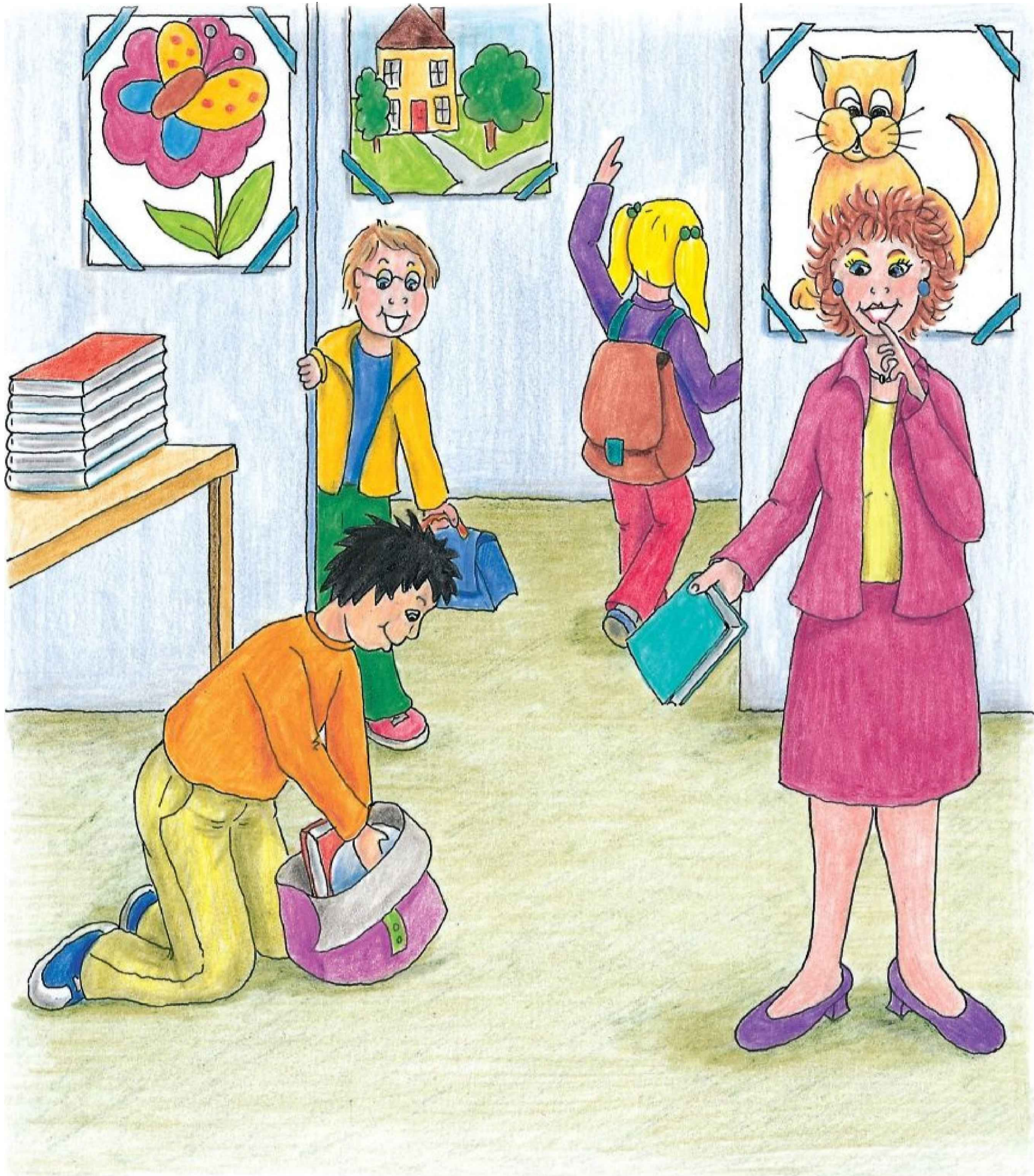
“He’s got a flag today,” whispered Gus to Anna, and all the children waved.



Miss Beech told Seth to stop reading and turned to look out of the window.

All she could see was the man unloading the van.

“Flag? Who has a flag?” frowned Miss Beech.

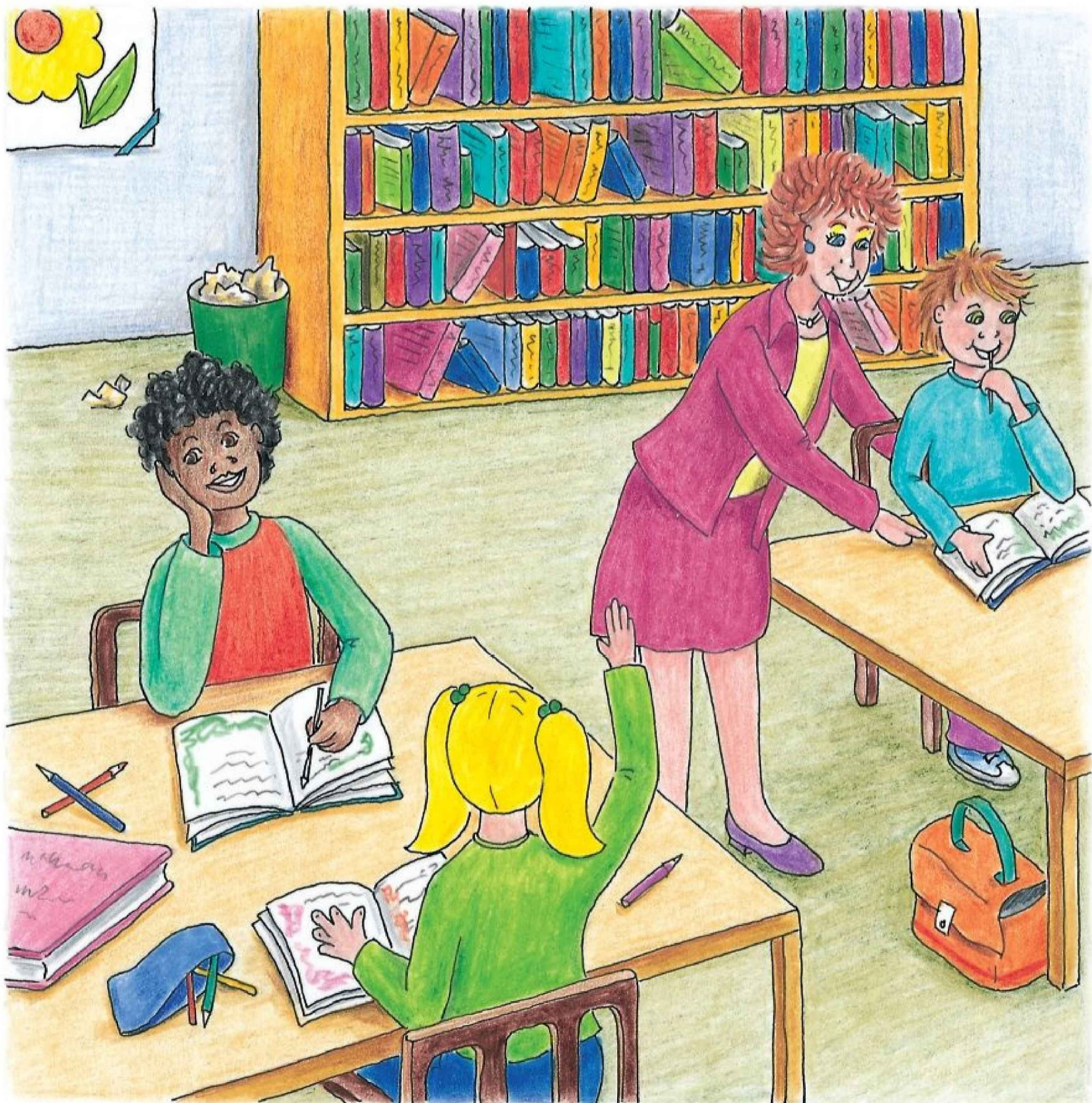


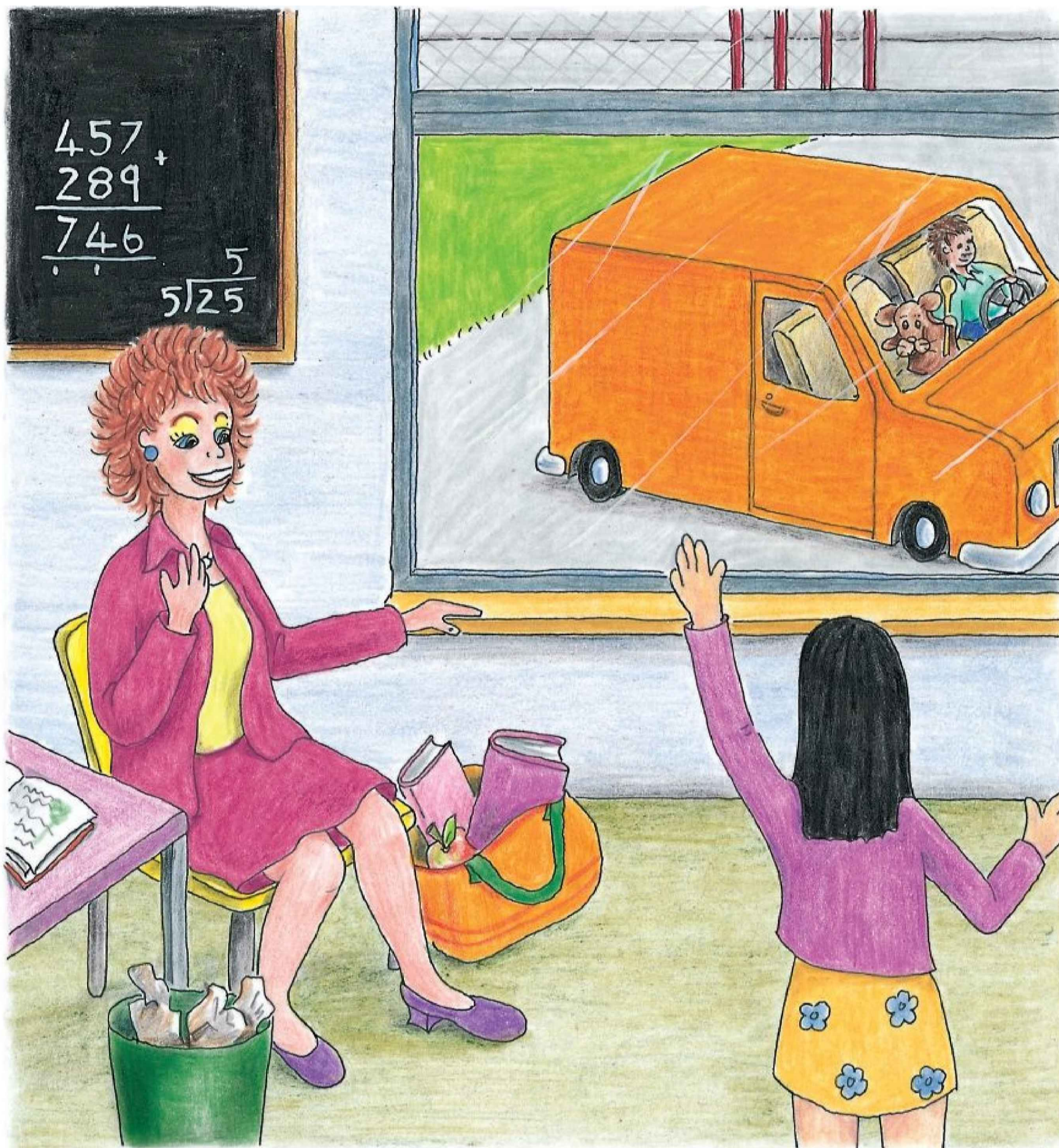
Miss Beech was determined to solve the puzzle. What was it about the delivery van that the children liked so much?

“Next Thursday, I will see,”
she promised herself.

So, the following Thursday, Miss Beech settled the children down to write their stories about a man with a van. Then she listened to some of the children reading their books.

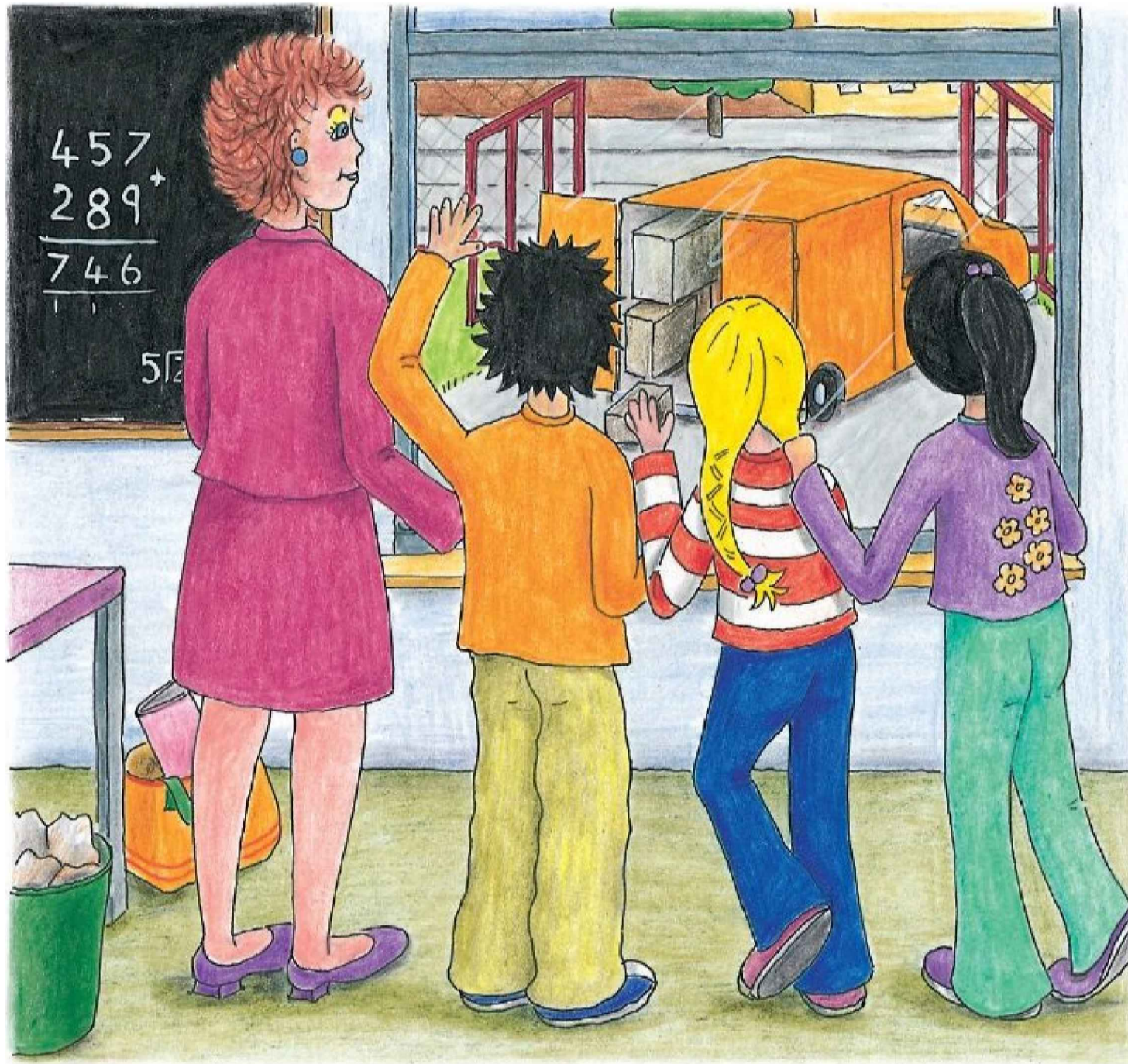
As ten o'clock approached, Miss Beech sent Bill back to his seat.





This week, when the delivery man arrived, Miss Beech was looking out of the window too. As the van turned into the school, a puppet dog looked out of the van window and waved a wooden spoon.

The children all started giggling and pointing. When Miss Beech stood up, the puppet vanished.



The man got out of the van and started unloading the boxes. Miss Beech sat down again. When the van left, the puppet waved to the children again.



“So that’s it!” exclaimed Miss Beech.
“Does the puppet wave every week?”
she said.
“Yes,” replied Seth, “and every week he
has something different in his paws.”

“Yes, he has had a hat with a red ribbon on it...” said Hinda.
“...and he had a big paintbrush one week,” added Rob.



“I liked the yellow sunflower,” said Kim.
“No, the bucket and spade were best!”
said Meg.

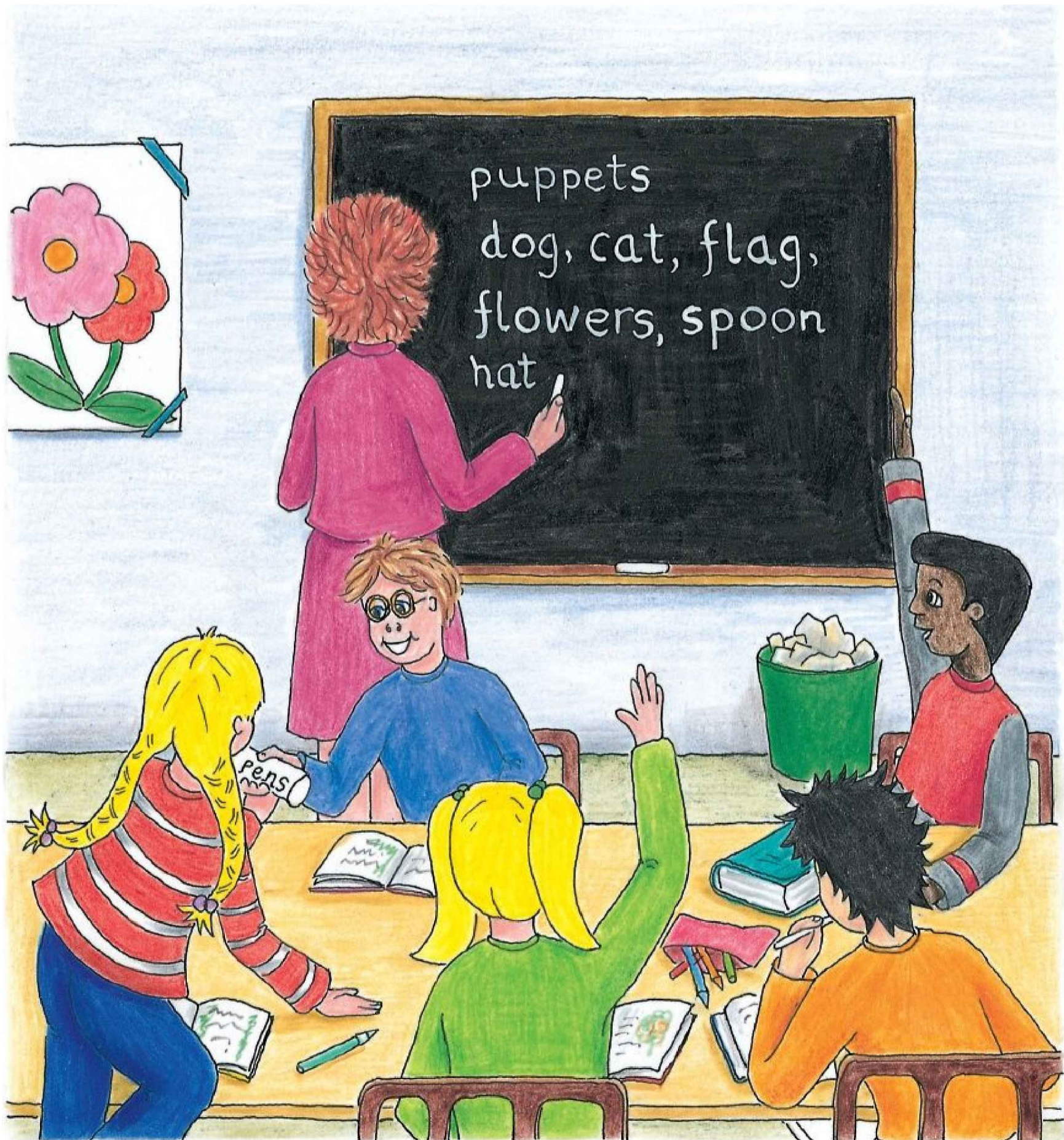
“Well, goodness me!” cried Miss Beech.
“I have been missing out.”



“Yes, every week we try to guess what the dog will have,” said Meg.
“I think we will make our own surprise for the man in the van,”
smiled Miss Beech.

First, they talked about what they were going to do. Then the children and Miss Beech started to make plans.

By the end of the lesson, all the children had a pattern of what they were going to make.



In the next lesson, they each started to make something. Miss beech lifted down the big bag of felt and scraps, and the children started cutting and sticking and stitching.



“They are going to be very good,” said Miss beech, as she went around the room. “I cannot wait to see them finished.” All the children agreed.

When Thursday morning came, the children could hardly contain themselves. The hands on the clock seemed very slow that morning.



Then the van turned into the car park. Out of the van window, the puppet dog started to wave. All the children rushed to the windows and waved back with the puppets they had made!



The man in the van grinned and took his puppet dog out from the cab of the van. He came across to the window and he looked at the puppets that the children had made.

“As well as being very surprised, I am very, *very* impressed!” he said.

Reading Comprehension

Teachers and parents

An important part of becoming a confident, fluent reader is a child's ability to understand what they are reading. Below are some suggestions on how to develop a child's reading comprehension.

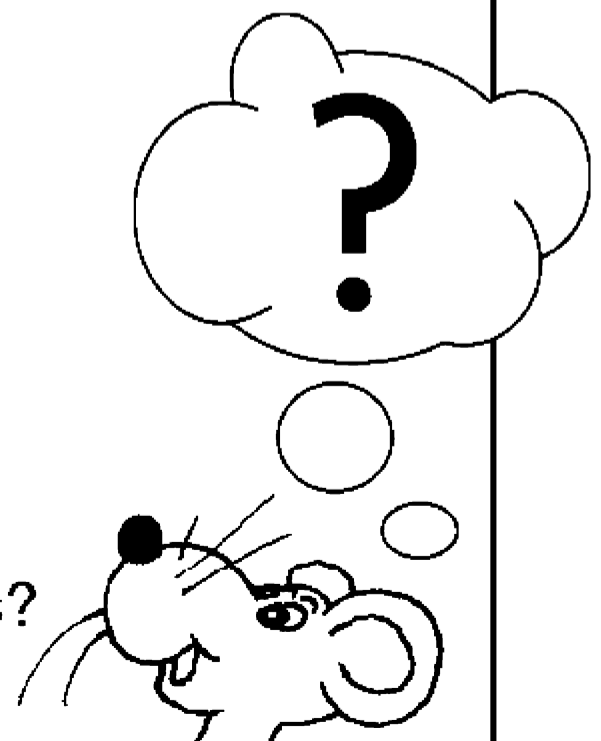
- Make reading this book a shared experience between you and the child. Try to avoid leaving it until the whole book is read before talking about it. Occasionally stop at various intervals throughout the book.
- Ask questions about the characters, the setting, the action and the meaning.
- Encourage the child to think about what might happen next. It does not matter if the answer is right or wrong, so long as the suggestion makes sense and demonstrates understanding.
- Ask the child to describe what is happening in the illustrations.
- Relate what is happening in the book to any real-life experiences the child may have.
- Pick out any vocabulary that may be new to the child and ask what they think it means. If they don't know, explain it and relate it to what is happening in the book.
- Encourage the child to summarise, in their own words, what they have read.

What's in the book?

- What do the children do in class on Thursday mornings?
- What things has the delivery man's puppet had?
- What sort of puppets do the children make?

What do you think?

- Why do the children look forward to Thursday mornings?
- Why has Miss Beech not seen the puppet before?





Jolly Phonics Readers are fully decodable books for new readers.

These Readers have been written with a **carefully controlled vocabulary**, and are specifically designed for children who are learning to read and write with *Jolly Phonics*.

- The text in these Blue Level Books (fourth level) uses only **decodable regular words** that use the letter-sound knowledge taught so far: the 42 main letter sounds, <y> as in *happy*, and the main alternative vowel spellings (the 'hop-over <e>' spellings of the long vowel sounds, <ay> as in *day*, <ea> as in *seat*, <y> and <igh> as in *fly* and *high*, <ow> as in *low* and *now*, <ew> as in *dew*, <oy> as in *joy*, <ir> and <ur> as in *bird* and *turn*, and <al>, <au> and <aw> as in *talk*, *pause* and *saw*), and a small number of **'tricky' words** (frequently used words that are not fully decodable at this stage).
- All new tricky words and alternative vowel spellings used are shown on the front inside cover; these can be used as a quick practice activity before starting the book.
- **Faint type** is used for silent letters, like the in 'lamb'.
- **Comprehension questions** and discussion topics are included at the end of the book. These ensure that children are not only able to read the text, but also get meaning from the stories.

Blue Level Readers



Inky Mouse & Friends	General Fiction	Nonfiction
The Bird House	The Enormous Turnip	Soccer
Daisy and Buttercup	Rumpelstiltskin	Mountains
The New Kitten	Puppets	Henry Ford
An Inter-Hive Match	Many More Monsters	Sharks
The Maize Maze	The Pumpkin Party	The Moon
Beach Rescue	Town Mouse and Country Mouse	The Nile



Jolly Learning Ltd

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