

Inky Mouse & Friends

The New Kitten

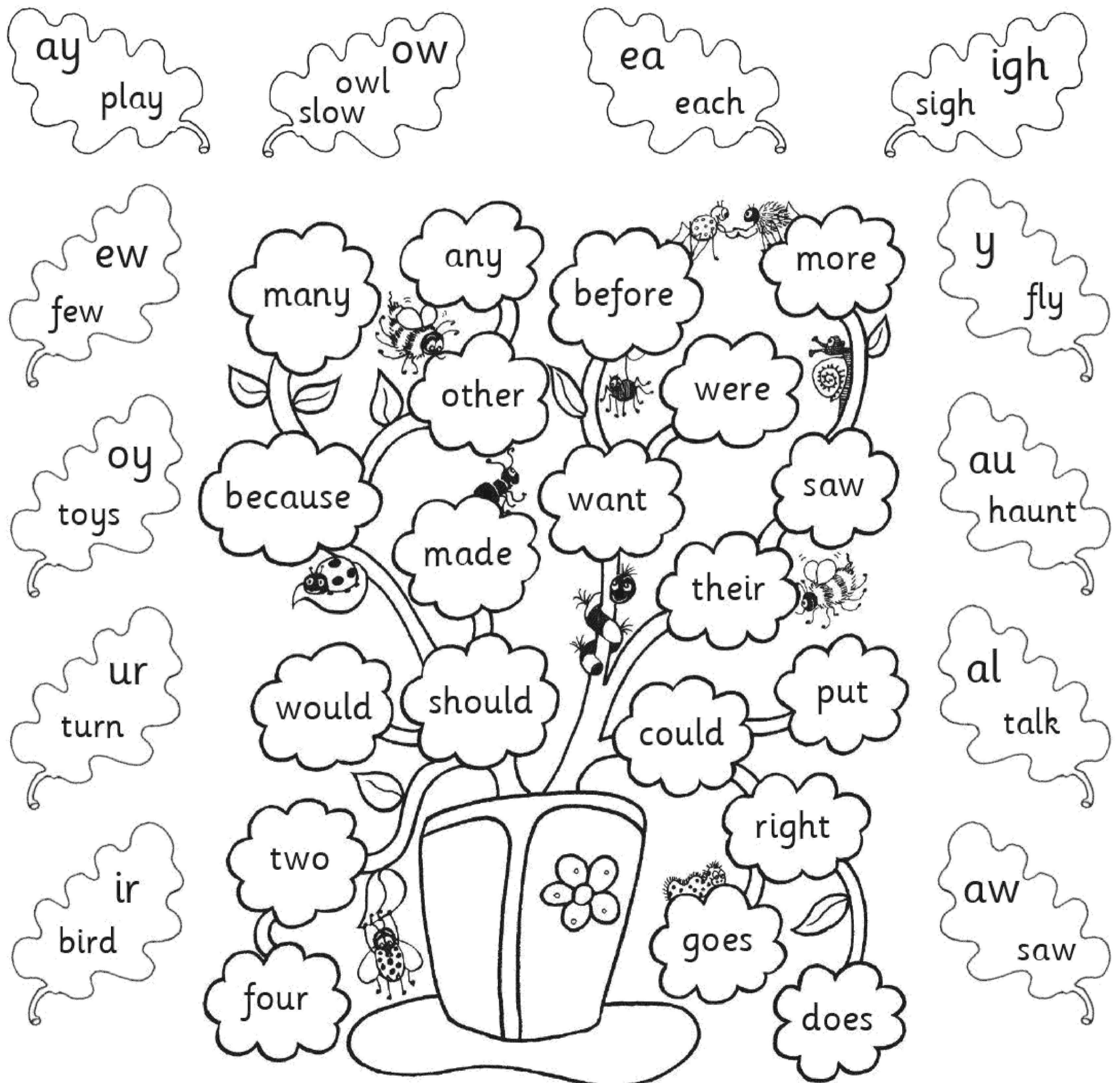


Jolly
Phonics

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.





Zack, Jess and Rags were playing outside. Zack and Rags were throwing a ball and Jess was on the swing. Suddenly, Jess saw something in the flowers by the gate.

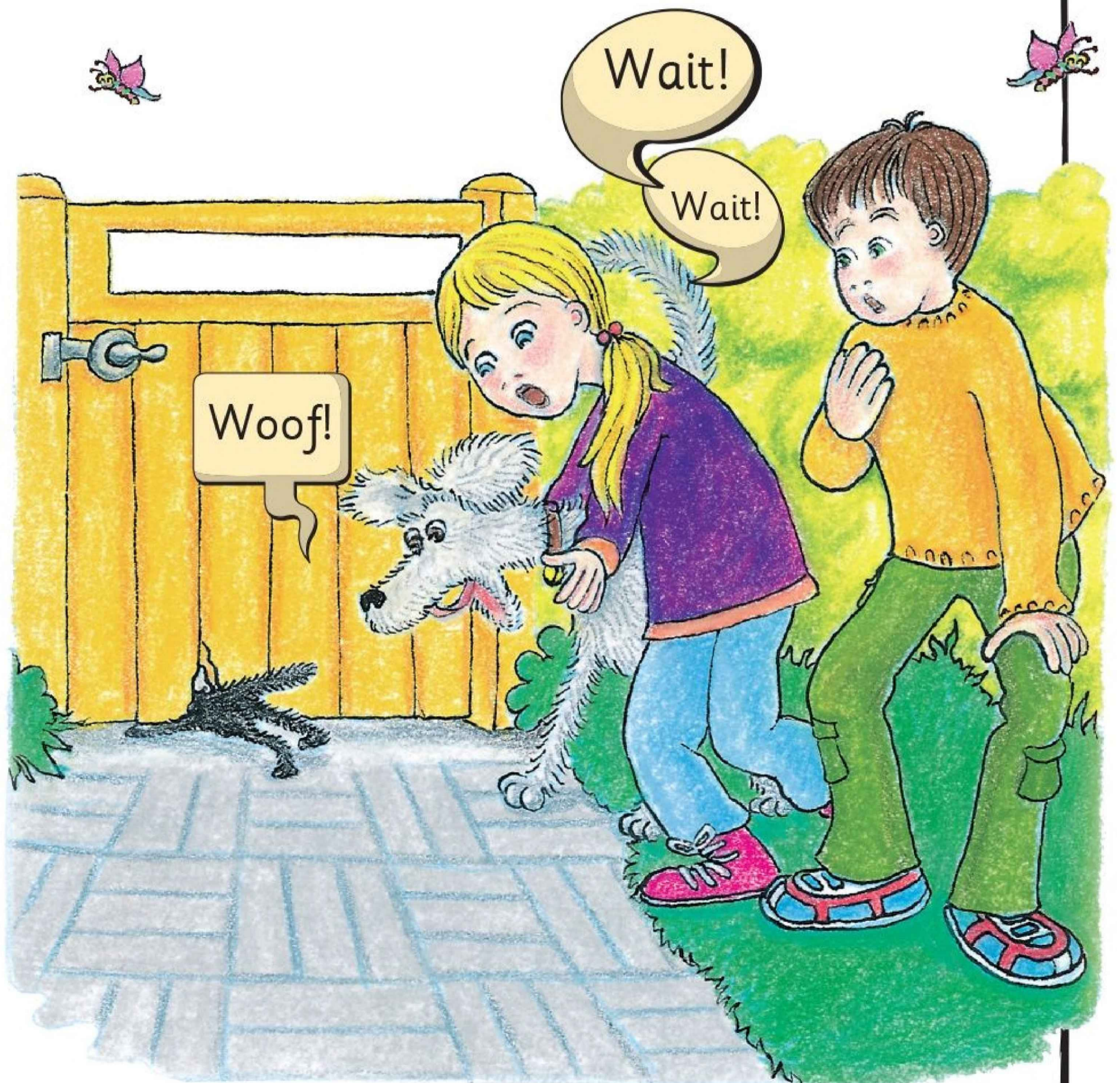
She got off the swing and went to look. Sitting by the gate was a little kitten. It looked very sad and thin.

“You poor thing!” cried Jess.



Zack and Rags came across to see what she was looking at.

As soon as Rags saw the kitten, he started barking. The kitten turned and ran, squeezing under the gate. Zack and Jess looked and looked, but they could not see where the kitten had gone.



Jess kept looking and calling for the kitten for the rest of the day, but she could not see it. That night, before she went to bed, she went out and looked for the kitten again.





The next evening, Jess and Zack's granny rang.

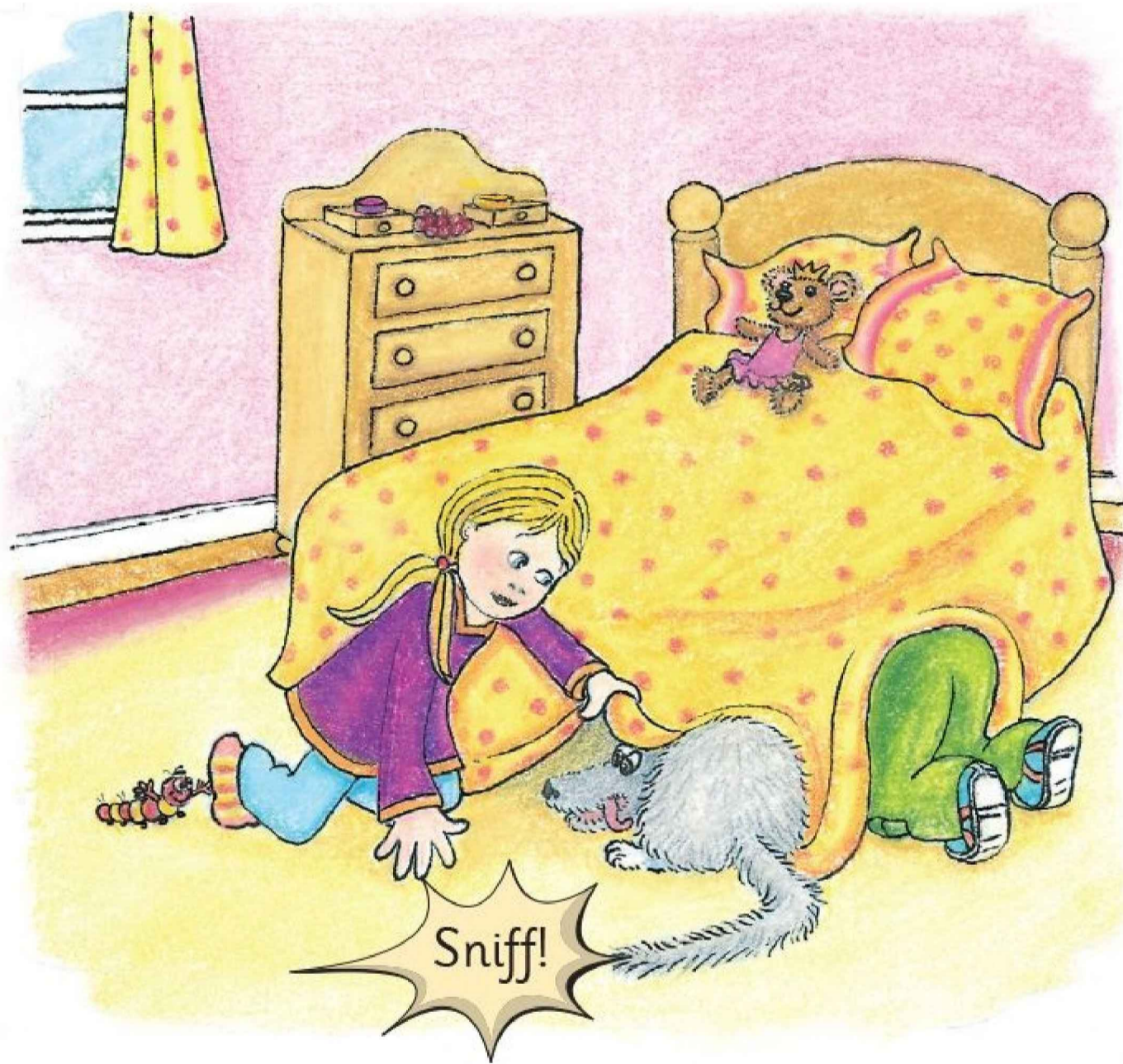
"Hello, Jess," she said. "I came around this morning, but everyone was out. Dad told me about the kitten when I spoke to him yesterday. How did you get it to come in?"



“What do you mean?” said Jess. “It ran off. We could not see it.”

“Well,” said Granny, “when I looked in your back door, there was a kitten sitting there, looking back at me!”

Jess and Zack looked everywhere they could think of in the house. They tried looking under the beds and all around the kitchen, but they could not see the kitten.



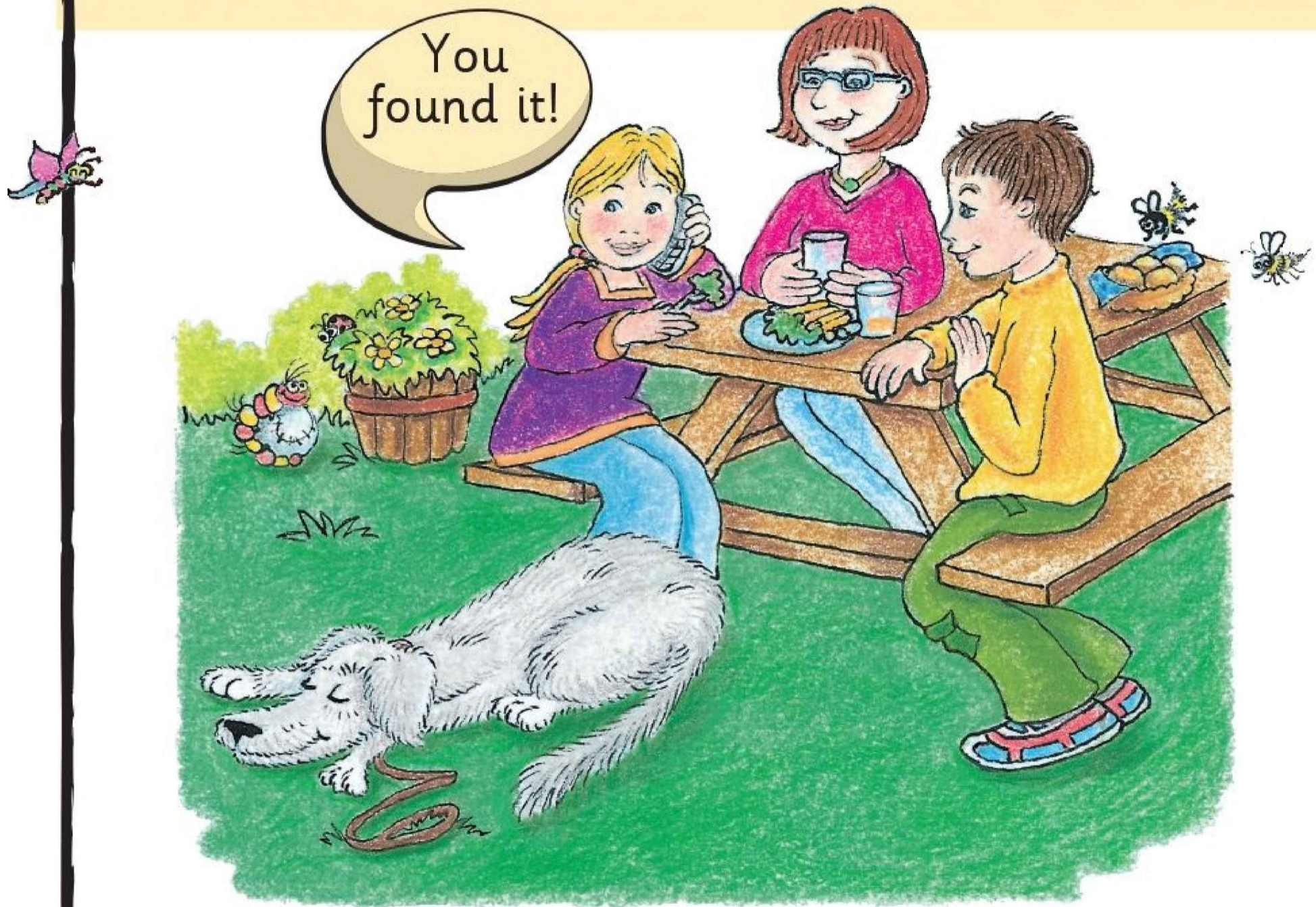
They stood very still and listened, but there was no sound. Rags sniffed around too, but still the kitten was nowhere to be seen.

The next evening, Granny and Gramps came for dinner. Dad said to Granny, "I think you were seeing things. There is no kitten in here."



"I tell you, I saw a kitten sitting in the kitchen. I did not make a mistake," said Granny, firmly. "Just you wait and see!"

The next Saturday, Zack and Jess took Rags for a long walk. They walked a long way and stopped to have lunch. As they were eating, Dad rang.



“Guess what I have just found!” he said.

“The kitten!” cried Jess, happily.

“Yes,” said Dad, “I shall have to say sorry to Granny. She was right!”

“I will put him outside so he can go home,” said Dad.

“No, please,” begged Jess. “Wait until we get home. I want to see him.”



They hurried home as quickly as they could. Zack and Jess burst in the back door.

“Where have you put the kitten?” called Jess.

“In there,” said Dad, pointing.



Zack and Jess went in and looked at the kitten.

“He seems very frightened,” said Dad.

“And very small and thin,” added Zack.

“What if he does not have a home to go back to?” said Jess.

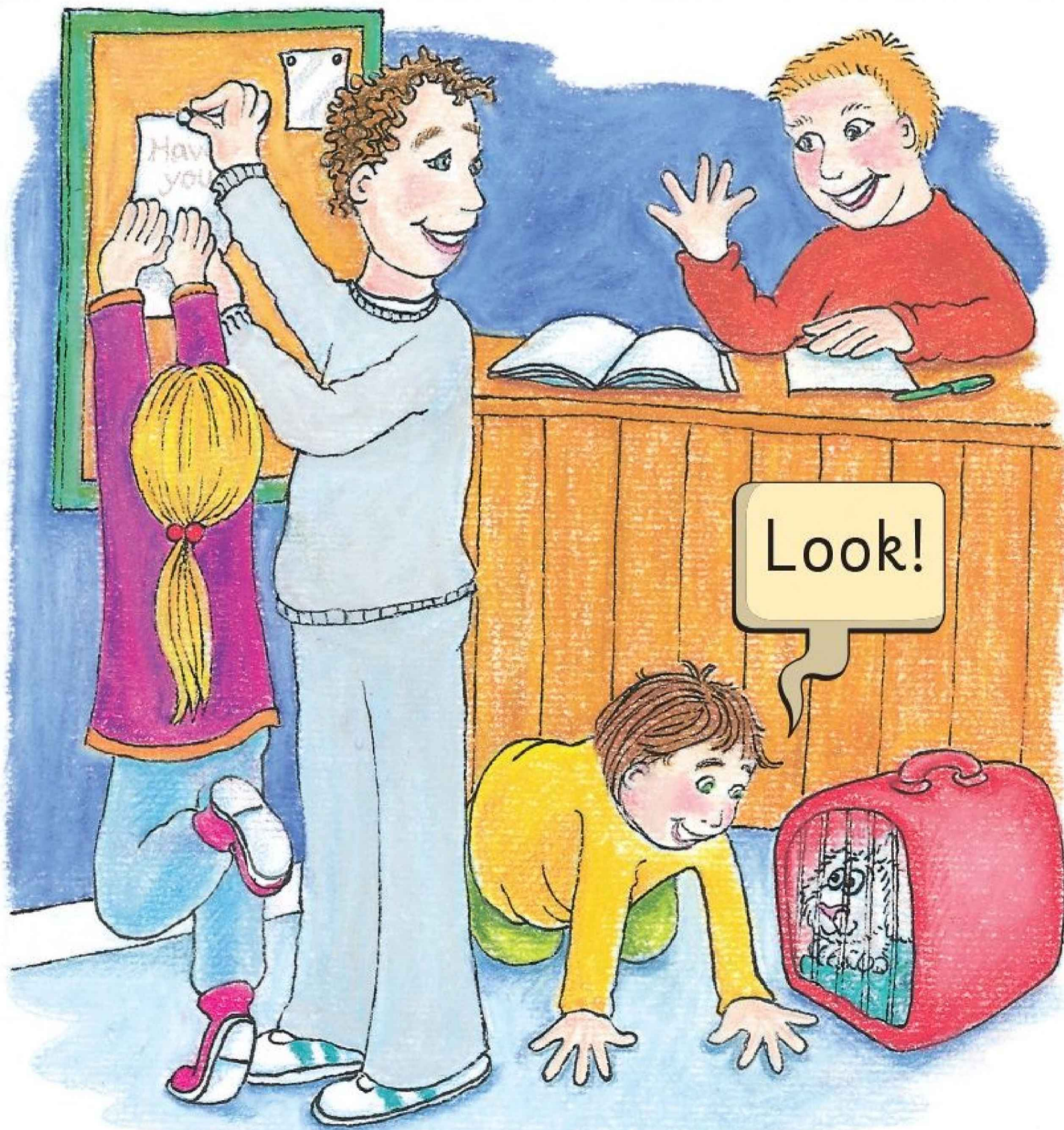
“Well, we are not keeping him,” said Dad, firmly. “He can stay for now but you had better start looking for his home tomorrow.”



Jess stroked and cuddled the kitten all evening and Zack made a bed for him from an old box.

The next day, Zack, Jess and Dad went everywhere they could think of, but no one had lost a kitten.

They put a note up at the animal hospital and on the tree outside their house, but no one called them.



When Dad came in the following evening, there was a note taped to the door.

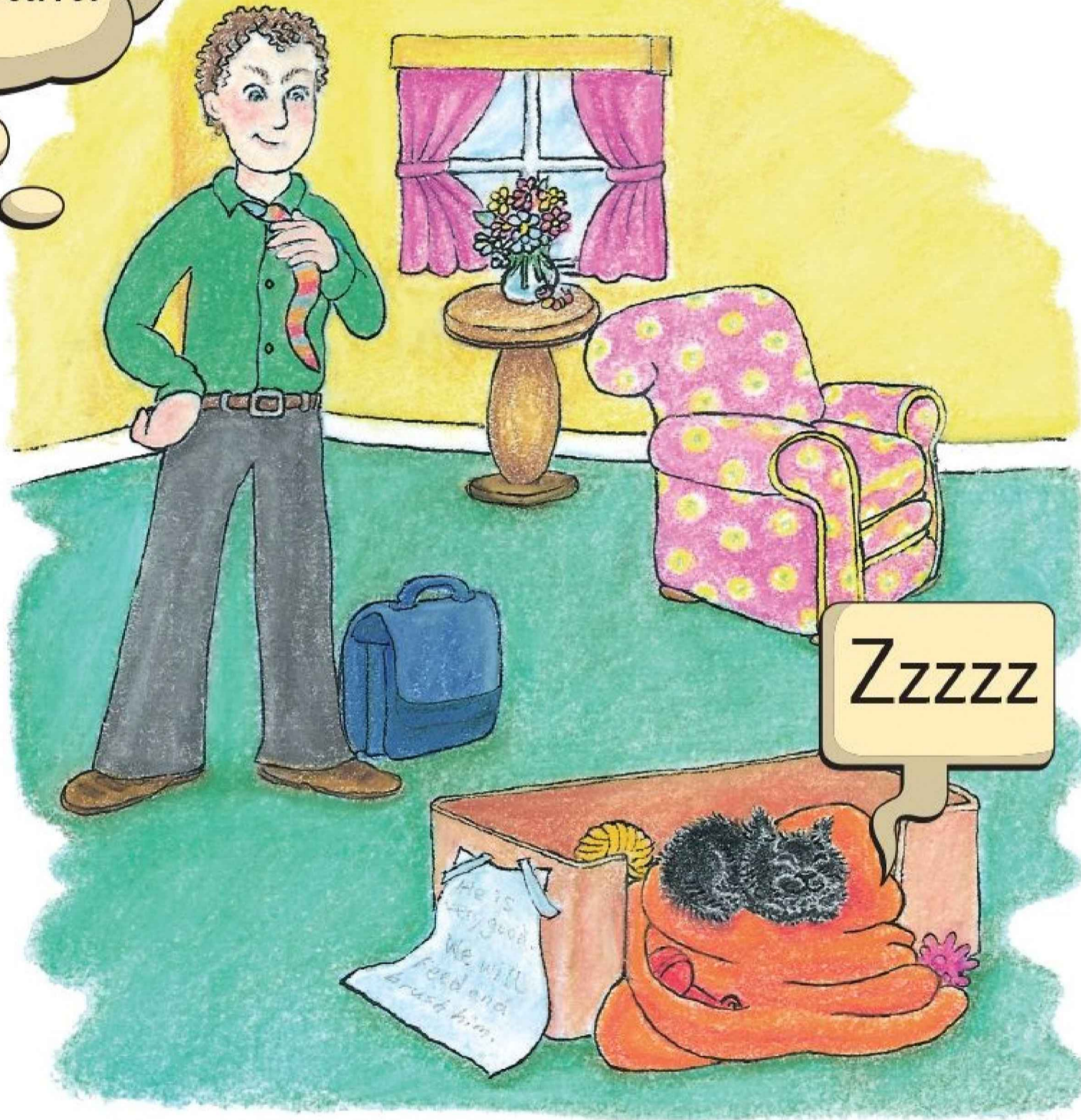
“Please can we keep him?” he read. As he hung his coat up, he saw another note. *“He is so very small. Please, please, please can we keep him?”*



In the sitting room was yet another note.

“He is very good. We will feed and brush him.”

Keep him?

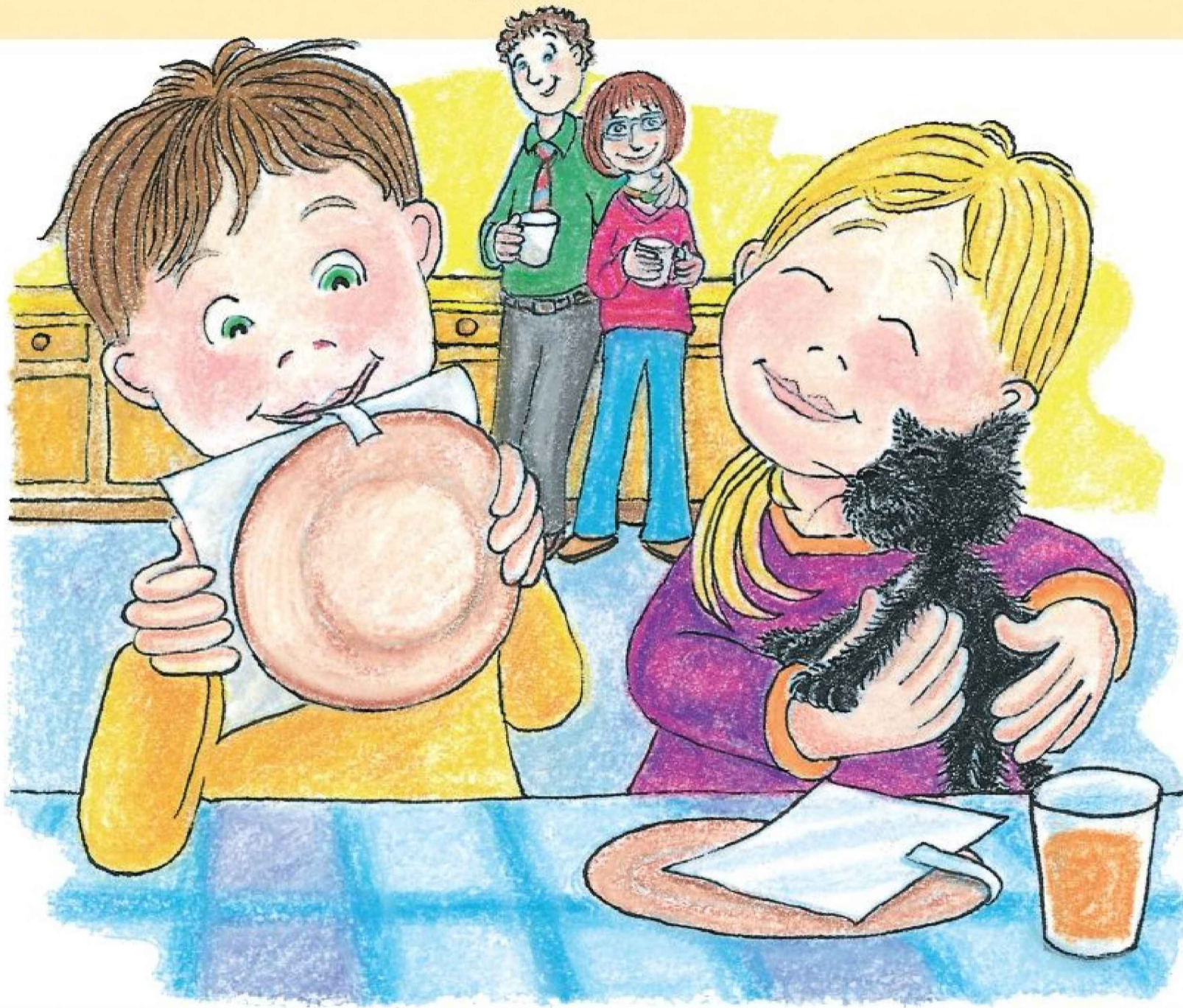


Dad groaned and looked at the small bundle of fur curled up in the box-bed Zack had made.

When Zack and Jess came down for breakfast the next morning, they found notes on their dishes.

“Yes, you can!” read Zack.

“What will you call him?” read Jess.



“Wow! Thank you, thank you!” she squealed. *“His name is Blackberry,”* she cried, picking the kitten up and hugging him.

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.

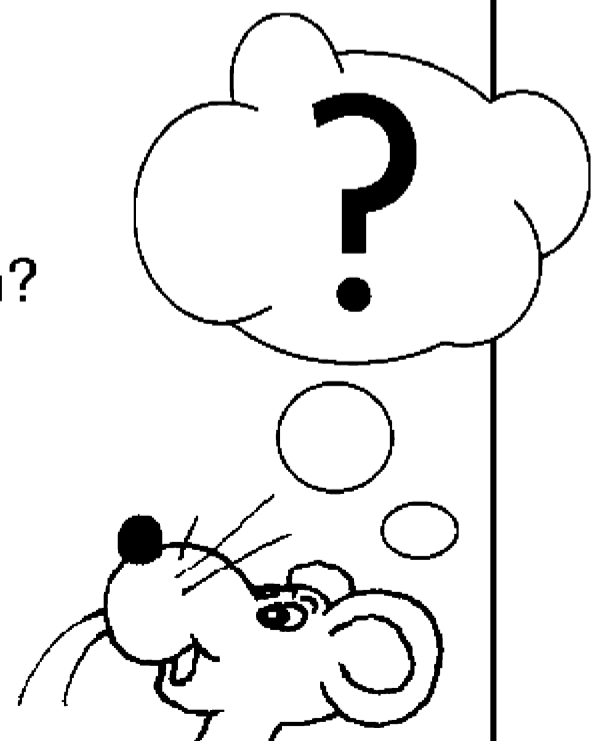
- Make reading this book a shared experience between you and the child. Try to avoid leaving it until the whole book is read before talking about it. Occasionally stop at various intervals throughout the book.
- Ask questions about the characters, the setting, the action and the meaning.
- Encourage 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?

- Where does Jess first see the kitten?
- Who looks through the back door and sees the kitten?
- Where do the children put up notes about the lost kitten?

What do you think?

- Why is the kitten scared of Rags at the beginning?
- Where do you think the kitten was hiding in the house?



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

The Bird House
Daisy and Buttercup
The New Kitten
An Inter-Hive Match
The Maize Maze
Beach Rescue

General Fiction

The Enormous Turnip
Rumpelstiltskin
Puppets
Many More Monsters
The Pumpkin Party
Town Mouse and Country Mouse

Nonfiction

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Mountains
Henry Ford
Sharks
The Moon
The Nile



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