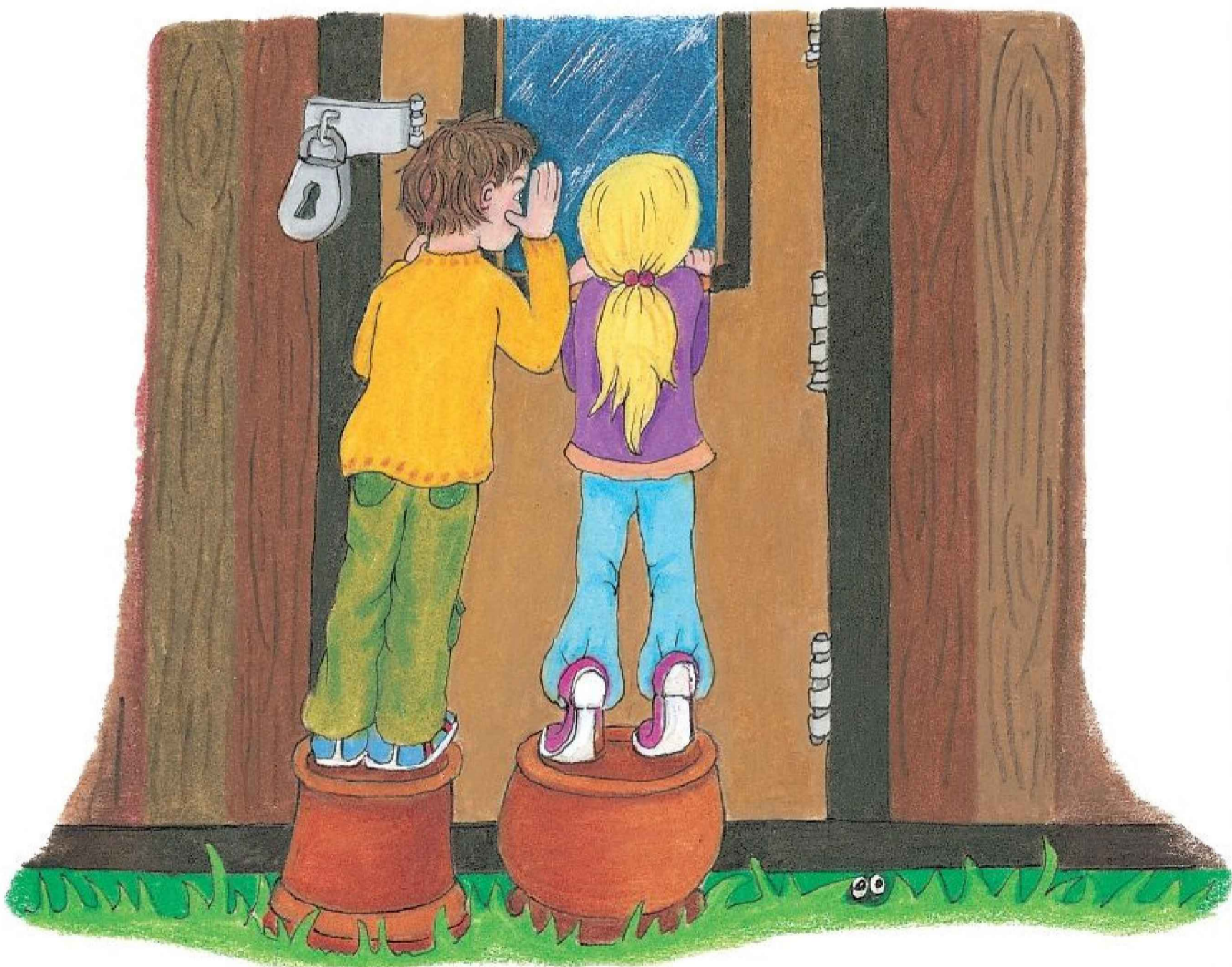


Inky Mouse & Friends

Wait and See!

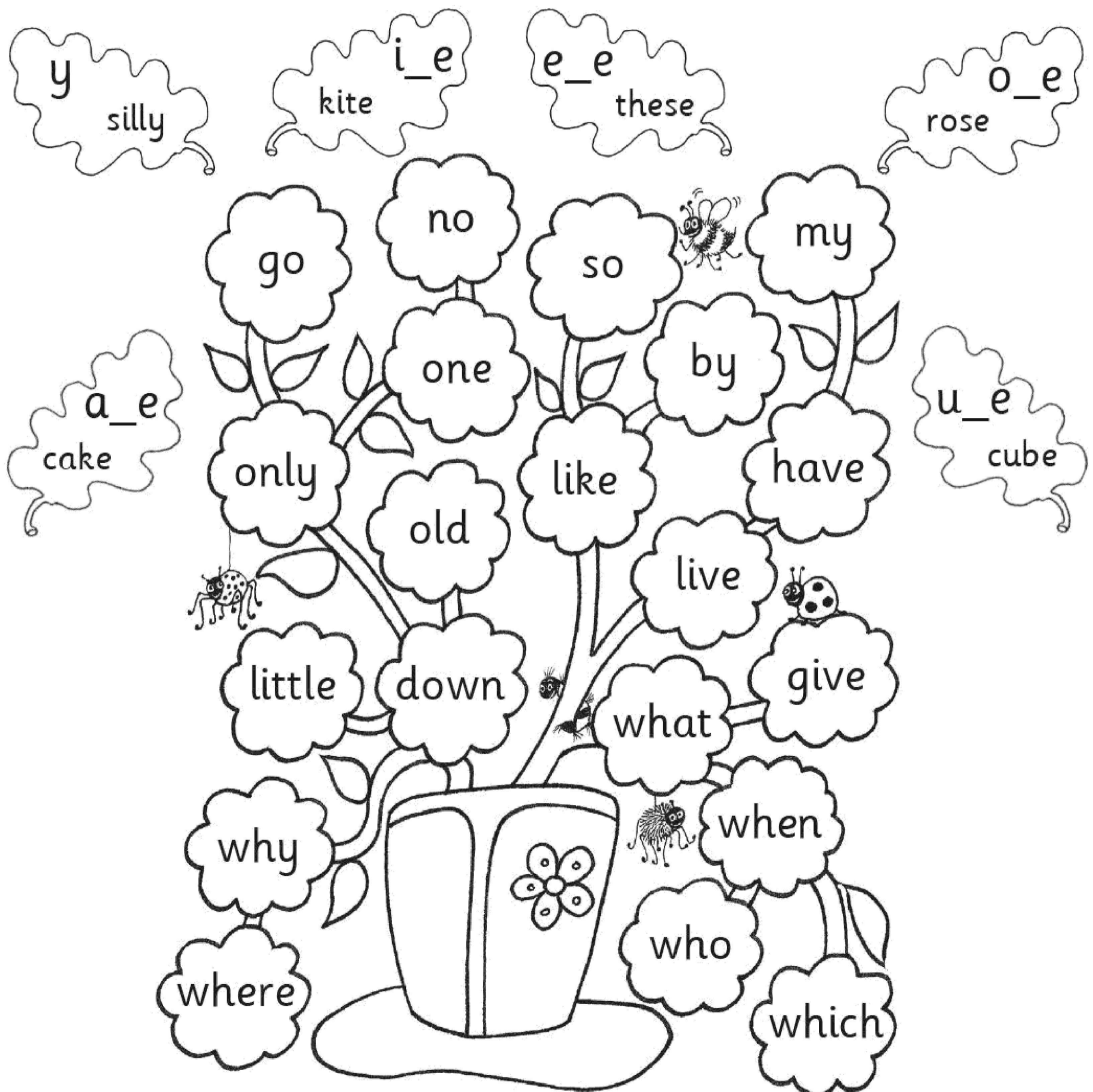


Jolly
Phonics

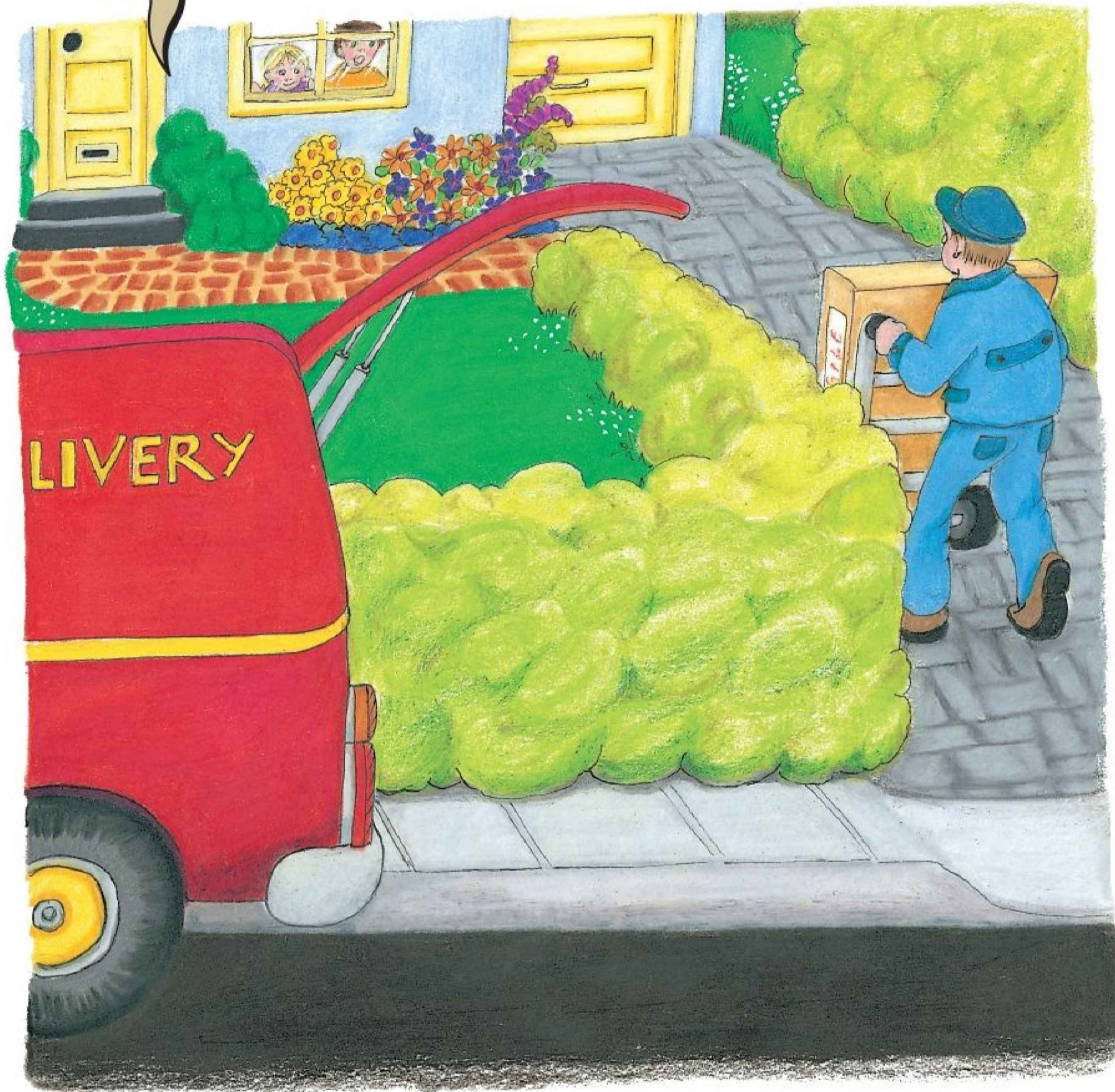
Teachers and parents

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

- Recognise the basic 42 letter sounds;
- Recognise the alternative letter-sound spellings in the leaves below, including the 'hop-over <e>' digraphs in words like *take*, *these*, *bike*, *code*, *mule*;
- 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.



Look at
that big
box!



One morning, a van stopped outside the house. A man got out, unloaded a big box, and wheeled it up to the house.

The big box was addressed to Jess and Zack's dad. It was as tall as Jess. She and Zack looked at it as it stood in the hall.



“What is inside it?” said Zack.

“I suppose we will have to wait until Dad gets home,” Jess replied.

Dad looked at the box as soon as he came home.

“Good,” he said. “It has arrived.”

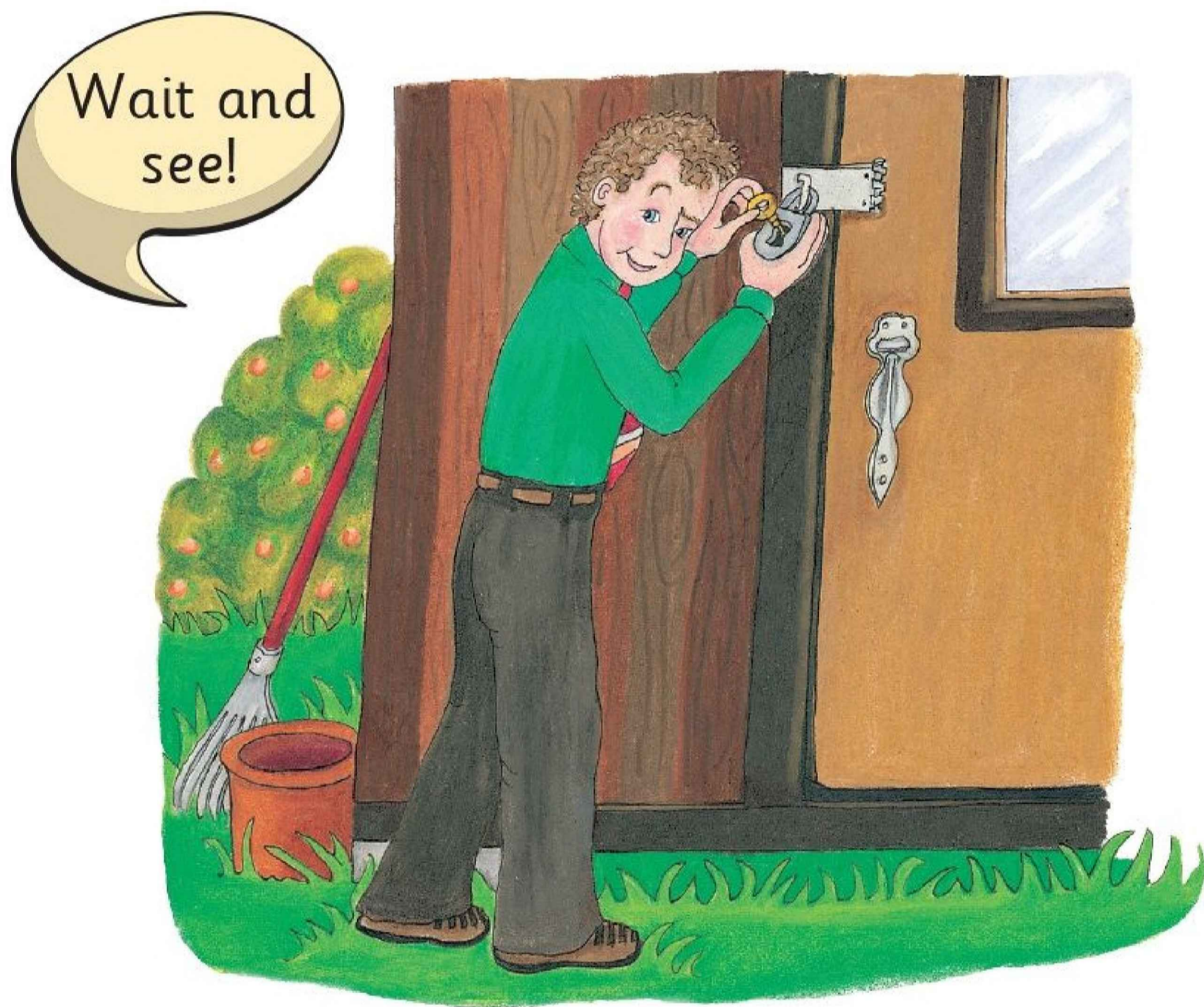
“What has arrived?” cried Zack and Jess. “What is in the box?” But Dad just smiled again and said, “Wait and see.”



He took the big box out to the shed and locked it up inside.

“It will be safe in there,” he said.

“What will be safe in there?” said Zack.



“Just let us have a quick look!” begged Jess. But Dad just smiled again and said, “Wait and see.”

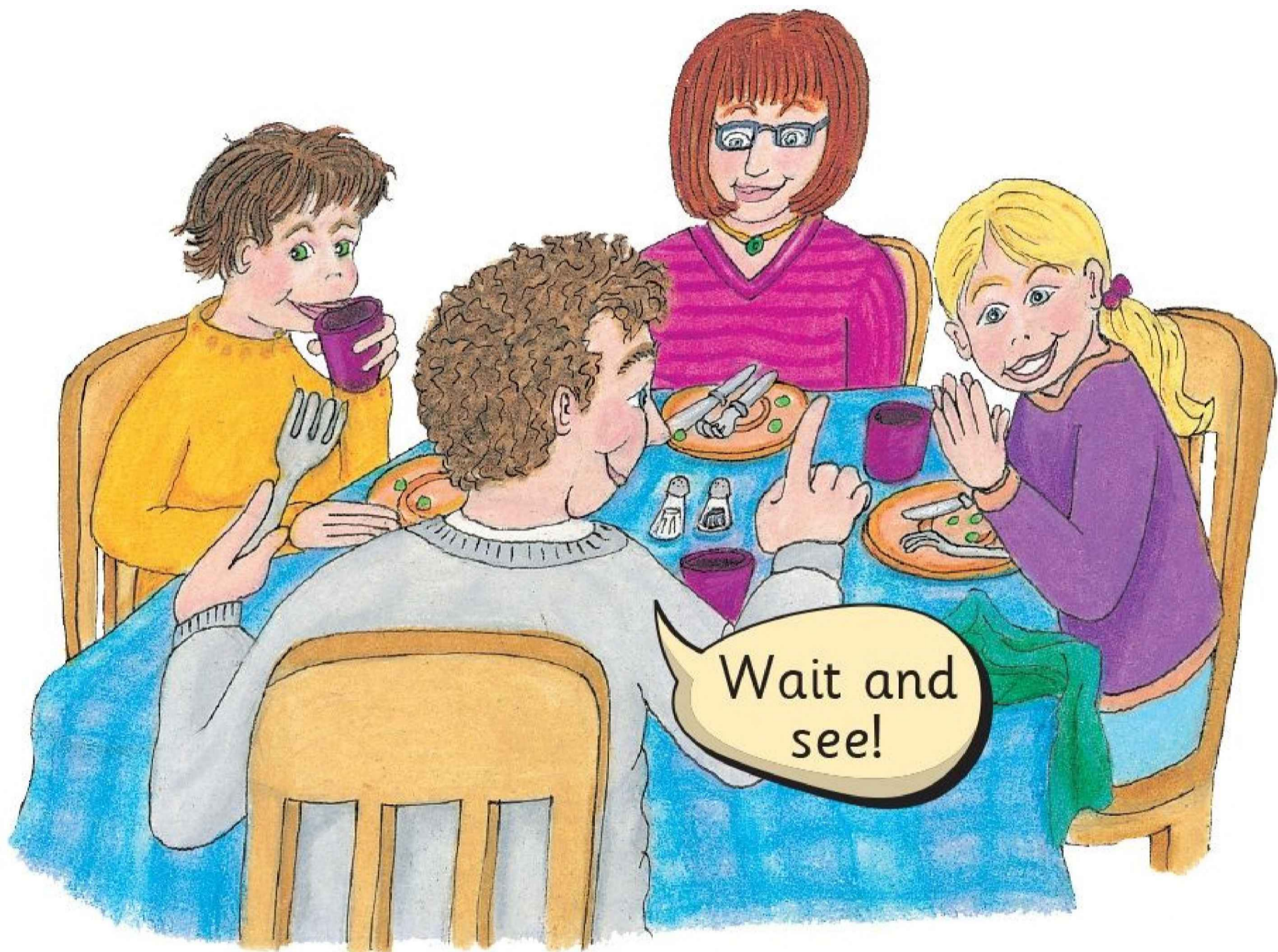
At the weekend, he spent a lot of time in the shed. Jess and Zack tried to see what he was doing. They offered to help him too, but it was no good.



“Why not?” cried Zack. Dad just smiled, maddeningly, and said, “Wait and see.”

At dinner time, he came out of the shed and locked it.

“Did you make something?” said Zack, as Dad came in. “Is it finished yet?”



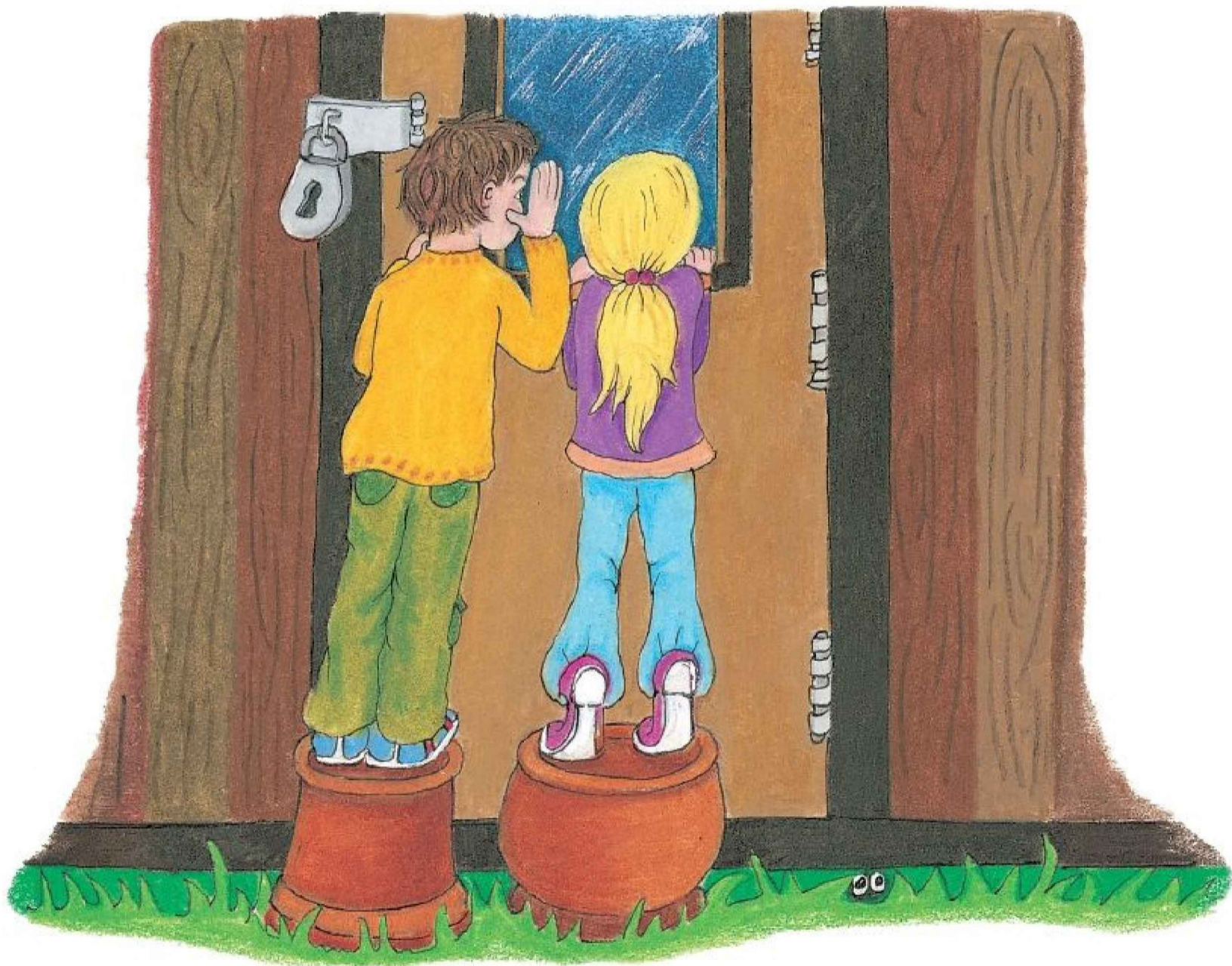
“And can we see it?” Jess added.

“No, not yet,” said Dad. “You can wait and see.” He smiled at them.

Zack and Jess tried to peek into the shed, but it was too dark for them to see what was inside.

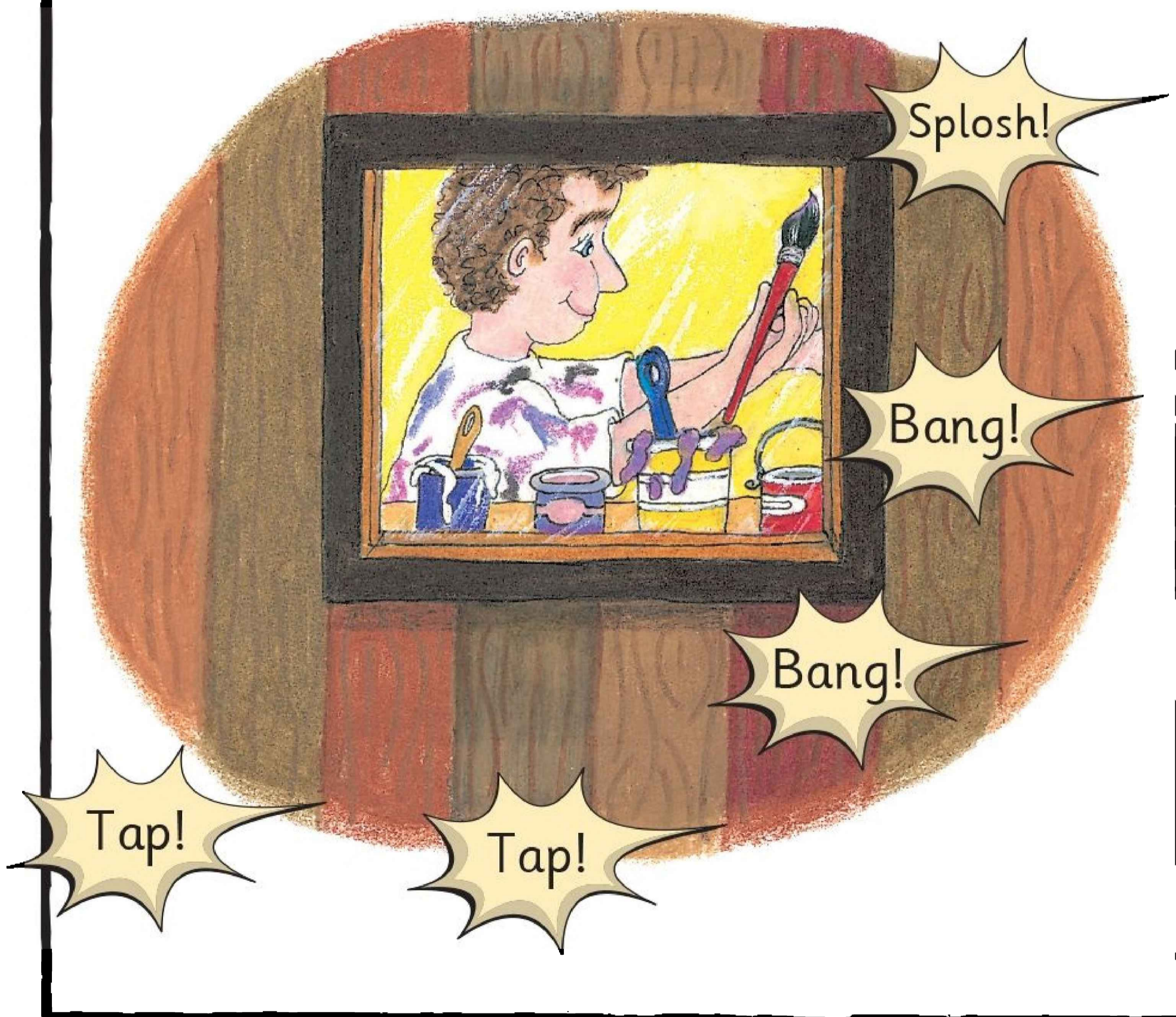
“What can it be?” said Zack.

“It was a big box,” Jess pointed out.



“It was tall but flat,” said Zack. “It must be something Dad has to make, as he took it to the shed. But I cannot guess what it is.”

So Zack and Jess just had to wait. Dad continued to smile and to tell them to wait and see. At the weekends, he spent a lot of time in the shed, hammering and painting.

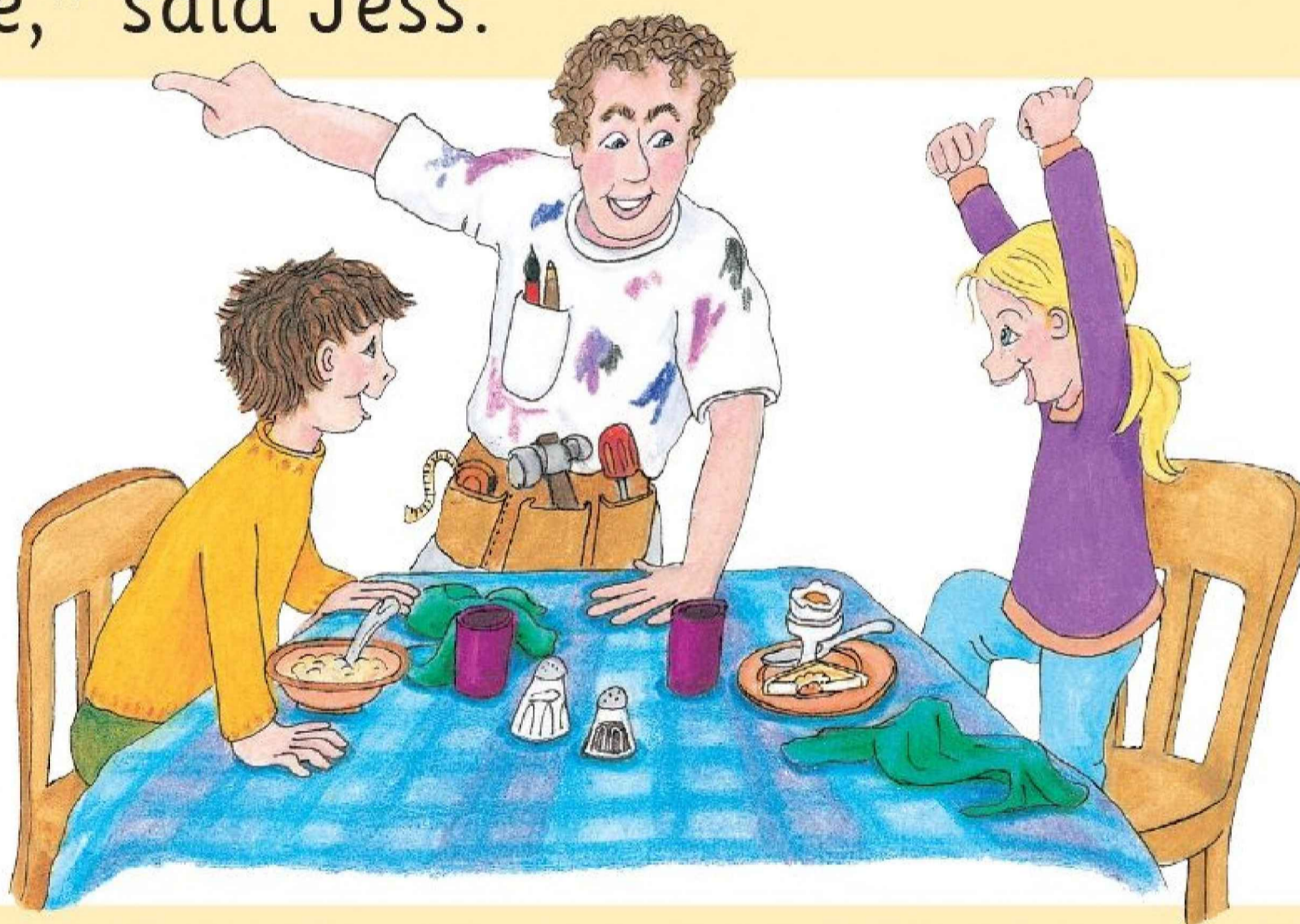


Then, one morning, Dad came out of the shed and into the kitchen.

“Guess what!” he said. “I have finished!”

“Finished what?” said Zack.

“I bet we still have to wait and see,” said Jess.



“Not this time,” said Dad, proudly.

“Come and look!”

Zack and Jess did not wait to be told again. They jumped up and rushed outside.

By the shed, Dad stopped and smiled down at Jess.

“This is for you, Jess,” he said to her.

“For me?” said Jess, and Dad nodded. He took them into the shed to see what he had made.



There, inside on the bench, was a little house.

“Thank you, Dad!” exclaimed Jess.
“Is it for dolls?”

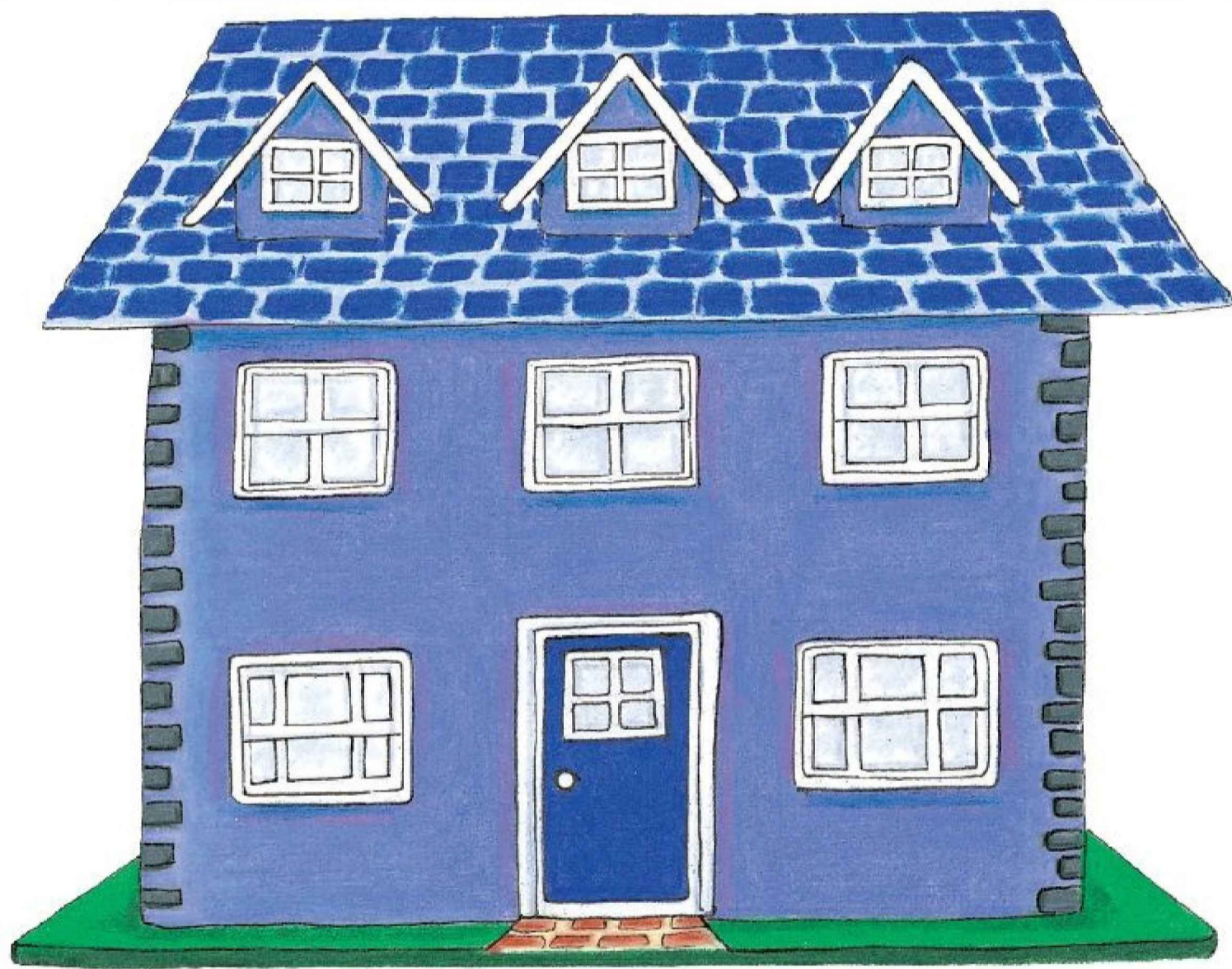


Dad nodded.

“It is a bit like the one that Jess liked so much when we visited that big old house,” said Zack.

“Yes,” said Dad. “That is why I made her this one as a present.”

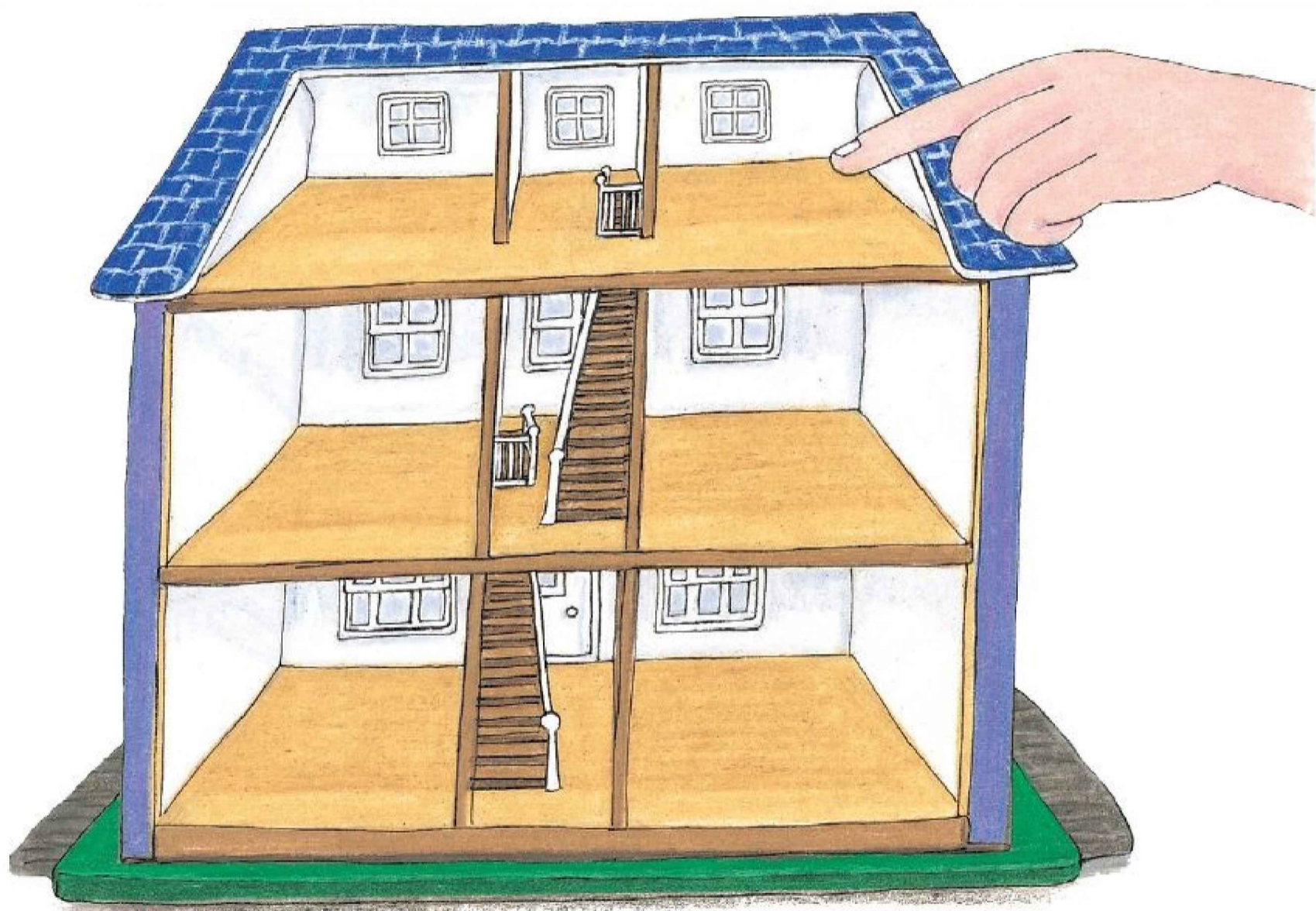
Jess and Zack looked at the house. It was painted lavender, with dark stones down the sides. There were tiles on the roof, and inside there were six big rooms.



“All the rooms are painted white,” said Zack.

“Yes,” Dad agreed. “Jess will have to help me decorate them. She can pick out the paints herself.”

“This is like my bedroom, and that is like Zack’s,” said Jess, pointing to the rooms at the top of the house. “I am going to make them look just like our bedrooms.”



“You will need to get a very small bunk bed for your one, then,” said Zack, “with lots of little fluffy animals to go on it.” Then he grinned. “Do they make small toilets?” he chuckled.

Jess helped Dad to paint all the rooms inside the house. They found some old bits of carpet that they cut down to size. When they had finished painting it, Dad helped Jess take the little house into her bedroom.



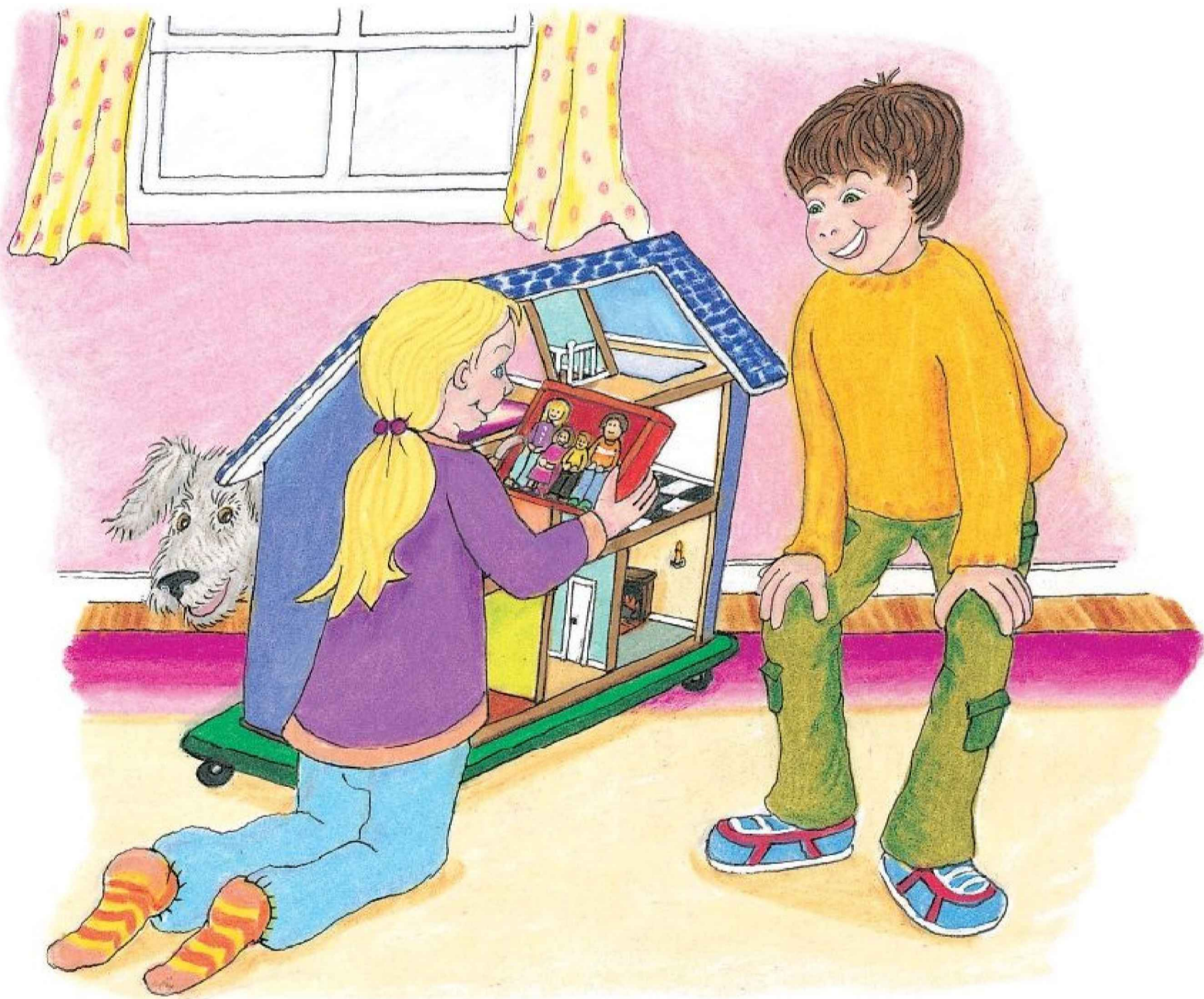


Jess spent a long time sitting and looking at her house, thinking about it.

“I will have to start collecting things to go in it,” she said to herself. It was going to be fun choosing all the things to go inside. “Perhaps I can make some little quilts to go on the beds,” she said aloud to Rags.

Just then, Zack came in. He was carrying a small box.

“Dad said to give you this,” he said. Jess took the lid off the box. There inside it was a family of little dolls.



“They are exactly what I need to live in my house!” cried Jess happily.

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.

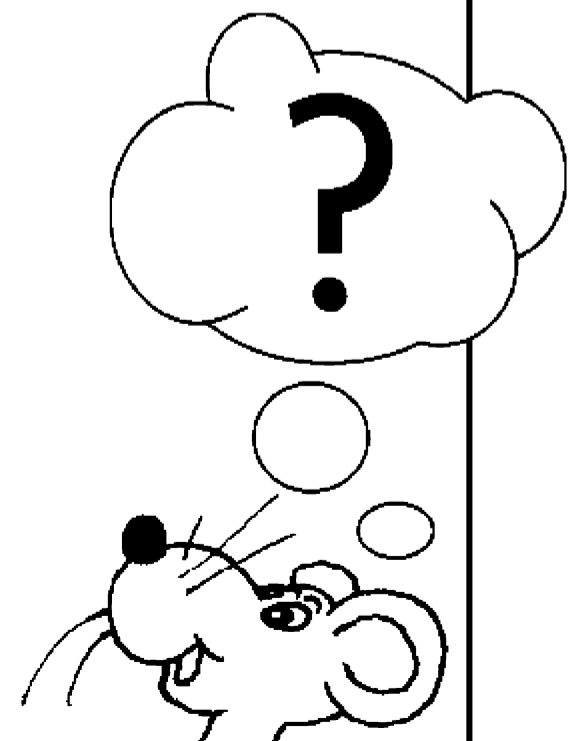
- Make reading this book a shared experience between you and the child. Try to avoid leaving it until the whole book is read before talking about it. Occasionally stop at various intervals throughout the book.
- Ask questions about the characters, the setting, the action and the meaning.
- Encourage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

What do you think?

- Why does Dad say the children have to wait and see?
- Why do Jess and Zack try to peek in the shed?



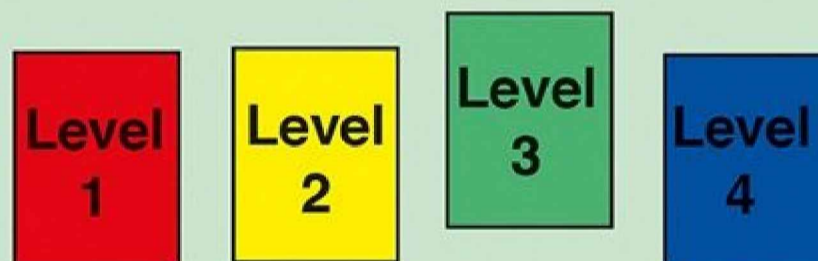


Jolly Phonics Readers are fully decodable books for new readers.

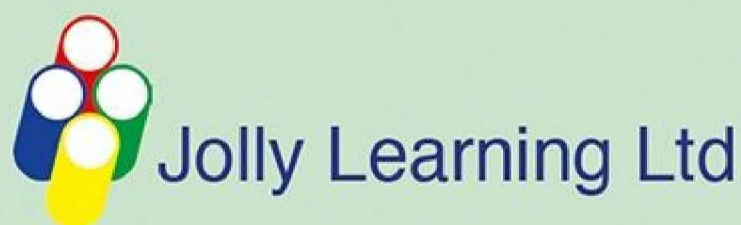
These Readers have been written with a **carefully controlled vocabulary**, and are specifically designed for children who are learning to read and write with *Jolly Phonics*.

- The text in these Green Level Books (third level) uses only **decodable regular words** (words that use the letter-sound knowledge taught so far: the 42 main letter sounds, the alternative sound of <y> at the end of words like *happy* and *sunny* and the 'hop-over <e>' spellings of the long vowel sounds) and a small number of **'tricky' words** (frequently used words that are not fully decodable at this stage).
- All the tricky words and alternative letter-sound 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 any 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.

Green Level Readers



Inky Mouse & Friends	General Fiction	Nonfiction
The Tree That Blinked	The Three Billy Goats Gruff	Snakes
What's in the Box?	The Fox and the Stork	Deserts
The Old Red Tractor	The Outing	Captain Scott
The Model Boat	The Little Merman	Underground
Wait and See!	The Cricket and the Ants	Mushrooms
The Bad-Tempered Goat	Little Monsters	Teeth



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