

## Can Cat Bat? • Sam the Ant

### Things to collect and words to display

ant an can fan man ran tan van

bad dad had mad sad glad

am ham Sam

at bat cat fat hat mat rat sat

map tap cap nap lap rap

sight words: a an and has in is no the

### Rhymes and jingles, songs and books

Pamela Allen, *Fancy That!*, Nelson, 1998, Australia

John Vernon Lord, *The Giant Jam Sandwich*, Houghton Mifflin, 1972

Dr Suess, *The Cat in the Hat*, Random House, 1985, New York

*The Ants Go Marching One by One*

### Can a Cat Bat?

#### Reading the big book

##### *Begin with a brainstorm*

With students, make a list of words with short a. Begin by writing the ones in the big book. *We have the words cat and bat, can you think of some more words that sound the same at the end?* Encourage students to add to the various word families. Display the list in the classroom.

#### Chop and change

*I am going to choose a word from the text. You want them to chop off the first sound and change it to a new sound. Use the following as examples. Change the c in cat to b; the f in fat to h; the s in sat to fl; the c in can to b; the c in can to p.*

#### Letting them loose with the little books

##### *Time for a rhyme*

*Rhyming words sound the same at the end.*

Show students **Work sheet 1**. *You need to use each of the letters around the cat to make a word that rhymes with cat and fat. Write your words inside the picture of the cat. Challenge more capable students to add blends to make words such as flat and splat.*

##### *Break it up*

Demonstrate how words can be broken into sounds. Say, 'I can say rat slowly, r...a...t.' Ask students to identify the first, middle and final sound they hear. Show students **Work sheet 2**. Explain that they need to fill in the missing letters. *Look at the picture and say the name of the picture slowly to break up the sounds. Then work out which letter is missing.*

### Sam the Ant

#### Reading the big book

##### *Looks like*

Have students point to all the lower case 'a' in the text. With a marker, show students how to write the letter. Make sure they know the correct starting point. Have students point to the curved part of the letter and the straight part. Write the letters a, d and g on chart paper. Help students to notice that when they write a, they are writing the beginning of the letters d and g.

##### *Blending*

*I can add m to ap to make the word map. What happens if I add c to ap? What word do I make?* Show them **Work sheet 1**. Explain that there are lots of places on the ant's map. Students need to find the places that end in ap and put a circle around them. Later, have students say each of the places aloud.

#### Letting them loose with the little books

##### *Wonderful words*

Show students **Work sheet 2** and ask them to look at the example. Help students to see that the last letter of each word is also the first letter of a new word. Students arrange the given words in the crossword grid. Remind them that there are different ways of arranging the words and that there is no one correct answer.

##### *Making noise*

Take students outside for a modified game of cricket. Prior to each student batting, they shout 'I'm going to bat with my b, b, bat.' The remaining team members chant, 'She/He's going to bat with the b, b, bat.'