

## Teaching notes

# Tom the Dog • A Fox in Socks

### Things to collect and words to display

dog log bog fog hog jog long song  
gong dong got pot cot dot rot lot hot  
not pop cop top hop nod cod rod  
fox box **sight words:** a go in into is no  
not of onto the

### Rhymes and jingles, songs and books

Eric Hill, *Where's Spot?*, Puffin Books, 2003  
Dr Seuss, *Fox in Socks*, Random House Books, 1965, USA  
Janet Stevens (adapted by), *Tops and Bottoms*, Koala Books, 1998, Australia  
Margaret Wild, *The Pocket Dogs*, Scholastic, 2000, Australia  
*Hot Cross Buns*

### Tom the Dog

#### Reading the big book

##### *Odd one out*

Choose three words from the text. Two of the words should have a short o sound as the middle sound. Ask students to listen as you say the three words. They choose the word with the different middle sound. Show students **Work sheet 1**. They say the word dog and listen for the middle sound. Then they say a word to match each of the pictures. If the middle sound is short o, they circle the picture.

##### *Making noises*

Enlist the help of some parents and pop popcorn with groups of students. Each time students hear a pop they can echo 'pop'. Take photos of the activity. Display these in the classroom with lots of labels that read 'POP'.

##### *Craft*

Make sock puppets. Let students be creative by gluing scraps of material onto the sock.

### Letting them loose with the little books

#### *Syllable clap*

Help students to hear the syllables in words. Read a line and then ask students to clap it back to you. They should clap once for each syllable. Explain that each clap represents a syllable. Model this with some multi-syllable words such as popcorn, writing, funny, imagine, battery and hippopotamus. When students understand this, show

them **Work sheet 2**. Explain that you are going to read the lines again. This time they need to colour one piece of popcorn for each syllable.

#### *Handle with care*

Students sit in a circle. Give one student a pot. Tell them to pretend that the handle is cool but that the pot is hot. Ask students to pass the pot around the circle taking care as they pass it from one person to the next. Remind them that they should take care when they are passing books from one person to another too. Have students pass a book around the circle in an appropriate way.

### A Fox in Socks

#### Reading the big book

##### *Begin with a brainstorm*

With students, make a list of words with short o. Begin by using those in the big book. Then support students to build word families for the endings ...ot and ...op. Encourage students to make other word families. Display the list in the classroom.

##### *Time for a rhyme*

Show students **Work sheet 1**. Explain that they should say each of the words in the left-hand column aloud. Then they should say the words in the right-hand column aloud and find the one that sounds the same at the end. Students draw a line between the rhyming words. Next, have them write more words that rhyme with got. Challenge more capable students to write rhyming words that have more than three letters.

### Letting them loose with the little books

#### *Wonderful words*

After students have read the little book, show them **Work sheet 2**. Explain that they need to read each caption and draw a picture to match. Remind them that all the words are words they have read in *A Fox in Socks*.

#### *Looks like*

Have students locate the lower case o in the text. Ask them to describe the shape and to talk about objects in their environment that are the same shape, such as ovals and eggs. Remind students of the correct starting point when writing the letter o. Have students practise writing the letter with their finger on the floor in front of them. Then let them use orange paint to paint capital and lower case o on paper many times.