

Teaching notes

Jim's Bin • Mix It In

Things to collect and words to display

it bit hit sit pit fit lit in bin pin tin
win thin mix fix six tip sip hip lip nip
dip rip whip fig wig big jig dig pig
did hid lid bid kid hill sill mill pill fill
bill will lick sick pick tick
sight words: and are by can go his
into is no of the this yes

Rhymes and jingles, songs and books

Anthony Browne, *Willy the Wimp*, Candlewick Press, 2002
Pat Hutchins, *Titch*, Aladdin Paperbacks, 1993, New York
Grace Maccarone, *Itchy, Itchy Chicken Pox*, Scholastic, 1992, Australia
Incy Wincy Spider
Jack and Jill went up the Hill
One Little, Two Little, Three Little Indians
Twinkle, Twinkle Little Star

Jim's Bin

Reading the big book

Begin with a brainstorm

With students, make a list of words with short *i*. Write these on chart paper. Have students refer to the pages of the big book to make sure they have included all the words from the text. Help students to make word families based on the words.

Break it up

Reread the text from selected pages. *I'm going to say a word like this: p-i-g and I want you to tell me what the word is.* Choose words from the page and break them into sounds. It might help for students to 'chop the air' with their hand as they say the parts and then clap their hands together as they say the complete word. Ask students to make up their own questions for their peers.

Letting them loose with the little books

Syllable clap

Remind students how to count the syllables in words. Practise clapping the syllables in their names. Then show them **Work sheet 1**. Students need to listen as you read one sentence from Jim's Bin. *Count the syllables and then colour*

in the same number of bins along the top row. As they listen to each sentence they colour the number of syllables.

Looks like

Remind students how to form the lower case *i*. Make sure they remember the starting point and to include a dot at the top. Show students **Work sheet 2**. Explain that they need to write a lower case *i* in each bin. The lines on the bin will help them to follow the correct slope of the letter.

Mix It In

Reading the big book

Blending

I'm going to say a word slowly like this: p---i---g. What word am I saying? That's right, I'm saying pig. Show students **Work sheet 1**. Direct their attention to the top row of words. Choose one of these words and say it slowly. *Draw a circle around the word I said.* For each of the remaining rows of words, choose one word, say it slowly and then ask students to circle the word they have heard.

Making noise

Play a game of 'Hide the Pig'. Use a small plastic pig if you have one or draw a picture and laminate it. One student leaves the room while another hides the pig somewhere in the classroom. The student returns to the classroom and has to find the pig. The remaining students say '/i/ /i/ /i/ ' in a quiet voice when the student is far from the pig. As the student gets closer to the pig the '/i/ /i/ /i/ ' gets louder and louder.

Letting them loose with the little books

Wonderful words

Show students **Work sheet 2**. *The letters of a word have been mixed up in each cake mixture. You need to rearrange the letters to make a word.* Tell them that each of the words comes from the text of *Mix It In*.

Odd one out

Have students choose three words from the text. Two of these should have a short *i* sound. Each student takes it in turns to say the three words. The remaining students work out the odd word, or the word without the short *i* sound.