



Tap dog Ted

Samantha Montgomerie

Focus phonics

ow as in bow, wow, flowers, howl, crowd, bows, down, howls

ng as in song, strumming, dazzling, rings, splashing, darting, dashing, swimming, morning, tip-tapping, getting, zooming, spinning, blushing, sparkling, drumming

nk as in honks, thanks, thinks, pink, twinkling

Tricky words

all, are, as, be, by, come, do, go, has, have, he, her, here, his, I, into, is, like, love, of, out, puts, says, she, so, the, there, they, to, we, were, what, when, you

Book summary

Ted is a dog who wants to tap dance. His family think he should be fetching sticks and splashing about in mud instead. One night Ted sneaks into the Bow Wow Hop and dazzles the crowd with his dancing. At last, he is a tap-dance star.

Learning intention

Phonics: To decode words with the phoneme /ow/ that feature in the story and extend to other known words with the same phoneme. Discuss and decode words in the story with the /ng/ sound, as well as words with the /nk/ sound. Emphasise any words with adjacent consonants, e.g. flowers, splashing, twinkling.

Comprehension:

- Explain the meaning of words in context
- Make inferences from the text
- Make connections

Fluency:

- Pay attention to punctuation when reading, pausing and changing tone as appropriate

Before reading

Story discussion: Look at and discuss the cover and read the title together. Ask: Does anyone like to tap dance? If so, share your experience. Ask: What is a tap dog? Can you see the taps on Ted's shoes? What does a tap do? (makes a sound when dancing) Do you think Ted likes to tap dance? Why do you say so? Do you think this is a fiction or a non-fiction text and why? Look at the title page to compare the illustration to the cover. Ask: What do you notice in this illustration? Why are there four tap shoes? (Ted has four feet) Why are there taps on the toe and heel? (tap dancers use both parts (toe and heel) of the shoe when dancing) Touch the heel of your foot and then your toes. Who is the author? (Samantha Montgomerie) Have you read any other stories written by Samantha? If so, say the title, what you thought of the book and why. Look at the back cover. Read the blurb and discuss what it means.

Quick phonics warm-up: Read the words together on the inside front cover with the focus phonemes of /ow/, /ng/ and /nk/. Flip through the story to find and read words with these focus phonemes. Build the focus word *down* with letter cards. Think of words that rhyme with *down*. List these and read them together, e.g. town, clown. Point out any with adjacent consonants like *clown*.

Vocabulary check:

splendid p 10 very good or excellent

glitter p 12 tiny pieces of sparkling material used for decoration

Morphology: p 22 *hardest* means using the most effort, e.g. "Dad's tail waved the hardest" on p 22. -est is a suffix making the noun *hard* into a superlative adjective. Other examples of superlatives are brightest, loudest, fastest.

Etymology: p 22 *blushing* means going red in the face from shyness or embarrassment. The root word is *blush*. Originates in late 14c., *bluschen, blischen*, 'to shine brightly; to look, gaze, stare,' probably from Old English *blyscan* 'blush, become red, glow'.

Tricky word practice: Display the tricky words *what* and *says*. Ask: What are the tricky parts of these words? (wh and a are the tricky parts of *what*, wh says w and a says o; ays is the tricky part of *says*; *says* is spoken /s/ /e/ /z/)

During reading

Read the story: If this book does not fit into a single session, the end of p 11 is a good point to break the reading. Students can finish the book in a second group session or for homework. Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over the reading. Ask: How do you think Ted says "will" at the bottom of p 2? Why do you think that? (loudly because of the bold print) On pp 4-5, ask: How many dogs are in Ted's family? (six - Ted, Spark, Fluff, Dexter, Mum, Dad) What are the names of Ted's siblings? (Fluff, Spark, Dexter). On p 6, what does Dad expect Ted to do in the park and how do you know? (run for sticks and dash to get things - Dad said on p 2 what he thinks dogs do) Ask: Does Ted do what Dad expects? (no, he dances)
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially with words containing the focus phonemes /ow/, /ng/ or /nk/ and/or adjacent consonants.

Practise reading words and clapping/counting the syllables, e.g. spins (1), splen/did (2), fan/tas/tic (3). Find compound words. Discuss the meaning of the two words and the joined word, e.g. moonlight, footsteps.

Comprehension support: Pause occasionally to talk about the text and encourage students to look for connections. On p 10, ask: What does 'posh' mean? (smart or elegant) What is the Bow Wow Hop? (a concert or party for dogs to dance at) How do you think Ted felt doing his dancing when his family thought he should fetch sticks? (brave, scared, proud, embarrassed)

On p 22, what does "grins from ear to ear" mean? (smiles widely) Who is doing this and why? (Dad because he is proud of Ted)

After reading

Apply learning: Discuss the text. Ask: What new information have you learned about tap-dancing? Which page is your favourite? Why do you say that? How do you connect with it? What did Samantha (the author) need to know before writing this text? How does it compare to any of her other books? Is it similar or different?

Comprehension: Ask: Is there a message in this book and if so what do you think the message is? (follow your passion; anyone can do anything; anything is possible) Read and discuss the questions on the inside back cover. Retell parts of the text, e.g. what happened when the family went to the park or when Mum and Dad went to the Bow Wow Hop? How did the crowd show that they liked Ted's dancing? (they wagged and barked)

The author has used rhyming ideas to make the story interesting. Notice "strumming and drumming" on p 17. This is called assonance where the vowel sound is repeated. Another is on p 18: "Ted grins as he spins". Examples of alliteration are "tip-tip-taps" p 7; darting/dashing p 8, "clips and clops" p 19. Alliteration is when the initial sound is repeated.

Fluency: Choose a passage from the book and model how to read it fluently paying attention to punctuation when reading, pausing and changing tone as appropriate for different characters. Notice and reflect the speech marks and quotation marks in your reading. Students read the same passage, copying your reading. (echo-reading) Choral-read part of the text together to build fluency and self-confidence. Students then choose another brief passage and read it fluently with expression to their partner, then swap over. They practise speed-reading the focus words from the inside front cover to encourage automaticity.

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

page 22

The band stops. The crowd barks and howls. Ted tips his hat. Flowers rain down on him. Ted bows and bows. He cannot stop grinning! Mum and Dad rush up to Ted.

"You were fantastic!" says Mum.

"Thanks, Mum," says Ted, blushing.

Dad's tail wags the hardest. He grins from ear to ear.

"You were dazzling, Ted. What a tap star you are!" he says.

"Thanks, Dad," says Ted. Ted's tail wags hard, too.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Complete /ow/ words.

Worksheet 2: Comprehension

Fill in a graphic organiser about Ted. Complete a story map.

Worksheet 3: Vocabulary

Fill in a word web. Read sentences and find the meaning of words.

Worksheet 4: Word work

Choose verbs and adjectives.

Tap dog Ted

Worksheet 1: Phonics

Name: _____ Date: _____

1. Vowel sound /ow/.

Write 'ow' in the spaces to finish the word, and then read the word.

Draw a picture to show the meaning of each word.

b _ _

fl _ _ e r s

h _ _ l

c r _ _ d

d _ _ n

2. Write the /ow/ words below:

Tap dog Ted

Worksheet 1: Phonics - continued

Name: _____ Date: _____

3. Read the sentences below. Fill in the spaces in the sentences using the correct word from this word bank.

Bow bows Flowers howl crowd

1. Tonight is the night of the _____ Wow Hop.
2. _____ rain down on Ted. Ted _____ and _____.
3. The dogs start to clap to the song. They wag. They _____.
4. Ted taps and taps for the _____.

4. Dictated sentences

There are two sentences below. Work with a partner.

Your partner reads the first sentence out to you. They repeat the sentence. Now you say the sentence. Now say the sentence again one last time.

Write the sentence. Read out the sentence you have written to your partner. Check your sentence for capital letter, the word order, punctuation and spelling. Count the number of words in the sentence.

Now, swap. You read the second sentence out to your partner, and repeat the above steps.

1. **Ted taps for the crowd.**
2. **Ted bows and flowers rain down.**

Tap dog Ted

Worksheet 2: Comprehension

Name: _____ Date: _____

1. Fill in the graphic organiser below about Ted and the story *Tap dog Ted*.

<p>Some things Ted said:</p> <ol style="list-style-type: none">1.2.	<p>Some things Ted did:</p> <ol style="list-style-type: none">1.2.
<p>Some things I know about Ted:</p> <ol style="list-style-type: none">1.2.	<p>What I think about Ted:</p> <ol style="list-style-type: none">1.2.

Tap dog Ted

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

2. Story map

Think about the beginning, the middle and the end of the story. Complete the story map.

	Beginning of the story	Middle of the story	End of the story
Explain what happened in a few words.			
Draw a picture to illustrate what happened.			

Tap dog Ted

Worksheet 3: Vocabulary

Name: _____ Date: _____

1. Choose one of the following words. Write your word at the top of the word web. Fill in the word web.

dazzling dashing darting

Word web

My word:

Number of letters:

Number of syllables:

Meaning of the word:

Copy a sentence from the book that has this word:

Draw a picture to show how the word is used in the book:

Tap dog Ted

Worksheet 3: Vocabulary - continued

Name: _____ Date: _____

2. Read the sentences. Find the correct meaning of the bold word in the column on the right. Draw a line from the sentence to the correct meaning of the bold word.

"You were **dazzling**, Ted."

running

"Thanks, Mum," says Ted, **blushing**.

amazing

He loves the **sparkling** lights.

thumping
music

He hears the **drumming** in the night air.

turning red

Darting for rings and **dashing** to get sticks is fun for dogs.

glittering

Tap dog Ted

Worksheet 4: Word work

Name: _____ Date: _____

1. In the story *Tap dog Ted* there are lots of describing words (adjectives) and doing words (verbs).

In the circles below, an action from the story is written. Choose 2 words from the list below which describe that action. Write them next to the circle. Then write 2 of your own describing or doing words in the other spaces.

drumming dazzling sparkling strumming

Ted's tap dancing

The band at the Bow Wow Hop
