



Bug Club Phonics

This is your free
sample of **Mixing Muffins**.



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Mixing Muffins



Written by Emma Lynch

Before and during reading

1 Say the sounds

ch	sh	th	ng
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2 Blend the sounds

mix/ing	peck/ish	this
dish	rush/ing	things
pinch	choc	chips
drench	with	froth/ing
long/ing		

3 Read the tricky words

they	she
------	-----

Point out the tricky bit of the word (i.e. the 'e' in 'she' sounds /ee/) and then blend the rest.

More than one syllable? Blend one syllable at a time, e.g.
p-e-ck → peck/i-sh → peckish;
f-r-o-th → froth/i-ng → frothing

Comprehension

Ask the children to read the title and talk about what the book might be about. What is a 'muffin'? Have the children ever made muffins or cakes? What did they do? What kind of book do they think it might be? Look at the first page and point to the numbers: explain that these are instructions for following a recipe.

Vocabulary check

Check that the children understand the meaning of the word 'peckish'. How do you feel if you are 'peckish'? Can they think of another word that means 'peckish'?

Also, check that the children understand the meaning of the following words: suds, frothing, pinch (as in pinch of salt), drench.

Reading the book

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On page 4, point to the number 1 before the text. Why is this here? Explain that these are instructions for making muffins. Why do we need numbers? How do they help us?
- On the last page, talk about what the expression 'Tuck in!' means.



After reading

Comprehension

- Ask the children to look back and tell you how the boy gets ready to make muffins. What does he do first?
- Why does he ask his mum to help?
- What does he mean when he says he is 'longing to lick the dish'?
- How would this book help them if the children wanted to make muffins themselves? Would they need any other information?



Don't necessarily do all of the activities – just those that your children need.

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Follow up

Speedy reading

Return to the words on the front inside cover (sections 2 and 3) and check that the children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

Segmenting for spelling

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.

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I am peckish.



I am mixing muffins.



This is my list of jobs.
1. Dip my hands in the suds.



2. Get Mum. She must click
this on. It gets hot.



3. Get a mixing dish. No rushing!



4. Mix the things in the dish.



5. Mix in a pinch of this.



6. Mix in the choc chips.



7. Drench with milk and eggs.



The mix is frothing!



8. I must not spill the
muffin mix.



I am longing to lick the dish!



9. Mum must get the muffins.
They will be hot.



10. Dip the things in the suds.



**That's the end of
your free sample.**

I am longing to test the
muffins. Tuck in, Mum!