



Bug Club Phonics

This is your free
sample of **No Lunch!**



No Lunch!



Written by Alison Hawes
Illustrated by Jess Mikhail

Before and during reading

1 Say the sounds

ch sh th ng

2 Blend the sounds

| | | |
|----------|----------|----------|
| lunch | Pong | with |
| them | chick/en | chips |
| wish/es | munch | dash/es |
| rings | flash | tuck/ing |
| tick/ing | chucks | cash |

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. ch-i-ck → chick/e-n → chicken;
d-a-sh → dash/e-s → dashes

Story comprehension

Ask the children to read the title. What do they think the story might be about? Open the book at page 2 and look at the picture of Sid and Nan. Why might they have 'no lunch'?

Vocabulary check

Check that the children understand the meaning of the following words: dashes, cash, chucks. Talk about what is meant by 'ticking off' and explain it is another way of saying 'telling off'.

Reading the story

- Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On page 8, point out the three dots between the words 'dashes'. Why do the children think they are there? Can the children read this with a little pause between each word?
- On pages 10 and 11, look at the picture and ask the children what 'tucking in' means.



After reading

Story comprehension

- Can the children retell the story in their own words?
- Who are Pad and Pong?
- How does Pong get the chicken?
- What happens to Nan's money? Who finds it?

Picture detective

Ask the children to find the object in the picture that contains the:

/sh/ sound (page 4 - ship)

/ch/ sound (page 6 - chen)



Remember to prompt and praise!

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.

Published by Pearson Education Limited, a company incorporated in England and Wales, having its registered office at Edinburgh Gate, Harlow, Essex, CM20 2JE. Registered company number: 872828

www.pearsonschools.co.uk

Pearson is a registered trademark of Pearson plc

Text © Pearson Education Limited 2010

First published as part of the Rigby Star series

This edition 2010

14 13 12 11 10

10 9 8 7 6 5 4 3 2 1

British Library Cataloguing in Publication Data is available from the British Library on request.

ISBN 9781408260470

Copyright notice

All rights reserved. No part of this publication may be reproduced in any form or by any means (including photocopying or storing it in any medium by electronic means and whether or not transiently or incidentally to some other use of this publication) without the written permission of the copyright owner, except in accordance with the provisions of the Copyright, Designs and Patents Act 1988 or under the terms of a licence issued by the Copyright Licensing Agency, Saffron House, 6-10 Kirby Street, London EC1N 8TS (www.cla.co.uk). Applications for the copyright owner's written permission should be addressed to the publisher.

Art Direction by Jo Samways
Designed by Bigtop
Original illustrations © Pearson Education Limited 2009
Illustrated by Jess Mikhail
Printed and bound in China by CTPS
Font: Pearson Education Ltd
Teaching notes by Christine Jenkins

Every effort has been made to contact copyright holders of material reproduced in this book. Any omissions will be rectified in subsequent printings if notice is given to the publishers.



Sid and Nan go to the fish and chip shop to get lunch.



Pad and Pong go with them.



Sid and Nan get chicken and chips.



Pong wishes she has
chicken to munch.



She jumps up at Sid and Nan.



Pong dashes ... and
dashes ... in rings ...



... and trips up Sid and Nan!



In a flash, Pong is tucking into the lunch.

Sid is cross. Nan is cross.



Pong gets a ticking off
from Sid!



Nan chucks the boxes, but she
drops the cash.



Then Sid and Nan rush back
to the fish and chip shop ...



... but Nan has lost the cash!



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

Pong gets it!