



# Stick Man

John Lockyer

## Focus phonics

oi as in pointed, coins, coin

e as in Dev, den, tell, wet, stepped, kept, red, well, legs, better, then, get, went, bet, them, yelled, held, yes

th as in then, they, the, that, there, them

th as in with, thinks, Kath, thick, think

## Tricky words

all, are, as, be, by, come, do, go, has, have, he, here, his, I, into, is, like, me, my, no, of, oh, old, out, pulled, put, said, she, so, something, the, there, they, to, was, we, were, what, when, you, your

## Book summary

Dev and Kath explore a dark cave. Dev's Grandad had told him that a mysterious Stick Man used to live there and was still in there searching for lost coins. Dev and Kath get lost and get a fright when they think they can hear Stick Man chasing them, but it is just Grandad.

## Learning intention

**Phonics:** To decode words that feature in the story with the vowel digraph /oi/ and extend to other known words with the same phoneme. Discuss and decode words in the story with the short /e/ sound, as well as words with the voiced digraph /th/ (as in *the*) and the voiceless digraph /th/ (as in *think*).

### Comprehension:

- Make connections (text to self, text to text, text to world)
- Ask questions

### Fluency:

- Read at a natural speaking pace with minimal sounding out

## Before reading

**Story discussion:** Look at and discuss the cover. Read the title together. Ask: What do you think a stick man would look like? Do either of these characters look like a stick man? Where is the story taking place? Do you think this is a fiction or a non-fiction text and why? Look at the back cover. Read the blurb and discuss what it means. Ask: What picture is on the back cover? (a cave) Ask: What do you now know about the characters on the front cover and where they are? Ask: What is a 'tale'? (a fiction story) Share prior knowledge about caves and caving. Ask: Has anyone been in a cave before? Has anyone once heard something odd and not been able to work out what it was? Look at the title page to compare the illustration to the cover. Ask: What do you notice in this illustration? (there is a light in the distance) Ask: Where could the light be coming from?

**Quick phonics warm-up:** Read together the words starting with /th/ on the inside front cover. Tell students that for the words with a voiceless /th/, if they hold their hand in front of their mouth, they will feel air as the word is spoken.

**Vocabulary check:**

torch (p 8) a battery-powered light

shrugged (p 13) lifted shoulders up to show that you don't know something

**Morphology:** suffix -ed – changes a verb from the present tense to the past tense, e.g. *block* to *blocked*. Sometimes the last letter is doubled before adding -ed, e.g. *hop*, *hopped*; *nod*, *nodded*. Ask: Can you find other examples of words ending in -ed in the book?

**Etymology:** Locate and read the word *darkness* on p 15. Discuss what the root word is (*dark*) and what the suffix is (*ness*). Ask: What do they both mean? (*dark* means not much light; *ness* means the state of) Ask: If we add the suffix *ness* to *dark*, what does the word *darkness* mean now? (*darkness* means 'the state of being dark') The word *dark* has been known since the thirteenth century, first as middle English *derk* and later *dark* from old English meaning without light. Ask: Can you think of another word containing the word *dark*? (*darker*, *darkest*, *darken*)

**Tricky word practice:** Display the tricky words *come* and *something*. Ask: What are the tricky parts of these words? (o\_e is the tricky part which says /u/)

## During reading

**Read the story:** Start by reading the story aloud together, then invite students to take over the reading. Ask students to read aloud at their own pace, aiming for a smooth and fluent reading, but pausing to sound out and blend any words that they cannot read on sight. Ask: On p 3 what word means *dark*? (*dim*) What words in the same sentence confirm the meaning? (*hard to see*). Ask: Why did Kath say "Yuck!"? (*mud splashed on her*). What else helps you with the meaning? (*the illustration*)

**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 in words with the phonemes /oi/, /e/, /th/.

**Comprehension support:** Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. pause at the end of p 5, and ask: What is a *lair*? What do you know so far about *Stick Man* and his *lair*?

## After reading

**Apply learning:** Discuss the story. Encourage students to retell events in the right order. Ask: When did *Dev* and *Kath* realise that there was no *Stick Man*? Look at the word *grandkids* on p 22. Notice that it is made up of two words. What are they? What do they mean? (*Grand* means from another generation, *kids* is a colloquial word for children = grandchildren) This is called a compound word. Find or think of other compound words to discuss, e.g. *grandmother*, *football*, *firefighter*, *notebook*, *laptop*.

**Comprehension:** Discuss the questions on the inside back cover. Ask: How did this story make you feel? Do you have a friend or family member who might make up a story like *Grandad* did? How would you feel if he or she did that? Should *Dev* and *Kath* have gone in the cave by themselves? Do you know any other mystery or ghost stories?

**Fluency:** Choose a passage from the book and model how to read it fluently with appropriate accuracy, rate and prosody (the three elements of fluency). Students read the same passage, copying your reading. (echo-reading) Students then choose another brief passage and read it at a natural speaking pace with minimal sounding out. Students practise speed-reading the focus words on the inside front cover to encourage automaticity (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

**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 4)

There were twists and turns in the dark lair.

Dev and Kath hopped across pools of mud.

They stepped up into gaps.

They jumped down off rocks.

They kept going.

They chatted as they went.

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

Add suffixes -s and -ing to words with /e/ phoneme.

Highlight short /e/ vowel in words.

### **Worksheet 2: Comprehension**

Retell the story using a story framework.

### **Worksheet 3: Science**

Fill in the safety guidelines grid.

### **Worksheet 4: History and Geography**

Creating key words for an AI program.