

Pop and Mop

Ready to Read Phonics Plus



by Christine Braid | illustrated by Stevie Mahardhika

Whānau Notes

Your child can read the story to you.

Help them with any words they don't know.

After reading, talk about the story, characters, and pictures.

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by Christine Braid

illustrated by Stevie Mahardhika

Ministry of Education

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Pin it.



Tap it.



Pop, pop, pop!



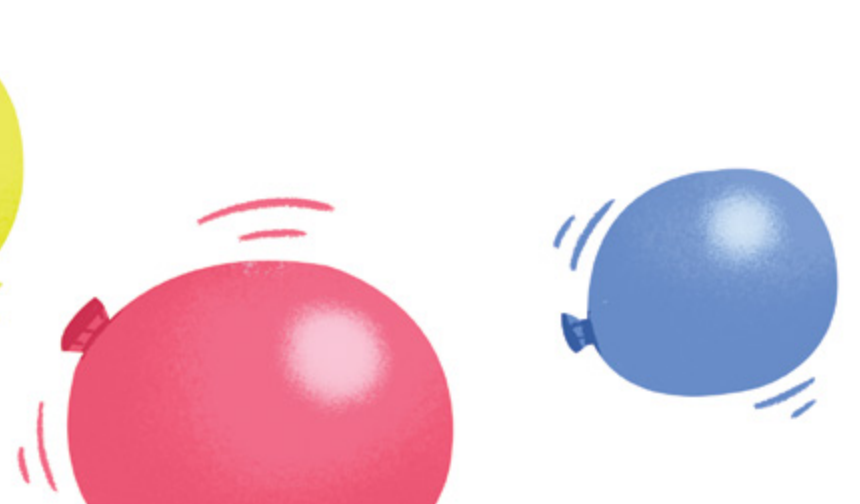
Sip it.

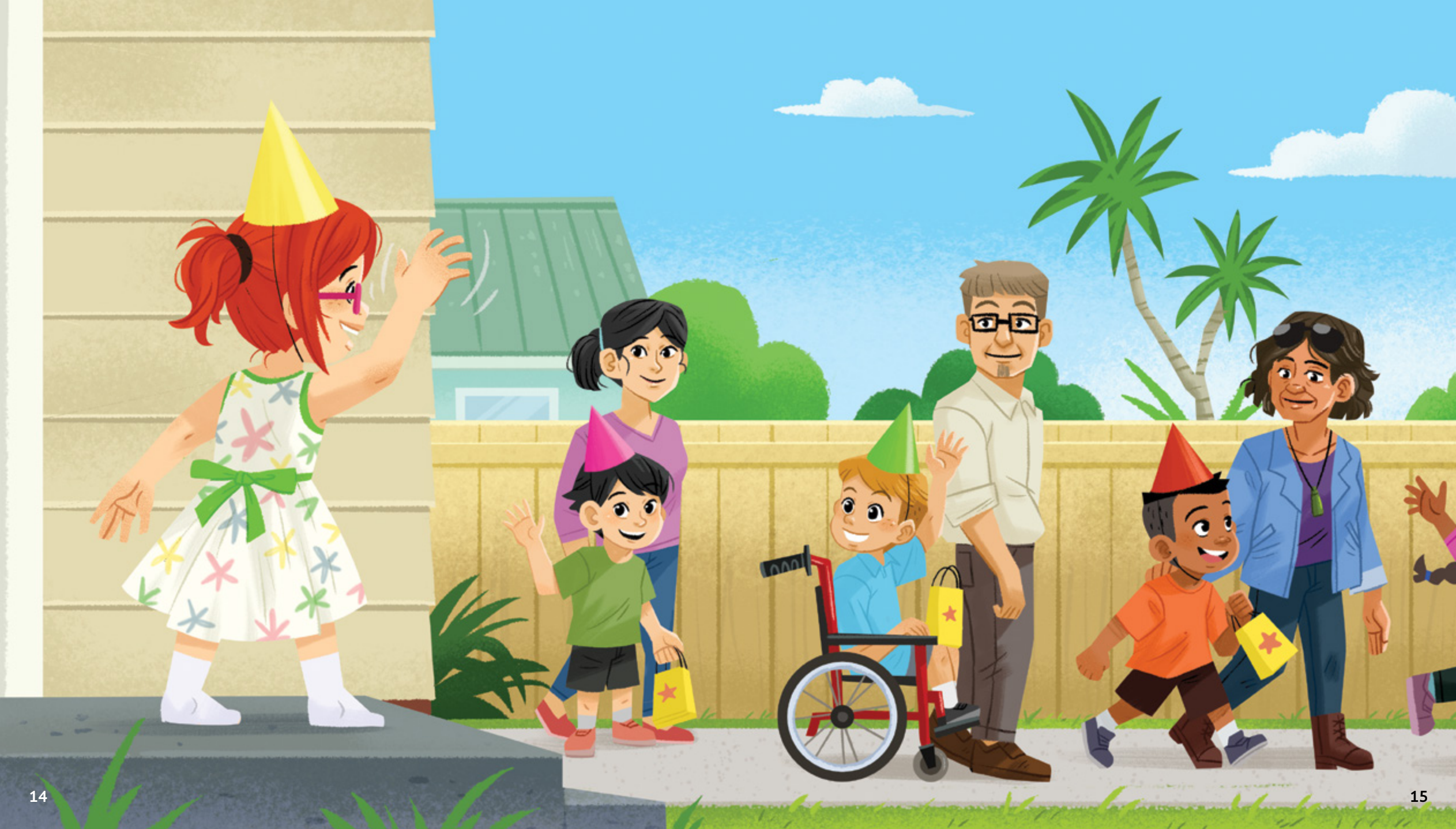


Tip it.



Mop, mop, mop.





Focus points

- Names and sentences start with an upper-case letter.
- An exclamation mark is used at the end of a sentence to express a strong feeling.
- High-frequency words are words that appear frequently in written texts. Point these words out to children as they read.

Before reading

This book provides children with the opportunity to practise reading the letters and sounds they are learning in meaningful connected text.

Say each sound quickly

m a d p o t n i s

Blend the sounds together to read a word

it pin mop pop

High-frequency word

and

During reading

- Show the book to the children and read the title together. Make a connection between the title and the picture.
- The children read each page together using their decoding skills. Once the page is read, guide them to connect the meaning of the text with the illustration.
- If a child gets stuck while reading, help them blend the sounds together to read the word.
- Encourage children to look out for the high-frequency words when reading.

Spelling

Use previously learned letters and sounds to help children spell and read words. If this word spells **pin**, can you spell **din**? Change **din** to **dip**.

- pin → din → dip
- pop → mop → map → mad

Vocabulary

Tell the children the meaning of any new vocabulary:

- **sip**: to drink a small amount or little by little
- **tip**: to turn or fall over
- **mop**: to wipe or clean

After reading

Discussion questions

- What are the children doing in the picture on page 2?
- Why did the balloons pop?
- What happened to the cup?

Story discussion

Ask the children if they have been to a party and what it was for. What did they have at their party? Did they play any party games?

Fluency

Reread the story to build accuracy and fluency.

Story retell

Ask the children to retell the story to a buddy.



Rākau
Tree



Māhuri
Sapling



Tupu
Seedling



Kākano
Seed

Focus sounds

m

a

d

p

o

t

n

i

s

