

Plunk! Dunk!
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Early Level 10
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Phonemic Awareness

1. Manipulating sounds to make new words

What word would we make if we dropped the first sound in each of these words?

Mary without the 'm' - *airy*

there without the 'th' - *air*

played without the 'p' - *laid*

can't without the 'k' - *aunt*

came without the 'k' - *aim*

thought without the 'th' - *ought*

What word would we make if we dropped the last sound in each of these words?

thought without the 't' - *thaw*

moved without the 'd' - *move*

teddy without the long 'e' - *Ted*

splashed without the 't' - *splash*

Extension

What word would we make if we swapped the vowel sound in each of these words?

The short 'oo' in *shook* for a long 'a' – *shake*

The short 'oo' in *stood* for a long 'a' – *stayed*

The 'ow' in *mouth* for a short 'o' – *moth*

The short 'o' in *dropped* for a short 'i' – *dripped*

The 'or' in *water* for a long 'a' – *waiter*

The long 'oo' in *pool* for a long 'i' – *pile*

Phonics

NOTE

'air' is really more than one sound, when describing it from a linguistic point of view. However, for the purposes of learning to read and spell, it is easier to learn to recognise 'air' as a vowel sound that occurs in many words (*aeroplane, care, hair, staircase*).

The 'air' vowel (*fair, chair, wear, tear*) is easily confused with 'ear' (*fear, cheer, tier, weird*) and many people find it really difficult to discriminate between these two vowel sounds. To make things more difficult, these two vowel sounds are also often written with the same spelling patterns (*here/ where, fear/bear*) -spelling patterns that are usually written with two vowels and an r (**ear, eir, ier, eer, are, ere**).

Help students listen to 'air' in words – it begins with a sound like a short 'e'. 'ear' on the other hand begins with a sound more like a long 'e'.

1. Introducing 'air'

Practise saying 'air' – 'air', 'air', 'air'. Ask students to repeat the words *airport, airways, aerial* and to listen to the 'air' at the start of these words.

Listen to the sound on the end of these words – *chair, bear, care, share*. Ask students to repeat the words aloud.

2. Brainstorming words that begin with 'air'

Brainstorm words that begin with 'air'.
(*aeroplane, airy, aerial, airport*)

Brainstorm words that end with 'air'. This is the most common position for this sound in words.
(*bear, care, chair, dare, fair, hair, mare, pear, stare, share, tear, wear*)

Brainstorm words that have 'air' inside the word.
(*scared, nearly, staircase, airport*)

3. Looking for the spelling patterns for 'air'

Say the word *stare* and count the sounds. Draw three sound boxes on the board.

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Write the words *stare/stair* on the board and ask students to help you fill in the sound boxes. Circle the spelling patterns for 'air'.

s	t	are
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s	t	air
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Discuss how the different spellings of 'air' change the meaning of the words. Discuss the different meanings of these words.

Say the word *there* and count the sounds. Draw two sound boxes on the board.

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Write the words *there/their* on the board and ask students to help you fill in the sound boxes. Circle the spelling patterns for 'air'.

th	ere	th	eir
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Discuss how the different spellings of 'air' change the meaning of the words. Discuss the different meanings of these words.

Say the word *pear* and count the sounds. Draw two sound boxes on the board.

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Write the words *pear/pair/pare* on the board and ask students to help you fill in the sound boxes. Circle the spelling patterns for 'air'.

p	ear	p	air	p	are
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Discuss how the different spellings of 'air' show the meaning of the words. Discuss the different meanings of these words.

Say the word *Mary* and count the sounds. Draw three sound boxes on the board.

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Write the word *Mary* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for 'air'.

M	ar	y
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Write the patterns you have found on the board.

air are ere eir ear ar

Write some of the words students brainstormed under these spelling patterns.

Explain to students that these are the most common spelling patterns for 'air', but they might find more.

4. Finding the words that contain 'air' in *Plunk! Dunk!*

As students read *Plunk! Dunk!* ask them to listen for words that contain 'air'.

When the book has been read, go back and re-read it a page at a time. Ask students to identify the

'air' words on each page and write them on the board. Ask students to colour-code the spelling patterns for 'air' in the words on the board.

5. Extension

Write the 'air' words from the book and from students' suggestions onto cards. Students could sort the cards into spelling pattern groups. They could then look at where in the word the spelling patterns occur.

Vocabulary Development

Synonyms

Replaced the highlighted words in these sentences with other words that mean the same thing.

scared: "I'm *scared* of putting my head under the water."
(*afraid, worried about, anxious about, terrified*)

clutched: Claire stood up and *clutched* her bear.
(*grabbed, held, squeezed, grasped, hugged*)

moved: She *moved* closer to the edge of the pool.
(*walked, crept, tiptoed, shuffled*)

Rewrite these sentences using different words that mean the same thing:

We're nearly there.

We're almost there. We'll soon be there. We'll be there in a minute. We're about to arrive.

"Who's looking forward to a swim?"

Who wants to go swimming? Who likes swimming? Who is happy we are going for a swim?

Word Associations

Generate groups of words that relate to *water*. Discuss their meanings and ask students to use them in sentences.

What water feels like,

What water looks like,

What water sounds like,

How water moves.

Students can complete Activity Sheet 1 after this discussion.

Students work with a partner and think of as many words as they can that relate to *swimming*.

(*togs, towels, wet, pool, beach, goggles, river, cold, shiver, cool, refreshing, fun, water, waves*)

Talk about special toys. Claire's special toy was a bear. Why did Claire take her bear with her to the swimming pool? Ask students if they have a special toy and why it is special. When did they get it? Who gave it to them? Describe it.

Students then work with a partner and name as many different toys as they can think of.

Comprehension

Characters

Mary and Claire had quite different feelings about going swimming. Discuss each character and how they felt. Write the words students suggest to describe the girls' feelings on the board.

Students complete Activity Sheet 2, writing their own ideas about how each character feels at different points of the story. They can refer to the words written on the board for ideas.

Students choose one character and write a description of the character using Activity Sheet 3. They can look at the illustrations on the book to describe what their character looks like and use examples of what happened in the story to understand the girl's character.

Fluency

Readers' Theatre

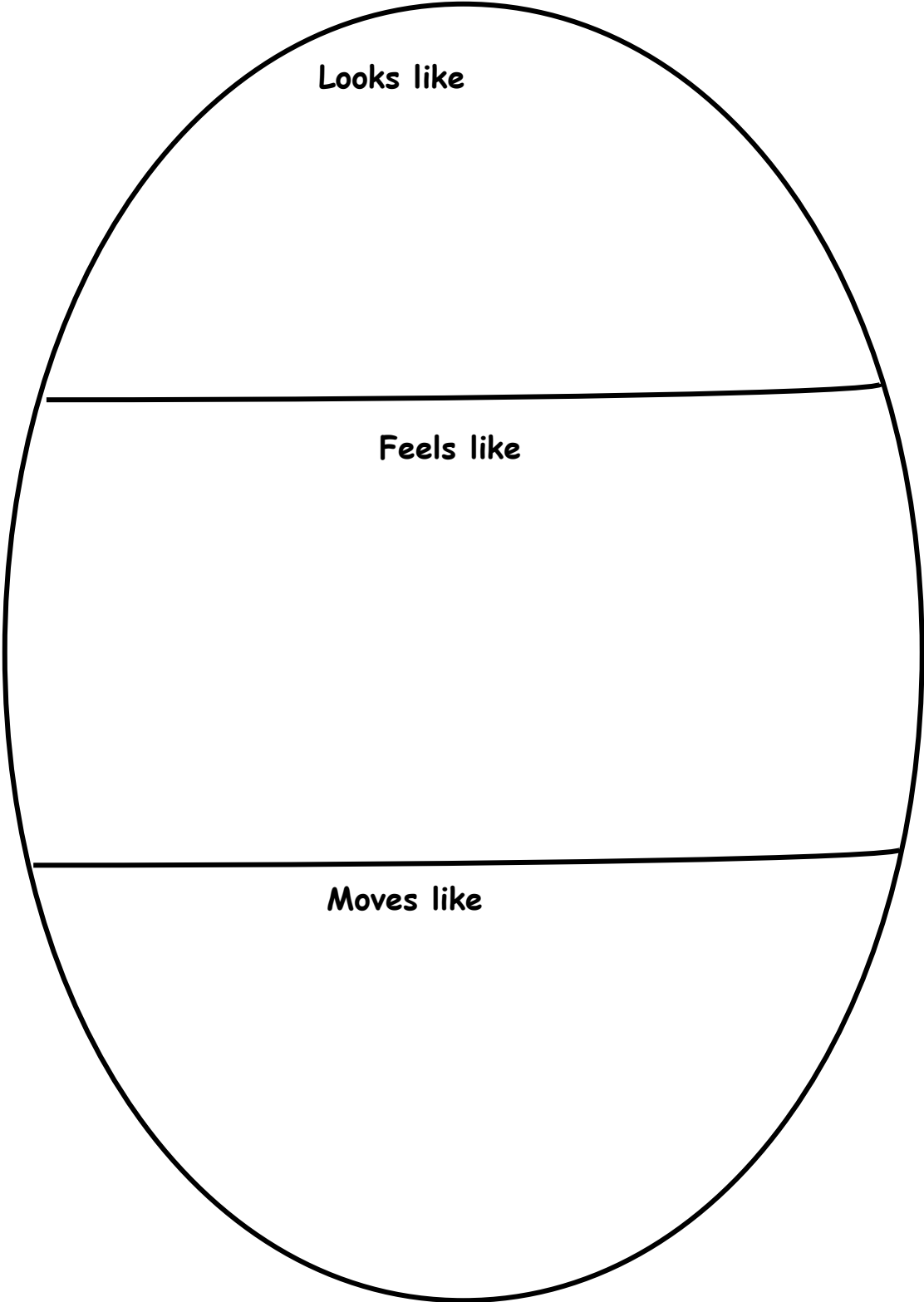
Use this book as a Readers' Theatre. Choose four children or groups of children to take the part of Dad, Claire, Mary and the Narrator.

Phonics focus Words

Make up these words into cards – either colour-code the 'air' spelling patterns, or print the cards in colour. These cards can be used for quick word recognition or for word sorts to identify spelling patterns for 'air'.

Activity Sheet 1: Water

Write words that describe water in the sections of this diagram.



How do these characters feel?	On pages 2 and 3	On pages 4 and 5	On pages 8 and 9	On pages 14 and 15
Claire				
Mary				

Activity Sheet 3: Character Description

Choose a character – either Claire or Mary.
Write a description of what your character looks like.

<p>Character's Name _____</p> <p>Description</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Choose two words that describe your character and give an example from the story that shows these qualities.

<p>My character is _____</p> <p>because _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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<p>My character is _____</p> <p>because _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Claire	scared
Mary	we're
there	chair
bear	glared
air	fair
hair	anywhere
care	
aire	are
ere	air
ear	ar

