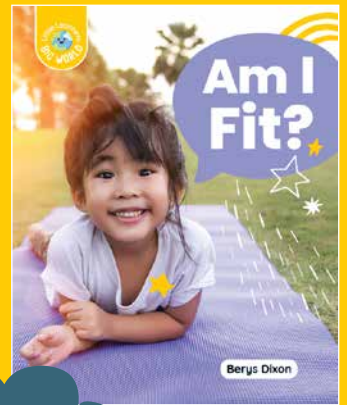


# Stage 1: Am I Fit?

Read this page to children (it is not decodable). Use the questions and prompts to talk and write about the topic. While children are learning to read with decodable books, it is important to read other books to them in order to build their vocabulary and comprehension skills. What other books could you read to children about fitness?



Did you know?



## More about fitness

**Why keep fit?** Keeping fit helps build strong hearts, lungs, brains and bones. To keep fit, we move and stretch our bodies. Sometimes we huff, puff and get sweaty!



**Dancing** is one of the best ways to keep fit and it's fun! Just put on your favourite music and get moving!



With chalk and a small stone, you can get fit playing **hopscotch** – a game that was first played thousands of years ago!



Build your muscles! **Bat and ball games** will build up strong arm muscles.



tree



cat

**Yoga** will have you stretching and exercising every part of your body!

Yoga poses have special names like tree pose and cat pose!



### Never too old!

A marathon is a very long running race. The oldest person ever to be recorded completing a marathon was 101 years old.

## Talk about it

As well as exercising, talk about what else we can do to stay fit – eating well, getting enough sleep, having fun with our friends and family ... Brainstorm the ways we can keep fit both at home and further afield. Ask children what new fitness activity they might like to try and why.

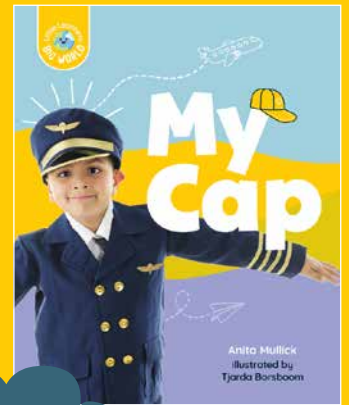
## Write about it

Children can draw some activities they would like to do to get fit. They can give their picture a heading: I am fit!



# Stage 1: My Cap

Read this page to children (it is not decodable). Use the questions and prompts to talk and write about the topic. While children are learning to read with decodable books, it is important to read other books to them in order to build their vocabulary and comprehension skills. What other books could you read to children about caps or clothing?



Did you know?

## More about caps

**Why caps?** Caps are very useful! They can keep your head cool and the sun out of your eyes. They can keep your hair out of the way. Sometimes, they protect your head. They can also be uniform – to identify you in a job or as part of a team.

surgical cap



Do you know what this cap is for? Playing **water polo**. It protects your ears and shows which team you are on at the same time.



**Cool caps!** Caps can look great! Jockeys wear hard caps covered with brightly coloured silk.



Some caps are silly, like this one with a **propeller** on top!



When would you wear this cap? It is a graduation cap called a **mortarboard**.

Some people wear their caps **back-to-front**! Why might they do that?



## Talk about it

Ask children to talk about different caps they have at home, or ones they have seen. Do they know anyone who wears a cap for work? What job do they do?

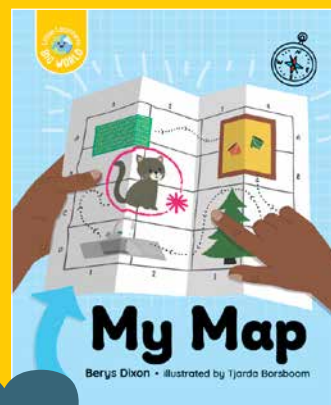
## Write about it

Children can draw themselves wearing their favourite kind of cap. They can label their cap 'My cap' and/or write a heading that includes their name: \_\_\_\_\_'s cap.



# Stage 1: My Map

Read this page to children (it is not decodable). Use the questions and prompts to talk and write about the topic. While children are learning to read with decodable books, it is important to read other books to them in order to build their vocabulary and comprehension skills. What other books could you read to children about maps? Look at some real maps together and compare them to the cat map from the book.



Did you know?

## More about maps

People have been using maps for thousands of years.

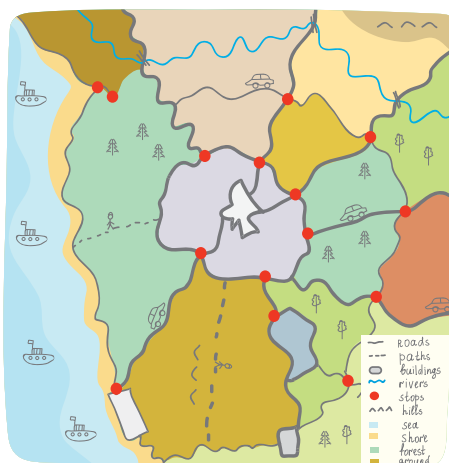
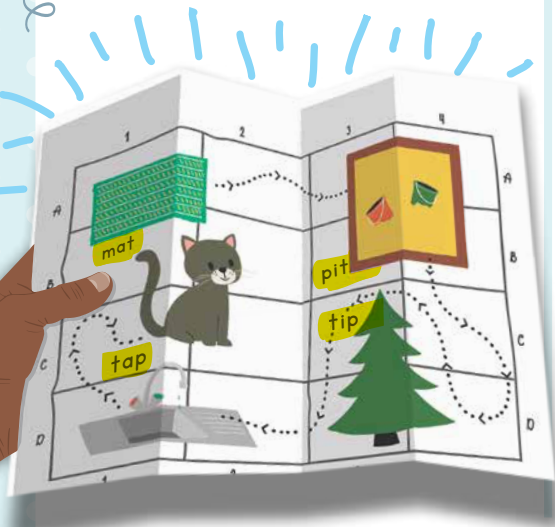
Some of the first maps were made on clay. This is a map of an ancient city **Nippur** (it would have been in modern-day Iraq). Can you see the streets?



A person who makes maps is called a **cartographer**. Cartographers use art, science and technology to make maps. What do you think makes a good map?



Some maps, like the one in *My Map*, have **coordinates**. The mat is at A1, the tap is at D1, the tree is at C3. What is at B2?



Some maps have **keys**! The map key uses little symbols or pictures to help you understand what is on the map.

## Talk about it

Talk about any other maps that children may have come across – treasure maps in story books, maps of large parks and playgrounds, train routes, world maps, globes ... even satnavs!

Look up your own address on an online map.

## Write about it

Children can draw their own cat map. Ask children to draw a grid, using page 10 of the book as a guide.

They could draw their own versions of a cat's movements and include these labels: *pit*, *tap*, *mat*, *tip*.

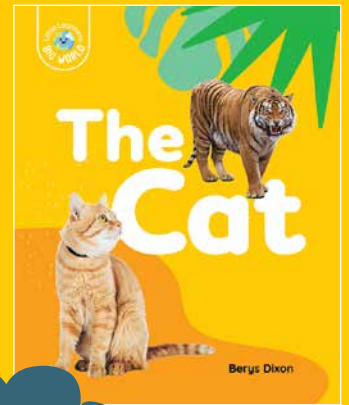
They should share their map with a partner and explain their cat's movements – where does it start and finish? What does it do?





# Stage 1: The Cat

Read this page to children (it is not decodable). Use the questions and prompts to talk and write about the topic. While children are learning to read with decodable books, it is important to read other books to them in order to build their vocabulary and comprehension skills. What other books could you read to children about cats?



Did you know?

## More about cats



**Cats always land on their feet!** Cats have very strong legs. They can jump and run quickly. They can jump up to six times their length!

Cats' **tongues** are covered in tiny curved spines – they feel rough to touch. Cats use their tongues to clean themselves.



**Why hide?** All cats love small spaces! It makes them feel safe.



**Cat naps!** All cats love to snooze – they spend about 70% of their lives asleep.

A female cat is called a **queen** (when she is a mum cat) or **molly** (when she is not having babies). A male cat is called a **tom** or **tomcat**.



Did you know that cats are the only mammals that **can't taste sweetness**?

## Talk about it

Ask children to talk about a pet cat of their own or that they have met. What kind of things did the cat like to do? Did they do the same things as the cats in the book?

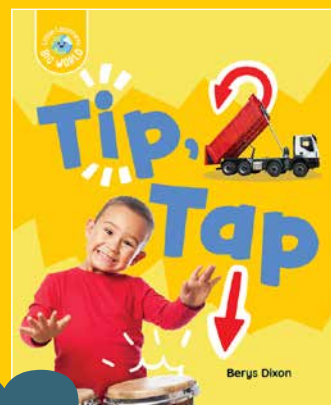
## Write about it

Children can summarise their favourite cat facts from the book. They can write a short sentence, caption or a single word from the book depending on their skills and confidence.



# Stage 1: Tip, Tap

Read this page to children (it is not decodable). Use the questions and prompts to talk and write about the topic. While children are learning to read with decodable books, it is important to read other books to them in order to build their vocabulary and comprehension skills. What other books could you read to children about tipping or tapping? Or explore some more action words together.



Did you know?

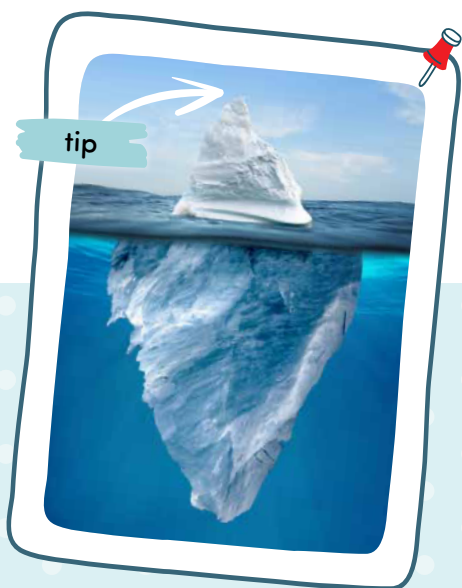
## More about tip and tap

### Tip of the iceberg

Icebergs are frozen chunks of fresh water floating on the ocean. They are found in the coldest parts of the world.

Icebergs come in all shapes and sizes. Some can be as big as an island! Small icebergs are called **growlers**.

The **tip** of the iceberg is just that – only the tip. The tip is tiny compared to what's below the water line.



### Tap dancing

Tap dancing is like drumming with your feet.

To make the tapping sounds, dancers wear special tap shoes with **metal pieces** on the soles – one at the toe and one at the heel.



The record for the most taps is **38 taps** in one second!



## Talk about it

**Tip** and **tap** are two words that have more than one meaning. Both words can be the names of things (nouns) like the tip of the iceberg or a tap we get water from, or they can be something we can do (verbs), like tip over or tap your feet. Can you think of some other meanings for **tip** and **tap**? (Children can refer to the book.)

## Write about it

Children can draw pictures for the different meanings of **tip** and **tap** and label them.

