



PHONICS

3.2

3.1

2.5

2.4

2.3

2.2

2.1

1.5

1.4

1.3

1.2

1.1

Focus

CCVCC words

Tricky Words

were, there

This book links to:

- Rapid Phonics Step I, Snappy Lessons 68 to 69
- Phase 4 of Letters and Sounds.



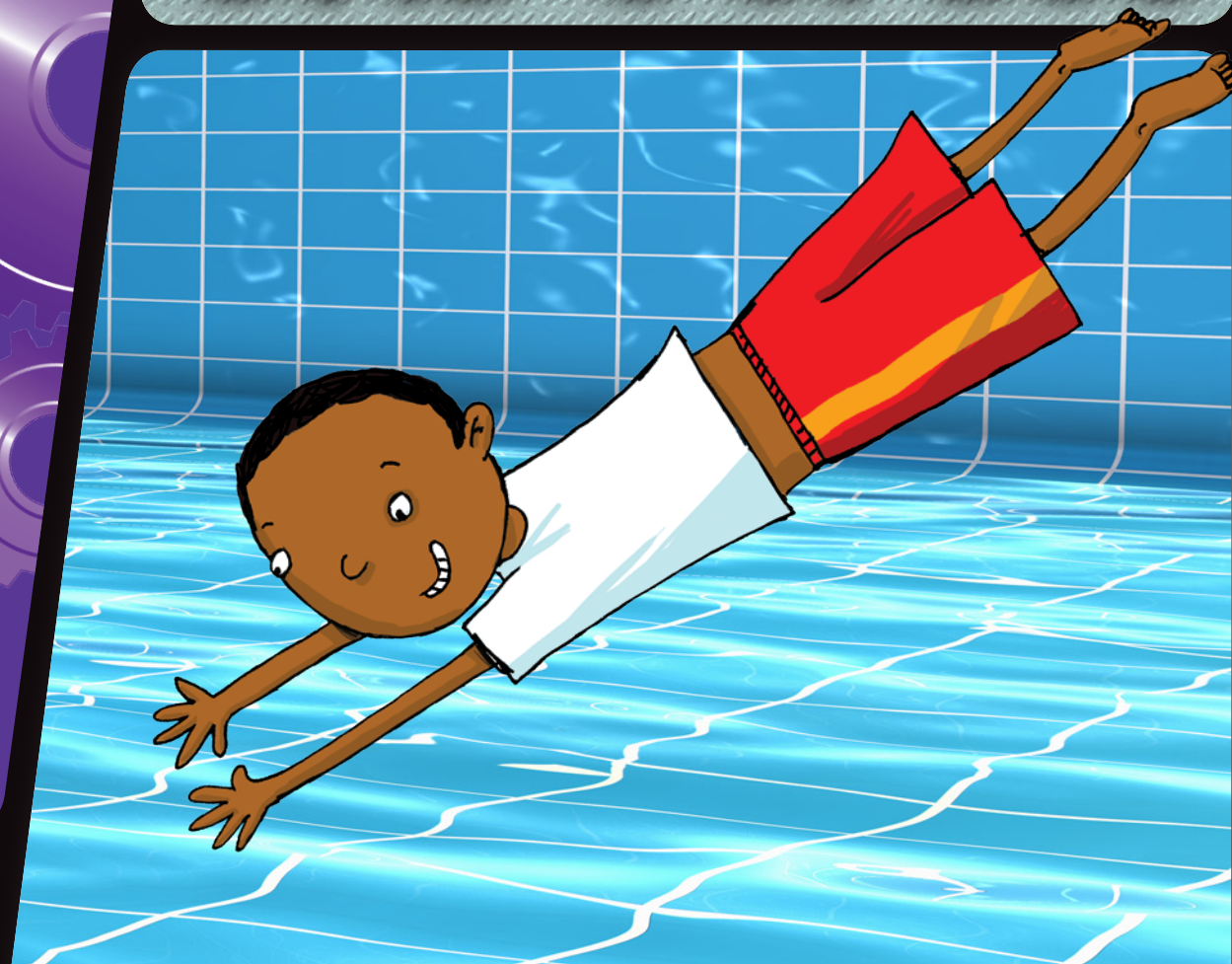
The Zip Zap Kid and Dad's Specs

Jez, Bev and Dad go swimming.
But Dad drops his specs into the pool! Can the Zip Zap Kid get them back?



WRITTEN BY ALISON HAWES • ILLUSTRATED BY ANDY ROWLAND

THE ZIP ZAP KID AND DAD'S SPECS



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ALWAYS LEARNING

PEARSON

Before and during reading

Blend the sounds

slept	stamped _
grand	grunt/ed
drift/ed	hand/stand
grasp	stunt

Read the tricky words

were ==	there ==
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Point out the tricky bits (underlined) of the words (i.e. the 'ere' in 'were' sounds /er/; the 't' and 'h' in 'there' sound /th/ and the 'ere' sounds /air/) and then blend the rest.

Comprehension

Ask the children to read the title and look at the cover picture. Point out if necessary that 'specs' is a short form of the word 'spectacles', which is another word for 'glasses'. Do the children or anyone they know wear specs? Can the children predict what might happen in this story? What do they think the Zip Zap Kid will do?

Vocabulary check

On page 9, check that the children know that 'grasp' means to grab with your hand.

Reading the story

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On page 4, why do the children think Jez and Bev stamped? Do the children ever stamp when they are cross?
- On page 5, check that the children understand that Dad's specs have misted up because it is hot and humid in the swimming pool. Check that they realise Dad wouldn't be able to see properly through his misted-up specs.
- On page 6, what do the children think will happen next to Dad's specs?
- Challenge the children to read Jez's speech on page 8 with appropriate expression.

*Blending words with
adjacent consonants?
s-l > sl-e > sl-e-p > slep-t > slept*



THE ZIP ZAP KID AND DAD'S SPECS



Written by Alison Hawes
Illustrated by Andy Rowland



I am Jez, the Zip Zap Kid.



Dad slept.
Bev and I were fed up.



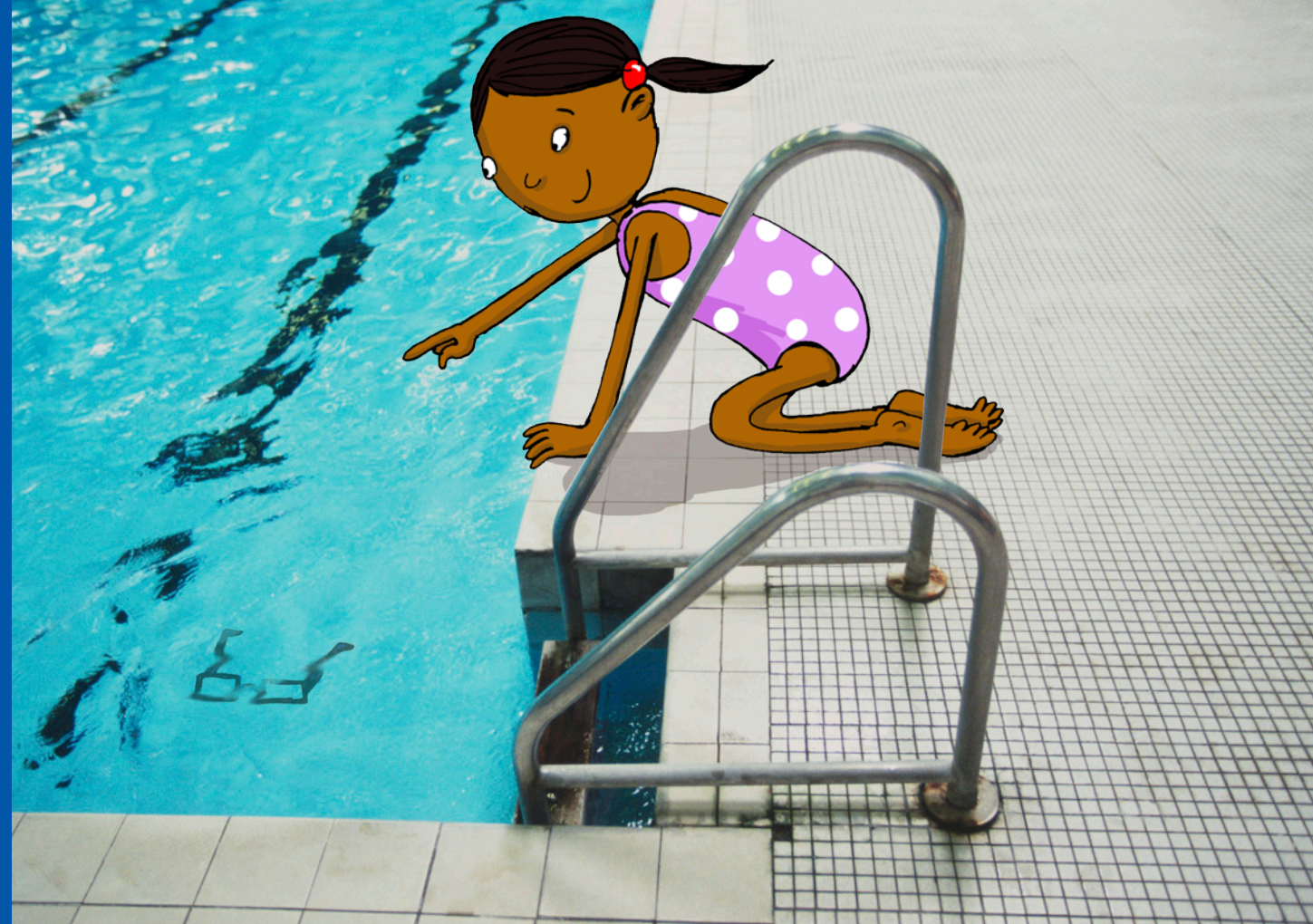
“We want to swim,” we stamped.
“Grand plan!” said Dad, and we
packed a bag.



Dad’s specs misted up.



Bev bumped into Dad.
He grunted and dropped
his specs.



“There they are!” said Bev.
“They have drifted to
the bottom.”



I grabbed my Zip Zap top.
"I will get Dad's specs!"
I said.



Dad's specs were on the bottom.
I had to do a handstand to
grasp the specs.



“Grand stunt!” said Dad.
He popped his specs back on.

He grinned at me.
“We must get *you* some
specs!” he said.



“You have got Bev’s top on!”

Comprehension

- Ask the children why Bev and Jez are fed up at the start of the story. What does Dad do to cheer them up?
- Ask the children to explain how Dad's specs end up at the bottom of the swimming pool.
- Can the children explain how Jez comes to be wearing Bev's T-shirt?
- How do the children think Jez feels about his mistake? Does he mind that Bev and Dad were laughing?
- Do the children think Dad is right that Jez needs specs too?
- Can the children think of another adventure for Jez as the Zip Zap Kid? For example, what if he became the Zip Zap Kid at school?

Speedy reading

Return to the words on the inside front cover ('Blend the sounds' and 'Read the tricky words') and check that children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

*Remember to
prompt and
praise!*

HA! HA! HA!

Q Where's Spiderman's home page?

On the world-wide web ...

A

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