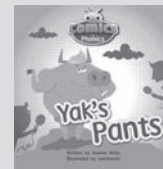


## Phase 3, Set 7

## Yak's Pants

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### Plot Summary

Yak wants to jump the canyon, even though no yak has jumped it before. He puts on his hat, and jumps the canyon ... but his pants come down! Then he starts to swim ... to find his pants!

### Phonic Focus

Say each phoneme with the children.

/y/ (as in yak)      /z/ (as in zip)

/qu/ (as in quest)

### Blending Practice

Create a set of cards that show the words listed below. Place all of the cards in a bag and pass it round. Each child takes a card out of the bag and sounds out and blends the word on the card. If they get it right, they hold onto the card until the end of the activity.

<b>Yak</b> (Y-a-k)	<b>quest</b> (qu-e-s-t)
<b>yes</b> (y-e-s)	<b>zips</b> (z-i-p-s)
<b>zigs</b> (z-i-g-s)	<b>zags</b> (z-a-g-s)

### Segmenting Practice

Give the children individual whiteboards and pens. Clearly say each of the words above. Ask the children to say the phonemes that make up each word, tapping the phonemes out on their fingers as they say them. Ask the children to write the corresponding graphemes to make the whole word.

### Tricky Words

This story uses some tricky words. These are high-frequency words which are either irregular or not decodable at this level. Practise the tricky words below. Point out the tricky bit of the word (for example the 'e' sounds /ee/ in 'he') and then blend the rest.

he      my

### Getting Started

Look at the front cover together. Read the title together. Ask the following questions:

*Can you see Yak's pants?*

*Do you know what a yak is?*

*What sort of character do you think he is?*

*What do you think might happen in the story?*

### During Reading

Tell the children that it's time to read the story. Check that they are blending the phonemes from left to right and all through the word as they read. If a child comes across a word they do not recognise, encourage them to use their phonic skills to decode it.

**P2:** Ask the children to find words on the page that contain the grapheme 'y' ('Yak' and 'canyon'). Explain that a canyon is like a deep valley between hills or mountains.

**P3:** Check that the children understand that the text on this page is a speech bubble coming from lots of people in the crowd.

**P4:** Ask: *What sort of job do the men on this page have?* (They are reporters.)

**P5:** Ask the children to find a tricky word on the page ('no') and ask them to tell you the tricky bit (the 'o' sounds /oa/). Encourage the children to sound out and blend 'y-e-s' and 'y-a-k'.

**P7:** Help the children to sound out the words 'c-l-i-p-s' and 'z-i-p-s'.

**P8:** Check the children understand that these pictures show Yak running. Support the children in reading the tricky word 'he'.

**P9:** Ask: *What is Yak doing now? What is happening to his pants?*

**P10:** Ask: *Where are Yak's pants now?*

**P11:** Ask: *How do you think Yak is feeling now? Have you ever felt like this?*

**P12:** Help the children to sound out and blend the word 's-w-i-m'. Ask: *Do you think Yak will find his pants?*

### After Reading

Hot-seat Yak. Ask the children to take it in turns to be Yak. Ask the other children to ask Yak questions about the events in the story, such as *Why did you ... ? How did you feel when ... ?*