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A New Cup

By Maggie Boston

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A New Cup  
Book 6

This reader for young children is part of a reading series for the *Better Start Literacy Approach.* Each book provides reading practice for children to decode and understand short words with a focus on target consonants and vowels. The reader has been designed to support class teaching activities that are part of the *Better Start Literacy Approach.*

The *Better Start Literacy Approach* has been developed through the University of Canterbury Child Well-being Research Institute. The lead research team includes:

Professor Gail Gillon, Associate Professors Brigid McNeill and Alison Arrow, Drs Amy Scott and Amanda Denston and Professor Angus Macfarlane.

To access these readers online in narrated and book form, please visit <https://sites.google.com/view/betterstart-whānau/home> and click on the ‘Children’s Readers’ tab.

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Hemi is by his cot.

He looks at his cup.

The lid is by his leg.

Mot the cat likes the cup.

Lap, lap, lap.

Mot laps up the milk.

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“Shoo cat!” says Nan.

“Do not lap the milk.”

Nan gets a new cup.

The lid is ON the cup!

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Teaching Notes: Book 6 A New Cup

**Reading practice: This story provides children with practice in decoding and understanding short words with a focus on words that start with c and l and includes a, o, and i vowels.**

Introduce the text and read the story aloud together, pointing to each word as you read. Encourage children to help you “sound out” the regular words in the story (see words in bold print below). Help children sound out the word and then blend the sounds together, for example, c-u-p = cup. When reading unknown high frequency words (e.g., the, says), tell children the words as you read together. Give plenty of praise for children’s reading attempts and encourage re-reading to build fluency and accuracy.

Hemi is by his **cot**.

He looks **at** his **cup.**

The **lid** is by his **leg**.

**Mot** the **cat** likes the **cup**.

**Lap, lap, lap**.

**Mot** **laps** **up** the milk.

“Shoo **cat**!” says **Nan**.

“Do **not** **lap** the milk.”

**Nan** gets a new **cup**.

The **lid** is ON the **cup**.

**Phonological Awareness**

Practice segmenting and blending words. Ask children to clap out each phoneme (sound) in the word: c-o-t (3 sounds, 3 claps), l-i-d (3 sounds),

l-a-p-s (4 sounds), c-u-p (3 sounds). Help children to find each word you segment on the page.

Think of all the words you can that start with a c or l sound. Find objects in the room that start with a c or l sound.

**Spelling**

Listen and identify where the sound change occurs in words. Use the phrasing: “If this word spells **lap**, can you make it say **cap.** If this word says **cap** can you change it to **cop”.**

Give plenty of praise and encouragement for reading and spelling attempts.

Change **lap** to **cap** to **cat** to **mat**

Change **cap** to **cop** to **cot** to **cut**

**Vocabulary**

Discuss the meaning of **lap** in this story**:** lap means to lick something up.

Discuss the other meanings of lap. Make up sentences using the different definitions of lap, for example running around a track in a race.

**Story Discussion**

Discuss why it is bad for the cat to drink out of Hemi’s cup. Talk about why it is important to keep things clean and not spread germs.

**Story Retell**

Ask the children to re-tell the story to a friend. Prompt as necessary using picture cues. Give plenty of praise and encouragement.

**Print Concepts**

Discuss the use of quotation marks (or speech marks). We use speech marks when we want to use someone else’s words in our writing.

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