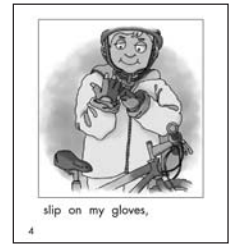
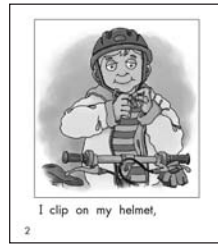
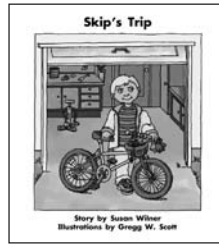


# Skip's Trip



## Talk, Read, and Play

### I knew that!

Have you ever taken a trip on your own? Did you use wheels to go somewhere? What kind of wheels did you use [bike, bus, skateboard, roller blades, etc.]? Where did you go? What did you do to get ready for your trip?

### Have I got a story for you!

This is a story about a boy who is getting ready to take a bike trip by himself. Let's see what he does and where he goes.

### Play's the thing!

Play "sports charades." Have children act out in pantomime what they do to get ready to play sports: swimming, baseball, bike riding, skateboarding, football, tennis, basketball, and so on.

## Find the Phonogram

(Phonological Awareness • Print Awareness)

### Find the Sounds

- 1 After your initial reading of the story, ask children, "Did you hear any words in the story that sounded the same? What are those words?" Ask children to listen and count the phonogram words from the story as you say them: *Skip, trip, clip, zip, slip, flip, and grip.*
- 2 Say aloud groups of words, asking children to identify the word that does *not* sound the same: *clip/trip/trick; slip/slim/zip; flip/clip/climb.*

### Find the Letters

- 1 Point to the letters in the logo on the front and back covers. Say, "Here are the letters that make the /ip/ sound. Let's say them together: *i* and *p.*"
- 2 Say to children, "Let's find the words in the story with these letters." As you turn pages of the story, ask children to point to the *-ip* word that they find, say it aloud, and then spell it: "skip, *s-k-i-p*;" "trip, *t-r-i-p*," and so on.

## Feed the Phonogram

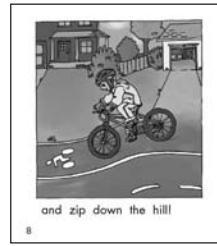
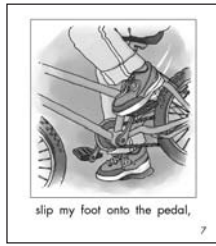
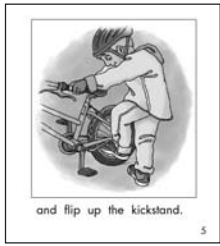
(Phonemic Awareness)

### Break Up the Sounds

- 1 Reread the story, whispering until you loudly stretch out the *-ip* words: /z/ /i/ /p/; /f/ /l/ /i/ /p/; /t/ /r/ /i/ /p/, and so on.
- 2 Ask children, "How many sounds are in the word *slip*?" [4] Let's say them together: /s/ /l/ /i/ /p/."
- 3 Say the word, "grip." Ask, "Does *grip* start with /gr/?" Repeat the sound together: /gr-gr-gr/. Then add /ip/ after articulating the beginning sound: /gr-gr-gr-ip/.
- 4 Ask children to say the word *zip*. Then, "Say it again, but don't say the /z/ sound."
- 5 Ask children to say the word *clip*. Then ask them to say it with a /sl/ instead of a /cl/: "slip."

### Put the Sounds Together

- 1 Stretch out the sounds as you ask children, "What does /f/ /l/ /i/ /p/ say?" "What word is this: /s/ /l/ /i/ /p/?" Continue the sound-stretching exercise with words from the story. Additional single-syllable words include: *dip, hip, lip, nip, quip, rip, sip, tip, chip, drip, ship, and strip.*
- 2 Have children select the letter cards *z, i, and p*, and place them together. Say the word *zip* together. Ask children, "Does *zip* start with /z/?" Have children cover the phonogram *-ip*. Ask children to pronounce the beginning word sound: /z/. Repeat the initial sound together: /z-z-z/. Then attach /-ip/ after reiterating the beginning sound: /z-z-z-zip/. Repeat this activity with other *-ip* words in the story.



## Free the Phonogram

### Make New Words

- *Real Words and Pseudowords.* Say groups of words to children, asking them to identify the real words in each group: *skip/trip/krip; mip/zip/slip; flip/prip/rip.* Write real and pseudowords in separate columns on chart paper.
- *Starburst.* Add a new line of words extending from a star point, beginning with the word *zip*. The following is an example of a new word line, created by changing letters in initial, medial, and final positions: *zip, hip, hit, him, his, hiss, miss, mess, less, loss, lost, cost, coat, boat, float.*
- *The -ip Tree.* Create a wall mural of a tree with several large branches. At the trunk of the tree, place the title, *Skip's Trip*. At the base of one branch, enter the word *Skip*, and place word cards or simply write the words from the story along the branch. At the base of another branch, enter the word *skipper*. Add the letters *-per* to *-ip* words, and enter them words on the branch: *clipper, zipper, slipper, flipper, skipper*. At the base of another branch, place the word *skipping*. Add the letters *-ping* to the *-ip* words, and place them on the branch: *tripping, zipping, flipping*, etc. Yet another branch can grow by adding the letter *e* to create a silent-*e* phonogram.  
*-ipe: pipe, ripe, wipe, gripe, snipe, stripe, swipe, tripe*

## Write and Illustrate

*Writing Sentences.* Have children write sentences with *-ip* words: Rhyming: "I dip my chip. I tip my ship." As verbs: "I ripped my paper. I slipped on the ice." As nouns: "I bit my lip. I bumped my hip."

Also, have children rewrite the story in past tense: "I clipped on my helmet, zipped up my jacket, slipped on my gloves, and flipped up the kickstand. I gripped the handlebars, slipped my foot onto the pedal, and zipped down the hill!"

*Writing Stories.* Using the sentences patterns they've written, have children extend their sentences into stories, and create their own illustrations!

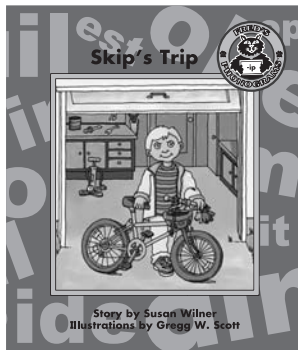
## Take It Home

Prepare copies of the *Home-Word Bound* newsletter of the phonogram *-ip* for children to take home.

### Home-Word Bound

*Word news you can use at home.*



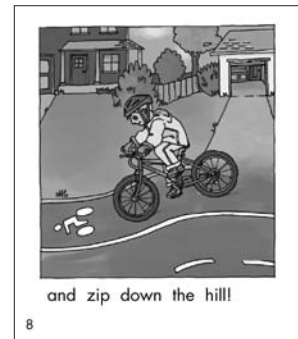
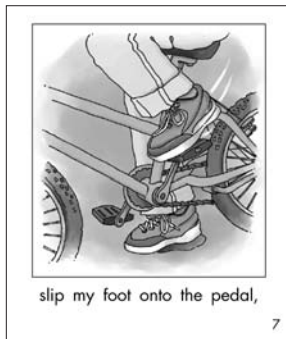
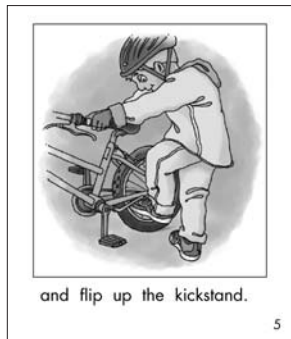
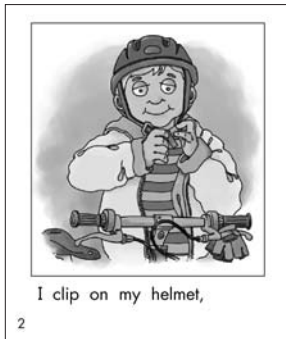
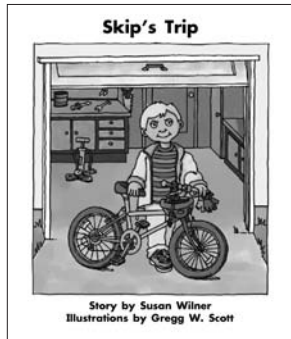


# Home-Word Bound

Word news you can use at home.



## Welcome to Skip's Trip!



### Read Together

Read *Skip's Trip* together.

### Talk Together

Talk about trips you'd like to take. Talk about how to prepare for the trip.

### Out & About Together

**Word Hunt.** Look for "-ip" words on package labels of food dips, chips, and lip balms. Look for the words "trip" and "ship" in travel ads.

### Sound Together

**Take the sounds apart.** Say the word "zip." Ask your child to say it without the "z" sound: "-ip."

**Put the sounds together.** Say the "sl" sound. Ask your child to put "sl" together with "-ip." Repeat with "-ip" words from the story: **Skip, trip, clip, flip, and grip.**

**Make new words together.** Other "-ip" words are: **dip, hip, lip, nip, sip, tip, blip, chip, drip, ship, snip, and rip.**

### Write Together

**My Trip.** Plan an outing, day trip, museum visit, hiking trip, shopping mall or supermarket trip together. Write a list of things to do and see.

**Refrigerator Words.** Write a list of "-ip" words and place it on the refrigerator.

### Play Together

Take a trip together: a bus trip, a car trip, a train trip, a bike trip, or a trip to the store!