



Week 1

Reading &  
Spelling  
Week 1  
(Letter v)

Materials

Teacher: SPELD SA Phonic Books Set 1 Guidelines, phonic book

Student: worksheet, pencil and rubber, laminated sheet / mini whiteboard and dry wipe pen with eraser, word book

## A Pan

Teacher reads the instructions aloud.

1. Read the book to the teacher. Use blending 'right through the word' strategy for unknown regular words.
2. Tell the teacher what the book was about.
3. Discuss comprehension questions (from p 3) and work on new vocabulary with the teacher.
4. Tell the teacher 3 things about the book. Teacher scribes.

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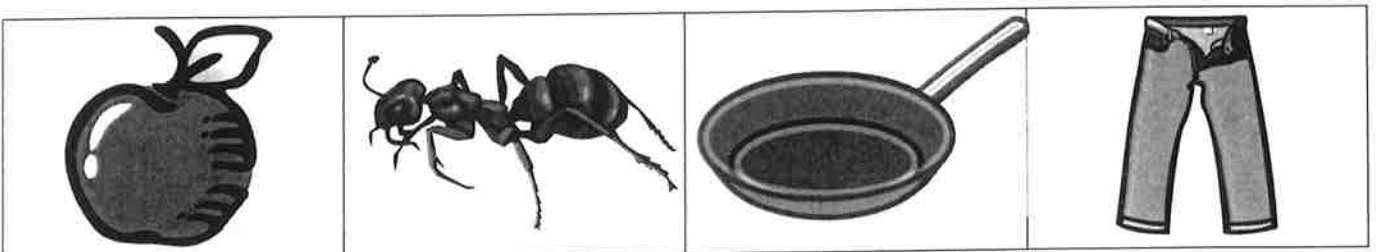


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5. Fill the gap with the missing letter. You can use the book to help. Read the completed sentence to the teacher.

A pan s_ ts.	P_ t sits.
A pan s_ its.	Pat sips _nd sits.

6. Name the pictures. Circle the pictures that begin with the "p" sound.



7. Choose 2 sentences from the book and read them to the teacher. Copy the sentences. Check your sentences for correct spelling by ticking each correct letter and changing incorrect letters.

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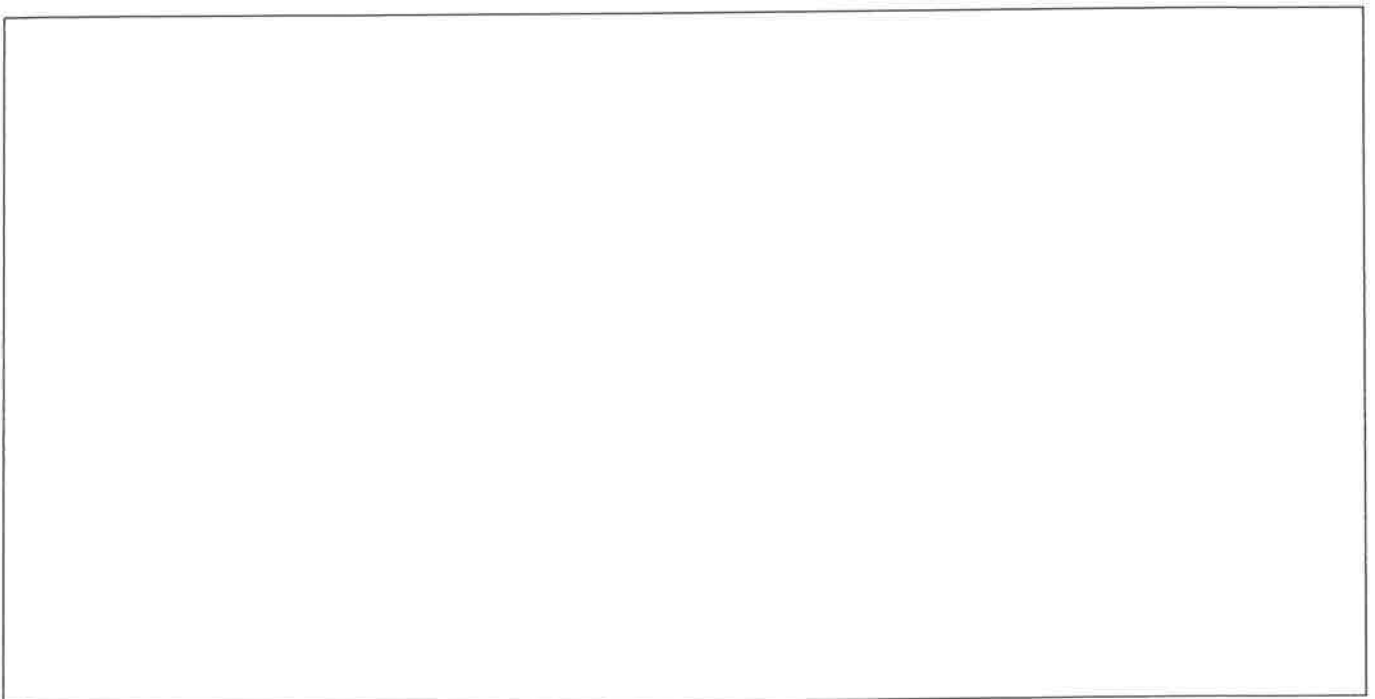
8. Read the word or words below. Find a picture of the word/s in the book. Copy the picture next to the correct word/s.

pan		Pat sits.	
tips		Pat sits and sips.	

9. Dictation. Read the sentence with the teacher. Discuss difficult spellings with the teacher. Repeat the sentence from memory. Write the sentence on a laminated sheet or board. Tick correct letters and make corrections. Check for capital letters and punctuation.

**A pan tips.**

10. Draw 2 pans and Pat. Label your pictures.



11. Dictate a sentence about your picture or pictures for the teacher to write on the lines below.  
Copy the sentence underneath.

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12. Find 3 words in the text with the given letter-sound. Read each word, write the word and identify the position of the sound in the word. Add the new words to your word book.

t	p	a

13. Reading Fluency (words/minute). Read the words on the next page, reading across the page.  
The teacher will time you. I read \_\_\_\_\_ words in one minute.

14. Make a picture story board about cooking outside.

<b>Beginning</b> Set scene: Who? Where? When?	<b>Middle</b> What happened - 1 event	<b>End</b>

15. Tell the teacher your story.

**Materials**

**Teacher:** SPELD SA Phonic Books Set 1 Guidelines, phonic book

**Student:** worksheet, pencil and rubber, laminated sheet / mini whiteboard and dry wipe pen with eraser, word book

# A Tin

Teacher reads the instructions aloud.

1. Read the book to the teacher. Use blending 'right through the word' strategy for unknown regular words.
2. Tell the teacher what the book was about.
3. Discuss comprehension questions (from p 3) and work on new vocabulary with the teacher.
4. Tell the teacher 3 things about the book. Teacher scribes.

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5. Letter formation. The teacher demonstrates how to form the letters one at a time, in the air and on the board, saying the letter-sounds at the same time. Students should form the letters in the air and then write them on the board, saying the letter-sounds.

Trace the letters and say the sounds below.

s S    a A    t T    p P    i I    n N

Copy the letters twice. Say the letter-sounds as you write.

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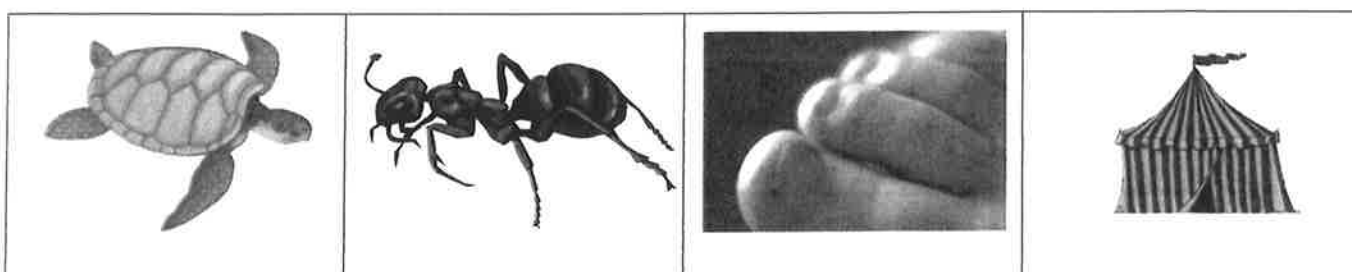


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6. Fill the gap with the missing letter. You can use the book to help. Read the completed sentence to the teacher.

A _in.	_ tin.
A t_n.	A ti_.

7. Name the pictures. Circle the pictures that begin with the "t" sound.



8. Circle the sounds for the phrase below. Write the sounds on the spaces provided. Remember to use a capital letter for the beginning of the phrase.

A tin

s a t p i n

— — — —

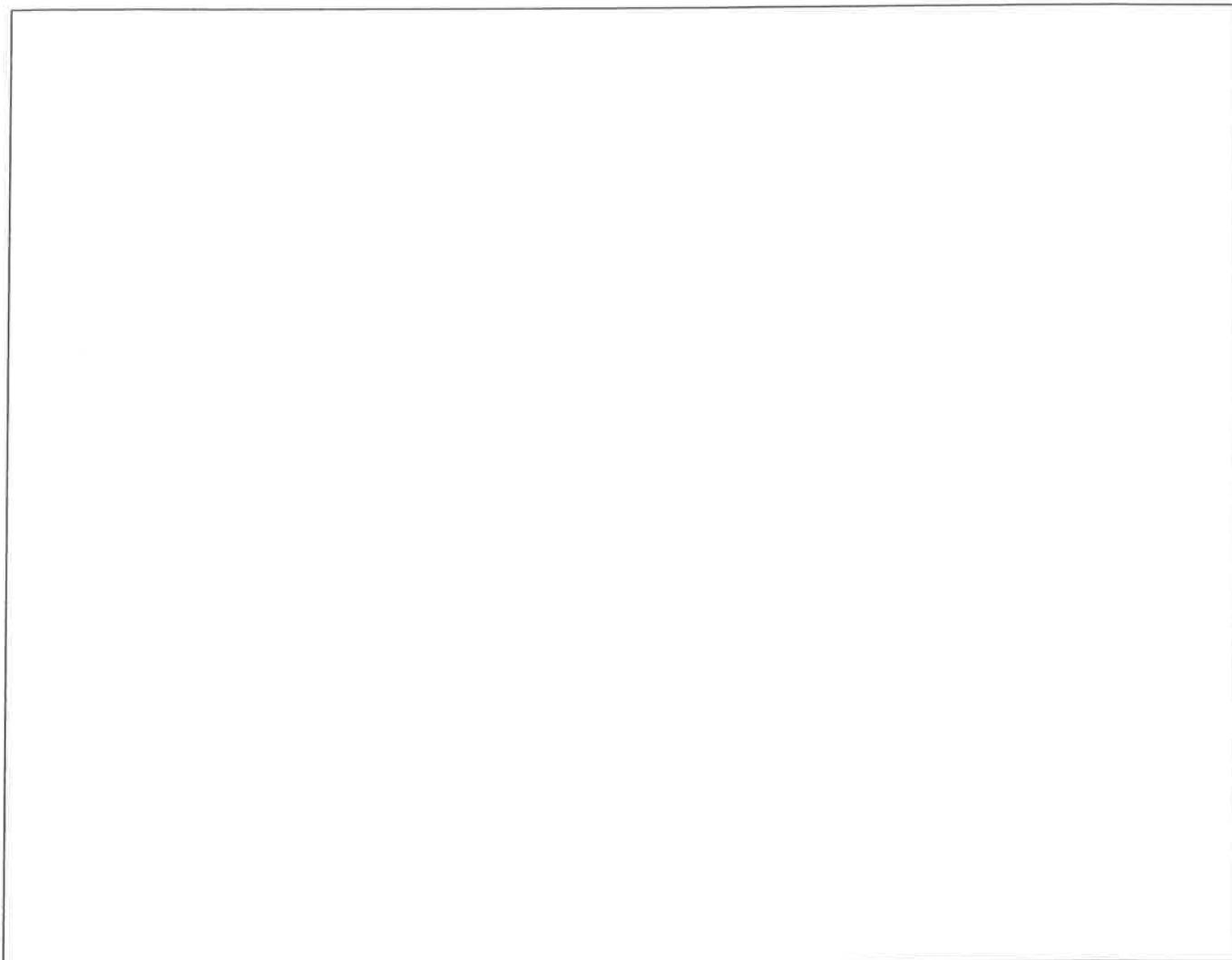
9. Practise saying first the sounds and then the names of these letters as the teacher points to each one. Move from left to right across the rows.

a	t	n	i	s	p	s	i	t
n	t	s	n	p	s	p	a	s
a	p	n	i	t	p	a	s	i

10. Dictation. Read the sentence with the teacher. Discuss difficult spellings with the teacher. Repeat the sentence from memory. Write the sentence on a laminated sheet or board. Tick correct letters and make corrections. Check for capital letters and punctuation.

A tin.

11. Draw 3 things that are made from tin. Label your pictures.



12. Dictate a sentence about your picture or pictures for the teacher to write on the lines below. Copy the sentence underneath.

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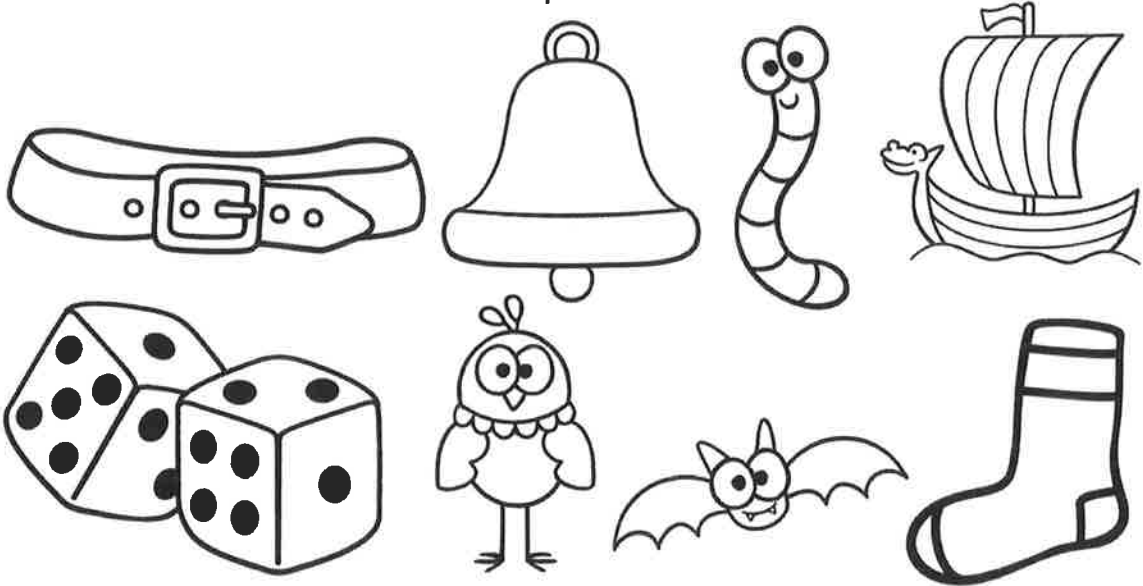
14. Make a picture story board about painting a tin fence.

<p><b>Beginning</b> Set scene: Who? What? Where? When?</p>	<p><b>Middle</b> What happened - 1 event</p>	<p><b>End</b></p>
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15. Tell the teacher your story.

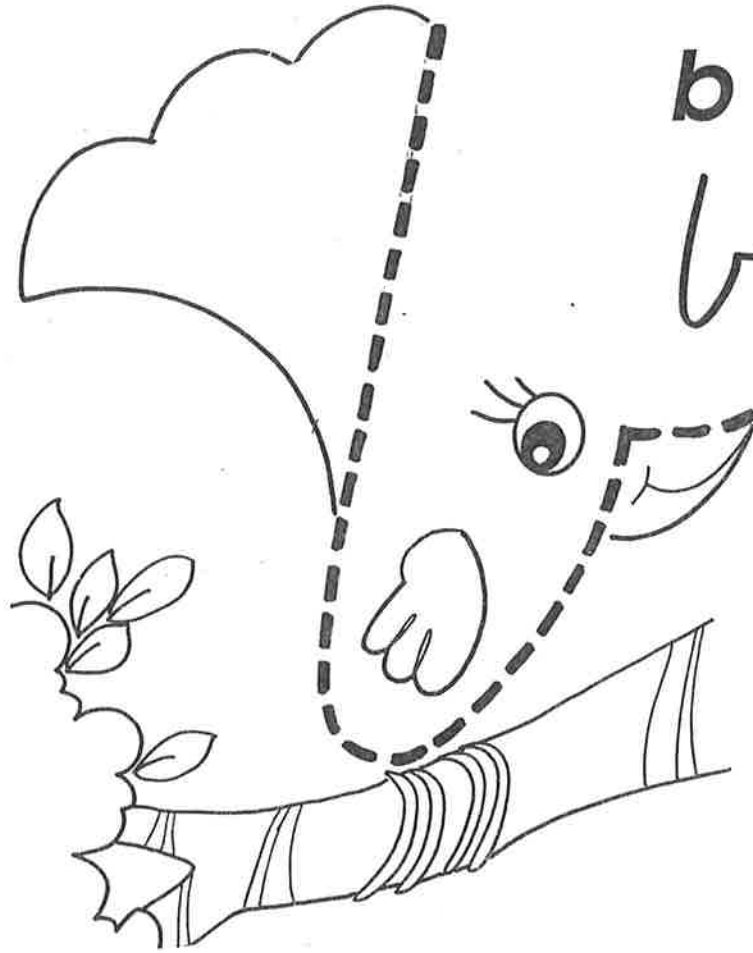
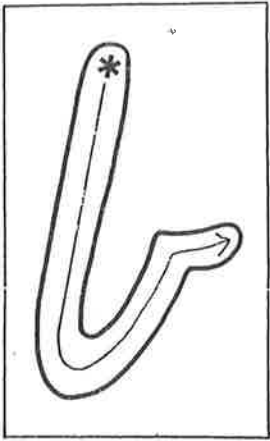
Bb Bb Bb

Circle or colour all the pictures that start with b.

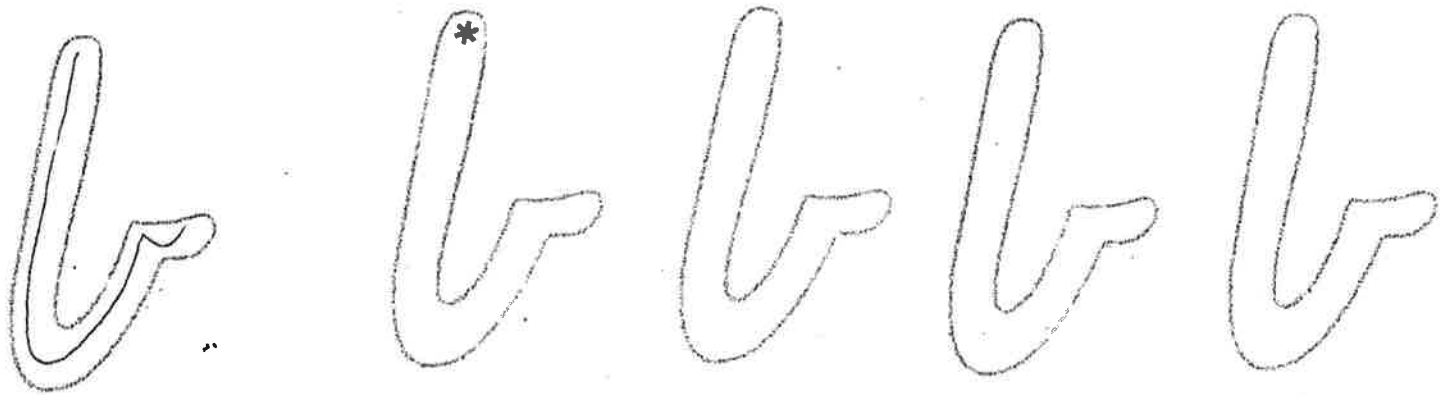


Colour  
B b.

	d	b	A	b
B	b	p	b	d
q	B	b	b	B
B	d	P	a	B



**b** as in  
*bird*



Bb

Bess has a black umbrella  
and big blue boots.



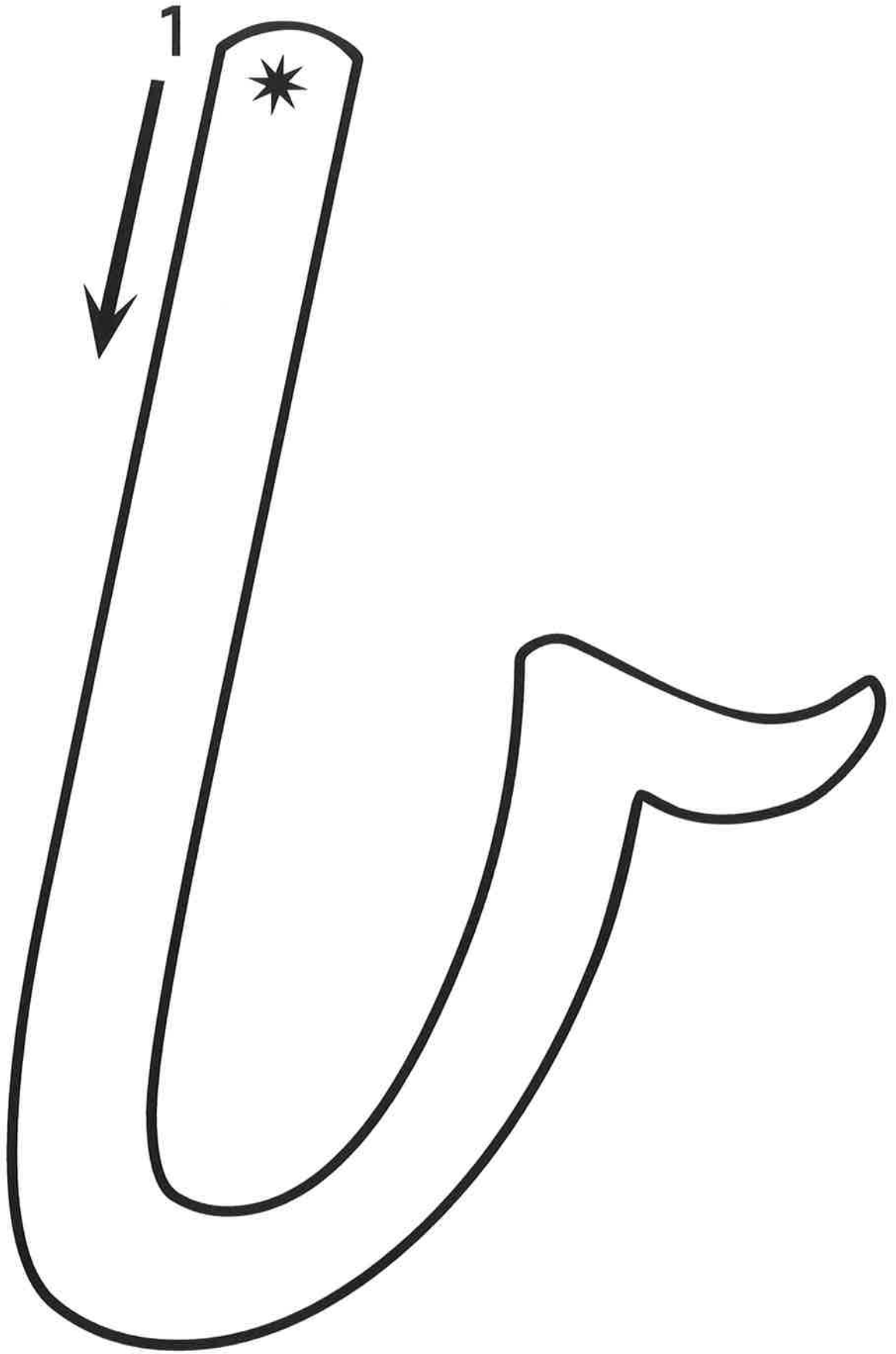
\_\_ lack   
(colour )

\_\_ lue   
(colour )

- Read the context sentence. Underline the "b's" and "B's".
- Colour the picture.
- Track and trace "b". Complete the words.

**Extra ideas**

Make a class book entitled, *This is Blue*.





Writing

Week 1

# Writing Overview

Collect 'seeds' for your writing (photos, pictures from magazines) - this can be photos, items that are special to you, things that you have collected.

Using words from the sounds we have learnt (see word list in attached document) draw a picture and write a sentence about it.

Labelling - Draw a picture or take a photo of a pet or animal and label the body parts of it, e.g. legs, eyes, ears, nose, head, etc. You can do this on SeeSaw or paper - but teachers can see your final picture on SeeSaw.

SeeSaw: I have five senses. Watch the video and complete the activity with support. This has been printed. Cut out the pictures to match the sentences.

## Foundation Words

*Term 2, Week 1 & 2*

Letters that have been introduced in Foundation;

s	a	t	p	i	n	f	m	c	o	u	e	b
---	---	---	---	---	---	---	---	---	---	---	---	---

Foundation words to practise;

bat	bin	bun
set	pen	<b>does*</b>
<b>what*</b>	net	men
ten	<b>there*</b>	tub
cob	bob	<b>where*</b>



# Seesaw Photo

## I Have 5 Senses

↑	My	help me to hear.
↑	My	helps me to smell.
↑	My	helps me to feel and touch.
↑	My	helps me to taste.
↑	My	help me to see.

Use the label tool to write a sentence about one of the senses...

e



computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire

How to Use Seesaw Activities

Show

Number and  
Addition  
Week 1

## My 0-20 Number Formation

0 1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20



visit [twinkl.com](https://www.twinkl.com)



## My 0-20 Number Formation

0 1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20



visit [twinkl.com](https://www.twinkl.com)



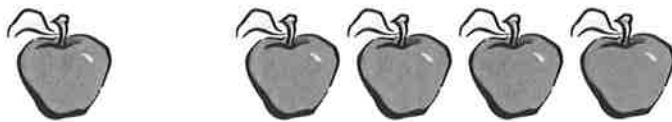
# Addition – to 5

How many are there altogether?



2 and 2 makes 4 altogether.

1   How many are there altogether?



and  makes  altogether.

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and  makes  altogether.

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and  makes  altogether.

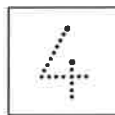
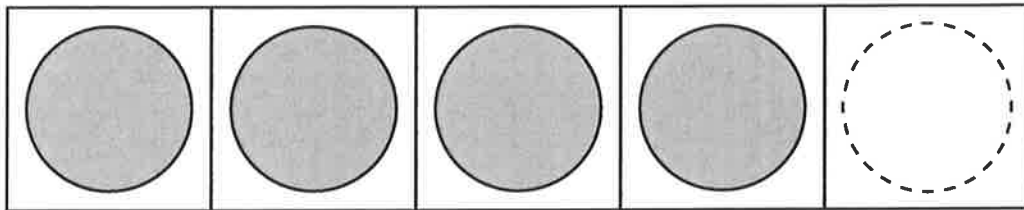
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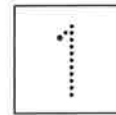
and  makes  altogether.

# Addition – make 5

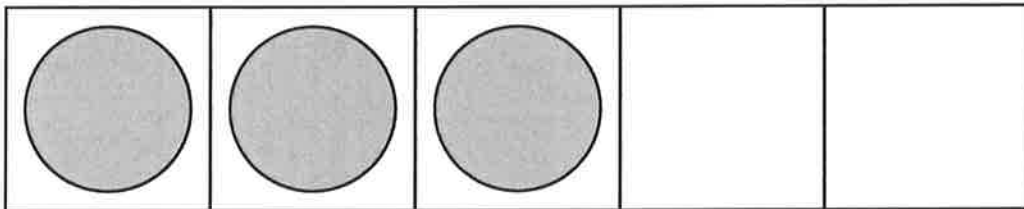
- 1   How many more to make 5?  
Place counters in the empty squares to find out.



and



makes 5



and



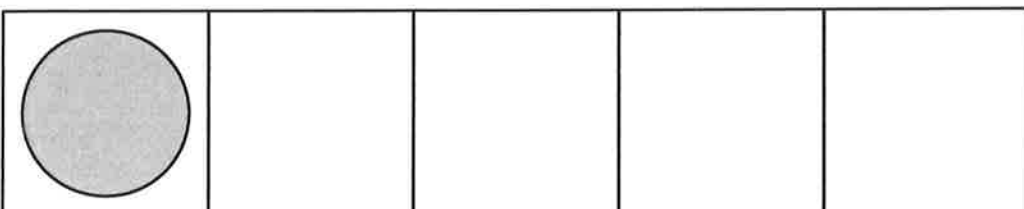
makes 5



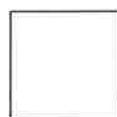
and



makes 5



and



makes 5

# Addition – make 5

group activity

You will need:  partners  chalk

## What to do:

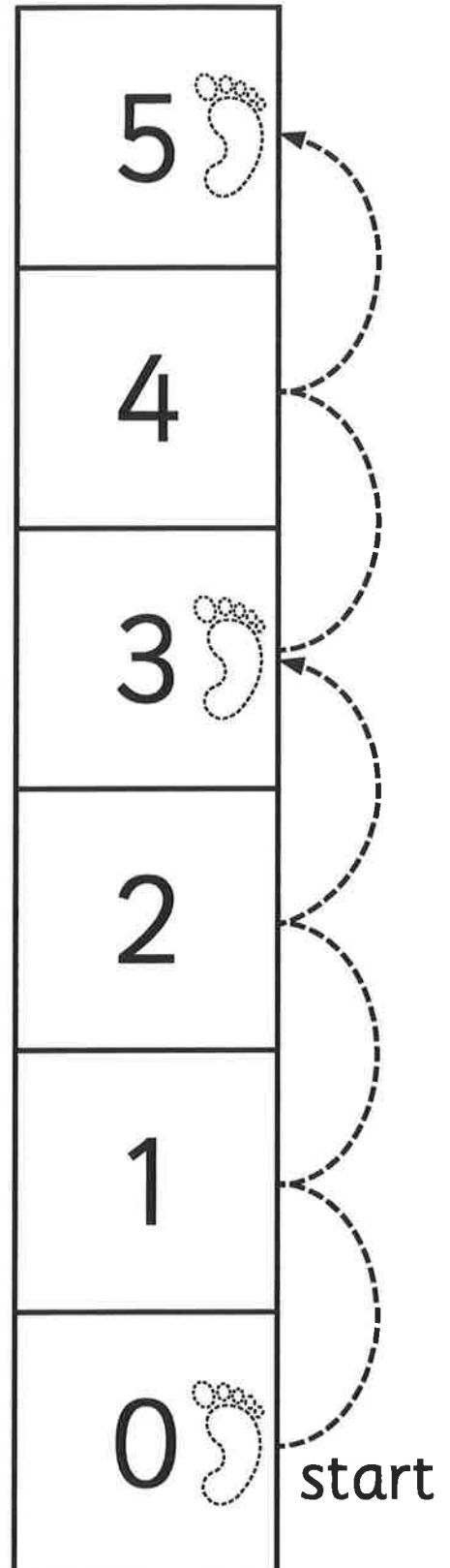
Use chalk to draw 6 number squares on the asphalt that are big enough to stand in.

Stand in 0. Your teacher or partners will say a number between 0 and 5. Take that number of steps.

Your job is to find out how many **more** steps to get to **5**. Count the steps you take until you are in 5.

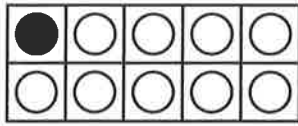
Can you say the number fact you have made?

3 and 2 more is 5.

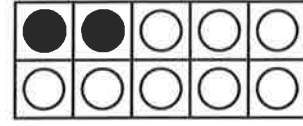


# Addition – make 10

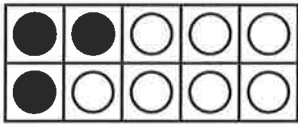
1   Colour more dots to make 10. Finish the number facts.



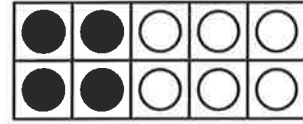
and  is 10



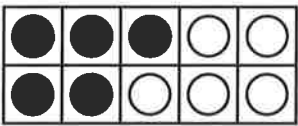
and  is 10



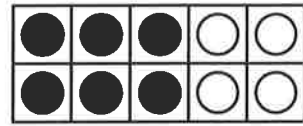
and  is 10



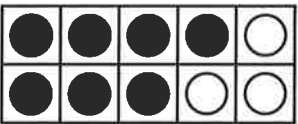
and  is 10



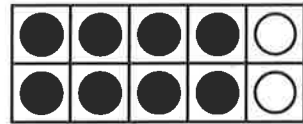
and  is 10



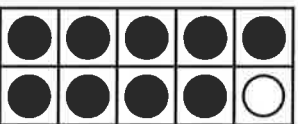
and  is 10



and  is 10



and  is 10



and  is 10

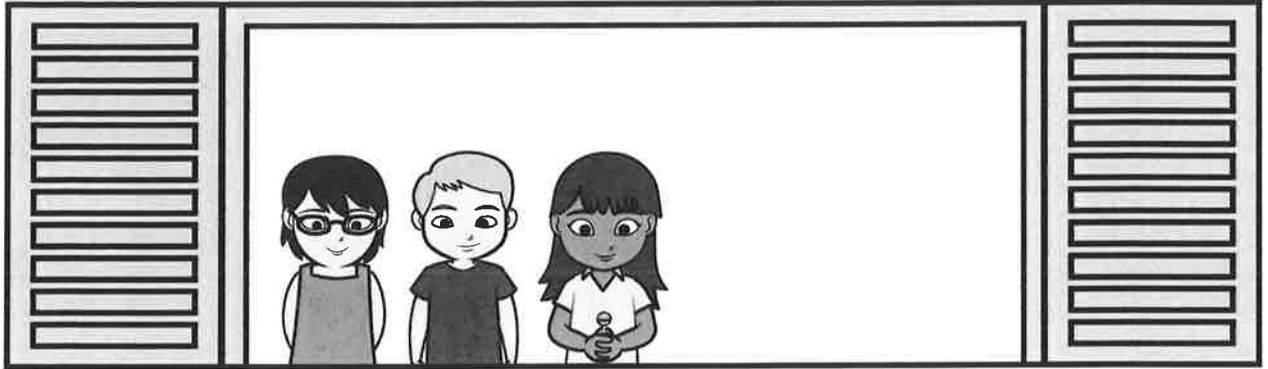
# Addition – to 10

1  Draw more. How many are there altogether?

people

Draw **2** more

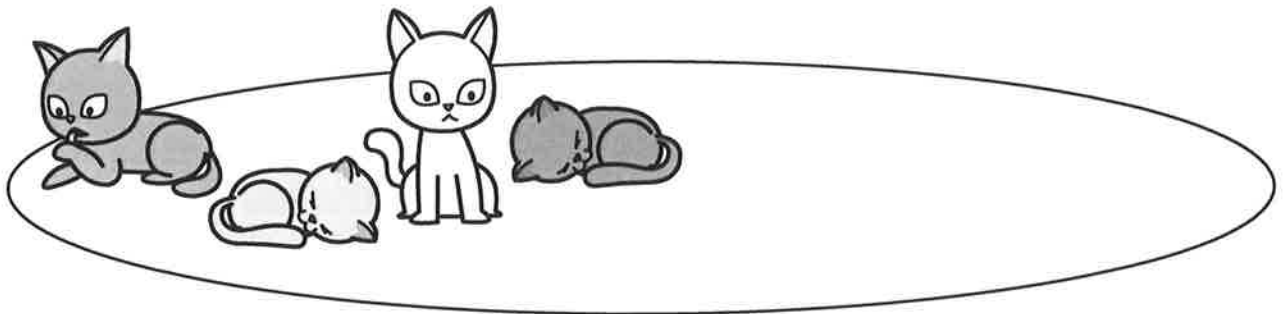
altogether



cats

Draw **3** more

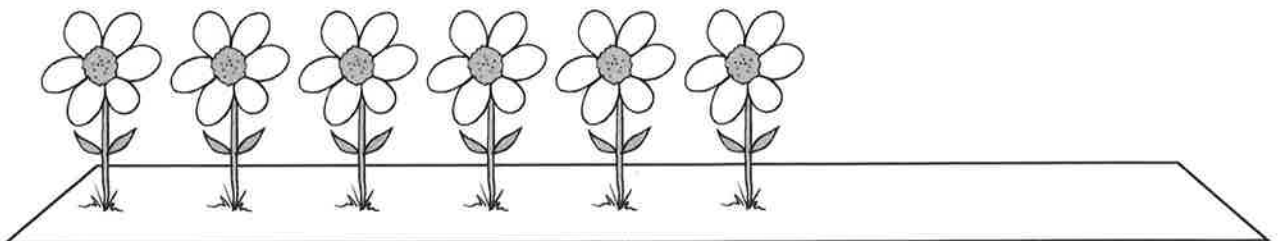
altogether



flowers

Draw **3** more

altogether



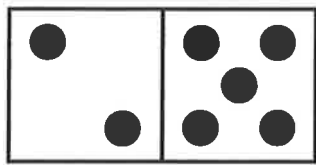


# Addition – to 10

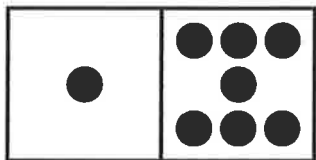
1  How many are there altogether?



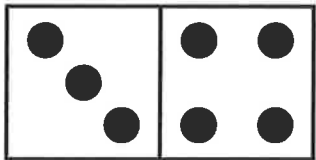
Say the number fact out loud to a partner.



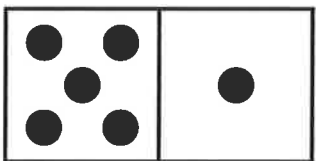
and  is  altogether.



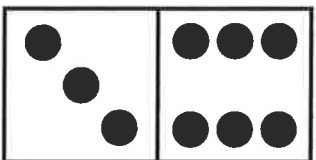
and  is  altogether.



and  is  altogether.



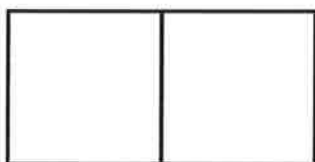
and  is  altogether.



and  is  altogether.

2  Draw your own dots on the domino.

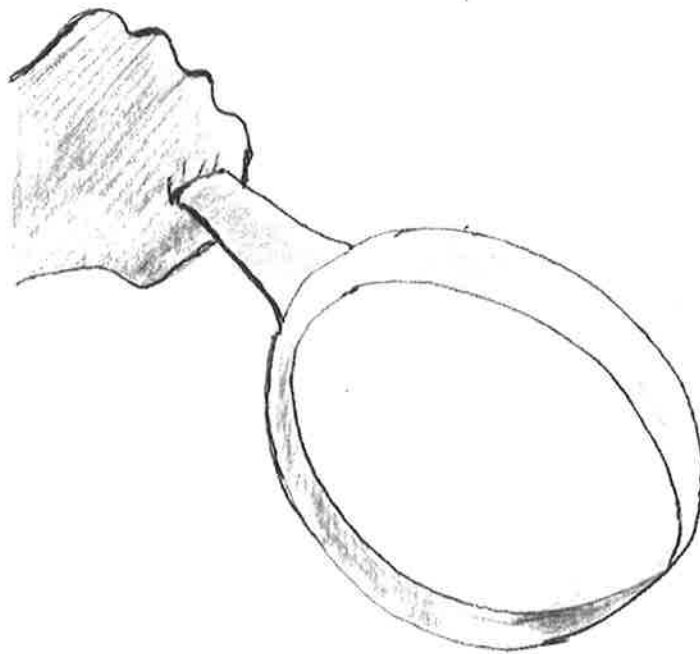
Finish the number fact.



and  is  altogether.

SPELD SA Phonic Books Set 1

# A Pan



Text by Angela Weeks  
Illustrations by Dick Weigall

## **A Pan** (21 words)

**How to get the most from this book**

**Before starting**

1. **Revise the letter sounds in the book**

s, a, t, i, p, n

2. **Practise blending the sounds in unfamiliar words in the text**

- Teach the student to blend letter sounds in regular words, eg, 'p-a-n' is 'pan'
- Say the sounds quickly to hear the word
- Say the first sound in the word louder - it makes the word easier to hear

3. **Teach the special words in the text by telling the student what they say and provide practice through matching games and Snap**

A, and, 'mmm'

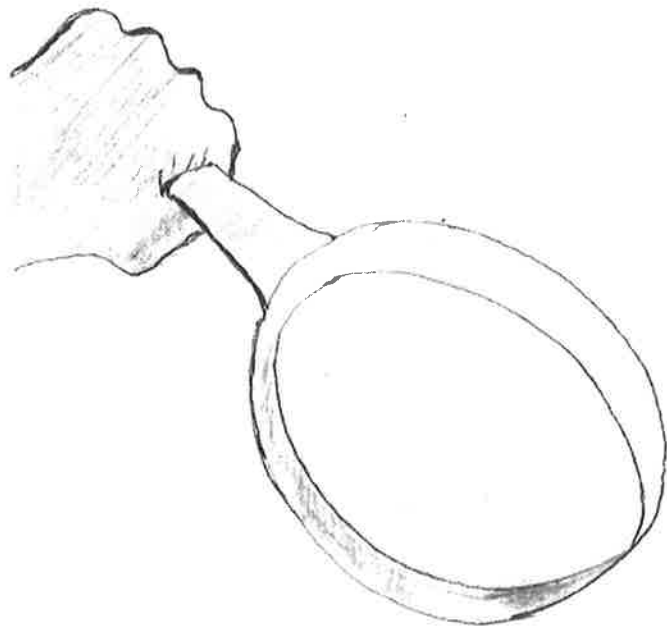
4. After the reader has read the text, or the relevant page, ask them one or more of the following questions:

1. Have you eaten food cooked on a campfire? Tell me about it. How did you make the fire? What did you eat? Did the food taste good?
2. What does 'spit' mean in this story? Talk about other ways to use the word 'spit' (e.g., cooking on a spit).
3. How do you think the pan fell off the griddle?
4. Tell me some meanings for the word 'tip'. What does 'tips' mean in the text?
5. How do you know the dog liked what was in the pan?

#### **Why this approach?**

In order to read a book successfully on their own, students need to be taught how to blend the sounds of the words in the book, and remember the irregularly spelt words, before they are asked to read it. Without this preparation, they may find reading difficult and become discouraged. The questions aim to increase vocabulary and encourage the student to relate the text to their own knowledge, feelings and experiences, so that reading is meaningful.

Phonics Booklet 1  
Unit 1  
www.oxfordjournals.com



**A pan.**



**Pat.**

...  
...  
...

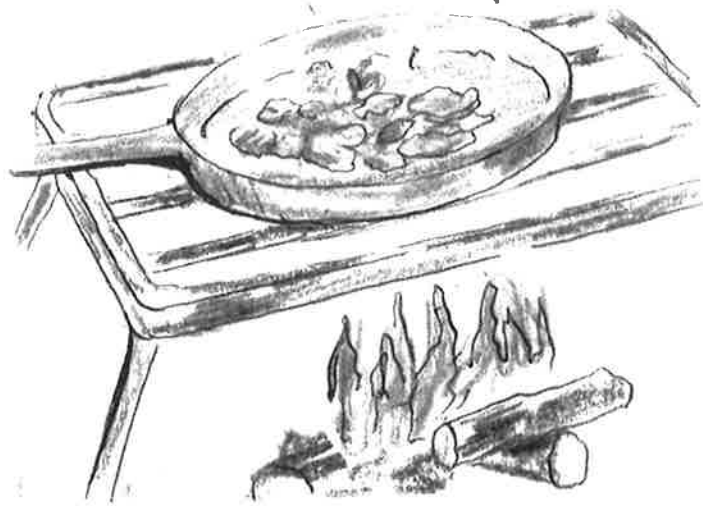


**A pan sits.**



**Pat sits.**





**A pan spits.**



**A pan tips.**



**Pat sits and sips.**



**Mmmmmmm!**



SPELD(SA) Phonic Books follow the sequence of letter sounds used in the Jolly Phonics early literacy program  
[www.jollylearning.co.uk](http://www.jollylearning.co.uk)

**Set 1 s, a, t, i, p, n**

**Set 2 c, k, ck, e, h, r, m, d**

**Set 3 g, o, u, l, f, b**

**Set 4 ai, j, oa, ie, ee, or**

**Set 5 z, w, ng, v, oo**

**Set 6 y, x, ch, sh, th**

**Set 7 qu, ou, oi, ue, er, ar**

**Set 8 y /ee/; a-e, e-e, i-e, o-e, u-e**

**Set 9 ay;oy;y/ie/sound;y/i/;ea,igh**

**Set 10 ow/oa/;ow/ou/;ir;ur;ew;au;aw;al**

See [www.speld-sa.org.au](http://www.speld-sa.org.au) for additional games to support SPELD SA Phonic Books

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Compiled by Sandy Russo, 2013