

Resources

Year F



Writing

The following templates are for Thursday small group writing session

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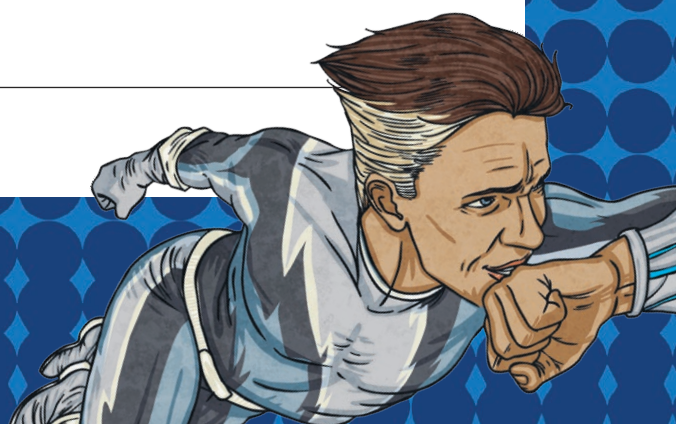
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CRACK!



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Reading & MSL

(Spelling)

OPTION 1: Reading, editing and writing practice ck CVC Dictation Passage 2: A Stack of Food

Select from the range of activities below. Select the activities that specifically match the needs of the students.

Name _____ Date _____

Task 1: Reading Practice Optional: Time each reading.	Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read:			
	<input type="checkbox"/> Once Reading 1 <input type="text"/> seconds	<input type="checkbox"/> Twice Reading 2 <input type="text"/> seconds	<input type="checkbox"/> Three Times Reading 3 <input type="text"/> seconds	<input type="checkbox"/> Four Times Reading 4 <input type="text"/> seconds

A Stack of Food

At the back of the shack the duck had lots of food.



The food was on a rack and in a big sack. The duck put the food in a stack. Then munch, crunch, suck and lick. The duck ate the big stack of food.

Task 2: Reading Comprehension	(a) Illustrate as many aspects of the passage as possible. (b) Label the ck words.
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Task 3: Copy the passage

Maintain your best pencil grip, writing posture and letter formation.



Correct posture?

☐ Yes ☐ No
☐ Sometimes



Correct grip?

☐ Yes ☐ No
☐ Sometimes



Correct writing?

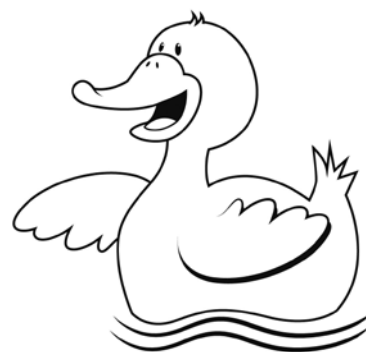
☐ Yes ☐ No
☐ Sometimes

Task 4: Identify the errors and correct

Locate and correct up to 10 spelling, punctuation and grammatical errors.

A Stack of Food

At the bak of the shak
the duck had lots of
fod. The food wos on
a rak and in a big sak. The duck
put the food in a stack. Den munch,
cwunch, suck and lick. The duck ate
the dig stack of food



How many errors did
you locate and correct?

Task 5: Dictation

Listen carefully to the passage being dictated and rewrite. Apply the spelling, sentence content and punctuation that you have been exposed to in the activities above.

Area of Focus or Goal:

Select the appropriate rubric (on pages 6 and 7) and paste into this space or write in own goal below.

Marked by:

- ☐ The student
☐ A peer
☐ Teacher
☐ Assistant

Goal: Today I aim to _____

☐ Yes I achieved this ☐ Sometimes I achieved this ☐ No I didn't

OPTION 2: Dictation Only (without tasks 1, 2, 3 and 4)

ck CVC Dictation Passage 2: A Stack of Food

Either photocopy this template or utilise an exercise book for the specific purpose of dictation writing.

Name _____



Timer set for _____ minutes. This is dictation practice 1 0 2 0 3 0



Title of the passage



Number of words written? _____

Administration Tips

Timed dictation and repeated presentation of the passages produces significant gains in writing ability.

Option 1: For best results present the same passage multiple times over the period of a week.

Option 2: Establish a consistent time frame for the presentation of dictation. (For example: 5, 10 or 15 minutes). Each time the dictation passage is presented, a timer should be set. When the buzzer sounds (signalling that the time has been reached), students put their writing implements down and count up the number of words written. The set time provides a point of comparison from previous efforts but also makes this a time efficient writing task.

Select the appropriate rubric (on pages 6 and 7) and paste into this space or write in own goal below.

Marked by ☐ The student ☐ A peer ☐ Teacher ☐ Assistant

Goal: Today I aim to _____

☐ Yes I achieved this ☐ Sometimes I achieved this ☐ No I didn't

ch / tch

Please cut the words out at the bottom of this page and stick them in the correct column.

ch (short spelling)	tch (long spelling)

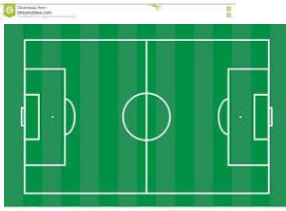
inch	clutch	bunch	patch	pitch	etch
stitch	fetch	branch	batch	match	trench
lunch	stench	bench	etch	hunch	ditch

ch / tch

Please write the correct ending to match the picture.



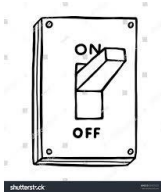
c _____



p _____



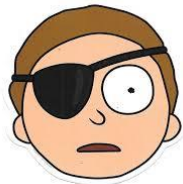
w _____



s _____



m _____



p _____

Spelling 'tch'

Practise the words on this list using look, say, cover, write and check.

Hint: Sometimes the /ch/ sound is spelt with a letter 't' – 'tch'.



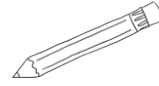
Look



Say



Cover



Write



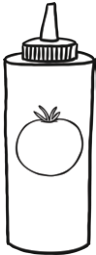



Check

Word	1st try	2nd try	3rd try
itch			
catch			
fetch			
hutch			
snatch			
stretch			
match			
kitchen			

Challenge

Can you think of any other words with 'tch'?

Try these clues!

Red Flag Words

I am learning to read the following tricky words. These words have the letter 'a' representing the sound /o/ - like in the word hot. You can support me by reminding me to say the /o/ sound when I get to the letter 'a'. Remind me to "say each of the sounds then blend them together to read the words". You can help me understand these words by using them in a sentence and then getting me to spell them.

was

want

what

swap

wash

swan

wand

swat

squat

watch

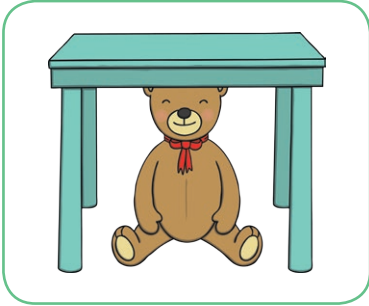
The short /o/ sound is usually spelt with an 'a' after a w and qu.



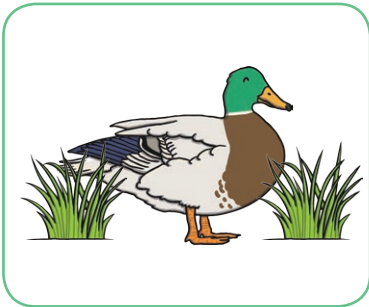
Maths

What's the Position?

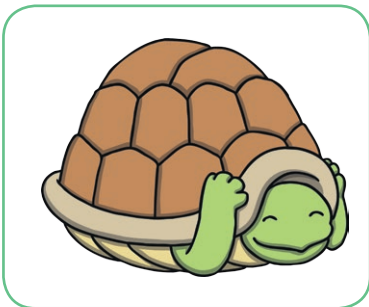
Cut and paste the correct words to describe the position.



The bear is the table.



The duck is the grass.



The turtle is its shell.



The frog is of the lily pad.

under

on top

inside

between

Preposition Listening Activity

Script for the Teacher

We have been learning different prepositions this week. I want you to look at the image of the playground and listen as I call out different instructions. Make sure to listen carefully so you know what objects to draw and where to put them.

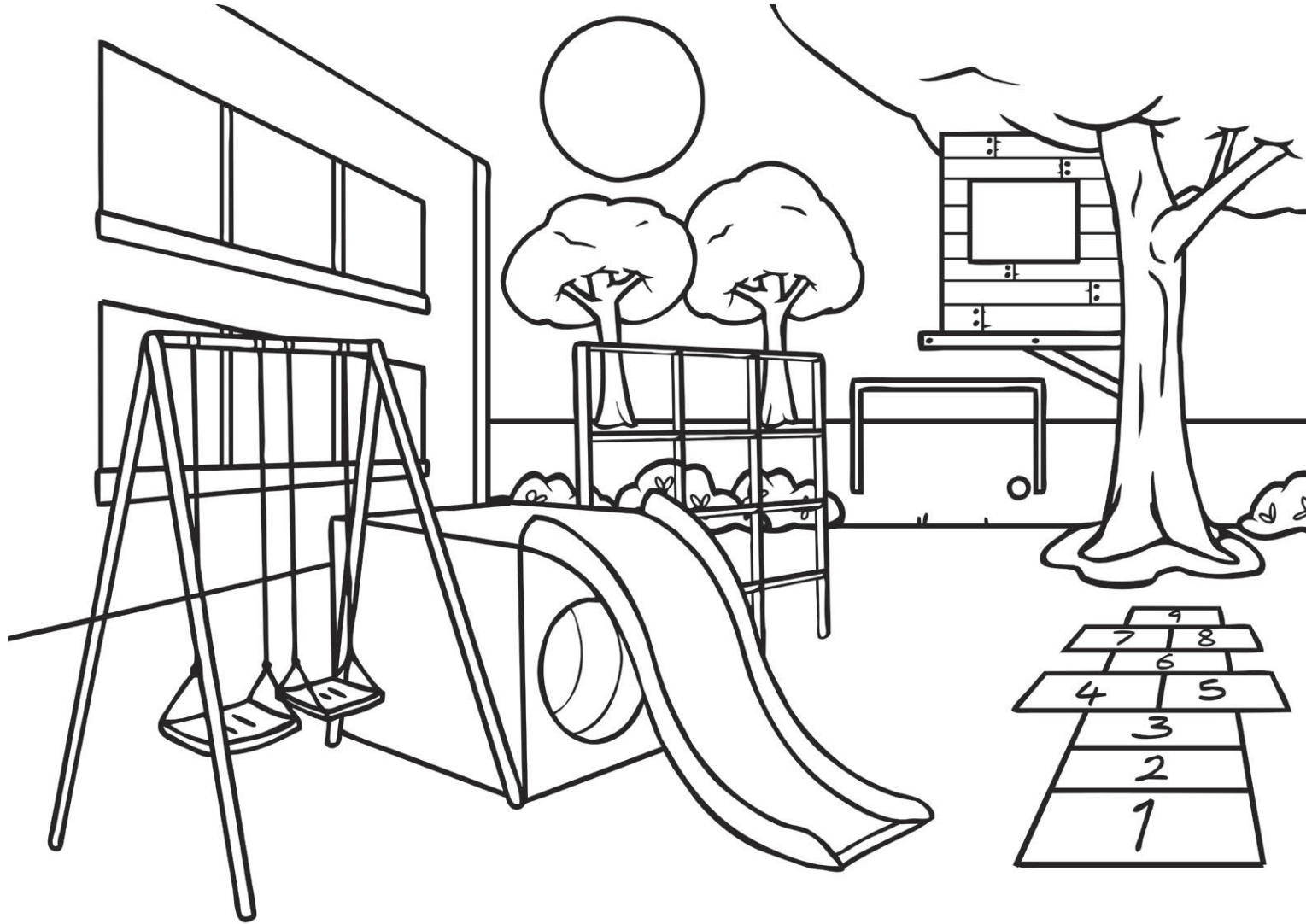
Maths - Tuesday - script

1. Draw a young girl on the slide.
2. Draw a boy in the tunnel.
3. Draw a ball under one of the swings.
4. Draw a teacher standing beside the climbing frame.
5. Draw a young girl in front of the tree house.
6. Draw a rabbit behind the flower bushes.
7. Draw a ball between the two goal posts.
8. Draw a young boy inside the tree house.
9. Draw a nest on one of the branches of the tree and draw a bird outside the nest.
10. Draw a teacher next to the tree that has the tree house in it.

Now we'll listen one more time to the instructions and colour in the picture.

Preposition Listening Activity

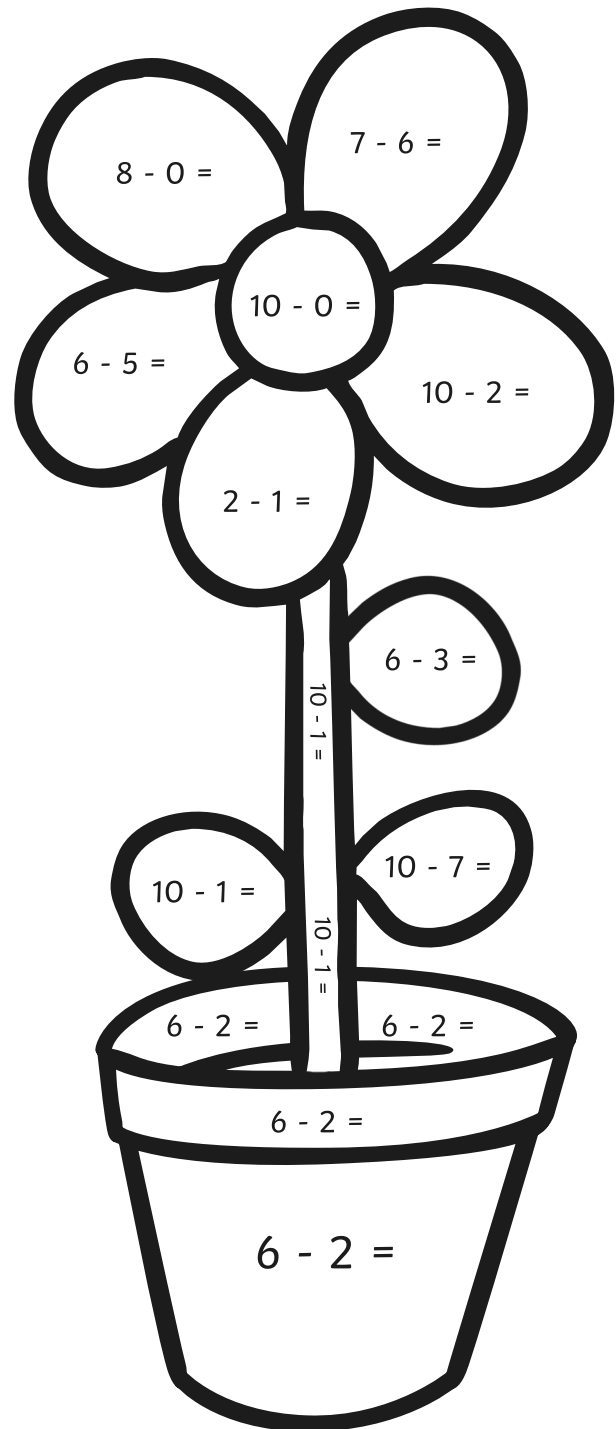
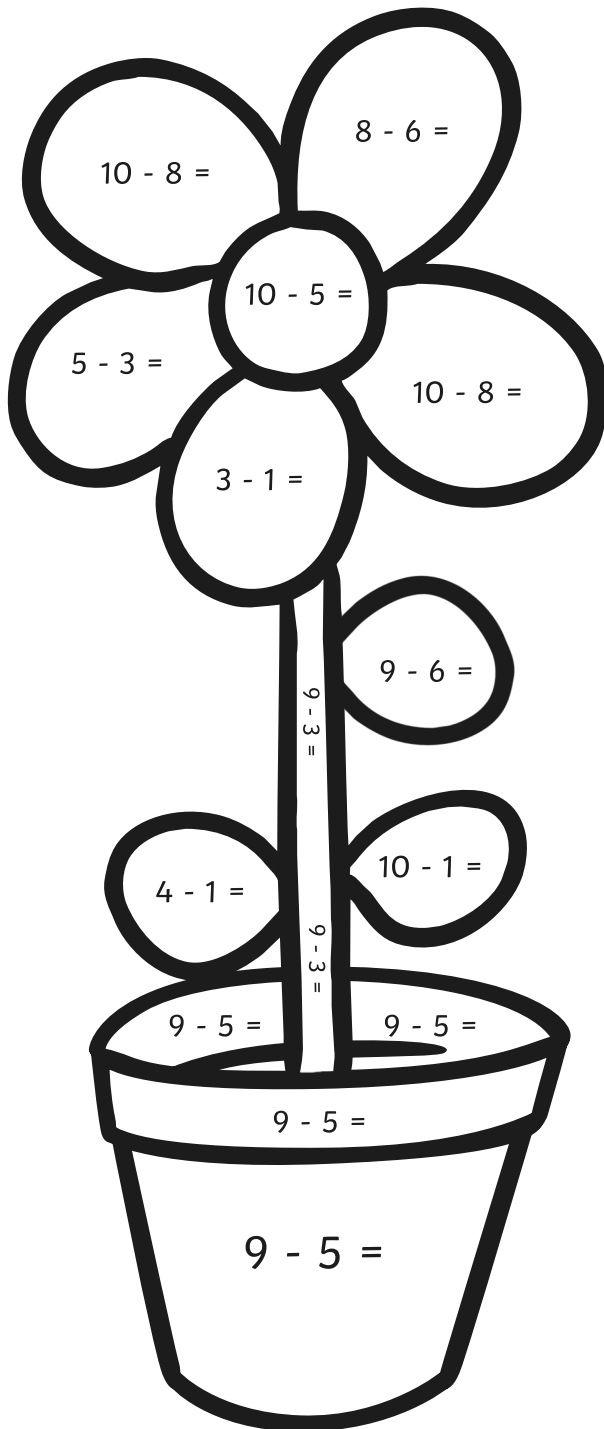
Listen to your teacher as they call out instructions of what to draw in the playground below.



Plants Colour by Number

Subtraction up to 10

Solve the calculations in the picture to work out what colours they should be!



Brown - 4

Green - 3, 6, 9

Orange - 5, 10

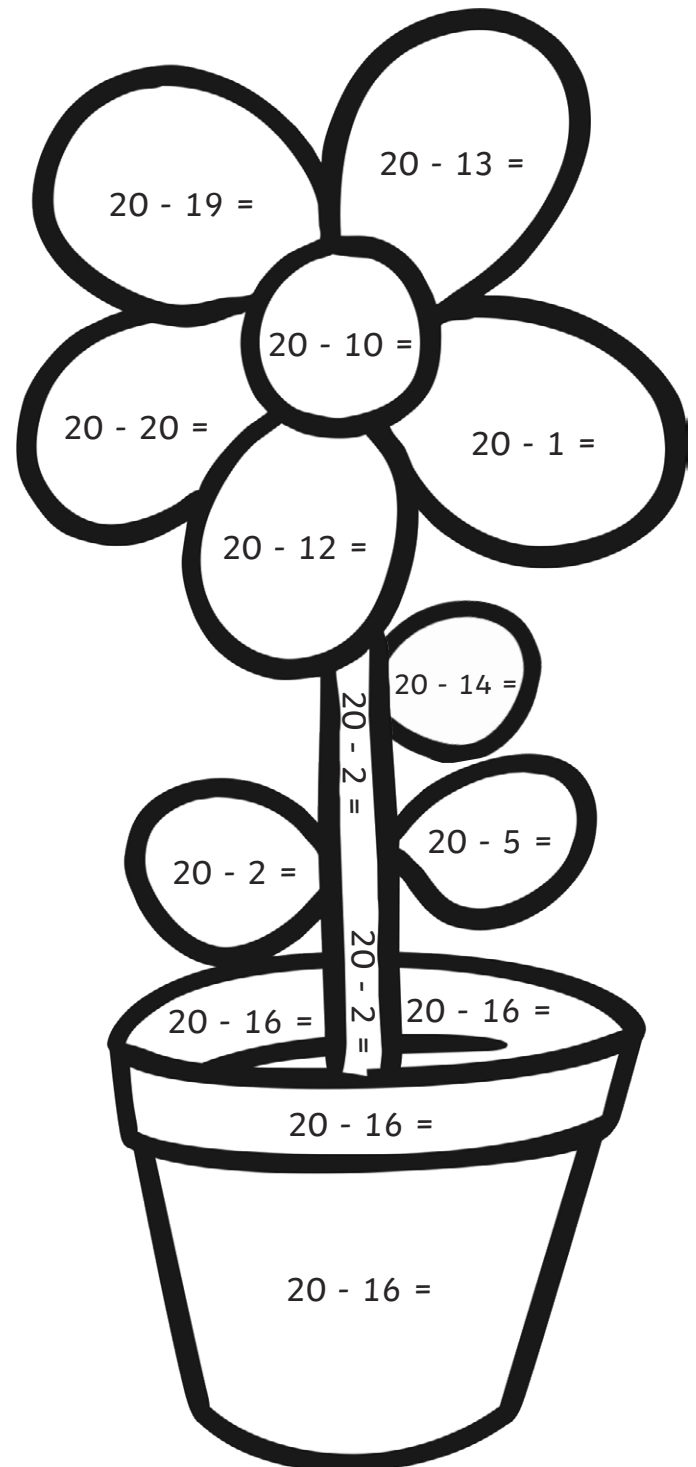
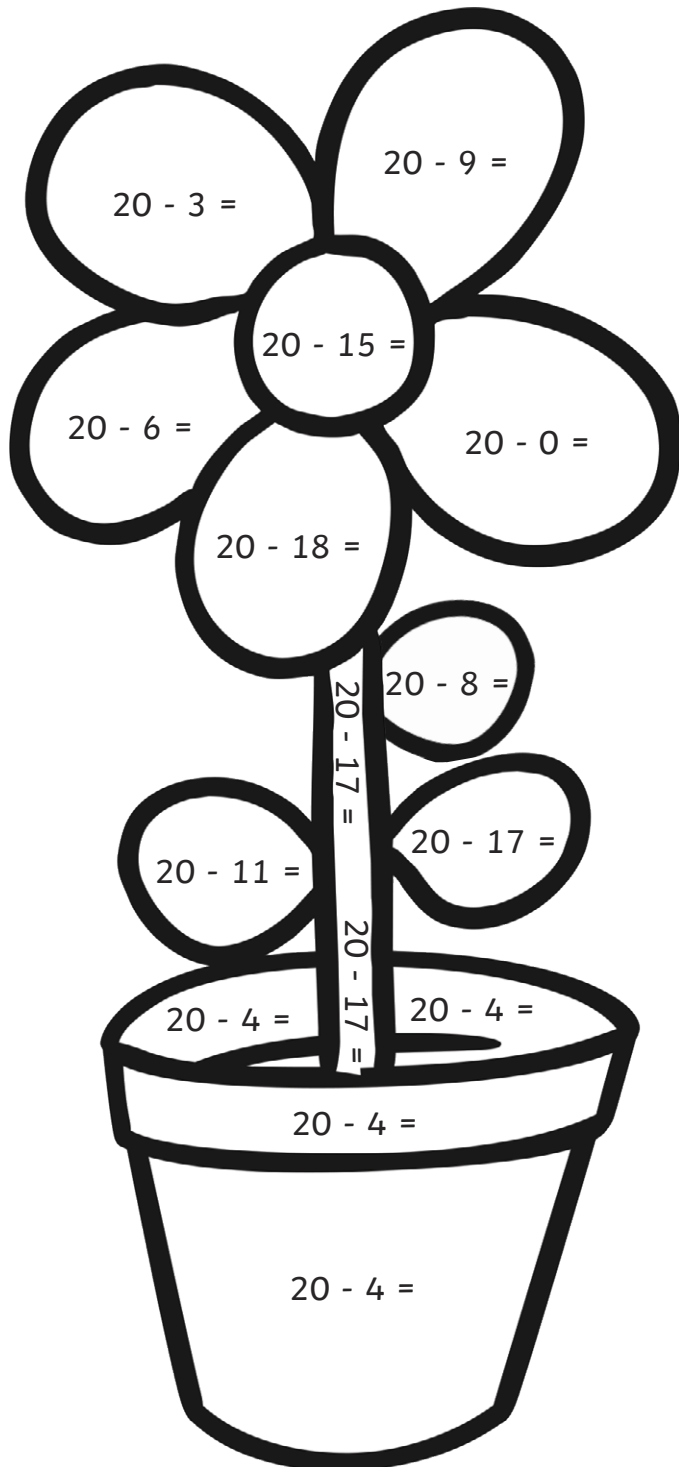
Red - 2

Yellow - 7, 8, 0, 1

Plants Colour by Number

Subtraction up to 20

Solve the calculations in the picture to work out what colours they should be!



Brown	Green	Orange	Red	Yellow
16, 4	3, 6, 9, 12, 15, 18	5, 10	11, 14, 17, 20, 2	7, 19, 8, 0, 1



Specialist

FOUNDATION ACTIVITIES CIRCUIT

This week we are going to perform an activities circuit. This means we will move from one activity to the next with each covering a different skill- e.g. catching, bouncing, jumping... I have listed 8 activities in our circuit and it is best to have them all set up before starting.

There are a couple of ways that you can complete the circuit:

1. Set a time limit you will spend at each activity (e.g. 1-2 minutes) before moving to the next activity. Repeat circuit as many times as you like.
- OR**
2. Moving to the next activity when you have reached the activity goal (e.g. complete 10 bounces). You may even like to time how long it takes to complete the entire circuit (i.e. all 8 activities) and then try to beat your fastest time. I have included examples of targets you may like to achieve before moving on.

EQUIPMENT NEEDED:

- Ball that you can roll
- Medium or large ball that you can bounce
- Medium or large ball that you can kick
- Skittles or plastic bottles/targets you can roll the ball at to knock over
- Objects that you can jump over safely
- Bucket/basket to throw a ball into
- Markers you can hop and run around
- Objects to create a soccer goal

1. BOWLING-

- Underarm roll the ball trying to knock over the skittles/targets set up 5m away
- **Target:** When you have knocked over 5 skittles/targets in total move to the next activity

2. BOUNCING-

- Dribble or bounce and catch the ball 10 times
- **Target:** After 10 bounces/catches move to the next activity

3. HOPPING

- Hop around the marker placed 10m away and back to the start
- **Target:** Move to the next activity after making it back to the start line

4. CATCHING

- Toss the ball into the air (about head height) and catch the ball 5 times
- **Target:** When you have completed 5 successful catches move on to next activity

5. RUNNING

- Run around the marker 15m away and back to the start
- **Target:** Once back at the start, move to the next activity

6. KICKING

- Kick the ball into the soccer goal you have created
- **Target:** After you have scored 2 goals move to the next activity

7. THROWING-

- Underarm throw the small ball so it lands in the bucket/basket
- **Target:** Move to next activity after a successful throw

8. JUMPING-

- Jump over the three objects and run back to the start line
- Once back at start you are done! **CONGRATULATIONS**