

Reading &
Spelling
Week 2
(Letter d)

SPELD SA Phonic Books Set 1

A Tin _____



Text by Angela Weeks
Pictures from Google Images

...
...
...

A Tin _____ (22 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, 't-i-n' is 'tin'
- 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, a

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

1. What is tin? Let's think of some things made of tin.
2. When and why might people use tin mugs?
3. On the page with the tin shed, what are the big tin drums for?
4. Why do we put cakes and biscuits in a tin?
5. Look at the fence. Do you think it is old or new? Why do you think that?
6. When do people wear armour? Why?

Why this approach?

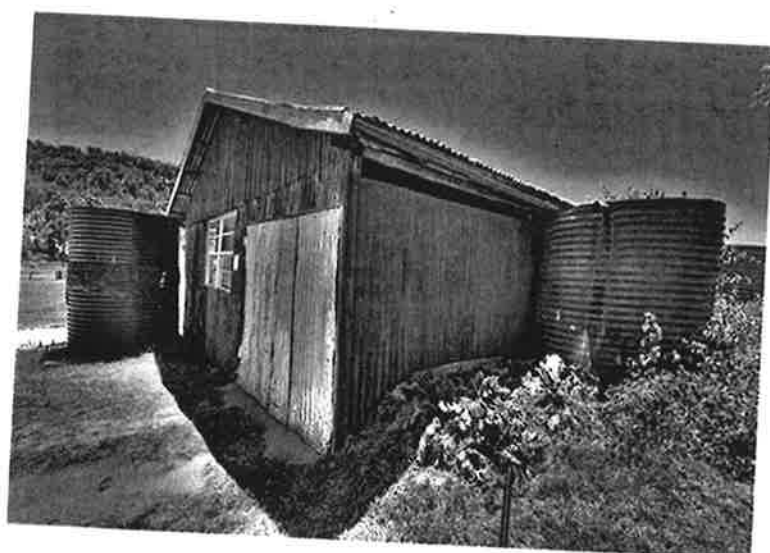
In order to read a book successfully on their own, students need to be taught how to blend the sounds of the words in the book, and remember the irregularly spelt words, before they are asked to read it. Without this preparation, they may find reading difficult and become discouraged. The questions aim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

1. Fill in the gaps.
2. Write the words.
3. Draw a picture of the object.

Fill in the gaps.



a tin _____



a tin _____

...
...
...



a _____ tin



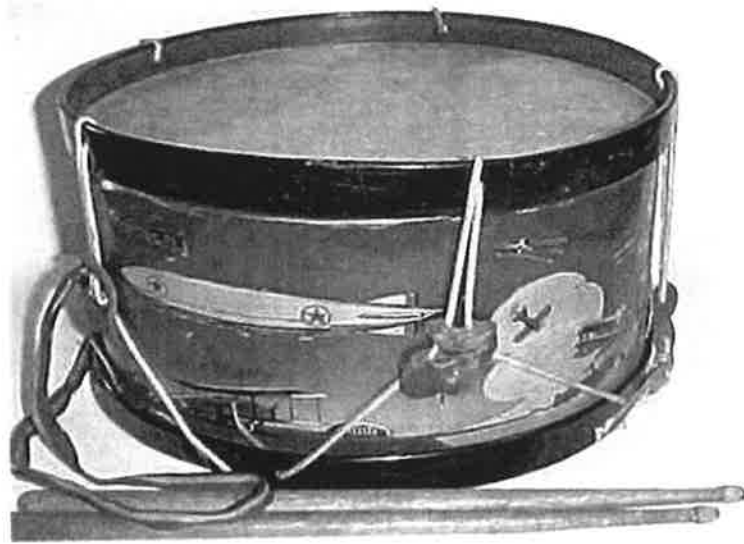
a tin _____



a tin _____



a tin _____



a tin _____



a tin _____



SPELD(SA) Phonic Books follow the sequence of letter sounds used in the Jolly Phonics early literacy program
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 for additional games to support SPELD SA Phonic Books

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Compiled by Sandy Russo, 2013

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.

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.

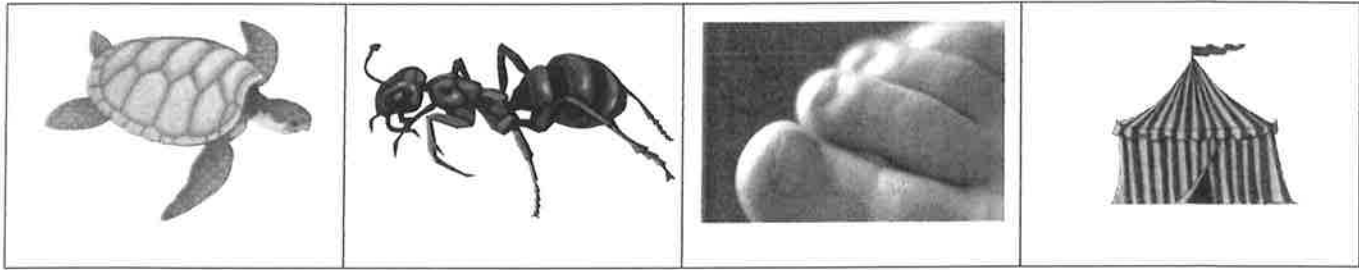
s S a A t T p P i I n N

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

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.

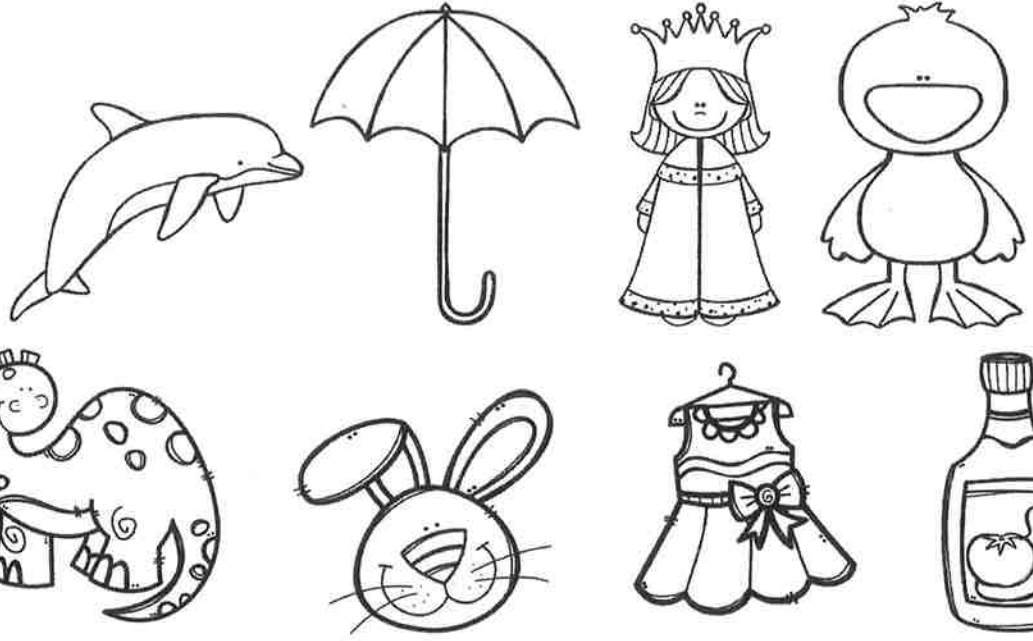
14. Make a picture story board about painting a tin fence.

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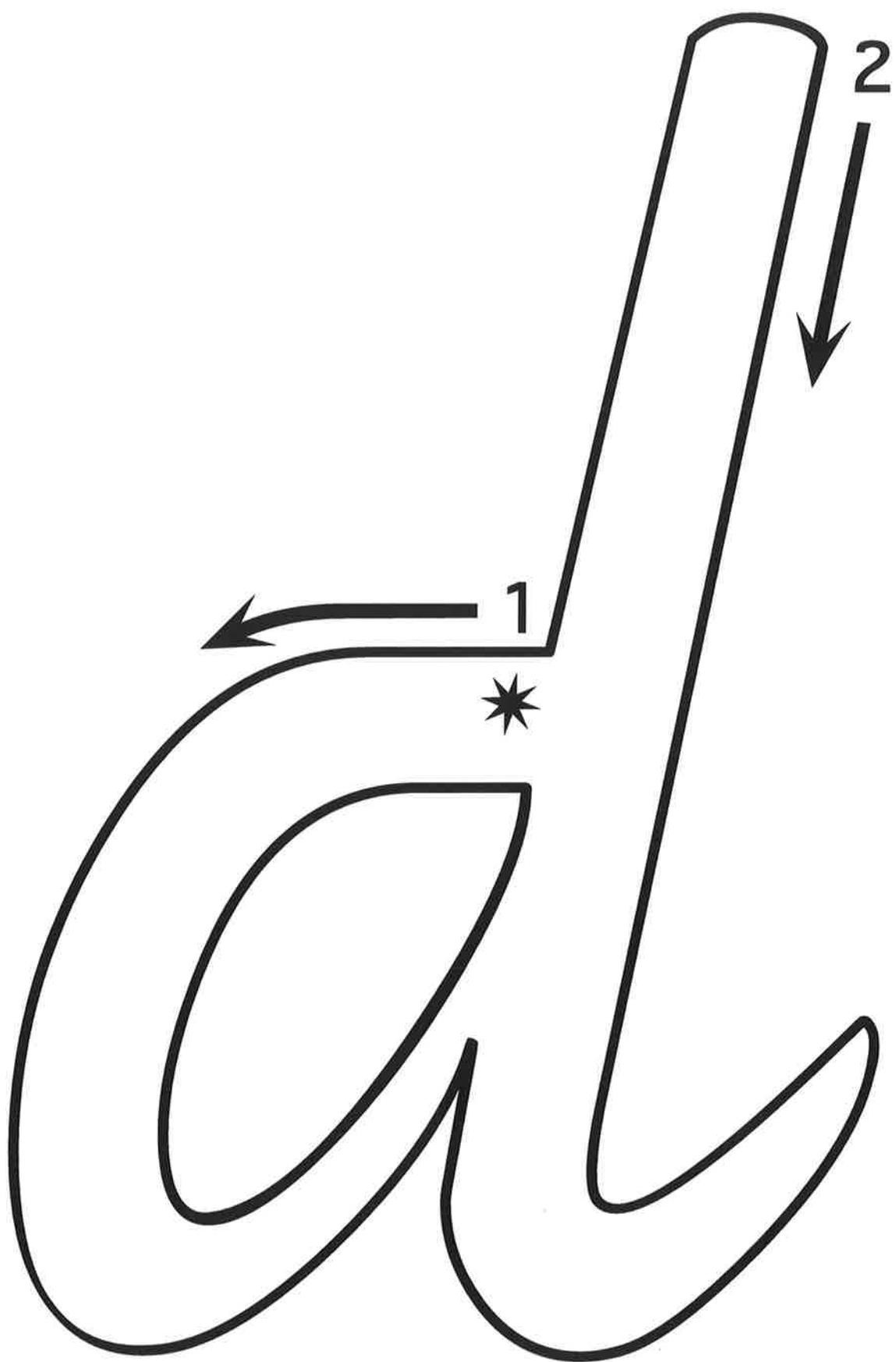
15. Tell the teacher your story.

Dd Dd Dd

Circle or colour all the pictures that start with d.


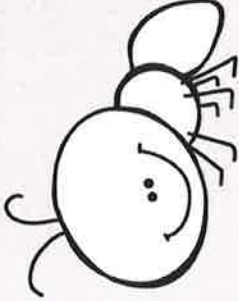

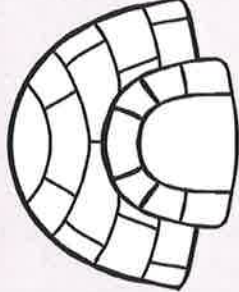
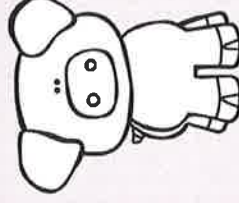
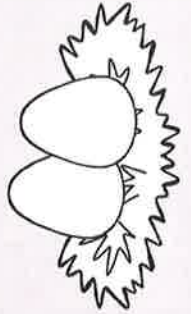


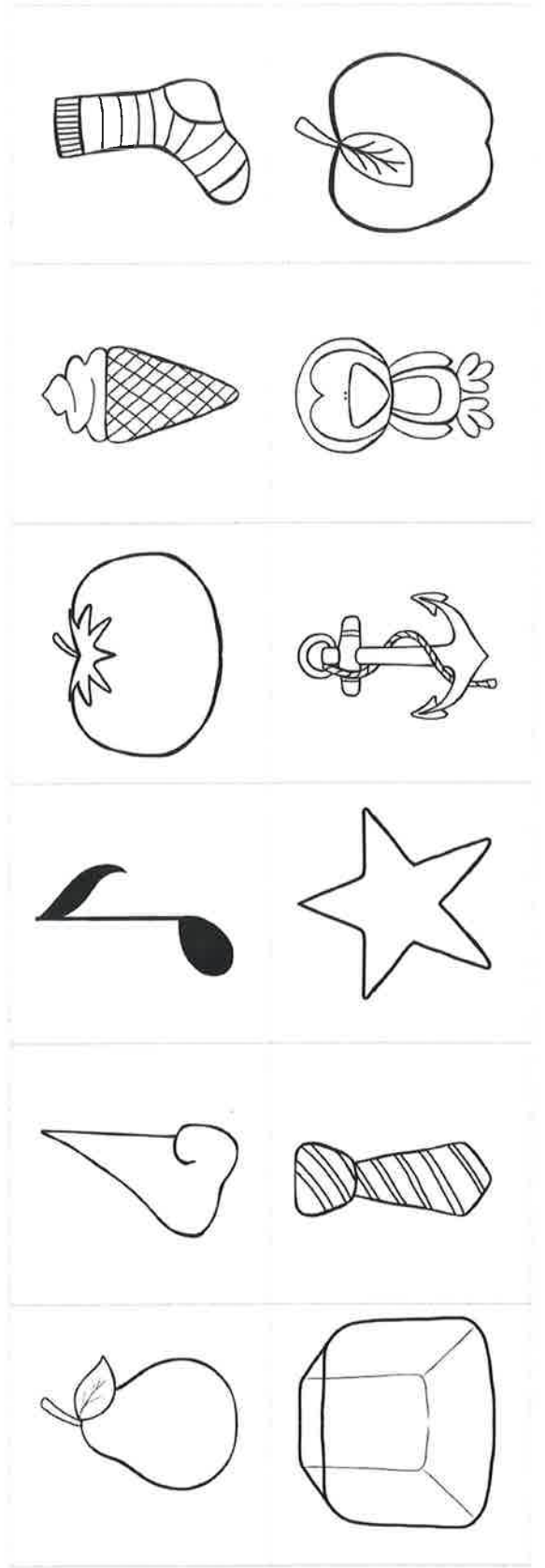
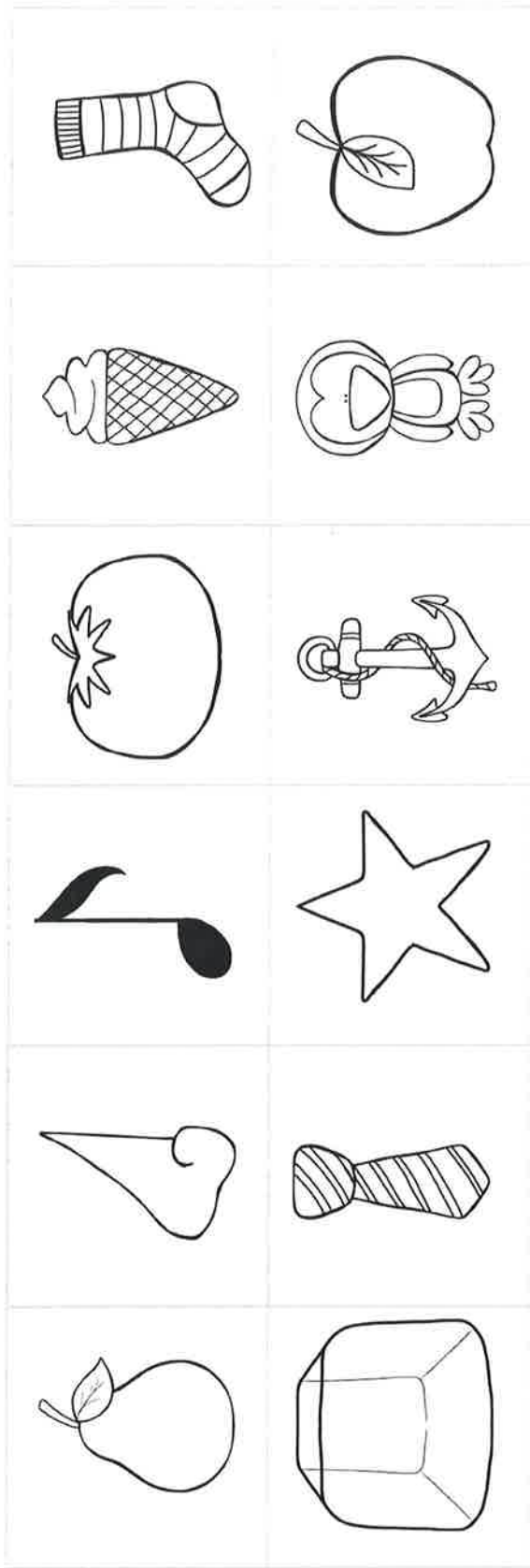
Colour D d.	b	d	P	a
d	a	d	D	d
B	D	A	b	d
D	d	R	d	b



initial sound match

GROUP 1 SOUNDS: S/A/+/I/P/N

s	a	t	i	p	n
					



Cut and Paste



Cut and Paste



Writing

Week 2

Writing Overview

Writing with a seed prompt. Choose one of your seed prompts, draw a picture and write a sentence about it.

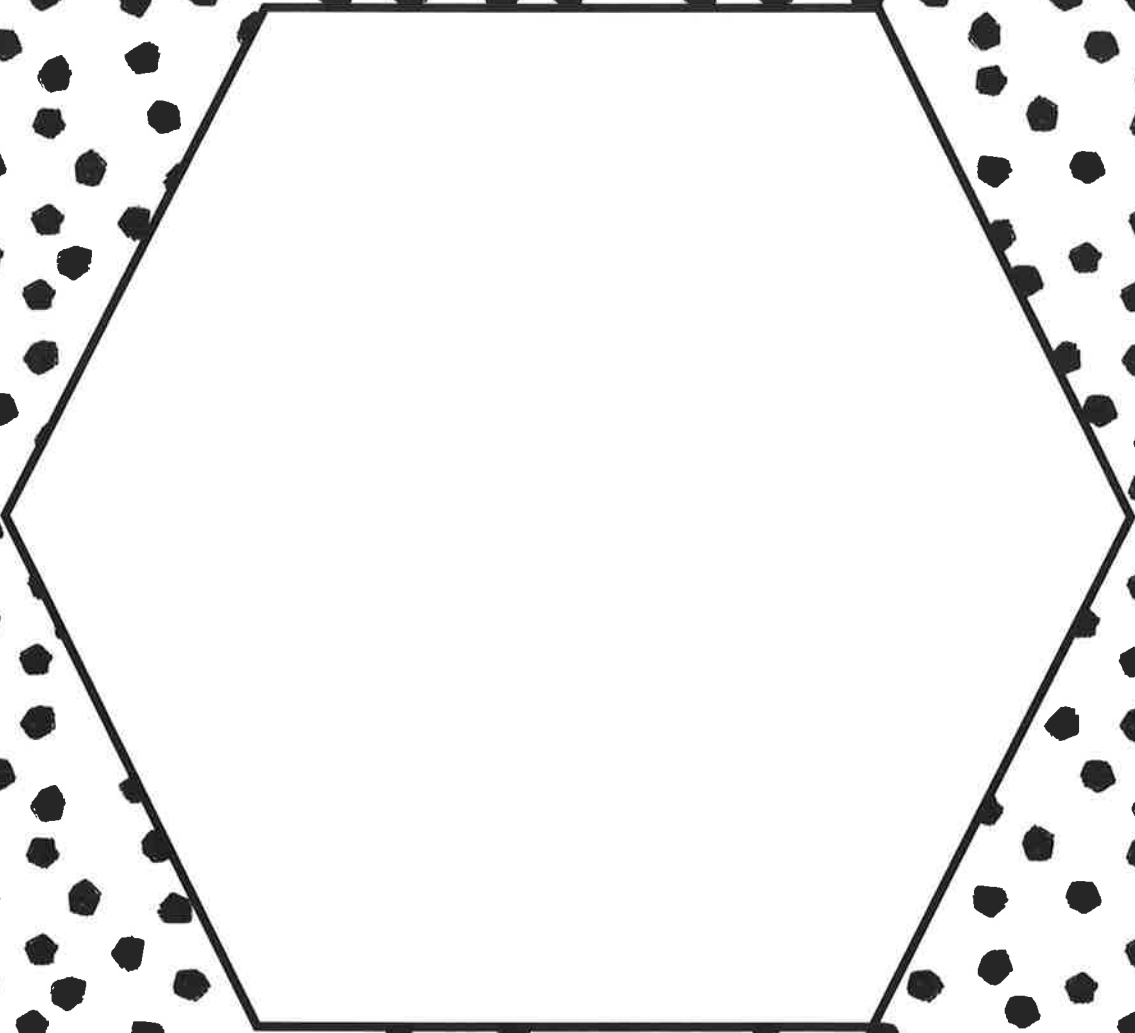
Using words from the sounds we have learnt (see word list in attached document) draw a picture and write a sentence about it. This list is also available on SeeSaw.

Labelling - Draw a picture of your bedroom and label the furniture, e.g. bed, desk, window, etc. (This is not a SeeSaw activity)

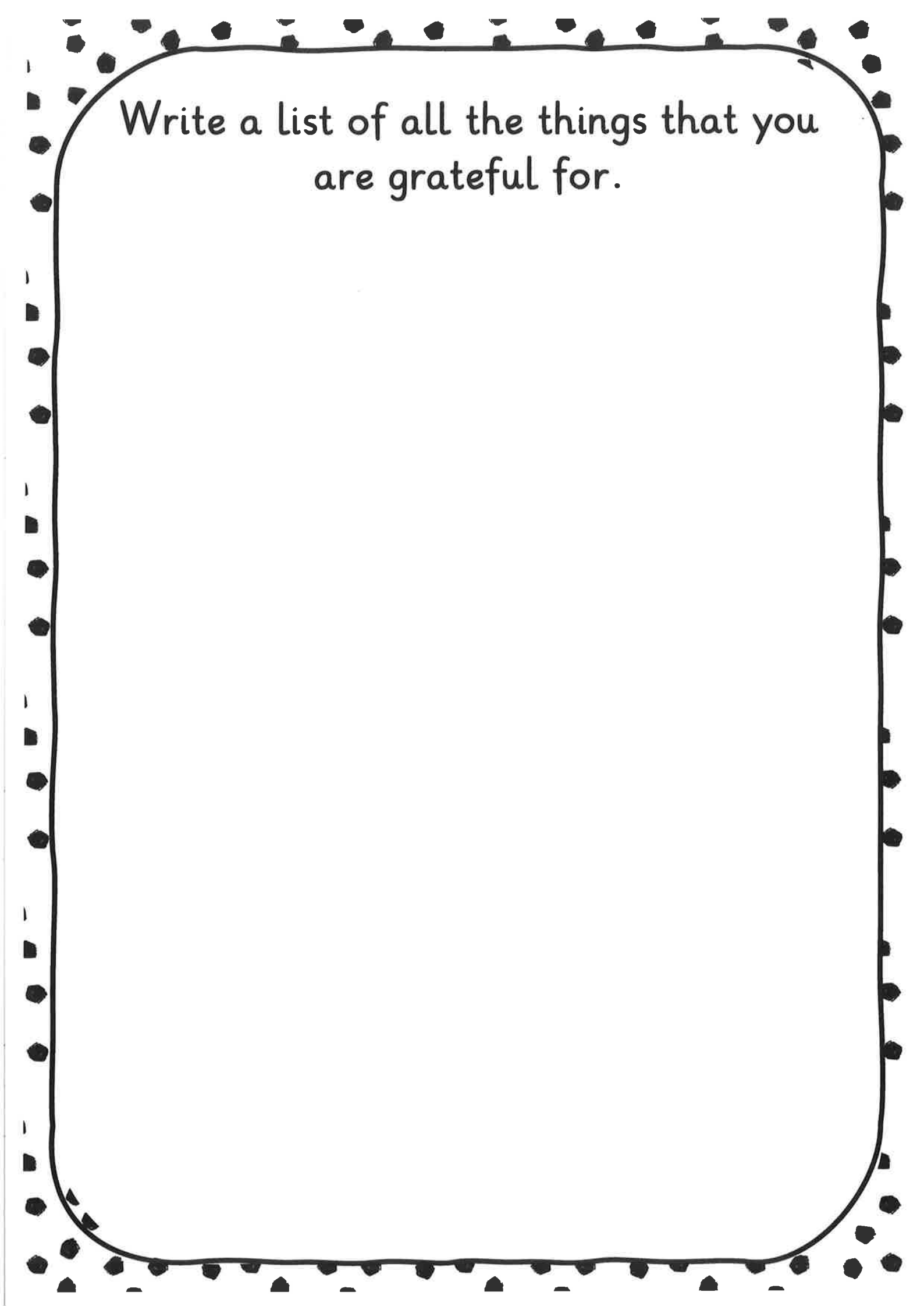
Free Writing - write a sentence about what you have done today. Draw a picture to support your writing.

Free Writing

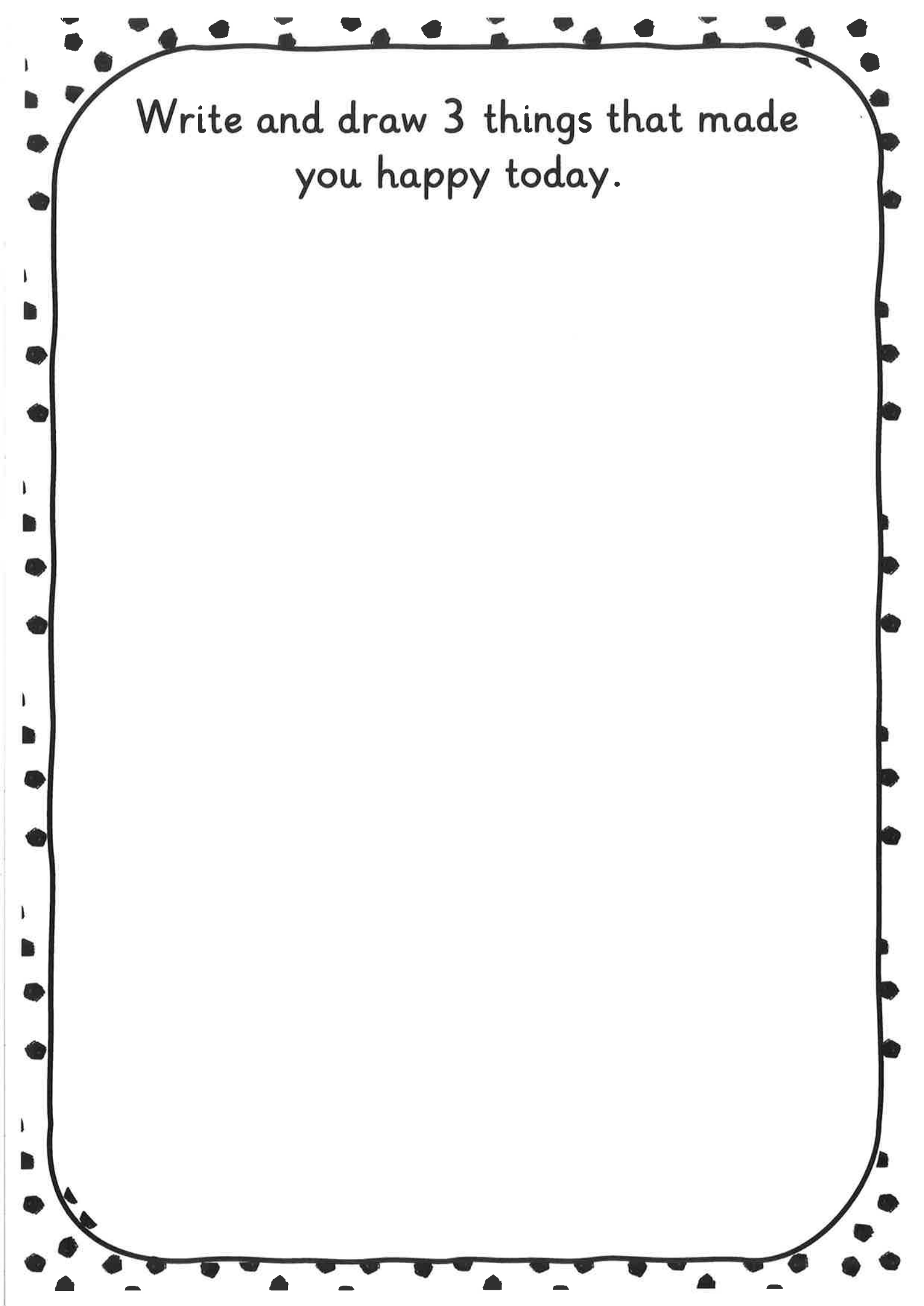
My Gratitude Journal



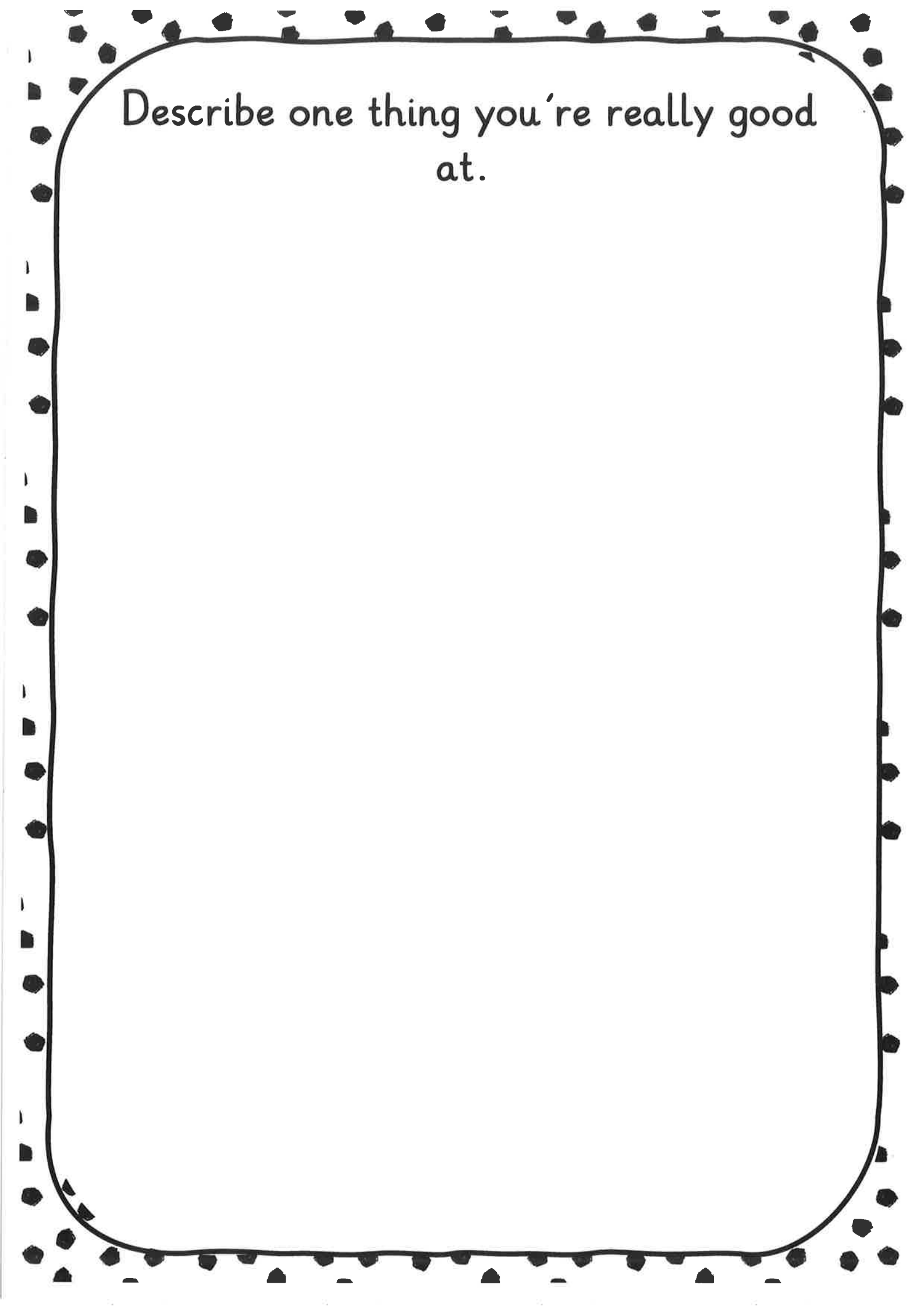
Name:



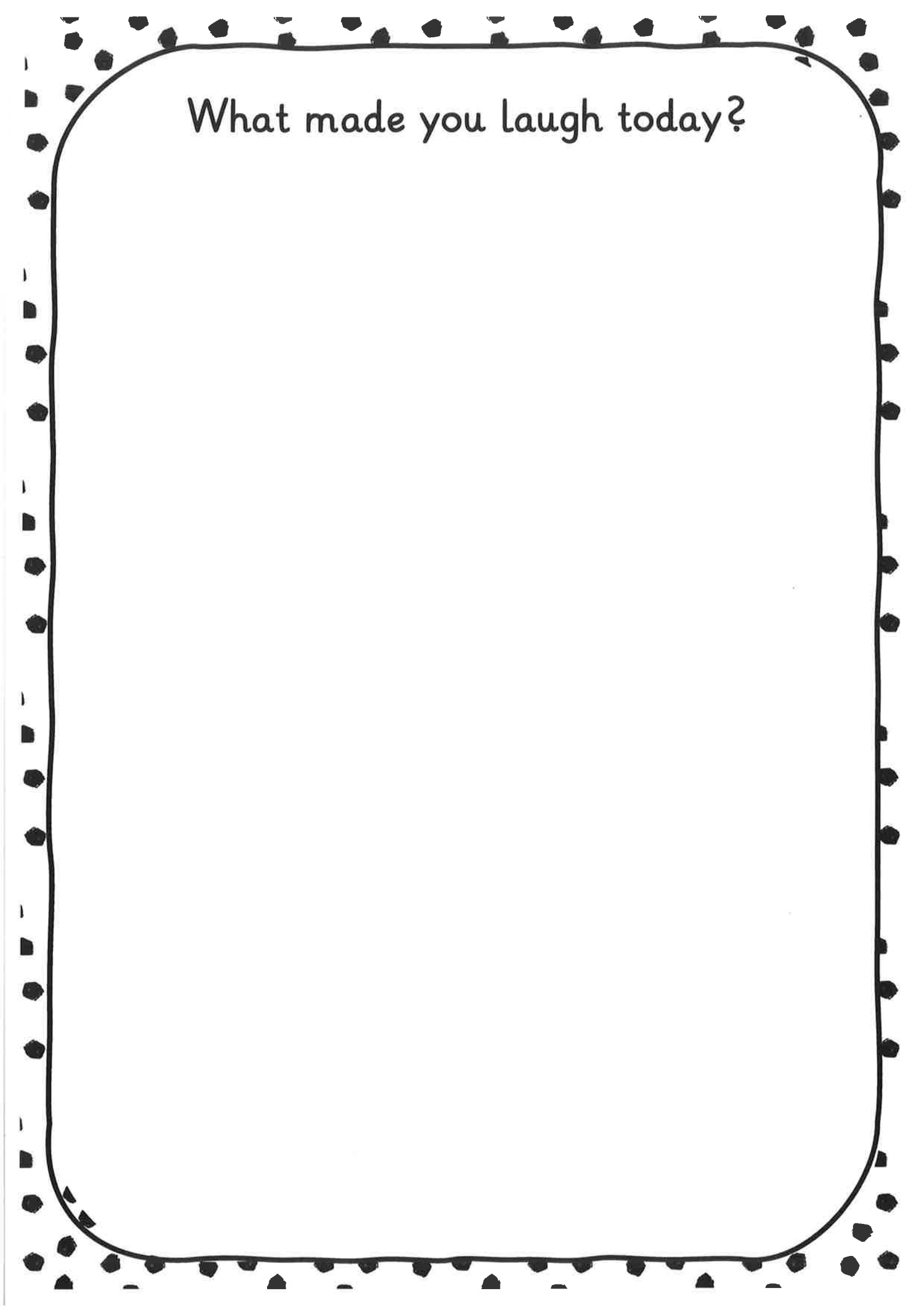
Write a list of all the things that you
are grateful for.



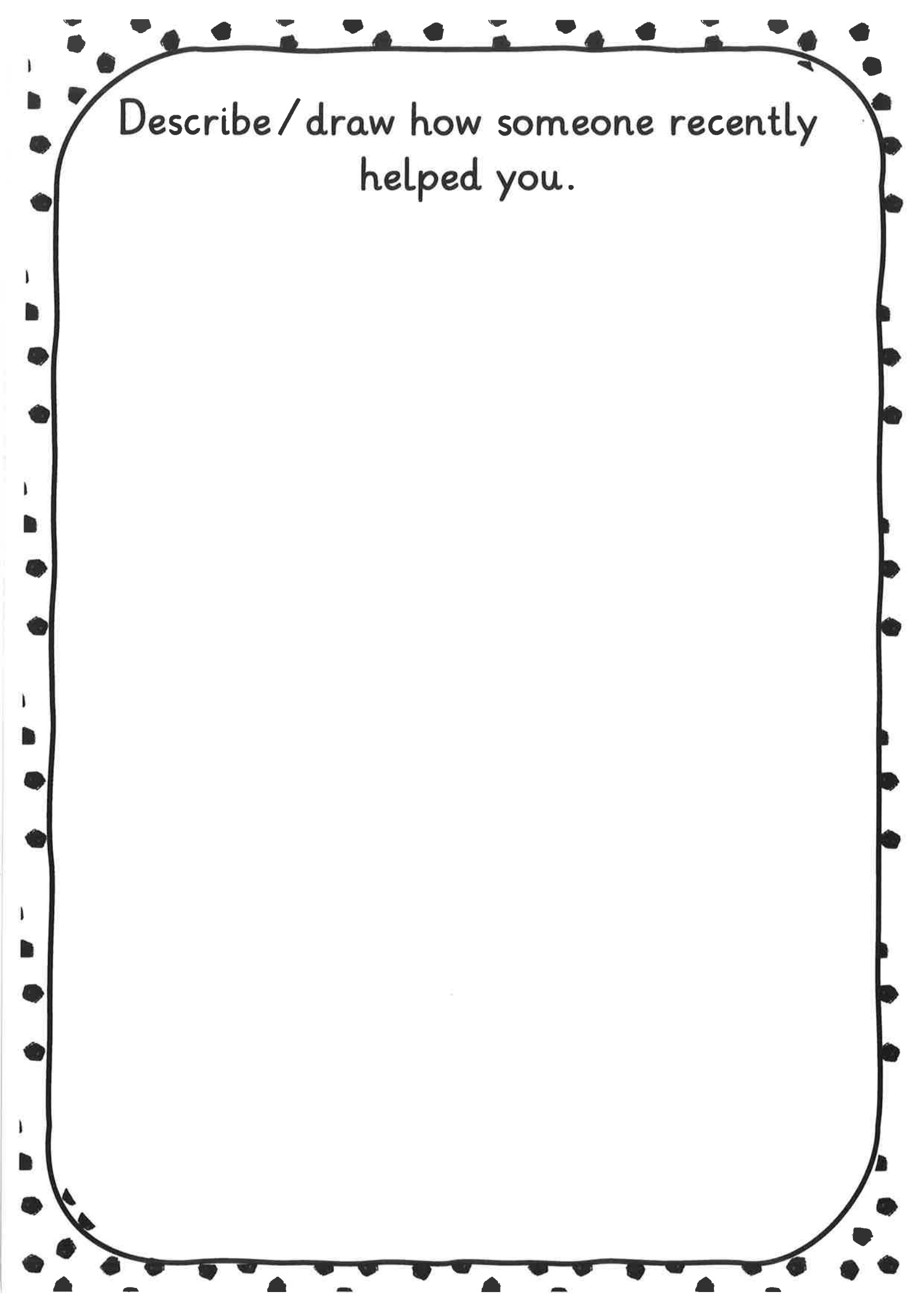
Write and draw 3 things that made
you happy today.



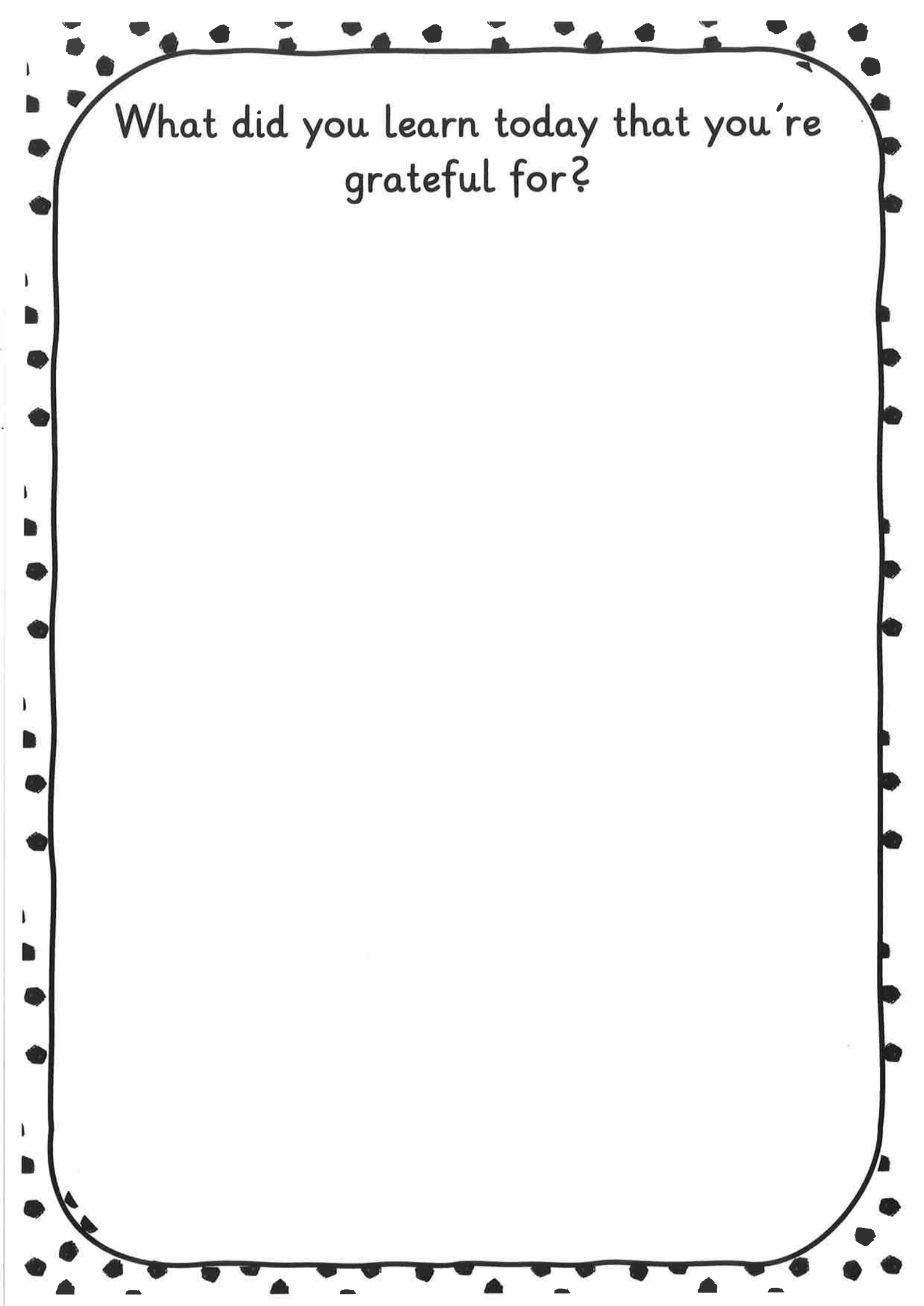
Describe one thing you're really good at.



What made you laugh today?



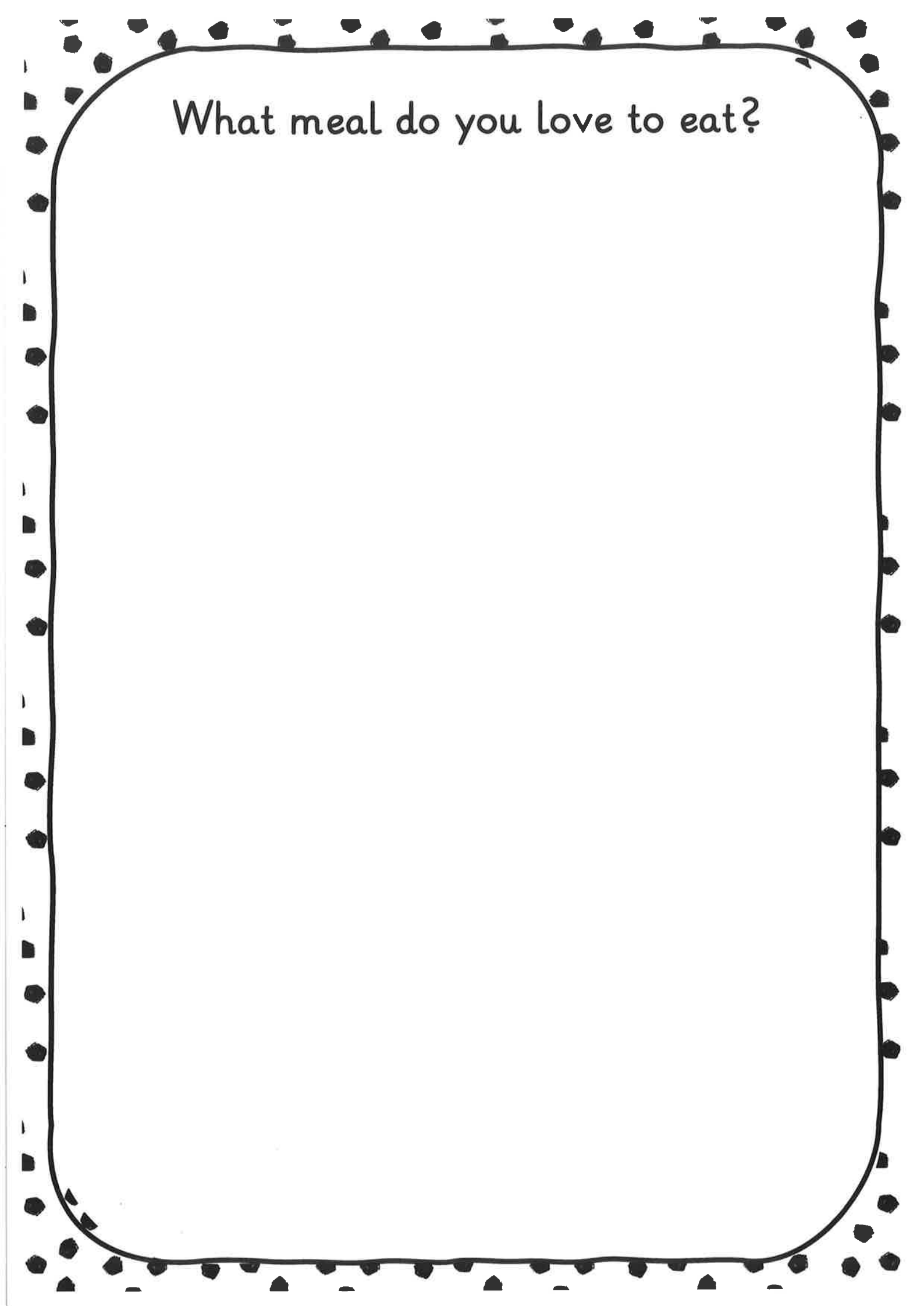
Describe / draw how someone recently helped you.



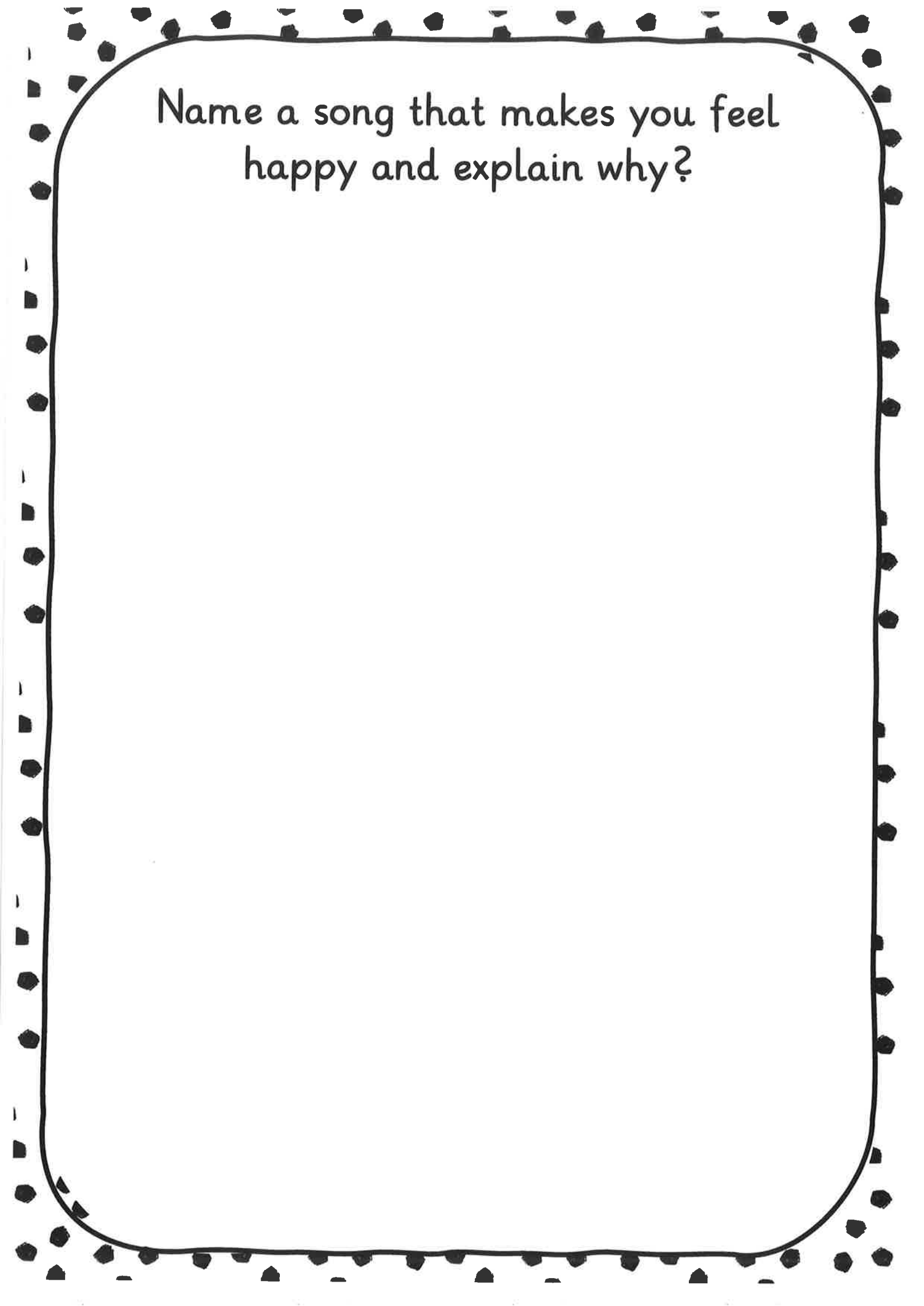
What did you learn today that you're grateful for?



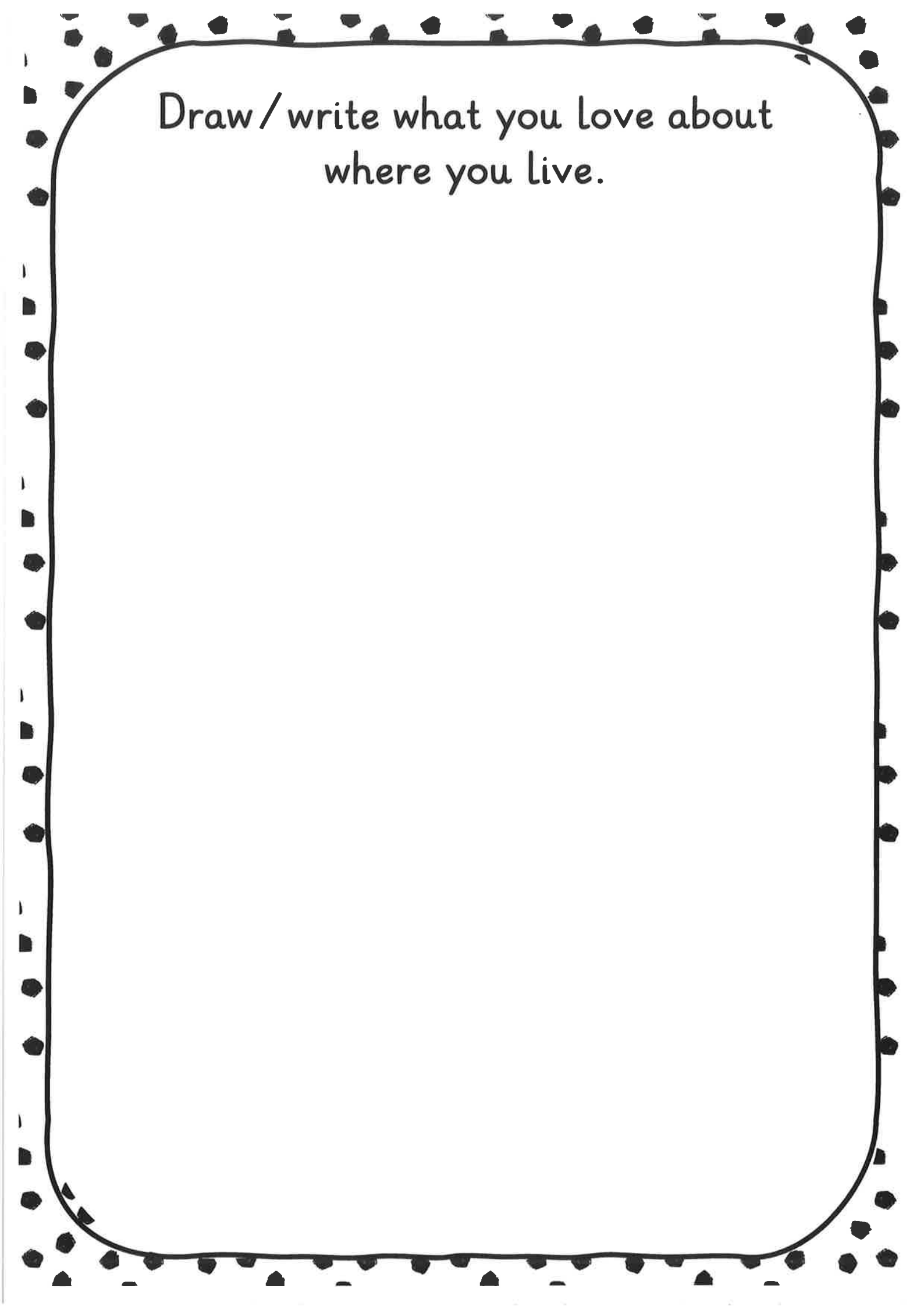
Draw / write something that made you smile today?



What meal do you love to eat?



Name a song that makes you feel
happy and explain why?



Draw / write what you love about
where you live.



Who are you grateful for?



What do you love about Autumn?



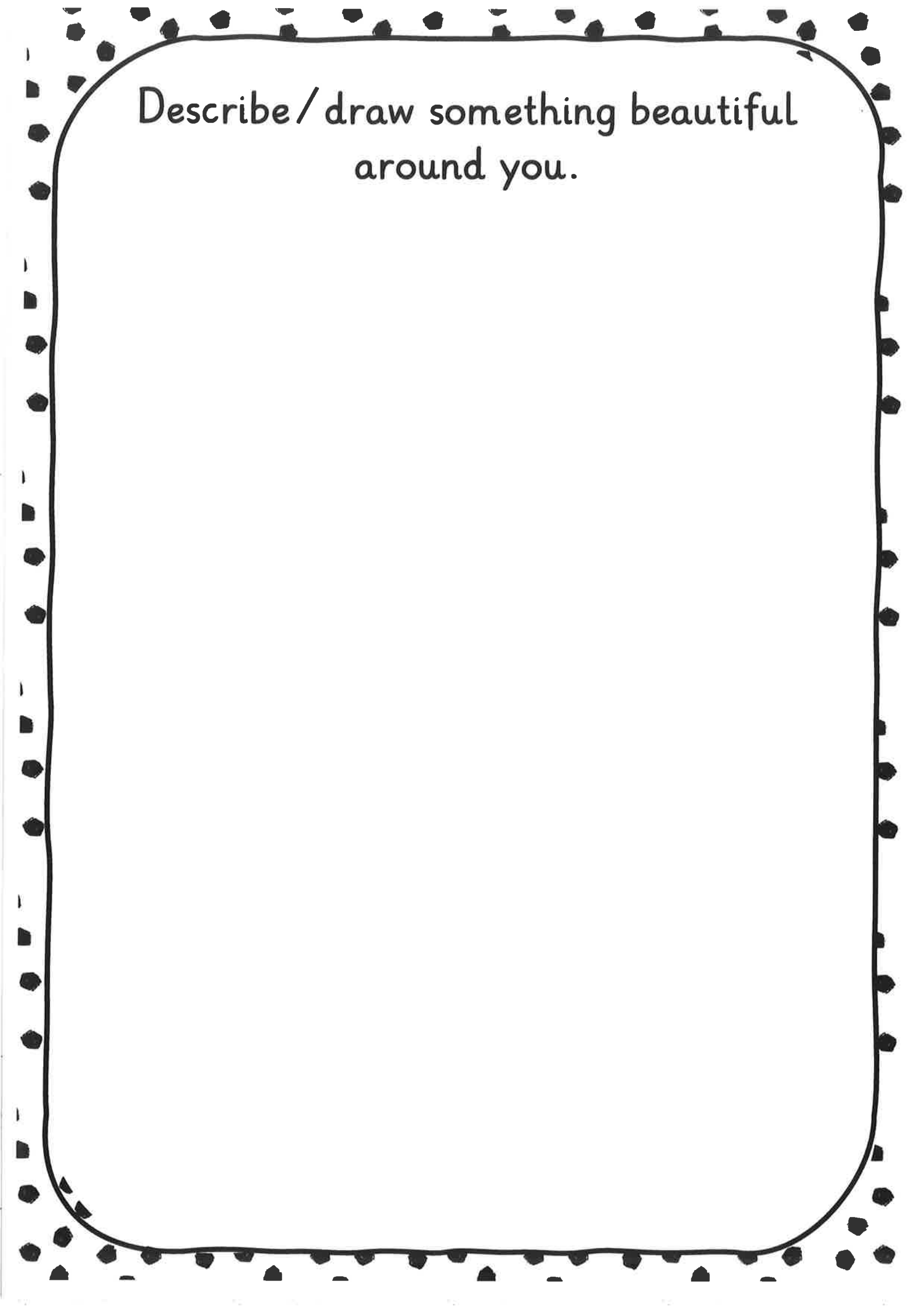
Who would you like to thank and
why?



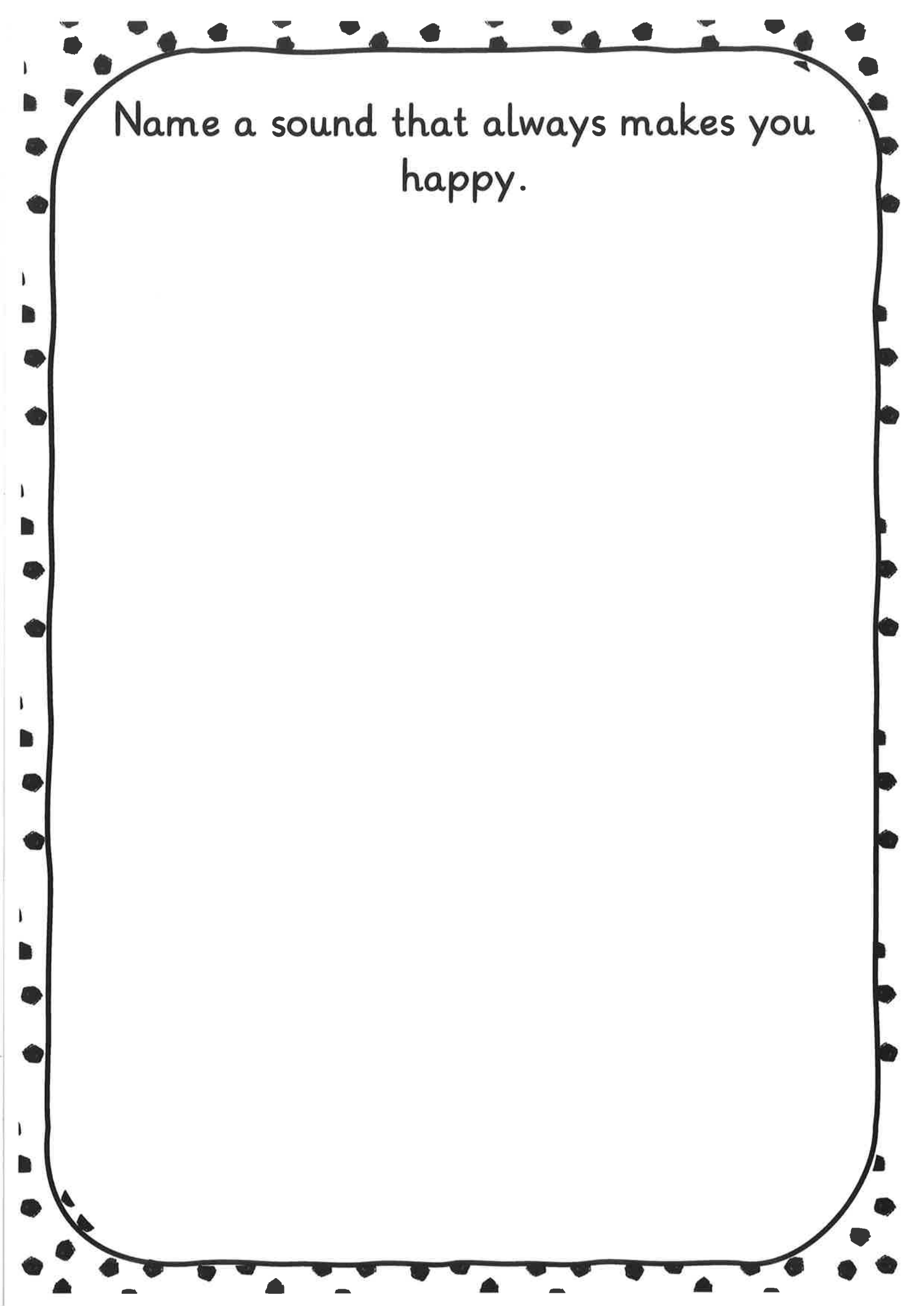
How did you help someone today?



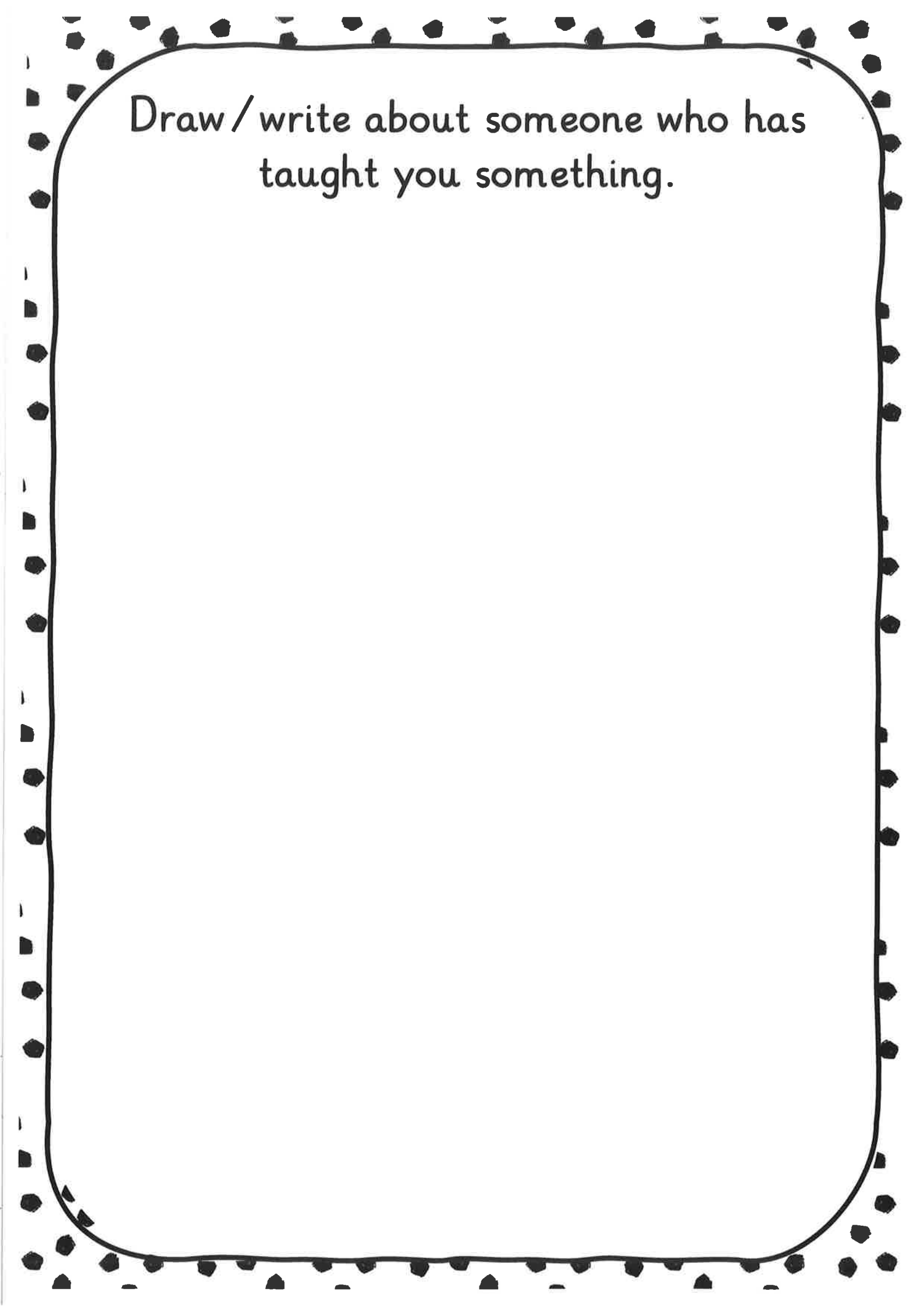
What are you grateful for?



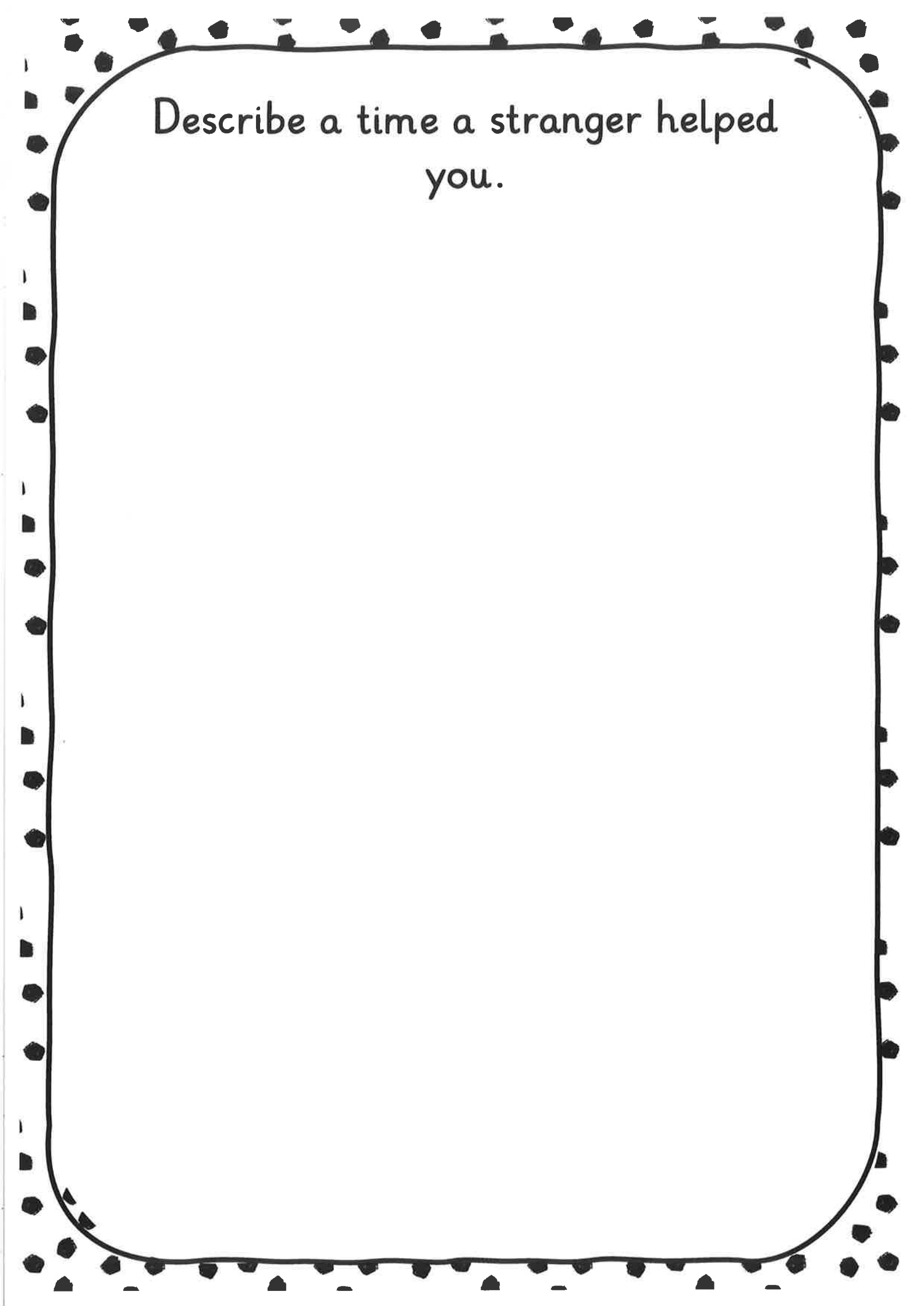
Describe / draw something beautiful
around you.



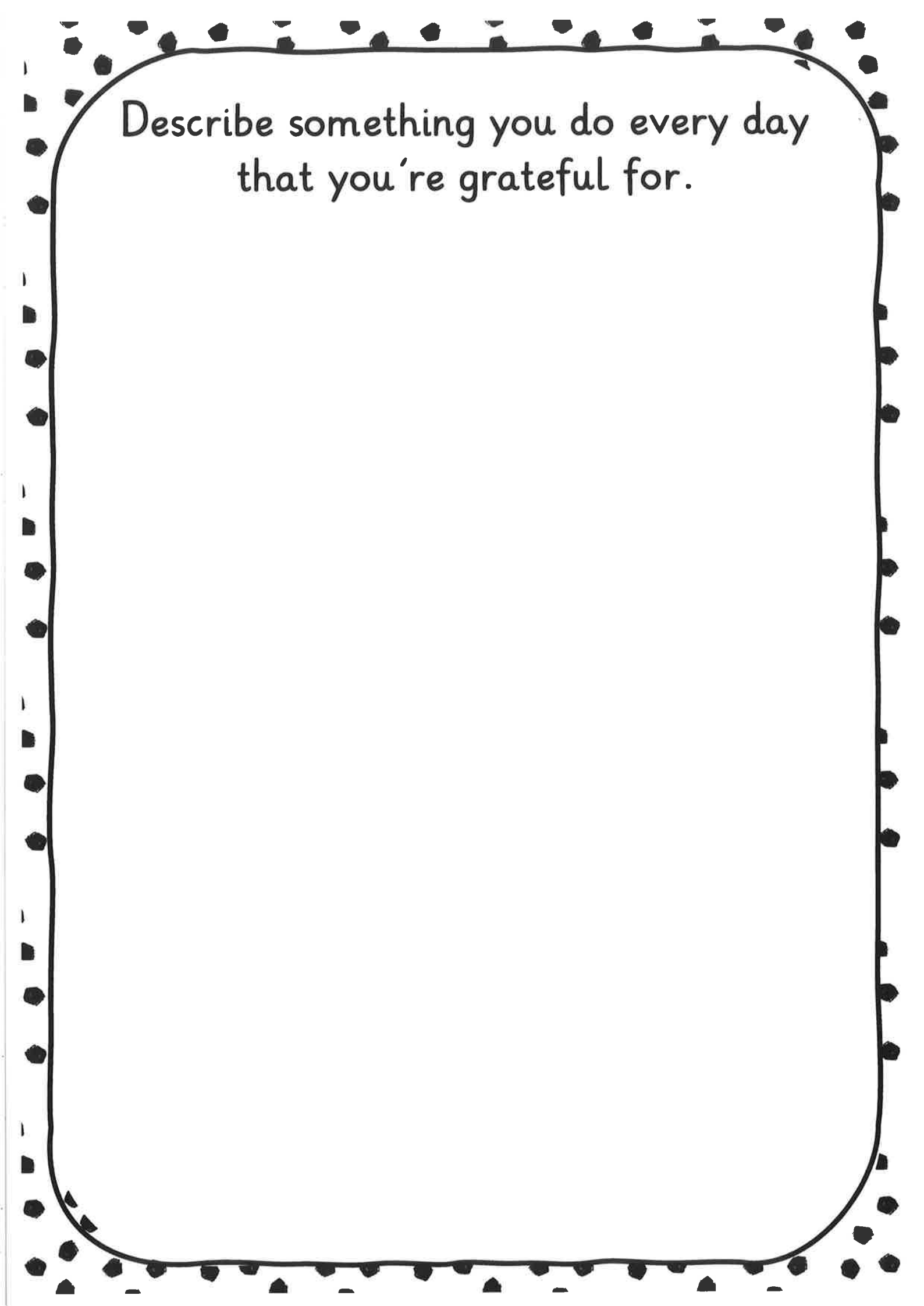
Name a sound that always makes you
happy.



Draw / write about someone who has taught you something.

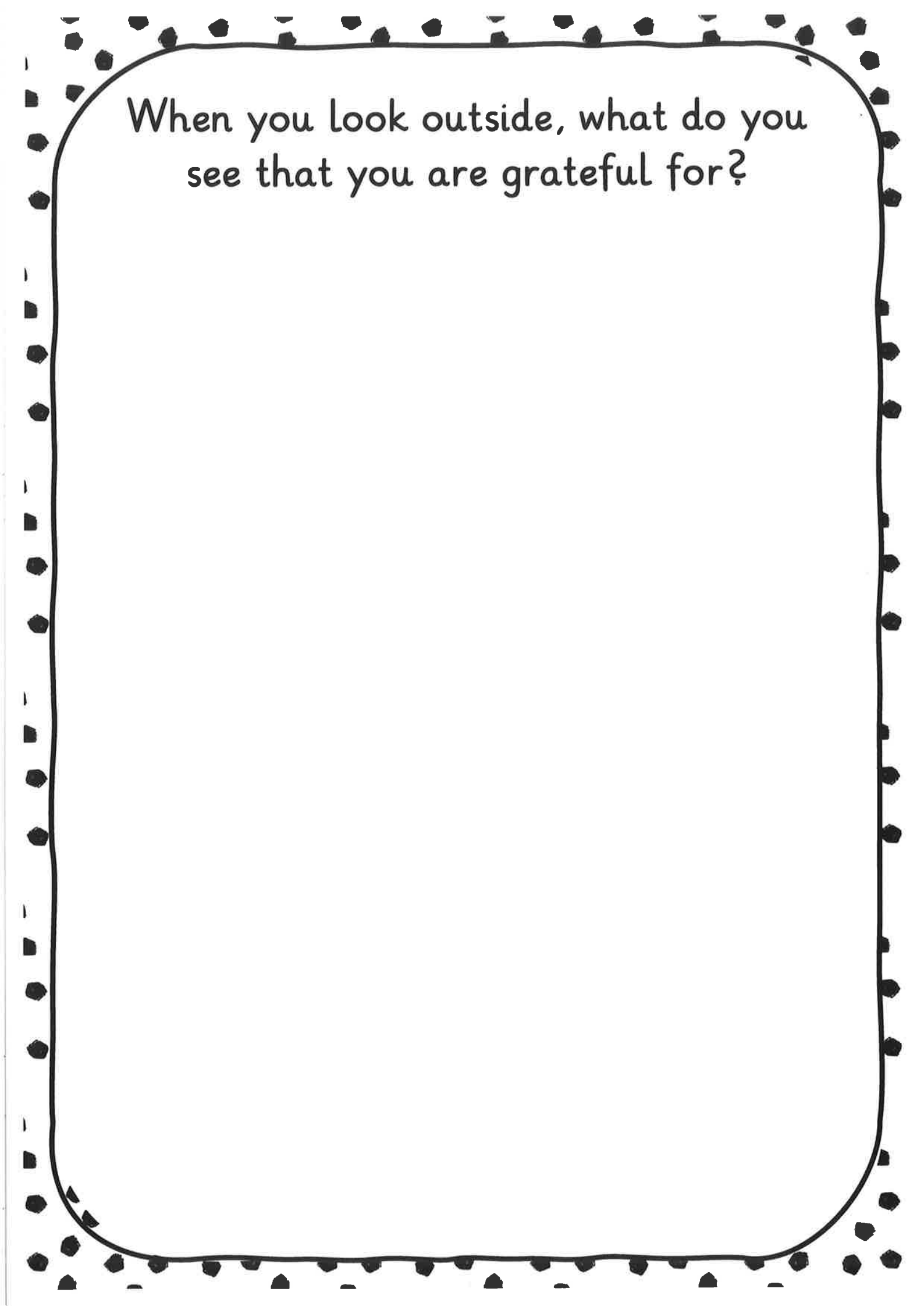


Describe a time a stranger helped
you.



Describe something you do every day
that you're grateful for.

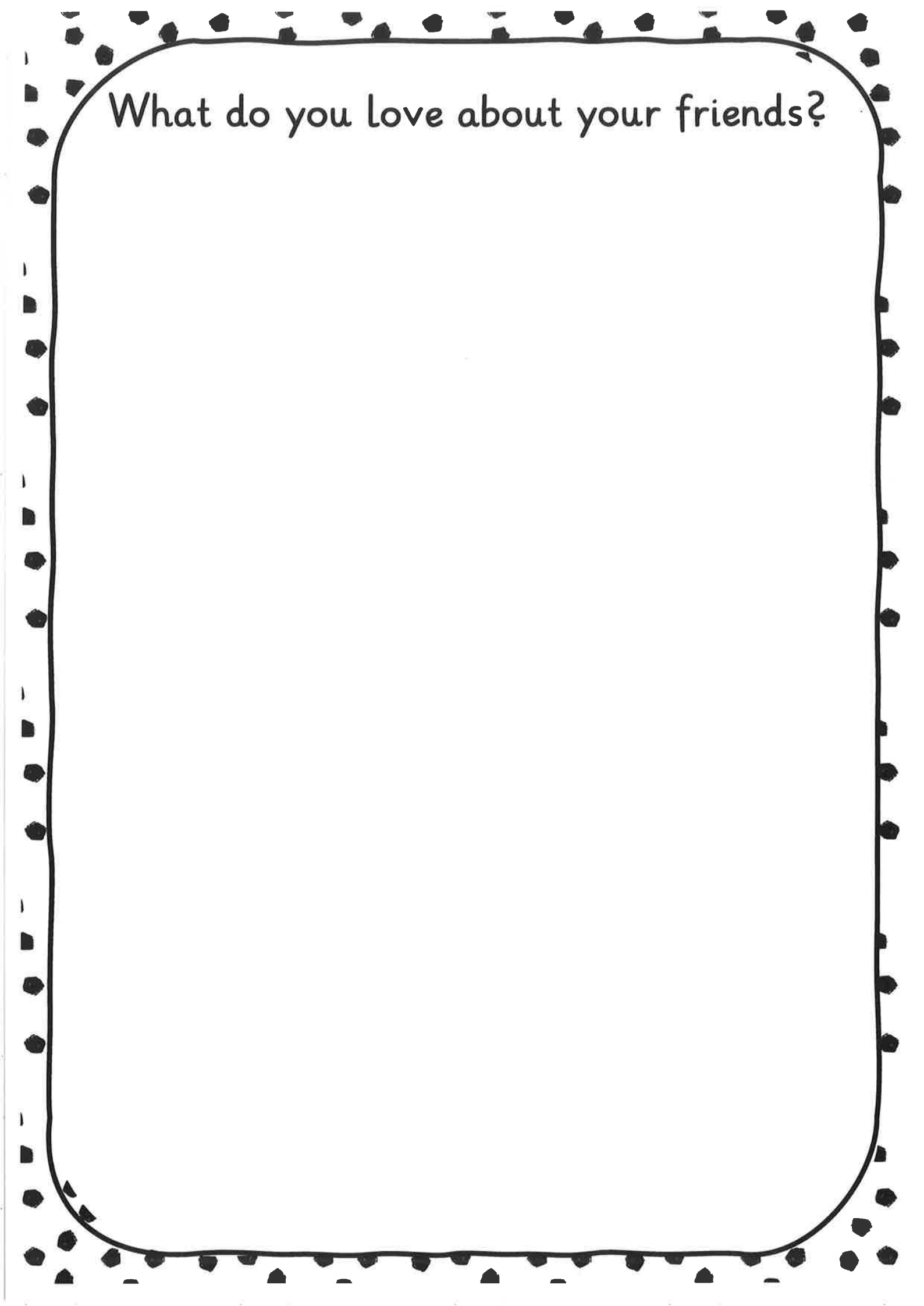
What do you love about your family?



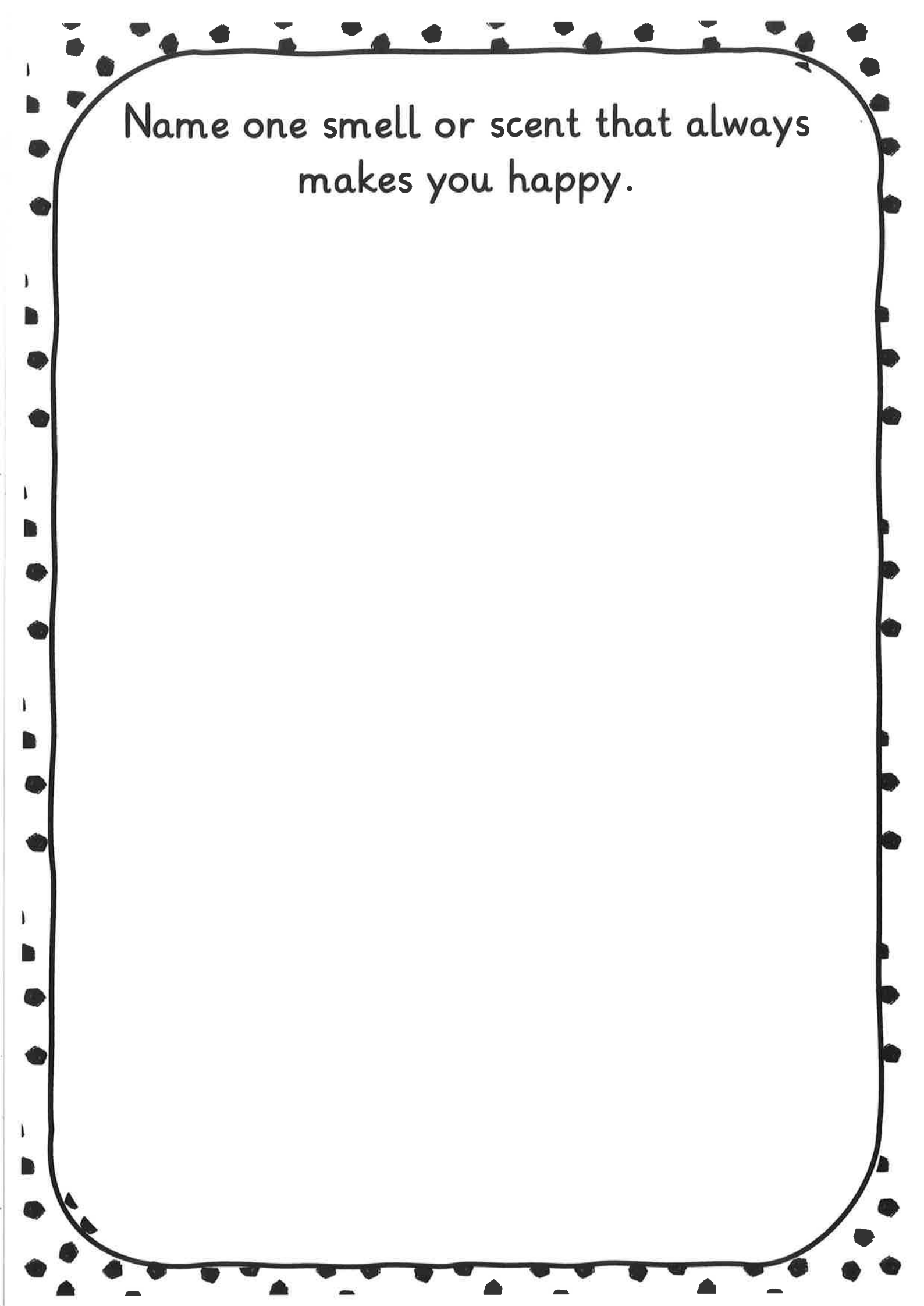
When you look outside, what do you see that you are grateful for?



What are you proud of?



What do you love about your friends?



Name one smell or scent that always
makes you happy.






Draw / write about a body part that
you are most grateful for.

Number and

Addition

Week 2

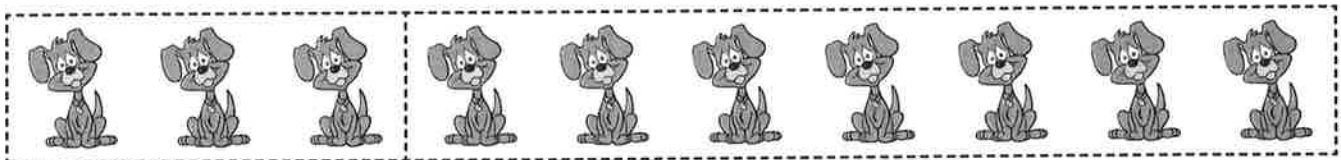
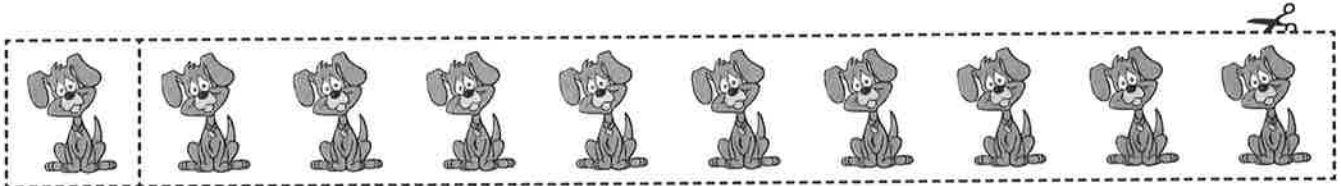
Addition – make 10

You will need:  scissors  glue stick
 a copy of this page and page 14

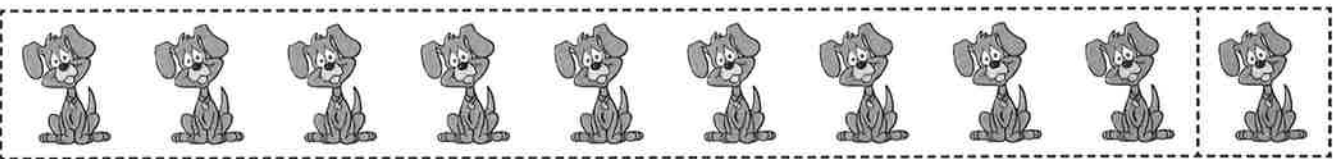
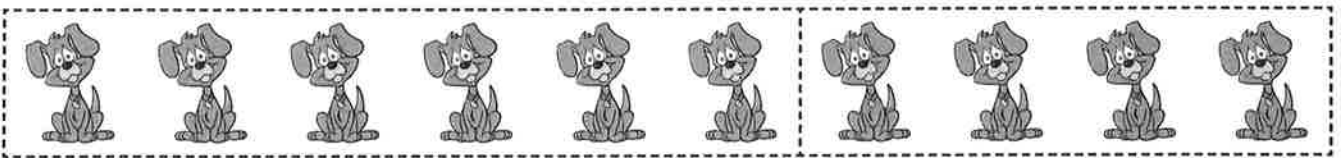
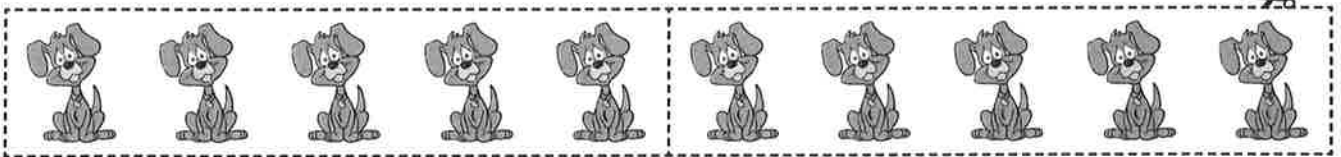


What to do:

Cut out the groups on this page and page 14. Mix them up. Find the groups that make 10 when joined together. Stick them in your maths book.




Addition – make 10

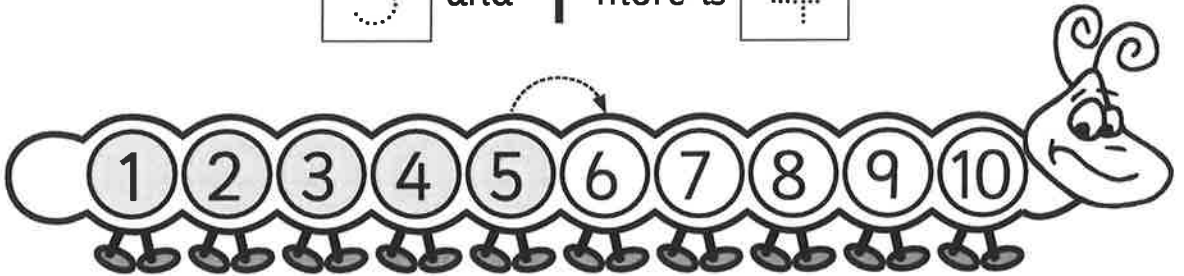


Addition – counting on


1  Count on 1 more.




and 1 more is




and 1 more is



and 1 more is




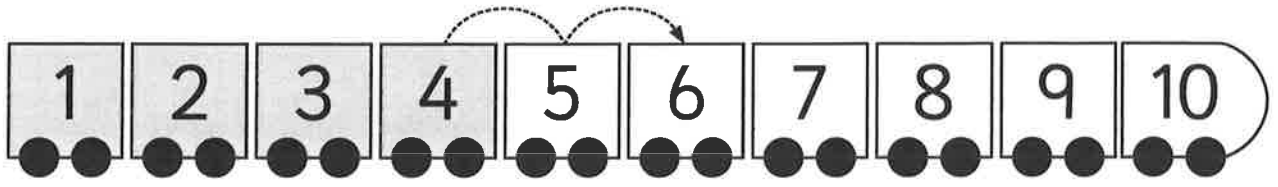
and 1 more is



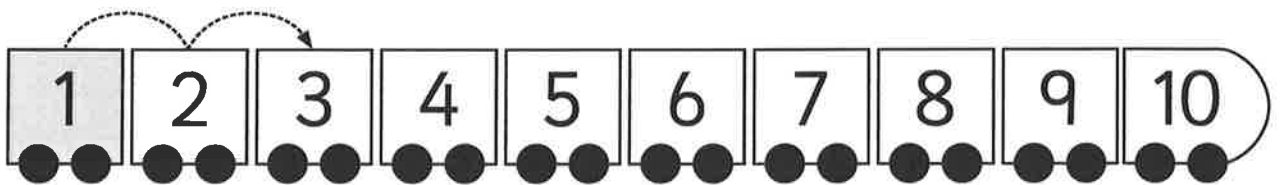
and 1 more is

Addition – counting on

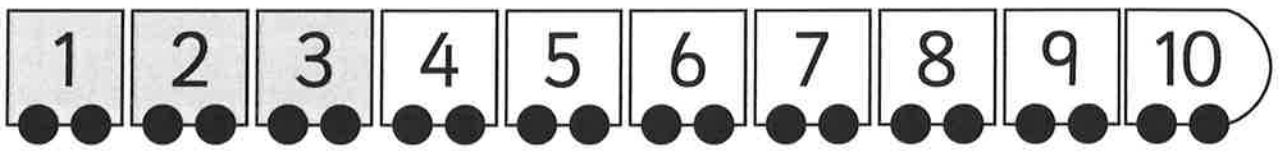
1  Count on 2 or 3 more.



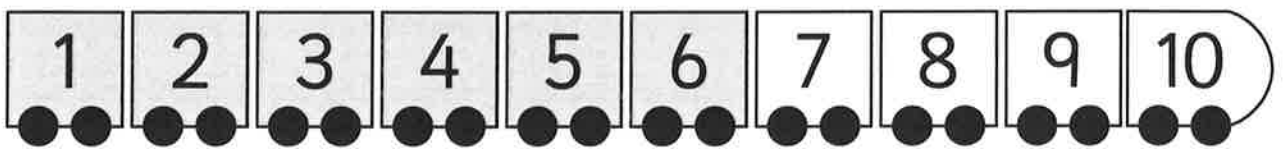
and 2 more is



and 2 more is



and 3 more is

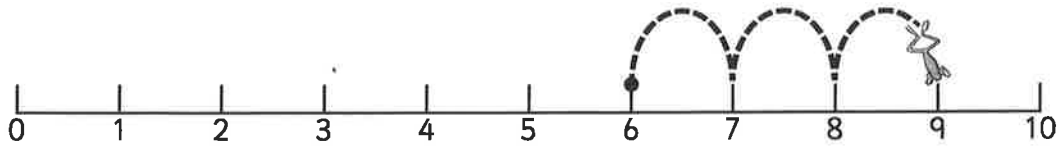


and 3 more is

Addition – counting on

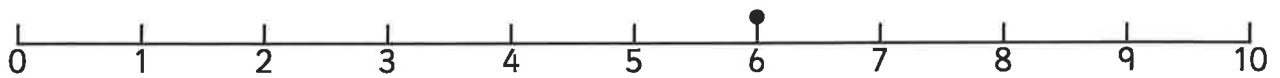
We can jump along number lines to help us count on.

What is 3 more than 6? We start at **6** and take **3** jumps.



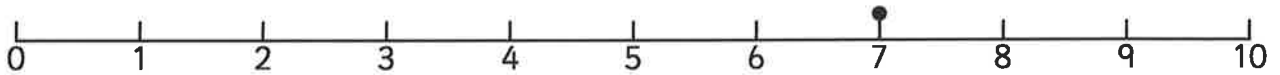
6 and **3** more is **9**

- 1  Jump along the number lines. Finish the number sentences.



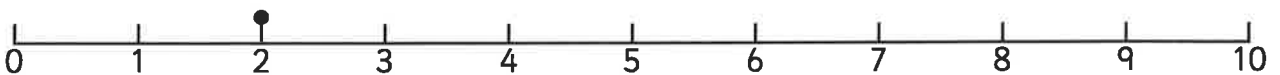
Take **1** jump.

6 and **1** more is



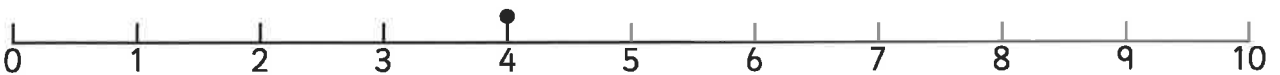
Take **2** jumps.

7 and **2** more is



Take **2** jumps.

2 and **2** more is



Take **3** jumps.

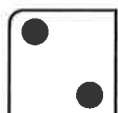


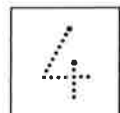
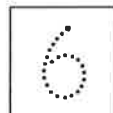




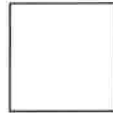
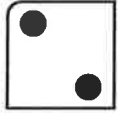




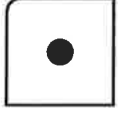




4 and **3** more is

Addition – introducing the term ‘add’

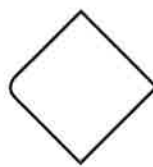
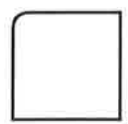
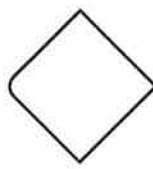
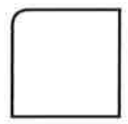
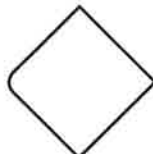
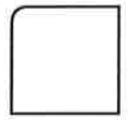
When we join 2 groups together, we **add** them. Another word for this is **plus**.



1  How many? Add the dots.

			add		is	
			add		is	
			add		is	
			add		is	

2  Draw dots on the dice to match the number facts.

		2 add 3 is 5
		4 add 3 is 7
		3 add 5 is 8

Addition – explore

You will need:  a partner  chalk  2 bean bags

What to do:

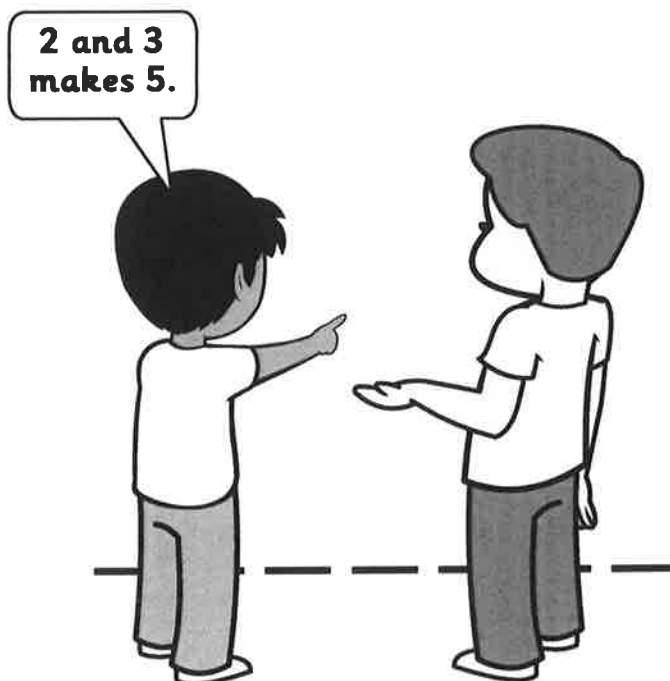
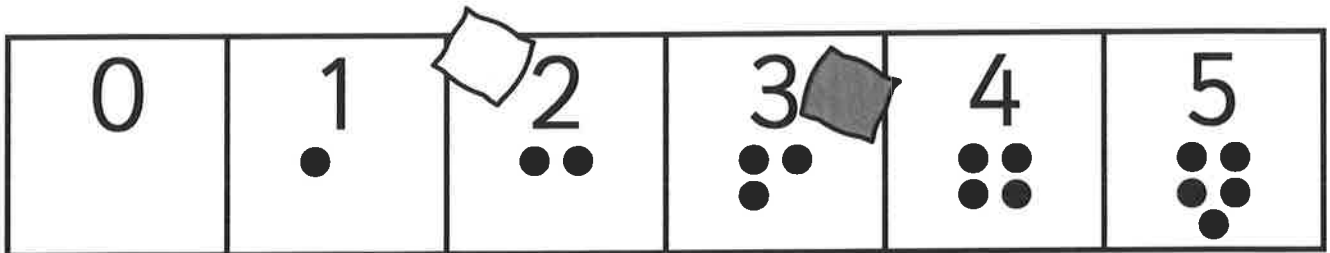
Draw 6 number squares with chalk on the asphalt or carpet.

Draw circles in each square to match the number.

Take turns throwing 2 bean bags at the squares. If you miss the squares you can throw again.

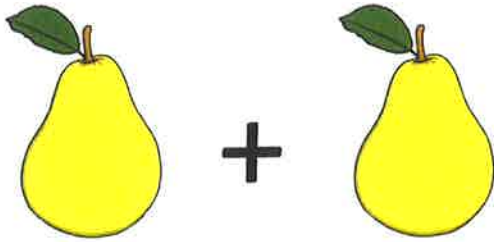
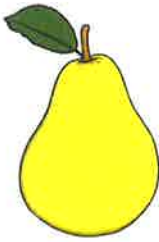
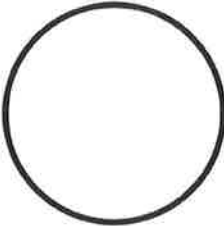
Use the circles to help you work out the number fact you have made. Your partner can help you work out the fact.

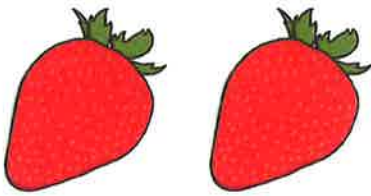
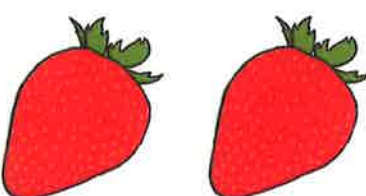
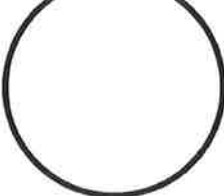
Make 5 number facts each.

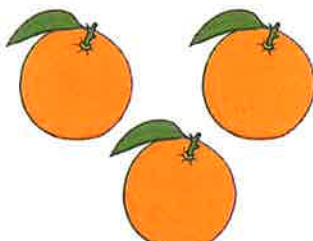
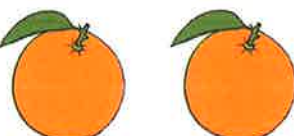
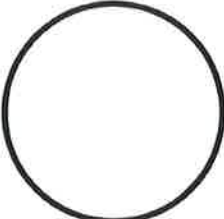


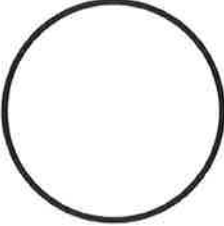
The Very Hungry Caterpillar Addition

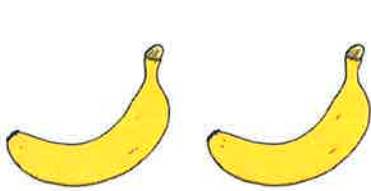
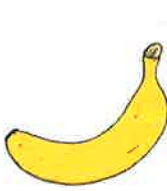
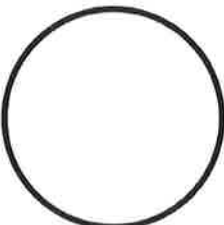
Write the answers in the circles. Then write the number sentence on the line below.

 $+$  $=$ 

 $+$  $=$ 

 $+$  $=$ 

 $+$ $=$ 

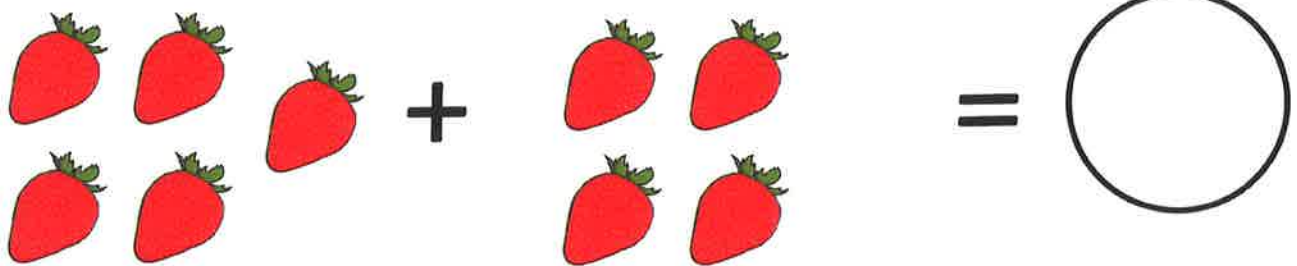
 $+$  $=$ 

The Very Hungry Caterpillar Addition

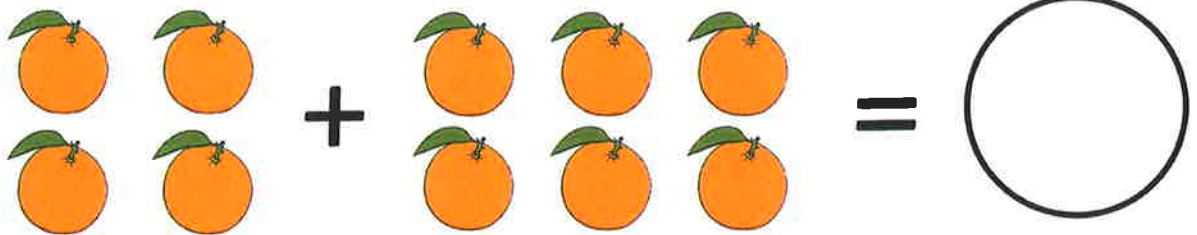
Write the answers in the circles. Then write the number sentence on the line below.



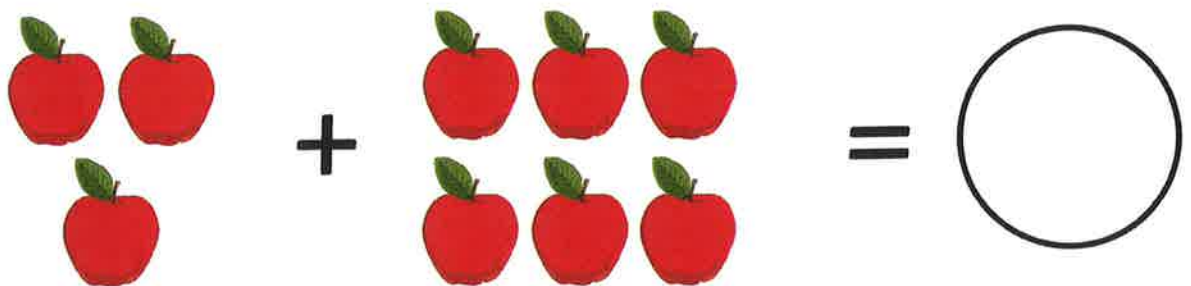
Three yellow pears are shown on the left, followed by a plus sign, then three more yellow pears. To the right of the second plus sign is an equals sign, followed by a large empty circle for the answer.



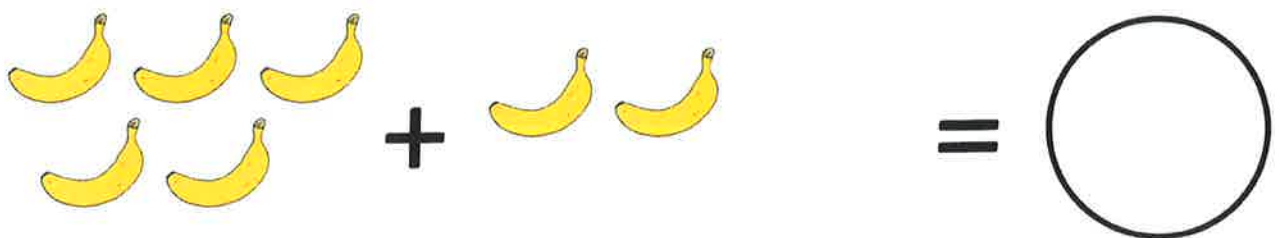
Five strawberries are arranged in two rows (two on top, three on bottom) on the left, followed by a plus sign, then four strawberries arranged in two rows (two on top, two on bottom). To the right of the second plus sign is an equals sign, followed by a large empty circle for the answer.



Four oranges are arranged in two rows (two on top, two on bottom) on the left, followed by a plus sign, then six oranges arranged in two rows (three on top, three on bottom). To the right of the second plus sign is an equals sign, followed by a large empty circle for the answer.



Three apples are arranged in two rows (two on top, one on bottom) on the left, followed by a plus sign, then six apples arranged in two rows (three on top, three on bottom). To the right of the second plus sign is an equals sign, followed by a large empty circle for the answer.



Five bananas are arranged in two rows (three on top, two on bottom) on the left, followed by a plus sign, then two bananas on the right. To the right of the second plus sign is an equals sign, followed by a large empty circle for the answer.

The Very Hungry Caterpillar Addition

Write the answers in the circles. Then write the number sentence on the line below.

