

1977

Suggestions for phonic lessons, years 1, 2 and 3

Department of Early Education, Mount Lawley College of Advanced Education

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suggestions for phonic lessons years 1,2 and 3

compiled by 2nd year major
and sub-major students of the dept.
of early childhood education, 1976
mount lawley college of advanced education

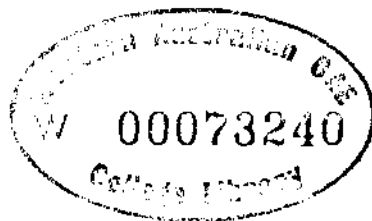
SUGGESTIONS FOR PHONIC LESSONS

YEARS 1, 2 and 3

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Compiled by 2nd year major and submajor students
of the Department of Early Childhood Education,
1976.

Mount Lawley College of Advanced Education.



Suggestions for Phonic Lessons, Years 1, 2 and 3.

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SUGGESTIONS FOR PHONIC LESSONS

YEAR 1

(COMPILED BY MAJOR AND SUB-MAJOR
STUDENTS) 2ND YEAR, 1976.

PROGRAM IN PHONICS AND WORD STRUCTURE

This material is suggested as a guide to programming for the development of the word attack (or identification) skills. It is based on the syllabuses for reading and spelling.

BASIC PHONICS

Note the section "Suggested Sequential Development of Phonics" in the PRIMARY ENGLISH SYLLABUS, Reading and Literature, Teachers' Notes, 1968, P29.

Grade 1 Auditory and visual preparation.

All single letter-sound associations (consonants, common short vowel sounds, lower and upper case letters.)

Introduction of phonic analysis applied to two and three letter words. (Letter substitution and some sounding and blending.)

Consonant-vowel blends.

Consonant blends.

Extension of phonic analysis, sounding and blending of up to four-letter words (or more).

Common diagraphs, long vowel sounds (See page 31 of the English Syllabus Handbook)

<u>ch</u> ick	(<u>ch</u> op)	<u>mo</u> on	(<u>bo</u> ot)	<u>gi</u> rl
<u>th</u> ree	(<u>mo</u> th)	<u>ca</u> r		<u>co</u> at
<u>sh</u> ip		<u>tr</u> ay		<u>ki</u> te
<u>du</u> ck		<u>ri</u> ng	(<u>ri</u> ng)	<u>ca</u> ke
<u>tr</u> ee		<u>ba</u> ll		(<u>ga</u> te)
				<u>bo</u> ne

The Spelling Syllabus suggests the inclusion of "word families" developed from double consonants, "ss", "ff", "ell", "ill", "oll", and phonograms such as "end", "and".

Grade 2 Revision and completion of the introduction of common single letter-sound associations.

Revision and teaching of common blends of consonants and vowels.

Revision and introduction of more diagraphs (Key Word "families") See page 31 of the English Syllabus Handbook.)

<u>co</u> w		<u>pi</u> e		<u>ol</u> d	(<u>go</u> ld)
<u>le</u> af		<u>sc</u> rew		<u>fe</u> rn	
<u>ra</u> in		<u>sw</u> ede	(?)	<u>fa</u> ce	
<u>bo</u> y		<u>bo</u> ok		<u>mi</u> ce	
<u>bo</u> w		<u>ch</u> urch	(<u>cu</u> rl)	<u>ca</u> ge	
<u>ho</u> use	(<u>cl</u> oud)	<u>wh</u> ip		<u>ch</u> air	
<u>pa</u> w		<u>qu</u> een		<u>ea</u> r	
<u>oi</u> l		<u>sk</u> y		<u>sta</u> lk	
<u>fo</u> rk		<u>tu</u> be		<u>wa</u> ch	(<u>sw</u> an)

From the Spelling Syllabus: - bull, ink
Suggested additions: - rose, bath, mach, blind

Grade 3

Revision of Grade 1 and Grade 2 work.

Extension of diagraphs etc. (Key Word "families")

(See English Syllabus Handbook.)

cent
general
bridge
glue
bread
core

oar (board)
bear (pear)
pearl
square
chief
worm

war (dwarf)
knife
wren (wrist)
phone (telephone)
saucer
glove

Suggested additions: post, lamb, guard, gnome, light
couple, eight

Phonograms as they occur, i.e. "ought", "ight".

Terms: consonant, vowel, short vowel sound,
long vowel sound, syllable.

Introduction of letter names, the sequence of the alphabet.

Ordering words using the alphabet.

Reference and dictionary skills.

WORD STRUCTURE

Grade 1 (General awareness only)

Base words, plural endings "s" and "es".

Base words, ending "s" not meaning 'more than one', emphasis on identification of the base word, e.g. runs, hops.

Base word, apostrophe "s" for ownership (emphasis on word recognition, but children who are ready will use it in their writing.)

Meet children's needs as they arise.

Grade 2 Base words, common endings "s", "es", "s", "ed", "d", "ing". (The reading syllabus suggests the "y" ending too.)

- (a) three pronunciations of "ed"
- (b) no spelling change in the base word when the ending is added.
- (c) doubling the last consonant to preserve a short vowel sound before adding "ing", "ed", "en", "er".

Contractions: one letter omitted (e.g. don't) later the more complex type.

Compound words (e.g. playground, lifeboat)

Compound ending "er" of agent (e.g. farmer)

Identification of syllables as "parts of words".

Term: Plural

Grade 3 Base words, common endings, contractions, compound words as for Grades 1 and 2.

Base words, common endings "y", "ly", "est", "en".

Prefix "un".

Spelling syllabus makes reference to suffixes: "less", "ful", "like", "ship".

Recognition of change in spelling of base word before affixes:

- (a) "y" changed to "i" for plural with "es" (or to add "ed" but not "ing" !!)
- (b) omitting final "e" when adding "ing", "ed".
- (c) "f" changed to "v" in plural forms.
- (d) doubling consonants to keep short vowel sounds.

Syllabifying words.

GENERALIZATIONS

Some simple rules for Grades 1 and 2 are mentioned in the PRIMARY ENGLISH SYLLABUS, spelling, 1968 P8 and these are extended on P17.

1. An "s" on the end of a word often means "more than one"
2. Sometimes we add "es" to make a word mean "more than one" because it is easier to say.
3. To begin a word, tall "k" comes before "i" and "e", but in most other words we start with "c".
4. To end a word, we use tall "k" after "i", "n", "s" or a long vowel sound (e.g. milk, take, drink, ask, week)
5. In a little word, after a short vowel sound we generally write "c" and "k" together when we want their sound.
6. The letters "l", "s", "f" and "z" are doubled at the end of a little word with a short vowel sound
(but: is, this, his, has, us, bus, yes, was, if, of, quiz).
7. When a word ends with a single consonant with a short vowel just before it, the last letter is doubled before we add "ing" or "ed".
8. Final silent "e" is not written before we add an ending beginning with a vowel (able, ing, ed, es).
9. To write the plural of a word ending with "y", change "y" to "i" then write "es". (Not before "ing" or when "y" follows a vowel.)
10. If a word has the sound of "f" at the end, to write the plural change "f" to "v" and write "es".
11. Every "q" is followed by "u".
12. The little word "full" has two l's but at the end of a big word it has only one (careful, beautiful, cupful).

AGAIN, MEET CHILDREN'S NEEDS AS THEY ARISE.

WORD STUDY LESSONS

EXPLANATION OF TERMS TO BE USED

1. Phonics: a basic knowledge - the association of letters and sounds.
2. Word Study: a study of certain words to identify common elements which will be used later in identifying words in reading and reproducing words in written form (spelling and creative writing).
3. Word Identification: identifying words accurately and associating with each the meaning the author has in mind.
4. Word Identification Skills: the use of basic knowledge of words, word element and meanings in identifying words:-
 - (a) Sight Recognition. (Configuration Clues)
 - (b) Picture-Context Clues.
 - (c) Phonic Analysis (including consonant substitution).
 - (d) Verbal-Context Clues.
 - (e) Structural Analysis.
 - (f) Use of Dictionary.

N.B. Structural analysis should precede phonic analysis.

SUGGESTED LESSON PLANS

- Types of Lessons:
1. Introductory: to present a unit for the first time.
 2. Practice: to provide opportunity to use the new knowledge and skill.
 3. Revision: to reinforce knowledge and skills concerning several units, wherever there is need.

INTRODUCTORY WORD STUDY LESSON

- Objectives:
1. To give children independence and confidence in reading and writing words.
 2. To introduce the unit (e.g. "or") together with its common sound as in Key Word (e.g. "fork").
 3. To provide for the application of this knowledge to the writing and identification of words.

- Initial Behaviour:
1. Sufficient auditory and visual skill to identify the unit visually and aurally.
 2. Familiarity with lesson procedure.
 3. Familiarity with a number of units such as "tray", "ship", "tree", "leaf".

PREPARATION:

1. Key Word card.
2. Suitable words selected, containing the common element.
3. Story prepared through which the selected words may be presented.
4. Clear space on board.
5. Set of word cards, some from the story, some others.
6. Various "fixing" activities.
7. Seat activity.
8. Pictures if available.

PRESENTATION:

Step 1: Introduction of words, in context, blackboarding each and illustrating or producing a picture for each.

A story theme is generally used. (Key word and two or three others).

Step 2: Study of words to locate common unit.

- (a) Auditory - children listen as teacher pronounces and indicates each word.
- (b) Visual - children watch carefully as teacher again pronounces and indicates words.

Children identify the common unit.

Step 3: Isolation and Fixing of the Common Unit.

The unit e.g. "or" is printed in clear space at the side of the list and the Key Word card is presented and discussed. The following activities could take place:-

- (a) Children underline the unit in each word in the list.
- (b) The unit card is matched to each word.

Step 4: Application to Reading.

- (a) Story continued, children identifying words as blackboarded.
- (b) Word cards presented for identification.
- (c) Children supply additional words which teacher blackboards.

Other activities may suggest themselves, such as the teacher calling a word for the children to locate in the list.

Step 5: Application to Writing.

Children might be asked to print one or two words on the board as the teacher pronounces them or displays the relevant pictures.

WORD STUDY PRACTICE LESSON

As before.

Objectives: To provide definite practice in the application of a knowledge of the unit (e.g. "or") to reading and writing of many useful words.

PREPARATION:

1. Word games.
2. Sentences for reading. (On board, cyclostyled sheets or pasteboard strips).
3. Uncompleted sentences on board.
4. Sentences or words for dictation.
5. Words listed on board, for children to copy into books.

PRESENTATION:

Step 1: Re-introduction of the Key Word card and the common unit.

Children contribute words which teacher prints on board. The unit is located in some or all of these.

Step 2: Reading Practice.

- (a) Word games.
- (b) Reading of sentences.

Step 3: Writing Practice.

- (a) Children complete sentences by printing ("or") words.
- (b) Children print words, or a brief sentence, to teacher's dictation.

(Children may write on the board or in pads.)

Step 4: Seat Activity.

Word list copied into Word Books and illustrated, or similar appropriate activity.

WORD STUDY REVISION LESSON

(To deal with not more than four units already taught).

As before.

Objectives:

1. To reinforce the association of common sounds with the units (e.g. "er", "ea", "ar", "ou") when reading and writing.

Objectives: (cont'd) 2. To strengthen ability to discriminate when words of various "families" appear together, e.g. as in reading books.

Initial Behaviour: The sound units have been introduced but there is a need to consolidate and apply knowledge.

PREPARATION:

1. Word games.
2. Seat activity.
3. Relevant Key Word cards.

PRESENTATION:

Step 1: Review the Key Word cards, one at a time, and blackboard each sound unit to head lists.

Step 2: Children contribute words for each list. Blackboard these, or allow children to do so.

Step 3: Words are read - in lists or at random, by whole group or by individuals.

Step 4: Activities.

e.g. "Find the Word" - Teacher calls word and pairs of children compete to see who is first to locate it.

See: Reading Aids Through the Grades; Russell and Kerp, Chapter 3.

Step 5: See: Royal Road Readers, Books 3A, 4, 5.
Phonic Fun, Workbooks for Grades 1 and 2.
Sound Sense, A.E. Transley. Books 1 - 8.

INTRODUCTORY LESSON

DIGRAPH: ch chick

SUITABLE WORDS: chill, chop, cheep, cheese, chubby, chat,
chin, children, church, chip, chest, chimp,
chug.

STORY:

Mother Hen and her baby chicks were out in the farmyard scratching the ground for grain to eat for breakfast. The tiniest chick was her favourite, but he was also the naughtiest because he would wander off where Mother Hen couldn't see him.

A busy railway line ran through the farm, not far from where the chicks lived. Mother Hen had often told them never to go there because a train might be coming.

Then Mother Hen realised that the tiniest chick was missing. He had gone away by himself - and guess where he was! He was sitting right in the middle of the railway line, going "Cheep, cheep cheep". Suddenly, a train began to chug around the corner. "Ch, ch-ch-ch, Ch-ch-ch-ch."

The farmer's chubby son was in a nearby paddock because he had to chop down some trees. He was just stopping work to have a cheese sandwich when he heard the train coming, "Ch-ch-ch-ch." When he saw the baby chick on the railway line, he dropped his cheese sandwich and raced over. The chubby boy ran onto the railway line, picked up the chick and got out of the way just in time for the train to go past.

The boy carried the chick back to Mother Hen who cackled and clucked in a special way to thank him. Then she scolded the chick for wandering away by himself and being so silly, but really she was glad to have him back again because he was her favourite chick.

APPLICATION TO READING:

Have the following sentences blackboarded with the missing words jumbled at the side.

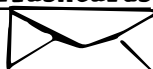
e.g. The farmer's son was _ _ _ _ _ . chick
He had to _ _ _ down some trees. chubby
The _ _ _ _ _ was very naughty. chop

Children read and copy missing word into space.

PRACTICE LESSON

FURTHER READING PRACTICE: Words are written on flashcards with envelope drawn on the back, i.e.

chick



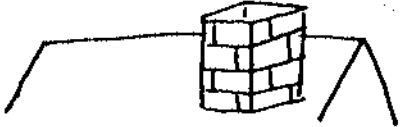
All the words are given to one child who is the Postman. He 'delivers' them by giving a card to several different children. When everyone has one or all the cards have been delivered, the children take turns in identifying the word. This is repeated with a different postman.

WRITING PRACTICE:

1. Have the pictures blackboarded with the words printed to one side.

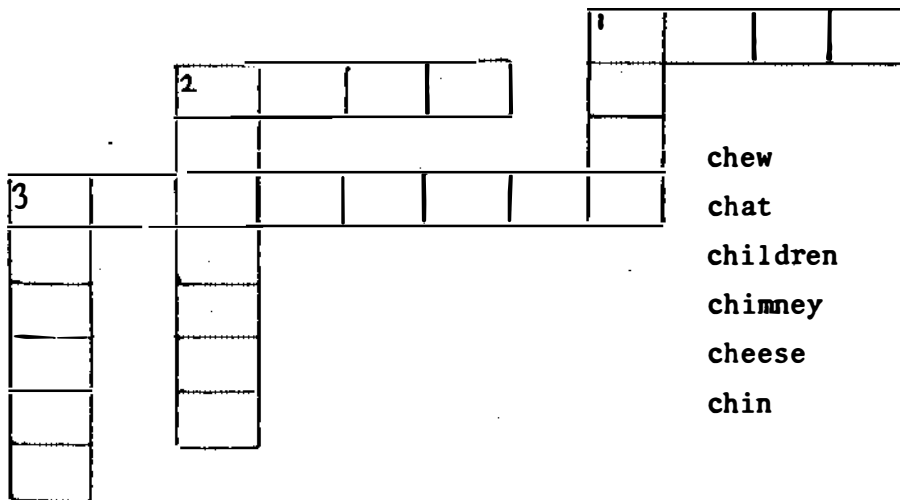


church
children
chimney
chubby



Children copy the best word into the space.

2. This crossword outline is blackboarded. The words are printed on the side.



chew
chat
children
chimney
cheese
chin

Teacher has a copy of the clues and gives these to the children (orally) one at a time, indicating where they have to fit. The children take turns at writing the correct word in the space.

Crossword Clues:

- across
1. The ladies stopped to have a _____
 2. Dogs like to _____ their bones
 3. Most _____ like eating lollies

- Down:
1. Under your mouth is your _____
 2. On the roof of a house is a _____
 3. I like _____ in my sandwiches

INDIVIDUAL/SMALL GROUP ACTIVITY:

1.

chalk	chap	cheese
cheese	chocolate	chat

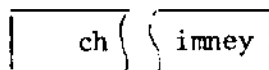
The chart has matching cards for each box. Children match the words onto the chart.

2.

<u>ch</u>	ch
ur _ _	
__ eep	
__ ick	
per _ _	
__ op	
__ ug	

Children put ch in the spaces and draw a picture to illustrate the word.

3.



The child has a set of these cards with about 6-8 words per set. He then matches the picture to the end of the word. The way the card is cut makes it self-corrective.

-----oOo-----

INTRODUCTORY LESSON

DIGRAPH: ch as in chick

SUITABLE WORDS: chickens, children, cheese, chair, cherry, chin, rich, much, chase.

STORY:

Mary and Robert lived with their mother and father on a farm. They went to school on the school bus. One morning they woke up feeling very happy because that night the chickens were going to hatch. Mum and Dad had told them that they could have one chick each. When they went on the school bus they told the bus driver and the other children about their new chickens that were going to hatch. When they went home from school, their mother had a surprise for them, and do you know what it was? It was two chickens. There was a yellow one and a black one. Robert took the black chick and Mary took the yellow chick.

Robert said to Mother - "I am going to give mine some cheese that you made Mum." But Mother said - "The chick is too small to eat cheese. So Robert gave it some chicken food.. Next morning more chickens were hatched. Robert and Mary were very happy because they had more chickens."

APPLICATION TO READING:

1. Blackboard the ch words that were introduced in the story - chick, chickens, cheese, children.
2. Have matching cards for the blackboarded words - children to match the cards to the words on the board.
3. Have the following three sentences on the board and on matching strips -
 - (a) We have a yellow chick at home.
 - (b) Mice like to eat cheese.
 - (c) The children were happy when they found their dog.

Again children to match sentences on board to sentence on strip.

4. Have pictures of the words that were introduced in the story with the corresponding word under it -



Also have matching words so children can match the word to the word under the picture.

PRACTICE LESSON:

FURTHER READING PRACTICE:



1. Have individual pictures of the following words on cardboard - beach, chair, cherry, chin, peach, rich (could have a picture of a man with money all around him). Then to introduce the ch sound, ask questions relating to picture - e.g. "What colour is the chair/cherry/peach?" or "Can you show me the picture of the rich man?" Then after children have identified each picture write the words on the matching strip so that children can relate that particular word to the picture.
2. Lucky Dip - doll's chair, plastic peach and plastic cherry, picture of chick, picture of beach, picture of cheese - children to pick up object, say it and match it with the written word on the matching card.

WRITING PRACTICE:

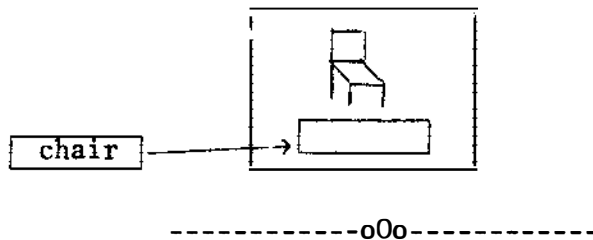
chick)	
cherry)	Children copy these from board and draw
chair)	pictures beside each word.
cheese)	
chin)	

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Cyclostyled sheet - have pictures of ch sound with blank spaces for the children to fill in, e.g.

	-- eese
	-- ick

2. Pictures with matching words for the blank spaces - pictures would have to be approximately 21cm x 16cm the blank spaces have to be different sizes on all the pictures - i.e. only one matching card can fit into the blank space.



INTRODUCTORY LESSON:

DIGRAPH: ch as in chop

SUITABLE WORDS: chip, children, chicken, chug, chin, chick,
 chap, chopping, chimney.

STORY:

There was once a little boy named Charles. He was a nice little boy, but he lived on a farm and he had no other children to play with.

To help pass the time away, Charles would play his favourite game - "Trains". When he grew up Charles thought that the best work anyone could do was to be a train driver.

All Charles had to do was close his eyes and think very hard and then he would pretend to drive his train all over the yard. "Choo, choo, choo, choo," he would say as he went along the path that led to the hen house and the little chicks rushed for cover, underneath their mother's wing, just in case the "train" that was Charles happened to run them over. They didn't know that Charles was always very careful not to step on them.

One morning Charles was being a train again and he was making his way up the little hill near his house to where his dad was chopping wood. "Chug, chug, chug, chug," said Charles as he finally reached his father.

"Hello Charlie", said dad. "Do you think a train like yours could do a job for me?"

"Of course it can," said Charles. "What can we do for you?"

"Would you mind carting some chips back to the house for me, while I bring an armful of wood?"

"Sure thing, dad," said the boy and Charles collected a big lot of chips to take back.

On his way back down the hill, Charles was a train again "clickety-clack, clickety clack, clickety clack", but he was going so fast that he tripped over and rolled all the way down to the bottom of the hill.

Charles wasn't very happy when he sat up, he felt very sore. Dad came running to him and carefully lifted him up and took him inside to his bed.

Charles was going to be alright, but it would be a couple of days before he was well enough to get out of bed and be a train again.

APPLICATION TO READING: Have children recall words starting with ch. Give clues. List words on blackboard. Read through list first, then children read.

3 sentences using
these words -
chimney, chips, chicken.

1. See the big _ _ _ _ _.
2. Bring the _ _ _ _ _ here.
3. The _ _ _ _ _ ran to the tree.



PRACTICE LESSON:

FURTHER READING PRACTICE:

1. Teacher directed word games.
 - (a) Cards featuring ch words to be placed in a small box. Different children select a card and read it to group.
 - (b) Teacher draws picture of an object which starts with ch. Most of the word is printed underneath drawing. Different children are asked to print ch in the appropriate space. Children all together, read the words and identify common sound.
2. Children on mat at front, read blackboard sentences and underline ch words.
 - (a) Chips are nice.
 - (b) The train went chug, chug, chug.
 - (c) The little chick ran away.

WRITING PRACTICE:

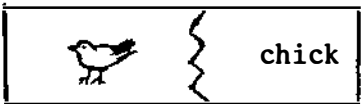
- (i) Print ch in space provided on card and read word.

	_ _ op
	_ _ ick

- (ii) Copy words off the board and illustrate them in your pad.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Each child take it in turn to call out ch word, the others write it down (copying off the board).
2. Each child draws a picture of a ch word, then in turn, gives a sentence/story orally about his picture to his group.
3. Missing part jigsaw puzzles.



Children match parts, read word and place them in correct position.

INTRODUCTORY LESSON

DIGRAPH: th three

SUITABLE WORDS: three, thick, thin, thing, think, thunder,
Thursday, thud, thump.

STORY:

On Thursday, Paul had his birthday and had a lovely party. Among his presents were three new books.

First, there was a thick red book with lots of exciting stories and pictures in it. Paul's mother used to read Paul a story from this book every night at bedtime. Each night Paul thought that it was his favourite book because he liked to hear the stories.

Next, there was a medium sized blue book. Paul liked this book too, because it had lots of things to do. He used to do the dot-to-dot puzzles first, because he was good at them. Then he did the other puzzles and colouring in. This kept him very busy and when he was doing it, he thought it was his favourite book.

Then there was a thin green book. This book had only one story and it was about a little boy and his magic car. Paul liked this book because he could read it all by himself. Sometimes he thought it was his favourite book.

So Paul liked his three new books: the thick one with lots of stories; the medium one with lots of things to do; and the thin one he could read himself. He didn't know which one he liked best, because they were all different. Which one do you think you would like best?

APPLICATION TO READING:

Blackboard sentences with missing words - e.g.

Paul had (t h r e e) new books.
The (t h i c k) red book had lots of stories.
Paul can read the (t h i n) green book.
One book was about (t h i n g s) to do.

Go through the sentences with the children to establish the missing word. Fill in the missing word. Children match the word with a flash card.

Children suggest other words which teacher blackboards.

PRACTICE LESSON

FURTHER READING PRACTICE: Have list of words on blackboard or chart; cards with th words and others, e.g.

thick	thing	tree	ship
-------	-------	------	------

Give out cards to children. Do not show cards to others. Children to look carefully at card to see if it has a th word. Children who think they have cards with th words come out and show teacher, then mime or give clues to other children about word. Other children try to guess word. If guessed, winner matches card to list on blackboard. If not guessed, child with card reads it and matches to list on blackboard. As each word is dealt with, teacher blackboards a short sentence containing that word, for class reading at conclusion of game.

WRITING PRACTICE:

Cyclostyled sheet 1. Children add th to complete words, then join word to picture, e.g.

__ in
__ ick
__ umb



Cyclostyled sheet 2. Children fill in missing letters of th words to complete sentences, e.g.

I have a sore th ____

This book is th ____

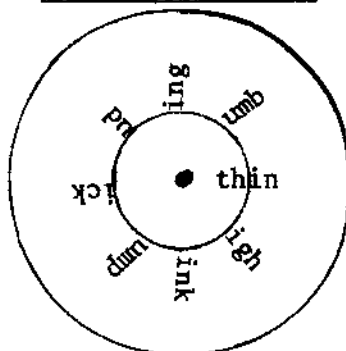


INDIVIDUAL/SMALL GROUP ACTIVITY:

Word card: Cards with lists of words down the left side and sheets of pad paper down the right side stapled at top - child copies the lists of words, illustrates them and tears the page off, so that the card is ready for the next child.

	pad
thin	_____
thick	_____
thing	_____
think	_____
thumb	_____

Clock cards: Two circular pieces of pastboard joined at centre with paper fastener. Digraph in centre circle, combinations of letters on outside circle. Centre circle is rotated to form words with digraph and combinations of letters. Child copies these words.



-----oOo-----

INTRODUCTORY LESSON

DIGRAPH: th as in three

SUITABLE WORDS: thin, third, thong, throw, think, thing, throat, thick, thorn.

STORY:

This is a story about a thin boy named John. John was very good at throwing things, he could throw a ball further than any other boy.

One day his friend David said that he could throw the thick piece of wood he found further than John could. John knew that he could throw further than David, so he picked up the thick piece of wood and threw it with all his might. It landed right up the other end of the garden. John knew that David wouldn't be able to beat his throw, so he let David have three goes.

David picked up the thick piece of wood and threw it with all his might but it didn't go as far as John's throw. So he went and got the thick piece of wood and threw it again. Still it didn't reach John's throw. On the third throw John let him throw a thinner piece of wood to see if he could reach his throw.

This time David's piece of wood landed in the same place as John's piece of wood. But David knew that John had still won because his wood was thicker, and also because John let him have three goes, whereas John only had one. John was still the champion thrower.

APPLICATION TO READING:

Children could do reading activities from the board, e.g.

John was a thin boy

Children could either read with their eyes or read the sentence aloud, putting in the missing th word from the story.

Children could also read a sentence with a th word in it and give another sentence with the same th word, e.g.

Mary has three dolls. (on board)

David has three cars. (child's)

PRACTICE LESSON

FURTHER READING PRACTICE:

- (i) Children could read out loud a few sentences printed on the board and then pick out all the th words in the passage.
- (ii) Read the clues on the board and find the th word they are describing, e.g.

You wear them on your feet (thongs)

It is a number (three)

WRITING PRACTICE:

Children could do:-

- (i) Look at the pictures and fill in the missing spaces with th

e.g.



John has a thong.



Bill is third in line.

- (ii) Children look at pictures and find all th words and put th in the spaces provided.

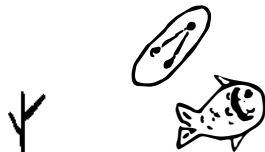
e.g.

3

__ ree

__ orn

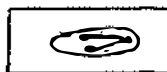
__ ong





INDIVIDUAL/SMALL GROUP ACTIVITY:

(i) Children could match the th words with the picture cards, e.g.

three	
thong	
thorn	
thin	
throw	



(ii) Children could pick out the right word to match the picture (either by underlining or circling, e.g.

	three thin throw
	thick third three

-----oOo-----

INTRODUCTORY LESSON

DIGRAPH: sh ship

SUITABLE WORDS: ship, sheep, shirt, shop, shed, dish, shot, shell, fish, shut, shoe, finish.

STORY:

It was a very hot day so Shane and Shelly decided to go to the beach. They put on their bathers and beach shirts and went to find their buckets and spades in the shed.

When they arrived at the beach, Shane and Shelly ran down to the water. They sat on the sand and took off their beach shirts. Then they ran down to paddle in the water.

Shane and Shelly looked out over the water and far away they could see a ship. It was so tiny. They thought it might be carrying sheep.

Then it was time for a swim. They swam where the water was shallow so their feet could still touch the sandy bottom. The water was so clear that Shane could see some very tiny fish swimming very quickly. In the water the fish looked so shiny.

Shelly got out of the water and started to build a tall sand castle. She found some beautiful shells on the sand and Shane came out of the water to help decorate the sand castle with the shells and some seaweed.

Soon it was time to leave and the children put on their beach shirts. On the way home Shane and Shelly stopped at the shop to buy an icecream. It had been a wonderful day.

APPLICATION TO READING:

Use a sentence with a missing word. The missing word should contain the digraph.

A selection of words printed on cards are handed to a child who selects the correct card to fit the missing word in the sentence.

All children read the sentence aloud, e.g.

I am going to the pet _ _ _ _ to buy a puppy.

ship

shop

shed

PRACTICE LESSON

FURTHER READING PRACTICE:

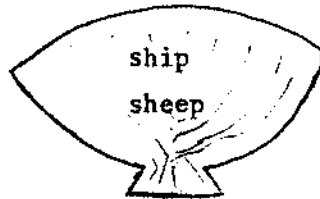
Two words together on a template.

Several templates.

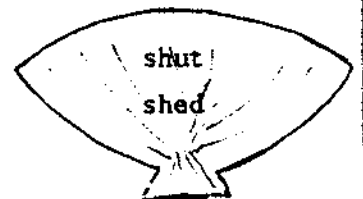
A child chooses one template and is required to put the two words into a sensible sentence orally.

Teacher puts child's sentence on blackboard. Children read and underline sh word.

(i)



(ii)



e.g. (i) The ship was carrying sheep.

(ii) I shut the shed door.

WRITING PRACTICE:

A verbal sentence is given with a word missing.

The missing word contains the digraph.

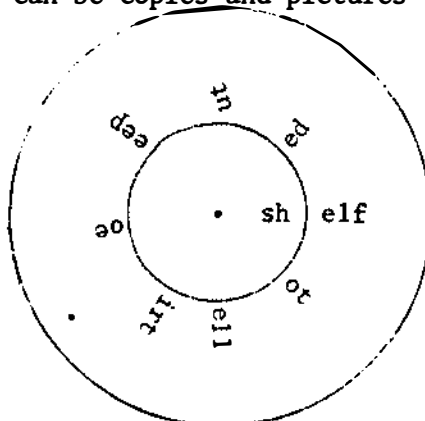
Children guess what the missing word is.

A child is selected to print the missing word on the board.

(List of sh words is on the blackboard for child's reference)

INDIVIDUAL/SMALL GROUP ACTIVITIES:

1. Two circular pieces of pasteboard. One smaller. The smaller circle contains the digraph and the larger circle contains the rest of the word. Words can be formed by combining the digraph and the rest of the letters. Words can be copies and pictures drawn.



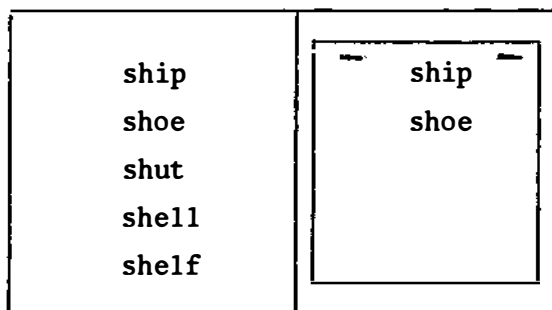
2. Card divided in two.

On the left hand side, words containing digraph.

On the right hand side sheets of pad paper stapled on.

The child copies the words on the left on to the pad paper and may draw pictures.

Page can then be torn off.



-----oOo-----

INTRODUCTORY LESSON

DIGRAPH: sh ship

SUITABLE WORDS: ship, shore, shall, shake, shday, shark,
shell, shine, shock, shop, short, show,
shut, fish, flash.

STORY:

Sharon was going on holiday with her Mummy and Daddy. They were going on a ship to see lots of different places. At last the day came and the family set off to join the ship. It was so exciting and Sharon soon made friends with another little girl called Shirley. They had such a lot of fun together.

One of the days the ship called into a beautiful island and the two girls and their parents decided to go ashore to explore the island. They were to take a picnic lunch and stay on the island for several hours.

First of all the two families were taken in a horse drawn carriage to look at some of the interesting places on the island. The girls enjoyed the ride, it was so much nicer than a motor car. After a while they found a lovely beach with trees and decided to eat their lunch there. When they had finished lunch the girls thought they would explore a bit and so they left their parents sitting in the shade of trees. Sharon and Shirley went first to the edge of the water and saw beautiful coloured fishes darting about in the clear blue water. A bit further along the beach they saw hundreds of shells in many different colours and shapes. The girls thought it would be nice to collect some of the shells to take home. So they picked up the prettiest shells they could find and took them back to show to their parents.

At the end of the holiday the two families made plans to meet again, they had discovered they lived quite near each other. They all agreed it had been a marvellous holiday and the two girls had their collection of shells to remind them of the beautiful day they spent on one of the islands.

APPLICATION TO READING:

Sentences written on blackboard with a word containing the digraph missing. Small cards with one word on each card given to children in turn. They should match correct word to a sentence.

Sam found a pink _ _ _ _ _ on the beach.

The _ _ _ _ _ lived in a glass tank.

Go and _ _ _ _ _ the door.

(shell, fish, and shut written on the cards).

PRACTICE LESSON

FURTHER READING PRACTICE:

Children play "Steal a Card". Several cards with "sh" words on them are displayed along the blackboard ledge. All children read the cards aloud several times. Children close their eyes and put heads down. Teacher removes one card and says "Which card have I stolen?", children look up and put hand up if they know what card is missing. If child answers correctly teachers shows card to the children and asks "Have I ...?" Children should respond "Yes, you have ..." Child who guesses correctly then has a turn to take a card, telling class to "Close eyes and put heads down" Cards can be re-arranged by child after taking a card away.

WRITING PRACTICE:

1. Show pictures of a ship, shell, shark, shop, fish and dish. Words already written on blackboard. Individual children shown a card then they come out and write the word on the blackboard.
2. Sentences and words written on the blackboard.

Different children come out and fill in the answer.

shelf Put the jar back on the _ _ _ _ _.





shop The _ _ _ _ _ ran away with the spoon.

dish The dog sat in the _ _ _ _ _ under the tree.

shade I went to the _ _ _ _ _ to get some bread.

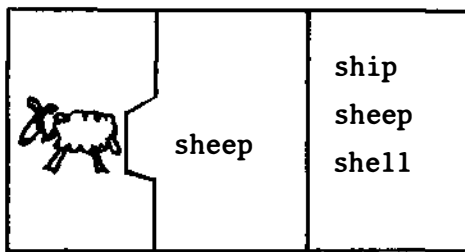
INDIVIDUAL/SMALL GROUP ACTIVITY:

1.

	shell ship share
	shelf sheep shell
	sheep ship shell
	dish fish mesh

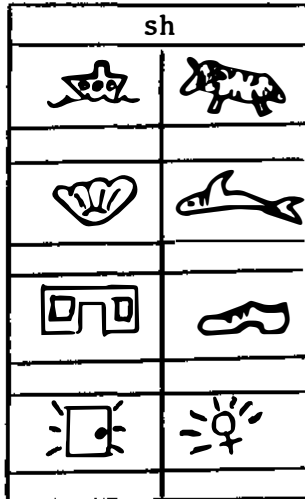
Child puts a ring around the correct word, tears sheet off and copies words and pictures into pad.

2.



4 or 5 "sh" cards. The child matches the pieces, copies the words and illustrates them.

3.



ship	sheep
shell	shark
shop	shoe
shut	shine

Pictures on a master card. Child matches word card to correct picture.

-----o0o-----

INTRODUCTORY LESSON

DIGRAPH: 'ck' as in 'duck'

SUITABLE WORDS: Jack, Dick, sick, kick,
sack, lick, rock, chick,
back, lock, tick, tock,
clock, sock, neck.

STORY:

In the farmyard there were many interesting things to see. At least the little duck thought so. He was a fluffy yellow duck with a feather standing up on his back. He was a very inquisitive little duck and was always looking for new interesting sights and sounds. One morning, very early, he went for one of his walks around the farm. On the way he met little chick. Now little chick also liked to explore, so off they went together. First they came to the barn. There were always interesting things to see there. As they went in they saw a big sack in the corner. Little duck and little chick had to have a look. Oh! but what a funny noise was coming out from behind the sack. "Tick-tock, tick-tock". What can it be? They looked behind the sack very carefully. It was a big clock. Now they were nearer the noise was louder "Tick-Tock". They thought something was going to jump out of

the clock. This made them so frightened, that they ran out of the barn and back to their mothers. The little duck and little chick both decided that they would be more careful if they went exploring again.

APPLICATION TO READING:

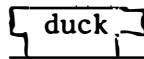
After story is told once again words are listed on the blackboard. The words could be set in shapes such as a duck shape or lily-pad shape. Children repeat words. Have flash-cards to match blackboarded words. A felt board could be used instead of the blackboard, illustrative pictures could then be used with the words. Blackboard 3 or 4 sentences with space for "ck" words. Missing words to be hidden under other 'ck' words. i.e. 'duck' could be hidden under 'rock' written on a flash card. Children are told to look under 'rock' for correct card. This can then be used for matching exercise.

Sentences:- In the park is a little yellow duck.
Jill is sick and she cannot play.
The kittens lick something in the bowls.
Dick puts on his red sock.

PRACTICE LESSON

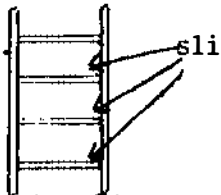
READING PRACTICE:

- 1) Postman - Flashcards with 'ck' words are placed in separate envelopes and handed to the children. (Shape of cards



To fit in slot

A ladder can be drawn on pasteboard - approx. 25" x 16" with slits above each rung to take the flash cards. Children 'post' their words as they are read, into the slits on the ladder. Children read the list of words going up the ladder.



- 2) Treasure Hunt - 'ck' words printed on flash cards. On reverse side, is the instruction e.g. go to 'lick' under 'sock' go to 'clock' under 'lick' and so on. 'Treasure' at end of cards.

WRITING PRACTICE:

1. Pictures to be shown. Children can print words on blackboard or in their pads.
2. Worksheet with missing words to be filled in.

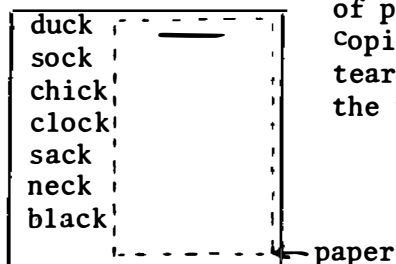
Jack duck sack sock clock black neck lick

Dick has a black kitten, and a yellow duck.

There is something in the sack. It is a red clock and it says "Tick-tock".

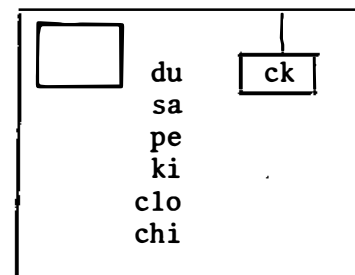
Jack has a hole in his sock.

3. Word cards: cards with lists of words down the left side and sheets of pad paper stapled onto the right side - child copies the lists of words, illustrates them, and tears the page off, so that the card is ready for the next child.



INDIVIDUAL/SMALL GROUP ACTIVITY

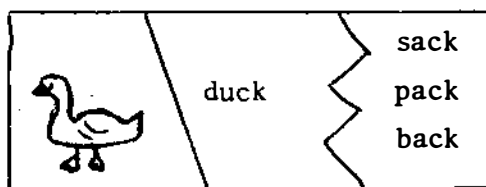
1. Small groups can play Tick-Tack-Toe
2. Digraph word card - A card with a movable card (attached to a length of hat elastic) bearing a digraph. The small movable card is drawn down the length of card combining with the letters printed on the card to form words. These are copied and illustrated.



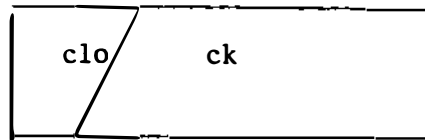
INDIVIDUAL WORK

Activity No. 19 and 20

1. Three part jigsaw: cards cut vertically into three sections to be matched, jig-saw fashion. The child matches the pieces, copies the words and illustrates. Can write other 'ck' words.



2. Jigsaw: Cards cut vertically jigsaw fashion. On one side is a picture and the digraph. On other side is the beginning of word.
6 cards per box - different cut for each card.



3. Crossword on Worksheet:

	Across	Down
<div style="display: inline-block; border: 1px solid black; padding: 2px;">s o c k</div>	1)	2)
<div style="display: inline-block; border: 1px solid black; padding: 2px;"> <div style="display: inline-block; border: 1px solid black; padding: 2px;">i</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">c</div> </div>		
<div style="display: inline-block; border: 1px solid black; padding: 2px;">c l o c k</div>	3)	4)
<div style="display: inline-block; border: 1px solid black; padding: 2px;"> <div style="display: inline-block; border: 1px solid black; padding: 2px;">i</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">d u c k</div> <div style="display: inline-block; border: 1px solid black; padding: 2px;">k</div> </div>	5)	

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INTRODUCTORY LESSON

DIGRAPH: ck as in duck

SUITABLE WORDS: duck quack back
 truck cluck luck
 stuck struck brick

STORY:

One day a red truck was travelling to the city. It was Farmer Brown's truck and he was going to the market. In the back of his truck, he had a load of ducks and chickens. As the truck drove along it made strange sounds. The ducks would go quack, quack, quack and the chickens would go cluck all the time. The noise did not worry Farmer Brown, he could only think of the money he could get when he sells the ducks and chickens. With this money he could build a new house made of brick. As he was driving along, whistling a tune, he struck a bump in the road and bang! A crate of chickens and a crate of ducks fell off. Their cages smashed, so they could walk around free "quack" said the duck "What are we going to do." "Cluck" said the chicken, "I do not know." "I think we should walk to the market and try to find Farmer Brown" said duck. "That would be a good idea" said chicken. So off they walked singing quack, quack, quack, cluck, cluck, cluck, we are off to find Farmer Brown's truck. Finally they found Farmer Brown and told him the whole story. Farmer Brown said "You have been such good animals that I think I will take you back to the farm, so that you can be an example to the other animals.

APPLICATION TO READING:

1. Children may help teacher make a list of "ck" words. Blackboard these words and then go through with the class reading them.
2. Have ck words on cards, child selects a card, he has to read the word and pronounce it. The class would then read that child's word.
3. Lucky dip, each child selects card and has to read that card. Card is selected from box. Cards then collected and class list complied.

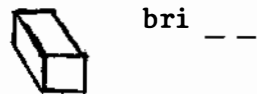
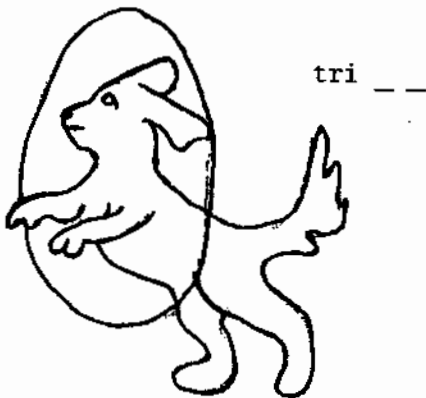
PRACTICE LESSON

READING PRACTICE:

Flashcards would be used. The cards would be shown to the children and they would either read them as an individual or a group. A game of fishing, whereby the children pick out an initial sound with a rod e.g. du and they match it on the blackboard with the ck digraph, after this they have to read the word they made.

WRITING PRACTICE:

1. Have a picture and the initial sound of the word; have a picture of a duck and beside it du __ , this is where they fill in the final sound.



2. Duplicated sheets of the digraphs which are nouns e.g. duck, truck, and on the opposite side you have a picture which will connect to the word, so that the children could draw direct lines, linking the picture with the word.

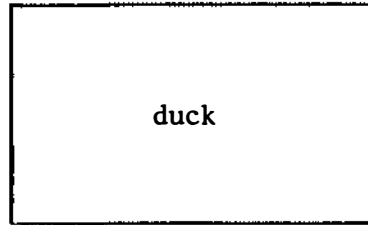
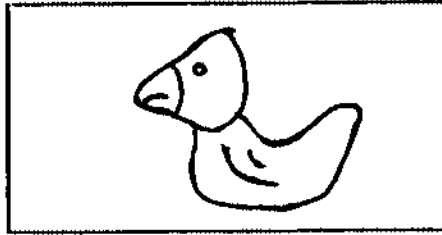
duck ————— picture of truck
truck ————— picture of duck

3. Have a picture of a duck, as an example, down the opposite side of the page you have a list of ck words duck, truck, brick, the child has to line the right word with the picture.



INDIVIDUAL/SMALL GROUP ACTIVITIES

1. A sorting activity where there are small pictures on one set of cards and the word that matches that card on another card and the children would have to sort them out and match them correctly.



2. Another digraph word card. A card with a central moveable card attached to a length of hat elastic bearing a digraph. The small moveable card is drawn down the length of card combining with the letters printed on the card to form words. These are copied and illustrated.

du ____ ck - moveable part.
tru ____
bri ____
qua ____
lu ____
ba ____

3. Have digraph word cards. Cards with lists of words down the left side and sheets of pad paper stapled onto the right side. Child copies the list of words, illustrates them, and tears the page off, so that the card is ready for the next child.

List of
words

duck
truck
brick

Pad paper
to copy
and
illustrate

INTRODUCTORY LESSON:

DIGRAPH: ck as in duck

SUITABLE WORDS:. duck chick quack rock
 back black truck stick
 clock flock sack frock
 lick stuck

STORY:

Once a little duck named Bobby went for a walk around the farm. In the fowlyard he met a yellow chick named Freddy.

"Quack, quack, quack. Good morning Freddy", said Bobby.

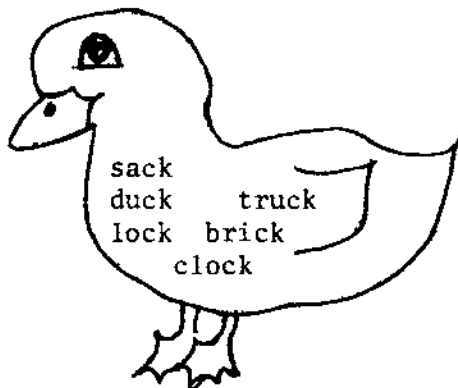
"Peep, peep, peep, and a good morning to you", replied Freddy. They decided to go to see the farm together, so they squeezed under the fence and off they ran.

They visited Buttercup, the brown cow, in the milking shed and then Daisy, the black goat, who was tied to a post outside. Daisy was a bit of a rascal. She would chew up the washing on the line and eat all the roses, if she could get into the garden, so she had to be kept on a long lead. Then they played a game of hide-and-seek near the haystack with Molly the kitten. Freddy hid in the hay and Bobby behind a big rock. It took Molly a long time to find them.

After a while Bobby and Freddy were very tired so they decided to go home. Freddy squeezed back under the fowlyard fence and Bobby waddled slowly back to the pond, where his worried mother was looking for him. She was so pleased to see him that she forgot to be cross with him for going off without telling her.

APPLICATION TO READING:

A duck would be drawn on the blackboard and 'ck' words would be written in it. The children would read the words. Individual children would give words in a sentence. Individual children would choose a word from the list to complete one of the sentences, and then the whole class would read the sentence.



The _____ went tick tock.

We can _____ a door.

Quack, quack went the _____.

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Steal a Card

The following words are printed on flashcards:

clock, truck, luck, stick, frock, lick

The children are seated in a group on the floor. They read through the list several times. The children put their heads down and close their eyes while the teacher steals a card. When they hear "Which card have I stolen", they look up and try to identify the missing word. When a child correctly identifies the word the teacher shows to children the card and says "Have I?" If the children answer "Yes, you have....." the child who identified the word has a turn at stealing a card. The child begins by saying "Close your eyes and put your head down."

2. Musical Words

Distribute flashcards with 'ck' words amongst the children as they stand in a single or double circle. Cards are passed from child to child in a pre-determined direction as music is played or a song sung. When you stop playing, or stop the song with a clap, all children who have a card read the word on it in the order you indicate. Proceed with the music....

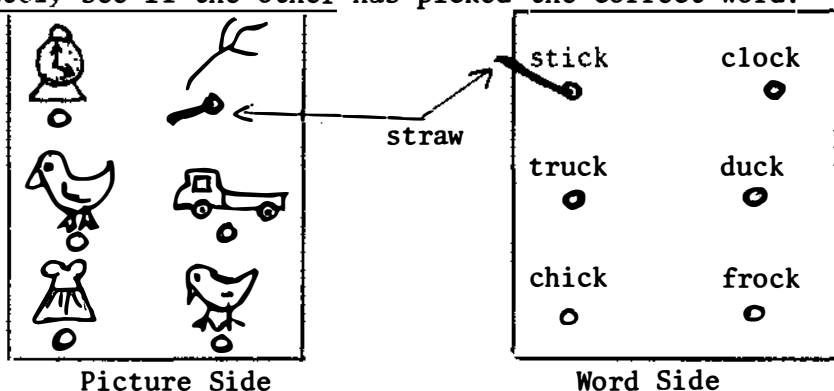
WRITING PRACTICE

1. The children can print into their pads the words blackboarded inside the duck shape, and illustrate each (so that the teacher can check if they know the meaning of the word).
2. The children could suggest short sentences with 'ck' words in them, which the teacher could blackboard. The word (on the blackboard) which they had chosen. All of the children could then copy the sentences into their pads.

INDIVIDUAL/SMALL GROUP ACTIVITY:

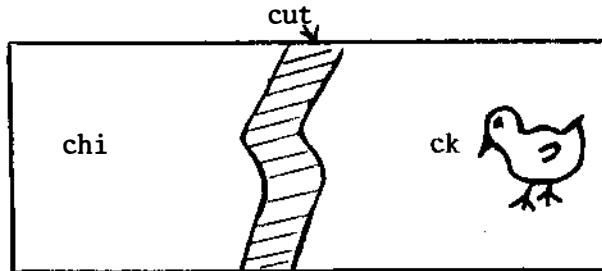
1. Porthole Game (for pairs)

A piece of cardboard has 'ck' words on one side. On the other side directly behind the relevant word, is a picture of the object with a small round hole near it. One child holds the card with the pictures facing him. He asks the other child to pick a word from the pictures he can see. The other child can only see the 'ck' words. He selects the word the other child has asked for and puts a straw (or pencil) through the hole near that word. The child viewing the pictures can immediately see if the other has picked the correct word.



2. Phonic Blend Matching Cards (individual)

Cards are cut in jigsaw fashion. On the right side is the 'ck' and a picture, the name of which is a 'ck' word. The left side has the rest of the letters to complete the word. The cuts would be self corrective because the cuts would be different (6 cards in a box).



3. Lucky Dip (Group activity)

The children sit in a circle.

In the centre of the circle is a lucky dip box (or bag) with 'ck' words in it. The teacher picks someone to begin. That person throws a dice. He counts the number shown on the dice around the circle, in a pre-determined direction. The last person counted takes a card from the lucky dip box and reads the word. The group repeats the word as it is displayed. The card is then put aside in a pile and the person in the centre begins again by throwing the dice.

INTRODUCTORY LESSON

DIGRAPH: 'ee' as in tree

SUITABLE WORDS:

tree	bee	knee	fee
see	queen	green	sleep
need	feed	peel	sweep
creep	steep	free	feel

STORY:

One night Johnny Green could not go to sleep. He was very hungry, even though he had had a good dinner with his parents earlier in the evening. Johnny lay in bed wondering what to do for a while, then slowly and quietly so his parents would not hear, he put his feet on the floor, crept over and opened his door and peered into the dark passage way. No-one was around, so he crept down the passage, opened the screen door and went into the kitchen. Johnny went straight to the fridge, opened the door and peered inside. There on the shelf, were three green apples, large and round, and next to them a large piece of Johnny's favourite cheese. This was just too good to resist, so Johnny took out the three green apples and the cheese and sat down at the table. First he peeled and sliced one of the three green apples and then he cut off a large piece of the cheese. When he had finished eating, he put the cheese and the two apples into the fridge, in the same place as he had found them so that it would not look as though anyone had been at the fridge. It was time to go back to bed now, so Johnny went quietly through the screen door and crept up the passage to his bedroom. This time, when Johnny got into bed, he went straight off to sleep, but he dreamed of funny things like kneeling before the Queen. I think it must have been the green apple and cheese that caused him to dream like that, don't you?

APPLICATION TO READING:

Teacher makes a list of words containing the tree 'ee' sound and the children read through them together, e.g.

creep
green
cheese
peel
Queen
sleep

The children read the words together and discover the sound which occurs in all the words. Flash cards of words shown.

Teacher uncover sentences on the blackboard with one word missing and asks individual children to select from the flash cards the appropriate word to fit the space.

Teacher asks children to put other words containing digraph into sentences. Teacher shows children pictures of words containing digraph and asks children what is pictured.

PRACTICE LESSON:

FURTHER READING PRACTICE:

Children complete the following exercise, circling the correct answer:

A tree is green.	Yes/No.
I can peel an apple.	Yes/No.
Cheese is green.	Yes/No.
I sleep on my feet.	Yes/No.
A bee can sting me.	Yes/No.

This activity can be on a cyclostyled sheet or blackboard to be teacher corrected.

WRITING PRACTICE:

Children copy the following list of words and then illustrate:

seed
green
Queen
sweep
cheese
peel
tree
sleep
feel

INDIVIDUAL/SMALL GROUP ACTIVITY:

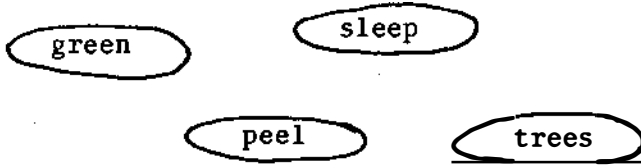
a) Small Group

Word Snap - Children have an equal number of cards each on which are written words (e.g. tree, see, need, creep, bee, Queen, feed, steep, green). They take turns to place a card face upwards on the table. When two similar cards are put down (e.g. two cards which say "tree") the first player to call "SNAP" takes all the cards on the table. The winner is the person who finishes the game with all the cards.

b) Individual

Cyclostyled sheets or activity cards such as:

Put in the missing word:



Johnny went to _____ in bed.

Some apples are _____.

I will _____ my apple.

Apples grow on _____.

INTRODUCTORY LESSON

DIGRAPH: oo as in moon

SUITABLE WORDS: spoon, noon, soon, stool, loop, hoop,
boot, hoot, loot, root, food, mood,
roof, tooth, shoot, tool, fool,

STORY: Before telling story, by use of a picture, a coot would be described to the children.

Mr. and Mrs. Coot and Baby Coot were a very happy family. They lived in a nice warm room under the root of a big tree. Baby Coot had gone searching for nice fat juicy worms for food in the afternoon. Mother Coot soon became worried when he did not arrive home at tea time. The night air was getting cool, but it was a bright night because the moon was shining. Mother Coot decided to leave her nice warm room and go to look for Baby Coot. She slowly walked all around the pool looking in the reeds but could not find Baby Coot. She called for him but there was no reply. Suddenly Mr. Owl called, "Hoot, hoot." Follow me. "Ooh", cried Mother Coot, who became a little frightened. But she followed Mr. Owl into the forest.

It was very late when suddenly Mr. Owl stopped in a field and said, "Hoot, hoot!" In the field were many giant toadstools, and Mother Coot walked in and around them looking for her son. And do you know what happened? She found him curled up asleep under a toadstool. Mrs Coat was so happy to find her son that together they quickly flew over the roof of a friends house. Baby Coot was so happy to get back to his lovely warm room after being lost so far from home.

WORDS: room, root, food, moon, hoot, soon, roof, coot.

APPLICATION TO READING:

1. With the following sentences on a chart children will select the correct word and place it in the blank space.

a... The _____ is in the sky.

moon

- | | | |
|------|------------------------------|-------|
| b... | Will the _ _ _ _ lay an egg? | coot. |
| c... | The tree has a long _ _ _ _. | root. |
| d... | I will _ _ _ _ come to play. | soon. |
| e... | Is the _ _ _ _ empty? | room. |
| f... | Father is on the _ _ _ _. | roof. |

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Fishing Game

Children will take turns using the fishing rod with a magnetic hook. They will pick up a card the shape of a fish with a paper clip in the nose. Each fish will have a different word using the digraph, oo.

2. Teacher will present flash cards, children raise hands to read flash card.

WRITING PRACTICE:

1. Children will read and draw on a cyclostyled sheet the following sentences:

- a. John will play in his room.
- b. The big dog will eat a lot of food.
- c. There is a man on the moon.
- d. The Coot has three eggs.

2. Words will be blackboarded with digraph oo left out. Children will write in digraph.

3. Using the following sentences the teacher will incorporate the words used in exercise one. Children will guess the correct word, ie a.. shoot. will then sound it out, sh-oo-t. Children will write word on paper. Blackboard list of words.

- | | | |
|---|--|-------|
| a | I have a gun. What would I do with it? | shoot |
| b | If the cat is hungry, what does he want? | food |
| c | Loop the loop around my waist, I have a hoop | hoop |
| d | What does John need to eat his soup? | spoon |

INDIVIDUAL/SMALL GROUP ACTIVITY

1. Tippy-tippy tiptoe, here I go
where I land I do not know.
All children in group say the words as one child quietly tiptoes around a circle of cards with words on down side.
Word closest to where child stops is read out by child.
Continue with children around.

2. Stepping stones.

To get across the brook, each child must step from one stepping stone to the next reading the word on the back.
Maybe three or four stones.

- Six boxes each containing a phonic word. 24 smaller cards each with a different word to be drawn from a box one at a time and named by the leader (each word appears- three times). Three different children place a counter on their cards as the leader names each word. The first to have six words covered and able to read them back is the winner.

fill	map	tap
cat	box	mat
pin	man	well

fill	cat	dip
mat	rat	box

cat

INTRODUCTORY LESSON

DIGRAPH: oo as in moon

SUITABLE WORDS:

moon	pool
spoon	hoop
room	balloon
broom	roof
stool	coop
tool	tooth

STORY:

Once upon a time there lived a goose called Loo Loo. Loo Loo was a very sad goose because she lived all alone by a pool. She had no friends to play with and sometimes she couldn't find enough food to eat.

One evening while Loo Loo was out looking for food, she stumbled over something. She looked down and there on the ground was a book, a nursery rhyme book. Loo Loo opened it up and began to read

Hey diddle diddle,
The cat and the fiddle,
The cow jumped over the moon.
The little dog laughed to see such fun,
As the dish ran away with the spoon.

Loo Loo thought what a lovely surprise to find, and she was so happy she forgot all about food. She took the book home to her pool and in the morning she decided to ask everyone in the forest if the book belonged to them.

When Loo Loo asked everyone they were surprised that she had bothered to ask them. All the animals in the forest asked Loo Loo to read the rhyme to them. Then they all had a party together.

Loo Loo the goose was so happy now because she had found a lovely book, and most of all lots of friends.

APPLICATION TO READING:

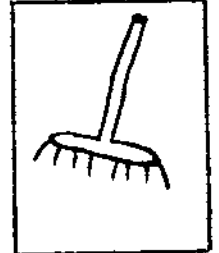
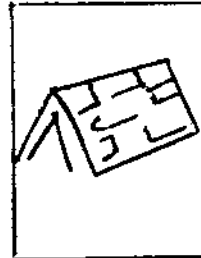
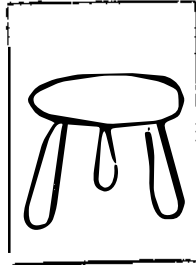
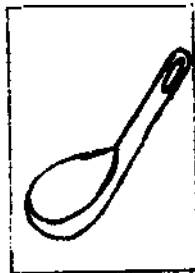
1. Teacher pronounces words or displays the relevant picture, and children print the correct words on the board.

spoon

stool

roof

broom






2. Sentences - for reading on board.

The spoon ran away.
I eat food.

PRACTICE LESSON

FURTHER READING PRACTICE:

- Word Games - children come out and draw a ring around the correct one on the board.

	mood moon spoon
	stool spoon roof
	pool broom room

get children to match word with picture.

broom







WRITING PRACTICE:

Prepare uncompleted sentences on board and cyclostyled sheets for children to fill in.

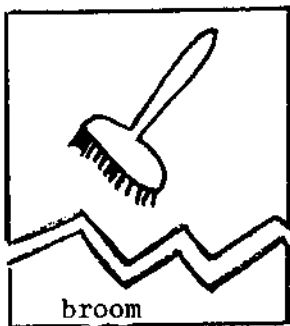
- e.g. I can see the m _ _ n.
 I have a br _ _ m.
 You can swim in our p _ _ l.
 John ate off a sp _ _ n.
 The st _ _ l is blue.

- e.g. Children complete missing letters - (on a cyclostyled sheet)

			
sp _ _ n	br _ _ m	m _ _ n	r _ _ f

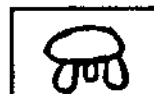
INDIVIDUAL/SMALL GROUP ACTIVITIES:

- e.g. Tops and Tails



- e.g.

moon	broom	pool
stool	balloon	spoon



Master card has word and small card has picture to be matched to large chart.

INTRODUCTORY LESSON

DIGRAPH: oo as in boot.

STORY:

Long ago there was a big pair of blue boots. Now these boots thought they were twins, only one was for the left foot and the other fitted the right foot. After being together for many years, the little boy who owned the boots lost one. The other boot was very sad because he missed his friend and the little boy wouldn't wear him anymore. One night the good fairy came to visit the sad boot. She told him that she would put a magic spell on him and he would be able to go wherever he wanted. This made the boot very happy. From then on wherever the magic boot went the cars would hoot their horns and the trumpets would toot. When the magic boot went into the country he met a cow and asked the cow if she had seen a boot that looked exactly like him. The cow said, "moo, no I have never seen another boot like you." The magic boot wondered on until he met a goose. He asked the goose if she had seen the other boot. The little goose said "Yes, I have seen a boot like you not far from here." The magic boot was very happy but it started to get dark. So, the magic boot waited until the moon shone light all over the country and there on a hill was the other boot.

The boots are now a pair again but the spell wore off the magic boot and he can no longer travel everywhere.

But, perhaps you have a boot that was once a magic boot.

APPLICATION TO READING:

1. Blackboard words used in story.
Children identify the words.

boot
hoot
toot
moo
goose
moon
foot

2. Sentences with a missing word. Children match flash cards in the appropriate spaces.

e.g. On top of the house is a _ _ _ _.

roof

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Revision of words from previous lesson.
2. Matching activity.

Have a large chart with digraph words written on it. Children match flash cards on the chart.

- a) Teacher chooses child and word.
- b) Child finds correct word and matches on chart.

WRITING PRACTICE:

1. Words written on board by teacher. Children asked to write word on board.
2. Stencil sheet - children fill in missing word.

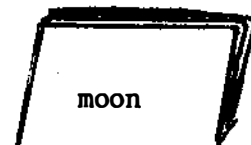
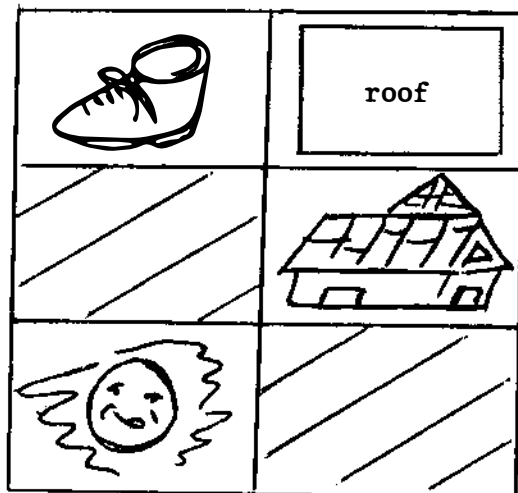
e.g.

<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">roof moon boot</div>
<p>1. The _ _ _ _ is on top of the house.</p> <p>2. The cow jumped over the _ _ _ _ .</p> <p>3. The red _ _ _ _ was in the bed.</p>

INDIVIDUAL/SMALL GROUP ACTIVITY:

Word - picture - bingo.

Children match word on picture as it is called. Making use of tape, Headphones, teacher instruction. Play as normal bingo.



INTRODUCTORY LESSON

DIGRAPH: ar as in car

SUITABLE WORDS: Mark, far, start, car, park, dark, carpet,
star, tar, bar, farm, cart, card, garden.

STORY:

Yesterday, my friend Mark and his Mummy and Daddy went shopping. They were going to walk because the shops were not far away. But it started raining and they decided that they had better take the car.

Mark's Daddy parked the car, and off they went to do the shopping. When they walked into one of the shops Mark saw some toys and asked his Mummy and Daddy if he could have a look at some of them. Mark had a look around he liked all the toys, but his favourite was the teddy. This teddy was very lucky for he had a dark green jacket and a pair of green trousers.

"Come along now", said Mark's Mummy, "we must choose the new carpet for your bedroom." Off they went to choose some carpet. Mark saw lots of nice carpets, but the one he chose was dark blue carpet with silver stars.

After Mark's Daddy had paid for the carpet, they all went back to where Mark had seen the teddy, and as a nice surprise for being a good boy, Mark's Mummy brought him the teddy.

APPLICATION TO READING:

1. Placing the digraph words into sentences

i.e. I saw a star in the sky.

 I went out in the car.

2. Filling in a sentence with a digraph word.

 It is _ _ _ at night.

 _ _ _ _ is a boys name.

3. Children thinking of their own 'ar' digraph words. These can be written on the blackboard. The children can then look at them and learn how to read them.

PRACTICE LESSON

FURTHER READING PRACTICE:

1. 'I - Spy'

Teacher writes a word on the blackboard and says "I spy with my little eye, something that we keep jam in." The children look at the word and around the room until they arrive at the correct answer.

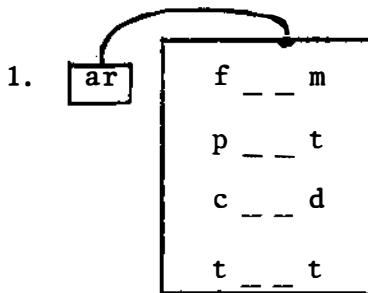
2. 'The Parcel'

The teacher has a cardboard box. In this cardboard box she places a flash card with a digraph word written on it. The child then reads this word and tells the rest of the class what is in the parcel.

WRITING PRACTICE:

1. Using word from the list, write it on a flash card. Then write a sentence (or series of sentences) on the blackboard. The child then chooses the correct card to complete the sentence. He writes the word in the space using the card to help him as necessary.

INDIVIDUAL/SMALL GROUP ACTIVITY:



A card with a central movable card (attached to a length of string) bearing a digraph. The small movable card is drawn down the length of card combining with the letters printed on the card to form words. These are copied and illustrated.

2.

start	farm	mark
dark	cart	hard
card	far	star

cover words with a counter

Six boxes containing in each a phonic word. 24 smaller cards each bearing a different word to be drawn from a box one at a time and named by the leader (each word appears three times) Three different children place a counter on their cards as the leader names each word. The first to have six words covered is the winner if he can read them back.

INTRODUCTORY LESSON

DIGRAPH: (with key word) ay as in tray

SUITABLE WORDS: tray, say, may, away, play, day,
lay, bay, bray, hay, gay, pray,
stay, way, sway.

STORY:

It was a fine day, the sun was shining and the sky was blue. Jill and John were up early, and asked their mother if they could go for a picnic today. She said it was a good idea, and that they could choose where they wanted to go to have the picnic. They said they wanted to go far away, maybe to a field or a meadow, where there was lots of room to run and play.

Mrs Brown packed a picnic lunch with sandwiches, lemonade and fruit, and remembered the tray of cookies, she had in the oven. She decided to put some of them in the lunch basket too. Then they were ready to go.

They drove for a long time, before they came to a meadow, where they saw lots of bundles of hay, and horses and cows. "May we stop here and have the picnic?" asked John. "Alright, it seems very nice here", said Mrs. Brown. So they unpacked the car. Jill helped her mother to lay down the rug and John brought the picnic basket.

After lunch, Jill and John met farmer Jones, who allowed them to feed the hay to the horses. Jill and John had lots of fun trying to count the horses and the cows, because the animals kept moving around.

After a while, it was time to go home. Jill and John were very tired. When they got home, they had a quick dinner. Then it was time to say a prayer, and into bed.

"Goodnight Mummy. Thankyou for the lovely picnic", said Jill and John. They went straight to sleep.

APPLICATION TO READING:

1. Blackboard words from story: day, hay, tray, play.
2. Have matching cards

hay

 for children to match and read.
3. Take 3 or 4 sentences out of the story, and have words containing the digraph missing. Children will complete the sentence with matching flash card.
e.g. Jill help her mother to _ _ _ down the rug.

lay

4. Ask children to suggest additional words containing the digraph and blackboard them.

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Word Games:

Postman - Have flash cards containing (ay) words in envelopes. Choose a postman, and have him/her distribute the letters. Children read the words in turn.

Guessing Game - While one child is not looking, another child points to one of the (ay) words on the board or chart. The group takes good note of this word. At the word "ready", the first child proceeds to point words one at a time asking "Was it?" The group responds "No" or "Yes it was". The child who guessed correctly, then chooses another child to guess.

2. Reading of sentences:

- a) Sentences for reading on chart, blackboard, cyclostyled sheets or strips.
- b) Uncompleted sentences on board, different from those used in the Introductory lesson.

WRITING PRACTICE:

1. Children complete sentences by printing (ay) words on the blackboard, charts, cyclostyled sheets.
e.g. See the tr_ _ of cookies.
2. Children copy list from the blackboard and draw picture.

INDIVIDUAL/SMALL GROUP ACTIVITY:

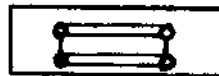
1. Tops and Tails:



pairs of cards. Children match word and picture.

2. Lotto: Master card containing either picture or word in boxes
Have matching small cards with picture or word.

day	
tray	
play	



INTRODUCTORY LESSON

DIGRAPH: ing as in ring

SUITABLE WORDS: ring fling sting
 sing thing bring
 king swing wring
 wing cling

STORY:

Hopping along a winding path, Mark looked to the trees to see a pair of wings fluttering over a statue. In the garden the statue seemed very big. It was a statue of a King. The flowers had grown all around him. The King sat on a large chair with his arms outstretched. He wore a large ring on his finger. Above him flew a bird with a hurt wing. Among the many coloured flowers were bees. Bees can sting, so Mark walked on. Nearby were the swings, Mark ran over to use them. He sat on the swing and began to sing because he was happy. Then he heard a bell ring. It was time to go.

APPLICATION TO READING:

Games & drilling - reinforcement of digraph.

Flash cards of digraph word and suitable words with matching pictures.

ring



wing



king



PRACTICE LESSON

FURTHER READING PRACTICE:

1. Teacher directed games.
Pictures of simple words including digraphs.
e.g. ring, King, wing.

matching strips for each e.g. ring

for children to see that it matches ring

2. Complete the sentence. Provide flashcards for missing 'ing' words or children write the word on the board.

The _____ wears a crown.

Mother wears a _____ on her finger.

The bird has hurt its _____.

WRITING PRACTICE:

1. (cylostyled sheet)



r _ _ _



k _ _ _



w _ _ _



s _ _ _



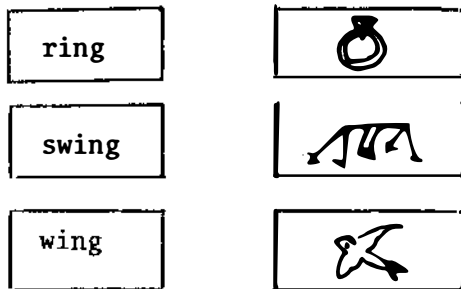
sw _ _ _



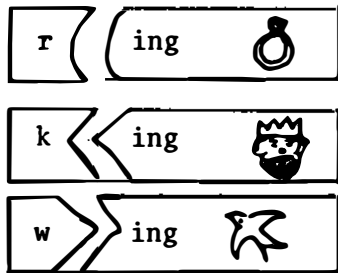
d _ _ _ dong

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Several sets of matching picture/word cards.



- 2.



INTRODUCTORY LESSON

DIGRAPH: "ing" as in ring

SUITABLE WORDS: wing thing bring cling fling king
sing spring swing sting string morning
 nothing

STORY:

One day Susan was playing on the swing in the park. She was very happy because in a few days it would be her birthday and she was allowed to have a party. Susan was thinking about all the nice things that she would have at her party. There'd be ice-cream, jelly, cake and lots of games to play. She would have the party outside because now it was Spring, the weather would be fine. Susan turned to her friend Jane and asked her if she had some ideas for her party. "Well", said Jane. "If we're going to have it outside we could play ring-aring-a-rosie on the lawn, that would be fun." "We could also sing some songs and other people have to guess what the song is, that's always fun to do." Just then Susan heard her mother calling. "We'd better go", said Susan. "It's getting late." Susan and Jane hopped off the swing and started for home. They had not gone far when Susan saw a small bundle on the ground. "It's a tiny bird", said Jane. "Something is wrong with its wing", said Susan. "I'll take it home and see if Dad can help it." Susan gently picked up the bird being careful not to hurt its wing. When her father came home Susan asked him to have a look at the tiny bird. "I think it has a broken wing", said her father. "Being Spring it may have fallen out of the nest while trying to fly. It will need a lot of looking after." "I will look after it and show my friends when they come to the party", said Susan. When Susan's party came the little bird was much stronger. Susan showed the little bird to her friends.

Susan was given some lovely presents. She was given a book, a ring and a necklace, a new dress and a king size rubber ball, which they all took outside to play with. When it was time to cut the cake all Susan's friends gathered round the table. When Susan had made her wish everyone joined in to sing Happy Birthday. Suddenly there was a loud laugh. "What's wrong?" said Susan. "Look", said Jane. "The bird is trying to sing too." Everyone laughed. It was such a funny sight!

APPLICATION TO READING:

1. Recall story, asking questions that will elicit words for black-boarding.
2. Have word cards for children to match and read.
3. Place three/four sentences on board which have a word missing. Choose a child to come out, choose the word card that most appropriately completes the sentence, and then all say the word and the sentence.

- e.g. 1. Put the _____ on your finger. ring
2. The _____ wears a crown. king
3. Our bird has a broken _____. wing

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Was It? Game. - teacher puts words on blackboard. While one child is not looking another one points to one of the words on the board. The rest of the group takes note of word. At the word "Ready" the child joins the group and proceeds to determine the word by pointing to a word and asking "Was it?" The group responds with either "No, it was not" or "Yes, it was" The child has three chances. At the end of this limit, the rest of the group says "It was" Another child is then chosen.
2. Musical words - distribute word cards among children as they stand in a circle or line. Cards are rotated as the music is played. When the music stops, the children with the cards read out their words.

WRITING PRACTICE:

1. Complete sentences in pads.

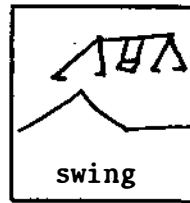
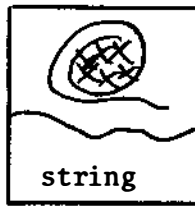
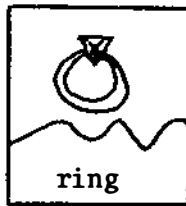
- e.g. I like to play on the _____. swing
Please _____ me my hat. bring
I like to _____ in the bath. sing
In the _____ I wash my face. morning

2. Children print words to teachers dictation.
*N.B. watch children's ability level here.

INDIVIDUAL/SMALL GROUP ACTIVITY:




1. Tops and Tails - have it self correcting by varying the type of cut - children match word/picture.

e.g.



2. Phonic Words - have master cards (covered with plastic)
Have pictures on left hand side, three words next to each picture.
Child to draw a line from the picture to the word that names it.

e.g.

	swing bring ring
	fling swing cling
	string morning wing

3. Phonic Bingo - Have master cards with words printed on. Have words printed on flashcards. One child to turn over and say each word on the card. The rest of the children see if they have the word on their card. If they have, they cover it with a button. The first one to cover all the words, shouts "Bingo", and he wins. Vary the words on each card.

wing		swing	
	ring		bring
king		cling	string

INTRODUCTORY LESSON

DIGRAPH: all as in ball

SUITABLE WORDS: ball, call, stall, wall, tall, fall, hall, small.

STORY:

Ken Smith lived in a new brick house with his mother and small brother. Ken was very lucky because he had a pet dog whom he named Spot.

One day as Ken was in the house, he found a ball in the hall. Ken looked down in suprise as he didn't know where the ball had come from. Ken was very excited and off he ran to tell his mother about the ball. Ken's mother was also suprised to see the ball as it looked new.

One day as Ken and his brother were playing with the ball, it bounced onto the road. So off he went to get it. Ken didn't hear his mother call him to come off the road. Just then he tripped and had a fall. Just as well there were no cars about and ken was all right.

That night, Ken's father, who was very tall, told Ken never to run after a ball that had gone onto the road again. Ken said he would never run on the road again. Ken's father had put the ball in the hall as he was going to play tennis the next day. Just as well the ball was still good. Ken liked the ball so much, Mr Smith decided to get one for his very own.

APPLICATION TO READING:

A piece of writing could be presented to the child but instead of including the digraphs in written form, they could be put in as pictures and the child could guess what the picture was for e.g.

Ken found a _ _ _ _



ball

also a flash card could be used and the child places the correct flash card to complete the sentence.

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Several sentences written on the board e.g. Ken had a f _ _ _ an hurt his knee. The digraph would be ommitted, but the child could use a flash card to put in the place.

e.g. Ken had a

fall

1. Another activity for further reading practice could be the drawings on the blackboard of the listed words

e.g.

ball



The child then chooses a word that goes with the picture. The use of flash cards used here. The child matches the flash cards with the picture.

WRITING PRACTICE:

A sheet activity such as small sentences where the child writes in the word with the correct words already given.

ball fall hall

e.g. Ken found the b _ _ _ in the hall.

Ken had a f _ _ _ and hurt his knee.

The h _ _ _ is a very big room.

This could be varied with on one letter clue given in each sentence e.g. 'b' so that the 'all' had to be inserted or vice versa.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Matching pieces could be used with the digraph.

e.g.



2. Word dominoes.

3. An illustration on one piece of card and the word printed on the other, and the two could be matched e.g.



INTRODUCTORY LESSON

DIGRAPH: all as in ball

SUITABLE WORDS: all call ball hall wall
 tall fall mall stall small

STORY:

All was quite in Mr Tinkers toy shop. The moon shone down through the windows, so the toys could be faintly seen. Earlier on during the day the toy shop had been full of the hustle and bustle of children and people. The toys became quite exhausted, especially when the children picked them up and put them down many times during the day.

In the corner of the shop by the wall on a small shelf sat a brightly coloured ball. He was thinking to himself how wonderful it would be if all the toys could speak and move about. Suddenly a wave of bright lights sprinkled over ball and all the other toys. Slowly they began to stretch. Their arms and legs began to move. All the toys could speak and ball could bounce up and down all by himself. The toys shouted "Look at ball. He is magic. Let's call him Magic Ball".

Ball was so pleased. He smiled at all the toys. He liked the name Magic Ball. Then Magic Ball called out "Silence, silence, everyone. I don't know how this happened, but instead of wasting time lets have a toy party." All the toys shouted out "Oh yes, lets do have a party." And so the toys climbed down from the shelves. The tall toys helped the small toys who were sitting right up high on the shelves, get down to the floor. They didn't want anyone to fall and hurt themselves.

They all danced to the music and sang songs. Magic Ball bounced up and down and sang loudly too. He was very happy and even happier when he found a large bag of lollies behind the counter. "Look everyone",

cried Magic Ball. "A bag of lollies". There is just enough for all of us to have one each."
"Oh you are so clever Magic Ball", shouted the small car. "Three cheers for Magic Ball. Hip hip hooray, hip hip hooray, hip hip hooray."

Even though Magic Ball was having a good time, he wondered when the magic spell would end. Just then a bright sprinkling of lights could be seen. All the toys knew it was time to return to the shelves. One by one the toys climbed up the shelves and sat back down in their places. Magic Ball quickly tidied up Mr. Tinkers shop and bounced back to the corner by the wall.

All the toys were not sad, instead they were happy because they had had such a wonderful time. Thanks to Magic Ball.

APPLICATION TO READING

Place on the blackboard a short stanza of reading; about three sentences; with words missing. From the story isolate or take out three "all" words and write these on cards. For example the three words being -

ball call small

1. The teacher must firstly read through the sentences with the children excluding the missing words.
2. She must show the three cards and read the words one by one.
3. Then choose a child to come out and find the right card to fit into the missing space.

- | | | |
|---|---|-------|
| 1. The _____ bounced up and down. | <table border="1"><tr><td>ball</td></tr></table> | ball |
| ball | | |
| 2. In the toy shop there was a _____ car. | <table border="1"><tr><td>small</td></tr></table> | small |
| small | | |
| 3. The toys said, "Lets _____ him Magic Ball. | <table border="1"><tr><td>call</td></tr></table> | call |
| call | | |

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Steal a Card

Teacher directed - Print eight to ten "all" words on flash cards. To make more interesting have cards in different shapes. Place cards along bench and read through with children several times. Direct the children to close their eyes and put heads down as you "steal a card". Hold the card in front of you but so children cannot see the word. When they hear "Which card have I stolen?" children look up and try to find out which card is missing. If a child identifies the word correctly turn the card to the group and ask "Have I ...?" If the group responds, "Yes you have" then the child who identified the word has a turn to steal a card. She begins by saying, "Close your eyes and put your head down".

2. Word Champions - incorporate noughts and crosses game.
Have two identical lists of words on the board. Put in a different order. Select two children, giving each a "pointer". As you call a word the children point to it in their lists as fast as they can. One child is nought the other crosses. The child who wins either scores a nought or cross. When the team gets either three crosses or noughts in a row they win

e.g.

x		o
x	x	x
		o

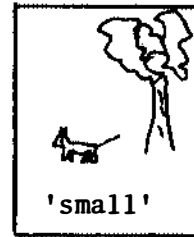
crosses team win.

x	o
ball	tall
call	hall
tall	ball
hall	call

WRITING PRACTICE:

1. From the story isolate a list of "all" words and write on blackboard. Children can read these through several times. Also on blackboard have at least three or four sentences with missing words. For reinforcement of the missing word have a picture which is a clue to the sentence. Under the picture have the missing word printed. The children read the sentence and put in the missing word. The teacher then selects a child to come to the blackboard and print in the missing word. The child can copy it from the list on the blackboard.

e.g. It is a very _____ dog.



'small'

2. Another activity for writing practice is to have several words on flashcards. On the board are written three or four sentences with missing words. The teacher could select two children. One to find the correct word and one to print it in on the board.

e.g. Mother heard John _____ Jane.

tall	call	ball	stall
------	------	------	-------

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Have a number of words printed on flashcards. Six to ten 'all' words. With a small group show each word one by one and draw attention to a particular word. e.g. the word 'call' Ask children to watch carefully and respond in various predetermined ways as they see the particular words. For example, when the word 'call' is shown, the children clap. Choose another special word and repeat in the same way, but this time the children might nod their heads.

2. Display the cards one at a time, allowing adequate time for all the children to see the words. Call on the child to name the word which was shown and give him the card if he is correct. Proceed until all cards are distributed. Children hold cards to chests so they are not visible to you. Now recall the cards by remembering them and the children return the card to you if you name the words they have. To make it more interesting you show the children that it is hard to remember what the words were, even to the extent of 'giving up' or saying the wrong word. As you retrieve each card from the children, hold it up for the class to check.

3. Stepping Stones - Puddles - "All" word cards.

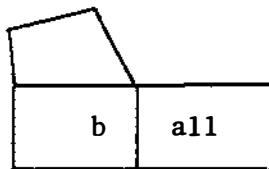
Use ordinary word cards, or puddle - shaped ones, and place in a column on the floor, with paces between each card. The group sits along the sides of the "road" or "stream" so they have a good view of the words. Children are selected to "cross" the "road" or "stream" without getting wet. If a child hesitates in reading a word as he steps along, the group may clap and say "splash", but the child must pick it up and have a good look at the word and try to say it. He then returns it to the floor.

4. Small Group Activity - Bingo

Four to six children in a group. One acts as a leader. Other children have a card each containing "all" words and other words. Leader has a master sheet containing a list of "all" words. As she calls each word out the rest of the group places a counter over the word if it is on their card. When one of the children's card is full or all the "all" words have been covered up then they call out Bingo or "all".

ball	call		small
	fly	top	tall
fall		big	

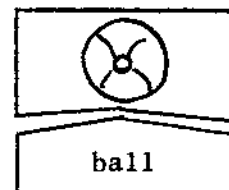
5.



on flaps other initial letters

e.g. sm, c, t, h, f, st.

Individual Activity



Other cards like these could be made. eg. small, stall, tall, fall.

INTRODUCTION LESSON

DIGRAPH: ir as in bird

SUITABLE WORDS: bird girl first third skirt shirt

STORY:

A small black and white bird sat on the tree and called to his friends. Chick a chee. The little girl sat up in bed and looked through the window at the pretty bird. He wagged his tail and hopped about.

First on one branch, then a second, on the third branch he found his first food for the morning. The little girl jumped out of bed to dress herself. She looked for her clothes and although she found a skirt she could not find a blouse. When she noticed her brother's shirt on the chair she borrowed it to wear with her skirt. First she put on the shirt, second the skirt, third her shoes.

Now she would be first outside with some bread crumbs for the little black and white bird.

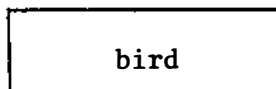
APPLICATION TO READING:

Incomplete sentences on blackboard (with pictures or drawings). Ask children to provide word to complete these sentences. They can do this first by orally giving the word, then by attempting to isolate the word from a set of large, clear word cards. These cards could be of two types.

a.



b.



Sentences.

1. Can you see the bird in the tree?
2. Christine's skirt is dirty.
3. Sit down in the first chair.
4. David came third in the race

PRACTICE LESSON

FURTHER READING PRACTICE:

girl strip first		girl goat stir	
skirt shirt sport		first bird ship	

Can be work cards with word cards for matching. Could be incorporated into worksheet for individual work.

2. Match the word to picture, using matching word cards.

WRITING PRACTICE:

Included or separately on another worksheet.



Here is a

bird

b _ _ d



This is a

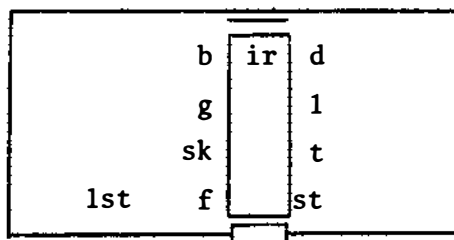
girl

g _ _ l

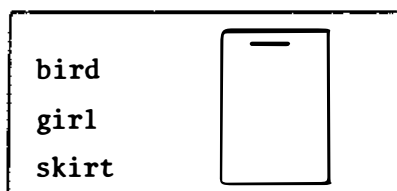
The child to trace the letters then complete the word in places shown.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Word cards, using central movable card (this can be attached to length of elastic) and bearing digraph to be moved up and down to form words. Children to put each word in short sentence.



2. Cards with list on left hand side. Paper stapled to right hand side. Children copy words then tear off piece of paper and using pads draw the picture and place word in sentence.



INTRODUCTORY LESSON

DIGRAPH: ir as in girl

SUITABLE WORDS:

girl	dirt	whirl
first	skirt	stir
third	thirsty	twirl
bird	fir	flirt
shirt	chirp	sir

STORY:

One day Ann was looking through some magazines, she saw a picture of a model wearing a lovely skirt. Ann asked her Mummy if she could have a new skirt just like the girl in the photo. Mummy said that she could if she helped her with some chores first.

"The bird is thirsty," said Mummy, "You must give him some water to drink." Ann fetched the water in a dish. Soon the bird flew down and took a drink. Ann watched him and then she went back into the house.

"The bird was very thirsty," said Ann. "He drank alot of water."

"Good girl," said Mummy, "Now you can stir this cake mixture for me." Ann used a big wooden spoon to stir the mixture. When she had finished she called Mummy.

"Well, you have worked hard for a little girl!" said Mummy, "You may have your new skirt."

Later in the afternoon they went to the shops. There were so many to choose from, Ann didn't know which skirt she liked best. Finally she chose a bright green skirt. Ann was a lucky little girl.

APPLICATION TO READING:

The new ir words which appeared in the story would be charted as shown below. (You could also make a set of matching strips).

- i. Children read words on the chart.
- ii. Children match words and read.

<u>ir</u>
<u>skirt</u>
<u>girl</u>
<u>first</u>
<u>thirsty</u>
<u>bird</u>
<u>stir</u>

<u>skirt</u>

(matching card)

PRACTICE LESSON

FURTHER READING PRACTICE:

A teacher directed word game. A whole class activity.
Uncompleted sentences on a chart - missing words are those on cards used in the Introductory Lesson (Application to Reading).
i.e. printing for sentence chart and word cards need to be the same size.

Sentence Chart

* matching word card.

Ann is a little * <u>girl</u> .
We use a spoon to .
I would like a new . to wear.
I am . in line.
We have a pet .
I am .

The missing word cards would be displayed (e.g. on blackboard ledge) where the children could see them. The teacher may need to clue children when asking them to complete the sentences. Children place missing words onto the chart.

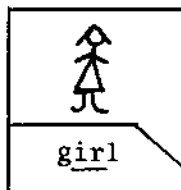
WRITING PRACTICE:

1. Teacher asks "Who can remember some of the ir words in our story?" (Teacher may have to clue the children). As the words are given, the teacher blackboards them. Afterwards, children copy words in pads.
2. Teacher has pictures of ir words. (These could be pasted on a chart). Children are selected to write the names of words underneath the picture.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Pairs of cards. Children match word and picture.

e.g.





2. Card with list of ir words written down the left hand side and sheets of pad paper down the right hand side (these are stapled onto the card). Child copies the list of words, illustrates them, and tears the page off so that the card is ready for the next child.

bird	
skirt	
girl	
first	
thirst	
stir	

sheets of pad paper
stapled on here.

3. Choice. Master card with picture and three words for each picture. Children write correct word and illustrate.

e.g.

	first third bird
	stir girl thirsty

INTRODUCTORY LESSON

DIGRAPH: ir as in girl

SUITABLE WORDS: girl birthday first third skirt
 frim fir bird chirp

STORY:

Shirley was a little girl who lived in a house on the side of a mountain. Today was her birthday and her mother and father had given her many presents.

The first present that Shirley opened was a book, the second was a skirt which was soft and warm, but the third present was the most exciting, it was a sledge.

Shirley quickly dressed and rushed outside where the snow lay thick on the ground. Slowly she pulled her sledge up the hillside through the snow. The snow was very firm and that meant that she could slide down the snow on her sledge. If the snow wasn't firm she would sink into it.

Shirley sat down on her sledge and pushed on the snow with her hands. Off she went down the slope. When she came to a stop she could hear a little bird whistling and chirping. The girl looked up into one of the tall fir trees that were covered in snow. There up on one of the branches of the fir tree she could see the little bird sitting and looking at her.

Shirley thought that the bird must be awfully cold so she tried to catch it so that she could take it home with her. But when she got close to it, it flew up into the air and off into the tallest fir tree that Shirley could see. So Shirley hopped back onto the sledge and slid down to her house, where her mother had just baked a special cake for Shirley's birthday.

APPLICATION TO READING:

1. Sentences can be blackboarded with spaces left for children to choose the correct word from the story.

e.g. Shirley was given many present for her _____.

2. Several words may be printed on cards and the correct word may have to be chosen.

e.g.

shirt

whirl

bird

Shirley saw a _ _ _ _ up in the fir tree.

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Stepping Stones.

Pieces of paper in the shapes of stepping stones have words printed on them. These are laid on the floor. One child has to step from stone to stone reading as he goes. Other children watch to make sure that the child is right and then they read the word.

Several children have turns at this.

e.g.



2. Sentences are blackboarded. Individual children read a sentence. Other children are asked to find the word that has the 'ir' sound in it and underline it.

e.g. The girl sweeps up the dirt.
Jan washed up all the dirty dishes.
Paul will stir the soup with the spoon.
The little bird flew up into the fir tree.
Jack came third in his race.

WRITING PRACTICE:

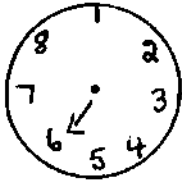
1. Children complete sentences that are blackboarded by filling in the correct word. Word list supplied.

e.g. Jenny got a watch for her _____.
Shane is wearing a blue _____.
The _____ lives in a tree.
My shorts are _____.

2. Clock Face Game.

One large clock face with words accompanying numbers. A child spins the hand. Everyone says that word then prints it.

e.g.



1. bird	5. third
2. first	6. whirl
3. girl	7. dirty
4. birthday	8. thirsty





INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Spinning Word - Cut hexagon cardboard. Child spins and calls words





2. Making Sentences - Phrases plus one word and picture in 2 envelopes.

e.g.

I see a	girl	
	bird	
	skirt	
	shirt	

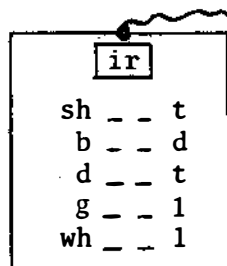
3. Picture of an object at left of paper - 3 sentences of 3 words of similar appearances in key position. Child draws line from picture to correct sentence.

e.g.

	This is a shirt.
	This is a skirt.
	This is a sheet.
	This is a bird.
	This is a book.
	This is a bead.

4. Digraph word card.

A card with a central movable part (attached to a length of hat elastic or string) bearing a digraph. The small movable card is drawn down the length of card combining with the letters printed on the card to form words. These can be copied and illustrated.



INTRODUCTORY LESSON

DIGRAPH: oa as in coat

<u>SUITABLE WORDS:</u>	coat	throat	coast
	boat	toast	cloak
	float	boast	croak
	moat	roast	oats
	goat	soap	loaf

STORY:

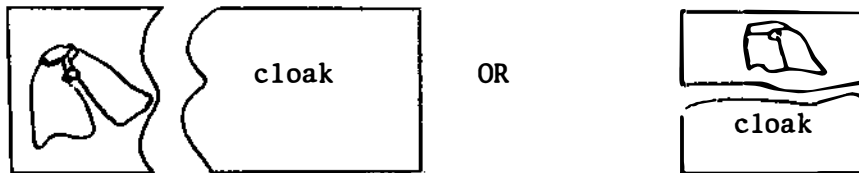
When Billy woke up one morning the sun was shining brightly. Billy got up and dressed, then he went down to the kitchen where his mother was cooking toast. He asked his mum, if, because it was so hot, they could go to the coast. Mum thought that was a good idea, so she packed a loaf of bread and some roast chicken and off they went.

Billy could not swim very well so mum taught him how to float. Billy practiced for a while then he became tired so played in the sand. He scooped sand out and filled the ditches with water, like a moat around a castle.

After Billy had finished his lunch he did not want to swim anymore so he sat on the edge of the water and played with his boat. Soon after Mum took Billy home. It had been a good day for Billy at the coast.

APPLICATION TO READING:

1. Matching; self corrective small jig-saw type cards



2. Small cards with a division line. Pictures of articles on one side - space on the other side for matching.



PRACTICE LESSON

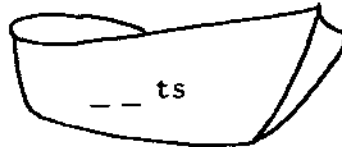
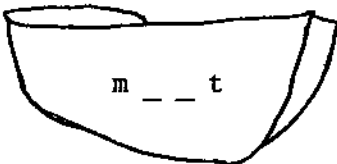
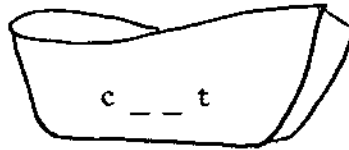
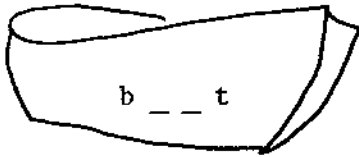
FURTHER READING PRACTICE:

Words on one card, pictures on another. Children match words and pictures. One set of cards placed on blackboard ledge, others given to children who come out and match to one on ledge.



WRITING PRACTICE:

(Cyclostyled sheet)



Children put in the missing word.

1. The boy took his toy _ _ _ _ to the sea.
2. On a cold day I wear my _ _ _ _ .
3. The castle had a deep _ _ _ _ around it.
4. We feed the horses on hay and _ _ _ _ .

INDIVIDUAL/SMALL GROUP ACTIVITY:

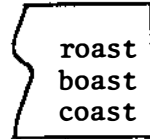
A large card with 9 boxes. At the foot of each box is printed a word. Into the space above each word is placed a matching picture card.

coat	boat	loaf
cloak	roast	toast
goat	throat	oats



Small cards have pictures on them. Match picture with word.

Cards cut vertically jig-saw style, cut into three piece; on one piece have a picture; on another have the word matching that picture; on the third have three different words with the same digraph.



INTRODUCTORY LESSON

DIGRAPH: oa as in goat

SUITABLE WORDS: goat boat soak oak moat oat
 float toast soap roast loaf coat
 moan loan coach

STORY:

Tom billy goat lived on a farm. He was a white goat with a black patch over one eye. Sometimes, Tom got bored and when he felt bored, he always ate and when he ate, it was usually something that did not belong to him. This meant he was often in trouble.

One day the farmer and his family were out and Tom didn't have anything to do so he was bored. Before he knew what had happened, naughty Tom had eaten the rope that tied him to the fence. Now he could walk around the farm.

He walked over to the clothes-line where Mrs. Farmer had been busy that morning hanging out her washing to dry. Tom knew she had been very busy soaking and soaping the farmer's dirty clothes to make them clean again and he thought they looked rather nice hanging there on the line. Oh dear! The red coat and black trousers tasted so delicious!

Next Tom roamed into the barn. Here he got into more trouble because he found a bag full of oats and he just had to eat the whole bag full. Next, he found a loaf of bread cooling at the kitchen window and a nice roast of chicken which he quickly ate.

Just then, Tom had a terrible tummy-ache and began to moan. He felt sick because he knew he would be in a lot of trouble when the farmer found out he had eaten his best coat, a bag full of oats, the loaf of bread and the roast of chicken all within half an hour!

APPLICATION TO READING:

Children to look at three sentences of story containing "oa" sounds on blackboard. Children to choose correct flash card to correctly complete the sentences. e.g.

Tom ate a red c o a t.

There was a l o a f of bread.

Tom found a bag of o a t s.

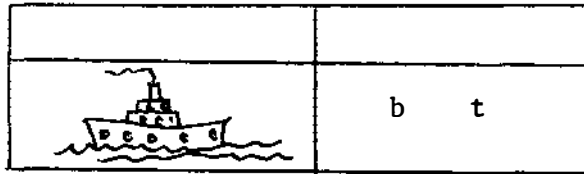
Missing word in sentences to be linked to boarded words and flash cards.

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Children to be given phonic activity
i.e. A master card with small cards having digraphs to be placed into the relevant spaces. This is self corrective because the cards should have matching coloured spots on the back of the digraph cards.

e.g.



oa

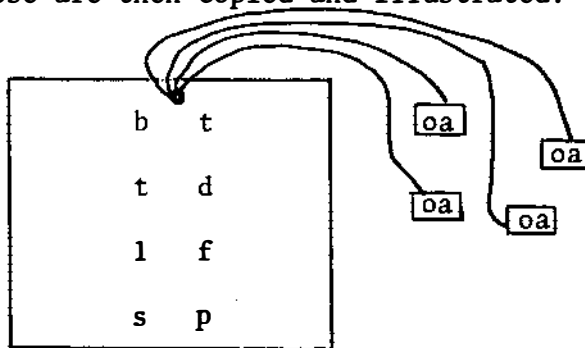
card to fit space, therefore must be smaller but printing same size.

2. Stepping Stones: place flash cards in a line.
Children walk across stepping stones saying each word. If word is not known they have fallen in "water" and must commence again.

WRITING PRACTICE:

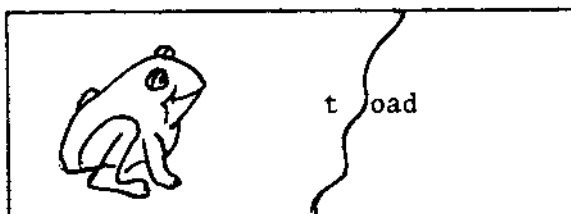
1. Children asked to print on blackboard as teacher pronounces them, or display relevant pictures.
2. Children could complete phonic activity - a card has a central movable card (attached to a length of hat elastic) bearing a digraph. The small moveable card is drawn down the length of the card combining with the letters printed on the card to form words. These are then copied and illustrated.

e.g.



INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Children to complete phonic activity. Cards cut vertically in a jig-saw pattern fashion. On one side of card a picture and initial letter of the digraph word should appear, and on the other side, the completion of the word. There should be nine cards per box containing words and pictures of: roast; float; load; coat; loaf; toast; soap; boat; road. Another word could be toad.



2. Another phonic activity could be number 26 (a) where the cards have lists of words down the left side and sheets of pad paper stapled to the right side - child copies the lists of words, illustrates them and tears the page off so that the card is ready for the next child. This type of exercise is suited to any stage of the Word Study Program from single phonics to structural analysis.

oa	
float	
coach	
loan	
coat	

INTRODUCTORY LESSON

DIGRAPH: oa as in coat

SUITABLE WORDS: coat, boat, goat, float, moat, coach, soap, soak,
road, roast, toast, oat, throat, load, toad,

STORY:

Damian put on his brown coat and went out to his coach. He loaded it up with food he was taking to the King and started off down the road. On the way Damian passed a field filled with grazing goats. Next to the field was the King's castle, surrounded by a moat. Sitting next to the moat, in the middle of the road was a big toad. Damian stopped the coach and asked the toad to move, but the toad said no-one was to enter the castle because the King was ill and he didn't want to see anyone.

Damian said, "But I must because I have to give the King this food." The toad croaked a loud "NO".

Damian thought hard to himself.

"Tonight while the toad is asleep I will borrow a boat and float across the moat to the castle.

Very quietly he climbed into the boat and loaded all the food. Soon he was at the castle and unloaded the boat and carried the food to the King. The King was so glad to see him because the big toad had stopped anyone entering the castle, so the King would starve, then the toad could become King. Damian had saved the King's life, and the King was so happy that he made Damian a prince. Damian was then given one special wish, and he wished the toad, would change to become their friend, and they all lived happily together in the castle.

APPLICATION TO READING:

This can include a discussion about the story, the teacher can ask questions about the story printing the children's answers on either strips or on the blackboard and then ask both individuals and the group as a whole to read the sentences.

Flash cards can also be made with the oa words.

e.g.

coat

coach

these can be used for drilling of the digraph.

Matching of these with a large chart can also be done.

Additional sentences examples

Put on your raincoat before you go to school in Winter.

I had two poached eggs for breakfast.

Cinderella went in a coach to the ball.

Children read sentences from the blackboard and individuals underline the special word.

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Bingo -

boat	soap
moat	toast
oats	coat

Children each have a sheet with six words on it. Teacher calls out words from a master sheet. Children use counters to place on words as they are called out. When one child has a full sheet he then calls "coat".

2. Read and draw pictures:

I wash with soap.

This is my coat.

I like hot toast.

I have a green boat.

I fell in the castle moat.

3. Have sentences written on blackboard, with blank spaces for oa words. Using flash cards, ask children to read sentence and find the correct flash card for the space.

e.g.

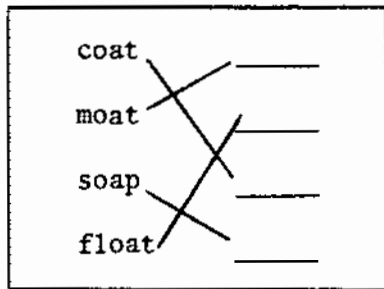
My dad went fishing in his boat.

I would like a ride in a coach.

The load was heavy.

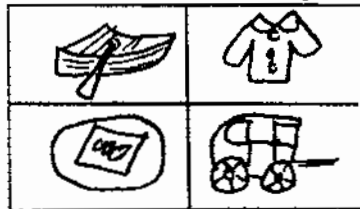
WRITING PRACTICE:

1. This can be reinforced by use of a stencil, having children trace over word as shown on stencil or copy word as shown below.



Where children follow the lines and reproduce the same word on the line.

2. Children can also make up their own sentence using given words from blackboard and writing them.



children can print words under pictures.

3. Children can fill in missing words on stencils for example.

I would like a ride in a b o a t.

I have a sore t h r o a t.

The t o a d c r o a k e d loudly.

Trace words and colour pictures.

coat



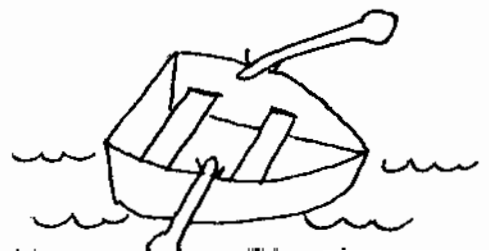
roast



soap




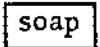


boat



INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Concentration - (small group)

Pairs of flash cards are used.

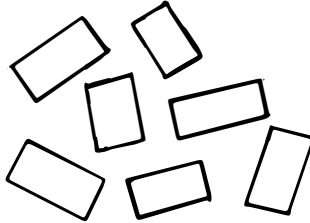
either			words
or			pictures

As many pairs can be used as wanted.

(Perhaps the 15 words containing the sound/symbol relationship oa)

All cards are shuffled and placed upside down individually.

e.g.

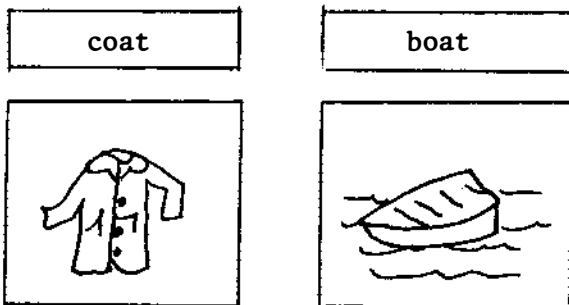


In turns, each child picks up 2 cards if they are a pair he keeps them, if not they are replaced. This is a memory game. The winner is the one with the most pairs at the end.

2. SNAP can also be played using the above set of cards, by dividing the No. of cards evenly amongst the number of players. In a clockwise or anti-clockwise direction cards are placed in the centre face up. If a pair turns up consecutively then the quickest person to say SNAP! placing a hand over the cards takes the centre pile and so on.

3. MATCH PICTURE WITH WORD NAME:

Children match the set of words with the set of pictures and check by a self corrective means e.g. a star shape on back of both parts of the pair.



INTRODUCTORY LESSON

DIGRAPH: i - e as in kite

SUITABLE WORDS: kite, termite, white, site, shine,
hide, time, line, smile, outside.

STORY:

The wind was very strong outside and Keith decided that it was the chance he needed to have his first try at flying his new kite.

"Mum", he said with a big smile on his face, "I am going outside to fly my kite."

"Wait", replied his mother, "I will make you some lunch to eat while you are away. Also you will have more time if you don't have to come home for lunch."

"Thanks, Mum", said Keith and he ran to the bedroom to collect his kite. It was very beautiful indeed and in Keith's favourite colours, blue and white. Dad had already shown him how to hold it out in the wind by the line so he was very willing to see how it flew.

Keith looked out the window and saw that there was already lots of people outside with the same idea.

"Boy", he said to himself, "I had better hurry because soon there might not be enough room in the sky for my kite."

"Lunch ready?", shouted Keith as he raced into the kitchen to where his mother was.

"Yes dear", she replied.

"Thanks, I think I'll need a bite to eat", and Keith raced out the door into the wind. It was very strong and he found that he had to hold his lunch and kite very carefully because they would blow away. Very soon he found a sheltered place for himself to stand and fly his kite near a new building. All day he enjoyed himself very much.

APPLICATION TO READING:

1. Tell story about kite again showing word cards or blackboarding the digraph words.
2. Have appointed children identifying words when they are said by a teacher.
3. Delegate children to match words with the same blackboarded word.
4. Children could think of other words that would sound the same as the digraph base word e.g.

kite - white, shine - nine. etc.

5. Have picture cards related to the events in the story with a sentence containing one of the digraph words. Children could read this, identify the word and perhaps match a word to it.

PRACTICE LESSON

FURTHER READING PRACTICE:

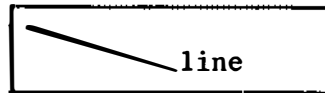
- (a) Reading new sentence filling in the missing digraph word.

e.g. (Blackboarded) kite, white, shine, line, mine,

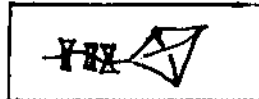
1. On a windy day I will fly my k i t e.
2. My father has a w h i t e car.
3. This d o g called S a n d y is m i n e.
4. I have a fishing l i n e.

- (b) Words with pictures to be identified by the children. This can be blackboarded or on cards.

e.g.



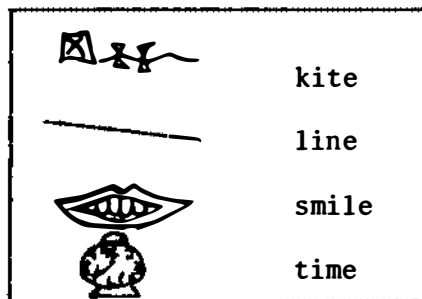
- (c) Picture and words to match with words on the board.



WRITING PRACTICE:

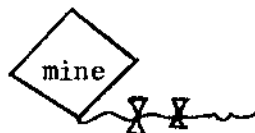
- (a) Have children write nominated words on the board. They could be nominated by the class and watched for any errors.
- (b) Blackboard or handout a list of illustrations and have a space for the children to write the digraph word beside the picture or in blackboarded situation on the board.

e.g.



- (c) Have cardboard kite faces with digraph words. Have children read the word then write it in a sentence.

e.g.



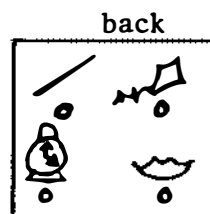
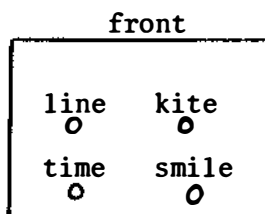
This book is mine.

INDIVIDUAL/SMALL GROUP ACTIVITY:

Individual

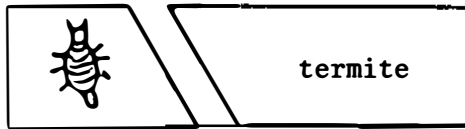
- (a) Cards with words on front and picture on the back with a pencil hole underneath word to serve as a check to the child as to the correct recognition.

e.g.






(b) Matching picture - word cards.

e.g.



(c) Sheets of triple word combinations with a picture choosing the matching word.

e.g.

	<div>line</div> <div>mine</div> <div>shine</div>
	<div>smile</div> <div>while</div> <div>file</div>
	<div>kite</div> <div>termite</div> <div>bite</div>

Group Activity

(a) Word Fishing - Groups catch fish cards and identify the word.

e.g.



(b) Postman Game - Envelopes with words or sentences printed on paper inside them. Children reading them and taking a turn of selecting the next letter.

e.g.



INTRODUCTORY LESSON

DIGRAPH: i - e as in kite

SUITABLE WORDS: pile, mile, tile, ride, hide, slide, bike, like,
hike, ripe, pipe, lime, fine, life, bite.

STORY:

It was a lovely day and John, Paul and Ray decided to go for a hike in the hills. Mrs Reed, Paul's mother, packed lunch for the boys. She gave them some sandwiches, a chocolate crackle each, some fruit and a lime drink. John decided to take his kite with him. The boys left at 10 o'clock and at about 12.30 they stopped for lunch. After lunch John set up his kite. He found a clear space and Ray helped him to get it into the air. Later on the boys packed up the kite and began to head for home. As they wandered down the hill Paul suddenly stopped. He thought he had heard a crying noise. John and Ray stopped and listened too. The sound was coming from a pile of rocks not far from where the boys were standing. They quietly walked across to have a

look. A small puppy had caught his leg between two rocks. Carefully John and Ray lifted the rock and Paul moved the puppy. When they arrived home Mrs. Reed suggested that they take the dog to the vet. The vet examined the puppy and told the boys that it belonged to old Mr. Graeme. He said that the puppy had been missing for two days but that it was not badly hurt. The boys returned the dog to the old man, who was very pleased that his dog was well and safe. He thanked the boys by giving them each a cake and a lime drink. The boys were pleased too because they knew that they had made someone very happy.

APPLICATION TO READING:

The boys had a _____ drink.

John took his _____ with him.

The teacher has word cards:

lime

kite

She chooses a child to come to the board. The cards are given to him for him to find the right words to fit into the sentence. Having decided which word belongs the child holds the word card in the space provided and the rest of the class reads the sentence. Shuffle the cards and repeat procedure for other sentences.

PRACTICE LESSON

FURTHER READING PRACTICE:

Teacher directed word game.

Display word cards along ledge. Children read these several times. Direct them to close their eyes and put their heads down, as you "steal a card". Hold card in front of you but so children cannot see the word. When they hear, "which card have I stolen?" children look up and try to find out which card is missing. If someone gets it correct the card is turned to the group and they are asked, "have I...". If the group responds, "yes you have..." then the child who identified the word has a turn to steal a card.

word cards:

hide

kite

hike

pile

lime

fine

these word be arranged in a single line along the ledge.

WRITING PRACTICE:

1. Teacher ensures words are listed on board:

e.g. hike fine kite lime pile tide

She now says a sentence: e.g. The three boys went on a hike. Leaving out one word (that underlined). The children are now asked what the missing word is and then one child comes to the board and prints the word, copying it form the teacher's list.

2. Children can print the words into their pads or onto the board, to the teacher's dictation, copying the spelling of the words from the list already on the board.

e.g. hike hike The boys went on a hike hike

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Children, seated at desks, copy the words from the board into their pads and illustrate each one. The i - e part of each word could be printed in a different colour in order to emphasize it.
2. Distribute word cards amongst a group of children as they stand in a circle. The cards are passed from child to child in a pre-determined direction as music is played or a song sung. When the music or song is interrupted, those children with a card read the word on it when indicated to do so.
3. Have two identical word lists on board but in different orders. Select two children from the group and give them a ruler. A word is called and children point to it in their list as quickly as possible. The first to touch a word scores a point. After a few turns the group counts the marks. The child who scores least selects another player to compete against the winner. (start with evenly paired children).

INTRODUCTORY LESSON

DIGRAPH: a - e as in gate

SUITABLE WORDS:

gate	late	made	fade	cake
brave	came	lame	same	tame
grade	mane	sale	gale	dame

STORY:

There once lived a boy called Toby. He was a lucky boy because he lived in a circus and looked after the elephants. However, he used to watch the brave lion tamer and wish that one day he could be like him and tame the lions. There was one particular lion, bigger than the rest, which had a big mane.

One night all the people came to see the circus and the music played and the bright lights shone, and the brave lion tamer was in with the lions. As he was guiding some of the lions through the hoops he turned his back on the big lion. Suddenly it sprang at him but the lion tamer was too quick and saw it just in time. He cracked his whip and ran straight to the gate and escaped.

After that Toby decided that he would continue to be an elephant boy and leave the lions to the lion tamer.

APPLICATION TO READING:

Short story printed on cyclostyled sheets and children asked to read story through and underline all words with a - e digraph.

PRACTICE LESSON

FURTHER READING PRACTICE

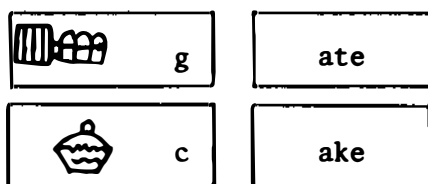
1. Sheets with simple sentences with a choice of three a - e words. Children to pick right one e.g.
Please shut the fade
 same
 gate
2. List of a - e words and pictures. Join line from appropriate word to picture.

WRITING PRACTICE:

1. Sheets with simple sentences with missing a - e words for children to fill in.
2. Copy words from board and illustrate beside it.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. One child has cards with hints on them e.g. "something good to eat" Children in group have cards with appropriate answer words on them e.g. "cake" Child with right word holds it up when hint is given.
2. Matching cards - one with a - e digraph word beginning and picture on, and matching one with remainder of word e.g.



INTRODUCTORY LESSON

DIGRAPH: a - e as in cake

SUITABLE WORDS: cake, snake, date, hate, late, bake,
made, lake, rake, take.

STORY:

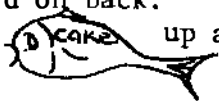
The date was Saturday 1st April. It was Kate's birthday. She was having a birthday party and had invited lots of her friends to come and play. She met the children at the gate of her garden and brought them into the house where they had plenty to eat. Kate's mother had made her a beautiful icecream birthday cake, but Kate's best friend hated icecream, so she had a piece of cherry cake that had also been baked. The children had lots of fun playing the party games outside in the garden. They didn't realise how late it was until they saw Wendy's mother who had come to pick her up. Wendy thanked Kate for inviting her to the party and said good-bye. Soon all the other children had gone home and Kate was left alone, but she had enjoyed this special day and there was still plenty of cake left over.

APPLICATION TO READING:

- (a) Re-read the story, children identify words with a - e.
Words blackboarded.
- (b) Matching word cards with blackboarded words.
- (c) Children add to list on the blackboard.
- (d) Children make up sentences with the words in or sentences on the board with matching a - e words. i.e. I had a cake.

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Fishing - fish have an a - e word on back.
A child reads the word and makes  up a sentence with it in.
Class then reads the word.
2. Flash cards - each child has card with an a - e word on it.
Teacher calls out "Who has 'cake'?" If the child recognizes it he puts it in the word box.

cake

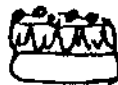
WRITING PRACTICE

1. Cyclostyled sheet - have pictures of a-e words, children fill spaces.



_ a _ e

2. As above leaving out the a - e.



c _ k _

3. Have sentences with blank spaces - words supplied at bottom of page.

e.g. I had _____ for my birthday.



INDIVIDUAL/SMALL GROUP ACTIVITY

1. Phonic word - matching - A large card with eight or more boxes. At foot of each box is printed the phonic word. Into each space above the word, is placed a matching picture card.

cake	gate	snake	date
bake	made	lake	rake
take	game	hate	late

2. Bingo - group activity

cake	gate	rake
game	snake	date

Child covers word as the leader calls them out.

INTRODUCTORY LESSON

DIGRAPH: a - e as in cake

SUITABLE WORDS: cake, make, made, plate, ate, scale,
came, bake, gate, late, name, shade, shape.

STORY:

It was a very cold winters day far too wet for Susan to go outside to play. She was only five and was not old enough to go to school with her brothers and sisters.

Susan's mother was busily doing her daily housework, when she was interrupted by Susan who wanted to ask if she could help.

Mrs. Clarke replied, "In a short while I am going to bake a cake for the children when they come home from school."

Susan was very pleased as she had never done any cooking before. It was not long before Mrs. Clarke had finished all of her work and was ready to begin making the cake.

"Before we can begin Susan we must gather all we need - flour, sugar, butter, eggs, flavouring as well as measuring scale, a big bowl, a tin and beaters.", said Mrs Clarke.

Mrs. Clarke had warmed the oven so that it was ready for the cake when it was made.

"Susan why don't you go and get a chair and put it next to the table so that you can help me." All the things that were needed were right next to Susan so she passed them to her mother to put into the big bowl. The cake been mixed and was then poured into a tin and placed in the oven. Susan helped her mother put away all that they had used. She waited for the cake to bake and when it was finally ready, Susan told her mother to take it out of the oven. Just then her brother's and sister's came home from school. Mrs Clarke had nearly finished icing the cake when ~~she asked~~ the children.

"Who would like to have a piece of Susan's cake?"

Yes please was the reply, so Mrs Clarke cut the cake and placed it on a big plate in the middle of the table.

APPLICATION TO READING:

The children could be given a series of sentences which are incomplete and from a list of words containing a - e sound choose appropriate words filling in the sentences .

e.g. plate cake ate bake came cane.

1. Sam put the _____ on the _____.

2. Pam _____ to school late.

The children are shown word cards which are in the shape of cakes. Each cake contains a word with the a - e sound. The teacher reads the words with the child as she holds them up. The children are then asked to read a card the teacher chooses. The teacher then sets the cards out along the ledge of the blackboard and asks specific children to point to a particular card.

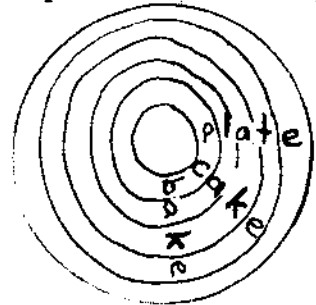
e.g. Jim, point to the card that says

make

PRACTICE LESSON

FURTHER READING PRACTICE:





1. Using a spinning wheel which bears words with the a - e sound. As you turn the moving part to form a word the children read each of these words. The children can then proceed to make up their own words and read them out aloud.





2. The teacher prepares a number of sentences on the board. The teacher reads the sentences for the children, then reads them with the children. Next the children read these sentences on their own. Some children underline the a-e words.

WRITING PRACTICE:

1. The children may be given cards with a list of words down the left side and a sheet of pad paper attached to the right side. The child reads the words then along side it copies the word and illustrates it. Children then using these words compose sentences containing them.

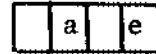
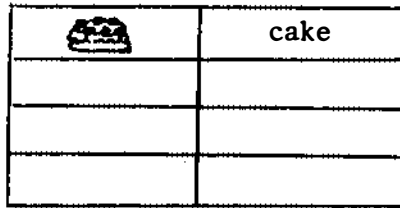
plate	
cake	
scale	
rake	

2. The children may be given a cyclostyled sheet consisting of word completion and sentence completion exercises.

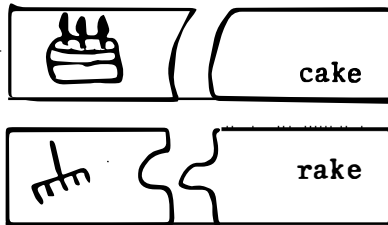
cake	
1. 	pl _ _ _
2. 	r _ k _
3. Pam _ _ _ _	to school _ _ _ _ (came, late)

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. The child may be given small cards having digraphs to be placed in relevant spaces. Self corrective - match the coloured spots on the back.



2. Children may be given jig-saw cards.
Children are required to match the correct picture with the card.



INTRODUCTORY LESSON

DIGRAPH: a - e as in cake

SUITABLE WORDS:

cake	cape	bake	gave	late
maze	shade	ate	safe	lake
rake	date	game	gate	lane

STORY: Introducing the words - cake, bake, lake, shade, ate, game.

It was a beautiful morning when the Robertson family woke up. So Mrs. Robertson decided it would be just the right day for a picnic. Mr. Robertson agreed and their children Jimmy, Jan and Billy gave three loud cheers.

While Mr. Robertson got the car ready, Mrs. Robertson asked her children what type of cake they would like her to bake. But they could not decide on one type because Jimmy wanted a chocolate cake, Jan wanted a sultana cake and Billy wanted an up-side-down cake. In the end Mrs. Robertson decided to bake a chocolate-sultana-upside-down cake which pleased everyone.

Soon afterwards the picnic basket was packed and the Robertsons were on their way to a lake in the hills. When they arrived everyone jumped out of the car and ran towards the shade of a large oak tree by the lake. There they ate sausages, bread and salad. For dessert they ate the strange chocolate-sultana-upside-down cake.

Jimmy, Jan and Billy then played a game called "scare-crow" which their mummy and daddy thought was very funny to watch.

But then all of a sudden the rain started to come down and they had to run to the car. At first Jimmy, Jan and Billy were a little upset, but then decided it would be just (day plays) the right day for playing a game indoors.

APPLICATION TO READING:

Use of sentences on a chart so that it may be used for revision at a later date.

Have these words blackboarded for the children to see clearly:

late
rake
date
gave
gate

Have the same words on word cards for the children to choose from and place on the chart.

Sentences to go on the chart:

What is the ^{late}date today?

The little girl swings on the ^{gate}gate

Mummy asked Tim to ^{rake}rake the leaves.

Teacher goes through the sentences, asking one child to decide which word is most suitable and another to find that word card, placing it in the right space on the chart.

PRACTICE LESSON

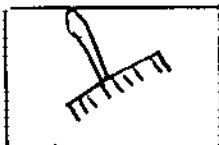
FURTHER READING PRACTICE:

Assuming there are about thirty two children in the class, have a set of eight word cards depicting 'a-e' words.

e.g. flake, made, fade, came, safe, cape, maze.

Within each set have four cards with the same word. Distribute these cards such that no two people sitting next to each other have the same word and emphasize that the children must keep the card to themselves. Call out one word at a time and display the word on the blackboard. Have children who think they own this word come out to the front and then all at the same time show their cards to the class. Class judges if they are right. Continue in similar fashion throughout the other seven words.

Have a word game whereby a number of pictures or objects are put on display at the front of the room as well as the same number of matching word cards, although at the beginning they should not match.



game



cape



rake

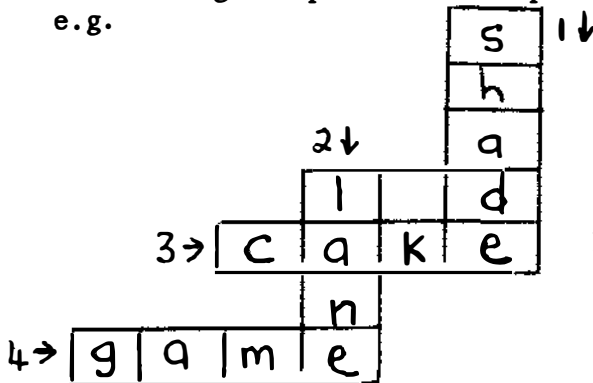


lake

Go through each picture and word card, what they are and what they say, explaining that they are all jumbled up. The children are to help unjumble them. Have various children come out and put the right word on top of the right picture. Have a re-run when the picture puzzle is completed.

WRITING PRACTICE:

1. Have a large simple crossword puzzle on the blackboard.
e.g.



Have appropriate words written on the blackboard and explain to children how the puzzle works as well as help them when they have chosen their word.

Go through the clues orally. e.g. What is yummy to eat? etc.
Where did the little boy live? (from Baa, Baa black sheep) etc.
What do you play at lunch-time? etc. What do lovely big trees
give us when the sun is shining?

2. Hold up a large picture illustrating as many 'a-e' words as possible. Have appropriate words on display. When child finds something in the picture which is an 'a-e' word she points to it and says the word and has the privilege of printing it on the board.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. In small groups children have set of pictures with 'a-e' words on the back and matching word card. One child selects picture, other children decide what it is, and one child finds the word card and pretends to be that object. Self-corrective by word on the back.
2. Have a box for each group of children. One child at a time draws out an object, says what it is and finds the matching word card.
3. Have a large number of 'a-e' words on the blackboard and ask the children to find their three favourite words. Print these words on a piece of paper, then draw a picture about them. Towards the end have some children who have finished, show theirs to the class.

INTRODUCTORY LESSON

DIGRAPH: o - e as in bone

SUITABLE WORDS:

bone	poke	broke	grove
cone	tone	stove	drove
joke	rode	home	rope
dome	woke	smoke	role
note	hope	throne	

STORY:

There was once a little boy named Michael. Michael had a dog named Ben and Ben was only happy when he had a juicy bone to chew. One morning Ben woke early and went out into the garden to dig up his favourite bone. Ben scratched in the dirt but his favourite bone was not there. Ben did not get cross because he thought that this must be a new game Michael was playing. But, when Michael had finished his breakfast and come out into the garden, he was very surprised to see Ben looking everywhere for his favourite bone.

It was nearly time for Michael to go to school, so he hurried inside to wash his hands and comb his hair. Michael's mother listened very carefully while Michael told her about the missing bone. Michael's mother had a very clever idea. "We will put a note on the front gate", she said, and they did. The note said,

Anyone finding a big juicy bone

Please return it to Ben.

15 Eaton Place, Perth.

"I hope somebody finds Ben's bone", said Michael as he left for school. The day passed quickly and Michael ran all the way home from school and there in the garden was Ben chewing on his favourite bone. Ben had taken the bone into Michael's bedroom where he thought it would be safe and had forgotten all about the new hiding place. Michael and his mother laughed at the joke Ben had played on himself.

APPLICATION TO READING:

Sentence work - Ben has a juicy bone.

I hope my bone is not lost.

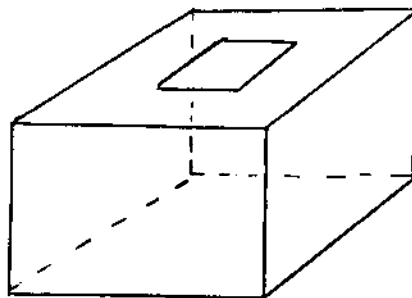
Mother laughed at the joke.

Children underline o - e words or these are left out and children match flash cards to spaces.

PRACTICE LESSON

FURTHER READING PRACTICE:

Lucky Dip Activity

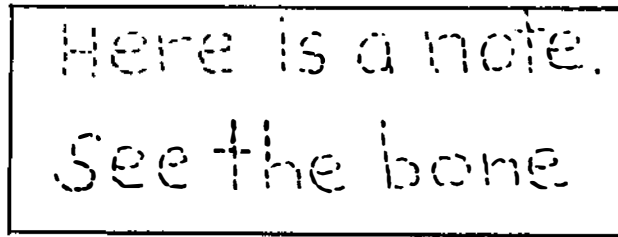


note

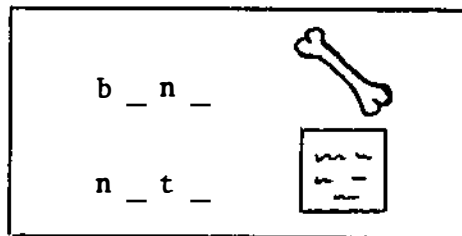
A large covered box with an opening in the top. The box should be filled with words from the list printed on small flash cards but the printing should be large enough so that children sitting at the back of the room are able to read the cards. One child has a lucky dip and pulls out a card, presenting it to the class. The class then reads the card together.

WRITING PRACTICE:

1. A cyclostyled sheet with sentences outlined in dots. The children trace over the dots to complete the sentences.

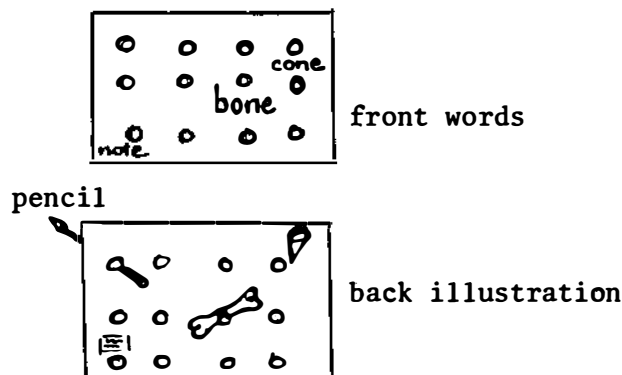


2. A cyclostyled sheet with words from the above list. The words are printed with a blank space for the o - e sound. The children write in the sound, completing the words. Each word is illustrated.



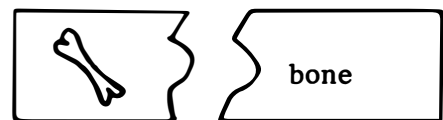
INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Porthole Game - Two children are involved in this activity. Each child has frim square of card approx. 25cm x 25cm. The cards are perforated at regular intervals. On the side of the card the child holds facing him are illustrations, on the opposite side are printed words to the illustrations. Child A asks child B to read the word "cat", child B reads the word and then places his pencil through the perforation under the word. Child A is able to see that his response was correct when the pencil appears in the illustration.









2. Digraph - o - e small jig-saw type cards. One piece of the puzzle has an illustration, the other piece has a matching word.

The puzzle is self corrective as the corresponding piece can only be matched together.



3. Pictures on a master card and words to match underneath all having the same digraph. The words are placed on small matching cards. Everything should be of matching proportions.

o - e		
		<input type="text"/>
bone	rope	
		<input type="text"/>
note	smoke	
		<input type="text"/>
cone	dome	

INTRODUCTORY LESSON

DIGRAPH: o - e as in bone

SUITABLE WORDS: stone vote hope joke
cone note rope choke
telephone rode home tone

STORY:

Simone had a little garden at the back of her house. Every day after school when she came home, she worked in it. Simone liked flowers very much and she had many different kinds growing in her garden. Her favourite flower of them all was the daffodil.

One day when Simone came home she found a note from her Mother. Simone had to go down to the shop and buy some things for her. The note said she was to buy - bread, sugar and a bone for the dog. Simone rode her bike to the shops and first she bought the bread and the sugar. Then she went to the butcher and he gave her a lovely big juicy bone for the dog. Simone found she had ten cents left over in change so as Mummy said she could spend it she went and bought a nice cold ice-cream in a cone.

Then Simone rode home with all her parcels for her Mother and the juicy bone for Sandy the dog. Simone went back to work in her garden later so it would stay looking nice and the flowers would smell fresh - especially the daffodils!

Words introduced - home, note, bone, rode, cone.

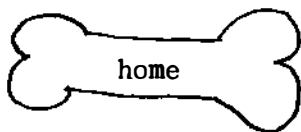
APPLICATION TO READING:

1. Set of word cards as introduced in story -

home, note, bone, rode, cone.

These can be in shape of bones and presented for identification after story.

e.g.

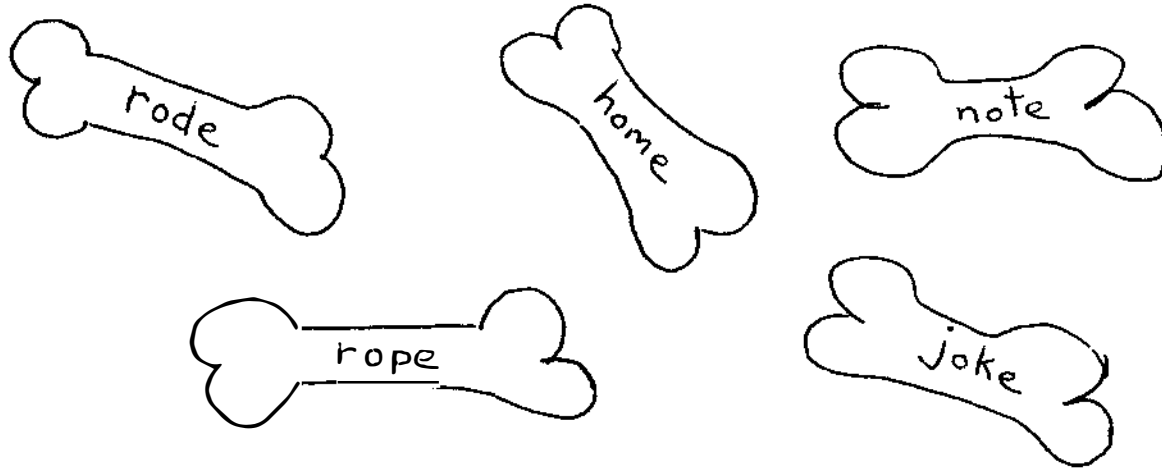


2. A list of 'possible' words containing o - e sound/symbol children can help make up this list.
Words can be 'read' by children individually or as a group.
3. Set of matching word cards for above list which can be used to ensure relationships between words.
Aids in teaching of words to enable then to make comparisons
Cards can also be used such that children must locate certain words in the list from teacher calling word.
4. Reading of sentences:
e.g.
 1. A dog likes a bone
 2. My home is in a street
 3. I hope you are well
 4. I rode my bike

PRACTICE LESSON

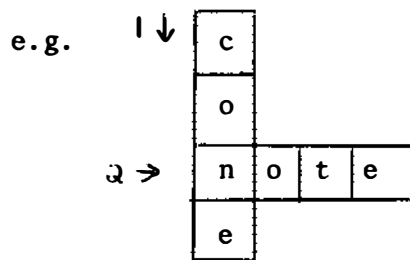
FURTHER READING PRACTICE:

1. Find the right word:
Here the children will need to read all three possibilities out aloud first and then apply this to contextual situation.
 1. The dog hid his (home; bone; rode) in the sand.
 2. I (cone; chose; rode) home from school.
 3. I (hope; rope) you have fun at the party.
 4. I got a (note; chose) from my Mum.
2. Fill in the missing spaces:
Children to chose from an assortment of words, one suitable to complete sentences.
 1. Mary has lost her skipping _____
 2. Dick left a _____ for his Mother.
 3. "I am going _____ now", said Jane.
 4. It was a funny _____!



WRITING PRACTICE:

1. Children can fill in missing spaces to different words by supplying o-e digraph:
e.g. b _ n _ h _ m _ st _ n _
2. Children can print words dictated by teacher onto the blackboard (class), private board. Teacher may also use a picture to display desired word.
3. Children can solve simple crosswords either on board as a class or in groups or individually.

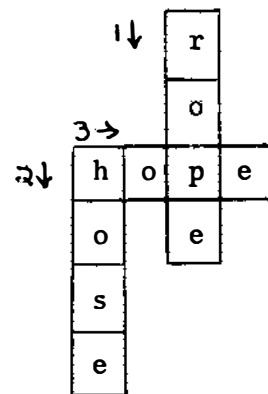


down

1. We put ice-cream in it.

across

2. We have these on when we go out.



down

1. Jane has a skipping _ _ _ _
2. We water the garden with _ of these.

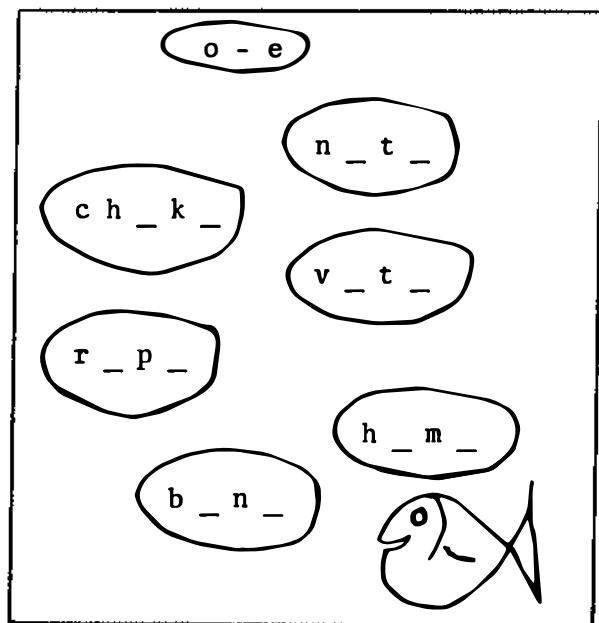
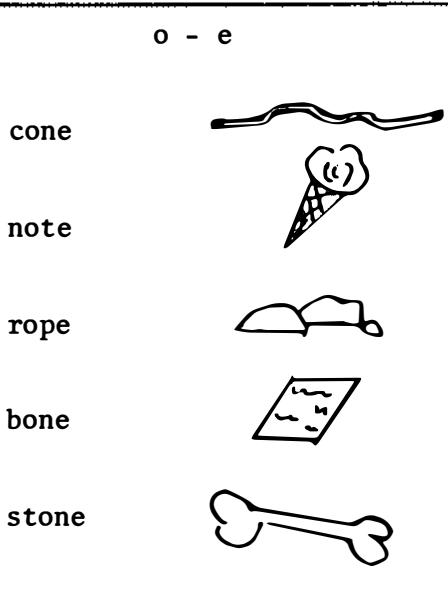
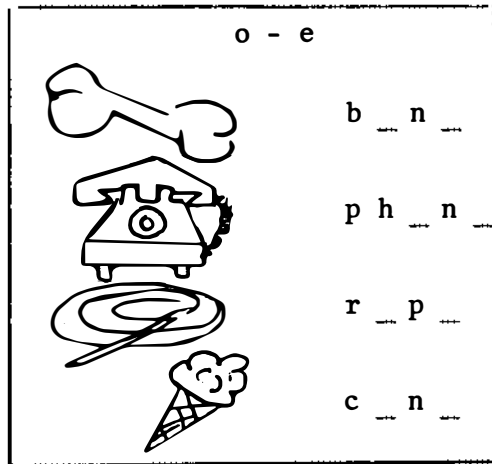
across

1. I _ _ _ _ you are well.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Cyclostyled sheets.

e.g.



2. Word Cards:

Cards with lists of words or pictures down the left side of the sheet and a paper pad stapled on the right side - child can write words then tear off and pass onto next child.

bone	
stone	
home	
joke	
note	

SMALL GROUP ACTIVITY:

Word Bingo -

Player (1)

o - e as in bone	
stone	vote
hope	joke

Player (2)

o - e as in bone	
cone	note
rope	choke

Player (3)

o - e as in bone	
telephone	rode
home	tone

Materials:

Set of playing cards
Set of matching cards in a tin
Object to cover words on playing cards

To Play:

Children take turns to draw a card from the tin -

1. read card out e.g. home
2. children study card and locate who has word - player 3
3. player with the word - covers word. - player 3 in this case
continue with above.

Winner:

The first child to cover all words is the winner.
Children to read back cards when replacing them in the tin - as a reinforcement.

* This can also be played by individuals for matching exercise or word recognition.

SUGGESTIONS FOR PHONIC LESSONS

YEAR 2,

(COMPILED BY MAJOR AND SUB-MAJOR STUDENTS 2ND YEAR 1976)

INTRODUCTORY LESSON

DIGRAPH: ow as in cow

SUITABLE WORDS: now growl drown tower
 owl prowl clown flower
 howl brown down powder
 allow crown town

STORY:

Once upon a time, there lived a King who had the most beautiful crown in the world. He was also the unhappiest King in the world because nothing could make him laugh. He had such a long, sad face and he would be grumpy and always growl at his servants. So, one day the Queen decided that she would make the King laugh by holding a "Happy" Contest.

People came from miles away to try to make the King laugh. He still wouldn't laugh and now the King was even unhappier.

Then, suddenly one sunny morning, there came the noise of people clapping, laughing and singing in the street. The King was curious, so quickly, he ran up to his tower to see where all the noise was coming from.

The King saw the funniest sight. There was a clown, covered with flowers, riding an old brown, cow. The clown kept falling onto the ground, grabbing the cow's tail, and then jumping onto the cow again.

Suddenly, the King began to laugh. He laughed so hard that his beautiful crown fell off his head and tears began to roll down his cheeks. Now, everyone was happy because the King had laughed - at last.

APPLICATION TO READING:

Teacher will blackboard the ow words. Teacher will say all the words and children will say which sound is the same in all the words. Teacher will then ask the children to make up sentences using an ow word.

for example:

The sentences blackboarded might be related to the story, just heard, or may not be related at all.....

e.g. The clown was funny, he was riding a cow.

 The King had a lovely crown.

 Powder makes us smell nice.

 Tom has brown hair.

Once the teacher has written up some of the children's sentences, children will read through a sentence. One child will then come up and underline the ow word. The next sentence is read by another child, then another child comes up and underlines the ow word and so on.

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Word Game - Teacher makes up two cards of each ow word. When the teacher has given all the ow words out (28 in number), the game is

explained. When the teacher calls out two words, e.g. owl and clown, the two children who each have a card with the word owl must try to be the first out the front and stand (together before the two children) who each have the word clown on their card, can get out the front and find each other. Once all the children have had a turn, the ow words can be swapped around.

e.g.

clown
owl

clown
owl

2. Cards - using cards containing the ow words, teacher chooses six words and (stands) them against the blackboard for children to see. Children must then put their heads in their hands, while teacher "steals" a card. Children must guess which card is missing.
3. Matching exercise - teacher makes up a chart containing sentences with ow words. Teacher gives a child a card containing an ow word e.g. cow. The child finds cow in one of the sentences. Another child reads the sentence with the cow in it. Then the whole class reads the sentence. Other children have turns with different ow words.

WRITING PRACTICE:

<table border="1" style="margin: 0 auto; width: 80%;"><tr><td style="padding: 2px 10px;">cow</td><td style="padding: 2px 10px;">clown</td><td style="padding: 2px 10px;">brown</td><td style="padding: 2px 10px;">growl</td></tr></table>		cow	clown	brown	growl
cow	clown	brown	growl		
<p>The boy has _ _ _ _ hair.</p> <p>The _ _ _ gives us milk.</p> <p>The _ _ _ _ _ is very funny.</p> <p>My dog will _ _ _ _.</p> <p style="text-align: center;">Put in the right word</p>					
<p style="text-align: center;"><u>Read, Print, Draw.</u></p>					
<p>The flower is red.</p> <p>.....</p>	<div style="border: 1px solid black; width: 150px; height: 30px; margin: 0 auto;"></div>				
<p>The King has a crown.</p> <p>.....</p>	<div style="border: 1px solid black; width: 150px; height: 30px; margin: 0 auto;"></div>				
<p>He fell down the steps.</p> <p>.....</p>	<div style="border: 1px solid black; width: 150px; height: 30px; margin: 0 auto;"></div>				
<p>The owl sits in the tree.</p> <p>.....</p>	<div style="border: 1px solid black; width: 150px; height: 30px; margin: 0 auto;"></div>				

INDIVIDUAL / SMALL GROUP ACTIVITY.

Example of cyclostyled sheet for individual or group use :-

house new soon

crown town cow

down won howl

mouse well

ow

Trace over ow in the box.
Colour in the crowns that have a word that has the ow sound.

SMALL GROUP GAME: MATCHING WORDS.

matching words on
loose balloons.

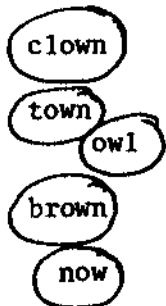
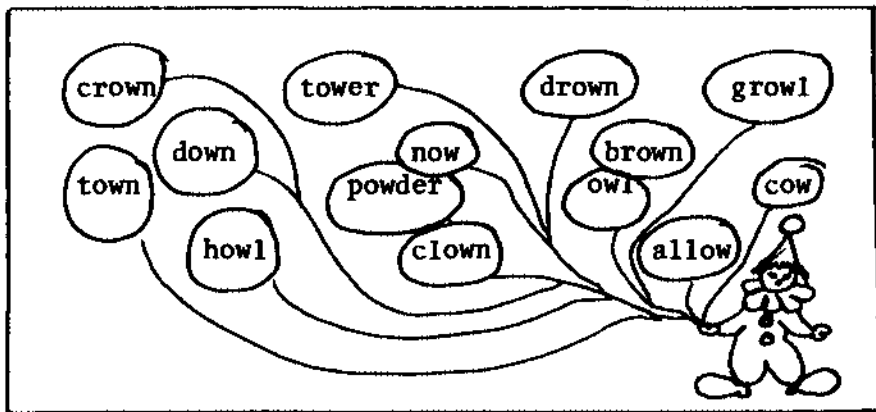


chart.



- RULES: 1). Children must pick a balloon - match the word on their balloon with the word on the picture containing the balloons. Children must then say the word they are matching. Children correct each other in this game.

- - - - - o o o - - - - -

INTRODUCTORY LESSON

DIGRAPH: ea as in leaf

SUITABLE WORDS: leaf beach peach eat sea
 teacher reach meat steam each
 clean neat team tea

STORY:

On Sunday morning, Peter's family decided to go to the beach for the day. So his mother quickly packed the beach towels and some lunch into her basket. Then all the family hopped into the car and left.

As they arrived at the beach, Peter and his sister asked if they could go for a swim. "Yes you can", replied their mother. " But don't go out too far in the water." "We won't," said Peter, and off the two children ran.

Peter was the first one to reach the water. So he waited until his sister caught up to him. Then they both dived into the water together. They splashed and jumped about for a very long time. When all of a sudden, Peter quickly ran out of the water, carrying something in his hands. "Mother ! mother!," he cried. "Look what I found, look what I found." Peter had found a large orange leaf, floating on top of the water. "Can I keep the leaf to show my teacher at school tomorrow, mother ?" "Of course you can," his mother answered. Now, put the leaf down and I'll give you a peach to eat before we go home.

APPLICATION TO READING:

Three sentences presented with missing words. Children are to complete the sentences by a matching flash card. Words are not necessarily presented in story or already blackboarded.

Cut your _____ with knife.

meat

Here is an apple for you to _____

eat

Can you _____ this book?

read

PRACTICE LESSON

FURTHER READING PRACTICE:

On a chart or blackboard present the 'ea' words in an outline of a leaf shape. With flash cards in the shape of leaves, children are to read their 'leaf' word, and match it up with the one on the chart or blackboard.

eg. flashcard

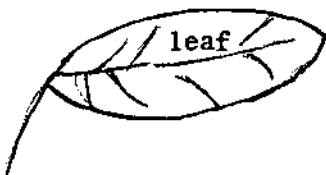
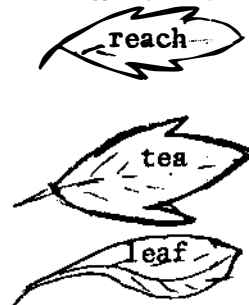


chart words



WRITING PRACTICE:

- 1). A list of all the 'ea' words - in the story are blackboarded. Teacher asks a few questions about the story, thus 'pulling' out all the ea words - eg. Where was Peter's family going to . answer the beach. As each 'ea' word is said, the child (who answered the question) writes the word next to the same word on the blackboard.

eg. blackboard list. space for child to write.

cream

beach

eat

peach

- 2). On a cyclostyled sheet children complete sentences by printing 'ea' words. A list of choice words is also presented on the cyclostyled sheet.

eg. leaf (beach, each, clean, sea)



At the _____ there are many shells.

_____ one of these shells are different.

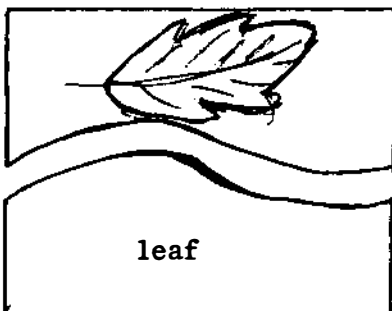
The _____ water keeps the shells _____.

INDIVIDUAL/SMALL GROUP ACTIVITY:

- 1). Selection of correct words from three alternatives. A card with picture and four words for each picture. Child puts a ring around correct one, tears sheet off and copies words and pictures into pad.

	leaf peach read beat
	neat seat steam team

- 2). Tops and Tails, Children match word and card together.



- 3). Six boxes containing an 'ea' word - in picture form. Twenty four smaller cards bearing a different 'ea' word - to be drawn from a box one at a time and named by a leader (each word appears 3 times). Three different children place a counter on their cards as the leader names each word. The first to have six words covered up is the winner if he can (read) say what each picture is. The picture and word cards can also be reversed. The master cards could have words on them and the smaller cards a picture. The leader would look at it first then show to other children. First one to call it right, places a counter on his word card, (on the word he called out)

master card

leaf	seat
meat	neat
wheat	clean

matching cards.



- - - - - o o - - - - -

INTRODUCTORY LESSON

DIGRAPH: ea as in leaf

SUITABLE WORDS: leaf clean bean heat neat lean
 leave cheat wheat pea mean beat
 flea seat peat

STORY:

On a warm sunny day a boy decided that because of the heat he would go for a swim. The rest of his family also felt the heat but they went on working. When Paul's father heard that he was going for a swim, he decided that Paul could clean out the pool while bathing in it.

Paul didn't worry about having to clean the pool as he knew he would still be cooling off in the water. When he first came to the pool there were many things floating on the surface of the water. Two of these were a leaf and a flea. Paul took the leaf and flea from the pool and put them on the grass which was around the pool.

Paul then went on to finish cleaning the pool. He had a long swim before he decided that it was time to leave and go back up to the house.

APPLICATION TO READING:

Put in the missing words. wheat seat beat flea

1. The small boy found some _ _ _ _.
2. The _ _ _ _ had been painted red.
3. Paul was told to _ _ _ _ the old rug.
4. A _ _ _ _ can be found on dogs and cats.

PRACTICE LESSON

FURTHER READING PRACTICE:

1. A large tree could be used with detachable leaves with different 'ea' words on each leaf with perhaps a matching leaf to give repetition and thus aid learning.

1. John had a _ _ _ for lunch.

2. Our room is very _ _ _ _ _.

pea neat leave lean

3. We are going to _ _ _ _ _ tomorrow.

WRITING PRACTICE:

1. Put in the missing sound ea as in leaf. Use on blackboard or on an individual sheet. Children put in the missing sound.

n _ _ t

p _ _

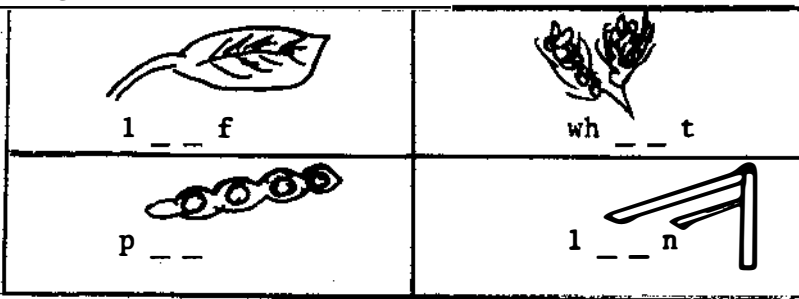
wh _ _ t

ch _ _ t

b _ _ n

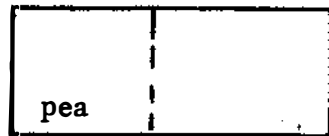
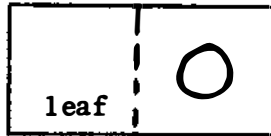
m _ _ n

2. Individual work on cyclostyled sheet: Children put in the missing sound.



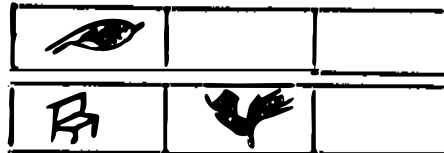
INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Dominos:

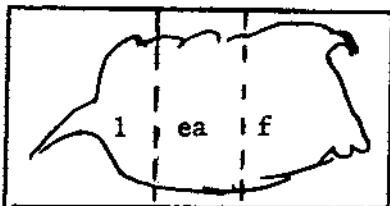


2. Matching words with separate picture cards:

leaf	bean	flea
seat	wheat	pea



3. Place separate pieces together:



INTRODUCTORY LESSON

DIGRAPH : (with keyword) ai as in rain

Suitable words

maid	pail	paint	sail
tail	grain	wait	bait
nail	pain	stain	train
main	strain	trail	paid
tail	rail	laid	hail
mail	chain	saint	

STORY:

It was raining outside, so the children could not go out and play. Susan and Dennis were getting rather bored, so they went and asked their mother what they could do. "You could do some paintings of those trains you saw this morning. Remember they were speeding along the railway lines. Susan and Dennis thought this would be great fun. They took out their paint boxes and their Mother got them a jar of water. Susan and Dennis, loved painting because they could use lots of bright colours. Susan was painting her picture when Dennis accidentally knocked the jar of paint water all over Susan's dress. Susan was very upset as she thought it would stain her dress. She went and told her mother. Her mother was a bit cross with Susan because she had forgotten to put her apron on, but she knew the stain would come out. When the children had finished their paintings, their Mother pinned them up on the wall for everybody to see.

APPLICATION TO READING:

Children will read these sentences then underline the 'ai' words.

- 1/ The rain in Spain falls mainly on the plain.
- 2/ The train speeds along the railway track.
- 3/ The little boy had a pain in his stomach.

PRACTICE LESSON:

FURTHER READING PRACTICE

Children will read three sentences then using matching cards, will match ai cards used in sentences. eg. (1) A yacht has a sail

sail

 ←-- matching card.

WRITING PRACTICE:

- (1). Children given a list of words will arrange them in alphabetical order. eg. train, chain, grain, bait,
- (2). From words in a box children will complete sentences.

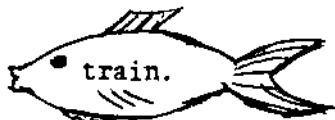
trail wait

I will _____ for the bus at the bus stop.
The scouts followed a _____ to catch the fox.

INDIVIDUAL/SMALL GROUP ACTIVITY:

Game- Fish

Fish are made of card and are magnetic. Have 'ai' words on them. Four children play, each have a fishing rod. They pick up as many fish as they can. They say what the fish has on it. If they get it right they keep it if they don't it goes back in the pond for someone else to catch.



Children put 3-4 words into sentences.

tail
mail
paid
laid

Read, print and draw exercise

a pail of paint
a gold chain
some fish bait.

INTRODUCTORY LESSON

DIGRAPH: ai as in rain

<u>SUITABLE WORDS:</u>	rain	pain	tail	main
	drain	waited	train	Spain
	paid	railway		

STORY WORDS USED : train, paid, wait, main, rain, pain, tail

The train was due to leave. Karen paid her money and went to wait on the main platform. Just as the train was ready to leave, it started to rain. Because of this the train trip was called off, so Karen went to wait on a seat for the rain to stop. Suddenly Karen heard a sound and went to see where it was coming from. When she looked down to the ground, there was a little puppy, who's tail was so cold that he could not wag it to say hello. Karen picked up the puppy and went back to the seat. Karen put the puppy on her lap and waited for the rain to stop. When it stopped the train was ready to go again. So Karen stepped up into the train with the puppy and sat down in a seat and put the puppy on her knees. She tucked his tail under her jumper to keep it nice and warm. Karen and the puppy became good friends and the puppy felt very happy, and after a while, fell asleep. As the puppy woke up, the train pulled into the station. Karen looked out of the window and saw her mother waiting for her. She picked up the puppy and ran to her mother. Karen showed her, her puppy and told her of how she found him in the rain.

APPLICATION TO READING:

Sentence with missing 'ai' word. eg.

The _____ made my clothes wet.

I get a _____, for my birthday.

The puppy was so happy his _____ wagged.

The _____ the man my money.

Get the children to fill in the correct words with 'ai' sound.

PRACTICE LESSON

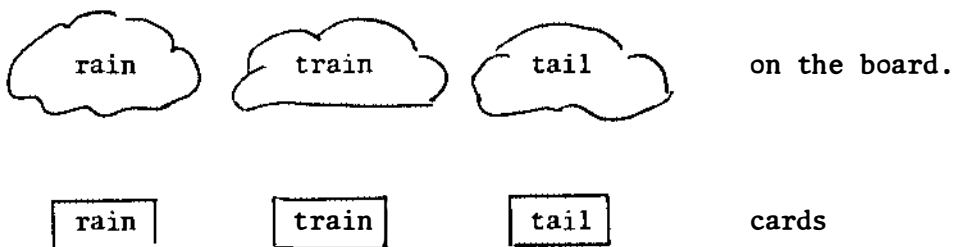
FURTHER READING PRACTICE:

1. Get children to read off the board some sentences which the teacher has printed on the board, with 'ai' sound.

- e.g. 1. The rain fell very hard.
2. Can you hear the train.
3. The puppy's tail was wagging.

Get the children to underline the 'ai' words.

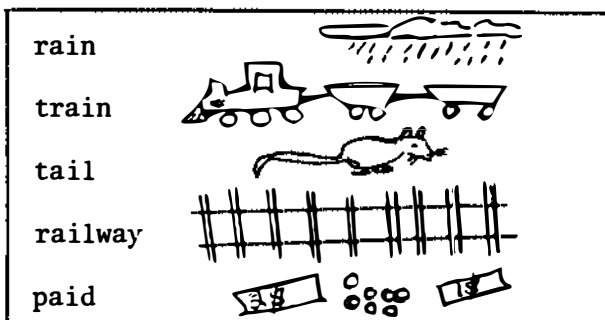
2. Lucky Dip: Child picks out card which has and 'ai' word written on it. The child then matches it to words on the board in the cloud shapes.



WRITING PRACTICE:

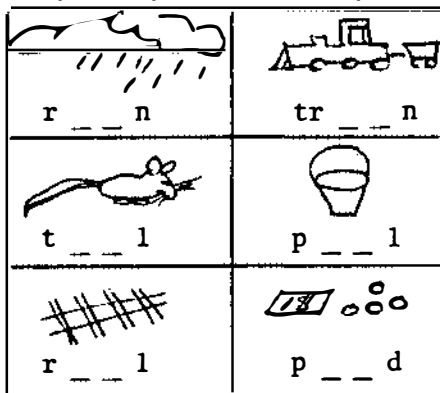
1. Have a list of 'ai' words on the board and get the children to copy the words and then draw pictures about them.

e.g.



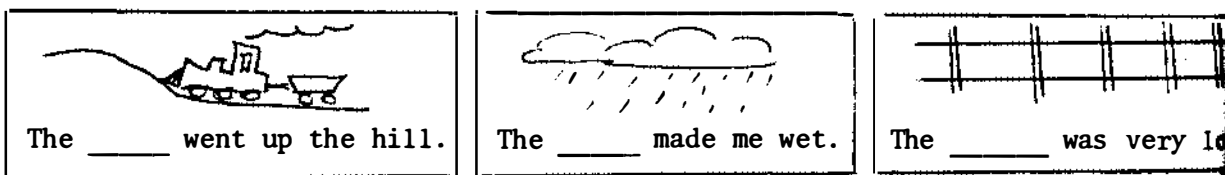
2. Also a cyclostyled sheet may be used.

e.g.



children put the 'ai' sound in spaces provided.

INDIVIDUAL/SMALL GROUP ACTIVITY:



Children have to fill in the correct word which goes with the 'ai' picture.

INTRODUCTORY LESSON

DIGRAPH: oy as in boy

SUITABLE WORDS: toy joy coy ahoy
 loyal royal oyster foyer
 groyne employ

STORY:

Today is Sunday. Roy and Troy, the Royce twins are very happy. It is their seventh birthday. They received a toy car each and a big royal blue sailing boat. In the afternoon, father said he would take them sailing. The twins jumped for joy and were very excited. At the beach, they put the royal blue sailing boat in the water and sailed out past the groyne. There were many boats out there.

"Ahoy ", said a boy from one boat, "there are many oysters in the rock pools on the reef."

"Thankyou," said Roy and Troy, "We will go and see them."

With father's help they turned their royal blue sailing boat towards the reef. As the water was calm and clear, the boys could see the oysters very well. It was almost sunset when they sailed back to the beach past the groyne. On the way home father said, "As a special birthday treat boys, we will have dinner at a Chinese Restaurant." Father rang mother, to meet them at the restaurant. While he rang, the boys waited in the foyer.

Soon they were shown to their table.

"What is this?" said Troy, pointing to a small bottle on the table.

"That is soy sauce" said mother, "It is made from soya beans." Before a waiter brought the menu.

"What would you like to eat boys?" said father "Oysters" said both boys at once, "Like the ones we saw today," said Roy. The boys enjoyed their dinner very much. That night, both Troy and Roy fell asleep in the car going home. They had, had a very enjoyable birthday.

APPLICATION TO READING:

Write sentences on the board. Leave blank spaces for the oy words. Have matching cards to fit in the blank spaces. Individual children come out to the board and select a card to fill in the blank spaces for each sentence.

examples of sentences:-

joy	Bill has a new _____ car.
toy	When Sarah heard the good news, she jumped for _____.
royal	The queen sailed away in her _____ yacht.
oyster.	

FURTHER READING PRACTICE:

1. Game. "Tick, tack , toe,
Here I go
Where , I'll stop
I do not know."

Cards are printed with the oy words. They are then arranged in a circle formation on the floor. Children each stand beside a card facing all the one way. They then walk around and recite the rhyme. Cards are picked up.(previously they were placed face down). Children read the words in turn, then the rhyme is repeated and the children move on.

11. Variation to above game. (Small groups) using above rhyme or the one below.

"Tippy tippy tip toes,
Here I go
Where I'll stop
I do not know."

The children sit around in a circle with the cards scattered face down in the middle; One child is selected at a time, to get up and tip toe through the cards while the others recite the rhyme. When the rhyme is finished the child reaches down picks up the first card in front of him, tells the others what the card says, then puts the word in a sentence, selects another child to come out, then sits down on the outer edge of the circle again.

WRITING PRACTICE

1. Write oy words on the board. Write sentences with missing words. The children write the correct word for the sentence, nominated by the teacher, next to the word on the board.

eg:-

oysters

1. My puppy is a very _____ friend.

joy

2. _____ are shell fish.

toy

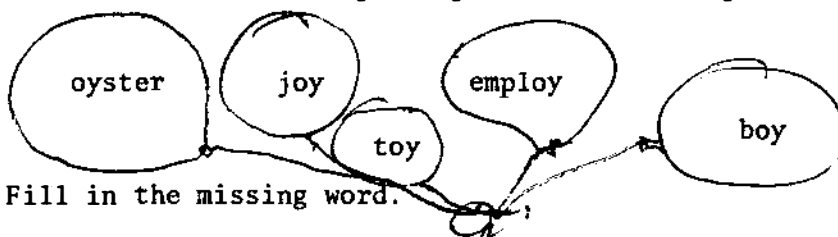
3. I _____ eating icecream very much.

loyal

4. I had a lot of fun today playing with my
_____ train.

enjoy

11. Children could be given a cyclostyled sheet, with the words to be filled in the spaces printed at the top of the page.



1. I jumped for _____ when I heard the good news.
2. The new baby is a _____.
3. My boat is a _____.
4. Write some oy words.
- _____
- _____
- _____
- _____

INTRODUCTORY LESSON

DIGRAPH: oy as in boy

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STORY:

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oyster.	

FURTHER READING PRACTICE:

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Here I go
Where , I'll stop
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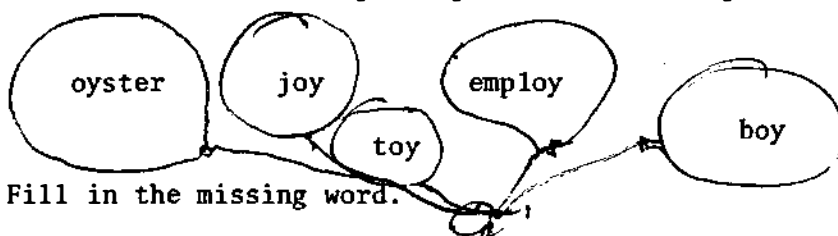
WRITING PRACTICE

1. Write oy words on the board. Write sentences with missing words. The children write the correct word for the sentence, nominated by the teacher, next to the word on the board.

eg:-

- | | |
|---------|--|
| oysters | 1. My puppy is a very _____ friend. |
| joy | 2. _____ are shell fish. |
| toy | 3. I _____ eating icecream very much. |
| loyal | 4. I had a lot of fun today playing with my _____ train. |
| enjoy | |

11. Children could be given a cyclostyled sheet, with the words to be filled in the spaces printed at the top of the page.

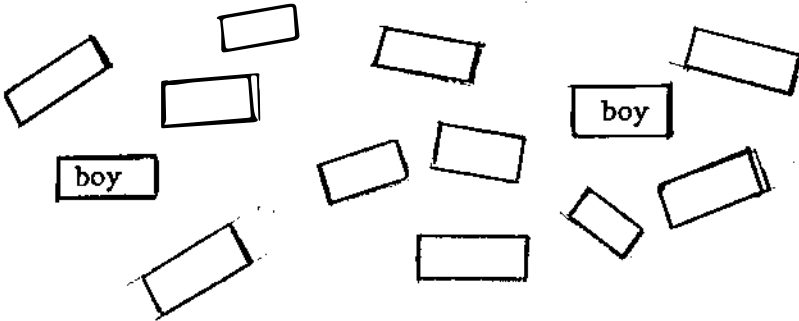


1. I jumped for _____ when I heard the good news.
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- _____

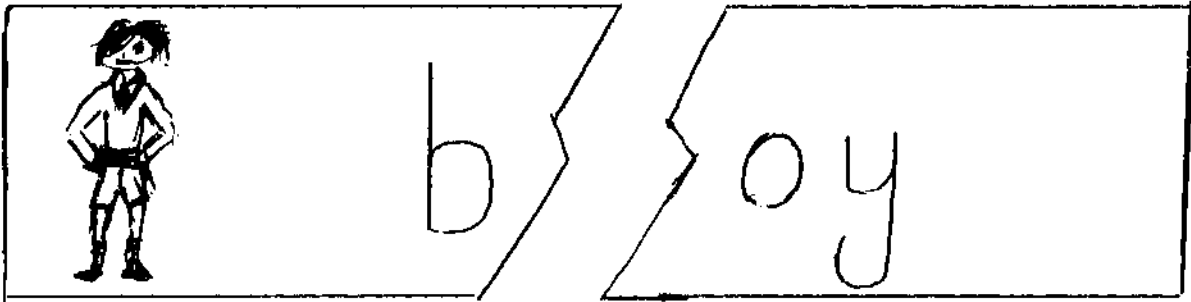
INDIVIDUAL/GROUP ACTIVITY:

1. CONCENTRATION (for 1 - 4 people)

Using pairs of cards containing the 'oy' for boy digraph, turn all cards face down on a desk or the floor. Each child has a turn at turning up two cards. The aim is to turn up a pair of cards. If a pair is turned up, the child collects the cards and puts them in a pile beside him, then turns up another two cards this continues till the child turns up odd cards, which he then turns face down again in the same spot. The children must concentrate to remember where each card is. The person with the highest number of pairs wins.



2. Make up some matching cards containing the digraph, as illustrated below.



Include the digraphs that have been taught previously. Make several kits (about 8 cards per kit) each containing different digraphs to be revised. Game:- Children play a game- first to match all their cards is the winner. (can be played individually or in a group.)

3. Bingo- Make several cards containing different digraphs that have been covered in class. The game is played the same way as bingo. The child calling, calls in the following manner.

"Oy for boy" "er for fern" etc. The children must remember the digraphs in order to place their counter on the correct one.

eg.

all	ea	ow
or	oy	ou
oo	er	u

Note. use a distinguishing sign for oo for moon so that it's not confused with oo for book.



INTRODUCTORY LESSON

DIGRAPH: oy as in boy

SUITABLE WORDS:

boys	toy	toys	annoy
enjoy	cowboy	employ	joy
destroy	oyster	royal	ahoy

STORY: The Talking Oyster.

There was once a little boy named Troy. Troy was a quiet boy. Instead of playing with other boys he would sit in his bedroom and enjoy dreaming for hours. Troy's mother would get very amoyed with him because he had so many toys to play with, yet all he would do was dream.

One day, Troy dreamed he was an oyster and he was found by an employee of the royal family. Oh, Troy was a beautiful oyster. Unlike other oysters he could talk. At first the King was going to destroy the oyster because he was afraid of it. But luckily Troy made friends with the King and was not destroyed.

The king liked Troy so much he decided to give him to his daughter, Joy. He wanted to make Joy happy again. She wouldn't play with her rrriends or her toys. Troy the oyster could see how worried the King was about his sad daughter, Joy, so he set off to cheer her up.

Troy the oyster would sing and tell jokes and riddles to Joy all day long but she still wouldn't smile. He was very tired by the end of the day. It was hard work being an employee of the royal family. Finally, when Troy was just about to give up, Joy started to laugh. She laughed and laughed and laughed. What was so funny? All Troy said to her was that really he was a little boy and what was happening was a dream. Joy didn't believe Troy. How could an oyster be a little boy, she laughed. Troy became very annoyed. Joy ran off to tell her friends the funny story about a boy who turned into an oyster.

Troy was so upset he woke up. He opened his eyes and saw his mother walk into the bedroom. Troy told his mother about the dream. He told her he was a talking oyster and he worked for the royal family and had to cheer up the King's daughter, Joy. Mother smiled and said, "Oh you are a silly boy, Troy."

APPLICATION TO READING:

1. Children recall oy words from the story. These words are blackboarded.
2. Words with oy sound are presented to children in flashcard form

eg.

boy	toy	annoy
-----	-----	-------

3. Sentences are written on blackboard. Children supply the missing word to complete the sentence. Children

read each sentence. eg:-

The little boy in the story was called _ _ _ _ _

Troy turned into a _ _ _ _ _

_ _ _ _ _ would not smile.

PRACTICE LESSON

READING PRACTICE:

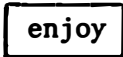
1/ Children read from the blackboard the words in the oysters.

eg.:-



2/ Teacher once again presents flash cards with all the oy words

eg.



Teacher directed at this stage, one child presents the flash card, the other children try to call out as many as they can. The Child who calls out first receives the card. These amount up until the end of the game. The winner receives a token for his group.

3/ Children read from sentences on the blackboard.

eg.

Troy is a good boy

I like to play with toys.

1. Variation: given list of oy words, children to choose word to _____ is a good _____. finish the sentence and

I like to play with _____ then say it

2. Variation : Children choose the correct oy word to complete the sentence eg: Jane has a new (toy, enjoy)

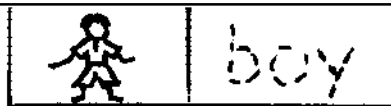
WRITING PRACTICE:

Given a worksheet, the children fill in what the teacher directs them to do. The work sheet could consist of activities as follows:-

WORKSHEET: 1. Given list of oy words.

2. Children trace over words in different activities.

(i)



(ii) This is a boy



(iii)



3. Children complete sentences by either (a) choosing the correct word(b) filling in missing word(c) completing missing word. eg:-

I had a ride in the (royal, boy) coach.

He has no _____ (toys)

Bombs destr__ ships.

INDIVIDUAL/SMALL GROUP ACTIVITY

1. Word lists copied into word books - illustrated where possible.

2. Teacher prepares lesson by printing on a workcard three sentences, the children read, print and draw a picture from the sentence. Different workcards or the same are given to each groups. Children can really

work on their own in an activity such as eg.

Here is a boy
This is my best toy.
Here is an oyster.

3. Once again teacher prepares workcards eg.

Write the word that means

More than one boy _____
More than one toy _____
More than one oyster _____

- - - - - o o - - - - -

INTRODUCTORY LESSON

DIGRAPH: ow as in bow

SUITABLE WORDS: flow grow low crow glow blow throw
 snow show yellow window below shadow
 arrow marshmallow

STORY:

Little Susan sat in front of the fire making pictures on the wall with her hands. She closed her hands up and put them onto her hair, so that it looked like she had a bow in her hair. Then she opened them up to look like big ears.

Susan began to stand up and the glow from the fire cast her shadow onto the wall. As she stood up her shadow began to grow and grow and grow until it reached nearly up to the ceiling. She sat down and her shadow was small again and as she stood up, her shadow began to grow and grow and grow. Susan laughed, she thought she looked very funny as a shadow on the wall.

Susan could hear her Mother and Father in the kitchen. She knew that they were looking for marshmallows to toast in the glow from the fire and she thought how nice they would taste all warm and sticky from the heat.

Now Susan could hear the rain and she ran over to the window, to watch as it beat hard against the glass. She saw the wind blow the leaves from the trees and send them skipping across the garden. Mummy and Daddy came in then, a big bag of marshmallows and Susan ran back to the warm glow of the fire, her shadow dancing along the wall with her.

"Can you see my shadow?", she laughed, jumping around to make her shadow dance again. "It has followed me all the way over from the window."

"Come here now Susan", said Daddy, "and get some marshmallows before they get cold".

Susan went over and picked a lovely warm marshmallow from the fork that Daddy held out to her. She looked at her shadow still up on the wall and thought that it might like one too. Mummy said that shadows didn't really eat, so Susan sat down to enjoy the marshmallows herself.

APPLICATION TO READING:

1. Sentences blackboarded with an ow word missing. Children suggest a word to fit it.
 - a. The water is very _____ near the beach.
 - b. The big black _____ flew over my head.
 - c. We will _____ the boat across the lake.
2. Children to identify ow words from within a list of words.

e.g. bow, moon, shadow, float, cow, flow,
 grow, below, boy, grass.
3. Children read ow words from flashcards. Put their hands up to read the word. Class says if he/she is right. If so he/she gets the card. The winner is the child with the most cards.

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Present a picture, children make a sentence up around it using an Ow word. Write sentence on the blackboard and children read aloud.
2. Musical Words: played like musical chairs, but with flashcards instead. Children stand in a circle. The cards are passed around the circle while music is played. When you stop the music, the child holding a card reads the word. (going around the circle).
3. Guessing Game: words are recorded in same way at front of class. One child looks away, another points to one of the words. The child who was not looking points to a word he chooses and ask "Was it....?" the class responds "Yes/No, it was". The child who guesses chooses another child to guess and so on.

WRITING PRACTICE:

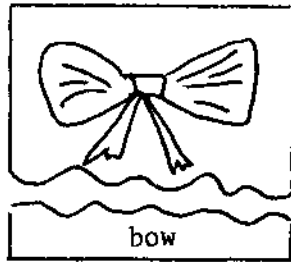
1. Have ow words on blackboard. Say a sentences with an ow word.

e.g. We row the boat.

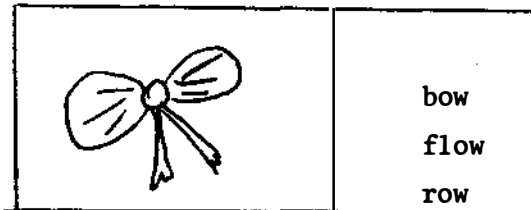
Print sentence on the blackboard with row missing. Child comes out to print 'row' in.
2. Children print individual ow words in pads as directed by teacher.
3. Children are given a flashcard with an ow word printed on it. Children print their word on the board and say it. They show their card and class says if they are right.
4. Children are shown a picture. They select an ow word to describe it and print the word on their pads.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Matching self coreective jigsaw with ow words at the bottom, a picture to be matched.



2. Selecting correct words from three alternatives. A card with 3 - 4 pictures with 3 alternatives each. Child chooses the correct alternative.



3. Sentence completion: Cards with a picture and an incomplete sentence. Children to complete sentence with the correct word from provided words.



bow

----- o0o -----

INTRODUCTORY LESSON

DIGRAPH: ow as in bow

SUITABLE WORDS: bow mow grow bellow row below crow
 low yellow sow tow flow

STORY:

Mary and Jack went to the fair. At the fair Mary bought a bow for her hair. It was a lovely, bright yellow bow. Mary bought it because she and Jack were going to the caves and she wanted to tie her hair up.

As they went down to the caves, Mary and Jack had to crouch down because the roof was very low. When they were right down in the caves they saw that the river flowed through the caves. In some parts of the cave there

was a glow caused by the lights that were in the caves. Mary and Jack had a lovely time in the caves, but soon it was time to go home. Jack said to Mary that it was a nice place to visit but he did not want to live below the ground like some animals do.

APPLICATION TO READING:

Teacher has sentences (including sound words) written up on the blackboard. Children read the sentences and underline ow words.

e.g. 1. Mary had a lovely, bright yellow bow.

2. The roof of the cave was very low.

3. Some animals live below the ground.

PRACTICE LESSON

FURTHER READING PRACTICE:

Word Games:

- a) Guessing Games - Flash cards with 'ow' words are placed on the blackboard. While the rest of the class hides their eyes one child points to a word. After he has pointed to the word, the rest of the class have to find the right word by saying "Was it...?" The child answers "Yes it was....." or "No it wasn't.....". If the child guesses incorrectly another child asks until the right answer is given.
- b) Stepping Stones - Flash cards are put on the floor in the shape of a pathway. Children have to walk up the path. To take a step they have to say the word they are going to step on. These particular words are the sound words ('ow' words).

Reading Sentences:



A sentence is put onto cardboard and cut up into phrases or words. Children put the pieces together to form a sentence and then read the sentence.

e.g. It was a lovely, bright yellow bow.

WRITING PRACTICE:

1.

Draw a line from the picture to the right word

		
bow		mow
low		yellow
grow		tow

Ring 'ow' words

(bow)	rule	toe
boy	(low)	bark
(below)	black	(grow)

Put in the 'ow' sound and draw the picture.

r _ _	gl _ _
thr _ _	m _ _
t _ _	cr _ _

2. The teacher can have sentences on the blackboard with a word missing. The children may then select the right word, from a list of words also written up on the board, and write the whole sentence into their pads.

e.g. A river _____ through the caves.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Flash cards in groups:

One child has a group of flashcards and shows them to other members of his group. A game could be made by asking each in turn. If the correct answer is given that child keeps the card, but if he gets it wrong, the next person has a chance to answer it.

The person with the most cards can be the person to flash the next set of cards.

2. The teacher places the words - with the particular sound - into a container. Each child must pick out a word from the container and put this word into a sentence and write the sentence down.

3. Bingo:

This is played like conventional bingo, but instead of numbers there are sounds on each card. The caller calls a sound and if a player has that sound he puts a marker over it. When he has finished his card, first, he is the winner.

----- oOo -----

INTRODUCTORY LESSON

DIGRAPH: ou as in house

SUITABLE WORDS:

house	mouse	spouse	cloud	loud	bound	round
sound	mound	pound	found	wound	mouth	astound
ground	south	trout	spout	aloud	arouse	about
clout	doubt	out	scout	amount	outing	

STORY:

At last it was September, the time of the Royal Show. Jenny and Peter could hardly wait, it was their favourite outing of the year.

On the morning they arrived at the show grounds there wasn't a cloud in the sky. The children were glad it was such a beautiful day.

They paid their money and went inside. As always they looked around to see what they could spot.

"There's the ferris wheel", shouted Peter, "Come on lets go."

Round and round they went, they could see everything. It was from the very top of the ferris wheel that they decided where to go next. Can you guess where that was, it was the Ghost Train!

Jenny was always very frightened on the Ghost Train, although she pretended to be very brave. Sitting in their little cart, neither Jenny, nor Peter made a sound, they were too busy wondering what awful creatures and scary monsters were before them.

I'm not going to tell you what they found along the tracks, but I can tell you Jenny was especially frightened this year. Perhaps the next time you go in the Ghost Train you'll find out why.

The rest of the morning they spent eating fairy floss, toffee apples, Mr. Whippy icecreams and pies. You can imagine why they couldn't eat their lunch when they went home.

After spending so much money on morning tea they only had enough money for one more ride. Do you know what they chose, it was the Wild Mouse!

"But Peter, after all we've just eaten I don't think we should go on that thing", Jenny said, rubbing her stomach.

"No, maybe you're right, it might make us sick", answered Peter, "anyway its twelve o'clock. Dad will be here to get us in a minute. Come on Jen, we'll save this money."

The children ran off to meet their father and didn't they have so much to talk about, especially what happened on the Ghost Train!

APPLICATION TO READING:

These 3 sentences would be previously printed on a chart and then shown to the children.

1. The ferris wheel went round.
2. They did not make a sound.
3. They found it very scary.

After talking about these sentences in the context of the story itself, the children would match 'ou' to any 'ou' word, and then match the actual 'ou' words to the right place (e.g. put 'round' under the word 'round')

The children would then read each sentence clapping their hands when the 'ou' words appeared (i.e. were heard by the children).

As a light, concluding activity the children would match the 3 sentences to pictures about each of the sentences and read the sentence aloud.

PRACTICE LESSON

FURTHER READING PRACTICE:

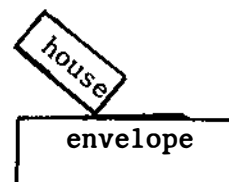
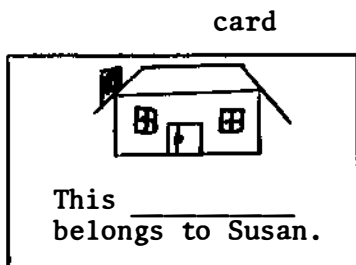
1. More sentences to read, revision of previous sentences. Other complete sentences could be put on chart. Children could give you sentences with 'ou' words in, they would then be blackboarded and the whole class would read them.
2. Incomplete sentences on charts would be filled in by the children who would have cards with 'ou' words to choose from. Once the sensible sentence had been completed the whole class would read it.
3. The teacher could say "I'm thinking of an 'ou' word beginning with 'b', who can guess what it is?" The children could then give suggestions and the teacher would blackboard the correct word. The class would then read the list of words at the end. To extend this activity the children would match "ou" cards to the "ou" part of the words.

WRITING PRACTICE:

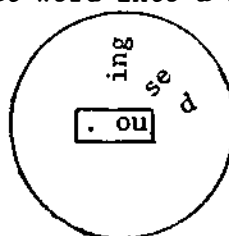
1. Pictures would be held up which had obvious "ou" words in context and the children could talk about what the word would be, then print it.
2. The teacher could dictate an incomplete sentence and the children would fill in the appropriate "ou" word, then write it down.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. "ou" Scrabble: - The children would have to choose 3 letters from the centre (turned face down) and if they know an "ou" word beginning with that letter/s they tell the teacher the word and score a point. The one with the most words when the letters have all been used up would win. Only letters which have "ou" words would be in the centre, not every letter of the alphabet would be there.
2. In pairs the children would be given several cards (see illustration below) and an envelope with small cards in it. The child with the cards shows them to the other child with the envelope who then chooses the appropriate word from his envelope.



3. In pairs or perhaps in very small groups of about 4, the children use the "ou" wheel to form sentences, and finish the words. One child would turn the wheel and then choose a child to complete the "ou" word, then another to put that word into a sentence. The leader could then be changed.



INTRODUCTORY LESSON

DIGRAPH: aw as in paw

SUITABLE WORDS: paw law draw dawn hawk tawny
 crawl raw straw jaw claw scrawny
 lawn fawn sprawl

STORY:

Everybody knows which animal is king of the jungle. Yes! It is the Lion. This story is about a very very old king lion. When he was younger, he was the most beautiful lion that had ever lived. His coat had been thick and tawny in colour. His mane had been thick, shiny and stood out around his neck like a thick, shiny crown that had slipped down over his head and around his neck. He was so strong that no animal had ever dared break a law that he had made.

But one day, King Lion, racing pell mell through the jungle after what he thought was going to be a particularly juicy piece of dinner, he trod on a piece of glass and cut his paw deeply as well. The king yelled and screamed in anger and pain, but that didn't help one little bit. His dinner escaped into the jungle and the king sat and cried and cried and nursed his paw.

If king lion had been truly wise, he would have known that it is important to wash and clean a deep cut. But he was not truly wise. He didn't even have the sense to keep his paw up out of the dirt, let alone wash it as well. The claw never did grow again and the paw never did get better. It is still hurting him to this very day.

He is a changed lion now. He is still tawny in colour, but thin and scrawny with it because he has never since that day been able to run and catch an animal and eat lovely raw meat. He never ever has enough to eat and is always hungry.

Are you wondering what he does eat? Sshh! its a secret. Please don't tell the other animals, but the reason the grass outside his cave looks so much like lawn is that he eats it as fast as it grows and that is all he eats. He dreams of juicy, red, raw meat. Please don't give tawny scrawny lion's secret away will you?

APPLICATION TO READING:

1. As the sun rises, it is dawn.
2. The dog held out its paw to be shaken.

Match with word cards of underlined words.

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Sentence reading from blackboard:
examples:- read - underline - match.
 - a) The hawk saw a mouse in the straw.
 - b) A baby deer is called a fawn.
 - c) We draw and colour pictures in art.
 - d) The baby crawled over the lawn to pat the dog.

2. Word Game: - Bingo

Using sheets with different combinations of the words presented (each sheet with nine words).

Each child has one sheet and teacher calls the word, child covers word on his sheet. When all nine words are covered those children are the winners. Will be several children in the class.

Variation:

Teacher shows the word cards and children cover from visual recognition. In this, to be winner the child must read all his words back to teacher.

Variation:

Children swap sheets.

Always read words in different order.

WRITING PRACTICE:

Children write words on board to teachers dictation, varying words to suit the child. Try to make a story using one word per sentence to maintain the fun element.

Variation:

Half group invent story for other half to write down words as above in pads.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Say-a-brick, (Groups of 4)

4 duplicated pictures of a wall.

Each one had different words on it or in different order.

Children take turns reading a brick, colouring it in if read successfully. See who can complete their wall first.

2. Yes/No Riddle answers (Pairs)

Child reads sentences - partner answers with yes or no.

sample questions:

- a) Can a straw yawn?
- b) Can you catch a prawn?
- c) Can a fawn draw?
- d) Can a ship crawl?
- e) Can you crawl under a one cent?
- f) Does a hawk have claws?
- g) Is dawn at night? Is it dark at dawn?
- h) Can the lawn yawn?

3. Word meanings - 1 child reads, 1 child selects answer from list.

- | | |
|--|-------|
| 1. Sunrise | down |
| 2. Used to drink through | straw |
| 3. A baby moves like this | crawl |
| 4. You do it when tired | yawn |
| 5. At the bottom of a cats leg | paw |
| 6. A cat has _____ instead of toenails | claws |

- | | |
|-----------------------------|-------|
| 7. Meat before it is cooked | raw |
| 8. Ice when it melts | thaws |
| 9. Rules to live by | law |
| 10. A baby deer | fawn |

Using same list as above prepare a crossword for individual use. On simpler lines use picture clues and word clues for a crossword.

----- o0o -----

INTRODUCTORY LESSON

DIGRAPH: oi as in oil

SUITABLE WORDS: oil foil spoil boil soil coil point
 noise join moist coin avoid

STORY:

Melissa and Peter were very good friends and one day they decided to open a Baker's Shop outside their house.

Melissa and Peter first built their shop. They had to join lots of boards together and they used a large hammer, which made lots of noise. Bang!, bang!, bang!, sometimes they dropped the nails into the soil and had to look very hard to find them. They worked very quickly and soon had all the nails banged into the right points and now their Baker's Shop was finished.

Then Melissa and Peter went inside to make their buns and cakes. They poured in the oil and mixed up all the dough and then put the buns and cakes into cook.

They made long buns, coil buns and short buns. When they were cooked Melissa wrapped them all in foil so that the air would not spoil them. They took the buns and cakes outside and put them in their shop. Peter took off the foil for the people and the buns and cakes were still lovely and moist. Melissa and Peter had lots of people visit their shop and very soon sold all their buns and cakes.

Melissa and Peter each as a 20c coin and they went to the shop and brought themselves a lolly.

APPLICATION TO READING:

1. List the 'oi' words on the blackboard. (the children say the words from listening to the story). Children can suggest any other 'oi' words that they know. Once as many words as possible are on the board, children can say the words through with the teacher, making sure the children use correct pronunciation.
2. Teacher says one 'oi' word and gives child matching word card for child to find the word on the blackboard. Children repeat the word.

3. Teacher calls word to class, one child is chosen to find the correct matching card from the pile.

PRACTICE LESSON

FURTHER READING PRACTICE:



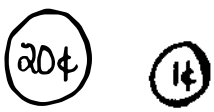
1. Fishing Game - Children have magnets on fishing poles, all words including 'oi' words and extra words to be placed into a large bucket or box, with magnetic material on them. (i.e., pins of paper clips) Children are to fish for the words, and on fishing a 'oi' word the child is to read the word. Thus the child with the most words with 'oi' in them wins the game.
2. Flash card game - Teacher shows the children the first word, the first child to put his hand up has the chance to identify the 'oi' word. Once the child identifies the word correctly the rest of the children say the word. The child who first identified the word correctly gets the flash card, thus the child with the most flash cards wins.
3. Flash card sentences - The children read sentences with 'oi' words in them.

WRITING PRACTICE:

1. The children fill in the missing words from the sentences, based on the 'oi' words that they know.
 1. A trumpet makes a loud _____.
 2. _____ is used in car engines.
 3. Sally has a 20c _____ to spend.
 4. A pin has a sharp _____.
 5. Plants grow in the _____.
2. Take the fishing game activity from the further reading practice section fishing game and adapt it to writing practice. (i.e. children are to say and write all words that they fish out of the box.)
3. Children write sentences to teachers dictation. (brief sentences)

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Draw a line from the word to the picture.

oil soil point	
join noise coil	
moist coin avoid	

2. Put a ring around the 'oi' words

	point	well	soil
oil	apple	moist	coil
	avoid	noise	foil
	hand	spoil	game

3. Underline the correct word.

Trevor is going to (join, coil) some boards together.

A hammer makes a lot of (point, noise).

A pin makes a sharp (coil, point).

The pot on the stove is going to (boil, oil).

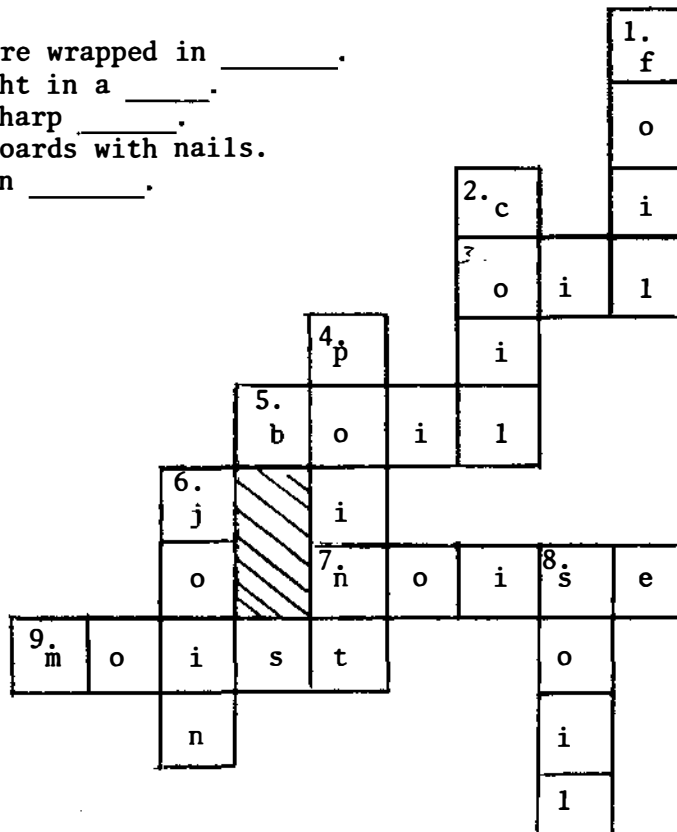
4. Read the clues. Complete the crossword.

across:

3. used in cars.
5. what water does in a kettle.
7. trumpets make a lot of ____.
9. flowers need to have ____ soil.

down:

1. easter eggs are wrapped in ____.
2. rope is brought in a ____.
4. pins have a sharp ____.
6. we ____ boards with nails.
8. plants grow in ____.



INTRODUCTORY LESSON

DIGRAPH: oi as in oil

SUITABLE WORDS: oil boil point soil noisy
 noise coin join coil oink

STORY:

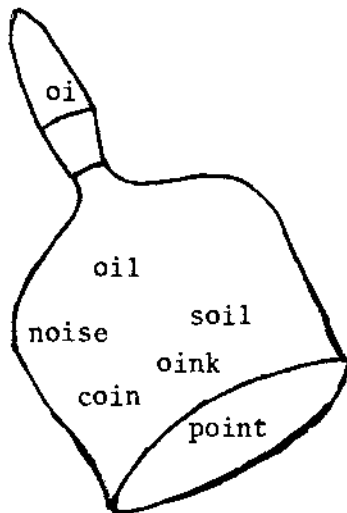
Pointer was a little, fat pig. He was a very grubby little pig because he liked to roll in the soil. He was also very noisy. When he went for walks around the farmyard he liked to oink, oink, oink to let the other animals know he was coming.

One day he walked up as far as the house and next to the house was the garage where Mr. Hayes kept his old car. As the garage door was open Pointer poked his nose around the corner to see what was inside. The car wasn't there but on the floor was a big pool of oil. Pointer walked up to the oil and sniffed it. He then lay down and rolled in it. He was having such great fun that he didn't hear Mr. Hayes come in. Mr. Hayes was very cross with Pointer and he chased him out of the garage. Pointer ran all the way back to his pen shouting oink, oink, oink as he went.

Pointer decided he wouldn't go near Mr. Hayes' garage ever again.

APPLICATION TO READING:

Black boarded work -



This bell makes a loud n _ _ se.

A pig says _ _ nk.

A ten cent c _ _ n.

A pool of _ _ l.

The children would read the words inside the bell and then read the sentences. When the word is reached with the 'oi' sound missing the teacher will ask individual children to supply the sound and then the word. Then the whole sentence will be read by the class.

PRACTICE LESSON

FURTHER READING PRACTICE:

Group Game - using flash cards in the shape of an oil can with the words oil, boil, point, soil, oink, noisy, coin, join, coil (one on each card) the children will play a guessing game.

While one child is not looking (head down on desk), another points to one of the flash cards. The other children in the class should take special note of this word. The first child (after the word "Ready" is called), then proceeds to point to words one at a time asking "Was it oil?". The group then responds "No it wasn't oil" or Yes it was oil". If after 3 attempts the child is still incorrect the class says "No it wasn't....., "it was" The child who was guessing then chooses another to guess and the game proceeds.

Sentence work on the blackboard:

- We dig in the (soil,noise) with a spade.
- You can (oink, point) with your finger.
- I used a ten cent (coin, oil) to pay for my ice-cream.
- Mum needs to (coil, boil) the atwer in the kettle to make a cup of tea.

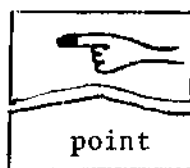
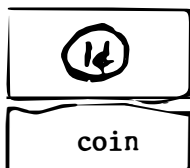
WRITING PRACTICE:

- Print the list of 'oi' words in pads using the flashcards (displayed across the blackboard ledge) from the group game.
- Print the sentences from (2) above in pads making sure to use the correct word.

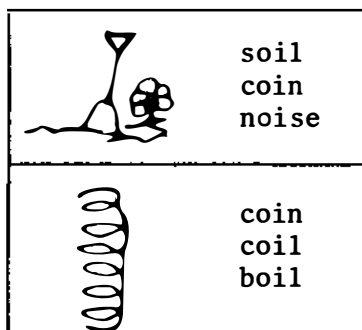
INDIVIDUAL/SMALL GROUP ACTIVITY:

- Tops and Tails - pairs of cards for the children to match word and picture.

e.g.



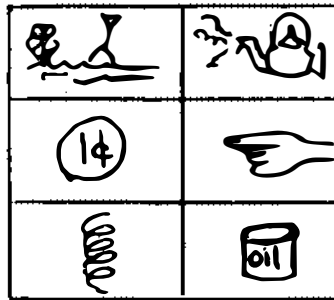
- Choice - selection of correct word from 3 alternatives



Children will draw a line from the picture to the correct word.

- c) Bingo - for 4 children (1 leader and 3 players) 24 small word cards (each word appears 3 times)

3 cards with
different
pictures



oil	point	soil
noise	coin	coil
boil	join	

The leader holds up a card the children look at their master card to see if they have the picture to go with the word and the first one to call out Bingo has the opportunity to say the word - if he/she is correct then they place the word underneath the picture. The first one to complete their master card is the winner.

----- o0o -----

INTRODUCTORY LESSON

DIGRAPH: or as in fork

SUITABLE WORDS: fork short pork born
 storm cork stork record
 form Dora organ

STORY:

Dora is a very helpful girl. Today it is her brother's birthday. He was born thirteen years ago. Dora is helping her mother prepare some special dishes for a small dinner party. The children's mother has chosen to eat a pork dish for the main meal. Both Dora and her brother like pork very much.

Dora has helped to make a cake which was made into the form of a guitar. She has also mixed some drinks and prepared some pudding for desert. Dora's mother has set the table and finished most of the preparation.

Shortly the visitors will arrive. Most of the visitors are Dora's brother's friends. They will listen to some records and play music on the organ in Dora's house.

The small dinner party should be alot of fun. Dora has been busy too. Do you like birthday dinner parties?

APPLICATION TO READING:

1. Children should be able to say which 'or' word is appropriate.

Cards given: pork, organ, records, born, Dora.

1. _____ is very helpful.
2. The main dish was made with _____.
3. Dora's brother was _____ thirteen years ago.
4. The friends would listen to some _____ and play the _____.

2. Other words: stork, storm, fork.

PRACTICE LESSON

FURTHER READING PRACTICE:

Word Games - Display a series of flashcards with 'or' words on them so children can see each.

stork	fork	storm	pork	organ	Dora	records	born	short
-------	------	-------	------	-------	------	---------	------	-------

Children are to select a word which answers the phrase that you say to them.

e.g. Teacher says, "I can play music on my organ."

A child is chosen to go to the flashcard with the answer - point to it, say it, class say it and turn it to face the other way.

Teacher may repeat till all cards are used.

INTRODUCTORY LESSON

DIGRAPH: or as in fork

SUITABLE WORDS: pork corn stork torn storm sort
 ford short born cork shorn forget

STORY:

Wendy, sat on the old seat under the shady tree to sort out some of her old toys. She would have to hurry as there was only a short time before Mummy would call her in for dinner and she did not want to be late for that as they were having roast pork and apple sauce, sweet corn and potatoes. Yummy! yummy!

Quickly she began to sort through the box of toys. There was dear old gollywog with his jacket very torn. Auntie Lorna had given it to her just after she was born, Mummy had told her, and what a night that was. Mummy said she would never forget it because it was the night of a rain storm and on the way to the hospital they had to ford a small stream which had become quite a big stream because of all the water from the rain storm. Poor Mummy and Daddy, what a night it must have been.

Wendy sorted the toys quickly. There was no more time for daydreaming if she was to be finished on time, for the roast pork dinner.

APPLICATION TO READING:

Question children on story to establish 'or' words.

As words are established, show them to children on flashcards in shape of puddles. All children read the word. Use these puddle cards to play game of "Riddles"

1. Cards are placed in a column on the floor, spaces between each card.
2. Children sit along the sides of the "stream" for a good view of the words. Individual children are selected to cross the "stream" without getting wet.
3. If a child hesitates as he steps along, others clap and say "splash" Someone else has a turn.
4. Words that cause hesitancy, pick up and everyone reads it.
5. Children who cross the stream successfully are rewarded with a clap and choose next player.

PRACTICE LESSON

FURTHER READING PRACTICE:

"Steal a card" Display cards along blackboard ledge so that children can see them clearly.

Children to read the words several times, not in the same order to avoid memorisation.



Ask children to put heads down and close eyes so that teacher can "steal a card"

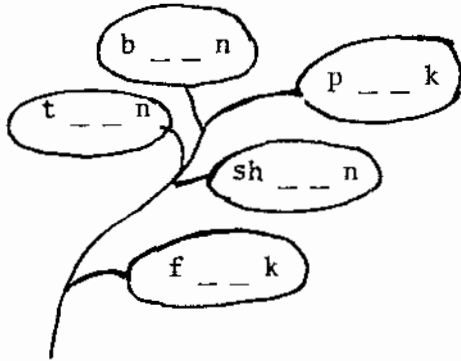
Hold card in front of you but facing you not the children.

When you say "which card have I stolen?" children look up and guess which card is missing.

If child identifies the word correctly, turn the card to the group and ask "Have I?" If group says yes, then child who guessed the word, has a turn to "steal a card" She/he instructs all children to put their heads down and close eyes. Repeat sequence.

WRITING PRACTICE.

trace over  sound print 'or' sound to finish the words - draw picture		
	f _ _ k	
	st _ _ k	
	t _ _ n	
	sh _ _ t	
	c _ _ n	
	c _ _ k	

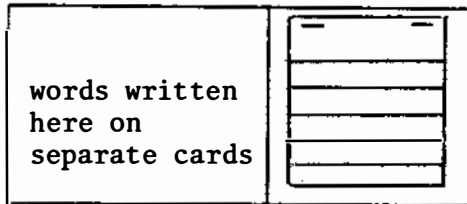


Print 'or' sound to finish words
Use the words to finish sentence

I was _ _ _ _ in January.
My jumper is _ _ _ _ .
The sheep were _ _ _ _ yesterday.
I like roast _ _ _ _ .
Prick the meat with your _ _ _ _ .

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Word Bingo.
2. Digraph word cards:

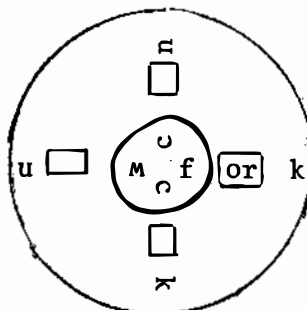


← stapled sheets of paper.

Child chooses a card with words; places at left hand side; writes words on stapled sheets of paper; child illustrates words.

3. Digraph circle:

Circular piece of pasteboard with beginning and end of 'or' words
Peephole in circle where 'or' sound is written. Move circle so that words are formed.



INTRODUCTORY LESSON

DIGRAPH: ie as in pie

SUITABLE WORDS: pie tie lie die

STORY:

Jack was always hungry. He would have his three meals a day, but in between each meal he would eat whatever he could find.

One day Jack's mother had baked a huge apple pie, it looked delicious. The pie was to be taken by Jack to the fete on the corner. Jack put on his good clothes and his tie because he was going to help at the fete. He took the pie and slowly walked down to the corner.

On his way he began to feel hungry and without thinking began to eat his mother's apple pie. By the time he reached the corner there was no pie left and Jack did not know what to do. Finally he decided to quickly go home and tell his mother what had happened.

By the time Jack was home he was not feeling very well. His mother guessed what had happened and told Jack to take off his tie and lie down.

Jack's mother was very pleased that Jack did not tell a lie and asked Jack if he had learnt a lesson, not to eat so much between meals.

APPLICATION TO READING:

(i) Matching Activity:

Cards with words on e.g.

pie

Children select one of the cards to match with the sentence.

e.g. Men wear a _ _ _ when they go out.

What does apple _ _ _ taste like?

PRACTICE LESSON

FURTHER READING PRACTICE:

- a. Blackboard reading.
- b. Flashcards - already used in introductory lesson.
- c. Matching cards with words.
- d. Riddles.
- e. Comprehension.
- f. Incomplete sentences where children draw the picture.

e.g. Do you like apple _ _ _?

Children draw a pie.

WRITING PRACTICE:

a.

pie	tie	lie
-----	-----	-----

Please put on you _ _ _ , Jack.

b.

Rhyming:

My, my, what a lovely yellow _ _ _ .

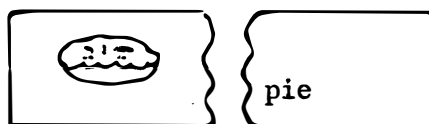
c.

Please do not tell a _ _ _ .

_ _ _ your shoe laces.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1.



2.

Bingo

picture

word cards

words

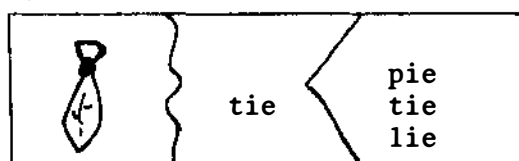
picture cards

pie



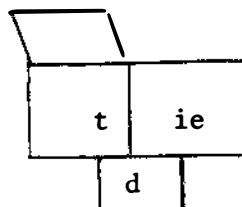
3.

Phonic Words:



4.

Phonic Completion:



Base or keyword on right of card and flaps with letters making other 'ie' words.

5.

Group fishing with ie words.

Bowl with words paper clip on card.

Fish rod with small magnet.

Children say the word and write (writing activity)

----- o0o -----

INTRODUCTORY LESSON

DIGRAPH:

ie

as in pie

SUITABLE WORDS:

pie

die

tie

lie

magpie

STORY:

Once there was a king who decided to hold a feast and invite all the kings and queens from the lands around his kingdom. He planned to have all sorts of unusual food, such as fish tail stew and goat soup, but the best food he would have would be a pie. Not an ordinary pie, but one six feet across and two feet thick, with delicious meat filling, rich brown gravy and crisp golden pastry.

"Hmm", thought the king. "that's what I call a real pie. But now I must get the cook busy on it."
And he hurried off.

The big pie took 3 days to bake in huge ovens. The cook put the pie on a big window ledge to cool while he prepared the rest of the food. Just then, a very hungry magpie flew past the window. He saw the pie.
"Hmm", thought the magpie, "this is nice of them to leave me this delicious pie", and he started eating it.

When the magpie had finished eating, he tried to fly, but he couldn't because he was too heavy. At that moment, the king came to check on his pie. He was very suprized when he saw an empty pie dish and a big fat heavy magpie, and he knew what had happened.

"Where's my pie?", he asked the magpie, "I'm sure you will tell me a lie, but I know you ate my pie, and I am going to punish you."

The king quickly fetched a piece of string to tie up the naughty magpie.

"There", said the king, "that will keep you out of trouble for now. And tomorrow, you will sing at my feast for your punishment."

Another pie was baked for the feast which went very well, and soon the story of the fat singing magpie went out to the rest of the kingdom.

APPLICATION TO READING:

Have words pie die tie lie magpie printed on blackboard and have children identify each word after verbal clue from teacher. Prepare matching word cards and have children locate and match words in list on blackboard.

PRACTICE LESSON

FURTHER READING PRACTICE:

Have the sentences below printed on blackboard.

I had a big meat _ _ _ for lunch.

My Dad wears a black _ _ _.

It is bad to tell a _ _ _.

Prepare cards with words 'pie', 'tie' and 'lie' printed on them. Children will place card in correct space in sentences on board. Children will then read sentence after teacher.

WRITING PRACTICE:

- (a) Have children come (individually) to blackboard and print an 'ie' word near teachers' word list. (Using teachers' list for spelling and formation of word).
- (b) Have children copy sentences used in the reading practice, into their pads, filling in spaces with 'ie' words. For this activity a list of 'ie' words should be clearly printed on blackboard, for children's reference.

INDIVIDUAL/SMALL GROUP ACTIVITY:

- (a) Have children copy list of 'ie' words into their pads and illustrate them.
- (b) Teacher writes the following on the blackboard:
pie dog ant pot tree die
drum duck tie lie
Children copy into pad, and circle the 'ie' words.
- (c) Form children into groups of 4 and give each group 4 cards (approx. 3" x 2") with 'ie' words on them e.g.

pie	lie
-----	-----

Cards are shuffled, and each child receives a card. He must make up a sentence containing that particular 'ie' word and tell it to the others in his group. When the 4 children have had 1 sentence each, cards are shuffled again and procedure repeated. If a child receives the same word twice, he must think of 2 different sentences for it.

----- o0o -----

INTRODUCTORY LESSON

DIGRAPH: ew as in screw

<u>SUITABLE WORDS:</u>	brew	blew	screw	strewn
	crew	grew	chew	shrewd
	threw	slew	drew	

STORY:

It was a very cold day and a long way out to sea a boat was being tossed about by the waves. Aboard the boat the crew were becoming frightened. The wind blew the waves higher and higher against the boat.

A storm was raging and it seemed as though the boat was being torn in half. Suddenly, the movement of the boat threw one of the crew against a door. He fell so hard against it that a screw was forced loose. He knew that if he didn't tighten it quickly the water would start to come in. Luckily, some other members of the crew came to help him and the door was soon mended.

During all the excitement of fixing the door, the storm had been forgotten. As the men looked towards the sky a seagull flew overhead and the shrewd captain knew that the storm was nearly over.

APPLICATION TO READING:

Blackboard sentences taken from the story leaving a gap where the 'ew' word belongs.

Children select the correct word from prepared word cards and place the word card in the gap.

e.g. The wind blew the waves high against the boat.

Unrelated sentences may also be used to include the other words.

e.g. The tree grew as high as the house.

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Teacher shows word cards to children. The children make up a sentence with the word in it. The teacher writes the sentence on the board and the children read the sentence. This would be done with about four words with the key sound/digraph.
2. A selection of word cards and pictures placed in a box. Children select appropriate (matching) card/picture. When this is done with the whole group only individual children are involved in the selection but whole class are involved in sound whether the selection is right or not. Teacher directs the activity.

WRITING PRACTICE:

1. Sentences printed on sheets. The sentences have to have missing words. The children fill in the missing word after choosing from a given list (Missing words contain the digraph).
2. Opposite a given list of words which contain the digraph, the children copy the word. Either on an activity sheet or the blackboard.

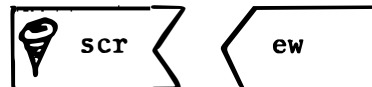
INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Matching jigsaw. Card divided into six boxes, each containing digraph word. Small cards with same dimensions as boxes have picture illustration of word on one side and on other side part of a large picture. When all cards correctly placed, jigsaw completed, self correcting.
2. Jigsaw type cards with word on one part and picture on other.

Children match up.



2. Jigsaw type cards with divided words for children to match up.



Also self correcting.

INTRODUCTORY LESSON

DIGRAPH: ew as in screw

SUITABLE WORDS: threw flew blew drew crew brew grew chew

STORY: The Missing Screw

It was Christmas day and the Christmas tree was beautifully decorated with different colours all shinning and bright. There were many presents under the tree and quite alot of them belonged to Tommy.

It was now time to open all the presents, and of those that Tommy received, the one that first drew his attention was the present shaped like a bicycle. Tommy could then see that this would be the bicycle that his father had promised him. He threw his arms around his father and asked if he could go outside to ride it, "Of course", his father said. Tommy rode his bicycle to the park where he saw many of his friends from school. All his friends wanted to have a ride on the bicycle, and so to please them all, he gave each of them a ride on it. When they all had a turn at riding the bicycle Tommy noticed that one of the pedals was coming off. He quickly layed the bicycle down on the ground and he and his friends formed a crew to fix it. They soon found that it was because a screw had fallen out. One of his friends went home and got his father's screw-driver and in no time the screw was put back in place.

APPLICATION TO READING:

For the Word Study Introductory lesson, take 5 sentences out of the "ew" digraph story.

e.g. Tommy and his friends formed a crew.
It was only a screw that had fallen out.
He threw his arms around his father.
The one that first drew his attention.

PRACTICE LESSON

FURTHER READING PRACTICE:

Make up another 5 sentences involving "ew", as in "screw", digraph words other than the words used in the story.

The children should be able to associate the new words of the same digraph that has already been learnt. These sentences to be used as morning practice sentences.

e.g. The bird flew high in the sky.
The wind that blew was very wild.
The plant grew into a beautiful tree.
The meat was very hard to chew.
The brew had a nice smell.

WRITING PRACTICE:

a). Have a variety of written exercises on the board in the form of incomplete sentences, incomplete words with pictures.

John _ _ _ _ _ a ball.

The birds _ _ _ _ _ to a high tree.

The _ _ _ _ _ of men were on the ship.

flew

crew

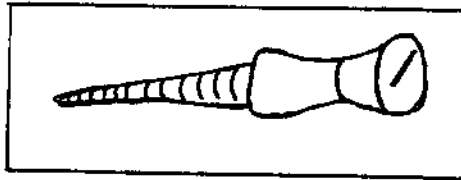
threw

b)

cr _ _



scr _ _



INDIVIDUAL/SMALL GROUP ACTIVITY:

Children are put into groups of about 3 or 4 with about 5 of the digraph words printed on cards, children follow the exercise of sounding the words, emphasising the digraph sound.

e.g.

screw

crew

crew flew
threw screw

drew blew
chew crew

Bingo: Each child has a card with 4 or 5 "ew" words, leader calls out "ew" words. Child with the same "ew" word, that is called out, cover her word. The child that covers all words on her card wins the game.

INTRODUCTORY LESSON

DIGRAPH: oo as in book

SUITABLE WORDS: book look took cook hook brook
 crooked stood wood hood good soot

STORY:

Timmy Crook lived in a very big house near the woods. He had many friends to play with. During the holidays though most of his friends went away on camping trips with their families. So Timmy was all by himself with no one to play with. He was so lonely that his mother decided to take him with her to the library when she went that day. Timmy was very excited. He had never been to a library before. When Timmy arrived at the library he just stood and looked and looked with big eyes. He had never seen so many books before. They were all different shapes and sizes along rows and rows of shelves. Mummy told Timmy to go to the children's books section to look for a book he might like to read. After looking for a while Timmy finally found a book he liked. It was called "Robin Hood". It was about a man who stole from the rich and gave to the poor. He had two good friends, named Little John and Friar Tuck, and lived in the woods, just like Timmy. Timmy liked it so his Mummy signed a card and Timmy took the story of "Robin Hood" home.

When Timmy's friends came home from holidays they all went into the woods and played Robin Hood. Can you guess who was Robin Hood? Yes. Timmy.

APPLICATION TO READING:

Sentences with missing words are written on the board. Missing words from the 'oo' family.

Cards with words from 'oo' family are placed along the ledge of the black-board.

wood

cook

hook

Individually children find the missing word card and place it on the space in the sentence.

Examples of sentences:

Catch the fish on the end of the

I will some cakes.

Dad chops some for the fire.

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Cards with words from "book" family are placed face down in a circle (pace apart)
Children walk around (in spaces) chanting,

Tippy, tippy, tiptoe,
Where I go,
Where I'll stop,
I do not know.

At the end of each verse selected children pick up the card nearest them and say the word.

2. Sentences as for "Application to reading" selection.

e.g. I can read a _____.

Robin _____ and his merry men.

3. Musical Words:

Children stand in circle and pass cards with words from the book family. Children sing a song, when song is finished selected children read word out. Repeat.

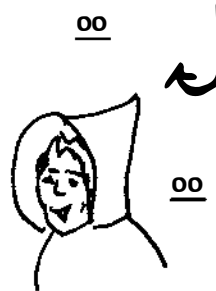
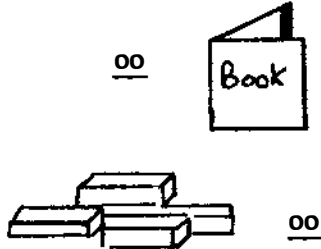
4. Steal a card:

Cards with words from the book family presented face up along ledge of blackboard. Class children hide eyes and selected child hides one of the cards behind back. Child to guess which is "he".

WRITING PRACTICE:

1. Cyclostyled sheets of missing word sentences. Children write the missing word in.
2. Cyclostyled sheet with drawings on it. Children label drawings.

e.g. book hook wood hood



INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Guessing Games:

While a child is not looking nominated child points to a word in the list of book words. Original child then points to objects or pictures and says "What it _ _ _ _ _ ?" Children say no or yes.

2. Phonic Word:

Set of 6 jigsaw type cards (self-corrective)



3. Stepping Stones:

Cards with words from b^oo^k family are placed in line on floor. Child has to walk on each card without hesitation, but must read each word before he steps on it. If he hesitates children say "Splash" and he gets wet. He must have a good look at word.

----- oOo -----

INTRODUCTORY LESSON

DIGRAPH: oo as in book

SUITABLE WORDS: book look took foot cook hook soot
 crook wood stood hood brook good.

STORY:

John and Julie had just woken up and were very excited. They were going on a holiday with their mother and father. It wasn't going to be a holiday like the one last time. John and Julie were going camping in the bush with their mother and father. Julie was going to help mother cook for them and John was going to help father get wood for the fire.

When John and Julie got up and went outside, they stood and watched their father pack up the car. Father took the cases from the house and put them in the car. Soon it was time to go and Mother came running out of the house. Father took the house keys from her and everyone jumped into the car. They were off. As they were going along, father said, "Look, we are going to go across a brook." John, Julie and Mother, took a look and saw the brook under the bridge. Soon they crossed it and drove on down the road. John and Julie took out some books to read so that the time would pass more quickly.

When they had gone a long way, Father pointed to the camping area where they were to camp. Everyone jumped out of the car and helped Father put up the tent. John then helped Father find wood to make a big fire. John began to feel hungry, so Mother and Julie began to cook tea.

By the time they had finished tea, it was time for John and Julie to go to bed. They were very happy because they were going to sleep in the tent.

APPLICATION TO READING:

1. On blackboard a story is written but omitting the words containing the digraph. This is related to the introductory story. Words missing are printed on separate flashcards and the children find the word which fits in the space. The children can then point to the sound.
2. Each word containing digraph could be written in a pattern form on the blackboard. Children, individually are then asked to match strips to the words.

For example:

blackboard

matching cards

brook

look

cook

wood

book

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Post the letter - Teacher gives out envelopes in which a digraph word is printed on a flashcard. Each child in turn is asked if the word has the "oo" digraph sound and then if they can say it. If they can complete both tasks, then they are allowed to post their letter in the letterbox. If not, they have to wait for the late post and try again.
2. A number of shapes cut out to resemble feet are used for this game. The digraph "oo" is included in sentences which are each printed on a "foot". The feet are arranged around the room. Each child in turn sees how many feet he can jump. As a child jumps to a foot he is asked to say the sentence on the next foot and then point out the digraph word and digraph. This allows him to jump to the next foot. To stop the other children hearing, the child must tell the teacher quietly.

WRITING PRACTICE

1. Write on blackboard short sentences related to the story but omitting the word containing the digraph. Children are to supply answer from the list words by writing the word in the space.

For example:

1. The b r o o k went under the bridge.
2. John will l o o k at the tree.

2.

<p>book</p> <p>brook</p> <p>foot</p>	<div style="border: 1px solid black; padding: 5px; margin: 0 auto; text-align: center;"> my book </div>
--------------------------------------	---

Children write words and then illustrate.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Pairs or small groups

The aim of the game is to write down as many of the digraph words that were in the story. (on a blank piece of paper). The child to write down the most in a certain time, the time allowed being dependent on the possible number of words. This game would be self corrective, in that the group would have an answer sheet with all the words on it.

2. Bingo

took	cook	wood
foot	good	brook

Procedure: - 6 boxes with a digraph word in each. 24 smaller cards, each having a different word. Leader draws one from box. (3 of each card) 3 children place counter on own cards if they have word. Winner is first to cover large card and read each word.

----- o0o -----

INTRODUCTORY LESSON

DIGRAPH: ur as in church

SUITABLE WORDS: church, hurt, turn, urn, curl, burn, curtains, return, nurse, fur, purse, furnace, curse, hurdle, murmur,

STORY:

Sue was left all alone one night while her parents went to a church dinner party. She was very excited about being left on her own. Sue decided that she would like to watch television. She turned it on and walked into the kitchen to turn on the urn for a cup of tea.

Sue curled up on the lounge and was enjoying the movie. Suddenly she thought she could smell smoke. She ran into the kitchen and found a fire burning. The wiring of the urn had been faulty and had caught fire.

Sue tried to turn the urn off. But in doing so her hand was burnt. This hurt Sue but she knew that she must put the fire out. She pulled the heavy curtains down and smothered the fire.

A next door neighbour had seen the smoke and had called the fire brigade and the ambulance. The men checked that the fire was out and left. A young nurse telephoned Sue's parents and they decided to return immediately. She then bandaged Sue's hand and put her to bed while she waited for the parents to come home. When the parents arrived home they rushed in to see Sue but she was curled up in bed fast asleep.

APPLICATION TO READING:

A fire started in the lounge.

Sue's hands were burnt.

But the nurse bandaged them.

Further reading practice:

Who bandaged Sue's hands?

Sue hands were _____.

Sue turned the _____ on.

burnt nurse urn

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Fishing game

Children have pales with string attached and a magnet on the end. Flash cards are arranged in the centre of a hoop with a metal hook in the fishes nose/mouth. Children fish for a word in the shape of a fish from the hoop. Each flash card has a different word with the digraph ur.

2. Snap

52 flash cards are made of different digraphs that the children have learnt. But every time the digraph ur occurs on the top of the pile in the centre then the person who sees it calls snap. She takes the cards. The person who has all or most of the cards wins the game.

Whole class activity:

Teacher has children's attention. Teacher shows children a flashcard and children raise hands to read word. If the child chosen to read it, gets it right he comes out to the front to show the next word. He chooses the next person etc.

WRITING PRACTICE:

1. Put the words in the right sentences.

hurt curled purse nurse

Sam _____ his foot.

Sue was _____ up on the chair.

My mother keeps her money in her _____.

A _____ wears a white cap.

2. Children fill in missing 'ur' sound.

I go to ch __ ch on Sundays.

A cat has a f __ coat.

The girl ret __ ned a library book.

If you play with fire you will b __ n your fingers.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Stepping Stones:

(Stones are 'ur' word cards) - A mat is on the floor at the front of the room. Small stones are arranged on the mat with words on. The children have to read the words on the rocks to be able to go to the next rock to cross the mat.

2. Postman:

A child is selected to be the postman. He goes around the room delivering the letters (flashcards with word on one side using digraph 'ur' and a stamp on the other side).

Child is then selected by postman to show his flashcard and read the word. All the children say the word. He reposts the letter in the letterbox in the room. Postman asks for another word and it goes on until all the words with the digraph 'ur' are said.

3. Cards with lists of words down the left side and sheets of paper on the right side. Child copies the lists of words, illustrates them and then tears the work off, so that the cards is ready for the next child.

----- oOo -----

INTRODUCTORY LESSON

DIGRAPH: ur as in church

<u>SUITABLE WORDS:</u>	turn	purse	curl	church	furniture
	surf	burn	burst	curve	hurt
	curb	suprise	nurse	purple	turnip
	fur	surface	turtle		

STORY:

Once upon a time therewas a green turtle named Burt. He decided he would go to the city for a visit just to see what it was like. He was surprised when he saw it. It was so different to the country where he lived, so big and busy and noisy. Burt was just walking slowly along when he noticed a purse lying beside the road.

"I wonder who it belongs to", said Burt. "How am I going to find the owner in such a big place?"

He was just standing beside the road with the purse in his mouth trying to

decide what to do when up walked a little girl.

"Oh you've found my purse, you lovely turtle!", she said in a surprised voice. "I'll take you home and give you a reward" So she picked up Burt and hurried off home.

Burt's reward was a lovely big turnip and he gobbled it down hungrily. Walking through the city had given him a big appetite. The little girl gave Burt a nice basket to sleep in and Burt curled up inside and began to dream of his country home. Life in the city was fun for a day but Burt would enjoy going home tomorrow. Only after a good long sleep of course.

APPLICATION TO READING:

Words from the story blackboarded, children identify. Teacher calls word, children locate on list already blackboarded. Word cards presented for identification by children.

PRACTICE LESSON

FURTHER READING PRACTICE:

Individual children read words teacher points too.

Blackboard additional words children think of and whole class or individuals say them.

Play games with listed words e.g. child secretly picks word, rest of children must try and guess word picked. Do this by asking "Was it purse?" and original child answers "Yes/or No it was/wasn't purse."

WRITING PRACTICE:

Children copy down sentences where phonic is missing e.g.

B _ t found a p _ se.

Filling in the missing and correct parts (or do activity on blackboard).

Also copy down words already listed on blackboard and add any other 'ur' words you/they know or can find.

INDIVIDUAL/SMALL GROUP ACTIVITY:

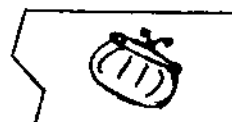
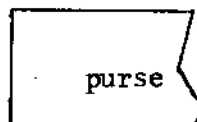
Illustrate word list previously copied. Underline or go over in red all 'ur' sounds in list.

In small groups children match words to appropriate pictures. Each child then says the word in turn.



church	nurse
furniture	turnip

Individual children take a box full of mixed jigsaws similar to one opposite. They then must sort them and put them correctly together.



INTRODUCTORY LESSON

DIGRAPH: wh

SUITABLE WORDS: whip whale why wheel whine which white
when wheat where whirl what while

STORY:

Barry is a young boy who lived on a wheat farm. One day Barry got into a buggy which was drawn by a big white horse and trotted towards the wheat fields. Before going too far Barry took out a whip which belonged to his dad and whipped the horse so hard that she whirled around and made the wheels of the buggy dig into the ground. Again Barry used the whip on the horse. When the poor white horse felt the whip the second time she galloped back to where the house and barn were. Just as Barry was about to whip the horse again he heard his mother call out, "What are you doing Barry?" Barry didn't answer for a while because he knew he was a naughty boy for whipping the horse. Barry's mother came out from the house and asked Barry why he whipped such a good horse. Barry was ashamed because he whipped the horse and wasn't allowed near the horse for a long time. But Barry learnt his lesson and didn't whip the horses any more.

APPLICATION TO READING:

A paragraph containing three or four sentences with missing words. The spaces would be filled in with flashcards by the children.

- e.g. a. I wonder _ _ _ did the shopping today?
b. A bus has a big steering _ _ _ _ _.
c. I wonder _ _ _ _ _ that ball has got to?
d. I saw them catch a _ _ _ _ _ in Albany.

PRACTICE LESSON

FURTHER READING PRACTICE:

a. Word Game:

The children fish out "wh" words printed onto metal whale shapes from a blue felt shape on the floor. The children take turns at fishing out the words and reading them.

b. Postman:

Envelopes with flashcards with "wh" words in them in a postman's bag. The children receive an envelope with a flashcard in it. When they can read the word they take a turn at being the postman and deliver an envelope to another person.

c. Musical Words:

The children stand in a circle and each child has a flash card with a "wh" word on it. The children pass around the cards while the music is being played. When the music stops the children have to read their words in the order that the teacher indicates. Proceed with the music and so on.

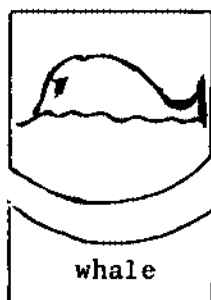
WRITING PRACTICE:

1. The children print words or even short sentences that the teacher dictates. These must be at the children's ability level.
2. The children complete sentences by printing "wh" words on the blackboard, in pads, or on cyclostyled sheets.

INDIVIDUAL/SMALL GROUP ACTIVITY:

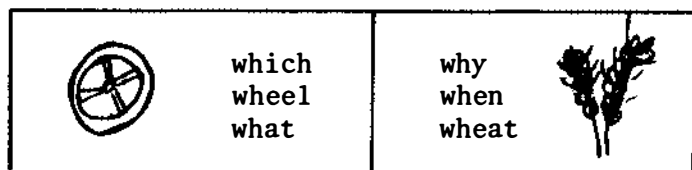
1. The children make up sentences using "wh" words and illustrate them on sheets of drawing paper. All the sheets are stapled together to make a class book of "wh" words.
2. Top and Tails:
The children match the word with the picture. This is self-corrective because of the shape of the cards.

e.g.



3. Choice:

Master card has pictures and three words for each picture. The children write the correct word and illustrate it.



----- oOo -----

INTRODUCTORY LESSON

DIGRAPH: wh as in whip

SUITABLE WORDS: white whale where when what
 wheat whistle which why

STORY:

There was once a white whale called Wally. He lived far out to sea, with all the rest of his family. One day, poor Wally was lost, he was just swimming around and around. He wished he knew where to go, so he could find his brothers and sisters.

After a while, he went to look for them behind some rocks. Just as he got to the rocks, he heard a whistle. "I wonder what that noise is", he said. So off he went to find where the noise was coming from.

After he had swum a little way, Wally heard the whistle again, but this time it was behind him. Wally turned around to see his brothers and sisters swimming away from him. He swam very fast, so he could catch up to them.

At last he was with them again. Wally asked them why they had played such a trick on him. "We were only having fun", they said.

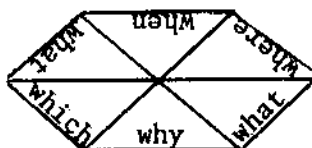
APPLICATION TO READING:

- Children identify words from story as blackboarded.
- When teacher calls a word, the children locate the word in the list.
- Word cards presented for identification.
- Children supply additional words, which teacher blackboards.
- Children supply sentences, which teacher blackboards.

PRACTICE LESSON

FURTHER READING PRACTICE:

- Reading of sentences.
- Word Games:
 - Fishing - use word cards with pins to be picked up by a magnet on the hook on the line.
 - Flashcards - set of 16 cards. Four children have 6 cards each. Teacher or another child calls "Who has 'why'?" If the child recognizes it, he puts in his card. If no-one recognizes it, they all look at the teachers cards.
 - Spinning word - cut hexagon cardboard. Child spins and calls word.



WRITING PRACTICE:

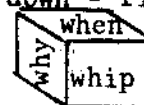
- Children complete sentences by using 'wh' words.
- Children print words, or simple sentences, to teachers dictation.

INDIVIDUAL/SMALL GROUP ACTIVITY:

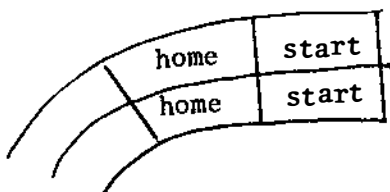
Word Snap - 4 cards for each word.

Children have equal number of cards. Each child puts down a card in turn. When two similar cards go down - first to call snap gets the lot.

Word Dice - Children roll dice and read top word.



Race Track Game - Two players, each has a toy car of a different colour and moves it as he draws a card from the pile and reads the word and takes the number of points prescribed e.g. why = 1 space, whip = 2 spaces. He must get the exact number to get home.



INTRODUCTORY LESSON

DIGRAPH: qu as in queen

SUITABLE WORDS: queen quit quick quite
 queer quiz quack quake
 quiet quip quiver quail
 quarter quill

STORY:

Quentin lived on a farm. It was quite a small farm, but Quentin loved it. Everyone had to help work the farm and Quentin's job was to look after the ducks and the quails.

He would feed them everyday and make sure they had fresh clean water. If he didn't they would die.

Quentin never forgot, because whenever it was feed time the ducks would go "quack, quack, quack," very loudly to let Quentin know they were hungry, and of course this would mean that the quails got their feed too.

One day, when Quentin went to feed the quails, he found some queer baby quails in the cage. They had hatched out of the little eggs that the mother quail layed. They were ever so small. They were so small they could squeeze through the holes of the wire cage. This was quite dangerous for them. They could be eaten by cats and dogs and large birds, like hawks. But they were only babies and didn't know how dangerous it was. No matter what Quentin did, one or another of them would manage to squeeze out of the cage. The ducks knew it was dangerous, and they would "quack, quack, quack," even louder than they did for their dinner. Quentin always knew the ducks warning him and he would come hurrying as quickly as he could. He didn't want anything to happen to the queer little quail babies. He loved them. So he would be very quick to run and put them safely back in their nest.

APPLICATION TO READING:

Children drill the blackboard or charted words from the story plus others. Very often a child is asked a word indicated or to locate a given word. If a child fails to do so, no fuss should be made. The class should be called upon to help.

PRACTICE LESSON

FURTHER READING PRACTICE:

Children to guess the 'qu' word the teacher leaves out an oral sentence. The child answering it correctly, locates the correct word strip from a box at the front of the class, and remains there until sufficient words have been selected in this manner. (It requires 8 - 10 words, which could be put onto an interestingly shaped strip). The children at the front of the class then take turns at showing their cards while the rest of the class read them.

WRITING PRACTICE:

(Actually a combined listening, reading and writing practice)

The teacher has enough sentence strips containing 'qu' word for the whole class. (2 - 3 of same sentence will not matter, but need not be included in steps 1 and 2.)

- Step 1 - Whole class on the mat listen to the teacher say the sentence. They then repeat it after her.
- Step 2 - Go through the strips again, but this time the teacher does not say them.
- Step 3 - Go through again, but this time each individual child reads a strip. When read correctly, the child takes that strip to his desk and writes the sentence in his reading pad. As they finish they may read a neighbours strip and swap for the writing exercise.

INDIVIDUAL/SMALL GROUP ACTIVITY:

Children may form small groups or work independently to play Tic - tac - toe, with the strips mentioned above.

With pointer of some description, the child randomly taps each turned down card saying this rhyme:-

Tic, tac, toe, here I go,
Where I'll land I do not know.

The card tapped on the 'know' must be turned face up and read aloud.

----- oOo -----

INTRODUCTORY LESSON

DIGRAPH: qu as in queen

SUITABLE WORDS: quick quite question quarter
 quack quest quail quilt
 quartet quiver quill

STORY:

Once upon a time there lived a very unusual queen, who always liked to do very unusual things so that she could trick people. One day she decided to have a knowledge quest for her people. That mightn't sound unusual, but the queen made it unusual. Instead of the ordinary sort of quest, the queen decided to ask the people who entered her quest, questions about quails. Most people, of course, knew that quails are funny little birds but they didn't know much more than that. Now the prize for the winner of the quest was a royal quilt, off the queen's bed. So of course everybody wanted to win, but nobody knew the answers. They got out their biggest books and learnt all about quails so that by the time of the quest they knew all the answers. When the queen asked the questions, they told her the answers. She couldn't trick them. She was so upset that she couldn't trick anybody that she ran away and was never seen again.

What an unusual queen!

APPLICATION TO READING:

1. Prepared blackboard reading;

The queen asked the people questions.

Are the questions hard to answer?

There are ten arrows in the quiver.

- a. Use matching cards, for each of the qu words.
 - b. Say the qu words on their own.
 - c. Read the sentences as a group.
 - d. Ask individuals to read a sentence.
 - e. Reuse cards if needed.
2. Blackboard reading from children's ideas - operate similarly to 'Morning Sentence' in Year 1. Get idea-class agree on sentence - write it up - pick out qu word (s) - read sentence.
 3. Children read list of qu words, add more if possible.
NB - To make this more lively point to one child at random for each word in order to keep all the children watching and thinking.
 4. Underline qu in word list words (1 child/word)
 5. Match 'qu' card over word list words and read (1 child/word)
 6. Match whole word cards to word, list words and read (1 child/word)
 7. Words presented for immediate identification.
NB - Some of these could be put into sentences, sentences black-boarded and read.

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Word flash cards as used in introductory lesson.
2. Blackboard words given by children, then read.
3. Matching cards with words.
4. Blackboard reading.

Ask me a question about the story.

How big is one quarter of an apple?

The ducks quack as they swim quickly.

5. Comprehension activity for individual. Read and draw activity.

Draw a duck quacking.

Draw a hunter with a quiver of arrows.

Draw a quail standing quietly.

6. Riddle - involves writing as well.

I live in a palace.

I wear a big crown and a dress.

I am a _____.

7. Rhyming - also involves writing. (Usually nonsense 'verse')

Does the _____ fit in the pail?

WRITING PRACTICE:

1. Fill in the spaces:

quest question quack quiet

The duck can _____.

Ask me a _____.

Be as _____ as a mouse.

2. Riddle:

I am long and thin.

You put arrows in me.

I am a _____.

3. Rhyming:

Oh lovely _____.

NB Children can make their own list of all the qu words they use.

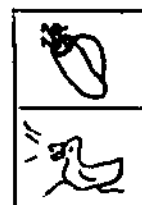
INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Individual matching activities:

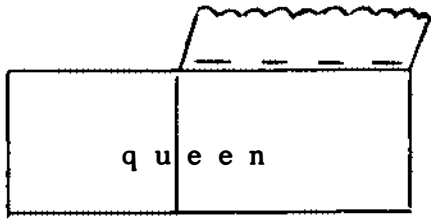
e.g.



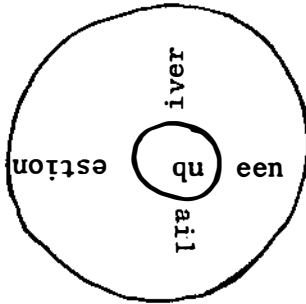
queen	quiver
question	quack



e.g.



e.g.



NB - In each of the above, the child does the activity and then says the word.
The child should then write the word in his list and perhaps illustrate it.

e.g.

qu words

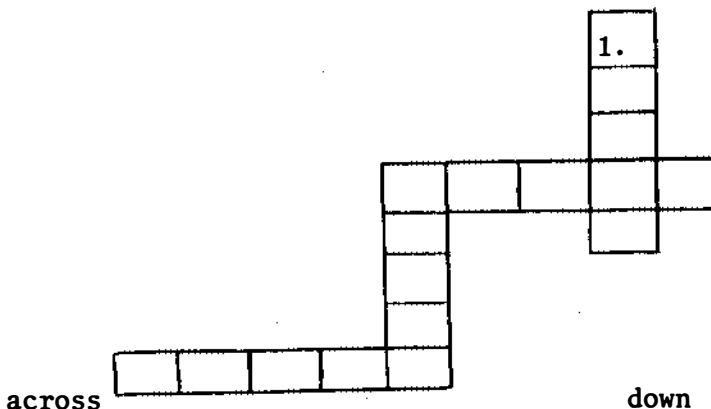
queen



quiver



e.g. Crosswords (not to size)



across

2.



3.



down

1.



2.



2. Group Activities:

- Bingo - each child has chart of 6 pictures
- names are called out
- child covers picture of word

Sentence Bingo:

Child has 3 sentences
e.g.

The _____ wears a crown.

Words are drawn and called.

If the word matches the child takes the word card and fits it in.

Fishing:

Children fish for cards with pictures on.

Children write each word for the picture then fish again.

NB 'Fishing rods' - magnet on string.

'Fish' - pictures with paper clips on.

----- oOo -----

INTRODUCTORY LESSON

DIGRAPH: y - sky

SUITABLE WORDS: sky fry July fly
 my pry multiply
 try sty dry
 sly why by
 cry spy rely

STORY:

One day Sammy the fly was flying by a cloud.

"Hello", said the cloud.

"Hello Clyde", said Sammy, stopping suddenly. "How are you?"

"I'm fine but Suzy Sky isn't very happy."

"Why isn't she?" he asked.

Clyde explained why Suzy was unhappy. It was winter but there had not been any rain for days. All the ponds were drying up and the flowers were drooping. All the people and animals were blaming the sky. She was trying as hard as she could to make it rain but there were not enough clouds.

Sammy had an idea. "What if I fly off and see if I can find some clouds".

"You could try" said Suzy.

So off Sammy flew; he soon was flying high up in the sky. The fly flew on and on till he came across some clouds.

"Please storm clouds will you come with me to a place that is very dry".

"Yes we will" the storm clouds said.

So Sammy the fly and the storm clouds flew off to see Clyde. In only a short time they were there.

"Hello Clyde" said the clouds.

"Hi. Are you going to try and rain over this dry area for me?"

"Yes", they said.

"Before you do", said Sammy. "Please give me a chance to find somewhere to shelter".

Sammy flew down to a tree. He had just made himself comfortable when down came the rain. It rained as it had never rained before. When the ground was no longer dry the storm clouds moved on and the sun shone.

Sammy the fly then flew happily out into the sky; he was happy because he had helped someone.

APPLICATION TO READING:

1. On the blackboard sentences are written leaving blanks for 'y' words. A set of cards with 'y' words is given to a child he then finds the word for the sentence. The children read the sentence.

Example	The ____ is on the wall.	fly	why
	Please don't ____.	cry	sky
	____ is the ____ blue?		

2. A list of 'y' words from the story could be on the board. The children read aloud.

Children can suggest additional 'y' words.

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Children give 'y' words. A list is made on the board. Teacher points at random to a word and children say what it is. After all words have been covered three or four times, the children cover their eyes and one word is rubbed off. The children have to say what the word was.
2. Using flashcards of 'y' words. The teacher divides the children into two or three teams. A card is shown to first member of team No. 1. If she gets it right they win a point. The next card is shown to first child in team No. 2. Game continues. Team with most points wins.

WRITING PRACTICE:

1. A picture which depicts a 'y' word is shown to the class. One person writes the word on board. Different children are asked to make up a sentence using the word. For example, a picture of a spy, fly, sty.
2. Using pictures again. The teacher shows a picture and says a sentence missing out the 'y' word. For example, "The ... was hiding in the cupboard" (spy). One child comes out and writes the word on the board. There is a list of 'y' words on the board so that the child can copy the spelling.

3. A cyclostyled sheet requiring the children to finish or fill in the spaces.

For example:

Complete these words by adding 'y'.

sp-	st-	m-
cr-	dr-	b-

Finish these sentences.

by fly why sky sly

1. The ___ is ___ the tree.
2. The fox was very ___.

3. _ _ _ is the _ _ _ blue?

Tracing exercises:

st:

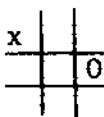
cr:

Jul:

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Fishing - 'y' words are printed on fish shapes. A pin is in the fish's mouth. The child using a hook and line (paper clip and string) catches the fish. The child catches and keeps the fish if he can say what the word is that he has caught.
2. Stepping Stones - 'y' words are printed onto stone shapes. The stones are spread out over a stream (blue crepe paper). The children walk from stone to stone saying the 'y' word which is on the stone. If the child does not know one he goes off and learns it.

A blank stone can be added so that when a child steps on it he has to say a 'y' word.
3. Cards with 'y' words are placed in a bag. In turn the children take out a word. If they say the correct word they take a counter and put the word back in the bag. The child with the most counters wins.
4. A quiz using 'y' words on cards. (As in Writing Practice). For each word correct the team gets a point and children place mark on naughts and crosses chart.



----- oOo -----

INTRODUCTORY LESSON

DIGRAPH y - sky

<u>SUITABLE WORDS:</u>	sky	reply	why
	try	sty	pry
	cry	sly	dry
	by	ply	fly
	my	fry	spy

STORY:

The Birthday Present.

Tomorrow is Jeff's birthday and his best friend whose name is Stephen is trying to decide what he can get Jeff for his birthday.

Stephen has thought of many things and is going to go town by train with his mother to visit the toy shop of Mr. Spry.

Stephen is at school today and is very excited, all his friends asked him

"Why are you so happy?"

"Because today I am going to town", was Stephen's reply.

When the bell rang at home time he quickly walked home to change into his best clothes and also wash and dry his hands.

When they arrived at the toy shop Mr. Spry showed them many toys - a truck, a car, a beach ball and then a red aeroplane and it was the red aeroplane that Stephen liked most of all.

It was big and red and made from plywood and cloth.

"Why Mummy" Stephen did cry.

"This is the present I must get for Jeff, a big red aeroplane because I know how Jeff loves to watch things fly."

So Mummy bought the aeroplane for Jeff. Stephen could not wait to see Jeff try out the aeroplane and see it fly in the sky.

APPLICATION TO READING:

A paragraph is made up using sky y words. This is blackboarded and the children are directed through the reading of it.

e.g. On Saturday Jeff did try to fly the aeroplane. At first it fell to the ground, but with his second try all the children watched as the aeroplane began to fly up into the sky.

PRACTICE LESSON

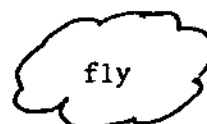
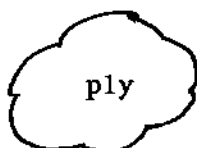
FURTHER READING PRACTICE:

- (i) Incomplete sentences are blackboarded. The words missing are the 'y' words. Children have a selection of 'y' words on flashcards to choose from. As they place the flashcard in appropriate place they will read sentence aloud.

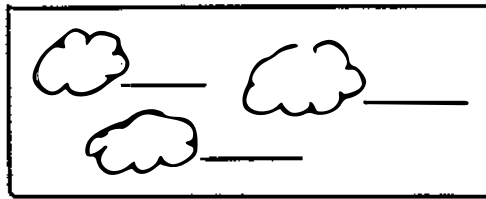
e.g. A pig lives in a pig ____.

sty

- (ii) Word Game. Sky 'y' words are placed in clouds. Children read out words in cloud.



- (iii) A large board of clouds is made.
e.g.



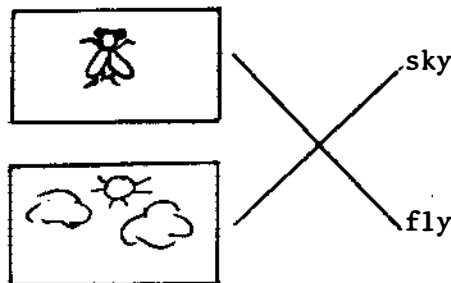
Children are selected in class to read a sky y word from a flash card. If they say the word correctly they place card in slot on the paste board near a cloud. The object of this game is to fly through the clouds. It is completed by each child saying the word correctly and putting it in the slots.

WRITING PRACTICE:

- (i) A variety of exercises can be blackboarded or placed on stencilled sheets which children complete.

These exercises may include -

- (A) incomplete sentences,
(B) word matching picture e.g.



INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Children play a bingo word game - in a group of four children three have playing cards and one calls out words. Children who have the word on their card cover it with a piece of paper. Child who has all the words on her card covered first calls bingo then calls out the words on her card.

cry	shy
fly	ply
sky	dry

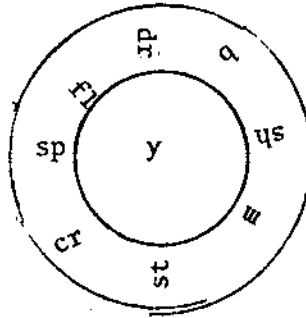
play cards

try	my
sty	fly
cry	sky



card called out by leader.

2. Construct a word wheel. The part in the middle contains y sound, beginnings of word around wheel.



----- oOo -----

INTRODUCTORY LESSON

DIGRAPH: u - e

KEYWORD: tube

<u>SUITABLE WORDS:</u>	cute	fume
	tube	dune
	cube	tune
	mule	fuse
	duke	mute

STORY:

"The Magic Tube".

There was once an old man named Jim. Jim had a fine grey mule called Henry.

One day as Henry and Jim clip-clopped along, Jim saw something beside the road. It was a tube. Jim picked up the tube.

He looked at it.

He sniffed it.

He opened it.

Out flew lots of coloured bubbles. No matter how many times Jim opened the tube, more bubbles came out. It was a magic tube. Jim was so happy, he sang a happy tune.

"Hee-Haw" sang Henry, the mule.

Then Jim and Henry heard a sad sound. A small boy named Duke was crying. When he saw Jim and his mule, Duke said,

"Hello. I have lost my magic tube of bubbles. I am very tired, and it is a long way to walk home".

Old Jim smiled. He gave the magic tube to Duke.

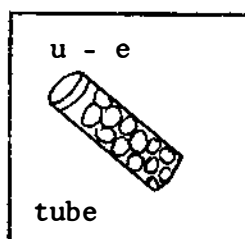
"I found it", he said, "but the tube is yours. The way home will not seem long if you are riding on a fine mule".

Jim lifted Duke onto Henry's back, and they clip-clopped along the road, singing a happy tune.

"Hee-Haw" sang Henry.

APPLICATION TO READING:

Show the key word card

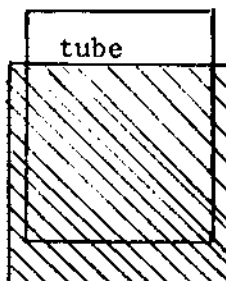


"The name of our story was The Magic Tube. Tube has a special sound ...?
u - e."

Have a chart with words (digraphs) used in the story.

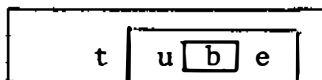
Show the words one at a time

Children to identify words.



Cover slides
down to show
words one at
a time.

Children can come out one at a time and match flashcards to story words.



"Can we think of other words? Let's blackboard them".

Blackboard sentences: Children read silently to locate u - e word. Underline it or match flashcard to it.

The little kitten is cute.

I like to sing a happy tune.

The baby's block is a cube.

Tooth paste comes in a tube.

The mule is grey.

PRACTICE LESSON

FURTHER READING PRACTICE:

1.

Put a ring around the
u - e words.
Henry was a (mule).

Use the 4 story words, and 4 new ones from blackboard work.

2. Children are to read several sentences containing u - e words.
They are to circle, then count how many u - e words they read.


The (cute) (tube)
had a (mule) on it.
3.


WRITING PRACTICE:

On blackboard, u - e makes the sound in tube etc.

Give each child a duplicated sheet, to add u - e.

Give approximately eight examples.

t _ b _	
m _ l _	
t _ n _	
c _ b _	



INDIVIDUAL/SMALL GROUP ACTIVITY:

1. A card with a list of six words on it.

e.g.

mule	
cube	
cute	
tube	
dune	
tune	

Provide six appropriate pictures in an envelope for child to match card to word.

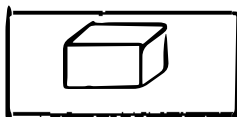
e.g.



mule



tube



cube



dune

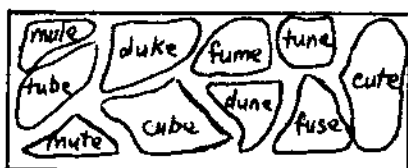


cute



tune

2. Throw the button onto one u - e word, and say the word the button lands on. Ten players each have 1 turn - 2 players compete - 1 player may see how many he can get correct.



©

----- oOo -----

INTRODUCTORY LESSON

DIGRAPH: u - e

KEYWORD: tube

SUITABLE WORDS:

tube	Duke
cube	dune
fuse	mule
fume	refuse
tune	rebuke
cute	

STORY:

Peter and his family were going to spend the day by the river. Mother packed the lunch while Father fastened the fishing rods and gear into the car. Peter was excited because whenever he went to the river he was allowed to go sailing on his raft made from an old tractor tube. He hurried to the garage to find it. Duke, the dog jumped in the car too and they were away. Soon the family reached a quiet spot on the river bank. While Father unpacked the rods Peter and Duke explored the area. They had a lot of fun running up and down the sand dunes.

"Come on Duke, old boy, let's go for a sail," shouted Peter.

So Peter pumped up his tube, grabbed the paddle and carried the raft to the water's edge.

"All aboard", called Peter as Duke jumped on and nearly toppled them over.

"Be careful Peter", warned Mother as she cast out her line, but she knew that Peter was a sensible boy and a very strong swimmer.

"I will", he called back.

As they drifted along a motor boat passed by. The fumes from its engine reached Peter's nose and he was glad that it could hurry by so fast. Peter hummed a tune as they paddled back for lunch and Duke barked loudly when he saw Father wind in a fish.

Meanwhile Mother had been busy laying out the lunch. It was a hot day and the food was delicious and had been kept chilled by the ice cubes that Mother had placed in the picnic box.

After lunch Duke brought a stick to the family. They were all tired but he felt like a game. No one could refuse him so they took turns in throwing the stick into the water and he would swim out to retrieve it.

That night, when sleepy Peter climbed into his bed, he could feel the movement of his floating tube as he drifted off to sleep.

Introduce words by questioning.

What was Peter's raft made from?

What was the dog's name?

Where did Peter and the dog run?

Why was Peter glad the motor boat could pass quickly?

What did Peter do as they paddled back for lunch?

How did Mother keep the lunch so cold on such a hot day?

When the dog brought the stick the family could not ----- him?

Blackboard words received from questioning.

tube, Duke, dunes, fumes, tune, cubes, refuse

APPLICATION TO READING:

Children read the words from the story off the blackboard and have matching activities, reading out the isolated word as it is matched on the blackboard by a flashcard.

Then have sentences prepared on a chart or on the board and use the cards to fill in the blank spaces. Individual child would be invited to choose the appropriate card from a bundle of u - e words from the suitable word list.

The class would read aloud the finished sentence.

e.g. Mother bought a ____ of toothpaste.

I like an ice ____ in my drink of water.

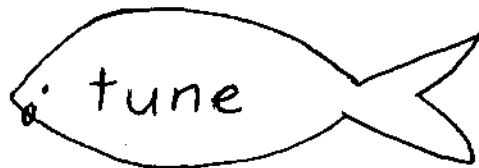
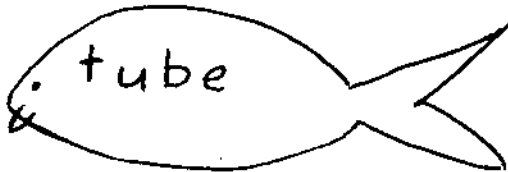
He sang a ____ as he rode to school.

PRACTICE LESSON

FURTHER READING PRACTICE:

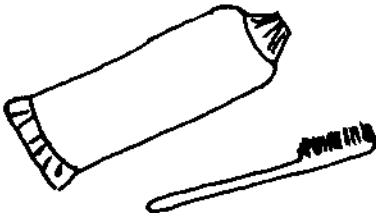

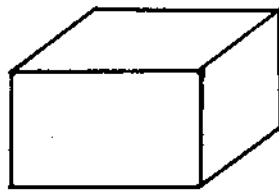
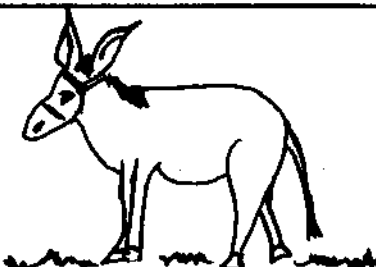


Words are printed on fish shapes with the fish having a glider clip on its mouth. The children can take turns fishing with a magnet hook and reading the words. If the word is not read another child is asked and the child who did not read it before could be asked the same "fish" at a later turn when the fish are being caught for a 2nd. or 3rd. time.

e.g.



WRITING PRACTICE:

Child to choose a word from the list to write in beneath the illustration.

 <p>_____</p>	 <p>_____</p>
 <p>_____</p>	 <p>_____</p>
 <p>_____</p>	 <p>_____</p>

cube

mule

tube

duke

tune

Child to write in a word selected from the box beneath, so that the sentence makes sense.

u - e
as in duke

The boy sang in _ _ _ _ to the piano.

On a hot day
an ice _ _ _ _ will melt quickly.

The children had a ride
on a _ _ _ _.

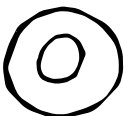
The tyre _ _ _ _ was filled with air.

cube	mule	tube	tune
------	------	------	------

INDIVIDUAL/SMALL GROUP ACTIVITY:

Sentence Completion: Cards each with a horizontal line across sentence. Above the line a picture, the name of which is a word using the digraph u - e. Below the line a sentence containing several words and a box for placement of suitable digraph word. Several words using digraph are place in an envelope. Child chooses one he considers correct.

e.g.


In the tyre is a _ _ _ _



in envelope
have words
using digraph -
on cards

tune
cube
tube
cute

Word Cards: A card with lists of words using the digraph u - e down the left side has an attached pad sheet stapled to the right side. The child copies the list of words, illustrates where possible and tears the page off for marking by the teacher.

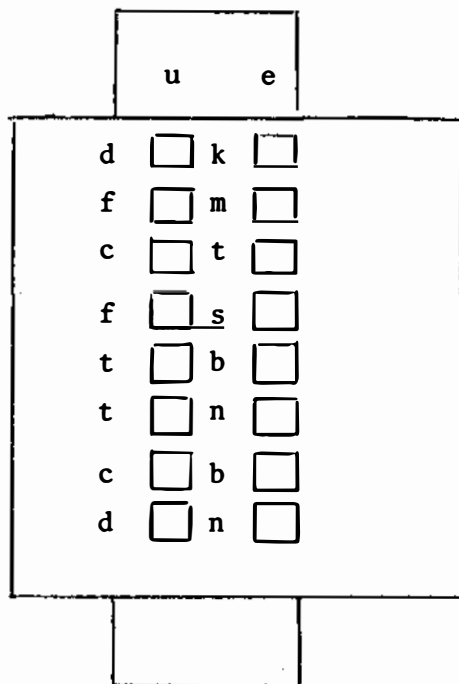
e.g.

tube mule duke cube fuse tune	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>
--	--

pad attached here

Word Card: A card with a central movable card has the digraph u - e. The movable card is drawn down the length of card and combines with letters printed on the card to form words from the word list. Children then copy the words and illustrate where possible.

e.g.



----- oOo -----

INTRODUCTORY WORD STUDY LESSON

DIGRAPH: old

SUITABLE WORDS: old gold cold sold hold
 bold fold told golden

INTRODUCTION:

Produce a tissue. Teacher to blow her nose then ask children if anybody has a cold? Colds can be discussed with the children. Introduce the story as being about an old King who had a terrible cold.

STORY:

The old King was in bed. He was sick. He had an awful cold. It was a terrible cold. He felt very ill. He had never had such a bad cold before. Attishoo! Attishoo! "I do wish this cold would go away." The beautiful princess with long golden hair came into the King's bedroom. She was wearing a beautiful crown made of gold. "Daddy, Daddy, are you feeling any better?" she said. "Attishoo! No I'm not!" said the old King crossly. "I'm feeling awful and I feel grumpy because I am not better." "Oh I'm sorry you aren't feeling better," said the Princess with the long golden hair. "Shall I read you a story?" "Yes please," said the old King. "If you read me a story I'm sure to feel better. Here you hold the book, but be careful not to fold the the pages over won't you." The beautiful princess with the long golden hair read a story to her Daddy. She told it so nicely that the old

King said, "I liked the way you told that story. Now I feel so much better and don't feel grumpy any more."

This made the princess so happy that she ran outside to play in the golden sunshine.

The story can be discussed by the children and teacher. The words old, cold, golden, gold, hold, fold printed on the blackboard by the teacher.

APPLICATION TO READING

Ask children to suggest any further words, then add these to the list. The teacher to read the list and through questioning get the children to notice old sound in each word. Repetition of sound essential here by matching flashcards of old sound. Children to 'read' words. Individual children to come to blackboard and underline digraph.

PRACTICE LESSON:

Repeat the story and have list of words on blackboard with digraph underlined.

FURTHER READING PRACTICE

Blackboard these three sentences.

The old King had a cold.

Will you hold this box please.

Please fold the letter and put it in the golden box.

The children can select the right word to fit in the spaces of the sentences. Have matching flashcards made up with these words on.

Produce a small box covered with golden paper. From this pull out flashcards with digraph words. Children to read these words.

WRITING PRACTICE

From the same golden box bring out some old coins, folded paper, paper tissues, 'golden' coins. Discuss these and ask children to suggest sentences for the blackboard. Children can write digraph words on blackboard, e.g. -

In our box we have some gold coins.

In our box there are tissues that we can use for our colds.

Each child could be given a piece of paper to fold in half. They are to write the word fold on the piece of paper.

Each child could be given a tissue. They should pretend to blow their noses. (Health Ed. integrated here - how to blow their nose correctly). One child could blackboard the word cold.

Discussion by class about the weather could bring out that it is a cold day. (If it is). Children could pretend to shiver. The word cold to be black-boarded by a child.

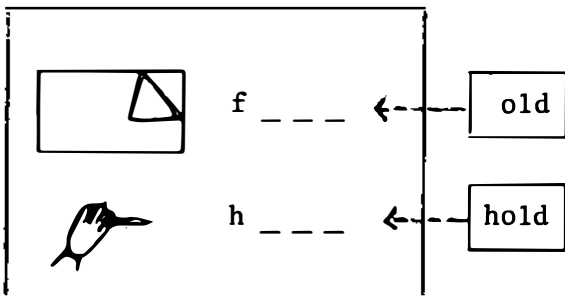
INDIVIDUAL/SMALL GROUP ACTIVITIES

A class game of bingo

fold	bold
cold	gold
old	sold

All children to have a Master Card.
Teacher to have a set of small cards
to hold up, child to put a counter
on word as it is noticed.

Digraph Master Card



----- oOo -----

INTRODUCTORY LESSON

DIGRAPH: er germ.

SUITABLE WORDS: fern verse Perth perch perm term tern
stern nerve Albert herd berth person.

STORY: There was once a little germ. This germ was so small that nobody could see him. His name was Albert and he lived in the mouth of a person called Sandra. There were many different jobs that each germ had to do each day. Albert's job was to drill holes in Sandra's nice white teeth when she forgot to clean them. One day Albert drilled very deep into one of Sandra's teeth. All of a sudden Sandra yelled, "Ouch!" You see Albert had bitten into a nerve in Sandra's tooth. The nerve sends messages to Sandra to tell her when there is a germ drilling into her tooth. Albert got a terrible fright. "Good heavens, what shall I do now?" thought Albert. But Sandra knew what she had to do. She had to visit the dentist. "All my work going to waste," thought Albert. The dentist filled up the hole that Albert had made and also he found many other holes that had been made by other germs, he filled these holes also. Albert perched up on a tooth and watched what was happening. The dentist told Sandra that she should visit him more often otherwise a whole herd of germs will get into her mouth and drill a lot more holes. Sandra said, "Yes" she would visit him again soon. And so next time Albert started to drill more holes in Sandra's teeth her nerve told her it was time to visit her dentist again.

APPLICATION TO READING:

The teacher prepares a chart with sentences on it but with the digraph omitted from the sentence, i.e. -

The _ _ _ _ made a hole in my tooth.

_ _ _ _ _ is the capital of Western Australia.

The teacher also has matching flash cards with words written on them. The teacher asks the children for some 'er' words. These she writes on the blackboard. After all the 'er' words needed for the sentences are told to the teacher by the children, the teacher goes through them with the children to make sure they know them. The teacher then brings out the chart with sentences written on it and the flash cards. The teacher reads through the sentences, shows the 'er' words that are on the flash cards. She asks a child to say the word then put it into the appropriate space on the chart.

The teacher could also use the flash cards or another chart and get the children to match the words. On the chart would be sentences containing 'er' words and these words would be the same as the ones on the flash cards.

The teacher prints some sentences containing 'er' words on the board. The teacher reads through the sentences and then the children read through them with the help of the teacher. Then one child comes out and shows the teacher the 'er' word in the sentence.

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Game: The teacher chooses a child to cover his eyes while the teacher chooses a word from the blackboard. She shows the rest of the class the word she has picked. The teacher then tells the child to uncover his eyes and see if he can guess the 'er' word she has picked. If the child picks the wrong word the rest of the class respond with "No it was not fern". The child has three chances to guess the right word. If the child does guess the word correctly then the whole class responds with "Yes it was term". The student then takes the place of the teacher and another child has the chance to guess the word that the child has chosen.
2. The children are each given an 'er' word on a piece of card cut out in the shape of a fern leaf. The teacher has a large tree on a pin board. The children must read their word before they can pin it on the fern tree. If they cannot read their word then the wind has blown it away and they must wait until the wind has died away before they try it again.

WRITING PRACTICE:

1. The teacher makes up a stencilled sheet with sentences that contain 'er' words in them but the 'er' words have been omitted, e.g. -

The boy saw a _ _ _ _ of cattle.

A _ _ _ _ is a bird.

The words to fit into the spaces are printed above, e.g. herd, tern, term etc. The children choose a word from the list and print it into the spaces and then draw a picture for the sentence.

2. Teacher writes a short story containing 'er' words. Children read through story and write down 'er' words and then draw a picture for each word.

INDIVIDUAL/SMALL GROUP ACTIVITY

1. Children get into groups of threes and one person acts as a leader. This child has a set of flash cards with 'er' words on them. The leader flashes the cards at the children in the group and the child who says the 'er' word first obtains the card from the leader. The child who gets the most flash cards is the winner.
2. This can also be done with pictures of the 'er' words. The child who says the word correctly receives the flash card, again the one with the most flash cards wins.
3. Bingo game of 'er' words. This follows the same rules as the game bingo. The first child to cover their card wins the game. One child acts as leader and draws the words out of a box.

----- oOo -----

INTRODUCTORY LESSON

DIGRAPH: ace as in face

SUITABLE WORDS: face lace trace pace ace race brace
 space embrace disgrace place bracelet
 grace Grace.

STORY:

Grace was going to be married. She had been waiting so long for this day. She was now about to get ready. The long wedding dress went on first. Then she placed her white veil over her face. It was such a beautiful outfit. Now her bracelet went around her wrist. She was ready to go.

At last it was time to leave for the church. Grace sat in the back of the car with her Father. Then the car pulled up outside the church. There were people everywhere. Grace walked to the door. The wedding march music began to play. Grace and her Father began walking down the aisle. They walked at a slow pace so that everyone could keep up. When Grace reached Steven she smiled. The service began slowly but was quickly over. Steven lifted the lace of the veil off Grace's face. They embraced each other, but quickly pulled away. They were being watched by many eyes.

APPLICATION TO READING

Four sentences are put on the black board. Children have to read out these sentences. (These sentences are from the 'ace' story), e.g. -

Grace was going to be married.

They walked at a slow pace so that everyone could keep up.

Now her bracelet went around her wrist.

Then she placed her white veil over her face.

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Reading Sentences, e.g. Grace is going to be married.

A sentence from the story is cut up into words. Children put them together to form sentence and then it is read out.

2. Word Games:

Musical Words Cards are distributed amongst the children as they stand in double or single circle. Cards are passed from child to child in a sequence (clockwise or such) as music is played. When the music stops, all children who have a card read the word on it. Then the music proceeds. All of these cards have 'ace' words on them.

WRITING PRACTICE:

1. Children are given several sentences with a word missing from each. This word would be the sound word. Therefore children write out the sentence, including the missing word, e.g. -

Now her _ _ _ _ _ went around her wrist.





2. Children write down several sentences from the black board. In each sentence will be a sound word. Children then have to locate and underline the sound word.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. "Charades"

Children are given some of the sound words either as a single word or in a sentence. Then they act this word/sentence out to the rest of the class/group. The rest of the group guesses what the word is.

2. A mixture of words on flashcards are placed in a small container. Included in these words are the sound words. The child has to pick out the sound word/s. He says them and then writes the word/s in a sentence. This type of activity can be done by an individual or by a small group.
3. Phonic Words (selection of correct words from 3 alternatives)
A card with 4 pictures on left side, represent phonic words - paper on right side with 3 choices. Child puts a ring around the correct one, tears sheet off and copies words and pictures into pad.

	Grace lace pace		space lace trace
	race ace brace		face place grace

INTRODUCTORY LESSON

DIGRAPH: ice as in mice

SUITABLE WORDS: mice dice spice price ice nice
 twice slice rice thrice ice-cream

STORY:

Once, the lived two little mice called Rochester and Rockford. Rochester and Rockford weren't ordinary mice, infact they weren't very nice. They were very greedy.

One day, when their Mummy wasn't looking they crept out of their house in search of something to eat.

The two mice crept around the big house and finally they came to the kitchen. They looked up at the kitchen table and it was covered with food. There was a big bowl of fluffy, white rice, next to the rice was a big slice of chocolate cake and next to the slice of chocolate cake was a big bowl of ice-cream.

The mice scampered up onto the table and started to eat - they ate and ate and ate. Soon they were very, very full, they were so full they had to sit down and rest.

Suddenly, they looked down from the table and saw Pilot - a big black cat. Pilot saw that the mice had eaten too much. He started to spring onto the table, when, Rochester tipped a jar of spice onto Pilot's nose. The spice made Pilot sneeze, he sneezed and sneezed and while he was busy sneezing the mice scampered down the table and ran all the way home.

APPLICATION TO READING:

Children pick out ice words from the story and these are blackboarded. Word cards with these on are shown to the children and the children match them up with the words on the board.
Word cards are shown with a different set of words e.g. price, dice, twice and children to say them.

Children to complete sentences on blackboard; filling in word orally from list.

dice price ice twice slice

The ___ was cold.

I threw the ____.

The _____ of the slice of cake was ten cents.

The dig barked ____.

PRACTICE LESSON

FURTHER READING PRACTICE:

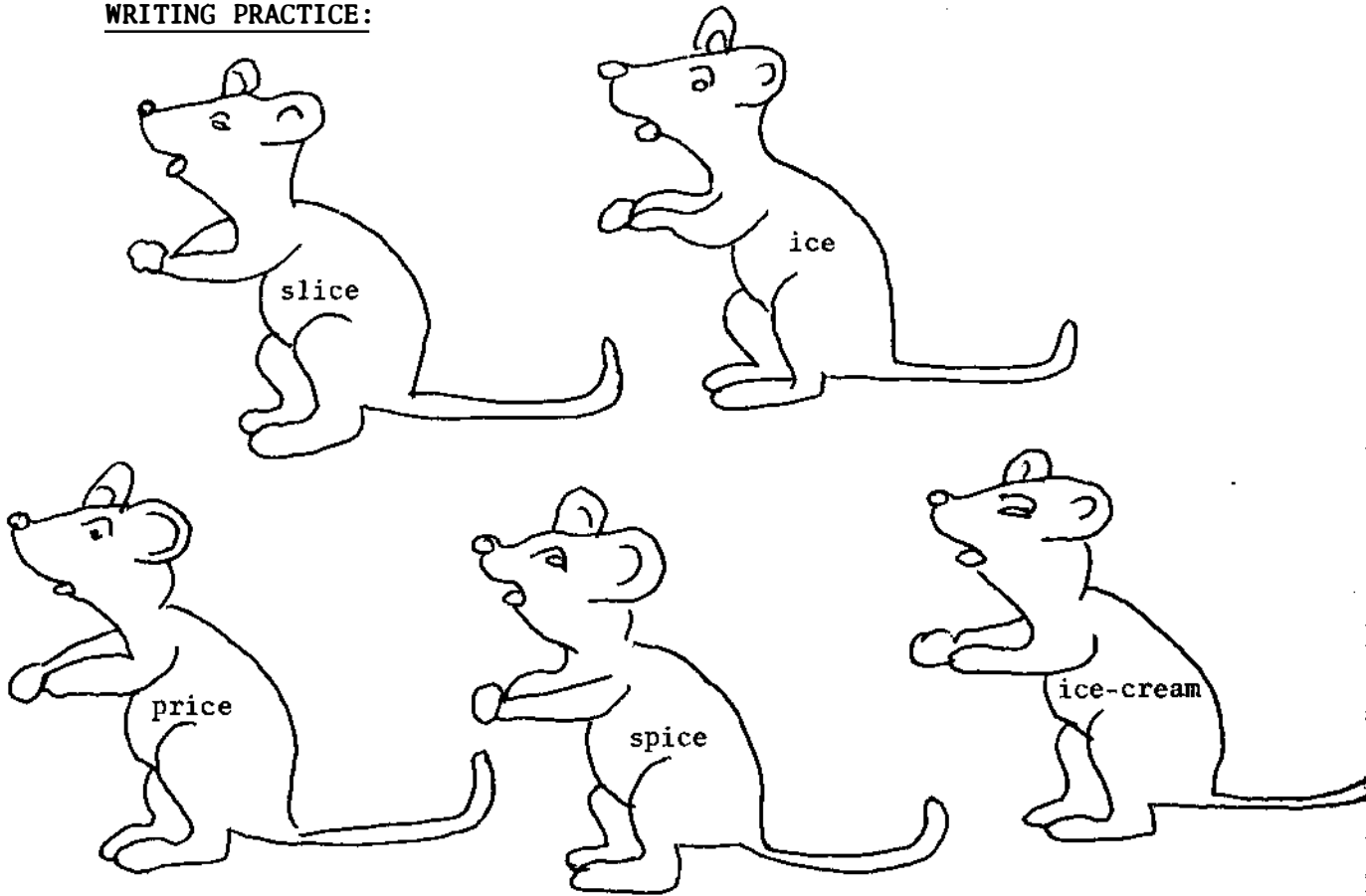
Blackboard sentences,

There were two mice.
The food on the table was nice.
There was rice and ice-cream.
The spice made the cat sneeze.

Game:

Bingo - children write down an ice word from list, teacher calls out a letter, children tick off if they have the letter, first with all letters crossed off is the winner.

WRITING PRACTICE:



The _____ was ten cents.
 I would like a _____ of cake.
 There was _____ and snow.
 I would like to eat a _____ bun.
 There is a big bowl of _____.

INDIVIDUAL /SMALL GROUP ACTIVITY:

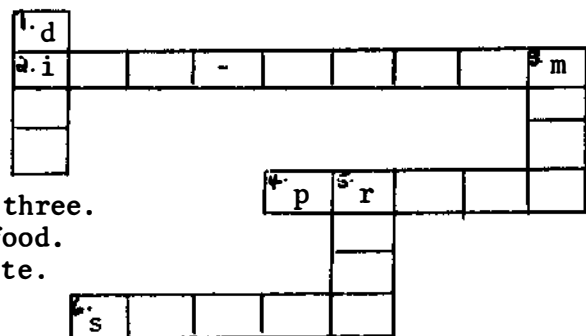
Cyclostyled sheets with crossword.

down:

The number on the d _____ was three.
 The m _____ went to look for food.
 The r _____ was fluffy and white.

across:

i _____ is very nice to eat.
 The p _____ was ten cents.
 The mice ate a big s _____ of cake.



INTRODUCTORY LESSON

DIGRAPH: age as in cage

SUITABLE WORDS: age cage rage wage
engage page stage sage

INTRODUCTORY STORY:

Once there was a young man who worked at the zoo. He loved his work very much because he could talk and play with all the animals.

Each day, this young man would go around to all the animals in the zoo, look into their cages and talk to them for ages. Then he would feed the animals and while they were eating, he would go into their cages and clean them.

All the animals loved him very much and enjoyed playing with him each day. But there was one animal in the zoo who was very grumpy. Every time the young man came near the lion, he became terribly upset and flew into a rage. Even though the lion was grumpy, the young man would never engage in a fight with him. This was because he still loved the lion even if it was a bit mean. He would do the same for all the animals all week, until Friday. This was his favourite day because it was the day that he got his wages. After he had said goodbye to all the animals and the lion, he would go and get his wages, go home, waving goodbye to the animals as he went.

APPLICATION TO READING:

Words to be placed on blackboard as children identify them. Word cards then introduced. Children identify them. Word cards then introduced. Children suggest other words containing this sound.

PRACTICE LESSON

FURTHER READING PRACTICE:

Word games - children match appropriate 'age' words to sentences - reading sentences containing age words.

Examples of reading practice

Sentences to be placed on blackboard.

The angry lion was in a _ _ _ _ _

The nice man cleaned the lion's _ _ _ _ _

The bird is in his _ _ _ _ _

The girl and boy got _ _ _ _ _

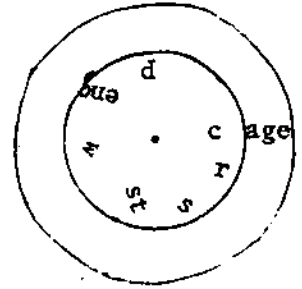
Flashcards - children match to sentences.

rage	cage	engaged
------	------	---------

Children then read these sentences aloud.

WRITING PRACTICE:

- Children complete sentence by adding 'age'
 The boy got his w _ _ _ s on Friday.
 The lion didn't like being in his c _ _ _ .
 The boy and girl have just become eng _ _ _ d.
 The actors act on a st _ _ _ .
 Mother sometimes uses s _ _ _ in cooking.
 We are now writing on a p _ _ _ of paper.



- c _ _ _
 r _ _ _
 w _ _ _
 s _ _ _
 st _ _ _
 eng _ _ _
 p _ _ _

children finish
words by filling
in age.

or similarly

_ age
 _ age
 _ age
 _ age
 _ age
 _ age
 _ age

children finish words by
filling in word beginning.

s	st	p	w	r	c	eng
---	----	---	---	---	---	-----

INDIVIDUAL OR SMALL GROUP ACTIVITY

- Word Wheel. Circulating centre containing word beginnings. Stable base contains age digraph. Children move central circle around to make words. Spaces are left to enable children to fill in any words that they may think of, containing age.

2.

cage	_____
rage	_____
wages	_____
stage	_____
sage	_____
age	_____
engage	_____

Child copies the list of words, illustrates where possible and then tears off page, so that the card is ready for the next child.

age

s	st	w
r	c	eng

Major card containing age sound. Small cards containing word beginnings to be placed into position. Children make age words.

INTRODUCTORY LESSON

DIGRAPH: air as in chair

SUITABLE WORDS: hair stair pair fariy fair
 lair air hairy flair dairy

STORY:

Clair was a fairy. She lived in a big old farm house. Every morning just as the sun was rising she used to tiptoe down the stairs to go and wake the pair of cows in the dairy. One morning as Clair was going to meet the pair of cows a big hairy spider came up to talk to her. Clair was very scared because she knew that spiders were not very kind. She remembered how a spider had once tried to lair her into his web but she had run away. The spider called out to her, "Don't be afraid fair Clair, I won't hurt you. I thought you might take a walk with me in the early morning air."

Clair knew that the hairy spider was only trying to lair her into a trap so she replied, "Mr. Spider, if you come any closer to me I will cry out to the pair of cows in the dairy. I know you only want to trap me." The Spider laughed and said, "Clair you are too smart for me." And then with that Clair ran quickly to the dairy to wake the pair of cows.

APPLICATION TO READING:

Clair was a _____ (fairy)

She used to tip toe down the _____ (stairs) to go and wake the _____ (pair) of cows in the _____ (dairy).

The big spider was _____ (hairy)

The cows were in the _____ (dairy)

The spider tried to _____ (lair) Clair into a trap.

Additional Words:

hair flair chairman dairyman chair

PRACTICE LESSON

FURTHER READING PRACTICE:

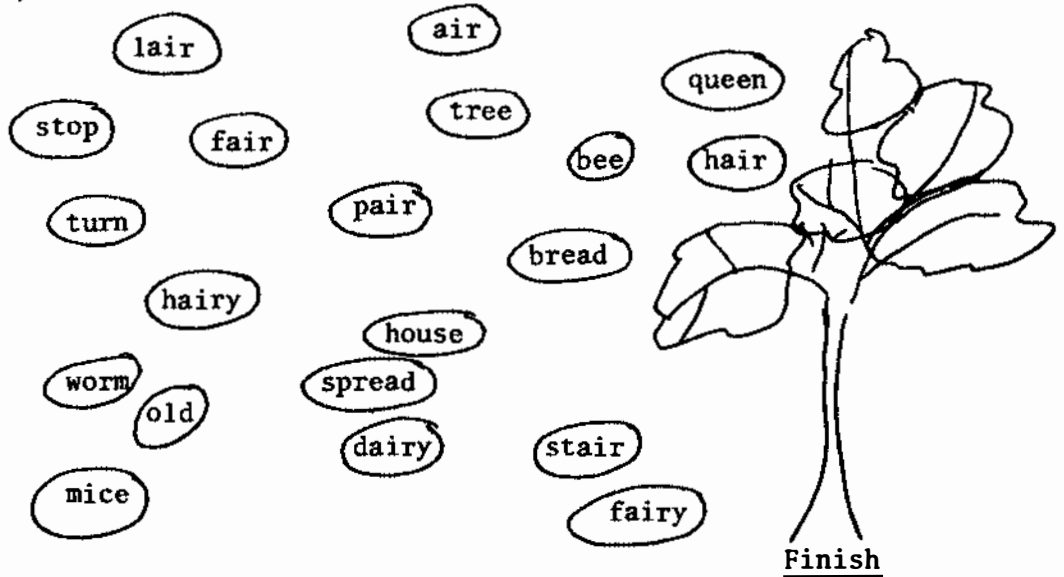
1. This would be on a stencilled worksheet, one given to each child.
Underline the air sound in these words:

hair hairy air stairs lair
flair dairy fair eclair

Could also be done from blackboard.

2. Use the stepping stones that have air words in them to get to the tree.
Find as many different ways to go as you can.

Start



WRITING PRACTICE:

1. Teacher dictates to the children the following sentences.
The hairy spider is under the chair.
The pair of cows are in the dairy.
2. Join the dots to see what Clair tip toed down every morning.

stairs

3. Print the word that tells what the spider was trying to do to Clair.

| _ _ _

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Circle the words that have the air sound in them.
chair lair lean slow chairman dread
2. Choose the correct word from the brackets and write the sentences.
 1. The (pear, pair) of cows were friends with the fairy.
 2. Janet wrote in her (dairy, diary) every night.
 3. The (fairy, furry) animal was asleep.
 4. David was told to (hairy, hurry) up and come to the table.

INTRODUCTORY LESSON

DIGRAPH: ear as in hear

SUITABLE WORDS: spear shear tear ear gear year
clear dear near appear fear hear

STORY:

Shirley sheep found it hard to sleep. She was having an awful dream! Those shearers were after her wool again and poor Shirley was trying to stay clear of them. It was nearly shearing time, and that always made her upset. Every year she grew her wool, and she was very proud of it. But every year about this time, some men appeared and took all her beautiful fleece.

She couldn't help but cry, all that beautiful fleece, gone with a click of the shears! Tears filled her eyes every time she thought of it. Tears filled her eyes when she wasn't thinking of shearing time too; but then she started wondering why she was tearful and she'd remember, and cry all the harder. If only the shearers knew of the time and trouble it took to produce wool as fine as hers. "Oh dear, oh dear!", she kept saying, "Oh dear, oh dear", what ever shall I do?

It was so discouraging, hearing the shearers yell their scores. It made a poor sheep almost give up, and never grow a fleece again. Sighing, poor, tearful Shirley sheep nestled down for another try at sleeping.

There was a whispering in her ear and Shirley was wide awake! That voice that she could hear belonged to Randolph Ram, now where did he appear from? Randolph slept at the rear of the flock, but he always knew when one of his flock were troubled. He knew that Shirley sheep feared the shearers and he came to comfort her.

"Never fear Shirley sheep", he said. It's all worthwhile. While we have fleece, and fleece to spare, pity the shearer, he has not any! So next time they appear, think of yourself without a fleece all year; and give it up unselfishly, not even shedding a tear!

APPLICATION TO READING:

1. The man appeared through a hole in the wall.
2. He threw his spear at the rabbit.
3. It was too near for them to play ball.
4. The shears made a clicking sound as they worked.
5. She was almost in tears.

Sentences to be blackboarded and children to either:

- (i) underline the word containing the 'ear' sound or
- (ii) the word containing the 'ear' sound is left blank in the sentence. Children to complete sentence by filling in space with appropriate flash card.

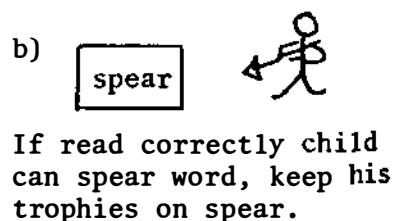
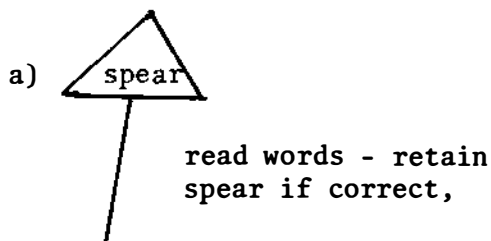
PRACTICE LESSON

FURTHER READING PRACTICE:

1. Present words in shapes with words inside:

Children can then:

- (i) cry (tear-drops) - may get too noisy, so have a classroom character eg: Charley Crocodile, weeping crocodile tears.
- (ii) spear words (targets) - either



(iii) shear sheep



Children to read word on sheep.

If correct shear sheep (take top card off, other underneath).

(iv) drive a car - change gears.

2. Postman - correctly read card posted! Add stamp to corner of card add reality.

3. Cards used as tickets to lunch, play games, etc.

4. Use matching flash cards to blackboarded sentences:

- i) She said "I haven't seen her for years and years".
- ii) The two of them disappeared, in tears, and reappeared later, all smiles.
- iii) Whisper in her ear, and make her hear the songs.
- iv) Pack up your gear, because we're going on a years holiday.
- v) It was a clear day and on a clear day you can see forever.

WRITING PRACTICE:



Choose the right word and write in:

1. Throw your _____.

3. Can you _____ me?

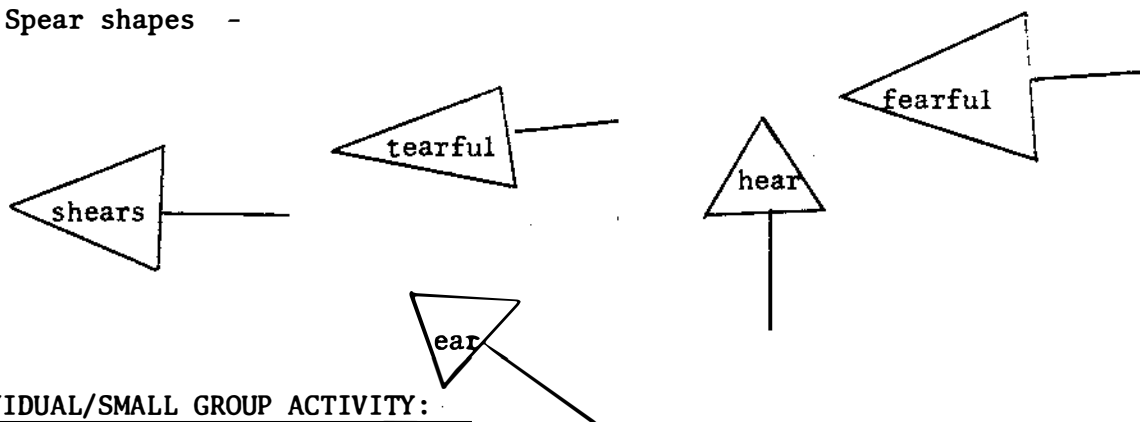
2. Don't let him get too _____.

4. Don't _____ till youv'e ea

Throw/write the word in the right space:

1. Her _____ was aching, and it was making her _____.
2. The _____ was cutting their way through the wool.
3. I can _____ you talking. Can you _____ me?
4. The dog was _____ of the man with a sick.

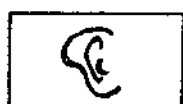
Spear shapes -



INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Word/Picture Matching:

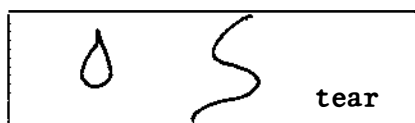
Phonic Word (matching) - A large card with 8 boxes. At the foot of each box is printed a phonic word. Into the space above each word, is placed a matching picture card.



spear	
shears	
ear	rear
	tear

2. Jigsaws:

Phonic Word (matching and self-corrective). Small jigsaw type cards with a picture and word to be matched, (six per box).



3. Phonic Word Completion:

A set of cards containing a first part of the word printed on the card with the remainder of the word printed on flaps which may be raised or lowered. The child thinks of the word.



4. Word Matching:

Six boxes containing in each a phonic word. 24 smaller cards each bearing a different word to be drawn from a box one at a time and named by the leader (each word appears 3 times). Three different children place a counter on their cards as the leader names each word. The first to have all six words covered is the winner if he can read them all back.

tear	fear	ear
shear	dear	
near	ear	

----- oOo -----

INTRODUCTORY LESSON

DIGRAPH: wa as in watch

SUITABLE WORDS: watch waddle swan wattle wash waffle
 wand wallet want wand waft wander
 was Wally

STORY:

Wally was very sad, he had lost the lovely, new watch his grandma had given him for his birthday. He had looked everywhere for it, but could not remember where he had put it.

Just then, Wally's friend Peter, came running up the path. "Hi, Wally", said Peter, "I've come to see if you want to come to the park to play". Wally thought he might as well go with Peter. "O.K. Peter", he said. "I'll just go and get my football".

The boys ran to the park, and Wally was soon enjoying himself playing football. Suddenly, Peter gave the ball a mighty kick and the ball landed right in the middle of the swans who were swimming on the pond. The swans were quite cross at being disturbed and swam to the edge of the pond and chased after Peter and Wally. "Quick!", said Peter, "Lets hide behind these bushes". The boys dived behind the bushes and the cross swans waddled past. "Thank goodness for that", said Wally, laughing. Then Wally saw something shining. "Oh, look peter, look what I've found, its the watch my grandma gave me. I must have lost it yesterday when we were playing hide and seek. I'm so glad I've found it".

The boys then waded into the pond, picked up the football and went home chattering about their adventures of the day.

APPLICATION TO READING:

Children to complete sentences using the right word in the appropriate space, using flash cards.

wattle

wander

wash

wand

wallet

1. The boy had to _____ his dirty hands.
2. Peter put the money in his _____ .
3. The dog sat under the _____ tree.
4. The fairy waved her magic _____ .
5. Do not _____ away from your mother, you will get lost.

PRACTICE LESSON

FURTHER READING PRACTICE:

"wa" as in watch.

1. Put a ring around the "wa" words.

The black swan waddled down the road with Wally's wallet in his mouth.

2. Underline the correct "wa" words.

1. I (what, want) to get another book.
2. The (wattle, willow) tree looked very pretty.
3. Look at the black (swan, swim) on the lake.

3. Put in the correct word.

wash

swans

wallet

1. You do this when you are dirty. _ _ _ _
2. Money can be put in this. _ _ _ _ _
3. These birds can be seen on the river. _ _ _ _ _

WRITING PRACTICE:

1. Complete the sentences:

was

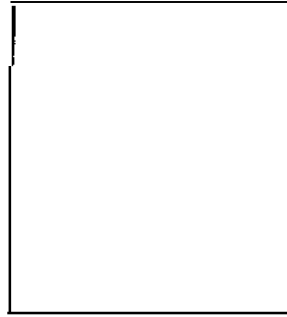
watch

want

1. The cat _____ in his basket.
2. The _____ went tick- tock.
3. I know you _____ a new ball.

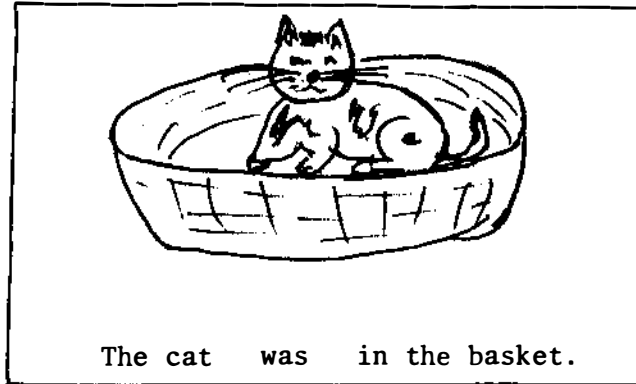
2. Put all the "wa" words in the box.

watch	what
worm	swan
saw	was
wheel	want
wash	wish



INDIVIDUAL/SMALL GROUP ACTIVITY:

Sentence completion cards:



The cat was in the basket.

Other sentences to be put onto cards:

The watch is made of gold.

The fairy had a magic wand

Peter had to wash his face.

Here is the money in the wallet

The dog wants his dinner.

SUGGESTIONS FOR PHONIC LESSONS

YEAR 3

(COMPLIED BY MAJOR AND SUB-MAJOR STUDENTS 2ND YEAR 1976)

INTRODUCTORY LESSON

DIGRAPH: ce as in cent

SUITABLE WORDS: centre cell centimetre central celebrate
 cemetery cellar cellophane century celery

ACTIVITY - Charades

The children are chosen in pairs to come to the front of the class. They are required to pick one card with a word on it, and endeavour to act out the word. The remainder of the class try and guess what the word is. When all the words are guessed, the teacher should go over the meaning of each word and the way in which it is pronounced. The children are asked what sounds are common. During this process all the words are blackboarded and the common sounds underlined.

Words that could be acted are:-

centre, celebrate, cemetery, cent.

APPLICATION TO READING:

The children identify words on the blackboard eg. cent, centimetre, cemetery, cell. Children underline the common sounds. Flashcards are produced for the children to identify the words. Should any children have any additional words they should be blackboarded. The children match the word cards with the words on the board. Children fill in the blanks.

John lost his one (cent).

Jill sat in the (centre) of the room

(celery) is nice to eat.

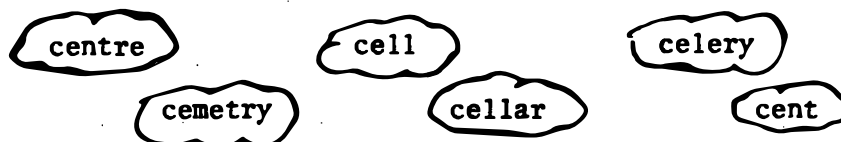
PRACTICE LESSON

FURTHER READING PRACTICE

The words are re-introduced. The children say the words aloud.

1. (a) Word Games - could be used e.g. a selected child picks a word (silently) from the blackboard and the remainder of the class try to guess the word. The child who guesses correctly has a turn at picking a word.

Words from blackboard are:-



- (b) Postman - The children are required to sit in a circle and one child is the 'Postman' who delivers the word-cards. The children who get the card try to read the word aloud. Those children who have difficulty in reading the word are helped by the other children.

2. The children begin to read sentences which are blackboarded. They fill in the missing word.

WRITING PRACTICE

The children complete sentences by printing in the missing word on the blackboard. They choose the right answer from the board.

e.g. cent centre cemetry

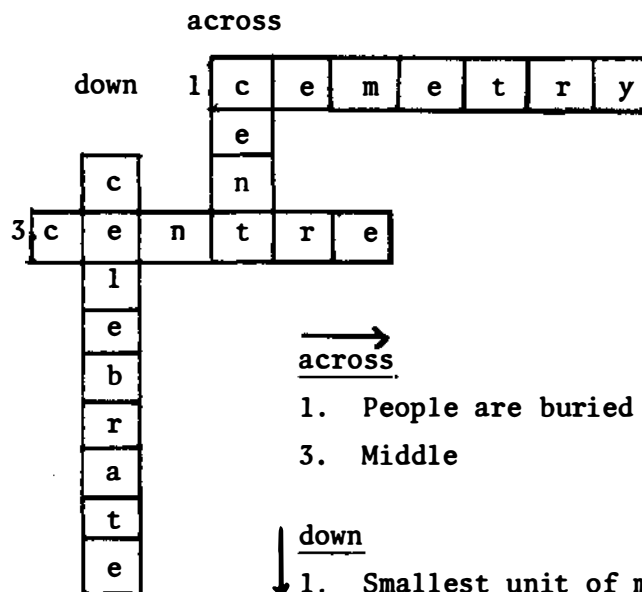
I need one _____ more to buy the book.

People are buried in a _____.

The children take down dictation (5 words) cell, centre, cent, cellar, cemetery.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Crossword - This may be printed on cyclostyled sheets, so that each child can do it.



1. People are buried in the _____.

- ### 3. Middle

1. Smallest unit of money.

2. John will his birthday.

2. Children work in small groups of 4 or 5. Words are blackboarded.

cent cemetery century
 celery centre cellar

One child leaves the room, while another child picks a word in his mind. When the child returns to the group he tries to guess what the selected word is: While guessing the child should say the words aloud.

When the word is guessed - another child leaves the group and the role rotates.

INTRODUCTORY LESSON

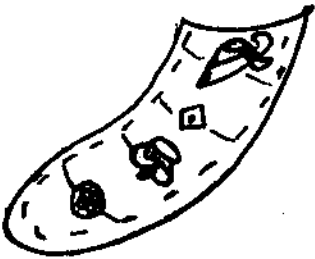
DIGRAPH: ge as in gentleman

SUITABLE WORDS: general gem generator genuine gently
 gelatine generation generous

ACTIVITY:

Riddles and questions are asked to draw out the appropriate words.
These are written on cards and flashed to children.

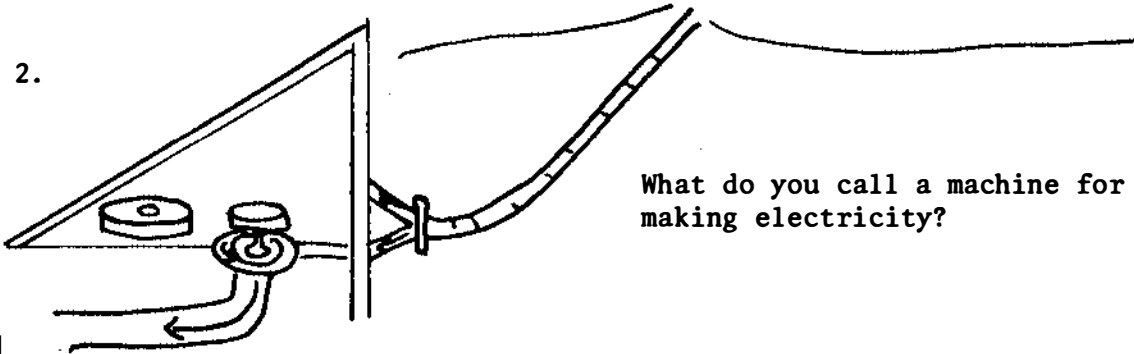
1.



Who does this belong to?

He is the chief in the army.

2.



What do you call a machine for making electricity?

3.



I cost a lot of money.

I am a precious and valuable stone.

What am I?

4.

I am real.

That means I am nuine.

5.



Who can guess what this is?

Do you like jelly?

Have you watched mother making a jelly?

What do you think makes the jelly firm and sticky?

Show children some gelatine powder if they cannot give the word gelatine.

APPLICATION TO READING:

Teacher writes the words on the blackboard, as children give the word. Children close their eyes as the teacher reads the words on the board.

Introduce other 'ge' words.

Children match words on the cards with the appropriate words on the blackboard.

Can you pick out another word from the word gentleman that begins with the same sound at the beginning of the word.

Match the word with the appropriate sentence.

I had a _____ serve of jelly.

I have to be _____ with babies.

Mother placed baby _____ in the cot.

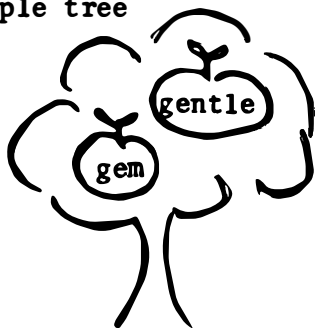
Children match word cards with the words on the blackboard.

Children come up individually and point to a word as the teacher calls it out.

FURTHER READING PRACTICE:

Word Games

1. Flashcards - Child comes up, picks a flashcard, flashes it to the children who try to pronounce the word. If the word is pronounced correctly the child has a turn at picking a card.
2. Luck Dip - Words are written on cards and put in a box. Child picks out a card and reads the word. Then he picks on another child to come and try his luck.
3. Apple tree



Draw an apple tree on a piece of cardboard. Fix hooks on the tree. Cut out apple shapes write words on them. Child picks an apple from the box, reads the words and places the fruit on a hook.

4. Reading of sentences from pasteboard.
 - a) A _____ is a precious stone.
 - b) If a gem is real then it is _____.
 - c) Mother gave me a _____ amount of jelly.
 - d) The chief in the army is called a _____.

WRITING PRACTICE:

1. Children write a sentence, to teachers dictation:-

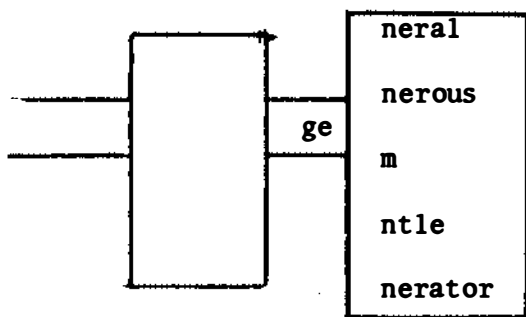
Father is a gentleman.

Seat Activity

From the alphabet square, make as many words as you can.
You may use each alphabet letter more than once.

g	e	s	n
i	r	a	o
u	t	i	m

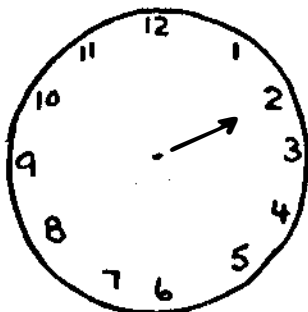
Word Building



Teacher slides the bar in the slots on the card and children repeat the words then write them in their pads.

INDIVIDUAL/SMALL GROUP ACTIVITY:

Clock Face Game



1. general
2. generator
3. gentle

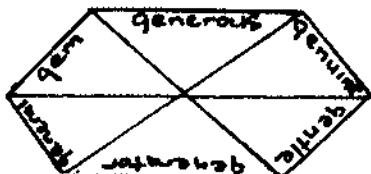
A list of words with accompanying numbers are placed on the blackboard.
Child spins the clock and must recognise the word whose number the hand points to.

Can be played in teams.

Word Buzz

Children work in groups. Stand in a circle. A child shows each a card in turn. If a child fails to recognise the word, the group calls "buzz" and child takes the card and sits in the middle till the circle has completed and rejoins the circle on saying the word.

Spinning Words.



Cut hexagon board.
Child spins and calls word.

INTRODUCTORY LESSON

DIGRAPH: ue as in glue

SUITABLE WORDS: sue glue clue flue blue rue

STORY:

"Sue, Sue", called Mrs. Smith. "Have you seen the glue?"

"No, Mum. The last time I saw it Dad was using it to fix the flue of the chimney in the kitchen", replied Sue.

"Could you help me look for it please. I need to stick the sole of my slippers up", asked Sue's Mum.

"Of course Mum, I know what I'll do. I will pretend that I am a private detective, Sherlock Sue and I will find clues about the glue", Sue said with excitement.

"I don't mind what you do as long as you find it", her mother said.

"Well, Dad was using the glue in the kitchen to fix the flue. Wait I've got an idea. Mum, wasn't the glue in a blue box?"

"That's right", Mrs. Smith answered. "I saw a blue box in the laundry. I wonder if Dad after he had fixed the flue put the glue back in the blue box and placed the box in the laundry." So Sue went into the laundry and opened up the big cupboard on the wall and peered in.

"Mum, I found it," Sue yelled as she ran into the kitchen. "I am great, I am even better than Sherlock Holmes."

"Thanks very much Sue, you're a very good girl", said Mrs. Smith, hugging Sue.

APPLICATION TO READING:

As the children find the ue words in the story they would tell the teacher and these words would be blackboarded.

Word cards would be made with the ue words on them and these card shown to the children and the children would match up these cards to those on the board.

Sentences would be written on the board and the children would say them. These may be taken from the story,

- e.g. 1) I saw a blue box in the laundry.
2) The last time I saw it Dad was using it to fix the flue of the chimney in the kitchen.
3) So Sue went into the laundry, opened up the big cupboard on the wall and peered in.

Or they may be made up by the teacher:

- e.g. 1) The glue was on the table.
2) The big blue ball was lost but Sue found it under a tree.
3) A clue was given to the whereabouts of the missing girl.

PRACTICE LESSON

FURTHER READING PRACTICE:

Word Game - While one child is not looking another points to one of the words on the blackboard or chart. Group note word. When ready child who was not looking turns around. Child who chose words points to the words other child reads the words and says when he thinks that he knows the words chosen. Number of chances depends on number of words. Then the choosor of the word becomes the guesser and the guesser joins the group.

WRITING PRACTICE:

1)



The girl's name was _____.

The bottle of _____ was broken.

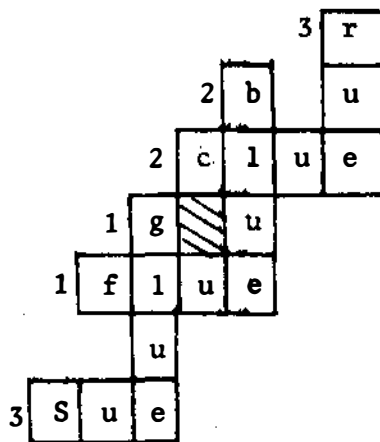
We went to the beach and the water was a _____ colour.

The chimney _____ in the lounge room was broken.

This could be presented in two ways:

- 1) it could be placed on the board and the children would write the sentence completed in their pads;
- 2) it could be put on a sheet and one given to each child for them to complete.

3) A Crossword:



across

1. A chimney has one.
2. Sherlock Holmes looks for these.
3. This is the name of a girl.

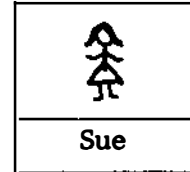
down

1. This substance sticks all types of things.
2. A colour often associated with boys.
3. Another word for sorrowful.

INDIVIDUAL/SMALL GROUP ACTIVITY:

A photocopied sheet could be given to each child with small games on.

- e.g. 1. snakes and ladders based on the spelling of the ue words.
2. small picture with the ue word underneath but in the incorrect order. Children must rearrange the words to match the picture.
3. Top and Tails:
Cards are made e.g.



and cut in the middle, all cuts are the same. Child must match the cards when he is finished another child checks the words and any mistakes are noted.

----- oOo -----

INTRODUCTORY LESSON

DIGRAPH ea as in bread

SUITABLE WORDS: bread lead head dead tread thread
 meadow steady spread ready heavy deaf
 instead heaven ahead.

STORY:

One day Julie and Cathy decided they would like to go on a picnic. Julie began to make some sandwiches but had to ask her mum to cut the bread, she carefully spread the butter on the slices of bread and put a slice of cheese on each one. When they were ready to leave Cathy noticed a button missing on her coat, so she asked Julie to sew it on with some thread. "Thank you", said Cathy, I just dread sewing.

They set off in the bright sunshine and Cathy lead the way. They walked the winding path down to the meadow.

"This is a lovely spot to have a picnic", said Julie, so they spread a rug on the grass and sat down. "Are you ready for your lunch?" said Cathy.

"Not yet", said Julie, "I think we should play first so we work up an appetite."

^{appetite}
"Lets play chasey", said Cathy. "I'll try and catch you first", she said. Julie ran across the meadow with Cathy chasing her.

Suddenly Cathy saw a big rock in the way. "Look out, don't tread on that rock", shouted Cathy, but it was too late. Julie fell over and hit her head on the ground. Cathy raced over to her, "Are you all right", she cried. My head hurts a bit but I will be alright if I take it steady.

The girls made their way back to the rug and had a short rest before they ate their delicious sandwiches.

"The bread is lovely and fresh", said Cathy. "You are an expert at making

sandwiches. "Thank you", said Julie. "I read how to make them properly in one of mum's recipe books.

"Well I think its about time we packed up and went home", said Cathy. "Are you ready Julie",

"Yes, my head is starting to ache again so I think it would be a good idea to get a proper rest".

APPLICATION TO READING:

Choose from the following:

1. What is an ea word that means:-

- i) a part of the body? (head)
- ii) food that is made from flour? (bread)
- iii) a piece of cotton? (thread)

2. How did Julie find out how to make the sandwiches?

3. Unjumble these ea words

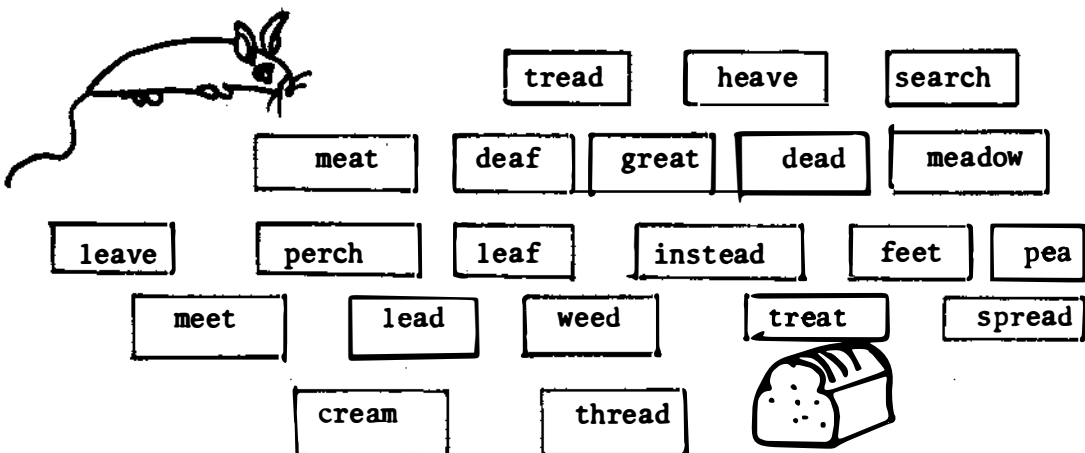
deatsin _____
heanev _____
faed _____

4. Noughts and crosses with ea sound.

Draw a line through the words/pictures with the ea as in bread sound.

heaven	teach	teeth
ready	leaf	each
lead	speech	brief

5. Pick out the 'ea' words and help the mouse find the bread.



tread heave search

meat deaf great dead meadow

leave perch leaf instead feet pea

meet lead weed treat spread

cream thread

Children to shade in the boxes with the correct digraph in it. (stencil)

PRACTICE LESSON

FURTHER READING PRACTICE:

Read each sentence. Find the missing 'ea' word and put it in the space.

A hat is to put on your _____	head tread ear
This is a _____ box.	read heavy great
Would you like to go away _____	ready deaf instead
This is a very pretty _____	dead lead meadow

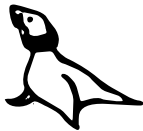
Circle the word or picture which has the same sound as 'ea' as in bread.

clean

heaven

mean

steal



steam

read

seam

dream

WRITING PRACTICE:

1. An activity such as 1 above.

2. Put these words into a sentence.

steady, deaf, meadow, heavy, thread, lead.

3. Using the following words only once complete the sentences below.

head, dead, meadow, bread, steady, read, tread.

i) _____ goes stale quickly.

ii) All animals have a _____.

iii) If you go at a _____ pace the horse won't bolt.

iv) Be careful where you _____ as there are lots of stones.

v) I _____ about a man who was _____.

4. Join the dots:

tread head

INDIVIDUAL/SMALL GROUP ACTIVITY:

Small Group Activity:

Postman - each child given a letter with a word written on it. Those with digraph 'ea' on it can post their's in the mail box.

Quiz Game - Large sheet containing pockets with different digraphs on them e.g. 'ea' 'oo' 'wor' 'air'. Child selects pocket and required to ask questions e.g. word that rhymes with bread. Spell the word steady. Which word doesn't belong - great tried read.

ea	war	au
oo	air	are

Individual Activity:

Shade the 'ea' as in bread words, to make another word.

heavy	meat
	seat
	beat
	creep
spread	tread
	thread

1

deaf	read
ready	deep
	read
	treat
instead	

e

heaven		
instead	great	tread
	deaf	
	late	
	seat	

a

dead lead	meadow	deaf
	ahead	
	need	
	knead	
	heap	
	head	

d

Word Sleuth

s	m	e	a	t	a
p	e	l	s	r	h
r	a	a	q	e	e
e	d	n	t	a	a
a	o	t	j	d	d
d	w	f	a	s	o
l	e	a	d	n	p

Find as many 'ea' words as possible.

----- oOo -----

INTRODUCTORY LESSON

DIGRAPH: ore as in core

SUITABLE WORDS: core store more tore bore sea-shore
score sore adore pore implore explore
folk-lore

Charade:-

Begin charade by acting out that you are in a store.

Make movements to indicate that you want more than one apple.
Place apples in bag and pretend to walk down to the sea-shore(swimming motions, lying on towel, putting up umbrella).

Whilst lying on towel, begin to eat an apple. When finished stand and carry the core to the bin.

APPLICATION TO READING:

1). FLASHCARD

A space is left in sentence. The child is expected to choose correct flashcard to fit the sentence.

e.g.

more

John wants _____ ice-cream.

PRACTICE LESSON

(a) Word Games -

1. Oral Quiz

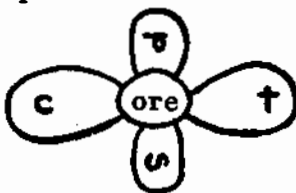
After eating an apple you are left with it. (core)

When your mother goes shopping she goes to it. (store)

We put a band-aid on it. (sore)

We collect shells here. (sea-shore)

2. Teacher makes flower with the petals able to rotate in clockwise direction. The children read the word as the letter within the petal comes beside the "ore" (group work)



(b) reading of sentences - blackboard

Lets go to the _____ and buy a dress. (store)

She has _____ dolls than me. (more)

The apple _____ is in the bin. (core)

Children read sentence placing bracketed word in space provided.

bore sea-shore tore sore explore

I cut my leg and it is _____.

He _____ his pants on a nail.

At the _____ we find shells.

Children to read sentence - select correct word from above list and insert it in the sentence.

WRITING PRACTICE:

a) core



Can you see the apple _____?

shore



Lets go to the sea- _____.

tore



When he fell down, his pants _____.

Children given word - children write the word in the space.

b) Dictation:

We see more dogs. (more)
I tore the dress. (tore)
My leg is sore. (sore)

INDIVIDUAL/SMALL GROUP ACTIVITY:

- a) Children given pictures of "ore" words. Children write word underneath. On cyclostyled sheet.

e.g. core store shore tore



- b) 5 children in each group. Children sit in circle with a box in the centre with 'ore' words in it. Children close eyes and select a card. They make up a story using this word. Place word back in box and select another.

- c) Crossword (individual)

child given spaces for crossword.

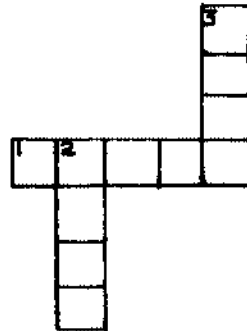
They are to complete crossword by answering these questions.

across

1. another word for a "shop".

down

2. the part left when apple is eaten.
3. Another word for "ripped".



- d) A master card - small cards having 'ore' to be placed in relevant spaces. Self-corrective, match the coloured spots on the back.

child's drawing

	c <input type="checkbox"/>
	st <input type="checkbox"/>
	sh <input type="checkbox"/>

- e) Children in a group of 5. "ore" words are written on cards.

e.g.

more

Each child is given a card with an "ore" word written on it. Music is played (cassette) and children pass their cards around in a circle. When music stops each child says his word and then makes up a sentence using this word. Music starts again. etc.

----- o0o -----

INTRODUCTORY LESSON

DIGRAPH: oar as in board

SUITABLE WORDS: board hoard hoarded roar roared hoarse
 boar soar coarse oars boards soared
 blackboard

STORY:

One day Sinbad the sailor took his boat out in the sea. He used his oars to row while his pet lion roared all the time. All he would say was "Roar, roar, roar". Sinbad's boat was made of old boards and Sinbad sat on an old board. Sinbad liked to hoard old things like boats, treasures and jewels.

He was going to get his treasure that he had hoarded at the island. All of a sudden the old boards began to split. Sinbad cried and the lion roared. Sinbad called for help till his voice was hoarse, "help, help, help".

Sinbad and the lion swam to the island. There was no-one there except and old boar and some seagulls that would soar in the air.

The lion would roar at the birds as they soared in the air. They had to sleep on some coarse grass and weeds that night. The next morning Sinbad saw a boat with oars going past. He shouted again and again till he was hoarse and the lion roared.

The boat rescued Sinbad and the lion and his hoarded treasure.

Now Sinbad says, "I will never hoard anything again. The birds that soar and the boar can have the island.

APPLICATION TO READING:

- 1). Go over story children identify the oar words.
- 2). Blackboard words.
- 3). Go over words with children - the common unit - discuss with children e.g.

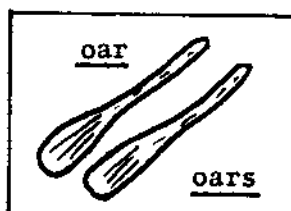
boards hoarded oars boar

- 4). Word cards presented - children to match card with word on board. Alternative
 - a) choose the card from 4 cards.
 - b) Word on board - choose right card from pack.
- 5) Children supply extra words if any e.g. blackboard.

PRACTICE LESSON

FURTHER READING PRACTICE:

- 1). Show key word card.

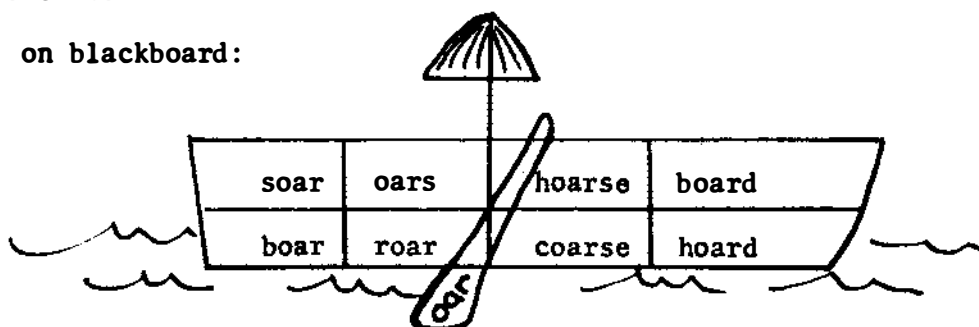


- 2). Children contribute words from previous lesson. The common unit is identified by:

- a) going through saying words
- b) children pick out common unit.

a) Words Games:

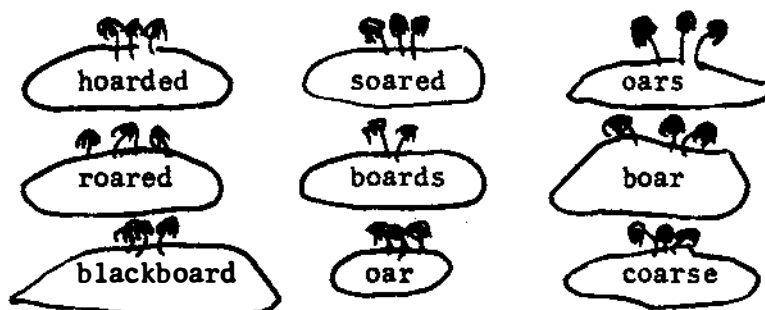
- 1). on blackboard:



Matching cards: Children find on board to match card.

Word on board pointed out - child has to find out card from all cards in pile.

- 2). on blackboard:



Children find words on board to match with card.

Word on board children find card to match from pile of cards.

Reading Sentences:

1. Sinbad's pet lion roared all the time.
2. There is a blackboard in our classroom.
3. The bird's soared in the air.
4. Sinbad hoarded old boats and jewels.
5. The boat was made of old boards.
6. The grass and weeds are coarse.
7. Sinbad screamed till his voice was hoarse.

WRITING PRACTICE:

a). Words: boar hoarded oars roared soared boards

1. Sinbad used _ _ _ _ to row his boat to the island.
2. The boat was made of old _ _ _ _ _.
3. Sinbad _ _ _ _ _ treasures on the island.
4. The lion _ _ _ _ _ all the time.
5. The birds _ _ _ _ _ in the air.
6. Sinbad saw a _ _ _ _ on the island.

b). Children print the "oar" words in pads:

boar soared hoarded oars roared boards coarse hoarse
Draw picture were suitable.

INDIVIDUAL/SMALL GROUP ACTIVITY:

Find the Word: Group.

- a) 1. Children have cyclostyled sheets with words on it.
2. Teacher calls out word children cover it with card to match.

Find the Word: Individual

- b) 1. Pile of cards teacher calls out word child picks out card puts out in front of him.
2. As above but use word in a sentence child to pick out key word from pile.

INTRODUCTORY LESSON

DIGRAPH: ear as in bear

SUITABLE WORDS: bear pear tear wear swear

AN INTRODUCTORY POEM:

"A FUNNY LITTLE BEAR"

A funny little bear,
was sitting over there,
wearing his big pink hat.

Said the funny little bear,
"Oh what will I wear,
to go with my big pink hat."

He held up his bright blue vest,
and in it was a tear,
and he said, "Oh dear what shall I wear?"

He found his bright red vest,
but alas, he found another tear,
and I do believe the bear began to swear!

Oh what a naughty bear!

The last time I saw that bear
he hadn't found a thing to wear,
and he was eating a big ripe pear

APPLICATION TO READING:

1. Paste board sentences (using the digraph) cut into words.

What dress will I _ _ _ _ today? pear wear

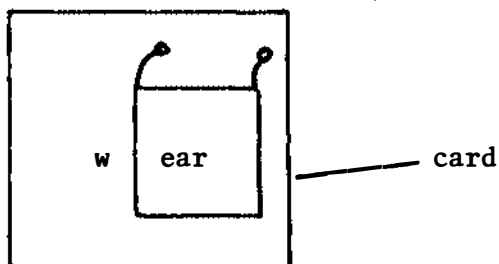
A _ _ _ _ is very good to eat.

Oh, I think I have a _ _ _ _ , in my nice new clothes.

The children take turns coming out and choosing the card that fits the sentence. A second child could then write the word on the board.

PRACTICE LESSON

FURTHER READING PRACTICE:



A word game consisting of a set of cards containing the first part of the word printed on the card with the remainder printed on flaps which may be raised or lowered.

The child is given a word, i.e. "pear" and reads through the various cards to find it.

or

A variety of words printed on board in a random fashion. Children find the word to fit the sentence, also on board.

Blackboard

pear	A <u>pear</u> is good to eat.
run	The teddy _ _ _ _ was nice.
bear	We should not _ _ _ _ our clothes.
boy	
tear	
toy	
wear	
look	

WRITING PRACTICE:

Blackboard the digraph words. Review by having children read them. Give each child a 2" square of cardboard. Have child pick a word and write a story about it. May use as many of the words as possible. (Could be a contest to see who used the most words.)

Have children paste the 2" card at top of page and write their word (or most used word) on it.

Seat Activity:

Teacher writes one word containing the digraph i.e. (ear, bear) on a piece of paper and puts the paper on her desk. They can play a guessing game. Trying to guess the word. The first one to guess it can come forward and choose a word, write it down and let the children guess.

INTRODUCTORY LESSON

DIGRAPH: are as in square

SUITABLE WORDS: fare bare mare hare care rare
 share glare spare stare

STORY:

One nice sunny day, Harry the hare was walking through the village square. He had his best hat and sunglasses on to protect him from the glare of the sun. Harry was going to visit his friends, Margaret, who was a beautiful mare. Harry found walking very hot work and he wished he could catch the bus, but he had no money to pay the bus-fare. When Harry finally arrived at Margaret's house he was very hot and tired. But Margaret had a very rare kind of lemonade which can make you feel better in no time. Harry sat down and drank two whole glasses. Soon he was back to his old self and Harry and Margaret spent a lovely afternoon sitting by the river, talking and playing games.

APPLICATION TO READING:

1. List of words on blackboard, including those not in story.
2. Children identify words.
3. Words cards shown for identification.
4. Children match word cards with words on blackboard.
5. Children complete sentences on blackboard with word cards.

e.g. May I have some money for the bus-fare.

Would you like to share my drink?

The cupboard was bare.

PRACTICE LESSON

FURTHER READING PRACTICE:

Word Game - Lotto

The caller (teacher) has a complete set of words. Whilst each child has a card on which appear only some of the words. The caller reads the word and the child with that word on his card responds and is given the word card.

Reading of Sentences

Sentences on blackboard with missing space where word containing digraph belongs.

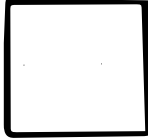
e.g. The hare went for a long walk.

Can you spare a piece of chalk?

Children complete sentences with matching word card.
Activity can be individualised or given as a whole class activity.

WRITING PRACTICE:

1. are



square

2. bare
stare
glare
hare
fare
spare
care
rare
mare

3. a.

stare
glare
hare

b.

fare
spare
bare

c.

rare
mare
care

d.

share
dare
ware

4. Choose the right word from the boxes and complete the story.

- a. The _____ from the sun can hurt our eyes.
b. Where is the _____ key?
c. Take _____ on your trip.
d. Would you like to _____ my drink?

5. Can you make a story of you own? Use the words in the list.

The above work can be used as follows:

1. Key Word Card.
2. List of words containing digraph.
3. Words containing digraph suitable for No. 4.
4. Space for sentences. Words in space 3 to be matched with sentences.
5. Individual writing practice.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1.

st	sq
b	d
h	f

are

Child has small cards having digraphs to be placed in relevant spaces on master card.

(This can be self corrective exercise. Coloured spot on back of small card matches the one on the back of master card.)

2. Word Cards:

bare	
fare	
hare	
spare	

A card with a list of words down the left side and sheets of pad paper stapled onto the right side - child copies the list of words, illustrates them, and tears the page off, so that the card is ready for the next child.

3. A card with a central movable card (attached to a length of hat elastic) bearing a digraph. The small movable card is drawn down the length combining with the letters printed on the card to form words. These are copied and illustrated.

----- oOo -----

INTRODUCTORY LESSON

DIGRAPH: ie as in chief

SUITABLE WORDS: chief thief relief niece thieves grief
 brief belief grieve briefly believe piece
 field relieve

STORY: The Chief's Niece

The chief of an Indian tribe had a problem. His niece was coming to visit him and the chief had nowhere for his niece to sleep. All the indians slept in tee-pees which were set up in a large field by a river, but the chief's niece who lived in the city always slept in a bed. The chief's niece did not believe her friends when they said "You will sleep in the field in a tee-pee".

The day the chief's niece was to arrive he rode a wagon into the town to see if he could solve his problem. "I need a bed", the chief told the shopkeeper. The shopkeeper just laughed and said "I do not believe you Chief, indians do not sleep in beds." The chief explained that his niece was visiting from the city, and always slept in a bed. The shopkeeper helped the chief put the bed on a wagon, but whilst the chief was thanking the shopkeeper for his help, a thief jumped on the wagon and rode out of the town with the wagon and the bed. "Oh", cried the chief, "No one will believe me now."

When the chief arrived back to the field his niece had already arrived. "Do you believe me?" asked the chief. "Of course Uncle", said his niece, "I would like to sleep in a tee-pee in the field". When the chief heard this he was very relieved.

APPLICATION TO READING:

Words to be placed on the blackboard as children identify them by being asked questions about the story and these answers are the "ie" words. Word cards are then introduced. Children suggest other words containing the sound "ie".

PRACTICE LESSON

FURTHER READING PRACTICE:

1. Word games - children match "ie" words with appropriate card.
2. Children use cards to make up sentences with "ie" words.
3. On blackboard "ie" words in Indian chief's headdress. Children make up sentences with words. "ie".

WRITING PRACTICE:

Sentences presented to children with keyword "ie" words, missing. Children complete sentences. Words may be completed similarly. Children make up sentences with "ie" words. Form a class story of appropriate "ie" words.

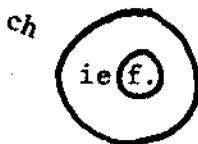
INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Children have work cards with "ie" word on it. Children place these words into a story. Children complete cyclostyled activity by filling in missing part of words e.g.

ch _ _ f

th _ _ f

2. A word wheel for overhead projector, or in chart form



of different "ie" examples.

	ie	
ch		f
th		f
bel		f

----- oOo -----

INTRODUCTORY LESSON

DIGRAPH: wor as in worm

SUITABLE WORDS: work worse word worth world worship
 earthworm worst

STORY: Willy Worm

Willy worm was an earthworm. He spent all his time working in the sand, building his home. "This is boring", thought Willy Worm, "I'm sick of everything, - work, work, work, that's all I do". "I think I'll go on a world trip. I could work in many different types of sand". Willy Worm packed his tiny suitcase, put it on his back, and started on his very long journey. After wriggling for a long time, he came across a beach with very rough sand. "Oh!" said Willy Worm to himself, "This is the worst sand I've ever seen". Trying to wriggle along, over the

large grains of sand, he became very tired. "I think I'll have a rest", he thought. Along came a pretty little worm with very long eyelashes. "Wow!" said Willy Worm. The little worm said, "Hi, my name is Wendy Worm, what is yours?"

"Oh, mine is Willy, I'm on a world trip."

"Oh, I'm on my way to California, lets go together", said Wendy.

"Sure, I've never seen such a pretty little worm in my country, all the girls hide beneath the sand", said Willy. Wendy blushed.

Willy and Wendy wriggled together over many miles of sand. "Oh, this is the worst place I've ever been to", exclaimed Willy. Still they wriggled on. Very soon, they came across a church. "Lets worship King Worm for awhile", said Wendy excitedly. After worshiping for five minutes, Willy cried, in a weary voice, "Gosh, this is the worst place of worship I've seen." Wendy, being very patient, said "There could be worse Willy." Once again, they began to wriggle on. After a long while, Willy exclaimed, "This is the worst, world trip I've ever been on, I'm going home to my work."

Poor little Wendy lay amazed. She was suddenly left by herself to worship King Worm, while Willy started on his very tiresome journey home. He didn't say a word to any-one, but continuously said to himself, "This is the worst, worst, worst, world trip I've ever been on; it was worthless; I'd rather work at home forever.

APPLICATION TO READING:

Find a 'wor' word to answer these questions:-

A long thin animal that lives under the ground. (worm)

People _____ to earn money. (work)

The _____ had four letters. (word)

Unjumble these words that have the 'wor' sound in them:

toswr thwreor dorwl wkro

Arrange these sentences in the right order to make a short story about a worm.

He was bored with working on his house.

A little worm wriggled under the ground.

He then decided to wriggle around the garden.

He did some work on the inside of his house.

PRACTICE LESSON

FURTHER READING PRACTICE:

Unjumble these words in the following sentence:

The little (mrwo) _____ decided that he would (hwsrsoip) his king.

Match the following words with their opposites.

worst	work
worth	worthless
play	best
sweet	start
stop	sour

WRITING PRACTICE:



Let the worms wriggle to their right sentences - then you write the whole sentence out.

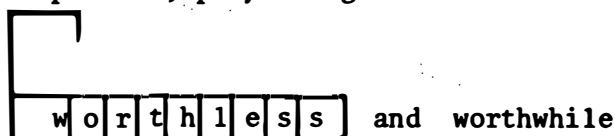
The plane flew right around the _____.

The pirates were shocked when they found that the jewels were _____.

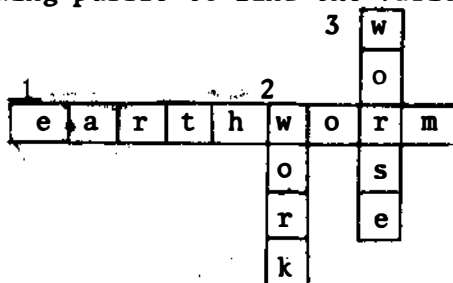
If you _____ hard, you will succeed.

INDIVIDUAL/SMALL GROUP ACTIVITY:

- With your partner, play 'hang the man' with the following words:-



- Complete the following puzzle to find the various words.



- across - The little _____ wriggles under the ground.
- down - The men had to _____ hard to earn their money.
- The conductor said that the music could have been _____.

INTRODUCTORY LESSON

DIGRAPH: war as in dwarf

SUITABLE WORDS: war wart warp warm ward swarthy
swarm warden warn warlock warfare wardrobe

STORY OR GAME:

Charades

One child comes to the front of room and acts out a war word by herself or with a partner. When the children guess the correct word, the child who got it right comes to the front of the room and acts out the next war word the teacher gives. war words are blackboarded.

Opposites

A war word is given to one child and that child has to act out the opposite of the war word. The rest of the class has to guess the correct war word. war words are blackboarded.

APPLICATION TO READING:

A short story, paragraph or sentences are put up on the blackboard with the war words missing.

The children have to guess the correct war word. The war word is then blackboarded with the other war words from the games.

PRACTICE LESSON

FURTHER READING PRACTICE:

war words are blackboarded. Each child has to give a sentence using the selection of war words. Where possible, the child should try to use two or more war words.

WRITING PRACTICE:

The children are to write a short story using war words that are on blackboard.

INDIVIDUAL/SMALL GROUP ACTIVITY:

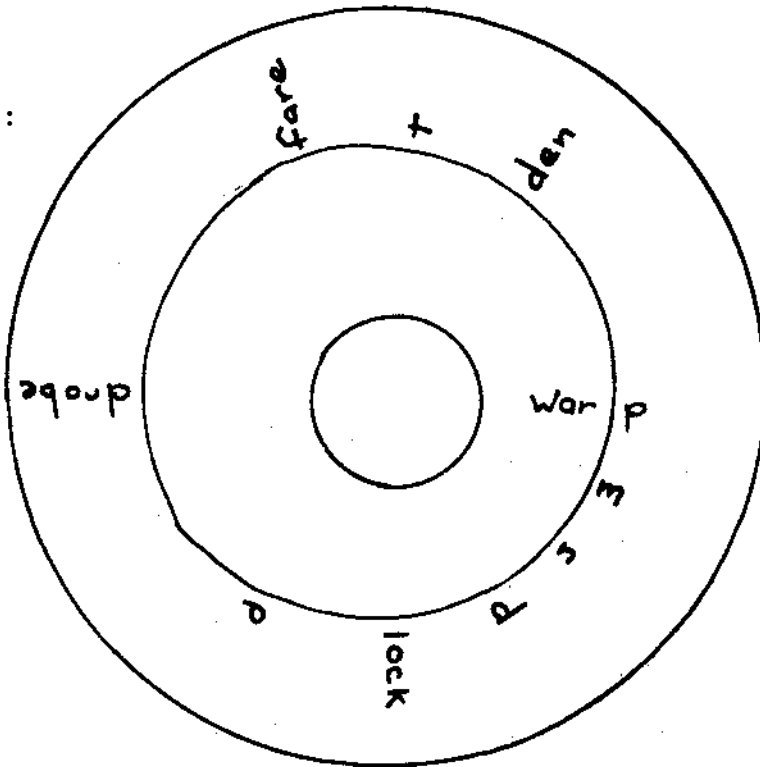
Dictionary Skills: Children try to find more war words that have not been used. The child with the most war words wins.

Reading: The stories that were written are compiled in a book, so that children can read war word. Stories.

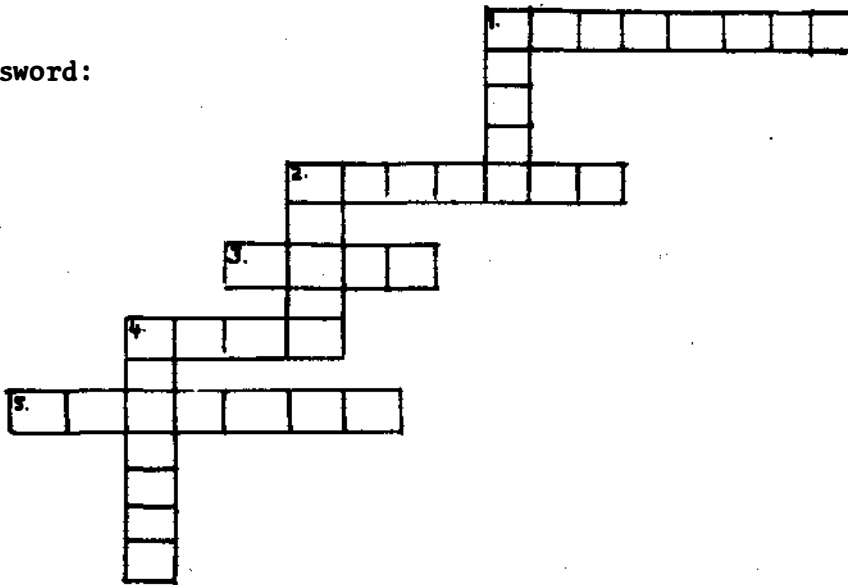
Word Wheel: In centre of wheel war is printed. This centre piece rotates. The children have to use war words to complete wheel.
See illustrations next page.

Crossword Puzzle: Each child makes up a cross word puzzle using war words. Other members of class can do crossword.

Wordwheel:



Crossword:



across

1. A place to put clothes (8)
2. A dark complexion (7)
3. A room in hospital (4)
4. Opposite to cool (4)
5. Battle between enemies (7)

down

1. A growth on a person's body. (4)
2. Bees fly in a _____ (4)
3. A male witch. (7)

INTRODUCTORY LESSON

DIGRAPH: kn as in knife

SUITABLE WORDS: knock knee kneel knit knot knave
 knight know knead knuckle knowledge

CHARADES:

Words to be used:- knife, knock, knee, kneel, knit, knot.

Teacher picks out one child to act out the first word. Whoever correctly guesses the first charade is given another word to act out for the rest of the class.

APPLICATION TO READING:

The teacher has the following sentences on the blackboard:-

- i) I use a _____ to cut tomatoes.
- ii) Run to the door and _____ on it.
- iii) This is my _____.
- iv) We have to _____ to pick up the pin.
- v) Can you _____ a jumper?
- vi) Alan can tie a _____.

Cards with 'kn' words (knit, knock, knee, kneel, knot) Children pick out from matching cards the words to fit in the sentences on the blackboard.

PRACTICE LESSON

FURTHER READING PRACTICE:

The teacher has the following sentences on a chart.

- i) I _____ the answer.
- ii) The baker _____ the dough for bread.
- iii) Jenny hurt her _____ on the chair.
- iv) There is a _____ who lives in the castle.
- v) It was the _____ who stole the Queen of Harts' tarts.

The children then have to place the correct words in the missing spaces. Given all the words on the 'suitable words' list to choose from. The children then use the words which fit in the sentences to make a story which they act out.

WRITING PRACTICE:

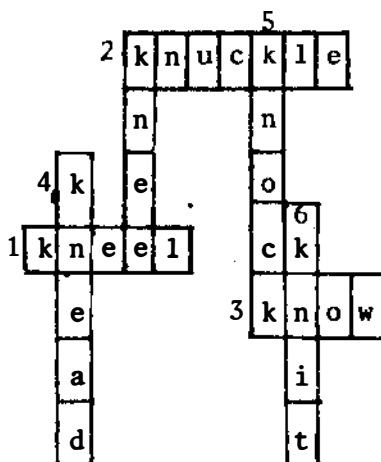
The teacher uses the childrens previous experiences for dictation. Children then discuss with teacher any improvements which can be made on the old story to make a new story. Children write down own story themselves.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1.    

Children have to match the correct card with the initial digraph and picture.

2.



across

1. What a knight has to do in front of his Queen.
2. Its a part of your finger.
3. I _____ the answer.

Down

4. The baker does this to the bread dough.
5. You have to _____ on the door.
6. You have to do this to make a jumper.

----- o0o -----

INTRODUCTORY LESSON

DIGRAPH: wr as in wren

SUITABLE WORDS: wreck, wriggle, writhe, wren, wrote, written, write, wrap, wrong, wreath, wroth, wring, wrung, wretch, wretched, wry.

STORY:

The Blue Wren

It was a cold and stormy day. Steven stood alone on the deck of his small fishing boat. The little boat was tossed to and fro by the angry sea. Even this experienced crew was frightened. The boat was being blown closer and closer to the reef. Steven ran below and quickly wrapped a few things he needed. Crash, the little boat ran onto the reef. The boat creaked as the waves broke against its side. Everyone had to leave the boat before it was wrecked. Steven threw the things he had wrapped into the life raft and tried to free it. The raft was stuck, he needed a wrench to loosen the bolts. Two bolts undone, he wriggled beneath the raft to undo the other two. He lowered the raft into the shallow water which covered the reef. All the crew scrambled into the raft. Steve turned, as another wave lashed against the side of his boat, and it was wrecked. After an hour or so the storm died and the crew of the little boat stood upon the shore. One of the men writhed in pain, his leg had been badly hurt. The other man still suffering from shock, passed a rather wry comment on what had just happened. Steven walked up the beach and into the scrub. He collected a small bunch of flowers, wrung the water from his handkerchief and tore it into strips. With the strips of cloth and the flowers he made a small wreath. He walked back down to the beach and threw the wreath into the sea. Then he took a sharp stick and wrote in the sand. Goodbye Blue Wren, that was the name of his little boat. Steven felt wretched, he knew that it was wrong to feel so bitter, but the sea had taken something he loved, his boat. In his wrath he swore that he would never sail again.

APPLICATION TO READING:

1. Write a number of wr words - and a number of sentences - children to find the appropriate wr word from list and place the word in the sentence and read.
2. Match the word or sentence and picture.
3. Given a wr word children will build a sentence.

PRACTICE LESSON

FURTHER READING PRACTICE:

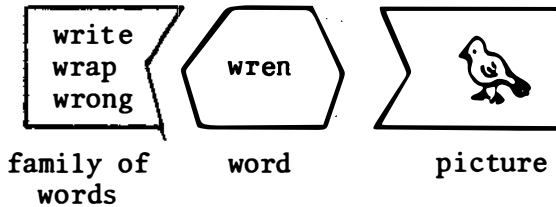
With a word wheel children come out and make a wr word. Teacher then writes word on board and asks for a sentence - write sentence - children then read.

WRITING PRACTICE:

A number of wr words are presented to children - and they write sentences on these words.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Children complete sentences on a cyclostyled sheet. Given words make sentences, given the sentences, fill in words (wr).
2. Phonic Blends - jig-saw



3. Phonic Blend (6 cards to a box)



----- oOo -----

INTRODUCTORY LESSON

DIGRAPH: ph as in telephone

SUITABLE WORDS: elephant, graph, autograph, biography, Phil, Phyllis, Phoebe, phonics, gramophone, mircophone, phone.

STORY:

Phil and his sister Phyllis were sitting at home waiting for Uncle Tom to ring. He said that he had a surprise for them and they both sat by the phone waiting for him to ring.

Ring, ring went the phone, Phil picked it up and it was Uncle Tom. He was asking them to go to the circus with him. Both children were very excited and immediately they got dressed and were waiting outside for him when he drove up a little while later.

Soon they arrived at the circus and there in front of them was the big circus tent. There were lots of people walking around, lots of clowns, cages of animals and of course caravans selling toffee apples and fairy floss.

Phil and Phyllis wanted to talk to all of the clowns and look at the animals. Uncle Tom held their hands so they wouldn't get lost and they began exploring. They talked to three clowns and Phyllis got their autographs in her new autograph book. They signed their names on a nice clean page. After that the children and Uncle Tom walked around the cages looking at the funny monkeys, the performing lions and finally the giant elephants. One of the elephants put his long trunk through the iron bars of the cage and took Uncle Tom's hat off. Both of the children giggled, so did the clowns, even the elephants giggled. Everyone seemed very happy, everyone except Uncle Tom who looked very, very angry. The elephant must have been sorry for what

he had done because he placed the hat back on Uncle Toms head. Uncle Tom was happy again and he brought Phil and Phyllis some fairy floss and they all had an enjoyable time watching the circus.

APPLICATION TO READING:

1. Children read a sentence writing down the correct word in brackets
i.e. The man spoke to the audience through the (gramophone, mircophone)
2. Children read the sentence and draw the picture to it
i.e. The grey elephant has a long trunk.
3. Children read the sentence possibly concerning the story and answer with one word or a short phrase e.g. Did Phil answer the phone?

PRACTICE LESSON

FURTHER READING PRACTICE:

Ph word cards presented for children to read and identify.

Children think of other ph words which the teacher blackboards and the class reads, individually and together.

List of ph words on the blackboard, teacher says a ph word e.g. phone and a pupil finds it on the blackboard.

WRITING PRACTICE:

Complete sentences by writing ph words in e.g.

- i) This animal has a long trunk - elephant.
- ii) A pop star wrote his name down for me, he gave me his - autograph.

INDIVIDUAL/SMALL GROUP ACTIVITY:

1. Children have a card with ph words and separate pile of small cards. One child picks up a card and the 1st one to match the small card to the board gets a point.

phone	graph	phone
elephant	Phil	
Phyllis	mircophone	
Phoebe	autograph	

2.

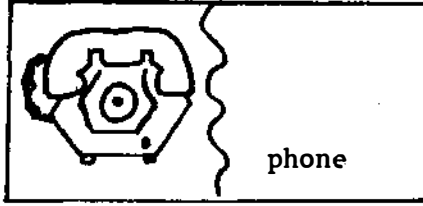
phone	graph
elephant	mircophone

 Digraph matching



A large card divided into boxes. At the foot of each box is printed a word. Into the space above each word, is placed a matching picture card.

3.



Matching and self-corrective
small jig-saw type cards with
a picture and word to be
matched.

----- o0o -----

INTRODUCTORY LESSON

DIGRAPH: au - saucer

SUITABLE WORDS: sauce, audience, pause, automobile, saucer, launch,
autumn, taut, saucepan, automatic, August, haunt,
author, applaud, laundry, autograph, astronaut,
laundromat.

Please note digraph 'augh' - daughter dealt with as a separate unit.

INTRODUCTION: Playing detective.

Teacher preparation:- flash cards of words to be presented:-

author : astronaut: August: saucer: haunt: laundry.

Place the flash cards along the base of the blackboard.

Blackboard the clues:

1. A writer of books.
2. A spaceman.
3. The month that follows July.
4. We put a cup on a?
5. Ghosts do this.
6. Where mum does the washing.

Ask the children to pick the right word and pronounce it. Teacher blackboards correct word.

When list is complete, ask the children for the similar sound and underline 'au' in each word. Teacher pronounces all words. Children pronounce all words. What does an author do? - through list. Ask children how many syllables in each example?

APPLICATION TO READING:

Flash cards: saucepan: sauce: autumn: autograph.

1. The was on the stove.
2. The children put tomato on their pies.
3. The leaves fall off the trees in the
4. The pop singer signed his

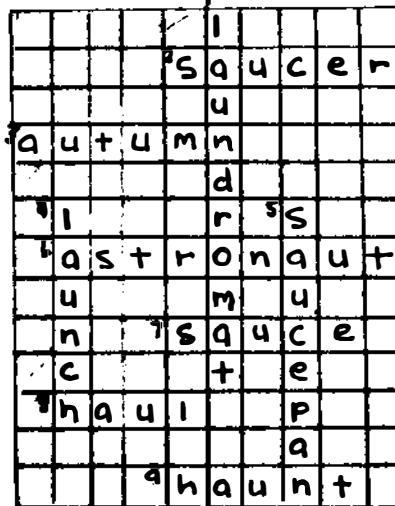
PRACTICE LESSON

FURTHER READING PRACTICE:

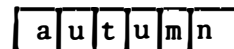
Blackboard all words:

a) Word Game - Class Crossword

Teaching aid: Master sheet skeleton crossword.
Words to be used printed on pasteboard strips,
in squares to correspond with cross word skeleton.



pasteboard strip



Clues

Across

- 2.
- 3.
- 6.
- 7.
- 8.
- 9.

Down

- 1.
- 4.
- 5.

Children pick a clue and supply the right word. A child puts the pasteboard strip corresponding to that word on to the master crossword skeleton.

b) Reading of Sentences:

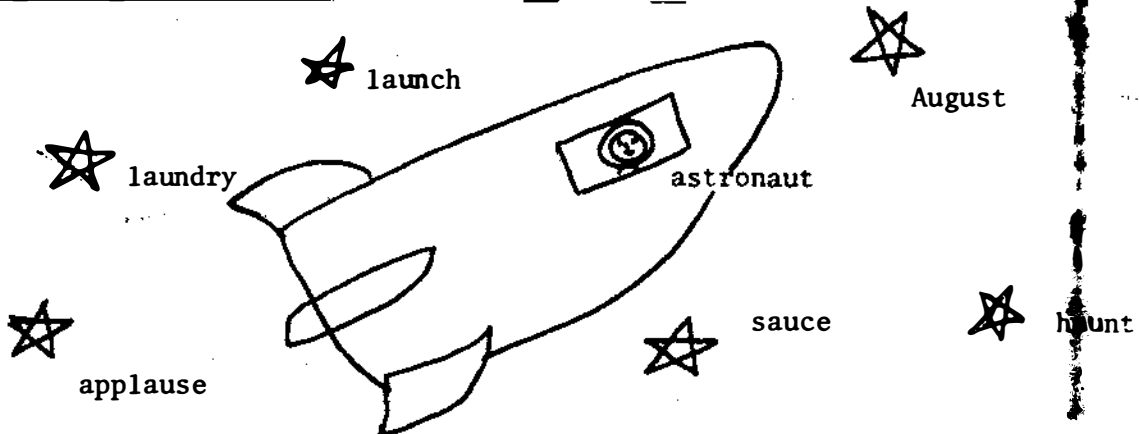
1. The was pleased with his book.
2. The old house was by a ghost.
3. The cat's milk was on a
4. The walked in space.

autograph
author
haunted
daunted
saucer
automobile
audience
astronaut

WRITING PRACTICE:

Cyclostyled Worksheet

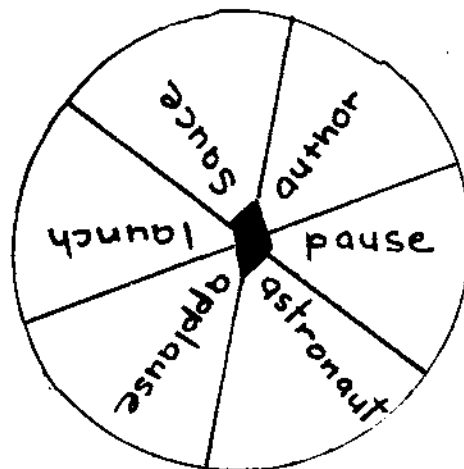
au - saucer



Read each word. Underline the sound. Put each word into a sentence.

INDIVIDUAL/SMALL GROUP ACTIVITY:

A small boat
A writer
clappling applause
A short break
A spaceman
Something tasty



Children spin the pointer in rotation, if the pointer stops on the word that fits the first rung of their ladder they take the card with that word on it and cover the meaning. Rungs have to be covered in order. Child who covers the complete ladder first wins the game.

Each ladder should be labelled in a different order.



INTRODUCTORY LESSON

ICPH: o as in glove

SUITABLE WORDS: glove, mother, nothing, dove, son, cover, Monday, oven, brother, money, some, love, shovel, months.

ACTIVITY:

Words such as; glove, dove, oven, love, shovel, money, cover, nothing, are printed on small cards and placed in a 'lucky-dip' box. The children are divided into groups of 3-4. The idea is that each group picks a card out of the box and is asked to mime. The only clue given to the rest of the class is that it is an 'o' as in 'glove' word. A modification may be made if too difficult - the words are printed on the board - and the children 'match a word with a mime'. When the mime is quessed, the child that quesses, may print the word on the board.

PLICATION TO READING:

- a) Using cyclostyled sheet with story. Children first asked to underline the 'o' words while reading the story, then print these words into the space on the bottom of the sheet.

story
words

- b) Worksheet with following words printed on the top.

dove, oven, some, Monday, glove, months, mother,
Sentences with missing words to be filled in.

- Mother can only find one glove to put on her hands.
- See how high the dove can fly.
- Mother always bakes a cake in the oven every Monday.
- Some people love their pet's very much.

- c) See how many 'o' words can be found in the following puzzle (vertically and horizontally only)

l	o	x	z	f	d	a	k	g	z	e
m	a	d	b	u	o	t	h	e	r	s
o	c	n	o	n	e	j	l	f	x	c
n	l	o	v	e	s	o	m	e	f	y
t	d	a	v	e	i	c	o	v	e	r
h	r	b	w	h	f	g	t	h	a	i
s	h	o	v	e	l	t	h	q	p	j
s	t	v	q	k	l	b	e	m	n	o
u	p	e	q	o	p	r	r	n	s	m

none
does
some
mother
cover
months
shovel
above
love
others

TQ372.4145SUG

Suggestions for ph 1977

367065 MT LAWLEY

DL