

FUNNY PHOTO ALPHABET

Teaching Guide



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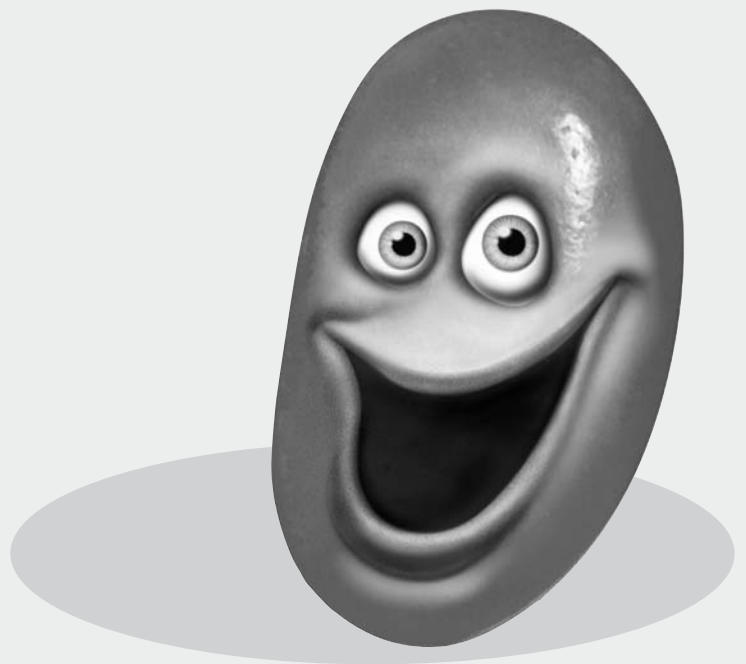
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Introduction

Everybody knows what memorable means – easy to remember – and that is what we want learning to be – easy, interesting, fun and memorable.

It was with this in mind that we created the *Funny Photo Phonics* series.

Funny Photo Phonics makes learning to read a memorable experience. Each book has extraordinary pictures and rhythmic text. The learning focus is clear and uncluttered.

Funny Photo Alphabet

The series begins with the 26 books of the *Funny Photo Alphabet* set which emphasise phonemic awareness, alphabet knowledge and letter-sound correspondence. These are some of the essential skills we would like all our children to learn by the end of their first year of school. Many research studies have shown that children with phonemic awareness who know the alphabet are well on their way to becoming readers.

The *Funny Photo Alphabet* set has been developed to enhance your students' learning of key reading skills, but not in a dry and ordinary way. These books jump out at kids - the manipulated photographic illustrations are extraordinary - the images are funny and wonderfully inventive. The pictures match the rhythmic text perfectly. The alliterative text of each book brings the sound of the letter into the ears of your students. And, using the *Funny Photo Alphabet Big book*, the alliterative text can be read by you to the class and then chanted together with the children. Each letter has its own small book with careful text placement in an easy-to-read font. The text in each book is either a very simple story or poem so the series also includes a small number of essential sight words. Your children will be reading for meaning, reading for fun and reading with real enjoyment.

With this series there are plenty of teaching opportunities for letter/sound correspondence, word study, word/picture match, book handling skills, tracking of print and phonemic awareness.

Funny Photo Phonics

Each set of the *Funny Photo Phonics* series builds reading skills by focusing on phonic elements such as short vowels, blends, and long vowels.

Teaching Guide

In the Teaching Guide we have outlined a suggested plan of how each book could be used in the classroom. For each letter of the alphabet there is a page of teaching notes covering phonemic awareness and alphabet knowledge. Then there are two activity pages. These activities are many and varied and most can be adapted to use with other letters. We wanted to supply you with as many ideas as possible - a truly useful resource for your classroom.

Phonemic Awareness

Phonemic awareness is the knowledge that speech is made up of different words and that words are made up of syllables and that syllables are made up of letters. To a young child all these facts are not necessarily transparent.

Phonemic awareness training has been shown to improve long-term reading gains in all children and especially those at risk of reading difficulties. It involves training children to focus on the sounds in words. Once these links have been made, the learning of letter sounds and other phonic skills becomes a lot easier. As children like to play with sounds, many of the phonemic awareness activities are enjoyable activities for kids.

The phonemic awareness activities in this book focus on five different skills.

The student is able to:-

- 1 **Recognise rhyme and alliteration.** For example, recognises words that begin with the same letter. Can produce own words that begin with the same letter.
- 2 **Perform oddity tasks.** For example, chooses the odd one out when shown a variety of pictures, eg ant, apple, tiger.
- 3 **Break words into syllables.** For example, count the number of syllables in a series of words
- 4 **Orally blend and segment words.** For example, blend a word together given the onset and rime, moving on to develop the ability to segment words into their smallest component – the number of phonemes.
- 5 **Play with a sound in words.** For example, replace the first sound in cake with /b/. What is the new word? Now replace the first sound with /t/. What is the new word?

Using the Funny Photo Alphabet Series

Read the Big Book

Introduce the letter

Show the capital and the lower case form of the letter. Show how the lower case letter is formed. Have children practise forming the letter in the air. Have children say the sound that the letter makes. Have them pair up with a buddy and watch how the sound is made. Make sure students are saying the sound the letter makes, not the letter name.

Read one page of the big book, emphasising the rhythm of the text. Point to each word as you say it. Have students chime in on the second or third reading and have them read along with you. Now choose a word that appears more than once and see if anyone can find where else it appears in the text. Have some magic wands handy, such as a fly swatter with a square hole cut out of the middle or use cardboard stars on sticks with holes cut out. Use them to concentrate on certain text features, such as the capital and lower case form of the

letter. Have students use the wands as directed to find, for example, the letter that says /c/ as in cat. Different students can come up and swat the page finding the different examples. Repeat this activity with other text features such as sight words and punctuation marks (lists of these appear in the back of each little book).



Alphabet activities

Grab a game

The following games can be played throughout the year, or they could be adapted to be used with a particular sound.

Before you begin

Each of these activities refers to the game boards which can be found on pages 9 to 11, or the alphabet cards which can be found on pages 12 to 15. Copy the game boards and the alphabet cards onto thin card. Make multiple copies if possible. On the back of each alphabet card, write the letter

that corresponds with the first sound of the picture. For example, on the back of the card showing an apple, write a lower case a in the script appropriate to your school. To play Memory and Lotto, you will need to keep one set of alphabet cards with blank backs. If possible, laminate the game boards and the alphabet cards to ensure that they can be used time and time again. Once students have been shown how to play a game, the game can be stored in an accessible place and students can be encouraged to play it when they finish another activity early, or during a rainy inside lunch break.



A
T
O
Z

You will need:

- one set of alphabet cards (remove doubles of each letter).

Shuffle a set of the alphabet cards. Give each student one card. Students can use whichever side of the card they wish. Explain to students that they need to get themselves in a line in alphabetical order. When students can do this well, challenge them to do it without talking.

Alternatively, allow students to work alone or in small groups, and ask them to place all of the cards in a line along the ground, in alphabetical order.

WHAT LETTER AM I?

You will need:

- a small headband and a paperclip
- one set of alphabet cards.

Have one student sitting at the front of the class. This student could be wearing a small headband made from a ring of thin card. On the headband, use a paperclip to attach one card from the set of alphabet cards. The student should not know what card is on their headband. Depending on the ability of students, the letter or the picture could be facing outwards. The student now needs to ask questions with 'yes' or 'no' answers to find out what letter/sound is on the headband. Questions might include: Can you hear my sound in pig?, Can you hear my sound at the start of street? To make it easier for the student to remember which sounds they have eliminated, keep a record on chart paper. This can form part of the lesson. Say, for example, "If the sound is not in pig, then which letters can we cross off?"

Add a Letter

You will need:

- one set of alphabet cards.

Have students use the letter side of the cards. Allow students to use the cards to make as many words, and in particular CVC words (consonant/vowel/consonant), as they can. More capable students could try to join their words into a crossword grid.

Sound Swap

You will need:

- one set of alphabet cards.

Have students make a CVC word with their cards. Next, ask them to change the middle card, or the vowel, to another vowel to make a new word. Ask students to see how many new words they can make.

Memory

You will need:

- one set of alphabet cards without letters written on the back.

Shuffle the cards and place them face down on the ground in front of students. Students are going to try to place all the cards in alphabetical order. Students should take it in turns to look at two cards. Someone will need to find the /a/ card to begin. Once the /a/ card has been turned over, students need to continue trying to find the /b/ card, and then the /c/ card and so on. When students turn over their two cards, they should make sure that everyone can see the cards before replacing them face down on the ground. The winner is the student who completes the alphabetical order by placing the /z/ card in position. Note there will be leftover cards at the end of this game.

Lotto

You will need:

- one set of alphabet cards without letters written on the back
- game boards.

The game can be played in pairs. Each student will need a game board. Shuffle the alphabet cards and place them face down in the middle of the students. Provide students with an instruction such as: "Today we are going to match the beginning sounds." or "You need to think about the end sounds today." Students can take it in turns to look at a card. If the beginning sound is the same as one on their card, they may place the card on their game board and have another turn. If the start sound does not match one that is on their card, they need to replace the card on the ground. Play continues until each section of the game board is covered. Repeat this game, but change the instruction to encourage students to concentrate on the end sounds of words. Much of the value of this game is on the conversation that students will have as they discuss each word.

And Now for Assessment

There are two assessment record sheets on pages 94 and 95 which can be used to record your students' progress.

Funny Photo Alphabet Assessment 1

You will need:

- one copy of Assessment 1 (page 94) per student
 - one set of alphabet cards (remove doubles of each letter).
- Write the student's name on the assessment sheet.
 - Shuffle the alphabet cards. Present the cards to the student one by one. Show the picture side first. Ask: *"What is this picture? What sound can you hear at the start of the word?"*
 - Make sure each student is able to say the sound correctly. Ask them to repeat the sound after you have said it if their response is unclear.
 - Record students' responses in the spaces provided on the assessment sheet.
 - Next, present the cards to students with the letter side facing up. Have students say each sound. Don't accept the name of the letter.
 - Now ask students to write the letter. Check to see that they are forming the letter correctly. Record.

Funny Photo Alphabet Assessment 2

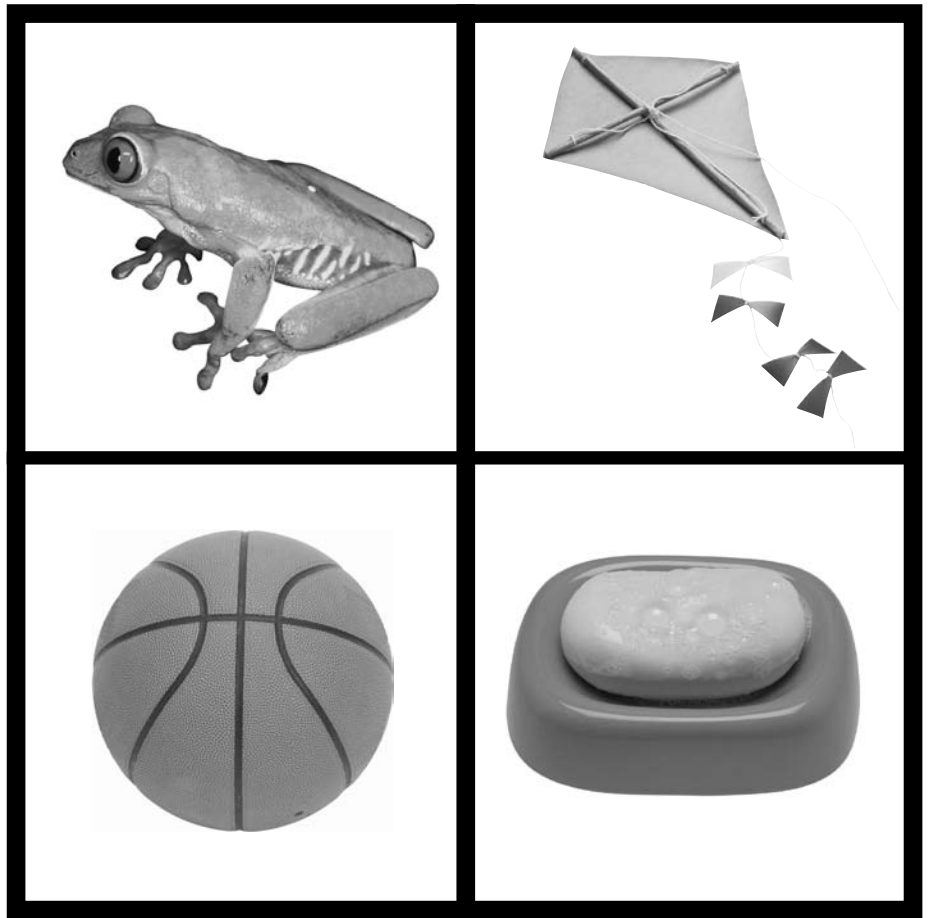
You will need:

- one copy of Assessment 2 (page 95) for the class
 - game boards 5 and 6 (page 11).
- Write each student's name on the assessment sheet.
 - Show students either Game Board 5 or 6. One board could be used at the beginning of the year and the other used later in the year.
 - Discuss each of the pictures. *"Can you tell me which words start with the same sound? What sound do they start with? What other words do you know that start with this sound?"*
 - Now, count the 'claps' or the syllables in some of these words.
Depending on the card you are using, make sure students attempt to count the syllables in 'hippo' (or hippopotamus), or 'sandcastle'.
 - Next, ask students to find the rhyming words.
 - Finally, say to students, *"I can say a word very slowly lcl....at, or lcl...lal...ltl. Now I want you to choose one of the words and say it slowly."*
 - Record student responses on the assessment sheet.
 - One of the certificates on page 96 can be completed and sent home with students to inform parents and carers of their progress.

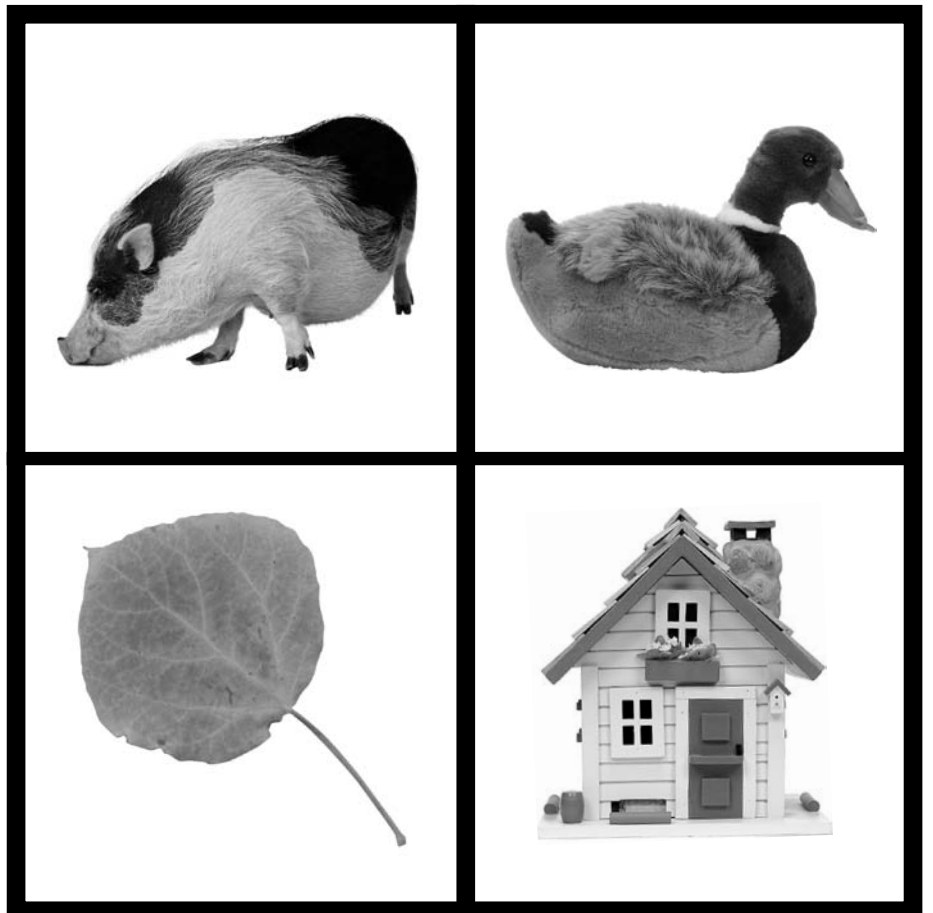


Game boards

Board 1



Board 2



Game boards

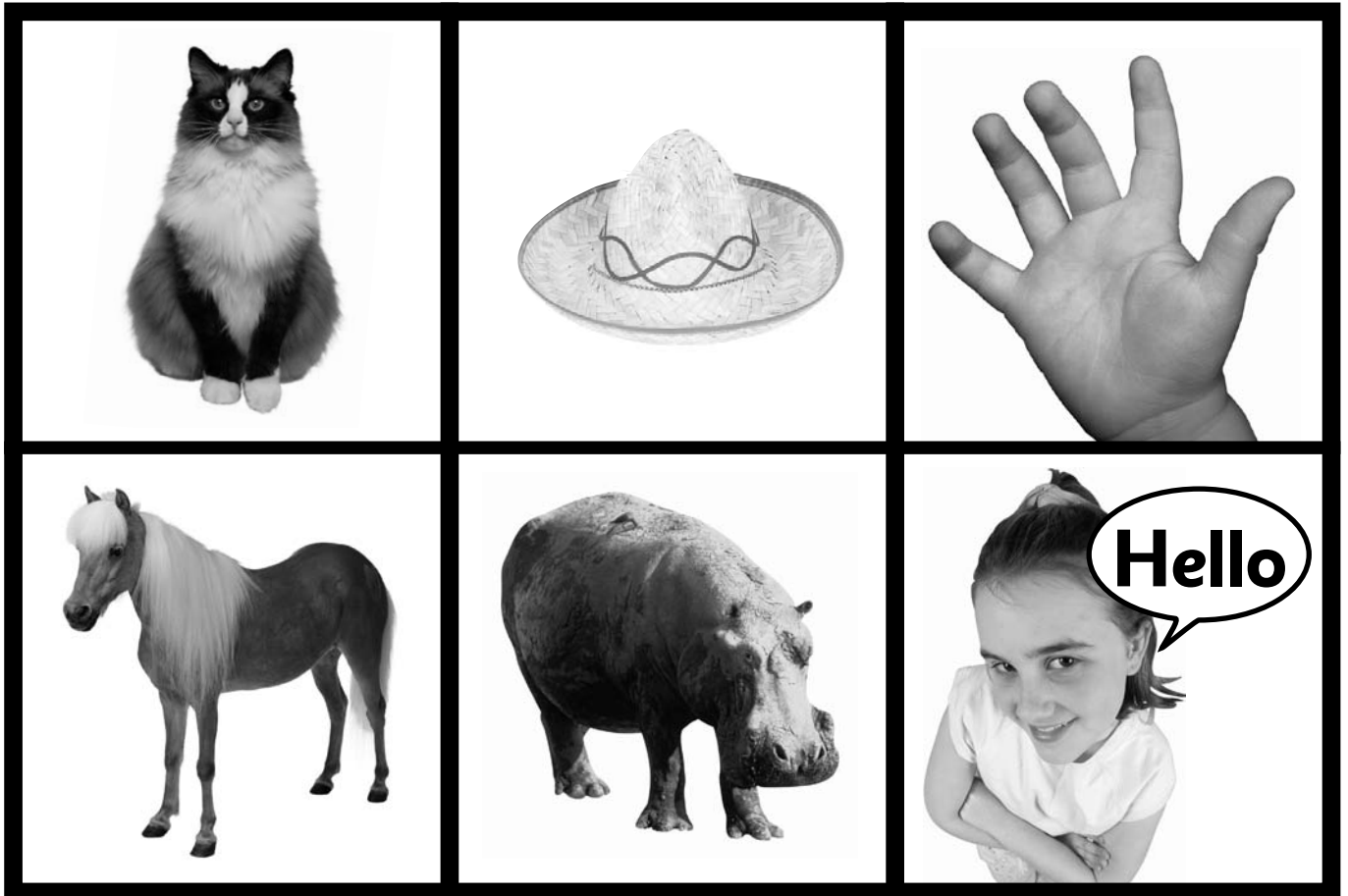
Board 3



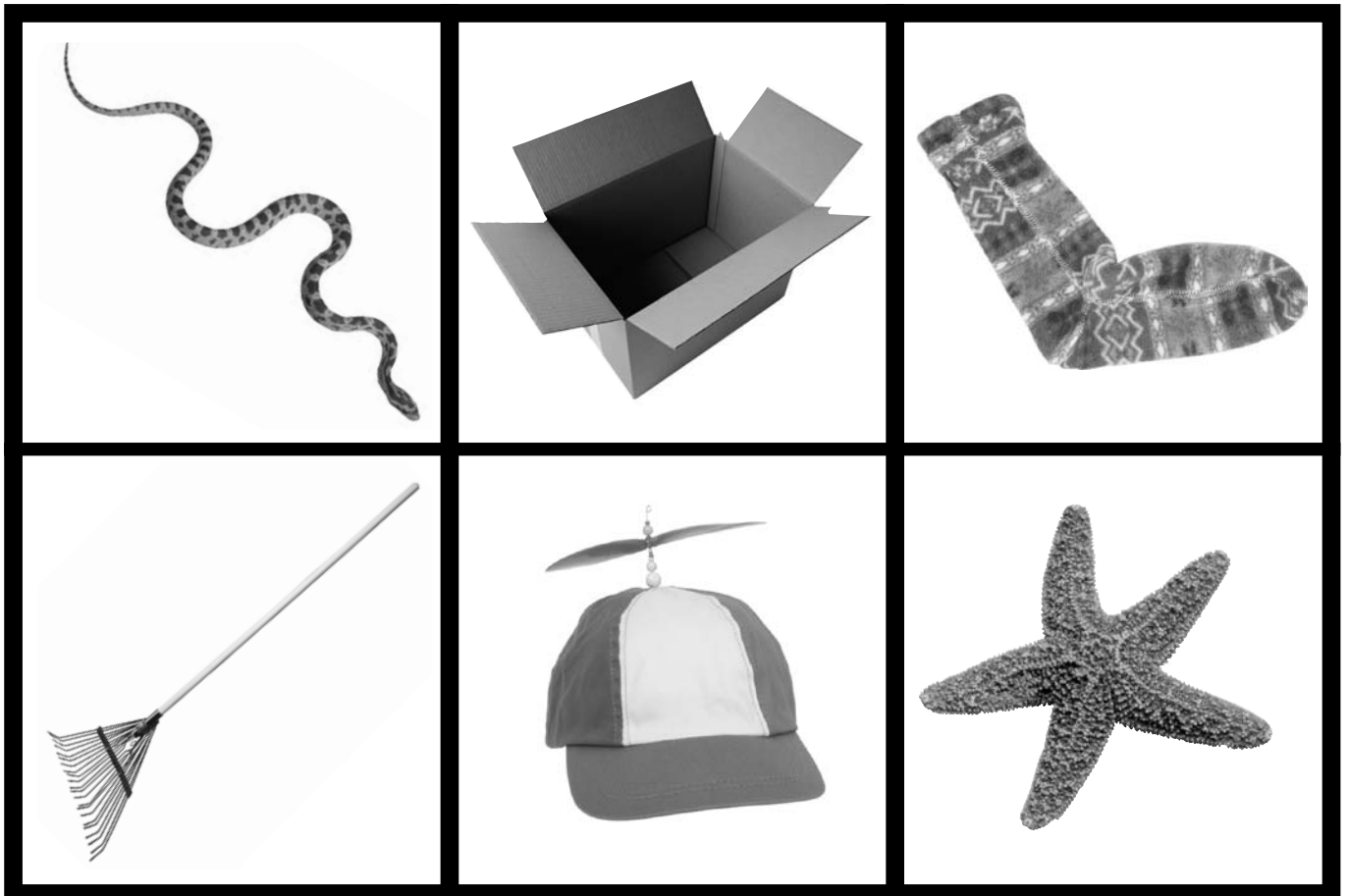
Board 4



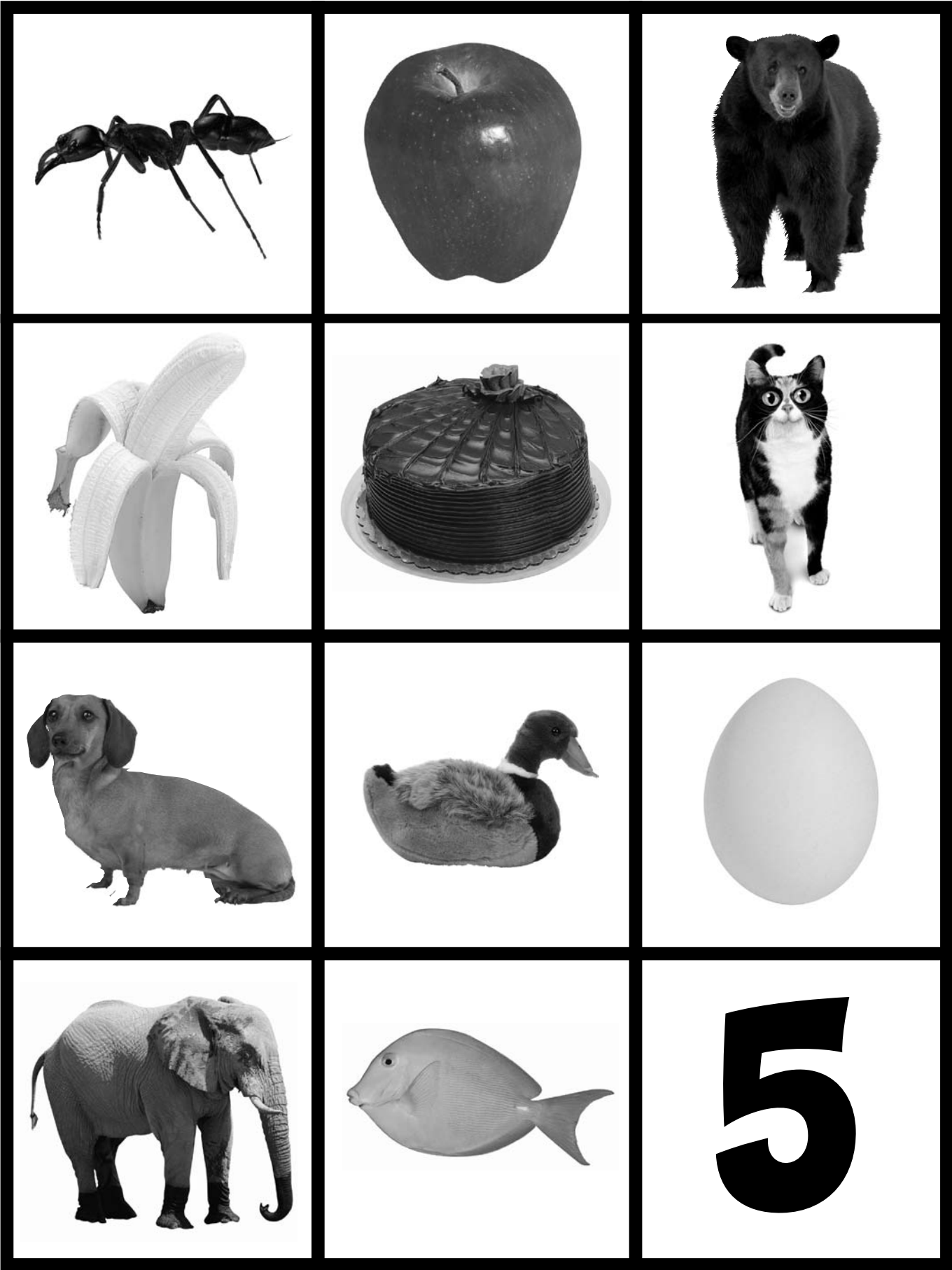
Board 5

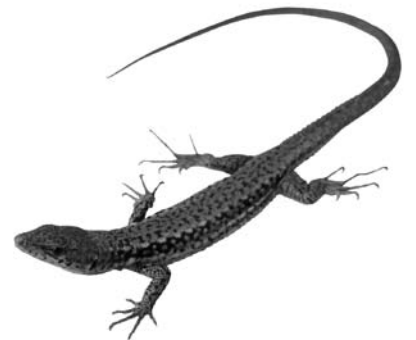


Board 6



Alphabet cards





Alphabet cards





6



10



Apples and ants

Things to collect and words to display

alien am and animal

ant apple apricot are

arrow at

Rhymes and jingles, songs and books

Pamela Allen, *Mr McGee*, Puffin, 1987, Australia
Graham Base, *Animalia*, Penguin Group, 1997,
Australia

The Ants go Marching One by One

Reading the big book

Looks like

Make sure you have space for students to stretch out. It might be necessary to work outside or in a hall for this activity. Students can work in groups of three. First, ask them to cooperate to make the shape of the capital **A** by combining the shapes of their three bodies. Then ask them to make a lower case **a** in the same way. Discuss the curved and straight edges of the capital and lower case letters as they do this.

In the alphabet

A is the first letter in the alphabet. Show students how they can find **a** at the beginning of a dictionary and a telephone book. Also, show students the class roll. Talk about how surnames beginning with **a** are the first listed on the roll.

Recognising rhyme

Have students say the word 'and' aloud. Ask, 'What sounds can you add to the beginning of 'and' to make new words?' Examples might include: band, sand, land, hand, stand, strand. As you say each of these words aloud, emphasise the two parts of the word, eg ssssss- and. Tell students that because all of these words sound the same at the end, they are called rhyming words.

The syllable clap

Read each line of text aloud to students. Have students 'clap' the syllables as they say the line back to you. Encourage students to use the same rhythm as the spoken voice. Reverse the activity by challenging some students to guess your clapping pattern. Clap the syllables and rhythm of one of the lines of text and have students guess which line it is.

Letting them loose with the little books

Starts with

Ask students to think of some words that begin with /a/. Students can draw these, or write them, in the apple's speech bubble on **Worksheet 1**.

Encourage students to use words and pictures that are displayed around the classroom to help them. Students should also feel comfortable inventing their own spelling. As a reward, provide students with their own bandaid to stick on the apple's cheek.

Odd one out

Show students **Worksheet 2**. Explain to them that they need to say the words aloud and think about the first sound. Students should circle the picture or the word that does not start with /a/.

Craft ideas

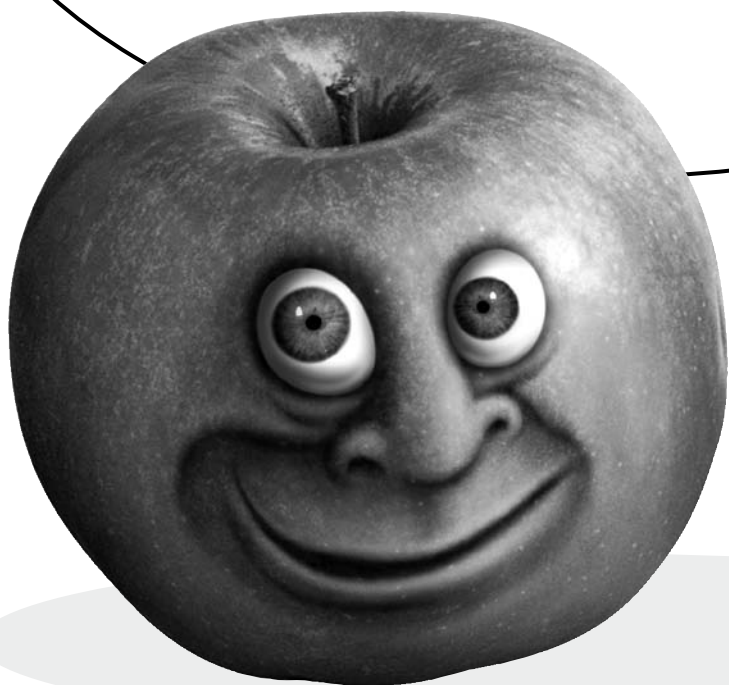
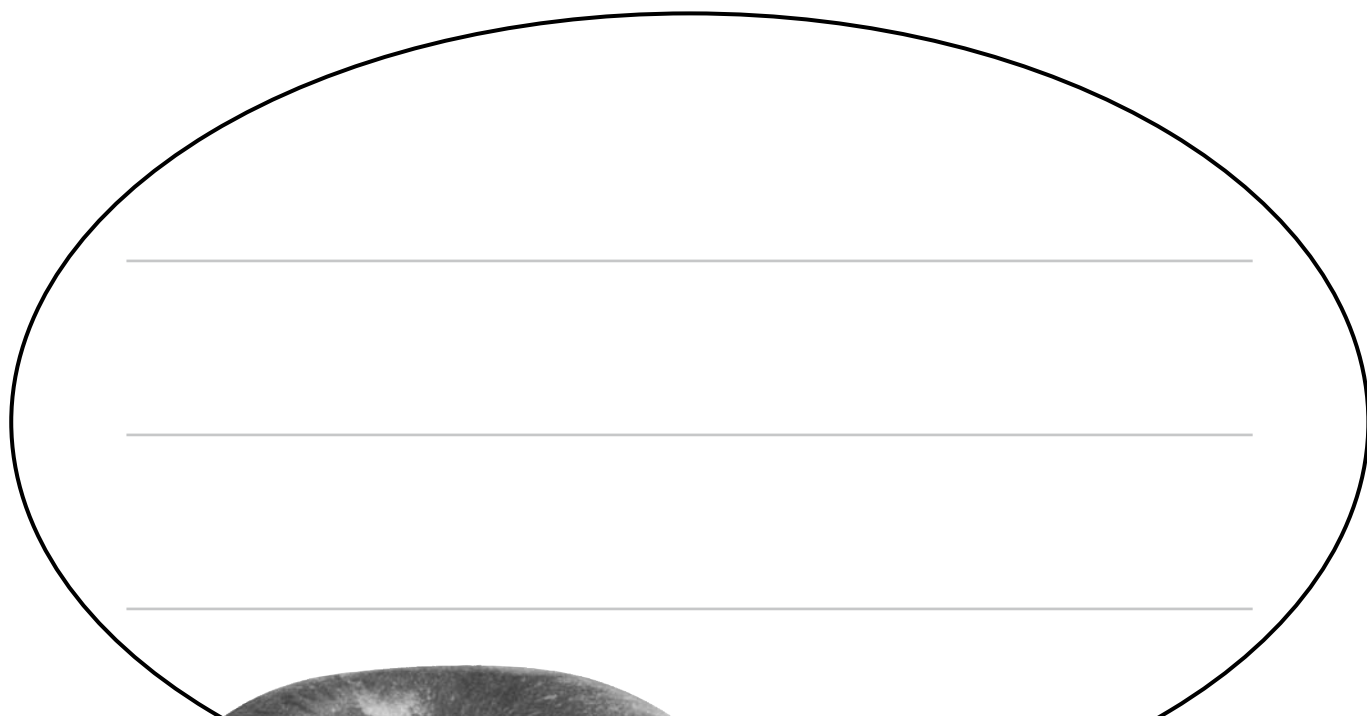
Let students experiment with **apple** printing. Precut apples in halves and provide a range of paint colours for students to use.



Worksheet 1 Apples and ants

Name

What starts with **a**?



Add a bandaid.

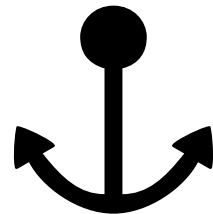
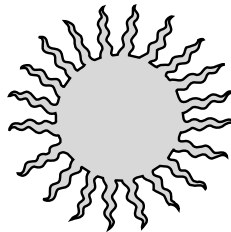
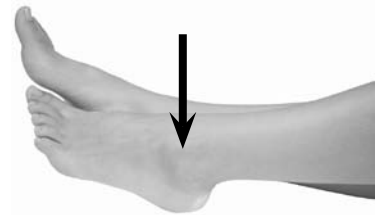
Worksheet 2 Apples and ants

Name

Say the word.

Listen to the first sound.

Circle the odd one out.



am

jump

and

apple

ant

me

Teaching notes

Big bad bears

Things to collect and words to display

baby	balloon	banana	bat
bear	big	bin	blue
bread	butterfly		

Rhymes and jingles, songs and books

Pamela Allen, *Bertie and the Bear*, Puffin Books, 1983, Australia

Stephen Michael King, *Emily Loves to Bounce*, Scholastic Press, 2000, Australia

Martin Waddell, *Can't You Sleep, Little Bear?*, The Trumpet Club, 1988, New York

Baa Baa Black Sheep

Little Boy Blue

Reading the big book

In the alphabet

Talk with students about the position of the letter **b** in the alphabet. Remind them that the alphabet is sometimes referred to as the ABC and that **b** is the second letter.

Starts with

After reading the appropriate page in the big book, tell students that they need to think of some more words that start with /b/. Seat students in a circle and say to the student on your left, "I'm thinking of bear." The student then says "I'm thinking of bear and balloon". The next student says "I'm thinking of bear, balloon and banana." This continues around the circle with each student adding another word that starts with /b/.

Making noises

Allow students to stomp around the room as they reread each line of text. In this way, students will be emphasising the /b/ sound and committing it to memory. Invite students to participate in growling competitions. See who has the loudest/ longest/ meanest growl.

Wonderful words

Give each student a copy of **Worksheet 1** and a handful of counters. As you read each line of the text aloud, have students listen and count the number of words. (Students should not be able to see the text at this stage.) Students should place the same amount of counters on the Worksheet. For example in the first row, there would be 2 counters. Each row on the Worksheet represents each line of text, or each page of the little book.

Letting them loose with the little books

Looks like

You will need a collection of balls and some chalk. Take students outside. Use chalk to write some letter **bs** on the ground – the more space you can use the better. Explain to students that they are going to form the letter **b** by rolling the ball along the chalk shape. Demonstrate to students how to form a **b** correctly. Monitor students as they roll the ball to ensure they are following the correct lines in the correct order. When they are comfortable tracing the chalk lines, challenge them to form letter **bs** without using the guidelines.

Chop and change

Have students think about the word big. Tell them that if you take off the /b/ and replace it with /d/ you will have a new word, dig. Still thinking about the word big, ask students to take off the /b/ and replace it with the following sounds: /p/, /f/, /g/, /r/ and /w/. Show students **Worksheet 2**. Explain to them that they are going to repeat the above activity using the word bad. Demonstrate using the example given, and then allow students to continue on their own.

Craft ideas

Provide students with blown up **balloons** and **blue** paint. Remind students of the correct way to form a lower case **b**. Have students dip their finger in the blue paint and write **b** a number of times on their balloon. Students might be encouraged to paint on just one side of the balloon so that the balloons can dry while sitting in ice-cream or butter containers.

Worksheet 1 **Big bad bears**

Name

Count the words.

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

Worksheet 2 Big bad bears

Name _____

start with	cross off b	add	new word
example: bad	bad	d	dad
bad		h	
bad		l	
bad		m	
bad		p	
bad		s	
bad		gl	

Candles on a cake

Things to collect and words to display

cake	came	can	candles
carrot	cat	caterpillar	
cow	crab	cup	

Rhymes and jingles, songs and books

Pamela Allen, *Clippety Clop*, Puffin Books, 1994, Australia

Wanda Gag, *Millions of Cats*, Coward - McCann, 1956, New York

Cobbler, Cobbler Mend my Shoe

There was a Crooked Man

Reading the big book

Looks like

Ask students to come up with some ideas to describe what the shape of the letter c looks like. Remind students that a lower case and capital C look the same, or in some states, very similar. Students might say the shape reminds them of a cat yawning or of the segments of a caterpillar. Students could draw their ideas and display them in the classroom.

Blending

Tell students you are going to play a guessing game. Explain to students that you have chosen one of the words from Candles on a cake. Say to them, "I'm thinking of a word that goes like this: /c/__ ake. What is it? That's right, its cake." Leave about one second between saying /c/ and the rest of the word. Repeat this with a number of other words that begin with /c/. Use words from the text. Next, let students come up with their own questions. Make sure each one starts with /c/.

The syllable clap

Explain to students that you are going to count the syllables of each line of text. Help students do this by asking them to 'clap' each section of the word. Tell students that these sections are called syllables. Chant each line to students in a rhythmical fashion. Have students clap back each line as you read it. Show students **Worksheet 1**. Explain to them that you are going to read each line again. This time,

students should colour in one candle for each syllable. There is one cake to represent each line of text in the big book, or each page of the little book.

Starts with

Ask students to think of words that start with /c/. Make a list of these on chart paper. If possible, draw small pictures to match each word. Display this in the classroom.

Letting them loose with the little books

Recognising rhyme

Have students turn to the picture of the cat on page 9. Ask students to say the word 'cat' aloud. Demonstrate by saying "/c/...at". Have students think about the ending of the word. Ask them if they know any other words that end the same way. Explain to students that these words are called rhyming words. Show students **Worksheet 2**. Talk about each of the pictures. Tell students that they need to colour in the pictures of those that rhyme with cat. Students can write some more rhyming words at the bottom of the page.

Chop and change

Tell students that you are going to say a word from the book. Explain that you are going to swap one of the sounds with another sound. Students will need to work out whether it is the beginning, middle or end sound that is swapped. For example, say "I'm thinking of the word cat. Listen to the sounds /c/.../a/.../t/. Now I'm going to say bat. Which sound did I swap, the beginning, the middle or the end sound? That's right I swapped the beginning /c/ sound for /b/." Repeat with more words. If students are able, invite them to ask the questions.

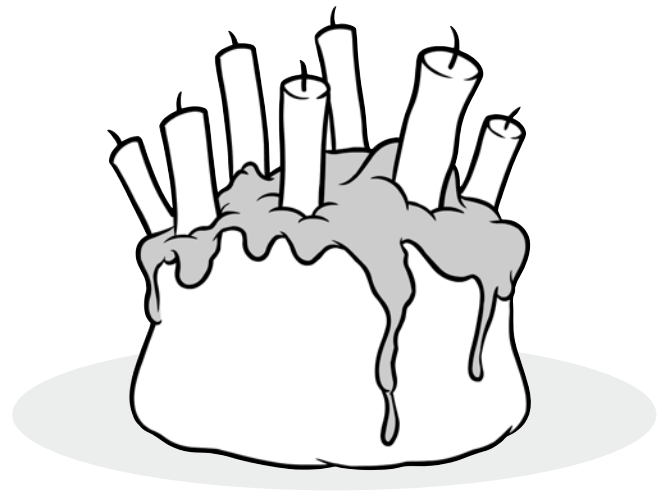
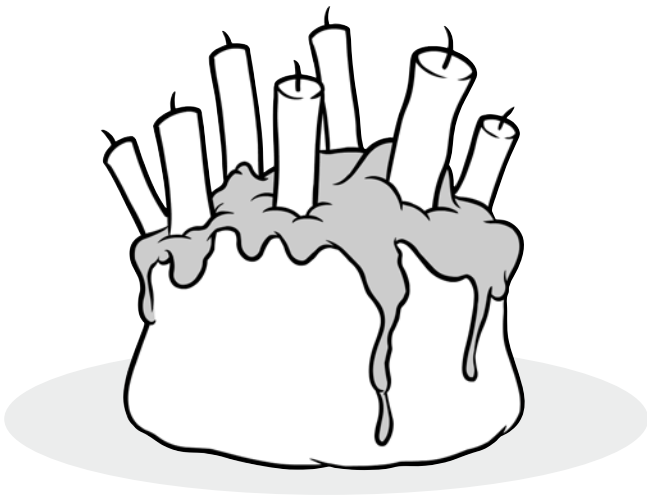
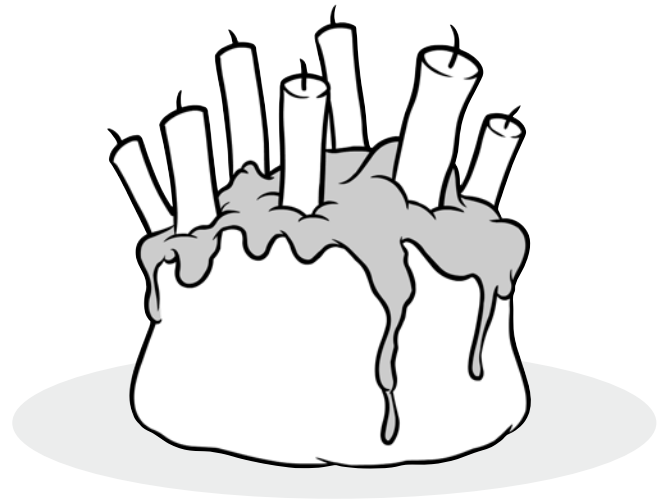
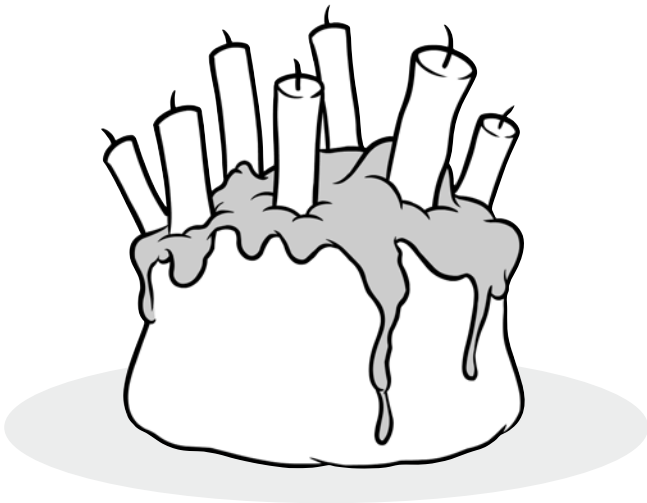
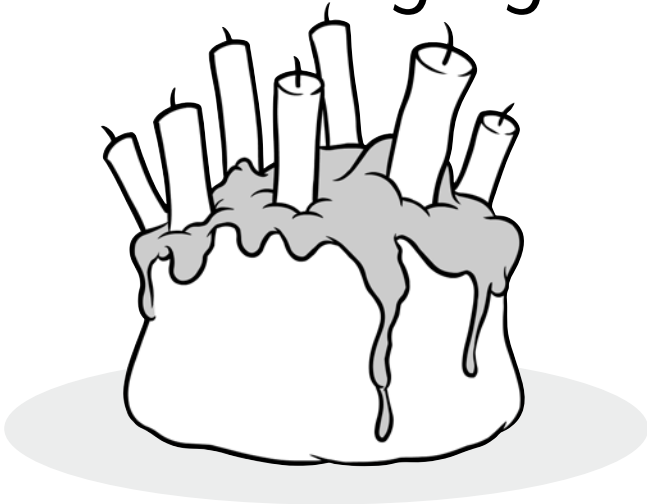
Handle with care

Provide students with some long **candles**. Students will be using these as pointers. Ask them to use the candle to point to the title of the book. Check that all students can locate the title. Then, ask students to use their candle to point to some or all of the following: front cover, back cover, spine, author's name, illustrator's name, series name, page number, bar code, first page, last page.

Worksheet 1 Candles on a cake

Name

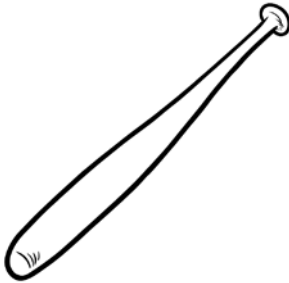
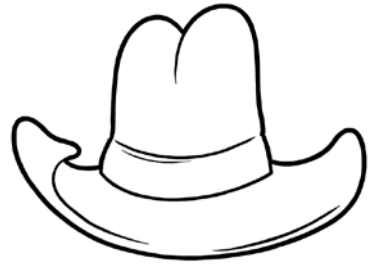
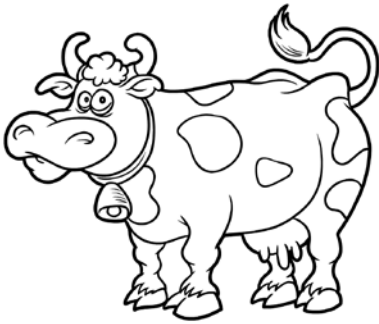
How many syllables?



Worksheet 2 Candles on a cake

Name

Colour the pictures that rhyme with cat.



Can you think of some more words that rhyme with cat?

Dancing dog

Things to collect and words to display

dad	daisy	dice	
didgeridoo	dig	dinosaur	
dog	doll	down	duck

Rhymes and jingles, songs and books

David Carter, *In a Dark, Dark Wood*, Orchard Books, 1992, London

Babette Cole, *The Trouble with Dad*, William Heinemann, 1985

Lucy Micklethwait, *Spot a Dog: A Child's Book of Art*, Dorling Kindersley, 1995, London

Gene Zion, *Harry the Dirty Dog*, Harper Collins Publishers, 1984, USA

Hey Diddle Diddle

Reading the big book

Looks like

Talk to students about the shape of the letter **d** and its correct formation. Remind students that **d** is a tall letter and show them where the starting point is.

Show students **Worksheet 1**. Explain to them that they are going to make the dog dotty. Allow students to cut rough circles from coloured paper. Before pasting the dots on, have students write a lower case **d** in each dot.

Chop and change

Have students stand up. Tell them that you are going to say a word slowly. Tell them that the word will have three parts: a beginning, middle and end.

Explain to students that as you say the beginning they need to touch their head, as you say the middle they need to touch their middle and as you say the end they can touch their toes. Use the following examples: /d/ /o/ /g/, /d/ /u/ /ck/, /a/ /n/ /d/, /d/ /o/ /t/.

Next, show students **Worksheet 2**. Have them talk about the pictures and then circle the one that has a different middle sound. In the second half of the Worksheet, students add in the middle sounds.

The syllable count

Help students to concentrate on the syllables in words. Say, for example, 'I'm thinking of the word

dancing. It has two parts dan-cing. I want you to say the word dancing without the dan. That's right, you'd say cing.' Repeat this with other words such as: dott-y, dizz-y.

Letting them loose with the little books

Starts with

Tell students that they are going to make some new words by replacing the first sound of each word they hear with /d/. For example if you say 'pay', students will respond with 'day'. Use these examples: suck, log, Lotty, fizzy.

Recognising rhyme

Explain to students that they are going to play a game of 'Does or doesn't'. Tell them that you are going to say a word. If the word rhymes with dog, students should answer 'does', if the word does not rhyme with dog, they should answer 'doesn't'. The following words could be used: log, dig, frog, fog, duck, donkey, bog, jump.

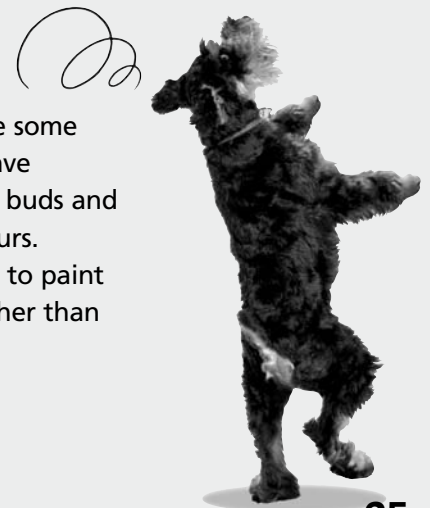
Making noises

Have students think about the last sounds in the words dog and duck. Tell them that you are going to say some words. If the word has the same last sound as 'dog', students must make lots of barking noises like a dog. If the word has the same last sound as 'duck' they should make loud quacking sounds like a duck. Use, for example, the following list: log, pick, fig, sock, luck, frog.

Craft ideas

Have students make some **dotty** paintings. Have students use cotton buds and provide lots of colours.

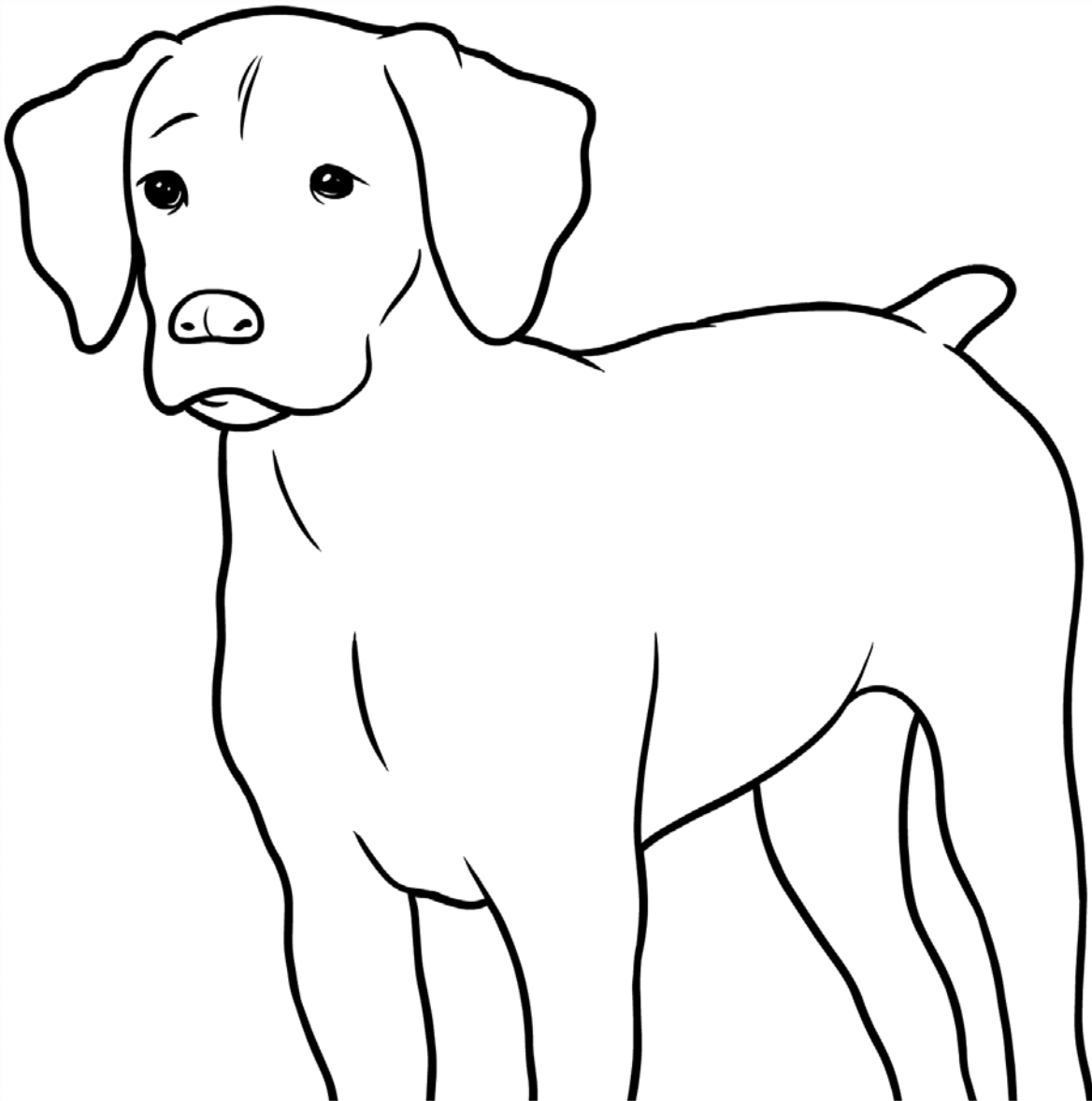
Encourage students to paint using dots only (rather than strokes).



Worksheet 1 Dancing dog

Name

Make this a dotty dog.
Write **d** in each dot.



Worksheet 2 Dancing dog

Name _____

Say the words.

Think about the middle sound.

Put a cross through the picture that has a different middle sound.



and



What sound is missing from these words?



d__g



d__ck



d__t

Eggs and elephants

Things to collect and words to display

ear	eat	egg	elbow
elephant	elf	emu	end
everyone	exit		

Rhymes and jingles, songs and books

Jean de Brunhoff, *The Story of Babar the Elephant*, Random House Books, 1937

Sheena Knowles, *Edward the Emu*, Angus and Robertson, 1990, Australia

Sheena Knowles, *Edwina the Emu*, Angus and Robertson, 1996, Australia

A Grasshopper Stepped on an Elephant's Toe

Reading the big book

Looks like

Show students how to form capital and lower case e on the board. Discuss the beginning points and the different shapes of each of these. Talk about the straight lines in the capital letter and the curved lines in the lower case letter. Provide straight items such as pop sticks, straws or matchsticks, and bendable items such as pipe cleaners or bag ties. Have students use these items to make capital and lower case es. As they do this, discuss why certain items are better suited to making either capital or lower case letters.

In the alphabet

E is the fifth letter of the alphabet. Have students count the letters from a to e on their fingers. Turn the pages of a dictionary to show students where the words that begin with e are located.

The syllable clap

Read each line and have students stomp like **elephants** to indicate the number of syllables.

Wonderful words

This activity is a listening activity so don't let students see the text of the big book. Ask students to hold up the five fingers of one hand. Read each line of text

aloud and ask students to count the number of words. Students should then show the same number of fingers. Alternatively, show students the text and remind students of the small spaces that separate words in printed text. Students can count the number of words using the pages of the big book.

Letting them loose with the little books

Starts with

Have students locate words in the text and in the classroom that start with /e/. Provide each student with a copy of **Worksheet 1**. Demonstrate how to cut out the two shapes and paste them together to make an elephant's trunk. Explain to students that they need to write or draw as many words that start with /e/ as they can along the length of the trunk. Attach loops of elastic or strips of card to the trunks so that students can wear their trunks.

Odd one out

As you read the text, focus students' attention on the end sounds of some of the words. Have them listen for the /s/ at the end of eggs and elephants. See if they recognise the /s/ at the end of elbows and ears. Show students **Worksheet 2**. Explain to them that one picture on each row has a different end sound to the others. Ask students to circle this picture. Challenge more capable students to make up their own question for a friend

Handle with care

Have students sit in a circle. Give one student an egg and have them pass it around the circle. As the egg is being passed from one student to the next, talk with students about how it is important to handle eggs with care. Next, remind students of the importance of handling books with care. Demonstrate how to hold the book and how to turn the pages by lifting each corner. Make sure students know not to turn the books back on their spines. Praise students who always treat books carefully and talk to students about why this is important. Also, show students how to place books on the shelf or in containers for safe storage.

Worksheet 1 Eggs and elephants

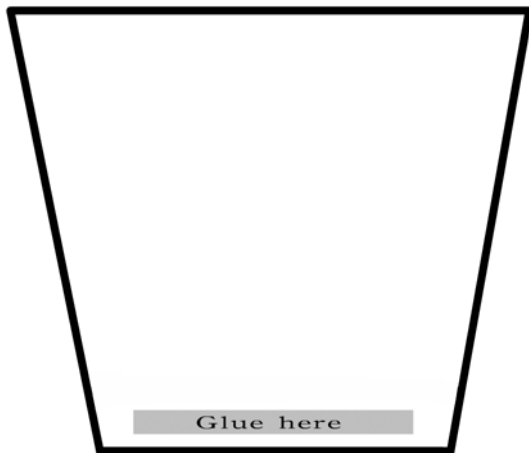
Name _____

Cut out the shapes.

Paste them together.

Think of words that start with **e**.

Write them on your trunk.



Worksheet 2 Eggs and elephants

Name

Say the word. Listen to the end sound. Circle the odd one out.



11



Make up your own for a friend.

Teaching notes

Funny fish

Things to collect and words to display

face	fan	feet	finger
fish	five	flap	flower
four	funny		

Rhymes and jingles, songs and books

Pat Hutchins, *Don't Forget the Bacon*, Mulberry, 1976, New York

Marcus Pfister, *The Rainbow Fish*, North-South Books, 1992, Australia

1, 2, 3, 4, 5 *Once I Caught a Fish Alive*

Reading the big book

Starts with

Allow students to make up some funny alliterative sentences. Each word of the sentence should start with /f/. For example: Four funny fish found fifty ferocious foxes. Publish students' sentences and allow students to illustrate them.

Blending

Demonstrate to students how to blend sounds into words. Say, for example, "I'm thinking of a word. I'm going to say the sounds really slowly /f/.../i /.../sh/. See if you can blend the sounds together and tell me what word I'm thinking of. Fffffiiish." Repeat with words such as flap, fins and five.

Recognising rhyme

Remind students that words rhyme when their endings sound the same. Give some examples such as dish and fish. Next, read each line of text to students. Provide students with a word and ask them to find the rhyming word from the text. For example, say "Let's read the first line, 'Four fish'. Now, I'm thinking of a word that rhymes with wish-do you know which word I'm thinking of? That's right, its fish. Fish and wish sound the same at the end, we call them rhyming words." The following words could be used: p2 pour, four; p4 hive, five; p6 slap, flap; p8 sunny, funny; p10 bins, fins; p11 dish, fish

Chop and change

Help students isolate the final sound in some of the words in the text. For example, say "What sound can you hear at the end of fish? That's right, its /sh/. What about at the end of five? Yes, its /v/." Show students **Worksheet 1**. Explain to them that they should say the name of the picture in the box and think of the last sound. Students can then circle or colour the picture in the row that has the same final sound.

Letting them loose with the little books

Wonderful words

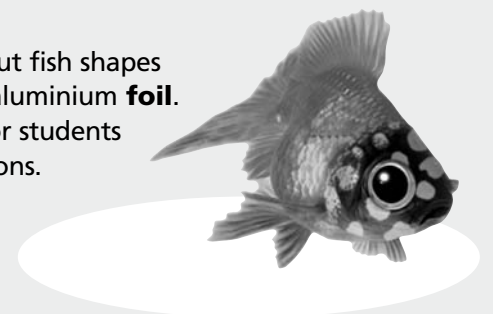
Have students put their finger on the space between the words on each page. Talk about how many words are on each page and how the spaces can remind us of where one word ends and the next begins. Use **Worksheet 2** to help demonstrate this. Have students match the words on the Worksheet to the words in the books. Students should notice that the words are the same as those on the last page of the book. Students can cut out each word. Challenge some students to muddle up the order of the words and then rearrange them again. All students should then paste the words in the correct order in the space provided. Focus students' attention on the importance of leaving a finger space between the words.

Looks like

Students could be divided into two groups to complete these activities. Help one group of students twist lengths of **foil** to make lower case f shapes. Allow the other group to use their **finger** to practise writing lower case fs in **flour** sprinkled onto tables.

Craft ideas

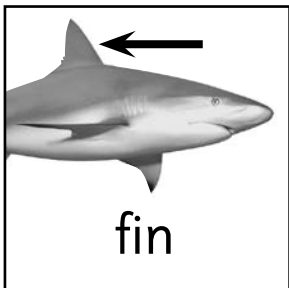
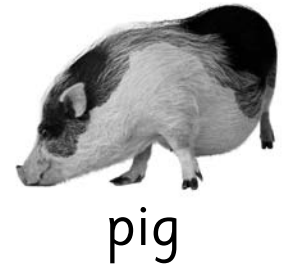
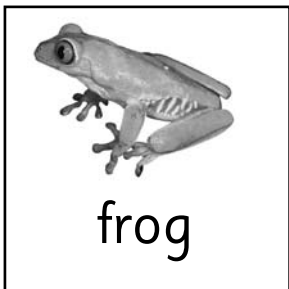
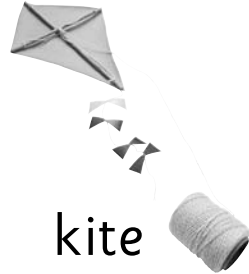
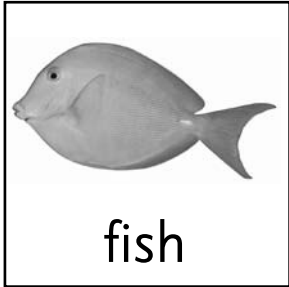
Have students cut fish shapes from pieces of aluminium **foil**. Provide paint for students to add decorations.



Worksheet 1 Funny fish

Name _____

Match the final sound.



10
ten

Worksheet 2 Funny fish

Name

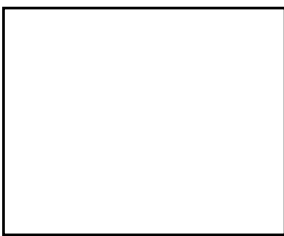
Four fish

Five fish

Four fish flap their fins

Funny faces

Funny fins



fish

Five

funny

Giggly goat

Things to collect and words to display

gave	get	glue	goat
gold	goodbye	goose	got
green	guitar		

Rhymes and jingles, songs and books

Pamela Allen, *Waddle Giggle Gargle!*, Puffin Books, 1996, Australia

PD Eastman, *Go, Dog. Go!*, Random House, 1989, New York

The Three Billy Goats Gruff

Reading the big book

Making noises

Take students outside to participate in some fun relay races. To start each race say 'Ready set g-g-g-go'.

Starts with

Show students **Worksheet 1**. Have students recognise the shape of the **g**. Explain to them that they will be playing the game with a partner. Each pair will need a dice and two counters. Students throw the dice and then move their counter. When students land on a space they need to say the first sound of the picture. If this sound is /g/ they can have another turn. To make the game last longer, use a dice with numbers 1-3 only.

Looks like

Talk with students about the shape of a lower case **g**. Have students practise writing **g** with their finger in the air, on the carpet and on their friend's backs. Next, provide groups of students with large sheets of paper. Have students use crayons to write large lower case **gs** on the paper. Next, ask them to use **glue** to cover the shape of the letters. Finally, provide **glitter** and small squares of **green** and **gold** paper for students to sprinkle over the glue.

Wonderful words

Tell students that when they are writing they can show which words are being spoken aloud by using speech marks, or quotation marks. Point to the speech marks on page 8 and explain that the goose

is saying 'Gulp' and that is why the speech marks are around the word. Ask students to find another example of speech marks in the text.

Letting them loose with the little books

The syllable clap

Ask students what gifts the goose received. Talk about why these gifts might have been chosen. Play a game similar to 'Doggy Doggy where's your Bone?' Have students sitting in a circle and choose one student, '**Goosey**', to sit in the middle. Behind Goosey place a box which can be covered in **gold** paper if you have time. This is the gift. Goosey needs to close his/her eyes while one student from the circle tiptoes into the middle and takes the gift back to their place. The student should put the gift behind them so that Goosey cannot see where it is. Meanwhile, Goosey needs to listen carefully for telltale signs of where the gift is being placed. Provide a signal for all students to chant '**Goosey Goosey**, where's your **gift?**' As students chant, they need to clap the syllables. Goosey now has three guesses to correctly locate the gift. Allow other students to be Goosey.

Recognising rhyme

Remind students that rhyming words sound the same at the end. Ask students to think of some words that rhyme with goat. If students are able to, have them try each letter of the alphabet. For example; a-oat, b-oat, c-oat. Some of these words will make sense and others won't. Only focus on words which students use in their everyday language. Show students **Worksheet 2**. Explain that they need to colour the pictures that rhyme with goat.

Craft ideas

Provide students with paper, cotton buds, and some **green** and **gold** dyes. Explain to them that they are going to make some wrapping paper. This can be taken home and used to wrap family gifts. Students can use the cotton buds to dip in the dyes and make patterns on their paper. While the dyes are still wet, help students sprinkle **glitter** onto their designs.

Worksheet 1 Giggly goat

Name _____

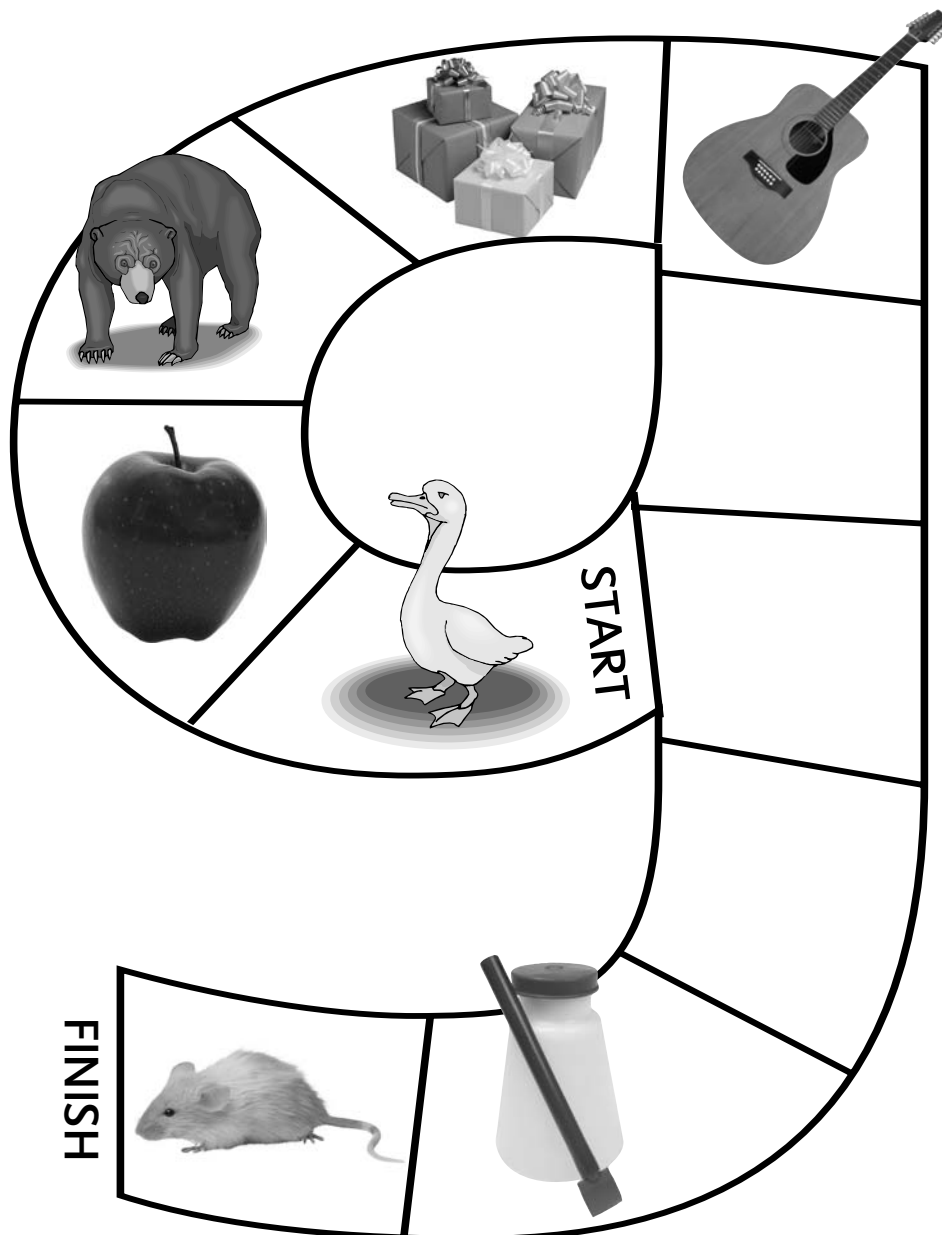
You need a partner, a die and a counter.

Throw the die.

Move your counter.

Say the first sound.

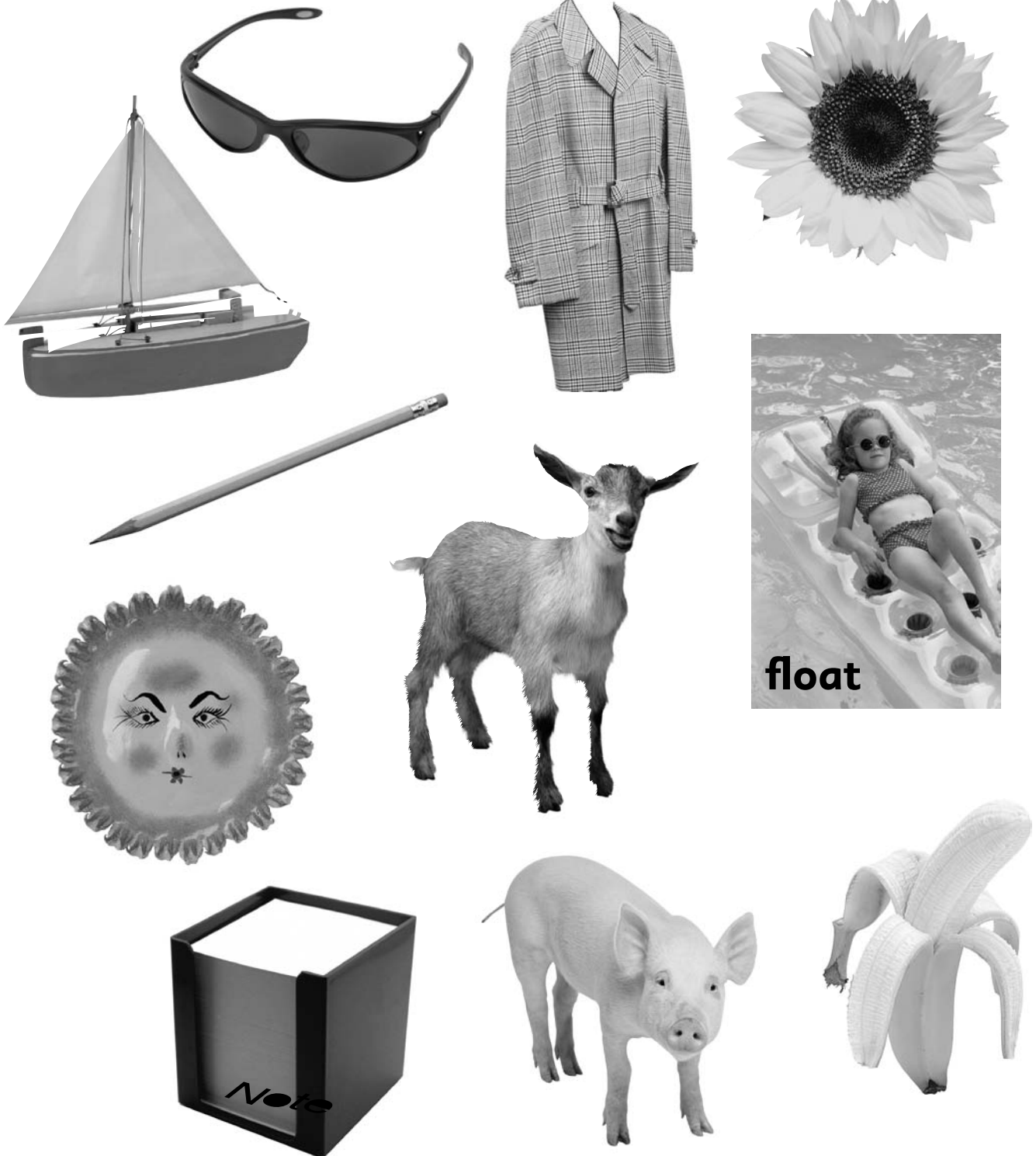
If the word starts with **g**, have another go.



Worksheet 2 Giggly goat

Name

Colour the pictures that rhyme.



Happy horse

Things to collect and words to display

hand	happy	hat	he
hello	he	hi	him
hippopotamus	horse		

Rhymes and jingles, songs and books

Frank Asch, *Happy Birthday, Moon*, Simon and Schuster Books, 1982, New York

Eric Carle, *A House for Hermit Crab*, Aladdin, 2002
Hot Cross Buns

Humpty Dumpty Sat on a Wall

Jenni/Johnnie Works with One Hammer

Reading the big book

Looks like

Take students outside. Have students work in pairs and ask them to use their bodies to make the shape of a lower case **h**. Some students might make the shape as a flat shape on the ground and some might make a 3D shape by standing up. Gradually increase the number of students in a group and have students use problem-solving techniques to make the shape again, but using a larger number of bodies. Repeat for capital **H**.

In the alphabet

Talk to students about the position of **h** in the alphabet. Tell students that **h** is the eighth letter of the alphabet. Have students say the alphabet and when they get to **h**, put their hand up. Show students **Worksheet 1** and ask them to cut out each of the boxes containing a letter of the alphabet. Students can jumble these up and then place them in correct alphabetical order.

Wonderful words

Talk to students about the word 'hippo'. Ask students if they know the longer word for hippo. Explain to students that hippo is a short way of saying hippopotamus. Make comparisons to shortened names such as Nick for Nicholas and Liz for Elizabeth.

Making noises

Divide the class into two groups. Ask one group to be the Happy horses and the other group to be the Hungry hippos. Read the text and, as you do, ask students to say the lines that the animals say. Praise students who respond with enthusiasm. Allow groups to swap characters so everyone gets a turn at being a Happy horse. Show students **Worksheet 2**. Ask them to write what Happy horse says on page 10 in the speech bubble. Remember to make sure students know how to correctly form a lower case **h**.

Letting them loose with the little books

The syllable clap

Have students think about all of the spoken words in the text. Remind students that the speech marks, or quotation marks, help readers to understand when characters are speaking. Help students 'clap' each of the lines of text that are spoken. Next, tell students that you are going to clap one of these lines again and that they need to guess which line has been clapped. Ask students to participate by clapping a line for their friends.

Chop and change

Say to students, 'If Happy horse says hi, and jappy jorse says ji, what would bappy borse say?' Help students to recognise that bappy borse would say 'bi'. Have students experiment with other sounds. When students understand, say 'If Happy horse says hee hee hee ho ho ho ha ha ha', what would Mappy morse say?' Mappy morse would say 'Mee mee mee mo mo mo ma ma ma'. Continue substituting other sounds.

Craft ideas

Provide students with paper, paints and brushes and help them make **handprints**. Make sure there is clean, soapy water nearby for students to wash hands in. When handprints are dry, have students write the letter **h** in the palm of their print. Display these in the classroom. Use handprints as a border for other displayed work in the classroom.

Worksheet 1 Happy horse

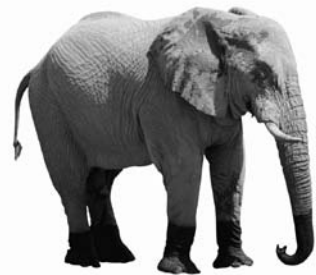
Name

Cut out the boxes.
Put them in order.

g



e



a



b



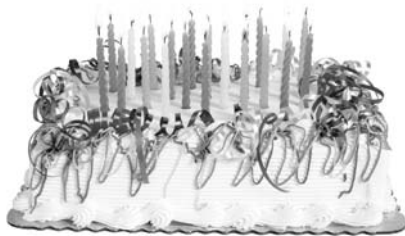
h



d



c



f



Worksheet 2 Happy horse

Name

What did Happy horse say?

A large speech bubble containing three horizontal lines for writing.



Icky insects

Things to collect and words to display

I	ice	igloo	I'm
in	ink	insect	inventor
is	it		

Rhymes and jingles, songs and books

Grace Maccarone, *Itchy, Itchy Chicken Pox*, Scholastic, 1992

Jerry Pallotta, *The Icky Bug Alphabet Book*, Charlesbridge Publishing, 1986

One Little, Two Little, Three Little Indians

Reading the big book

Looks like

Take students outside with some paintbrushes and small tubs of water. Ask students to practise painting the letter i using their paintbrush and water. Students can 'paint' on the ground, the outside furniture or the walls. Remind students of the correct starting point and slope of the letter. Students can also write capital Is. Students could use the i as the centre line of an **insect**. They could 'paint' symmetrical legs, wings and body on either side of it.

Starts with

Have students locate words in the text that start with /i/. Help students recognise that even though ice starts with i, the sound at the start of the word is /i:. Ask students to think of some more words that start with /i/ and /i:. Talk to students about the importance of using a capital I for the word I and abbreviations such as I'm and I've.

Wonderful words

Have students look at the title, Interesting insects. Ask them what small word they can hear at the start of each of the words. Students should be able to hear 'in'. Have students think of some more words that start with 'in'. They might say into, indoors, inflate, indigestion, inhaler, inside, invent.

Odd one out

Talk to students about the long /i:/ sound and the short /i/ sound. Have students listen to the different starting sounds in ice and insect. Show students **Worksheet 1**. Explain to them that in each row there is one word that sounds different at the beginning. Students should put a circle around this word. Make sure students understand each word and picture on the Worksheet prior to starting.

Letting them loose with the little books

Blending

Tell students that you are going to say the parts of a word really slowly and that they need to try to work out what the word is. Say, for example, "/i/- /n/- /s/- /e/- /c/- /t/, what's the word I'm saying? That's right, insect." Also ask students, "Where is the /i/ sound in the word insect, at the start, the middle or the end of the word?" Repeat for the following words: in, inky, sticky, igloo. Remember to ask where the /i/ sound is located.

Chop and change

Explain to students that you are going to say a word. Tell students that you are then going to give an instruction and students must use this instruction to make a new word. Use some of the following:

- an, change /a/ to /i/ - in
- an, change /a/ to /o/ - on
- sticky, change st to /p/ - picky
- this, change th to /m/ - miss
- black, change the middle sound to /o/ - block
- bitty, change the first sound to gr- gritty
- inky, add st to the start of the word- stinky
- ill, add /p/ to the start- pill
- ill, add gr to the start- grill

Craft ideas

Have students make symmetrical insects. Provide each student with **Worksheet 2** and scissors. Demonstrate to students how to fold the page in half along the line. Next, show students how to hold both sides together and to cut along the cutting line. When students open up their page they should have a symmetrical insect. Ask students to colour their insect and display these in the classroom.

Worksheet 1 Icky insects

Name

Say the words.

Circle the one that sounds different at the beginning.

insect

ink

I

ice

ill

is

igloo

I'm

inventor

icypole

insect

it

iron

itchy

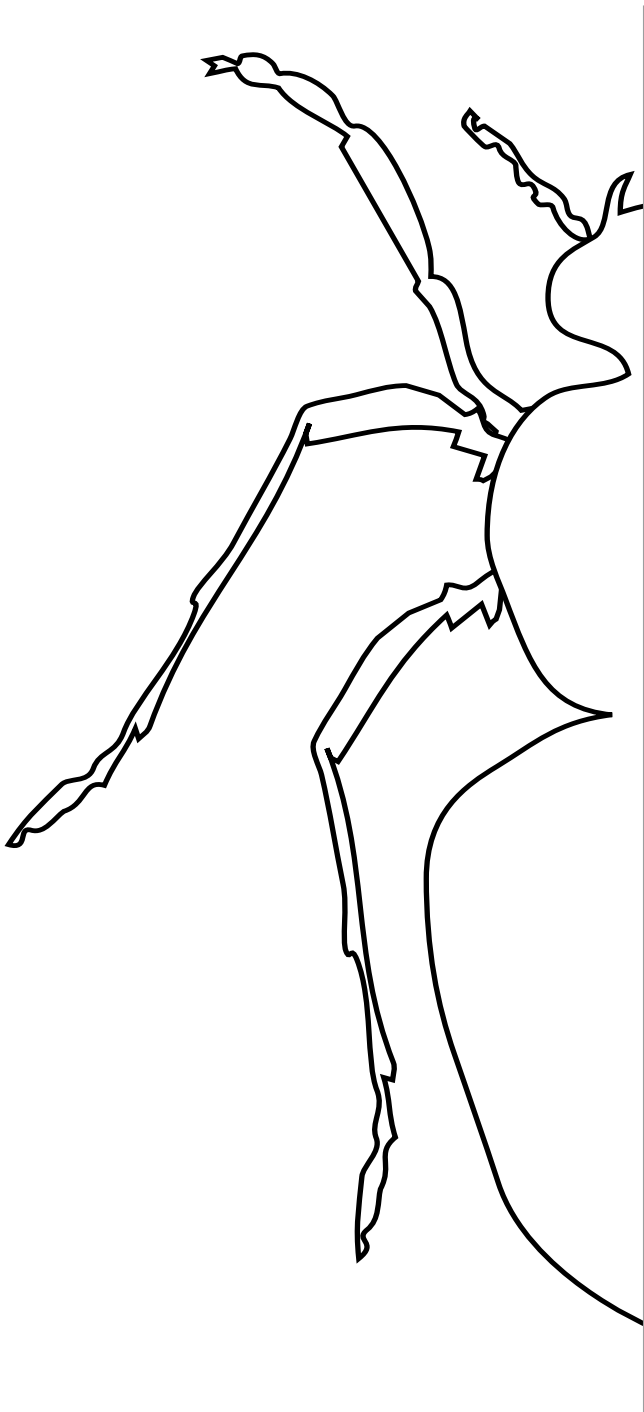
inside

Now make up your own.

Worksheet 2 Icky insects

Name

Fold the page along the line.
Cut out the insect.



Teaching notes

Jolly jellybeans

Things to collect and words to display

jacket	jack-in-the-box	jam
jar	jellybeans	jet
jigsaw	joey	joke
		jump

Rhymes and jingles, songs and books

John Vernon Lord, *The Giant Jam Sandwich*,
Houghton Mifflin, 1972

Jack and Jill went up the Hill

Jack be Nimble, Jack be Quick

Reading the big book

Looks like

Take students outside. Using chalk, draw large lower case letter js on the ground. These will wash off in the rain. Ask students to '**jump** like a **jellybean**' from the top of the letter j shape to the bottom. Students should stay as close to the line as possible. When students get to the end of the curve, have them run up to the top and jump on the dot. This will help students to remember how to form the letter when they are writing.

In the alphabet

Show students the position of j in the dictionary or telephone directory. Explain the j is almost in the middle of the alphabet. Have students squat as they start to say the alphabet. When they get to j, have students **jump** up like jellybeans!

Odd one out

Have students isolate the long e sound in the word jellybean. Say /e/ and /e`/ and allow students to listen to the difference between the two. Provide students with a series of four words, three of which have long e and one which has short e. Ask students to recognise which is the odd one out. Use the following example: bean, me, bed, she.

Making noises

Prior to starting this activity, make sure that no student will be embarrassed by an offensive word if their name is changed in this way.

Have fun with students' names. Explain to students that for today, all their names are going to start with /j/. Names such as Samson will become Jamson and Meg will become Jeg. Have students practise introducing each other by their new names.

Letting them loose with the little books

Starts with

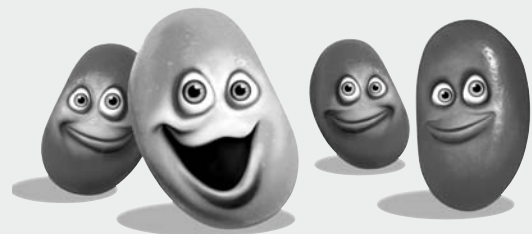
Show students **Worksheet 1**. Explain to them that they will play this game in groups of 3. Each group will need a die, three counters and one Worksheet. Students will take it in turns to throw the die. When students land on a square they must say the name of the picture by emphasising the first sound and repeating it. For example, if a student landed on the picture of the jet they would need to say j-j-j-jet. If the picture starts with /j/, students can throw the die again. The winner is the first person to get to the end.

The syllable clap

Remind students that syllables are the parts of words that we can hear when we say them aloud. Have students 'clap' the syllables in 'Jolly jellybeans'. They should be able to hear five syllables. Show students **Worksheet 2**. Explain to them that you are going to read one page of the text at a time. Each time you read a page, students are going to count the syllables and 'jump' their jellybean along the line on the Worksheet. Show students the example and make sure they understand what they are required to do. For each page of the book, students should use a new line on the Worksheet.





















Handle with care

Place some jellybeans along a ruler and see if students can pass this around the circle without dropping them. Talk to students about the need for passing the jellybeans carefully. Take this opportunity to remind students of the need to treat books with care, and to handle them carefully as well.



Worksheet 1 Jolly jellybeans

Name _____

Worksheet 2 Jolly jellybeans

Name _____

Listen to the words.

Count the syllables.

Jump the jellybean along the line to show how many syllables.

example: Jolly jellybeans

Example: Jolly jellybeans

King kangaroo

Things to collect and words to display

kangaroo		keep	key
kick	kind	king	kiss
kite	koala	kookaburra	

Rhymes and jingles, songs and books

Mick Inkpen, *Kipper's A to Z: An Alphabet Adventure*, Hodder Children's Books, 2000, UK
Kookaburra Sits in the Old Gum Tree

Reading the big book

Looks like

In some states and territories, the letter **k** is a difficult one for students to write correctly. Use masking tape to 'write' a lower case letter **k** on the ground. As you do this, emphasise to students the correct starting point and the correct formation. Next, explain to students that kings must have very good posture. Tell students that kings must practise walking elegantly and with good posture, by balancing a book on their head as they walk. (Substitute a small bean bag for the purpose of this activity.) Have students take it in turns to walk along the letter **k** as if they were forming it with their pencil. Students should do this with a bean bag on their head and take small elegant steps.

Making noises

Have students dramatise the story line of *King kangaroo*. Choose a narrator, a kangaroo, a king and two koalas. Remind all remaining students that good audience members are good listeners. After the narrator reads each line, have students act out what is being said. Emphasise that kicking needs to be 'pretend or non-contact' kicking only. Reassure students that kissing needs to be 'pretend, non-contact kissing' too. Praise students who make appropriate sounds as they act such as 'ahh...ya' when they are kicking or smoochy noises when they are kissing. Have students change places with audience members and allow all students to have a turn at acting.

Wonderful words

Help students notice that some words that start with the letter **c** also start with the same /k/ sound as words that start with **k**. Have students repeat the 'Koalas like to kiss' line substituting another animal that starts with /c/ or /k/. Students can sit in a circle and take it in turns to say '____ like to kiss.' Examples could include: 'Camels/ caterpillars/ cows/ crabs/ carrots/ kookaburras like to kiss.'

Letting them loose with the little books

Odd one out

Ask students to focus on the beginning sounds in words. Say the words king, kangaroo and kiss and ask students which sound they can hear at the start of each word. Have students think of some more words that start with /k/. Show students **Worksheet 1**. Explain to them that they need to look at each of the pictures and say the word aloud. Students should then find the picture that is the odd one out, or the one that has a different beginning sound. Students can put a circle around this one.

Syllable clap

Have students bounce like kangaroos to determine the number of syllables on each page.

Starts with

If possible, copy **Worksheet 2** onto card. Have students cut out each of the rectangles to make individual cards. Explain to students that they are going to use these cards to play a game of Snap! Students will need a partner. Each student shuffles their cards and places them face down in front of them. Players take it in turns to place a card on a centre pile. If two consecutive cards start with the same sound, players race to say 'Snap!' and place their hand over the pile of cards. The winner takes all of the cards and the game continues until one player has all cards.

Craft ideas

Students can make kites.

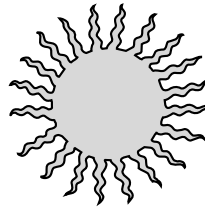
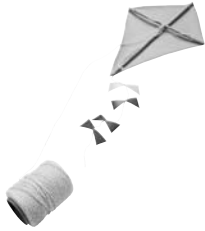
Worksheet 1 King kangaroo

Name

Say the words.

Listen for the beginning sound.

Circle the odd one out.



kiss

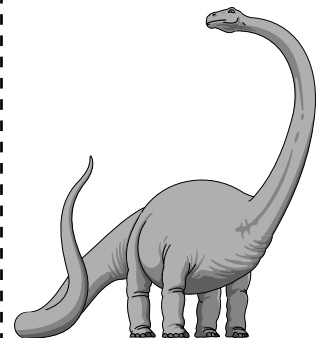
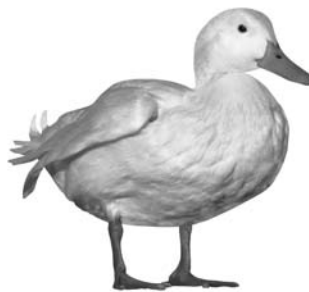
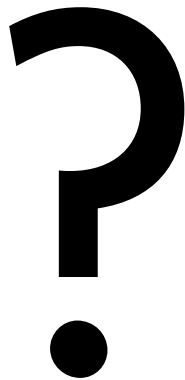
keep

frog

kind

Worksheet 2 King kangaroo

Name



Lots of lizards

Things to collect and words to display

ladder ladybird like lips

little lizard log long

lots lunch

Rhymes and jingles, songs and books

Pamela Allen, *A Lion in the Night*, Penguin Books, 1985, Australia

Here We Go Loopy Loo

Reading the big book

Odd one out

Present students with a selection of objects. Make sure most of the objects begin with ///. Place three of the objects in the centre of the circle. Ask students to identify the one that does not start with ///. Tell them that this is the 'odd one out'. Repeat this activity with a different group of objects. 'To complete **Worksheet 1** explain to students that there are three odd ones out. The odd ones out are the ones that do not start with //. Students need to circle these pictures.' Challenge more capable students to draw their own sequence of drawings, including just one picture that does not start with ///.

Blending

Have students break words from the text into parts and say them aloud. Students can emphasise the // sound. For example, students would say 'lllllllll-ong llllllll-izard'.

Wonderful words

Take students' attention to the text on page 10, 'Lizard's lunch'. Have students put their finger on the apostrophe and tell students that this is a special mark that is used when something belongs to something else. Students who are ready will learn from this. However, it is not essential at this stage for all students to remember rules about apostrophes.

Letting them loose with the little books

Handle with care

Provide students with copies of the little books. Show students how to turn each page carefully and praise those who show respect for the books. On each page have students locate the page numbers at the bottom of the page. Discuss each illustration with students. Ask questions such as 'On page 5, what tells us that the lizard is small?', 'On page 9, what tells us that the lizard is large?' and 'What does the lizard have for its lunch?'.

Looks like

Remind students where the page numbers are written on the pages. Have students turn the pages until they find page 7. Talk about the picture and the text. Next, show students **Worksheet 2**. Explain to them that they are going to practise writing letter ls. Have students use the top and bottom lines of the log as writing lines. Remind students to begin each letter at the top. Students can write a line of ls along the log, leaving a finger space between each one. Praise students who remember to use the correct posture and pencil grip. Next, ask students to draw their own long lizard on the log. Finally, help each student read the sentence on the Worksheet independently.

The syllable clap

After reading each page with students, have them substitute 'la' for each syllable and read the page back to you. So, 'Lizard on a log' would become 'lala la la la' and 'Lizard's lunch' would be 'lala la'.

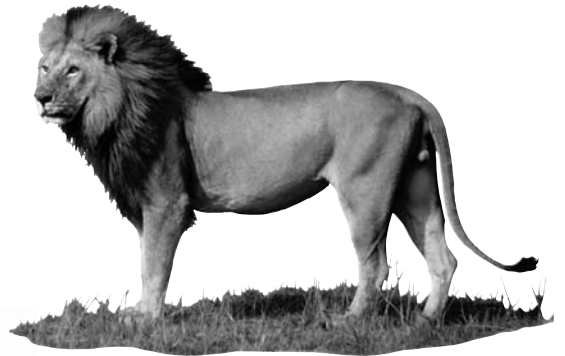
Craft ideas

Provide students with a toilet roll cylinder, coloured paper, paste and paints. Allow students time to turn their toilet roll into a lizard by adding legs, face and tail and then painting it.

Worksheet 1 Lots of lizards

Name

Listen to the first sound.
Circle the odd ones out.

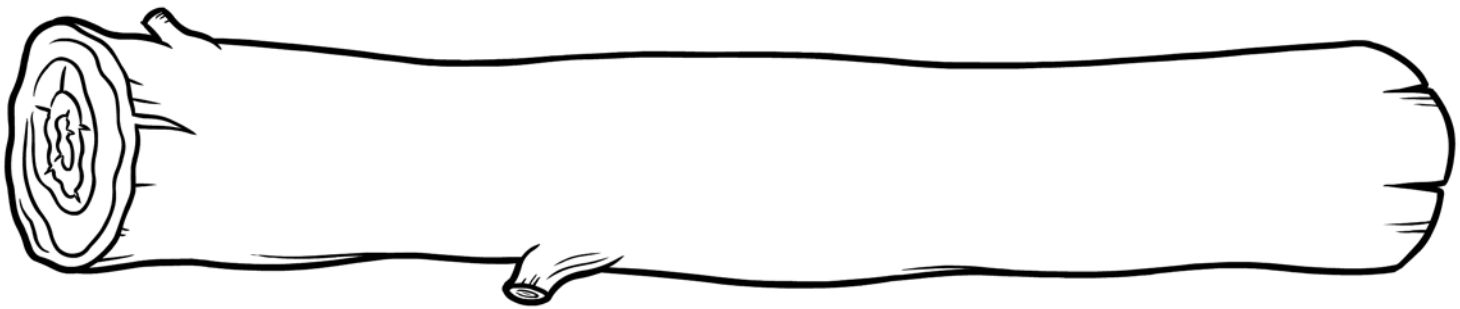


Worksheet 2 Lots of lizards

Name

Fill the log with letters.

Draw a long lizard on the log.



Lizard on a log.

Mini mouse

Things to collect and words to display

magpie me met mix

money monkey mouse mug

mum my

Rhymes and jingles, songs and books

Pamela Allen, *Mr McGee*, Puffin, 1987, Australia

Joanna Cole and Stephanie Calmenson, *Miss Mary*

Mack and other Children's Street Rhymes,

Morrow, 1990

Little Miss Muffet

Oh, Do You Know the Muffin Man?

Reading the big book

Looks like

Take students outside and have them work together in groups of four. Ask students to use their bodies to make a capital **M**. Some groups will make the **M** by lying on the ground while other groups might make it standing up. Discuss the straight lines of a capital **M**. Next, ask students to work together to make lower case **ms**. Praise students who manage to make the appropriate curves. Ask students to talk about what the shape of the lower case **m** reminds them of. It might remind them of two mountains side by side.

Making noises

Play a game of Looking for mini mouse. Choose one student to wait somewhere where they cannot see what is happening. Hide a small object, such as a toy mouse, in the classroom. This is Mini mouse. The rest of the class should know where it is hidden. Ask the student to return to the room and try to find Mini mouse. To help guide the student in the right direction, the remaining students need to indicate whether they are 'hot' or 'cold' by saying 'Mmmm' loudly or softly. A loud 'Mmmm' indicates the student is close to Mini mouse and a softer 'Mmmm' indicates the student is getting further away.

In the alphabet

Discuss the position of **m** in the alphabet. Tell students that there are 26 letters in the alphabet and that **m** is

the thirteenth. Explain that this is the middle of the alphabet. Show students that by looking roughly in the middle of a dictionary, the telephone book or the class roll they will find the letter **m**.

Blending

Read each line to students. Then, choose a word and break it into parts. It could be broken into syllables, onset and rime or phonemes. Ask students to work out which word you are thinking of. From each line, choose a word that starts with /m/ and say it slowly. For example, mis...take, /m/...ade, /m/.../e/.../t/.

Letting them loose with the little books

Odd one out

To help students concentrate on middle sounds, start with CVC words such as cat, met, sit, pot. Say the sounds of each of these words slowly. For example, /c.../a/.../t/ and then ask students to identify the middle sound. Provide each student with **Worksheet 1**. Help them read the words and identify the word that has a different middle sound. Students can circle the odd one out. Students who are not able to read the words should have them read for them. The activity is not necessarily a reading activity, it is designed to help students listen for middle sounds

Recognising rhyme

Talk to students and remind them that rhyming words sound the same at the end. Have students provide rhyming words from the text for: house (mouse), deal (meal), pet (met) and sky (my). Next, show them **Worksheet 2**. Explain to them that the cat is looking for Mini mouse. The cat follows the trail of words that rhyme with 'cat'. Have students draw a path to show where the cat goes and whether he finds Mini mouse at the end.

Craft ideas

Provide lots of boxes and other containers and craft materials and allow students to make their own maze.

Worksheet 1 Mini mouse

Name _____

Say the words.

Listen to the middle sound.

Circle the odd one out.

peg

met

sat

cat

pin

nap

nine

maze

made

meal

take

seat

Think of two more words that have the same middle sound:

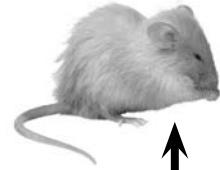
met _____

cat _____

Worksheet 2 Mini mouse

Name _____

The cat is looking for Mini mouse.
Follow the words that rhyme with cat to see where he goes.



cot	hit	map	cat
hot	hat	mat	sat
bit	fat	pat	rat
at	bat	pan	pot



Teaching notes

Nine nuts

Things to collect and words to display

nail	name	nest	
newspaper		night	nine
nose	number	nurse	nuts

Rhymes and jingles, songs and books

Joy Cowley, *Nicketty-Nacketty, Noo-Noo-Noo*, Scholastic, 1996

PD Eastman, *The Best Nest*, Random House, 1964, New York

Reading the big book

Looks like

If there are no nut allergies in the class, tip a bag of nuts onto a table and have students use these to make the shape of a capital and lower case **n**. Use nails if nuts are not suitable. Show students how the shape of a lower case **n** can be found within the shape of h and m.

Starts with

Have students sit in a circle. Give one student a nut, or something else that starts with /n/. Ask students to pass the nut around the circle. As each student gets the nut, they need to say a word that starts with /n/. These words could be recorded on a chart and displayed.

The syllable clap

Have students clap the syllables as they repeat each line of text. Then show students **Worksheet 1**. Explain to them that you are going to reread each line of text. They should listen carefully and count the number of syllables. Students can then circle the same number of nuts as there are syllables. There is one line of nuts for each line of text in the book. Later, students can add faces to the nuts they have circled.

Letting them loose with the little books

Wonderful words

Talk about the words that describe the nuts on some of the pages. Explain to students that these describing words are also called adjectives. Examples include: nine, nice, nutty, naughty, nasty. Discuss how each of these words starts with /n/. Show students **Worksheet 2**. Explain to them they need to complete each sentence using a word that starts with /n/. It can be one used in the book or it can be another that they have thought of themselves. Students can draw pictures to match their nuts.

Chop and change

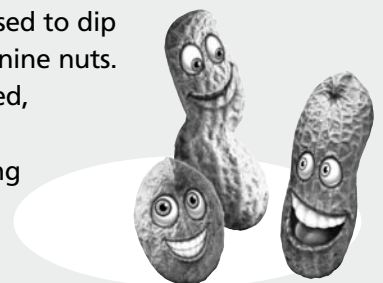
Choose a word from the text and ask students to remove one sound and replace it with another. For example, say, "I'm thinking of the word nine. Replace the first sound in nine with /p/. What is the new word? That's right, it's pine." Repeat this with the following examples: replace /n/ in nice with /r/; replace /n/ in nuts with /c/; replace /n/ in nutty with /p/; replace /n/ in noses with /h/.

Handle with care

Remind students of the need to handle books with care. Praise students who turn the pages carefully and who return books to storage in a sensible manner.

Craft ideas

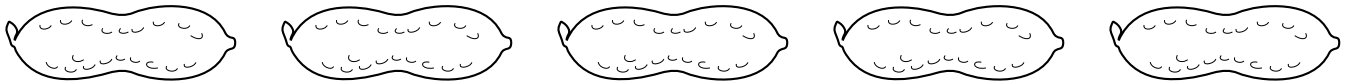
Students can make nine nuts in a nest using newspaper. Begin by allowing students to rip strips of newspaper and paste these onto the bottom of a sheet of paper in the shape of a nest. Next, have students scrunch up a page of newspaper into a tight ball. This can be used to dip in paint and then print nine nuts. When the paint has dried, students can add facial details to their nuts using coloured markers.



Worksheet 1 **Nine nuts**

Name _____

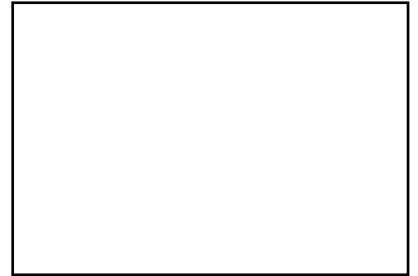
Listen to the words. Count the syllables.
Circle the nuts to show how many syllables.
Draw faces on the nuts you have circled.



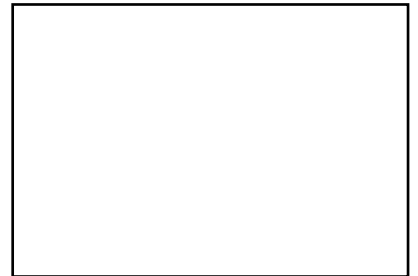
Worksheet 2 **Nine nuts**

Name _____

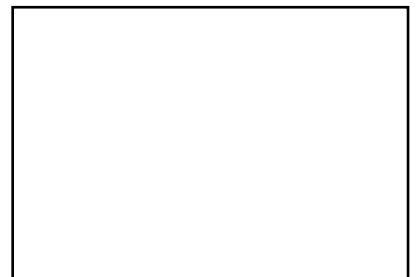
Nuts are _____.



Nuts are _____.



Nuts are _____.



Nuts are _____.



Nuts are _____.



Orange octopus

Things to collect and words to display

ocean	o'clock	octopus	of
on	one	open	orange
otter	over		

Rhymes and jingles, songs and books

Ruth Heller, *How to Hide an Octopus and Other Sea Creatures*, Grosset and Dunlap, 1992, New York

Bernard Most, *My Very Own Octopus*, Harcourt Brace and Company, 1980, USA

Daniel Manus Pinkwater, *The Big Orange Splot*, Scholastic, 1977

Reading the big book

Looks like

Show students an orange. Discuss its round shape. Next, talk to students about the shape of a lower case **o**. Discuss the similarities and differences between the shape of the orange and the shape of the lower case **o**. In most cases, this shape is not a circle. Rather, it is an oval tipped on its side. Draw chalk **os** on the ground. Mark the beginning point and have students roll the orange around the shape.

In the alphabet

Tell students that our alphabet contains five vowels and that most words have at least one vowel in them. Help students learn the names of the five vowels by having them repeat AEIOU a number of times. You can try singing Old MacDonald had a Farm and replacing EIEIO with AEIOU. Ask students to suggest words that contain the vowel **o**.

Chop and change

Have students think about the little words an, in and on. Have students make as many three letter words as they can that end in these smaller words.

The syllable clap

Remind students that syllables are the different parts of a word that they can hear when they say the

word aloud. Tell students that you are thinking of a word from the text that has more than one syllable. Tell students that you are going to say one of the syllables and replace the other syllables with a clap. Students need to work out which word you are thinking of. Use some of the following as examples: ott/er, o/cean, oc/to/pus, o/range. Remind students to clap the syllables.

Letting them loose with the little books

Starts with

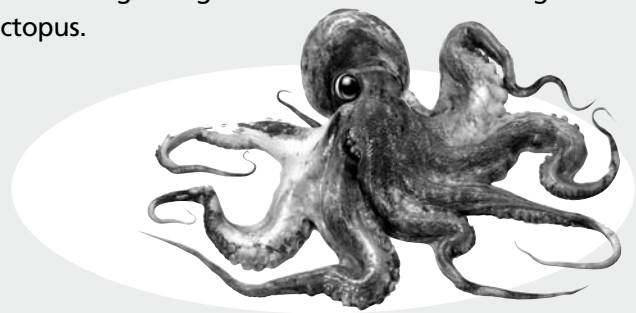
Provide each pair of students with a copy of **Worksheet 1**, a die and two counters or small objects. Explain the rules of the game. Students should take it in turns to throw the die. When a student lands on a picture they must say the name of the picture aloud. If the picture starts with /o/ they can have another turn. The winner is the first person to get to the orang-utan at the end.

Wonderful words

Tell students that when a word starts with a vowel, we use 'an' rather than 'a' before it. Show students examples in the text: 'An otter on an orange' and 'An octopus in the ocean'. Have students repeat the sentences using 'a' instead of 'an' and notice how strange it sounds. Help students to complete **Worksheet 2**. Students need to add 'a' or 'an' before each word.

Craft ideas

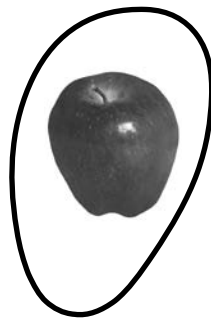
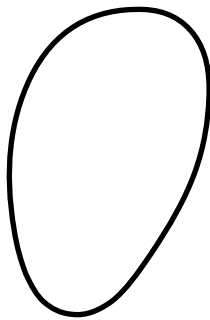
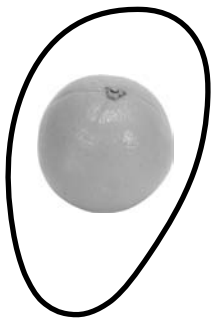
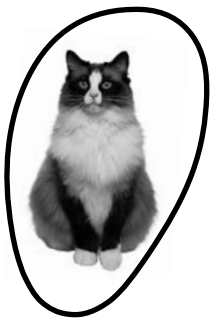
Make a jointly constructed octopus. Make eight legs by helping students stuff balls of newspaper into old stockings. Make a head by decorating a blown up balloon or a round ice-cream container lid. Paint the whole thing orange if students want an orange octopus.



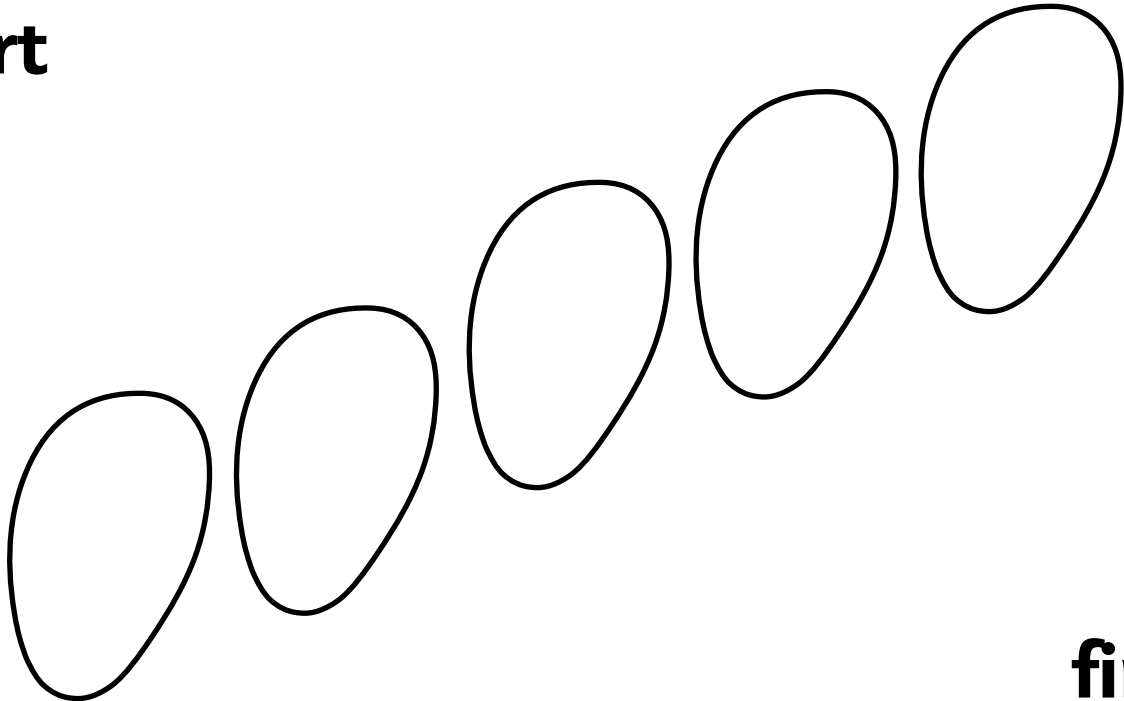
Worksheet 1 Orange octopus

Name _____

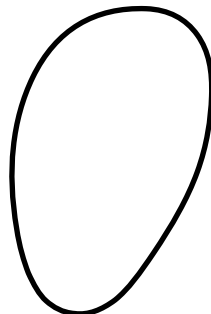
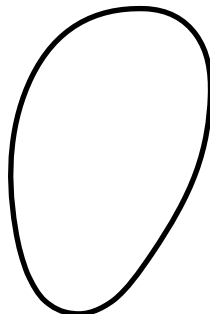
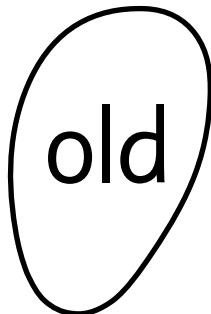
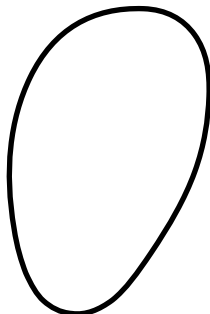
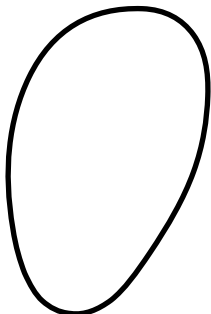
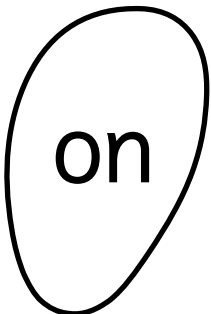
Throw the die and move your counter. If you land on a picture that starts with **o**, have another turn.



start



finish



Worksheet 2 Orange octopus

Name _____

Add a or an.



_____ orange



_____ book



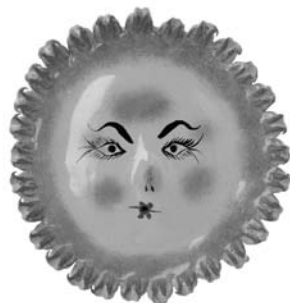
_____ tree



_____ otter



_____ octopus



_____ sun

Penguin pond

Things to collect and words to display

padlock	panda	parrot	penguin
pig	pink	please	pot
pumpkin	put		

Rhymes and jingles, songs and books

Janet and Allan Ahlberg, *Each Peach Pear Plum*, Puffin Books, 1986

Melanie Carter, *Possum Goes to School*, Childersset, 2001, Australia

Kiersten Jensen, *Possum in the House*, Childersset, 1986, Australia

This Little Piggy Went to Market

Reading the big book

Looks like

Students can do both or either of these activities.

Make some fresh batches of pink or purple playdough. Demonstrate to students how to roll 'snakes' of play dough and then how to use these to form lower case letter **ps**. Provide students with pipe cleaners (preferably pink and purple ones) and allow them to make lower case and capital **ps**. In both cases, emphasise to students the correct starting point and formation.

Starts with

Read each line to students and have them state which words start with /p/ and which words don't. With students make a display of words that start with /p/. Have students illustrate some of these and add them to the display. For each word that does not start with /p/, ask students to say the sound that it does start with.

Chop and change

Read some words from the text and ask students to repeat them but to delete one syllable. For example, say 'I want you to say penguin without the 'pen'. That's right; you would say 'guin'.' Use some of the following examples:

painting without the paint
pink without the p
puddle without the le
paddle without the pad
pond without the ond
please without the pl
push without the pu

Wonderful words

Have students look at the exclamation mark in the last line. Explain to students that exclamation marks are used to make words stand out. They are used to show when someone is surprised, shocked or when someone wants to make a point. Have students suggest other examples of the use of the exclamation marks.

Letting them loose with the little books

The syllable clap

Tell students that you are going to say three words. Tell them that two of the words will have two syllables and that they need to listen for the one word that has only one syllable. Use the following words:

penguin of puddle; swimming painting and; pink paddle penguin.

Odd one out

Help students focus on the end sound of words. Show students **Worksheet 1**. Explain that in each row there is one word that has a different end sound. Students need to cross this one out.

Craft ideas

Show students **Worksheet 2**. Explain to them that they are going to make a pair of penguins. First, have students fold the page in half along the line provided. Next, show students how to cut out the penguin while holding the two sides of the paper together. Demonstrate how to open up the page and see the two penguins holding flippers. Students can colour or paint their penguins.

Worksheet 1 Penguin pond

Name

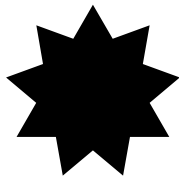
Say the words.

Listen to the end sound.

Put a cross on the odd one out.



penguin



sun



apple



fan



paint



carrot



kite



sock



pond



cake



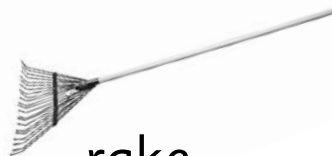
hand



lizard



duck



rake



nest

pink



fish



push



pig



dish

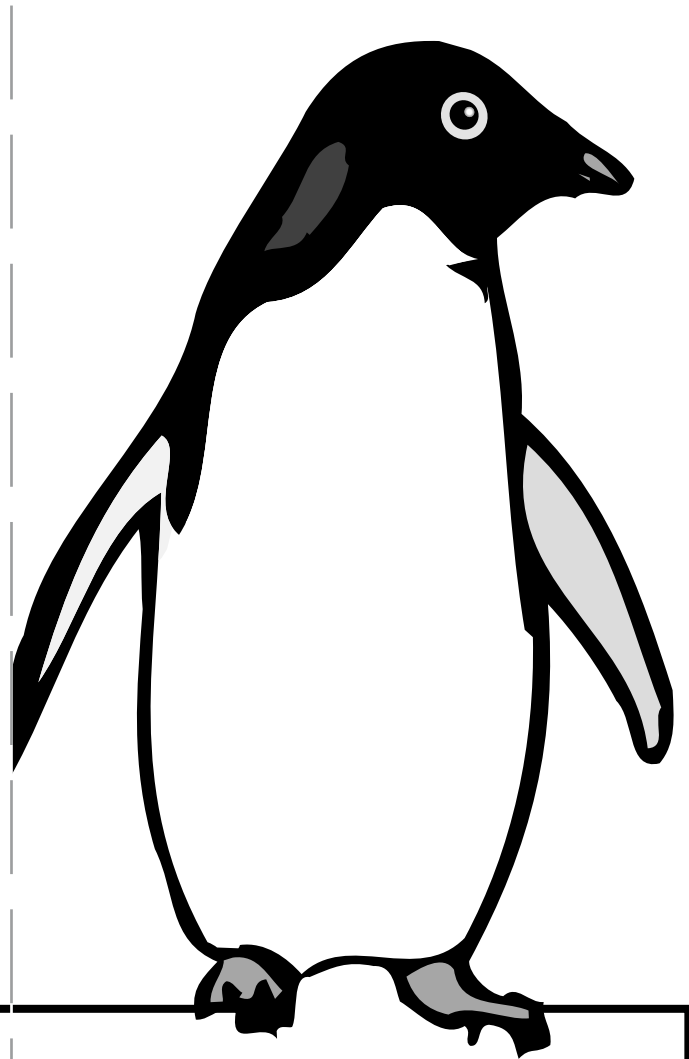
Worksheet 2 Penguin pond

Name

Fold the page along the line.

Cut out the penguin.

Now you have a pair of penguins.



A pair of penguins.

The Queen's question

Things to collect and words to display

quack	queen	question	
question mark	quiche	quick	
quiet	quilt	quit	quiz

Rhymes and jingles, songs and books

Kristen Avery and David McPhail, *The Crazy Quilt*, Longman, 1997

Valerie Flourney and Jerry Pinkney, *The Patchwork Quilt*, Puffin, 1985

Bob Graham, *Queenie the Bantam*, Walker Books, 1999

Penny Ives, *Granny's Quilt*, Puffin, 1993
The Queen of Hearts

Reading the big book

In the alphabet

Talk to students about the position of **q** in the alphabet. Explain that it is among the middle letters. Show students where **q** is located in a dictionary. Have students look at the words beginning with **q** and help them notice that each one has a **u** next to the **q**. Next, ask students to sit in a circle. Ask one student to begin by saying **a**. The next student says **b** and then **c** and so on. Have each student say a letter aloud. When students reach **q**, the student must sit down. The next student then begins with **a** again. The winner is the last person left standing.

Odd one out

Ask students what question the queen asks the bees. Talk to students about the difference between a question and a statement. Ask students to suggest some other questions that the queen might ask the bees. Write these on paper and have students use markers to add question marks. Next, tell students that you are going to say three sentences. Explain that one will be a question and the other two will be statements. Have students guess the odd one out, or the question, in each set of three. Use, for example: The bees have a hive. 'Buzz' said the bee. Can I see your hive?

The syllable clap

Have students practise 'clapping' the number of syllables in words and sentences. Then show students **Worksheet 1** and explain to them that you are going to read a line from the text. Read the first line, 'Quickly, quickly!' Students need to count the number of syllables and put a circle around that many bees on the top row. Continue reading each line. Students repeat the activity, marking the number of syllables on each row of bees on the Worksheet.

Letting them loose with the little books

Looks like

Provide students with small objects such as counters. Ask students to use the counters to form a question mark like the one on page 12. Next, ask students to use the counters to make the shape of a lower case letter **q**.

Starts with

If possible, copy **Worksheet 2** onto thin card. Explain to students that they need to cut out each of the boxes. Talk to students about what each picture depicts. Discuss the similarities and differences between /qu/ and /c/. Students should then find a partner and play the game in a similar way to SNAP! Each player holds their cards and takes it in turns to place one on a central pile. If consecutive cards start with the same sound, the first player to say SNAP! and place their hand on the pile, wins the pile. Play continues until one person holds all the cards. Students will then need to sort out the two sets of cards and mix each set up before they play again.

Wonderful words

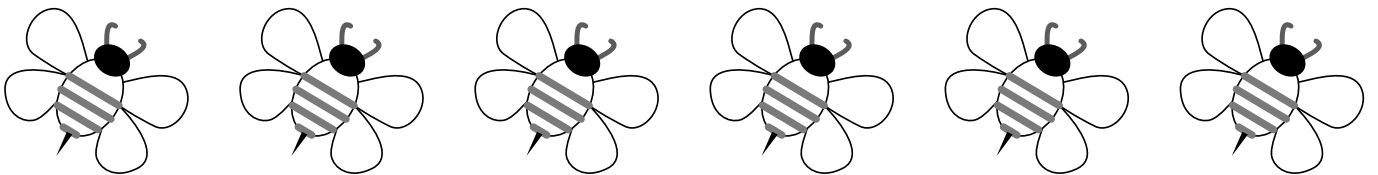
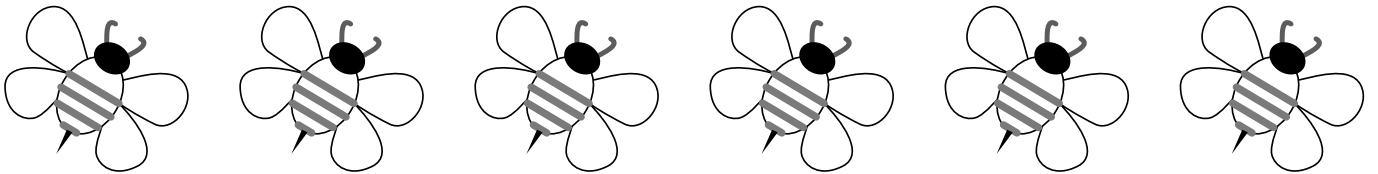
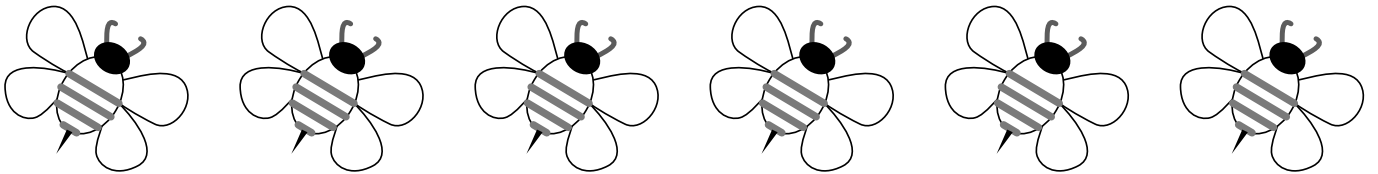
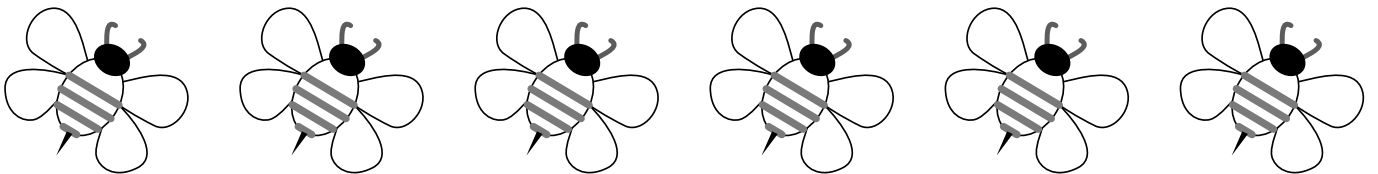
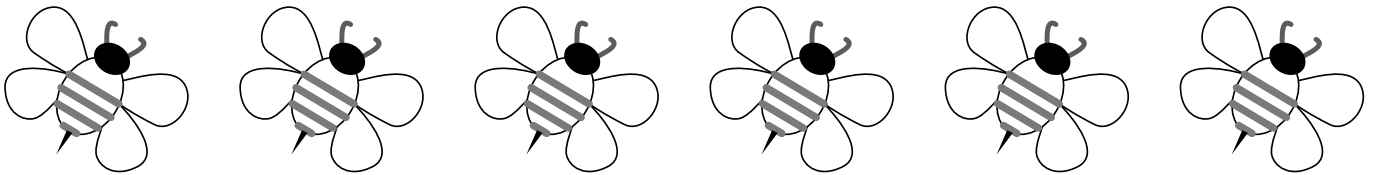
With students make a list of all the words that start with /q/. As you write these, ask students if they notice something interesting about the spelling of the words. Help students notice that each of the words starts with **q** and that the **q** is followed by a **u**. Ask students to put a circle around each **qu**.

Worksheet 1 The Queen's question

Name _____

Count the syllables.

Colour the bees.



Worksheet 2 The Queen's question

Name _____

Cut out the cards.
Play a game of Snap!



Rabbit on a raft

Things to collect and words to display

rabbit	raft	raincoat	rat
red	rhinoceros		ring
river	rock	run	

Rhymes and jingles, songs and books

Beatrix Potter, *The Tale of Peter Rabbit*, Frederick Warne and Co., 1902, New York

Janet Stevens, *Tops and Bottoms*, Harcourt Brace and Company, 1995, USA

Little Red Riding Hood

Reading the big book

Looks like

Take students outside where they will have lots of space to move. Discuss the shape of a lower case letter r. Discuss the starting point and the direction of pencil movement. Write a large lower case letter r on the ground with chalk and ask for volunteers to walk along the r in the same way that they would write the letter. Use three beanbags and place one at the start and end points of the letter r and also at the turning point. Explain to students that they are going to run in some relay races in the shape of a lower case letter r. Divide students into small groups. For each group, place three beanbags in position. Students start at the beginning where the first bean bag will be. They then run, or skip down and touch the second bean bag, and then move up and across to touch the third beanbag. Each student will form a lower case letter r before tapping the next person on the hand to indicate that it is their turn.

Recognising rhyme

Remind students that rhyming words sound the same at the end. Tell students that you are going to say a word and that you want them to suggest other words that rhyme with it. Say the word rat. Students might suggest: mat, bat, pat, cat, fat, splat. Repeat this activity using red and run.

Wonderful words

Talk to students about the sounds of the five vowels, /a/, /e/, /i/, /o/, /u/. Explain to students that most words have at least one of these sounds in them. Help students identify some of these by saying words slowly. For example: /o/--/n/, /r/.../e/.../d/. Tell students that they need to fill in the missing vowel sounds on **Worksheet 1**.

Letting them loose with the little books

Starts with

Have students look at the text on page 8, 'A rat and a rabbit on a raft'. They take turns to read this aloud. Ask students to name the words that start with /r/. Tell them that you would like them to make up some more sentences that have a similar pattern to this one. Write the following on paper; 'A _____ and a _____ on a _____.' Each word that students use must start with /r/. Examples might include: 'A rhino and a racoon on a road'. Students can write their own and illustrate it before adding to a wall display.

Blending

Tell students that you are going to say a word very slowly. For example, 'Listen to these word parts, rrrrrr.....abbit. What word did I say? That's right, I said rabbit but I stretched out some of the sounds.' Show students **Worksheet 2**. Students cut out each of the boxes on the lower part of the Worksheet. Explain that you are going to stretch out some more words and that they need to work out which word you are saying. The first sound is written in the box at the top of the Worksheet. Students need to find the second part of the word and place it in the box. Use the following words: rrr-ock, rrr-abbit, rrr-aincoat, rrr-at, rrr-ed, rrr-ing, rrr-iver, rrr-ock, rrr-un.

Craft ideas

Help students make red rabbit ears from card. Attach to a head band. Students wear their rabbit ears while undertaking /r/ activities.

Worksheet 1 Rabbit on a raft

Name _____

Fill in the missing letters.

A r_____ver.



A r_____bbit _____n a raft.



A rabbit and a r_____t on a raft.



R_____d rat and rabbit r_____n.

Write the 5 vowels here:

Worksheet 2 Rabbit on a raft

Name

r

abbit

aincoat

at

ed

ing

iver

ock

un

Silly seagulls

Things to collect and words to display

sandwich	school	screw	seagull
see	seed	silly	sit
so	sun		

Rhymes and jingles, songs and books

Eric Hill, *Where's Spot?*, Puffin Books, 2003

Lucy Micklethwait, *I Spy: An Alphabet of Art*, Greenwillow, 1992

Emily Rodda, *Squeak Street*, Working Title Press, 2002

Gordon Winch, *Samantha Seagull's Sandals*, Gareth Stevens Publishers, 1988, USA

Sing a Song of Sixpence

Reading the big book

Looks like

If you have access to sand, allow students to practise making small sandcastles in the shape of the letter **s**. Alternatively, ask students to 'write' the letter **s** in the air using their pointer finger. Remind students of the starting point and of the shape of the letter. Have students practise 'writing' the letter **s** on different surfaces such as the desk, the carpet and their friend's back. Next, show students **Worksheet 1**. Explain to them that the silly seagull has stepped in some paint. As she walks around she leaves footsteps. Tell students that the seagull walks in the shape of the letter **s**. Students can write a large letter **s** that starts at the picture of the seagull and ends in the lower left corner of the page. After students have written the **s**, have them add footsteps along each side of it. Fast finishers can draw some pictures of words that start with /s/ anywhere on the page.

Starts with

Display the appropriate page from the big book. Play a game of I Spy with students using only the sound /s/. Have students find pictures and words that start with /s/.

In the alphabet

Say the alphabet aloud with students and ask them to notice where **s** lies. Have students discuss the position of **s** as being after the middle but towards the end of the alphabet. Show students the words that begin with **s** in a dictionary or telephone directory.

Recognising rhyme

Remind students that rhyming words sound the same at the end. Read the first two sentences of text with students and see if they can identify the rhyming words. Ask students to think of some more words that rhyme with song such as long, pong, dong, gong, wrong.

Letting them loose with the little books

Wonderful words

Write some innovations of the text from Silly Seagulls. Provide examples such as:

Silly snail sings a song.

Six silly snails sing along.

Seven silly snails singing in the sun.

Show students **Worksheet 2**. Ask them to complete their own silly sentences by filling in the gaps and then drawing illustrations to match. The noun students use must start with **s**. Encourage more capable students to substitute a word for 'silly' as well.

The syllable clap

Have students read each page aloud. Then have them substitute /s/ for each syllable. So, 'Silly seagull' would become 's s s s'. Have students read the whole book using only the sound /s/ but remembering to keep the rhythm of the text that they used when reading the words.

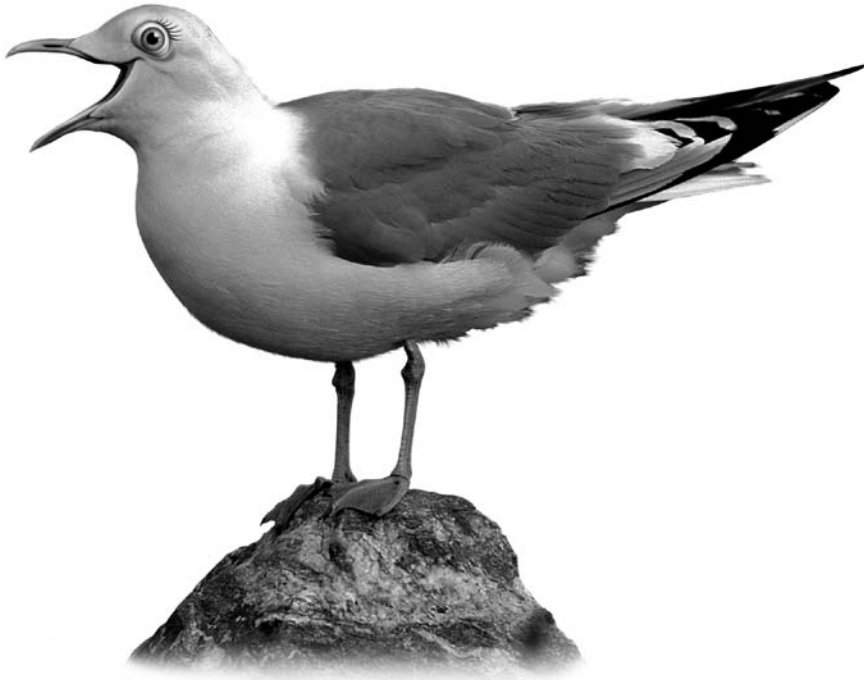
Chop and change

Have students think about the word sing. Ask them to say it aloud, 'sssss- ing'. Now say to students, 'I want you to replace the /i/ with /o/. What new word can you make? That's right, its ssss- ong, song. Now replace the /o/ in song with /a/, what new word do you have? It's sang.'

Worksheet 1 Silly seagulls

Name

Help the silly seagull write the letter **s**.



Draw some pictures of things that start with **s**.

Worksheet 2 Silly seagulls

Name _____

Silly _____
sings a song.

Six silly _____
sing along.

Seven silly _____
singing in the sun.

Colour the pictures that start with **s**.



Talking tigers

Things to collect and words to display

talk	teapot	teeth	ten
the	thumb	tiger	to
toothbrush	two		

Rhymes and jingles, songs and books

Arlene Mosel (retold by), *Tikki Tikki Tembo*, Henry Holt, 1968

Bernard Most, *A Trio of Tricerotops*, Harcourt Brace, 1998

Twinkle Twinkle Little Star
I'm a Little Teapot

Reading the big book

Looks like

Use two toothbrushes to make a lower case and then a capital t. Students talk about other ways they can make the shape of t, preferably using objects that start with /t/.

Starts with

Students work in small groups. Each group finds ten things in the classroom that start with /t/. Place these items on a table. Encourage students to play a guessing game. They take turns to give clues such as: "I'm thinking of something on the table that starts with /t/, its got wheels and it moves on a track."

Syllable clap

Provide students with counters and a copy of **Worksheet 1**. They number the tiger's toes in order from 1 to 10. Students should write the numbers rather than the words. Say 'Talking tigers - if we 'clap' these words, how many parts can we hear? Let's do it slowly tal-king ti-gers. There are four parts, or four syllables.' Show students how to put four counters on the tiger's first four toes. Explain that they need to listen as you read some of the text. They count the syllables and then use counters on the Worksheet to record how many they hear. Start by reading one line at a time, then read two or more lines together. Remember that they can record a maximum of ten syllables at a time.

Wonderful words

Show students **Worksheet 2**. They cut out the words at the base of the page then match each of these words to the ones in the sentence above. Encourage students to look at the shape and the length of words. Talk about longer and shorter words. Discuss words with capitals, or other tall letters, and words with full stops after them. Help students read the sentence and ask them to draw a picture to match it in the box provided. Students can fill the border with letter ts. Remind students of the correct way to form t.

Letting them loose with the little books

Making noises

Tell students that they need to imagine that tigers can talk. Ask two students to take on the role of tigers. Explain to students that when tigers talk, they only use words that start with /t/. Have the students conduct a funny conversation where every word begins with t. Allow students to have fun by having a 'normal' conversation but substituting the first sound of each word for /t/. For example:

'tello' (hello)

'tello' (hello)

'tow tare tou?' (How are you?)

'ti'm tell tanks'. (I'm well thanks)

Craft ideas

Students take a sheet of coloured paper and tear a lower case t and a capital T from the paper. Display these.

Odd one out

For more capable students, discuss the /th/ sound. Tell students that usually when t and h are written together, it makes the sound /th/. Talk about the word 'the' and then find 'teeth' on page 8. Have students listen as you say three words. They choose the odd one out, or the word that does not have /th/ in it. Use examples such as these:
teeth, them, tiger; these, ten, thimble; toes, the, three.

Worksheet 1 Talking tigers

Name

Number the tiger's toes. Listen to the words. Count the syllables. Put counters on the tiger's toes



Worksheet 2 Talking tigers


Name

Cut out the words. Paste the words in the right space. Draw a picture to match. Fill the border with letter **t**s.

Two tiny tigers use toothpaste.

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toothpaste. Two tigers tiny use

Under umbrellas

Things to collect and words to display

UFO ugly umbrella umpire

uncle under undies up

upside down us

Rhymes and jingles, songs and books

Dorothy Butler and Gabriela Klepatski, *Birthday Rain*, Random House, 1993

Babette Cole, *The Trouble with Uncle*, Mammoth, 1992

Libby Gleeson, *Uncle David*, Scholastic, 1992

Taro Yashima, *Umbrella*, Picture Puffin, 1977

Reading the big book

Looks like

Show students how to form a lower case **u** correctly. Ask students to talk about the shape of the letter **u**. On chart paper, show them how to make the letter **u** resemble an umbrella leaning up against a wall.

Chop and change

Tell students that you are going to tell them a word and then you are going to give them an instruction. They must follow the instruction and make a new word. Use some of the following examples:
at, add a /c/ to the start to make cat
look, replace the oo sound with /e/ to make leak
us, add /b/ to the start to make bus
need, replace /d/ with /l/ to make kneel
an, replace /n/ with /t/ to make at

Recognising rhyme

Show students **Worksheet 1**. Remind them that rhyming words sound the same at the end. Have students think of some words that rhyme with their own name - these can be made up, funny words if necessary. Next, show students **Worksheet 1**. Explain to them that they need to cut out the boxes at the bottom of the page. Each one of these pictures rhymes with one of the words printed above. Have students paste the picture next to the

rhyming word. Encourage them to think of more rhyming words. Students can draw one of these in the space provided.

Letting them loose with the little books

Handle with care

Remind students of the importance of handling books with care. Show students how to turn pages carefully and demonstrate how to return books to storage containers. Remind students not to eat or drink near the books.

Blending

Tell students that if you say a word slowly you can hear different sounds. These sounds blend together to form the word. Have students practise with the sounds in their names. Then show students **Worksheet 2**. Explain to them that you are going to read each word. They need to listen to the word and count the sounds. Stress to students that they are not counting letters. Say each word slowly. Students should colour the same number of umbrellas as there are sounds. Answers: at (2), look (3), need (3), us (2), goes (3), and (3), up (2), under (4)

Odd one out

Help students distinguish the sounds of /a/ and /u/. Tell them that you are going to say three words. Students need to listen to the first sounds and choose the one that is different. Use these sets of three words: umbrella, under, apple; ant, us, and; up, ugly, antelope; umpire, animal, upside down.

Craft ideas

Have students paint or draw themselves holding an umbrella. When these are dry, cut them out. Overlap the pictures and paste them together in a collage. The overall image will be one of a crowd of children under umbrellas. Write "Look at us" as a title for the display.

Worksheet 1 Under umbrellas

Name _____

Read the words. Find the rhyming picture.

Paste it in the box.

Draw your own rhyming picture.

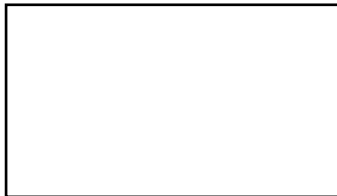
at



us



up



look



Worksheet 2 Under umbrellas

Name _____

Listen to the word. Count the sounds.
Colour the umbrellas.

at



look



need



us



goes



up



under



Vegetables in a van

Things to collect and words to display

van	vegetables	Velcro	
very	vet	video	violin
volcano	volleyball	vulture	

Rhymes and jingles, songs and books

L. Ehlert, *Eating the Alphabet: Fruits and Vegetables from A to Z*, Harcourt, 1994

Roses are Red, Violets are Blue

Vivian French and Alison Bartlett, *Oliver's Vegetables*, Hodder, 1995

Saxton Freymann and Joost Elffers, *How Are You Peeling? Foods with Moods*, Arthur. A. Levine, 1999

Hannah Tofts, *I Eat Vegetables, Zero to Ten*, 1998

Reading the big book

In the alphabet

Show students the position of **v** in a dictionary and an encyclopaedia. Explain that it is one of the last letters in the alphabet. Students say the entire alphabet and emphasise **v** when they get to it.

Looks like

Discuss with students the similarities and differences between the formation of the letter **v** and that of **w** and **u**. Take students outside and have them work in small groups to form the letter **v** with the shapes of their bodies.

Making noises

Play a game of Traffic Lights. Take students outside or into a hall for this game. Ask them to pretend that they are the driver of the van full of vegetables. They need to make /v/ noises to indicate when their van is moving. Students 'drive' their van around the space. When you call out 'red' drivers must stop their van as if at a red light. When you say 'orange' drivers get their engines ready by making 'v..v..v' noises and when you say 'green' drivers drive around making 'vvvvvv' noises.

Blending

Use a potato, or another vegetable, like a talking puppet. You draw a face on its skin with a marker. Tell students that your potato is going to say a word in parts. Students need to blend the sounds together and work out what the word is. Use, for example: /v/ /a/ /n/, /v/- egtable, /v/ /i:/ /o:/ - lin, /v/ -ery.

Letting them loose with the little books

Starts with

Talk with students about the sound of /v/. Have students say the sound and experience the slightly fuzzy feeling on their lips. Show them some real vegetables or pictures of them. For each vegetable ask students to give it a name that starts with /v/ such as varrot the carrot, vabbage the cabbage and votato the potato. Next, show students **Worksheet 1**. Explain that they need to draw some vegetables in the van. When they have done this, have them introduce their vegetables by saying, for example, 'This is vean the bean and vegplant the eggplant'.

Recognising rhyme

Remind students that words that sound the same at the end are called rhyming words. Provide examples of rhyming words such as in, tin, bin, fin, chin. Show students **Worksheet 2**. Explain to them that it is a rhyming game. Each pair of students will need two counters, a Worksheet and a die with the numbers from 1 to 3 on it. Students take turns to throw the die and move the counter accordingly. When they land on a picture, they must say the name of the picture aloud. If it is a word that rhymes with 'van', they can have another turn. If not, they go back 2 places. Play continues until one student reaches the end.

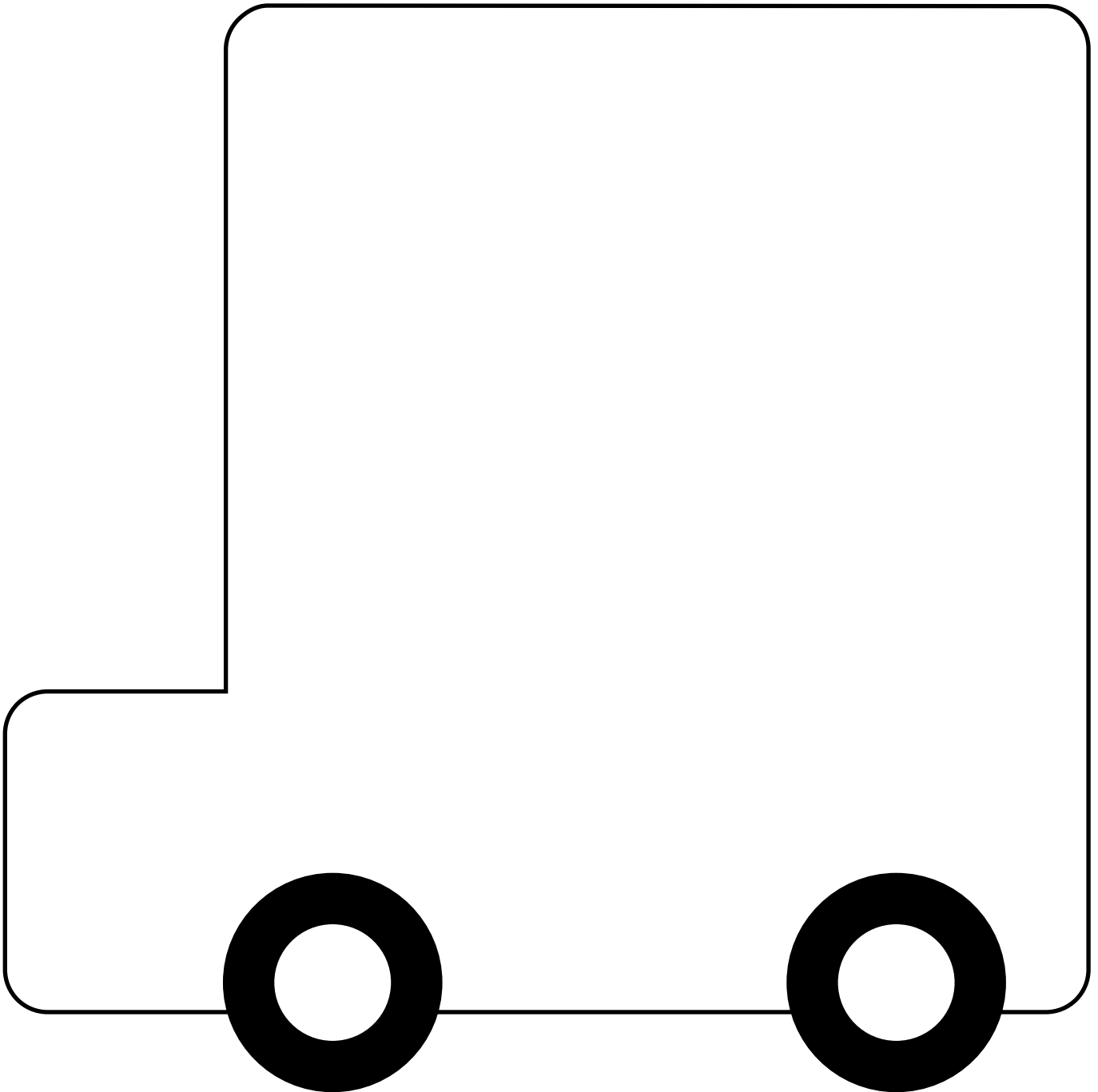
Craft ideas

This activity could be set as a homework activity. Otherwise, ask for help from family and community members and have students work in small groups under supervision. Show students a selection of vegetables and have them make a vegetable person or animal. Students can attach 'body parts' using toothpicks, pins or strong glue.

Worksheet 1 **Vegetables in a van**

Name

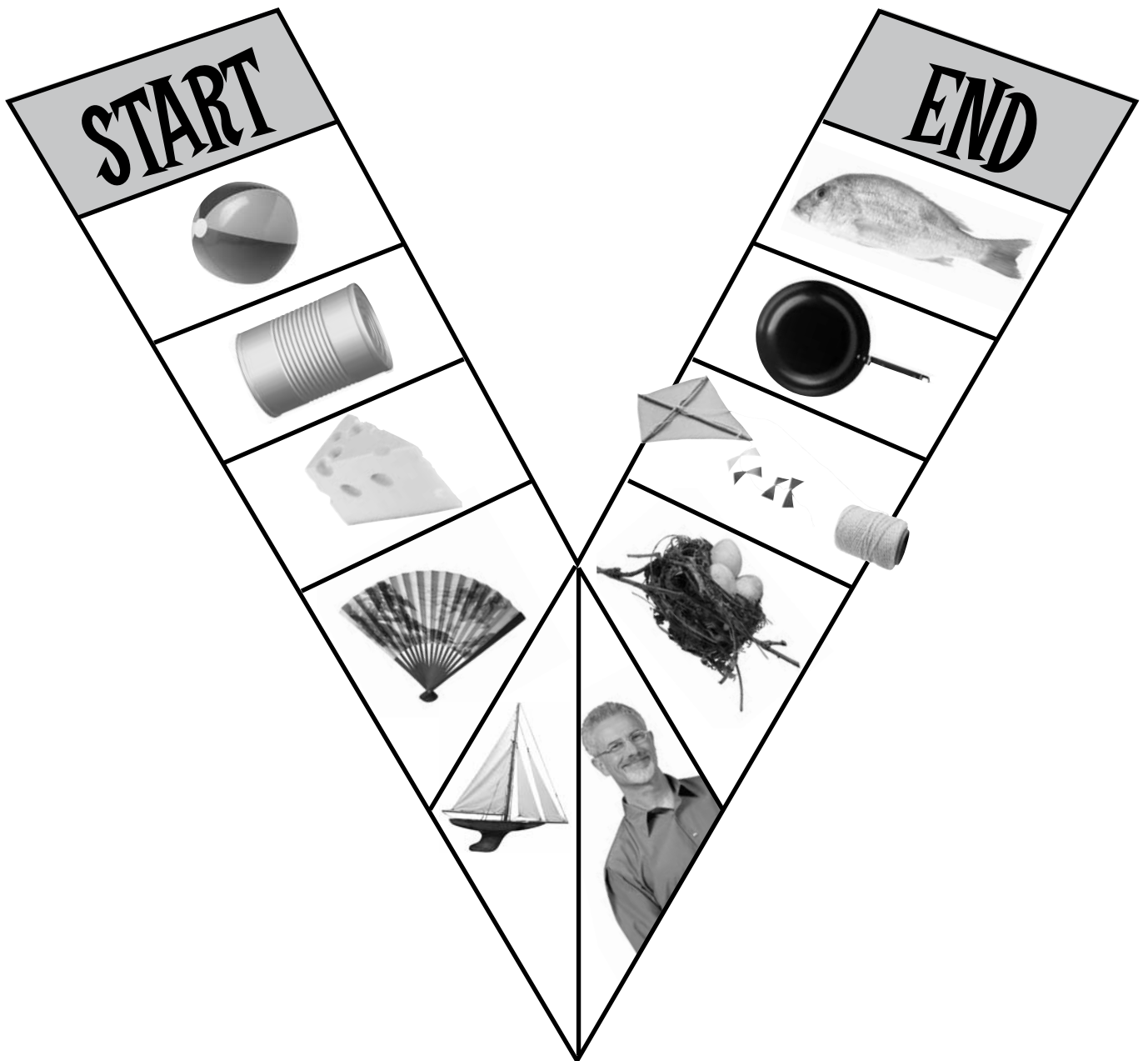
Draw some vegetables in the van.
Give each one a name.



Worksheet 2 Vegetables in a van

Name _____

Throw the die. Move your counter.
If the picture rhymes with van, have
another go.



Wet whales

Things to collect and words to display

was	water	wave	we
wet	whale	where	wish
witch	would		

Rhymes and jingles, songs and books

Anthony Browne, *Willy the Wimp*, Candlewick Press, 2002

Martin Handford, *Where's Wally Now?*, Walker Books, 1988, England

Sue Machin, *I Went Walking*, The Bodley Head, 1989

Maurice Sendak, *Where the Wild Things Are*, Picture Puffins, 1987, England

Eensy Weensy Spider

Wee Willy Winkie

Reading the big book

Looks like

Prior to copying this Worksheet, write a capital and lower case w in script appropriate to your school, at the start of each of the writing lines at the bottom of the page. Have students talk about the similarities between the shape of the letter **w** and the shape of waves. Draw a wave shape along a board and then ask students to find **ws** within these wave shapes. Allow students to go outside and 'paint' waves and **ws** on the walls with water. Make sure that students are forming the letter correctly and starting in the correct place. Next, show students **Worksheet 1**. Explain that they need to circle the letter **w**. Then students practise writing capital and lower case **ws** on the lines provided.

Recognising rhyme

Remind students that rhyming words sound the same at the end. Read the entire text and see if they can identify the rhyming words 'sea' and 'me'. Ask students to think of some more words that rhyme with 'sea'. Show students how the endings of some rhyming words look different even though they sound the same.

Blending

Say a word very slowly. For example, "Listen to these word parts, **wwwwwh.....ale**. What word did I say? That's right, I said whale but I stretched out some of the sounds." Explain that you are going to stretch out some more words and that they need to work out which word you are saying. Use some of the following examples: **www-e**, **www-ave**, **www-et**, **www-ater**, **www-ish**.

Making noises

Students use their finger to draw a wave shape in the air. While drawing the shape, encourage them to say 'wwwww'. As their finger makes the upward wave the **www** sound can get higher. As their finger makes the downward shape, the **www** sound can get deeper. This activity could be repeated by children standing in a circle and forming the equivalent of a Mexican Wave. As students move their bodies, they say the **www** sound.

Letting them loose with the little books

Wonderful words

Have students locate the question marks in the text (pages 2 and 12). They 'write' question marks with their fingers on the ground in front of them and on their knees. Talk to students about the differences between a question and a statement. Tell them that lots of questions begin with words that start with **/w/**. Make a list of these on paper. Examples might include: **who**, **what**, **why**, **where**, **when**, **would**, **will**. Students think of questions that begin with each of these words.

Chop and change

Help students make their own class book. This can be on the text of *Whale watching*. Students can choose another creature to substitute each time the word 'whale' is used. Show students **Worksheet 2**. Help them fill in the gaps and provide time for students to draw pictures to match their text. Staple all pages together. They make a cover. Place the book in the class library and encourage students to read it throughout the day.

Worksheet 1 Wet whales

Name _____

Put a circle around each **w**.

w V y *w* O W
a x W b w Z

Put a circle around each **W**.

T W M w R W
E Q W S G P

Now, write your own.

Worksheet 2 Wet whales

Name _____

Choose your own sea animal.

Fill in the gaps.

Where are all the _____?

Under the waves.

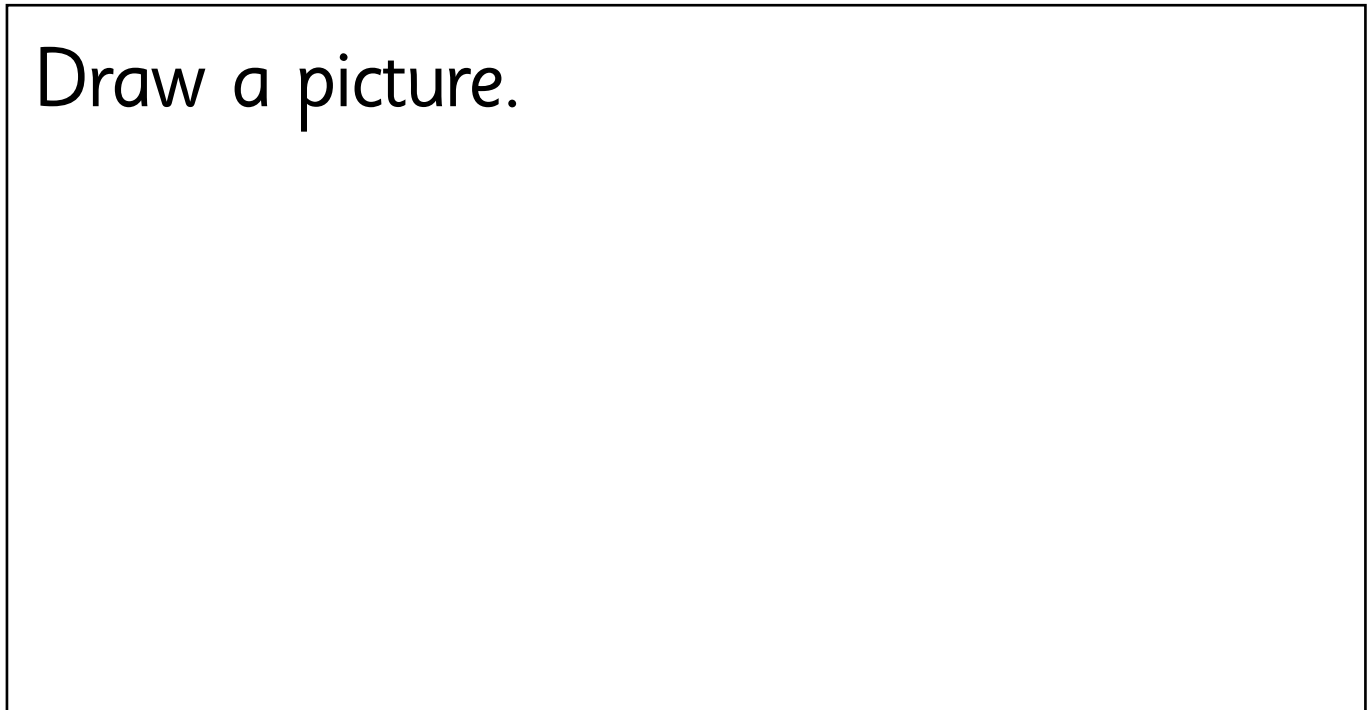
I wish I was a _____

A wet, white _____ in

the wet, wild sea.

Would you wave to me?

Draw a picture.



Teaching notes

X as in fox

Things to collect and words to display

box	exclamation mark	exercise	
exit	fix	fox	mix
six	X-ray	xylophone	

Rhymes and jingles, songs and books

Mem Fox, *Hattie and the Fox*, Macmillan, 1986, New York

Pat Hutchins, *Rosie's Walk*, Macmillan, 1968, New York

Dr Seuss, *Fox in Socks*, Random House Books, 1965, USA

Reading the big book

In the alphabet

Have students say the alphabet aloud. Comment about where x lies. Students should recognise that x, y and z are the last three letters of the alphabet and that x is the third last letter. Show students the position of x in a dictionary and telephone book.

Wonderful words

Show students the words 'fox' and 'foxes'. Ask them about the differences and similarities between these two words. Discuss with students, how when some words are made plural, they have 'es' added to them. Show them how this also occurs with the words box and boxes.

Blending

Show students **Worksheet 1**. Point to the top line of boxes. Explain that you are going to say a word very slowly. They need to count the number of sounds that they hear and for each sound, write an x in one of the boxes. For example, students might hear /f/.../o/.../x/. This is three sounds so students should draw one x in each of the first three boxes on the top line. In the larger box at the end of each line, students can draw a picture to match the word. In this example, students would draw a fox. Use some of the following words: box, in, six, on, fox.

Letting them loose with the little books

Odd one out

Ask students to listen to the position of the /x/ in words. Talk about /x/ at the end and in the middle of words. Ask students to listen to three words and work out which is the odd one out. Use the following examples: fox box exit; exercise ox six; foxes fox mix.

Handle with care

Have students sit in a circle. Place a closed box of any size in the middle of the circle and ask students to imagine something very precious inside, such as a baby bird in a nest, or a baby fox. Next, have students pass the box around the circle, taking care not to disturb its 'precious' contents. Keep reminding students of the need to treat books with care.

Chop and change

Explain to students that you are going to say two words that sound similar. Students need to listen carefully as you say the second word and try to work out which sound has been changed. Make sure students understand what they are required to do. Say, for example, 'The first word is mix, /m/.../i/.../x/. The next word is fix, /f/.../i/.../x/. Which sound is different? That's right, it's the first sound- /m/ has been changed to /f/ to make fix.' Next, show students **Worksheet 2**. Explain that this time they have to say the written word and the word for the picture. By changing one letter they then write the picture word in the space provided. Discuss the picture. Make sure that the words fox, box, boxes and six are used. If students are ready use the following as well: on, under, the, is. Students then write to describe the picture.

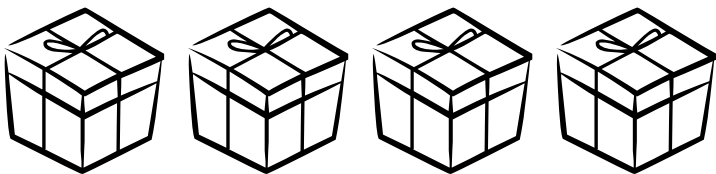
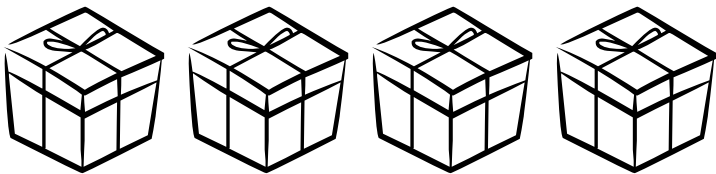
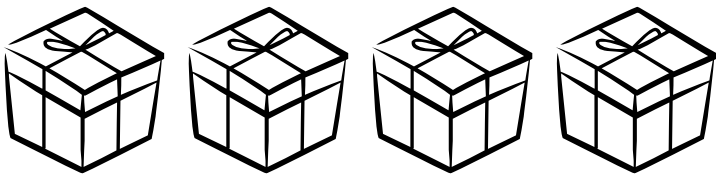
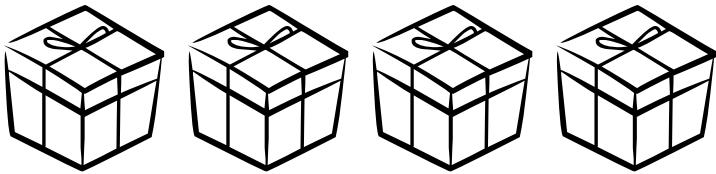
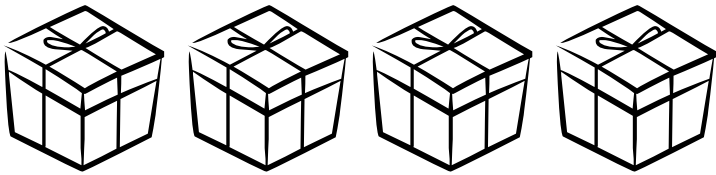
Craft ideas

Have students decorate a box to give as a gift. Students could use collage or paints to make their boxes as fancy as possible.

Worksheet 1 X as in fox

Name _____

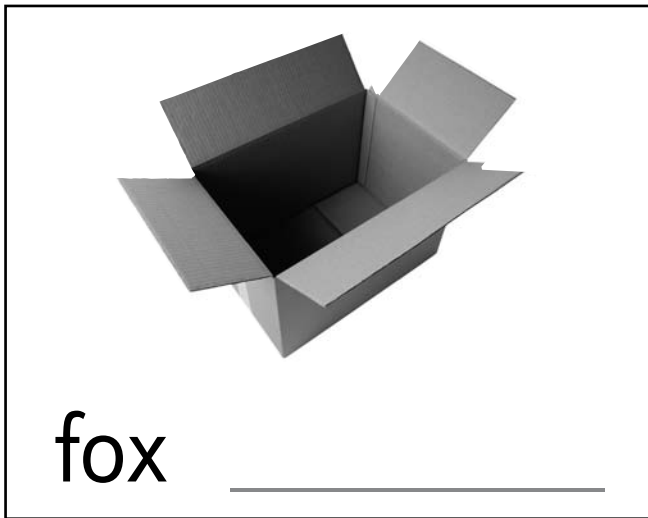
How many sounds?
Draw a picture to match.



Worksheet 2 X as in fox

Name _____

Write the new word to match the picture.



Write a sentence about the picture.



Yellow yoyo

Things to collect and words to display

yak	yell	yellow	yogurt
yolk	you	you'll	yoyo
yucky	yummy		

Rhymes and jingles, songs and books

If You're Happy and You Know it Clap Your Hands.

Reading the big book

Looks like

Make a fresh batch of yellow play dough. Allow students to make lower case and capital **y**s with rolls of the play dough. Make sure students understand the correct formation of these letters and the correct starting point.

In the alphabet

Discuss the position of **y** as the second last letter of the alphabet. Have students turn to the back of a dictionary, an encyclopedia or a telephone book to find the words that start with **y**.

Chop and change

Have some fun with the text on page 4. Ask students to take off the /y/ sounds and replace them with another sound of their choice. Students might say, 'I like my mellow momo' or 'I like my fellow fofo.' Have students sitting in a circle and ask each one to come up with their own funny sentence.

Starts with

Ask students to make a list of all the words in the text that start with /y/. Have students say these words aloud and encourage them to emphasise the /y/ sound. Next, show students **Worksheet 1**. Explain to them that they need to read each question and then answer yes or no.

Letting them loose with the little books

Odd one out

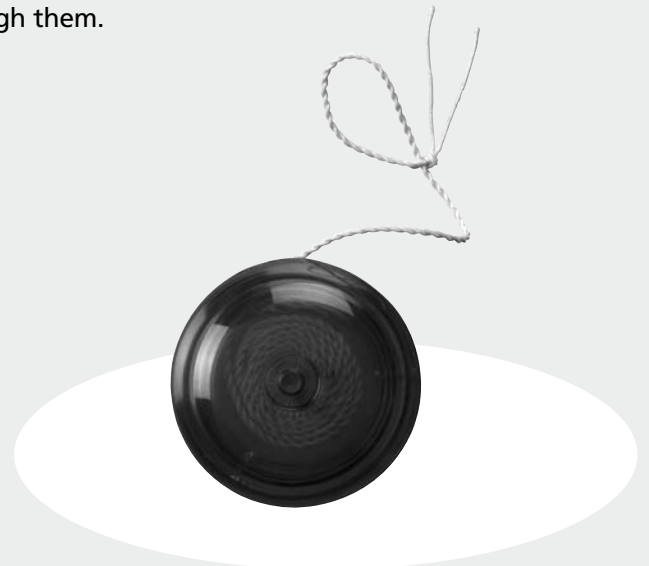
Say to students "I'm going to tell you three things that I like. You need to work out which is the odd one out. The odd one out will be the one that does not start with /y/. I like yogurt, dogs and yaks. Which one is the odd one out? That's right, its dogs because dog does not start with /y/. It starts with /d/." Ask students to think of three things. They should then ask the remaining students a question following the same pattern that you have used.

The syllable clap

Demonstrate to students how to listen for the number of syllables in a word or sentence. Read some of the lines of text and ask them to repeat each one, replacing each syllable with /y/. So, the first page would go: 'y y y yy' and the second page would be 'y y y yy yy.'

Craft ideas

Students can view the world through yellow glasses briefly. If possible, copy **Worksheet 2** onto thin card and then help students cut around the glasses outline. Next, provide small squares of yellow cellophane for students to attach to the back. Make sure glasses fit students and that they can see through them.



Worksheet 1 Yellow yoyo

Name _____



Yes or no?

Do you like yellow?

Do you like yellow yoyos?

Do you like yellow yolks?

Do you like yellow yogurt?

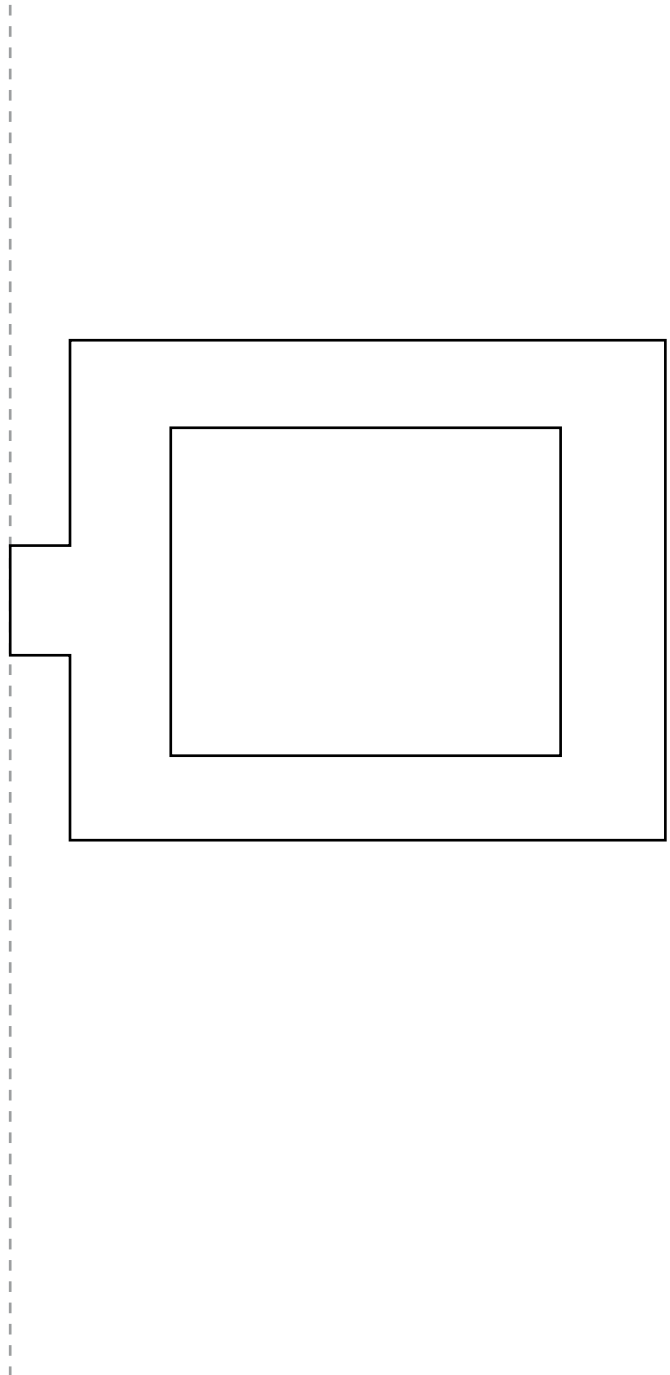
Do you like yellow yaks?

Draw some more yellow things.

Worksheet 2 Yellow yoyo

Name

Fold the page in half. Decorate the frame.
Cut out the shape. Add yellow cellophane.



Zebras in a zoo

Things to collect and words to display

zap	zebra	zero	zest
zig	zag	zip	zoo
zoom	zucchini	zzz	

Rhymes and jingles, songs and books

Rod Campbell, *Dear Zoo*, Simon and Schuster, 1982, USA

Brian Paterson and Alan MacDonald, *Zigby Hunts for Treasure*, Harper Collins, 2002

Dr Seuss, *Dr Seuss's ABC*, Random House, 1963
Daddy's Taking Us to the Zoo Tomorrow

Reading the big book

In the alphabet

Students should recognise that **z** is the last letter of the alphabet. Have students say the alphabet aloud to confirm this. Talk to students about **z** being the 26th letter of the alphabet. Explain that the American way of saying **z** is 'zee' whereas the Australian and British way is 'zed'. Show students where **z** is in the dictionary or encyclopaedia. Have students cut out the letters on **Worksheet 1**. Students can jumble these up and then order them from **a** to **z**. Have students paste the letters onto long strips of card. Alternatively, keep the letters for future games.

Looks like

The diagonal line of the **z** can be difficult for some students to master. Provide lots of time for students to practise forming the letter **z**. Take students outside with small containers of water and paint brushes. Allow students to use the water to 'paint' **zs** in as many places as they can find. Students could have a competition to see who can paint the largest **z** before it dries. Students might be encouraged to use square or rectangular shapes such as bricks or pavers to guide them as they write the **z** shape.

Wonderful words

Talk to students about adding **s** to make a word plural. Show students the example from the text. Read the first and second lines. Have them point to the **s** that has been added in the second line. Say to students, "If we have more than one zebra we say zebras. What if we had more than one zoo, how would the word 'zoo' change? That's right it would become 'zoos'. We would add an **s**." Briefly mention to students that not all plurals involve adding **s**. Show students **Worksheet 2**. Explain to them that they need to add **s** to make the words plural. Students should also draw pictures to match the words.

Letting them loose with the little books

Blending

Give students practice at blending sounds to make words by asking them to work out which word you are saying. Use, for example, zzzzzz....ip, zzzzzz....ebra, zzzzzz....oo, zzzzzz....ig zzzzzz....ag

Chop and change

Have some make-believe fun with the line 'Zig zag zebra'. Ask students to substitute another letter for the beginnings of each of these words. Students could come up with: dig dag debra, pig pag pebra, or rig rag rebra.

Making noises

Have students work with a partner. One partner can be the zebra, the other can be the 'zipperupperer'. As the zipperupperer pretends to zip up their zebra by moving their hand from the base of the spine to the neck, they can make a zzzzz noise that gradually gets higher. As they unzip their zebra they can make a zzzzz noise that gradually gets lower.

Craft ideas

Provide students with strips of black paper and strips of white paper. Help them make zig zags by concertina folding each strip. Ambitious teachers could draw the outline of a zebra on paper and have students attach their zig zags to the zebra.

Worksheet 1 Zebras in a zoo

Name

Cut out each letter. Jumble them up.
Put them in the right order.

a	g	m	s	y
b	h	n	t	z
c	i	o	u	
d	j	p	v	
e	k	q	w	
f	l	r	x	

Worksheet 2 Zebras in a zoo

Name _____

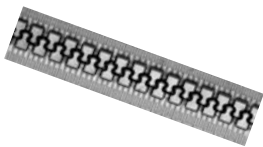
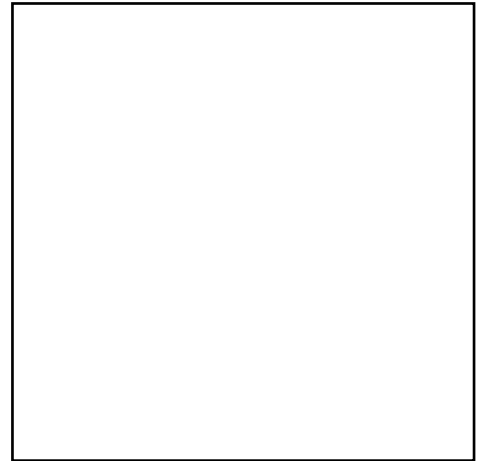
Write the words. Draw the pictures.



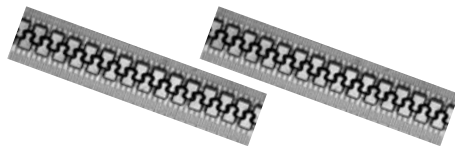
zebra

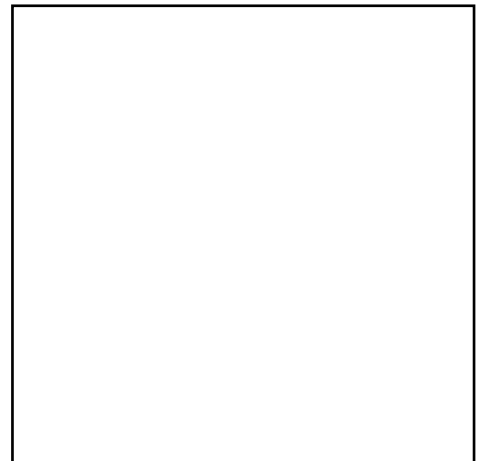


zebras



zip





zigzag

Assessment 1

Class

Date

Name	hears sound at start of word	repeats sound	matches sound to written word	forms letter correctly when writing
a				
b				
c				
d				
e				
f				
g				
h				
i				
j				
k				
l				
m				
n				
o				
p				
q				
r				
s				
t				
u				
v				
w				
x				
y				
z				

Assessment 2

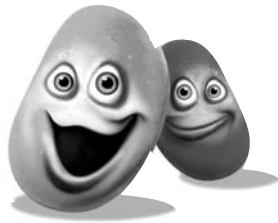
Class

Date

Name	plays listening games	adds to a list of words that start with the same sound	counts the number of syllables in words	recognises words that rhyme	breaks a word into its sounds

WOW!

_____ is a wonderful worker!



Teacher: _____

Date: _____

Congratulations

_____!
You have been a great listener today.

Teacher: _____

Date: _____



EXCITING NEWS!

_____ can:

- play listening games.
- add to a list of words that start with the same sound.
- count the number of syllables in words.
- recognise words that rhyme.
- break a word into sounds.

Teacher: _____

Date: _____