

# FUNNY PHOTO PHONICS

SHORT VOWELS AND  
COMMON SOUNDS

## SET 1 • TEACHING GUIDE

**Kara Munn**



*Blake*  
**EDUCATION**  
*Better ways to learn*

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*Funny Photo Phonics Set 1 Teaching Guide*

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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.**

Word families are an efficient way to increase reading and writing skills. Using only five of the simplest rimes: *an*, *et*, *at*, *ot*, and *ut*, children can create and read more than 40 three-letter words and many other longer words. The 37 most common rimes or phonograms, as they are also known, appear in more than 500 words. Research into early reading (Goswami and Bryant, 1990) showed that students used analogy to read and spell unknown words: by knowing *cat* they could work out how to spell *mat*. The brain is a pattern detector and letter patterns in words are strongly linked to rhyming activities, spelling skills and learning to read lots of words quickly.

The Funny Photo series brings real fun back into early phonics reading books. These books are full of wildly inventive illustrations using manipulated photographs. The matching text tells a real story that students remember. At the same time these books keep to strict word lists with the focus sound given plenty of practice. More than 40 rimes appear in the text of the Funny Photo Phonics short vowel set. With two books on each short vowel sound children will get plenty of practice in recognising the sound made by the short form of the vowel. They will also gain in confidence as they learn to read, rather than guess, each word.

Also included in this set are five common sounds — *sh*, *ee*, *\_y*, *ch* and *oo*. These phonic elements begin to extend children's knowledge of the many sounds that make up the English language.

The activities in the Teaching Guide reinforce the most common word families and focus on student writing as well as word recognition. Included are many playful word family activities and games that help build automaticity and enhance reading fluency.



# Activities

## Grab a game

The following games can be played throughout the year. Most can be played in pairs or small groups. Introduce each game to students and then invite them to play when they have finished an activity early or during indoor play times.

## Before you begin

Each of these games refers to the game boards and game pieces that can be found on pages 8 to 21. Copy the game boards onto thin card. Make

multiple copies if possible. Have students colour the game boards and then laminate them to ensure they can be used time and time again. The game pieces need to be cut into individual squares after they have been laminated. Once students have been shown how to play a game, the game boards and pieces can be stored in a zip lock bag or another suitable place.

## BINGO

### You will need:

- one set of short vowels game boards and game pieces
- OR
- one set of short vowel and common sounds game boards and game pieces
- 9 counters per player

This game can be played in groups of two to four. Decide whether to play Short Vowels Bingo or Short Vowels and Common Sounds Bingo. Each student places a game board in front of them. Shuffle the game pieces and place these face down in the middle of the students.

Students take it in turns to lift a game piece. If they lift the game piece **\_a\_**, students look for words on their board that have short a in the middle. If they have the pictures **bat** or **map**, for example, they cover one of these with a counter. If there are multiple words that match the rule, students must wait until the next game piece is uncovered. After each turn, the game piece is placed to one side. The winner is the first to cover all their pictures and shout

**'BINGO!'**

## BEGINNING, MIDDLE AND END

### You will need:

- one set of extra game pieces
- one set of short vowels game boards
- OR
- one set of short vowel and common sounds game boards
- one counter per player

This game can be played in groups of two to four. Each student takes a game board. They place their counter on the top left square. The extra game pieces are spread face down in the middle of the group. Students take turns to choose a game piece. Depending on the position of the question mark, students look at their picture and say the beginning, middle or end sound. For example, if the picture is a cat and the game piece shows **\_?\_**, students say **/a/**. They replace the game piece to the middle of the group. If students get the sound correct, they move on, if it is incorrect they stay in the same position. Students move their counter clockwise around the board and finish in the centre square on the second last row.

# Activities

## I'm Thinking of a Word ...

**You will need:**

- one set of short vowels game boards

**OR**

- one set of short vowel and common sounds game boards

This game can be played in pairs. Each student holds a game board. They place the extra game pieces face down on the ground between them. Students sit so they can see their partner's board. They take turns to uncover a game piece. The game piece tells them which sound to focus on. If the game piece is ?\_\_\_, they choose a word from their partner's board and say 'I'm thinking of a word where the first sound says \_\_\_'. The other player has three seconds to work out which word they are thinking of. The players swap roles and play continues.

## Sound Swap

**You will need:**

- one set of extra game pieces
- one set of short vowels game boards

**OR**

- one set of short vowel and common sounds game boards

This game can be played in pairs. Each player has a game board. One extra game piece is chosen. If the game piece shows \_\_\_?\_\_\_, students look at each word on their game card. They change the middle sound in each word to another sound to make new words. Each word must be a real word. If the game piece shows \_\_\_?, they change the last sound of each word to a new word. If the game piece shows \_\_\_? \_\_\_ they change the middle sounds. Points are scored for each new word that is made.

# And Now for Assessment

There is an assessment record sheet on page 67 which can be used to record students' progress. Make enough copies for each student in the class. In the first three columns record the responses that students make. In the last column, students write the letters in the space provided.

Use this information to identify specific strengths and weaknesses of students. Future lessons and revision activities can then be planned to cater for their needs. This page can also be used as a stimulus for discussion during parent-teacher interviews. Parents benefit from being exposed to specific examples and the exact instructions that have been given.

If further practice of skills is required, use the game cards.

Students choose a picture. Point to the picture and say: 'This is a \_\_\_\_\_. Say the sounds after me', or 'Tell me the sounds you hear when I say this word' or 'I'm going to say the sounds of this word slowly and I want you to tell me the whole word.' If revision of letter formation is necessary, provide students with a range of tools such as paint brushes, markers and cotton buds. Let them use water and paint to form the letters. Remember to focus on the correct starting position and the direction.

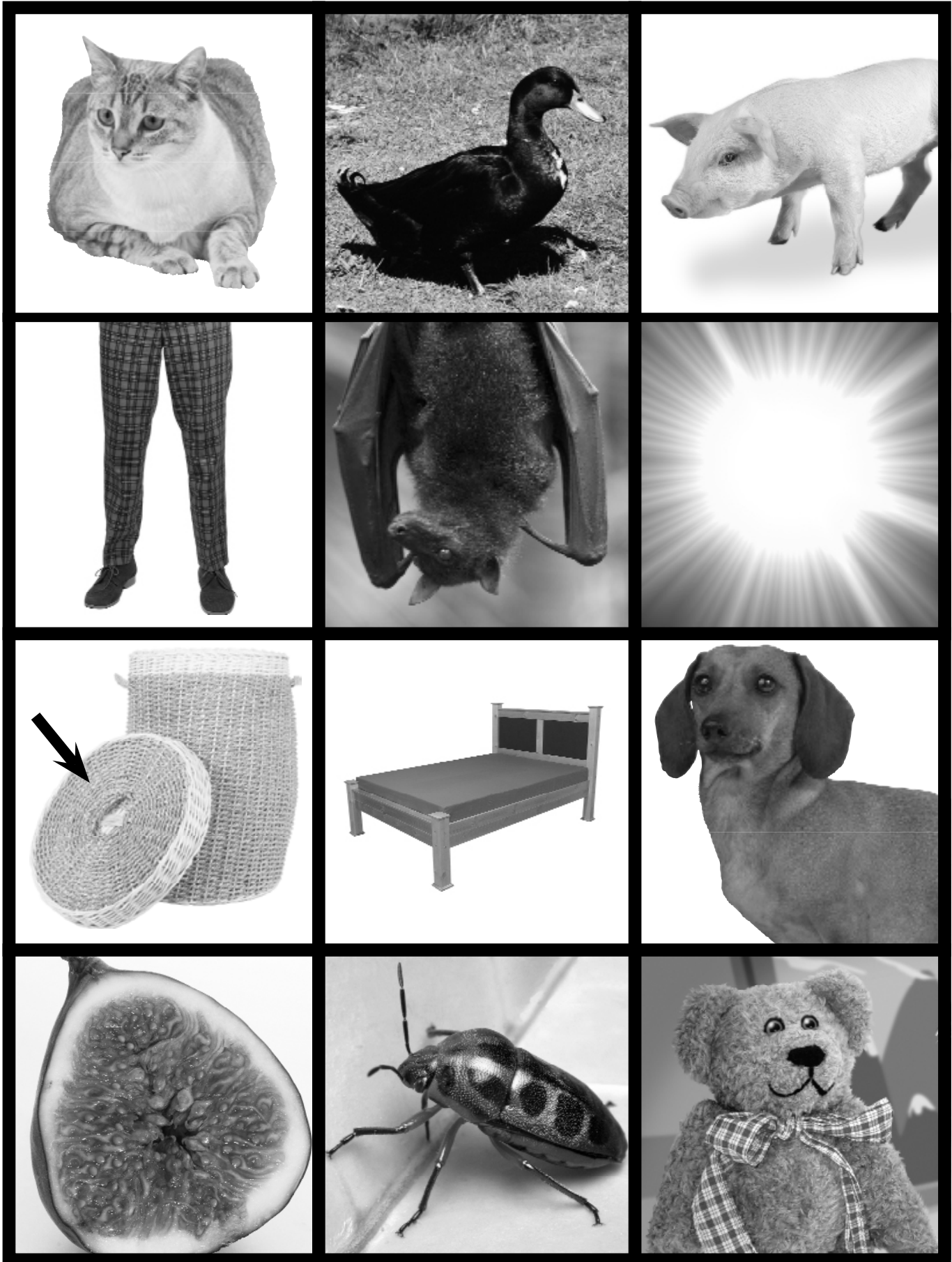
If many students are experiencing difficulty, use this table as a reminder of areas that need revising.

	repeating these sounds	breaking these words into sounds	blending sounds together to make these words	using correct letter formation for these letters
<b>Class Revision is Needed</b>				



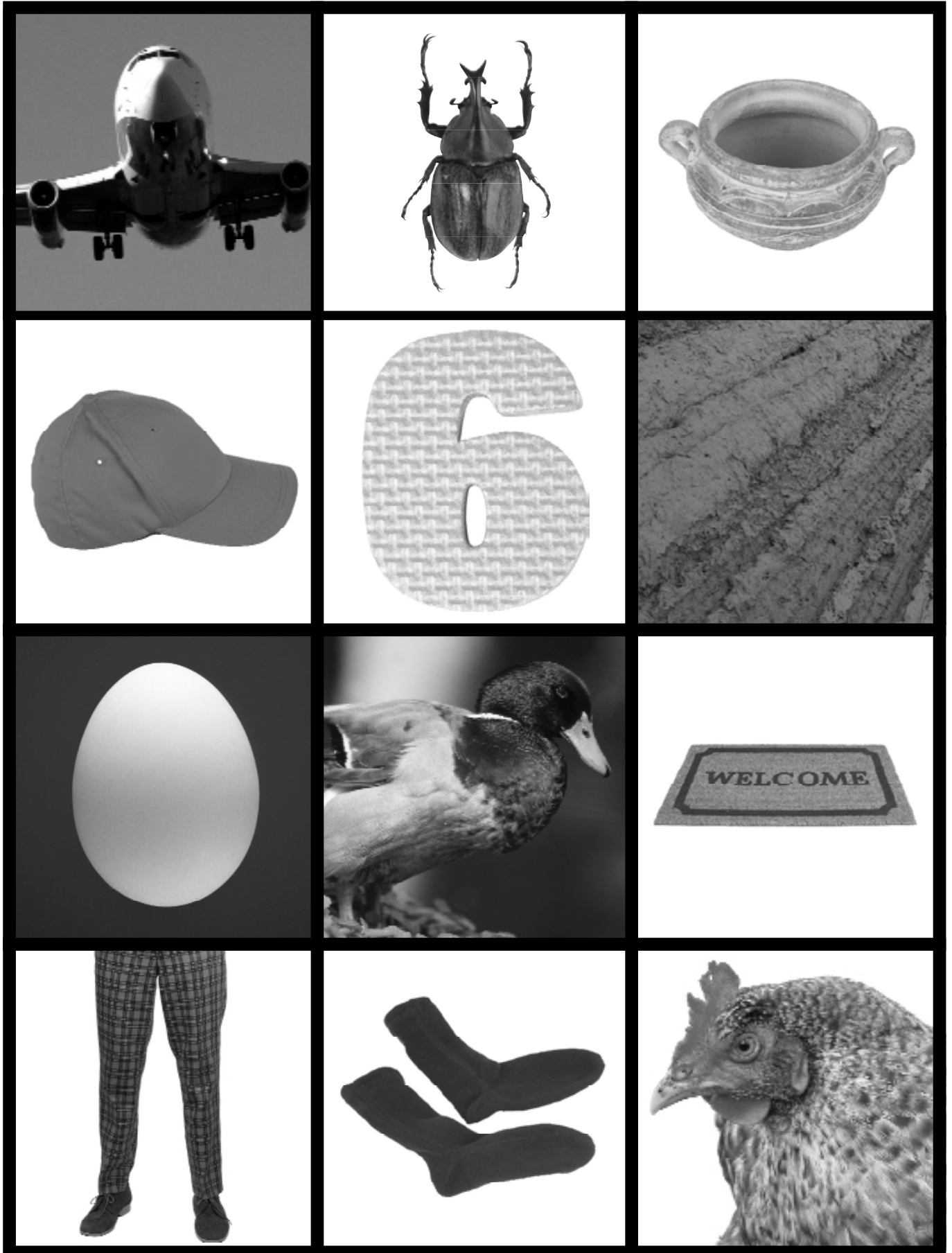


# Game boards – Short Vowels

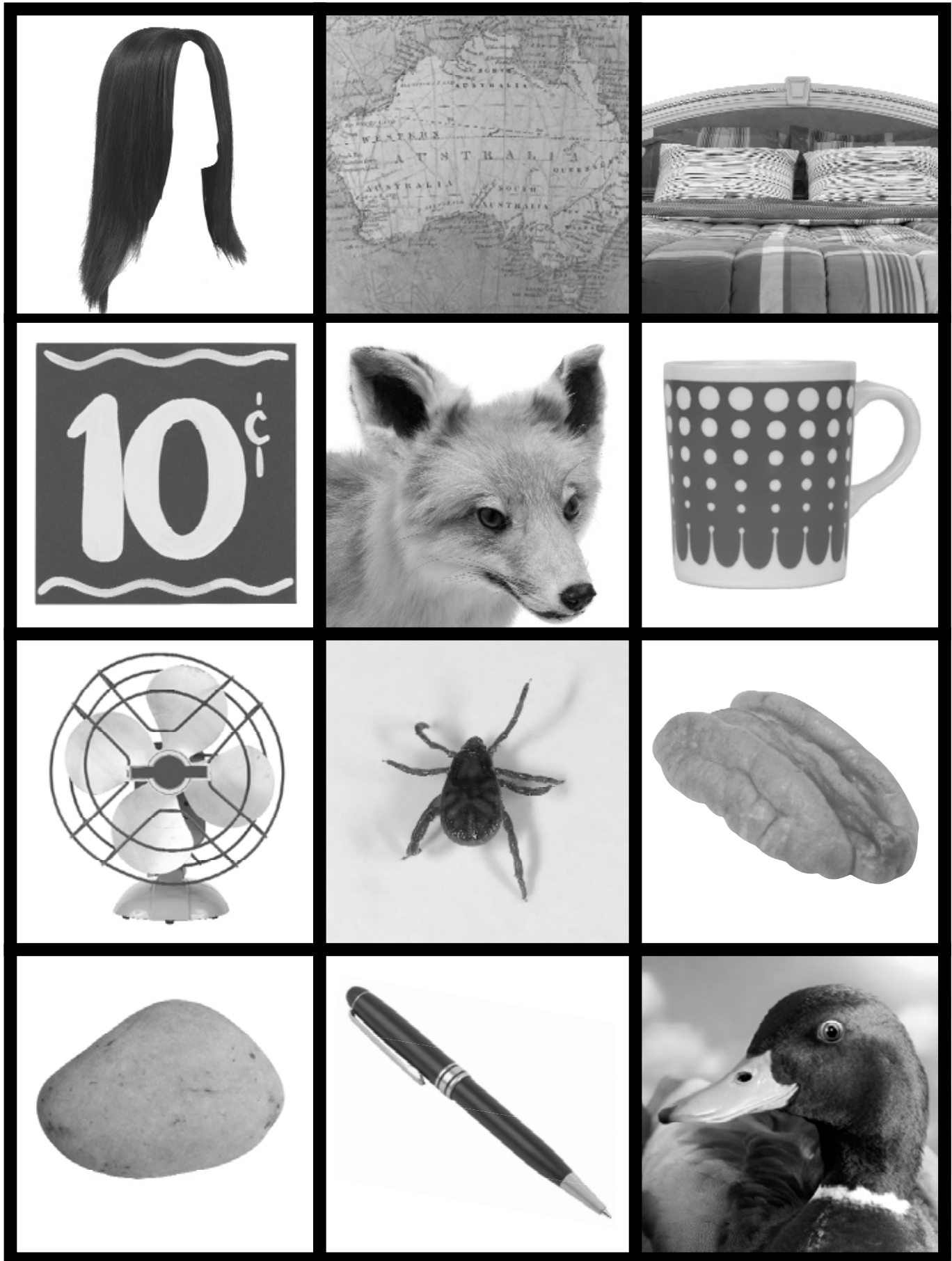




# Game boards – Short Vowels



# Game boards – Short Vowels



# Game boards – Short Vowels



# Game Pieces – Short Vowels

\_ a \_

\_ e \_

\_ i \_

\_ o \_

\_ u \_

\_ a \_

\_ e \_

\_ i \_

\_ o \_

\_ u \_

\_ a \_

\_ e \_

# Game Pieces – Short Vowels

**i**

**o**

**u**

**a**

**e**

**i**

**o**

**u**

**a**

**e**

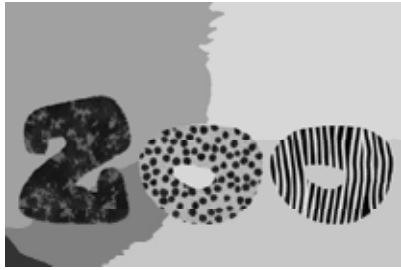
**i**

**o**

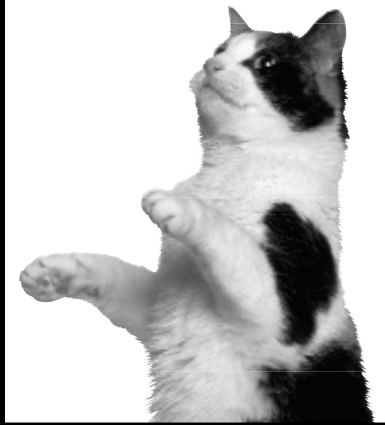
# Game boards – Short Vowels and Common Sounds



# Game boards – Short Vowels and Common Sounds

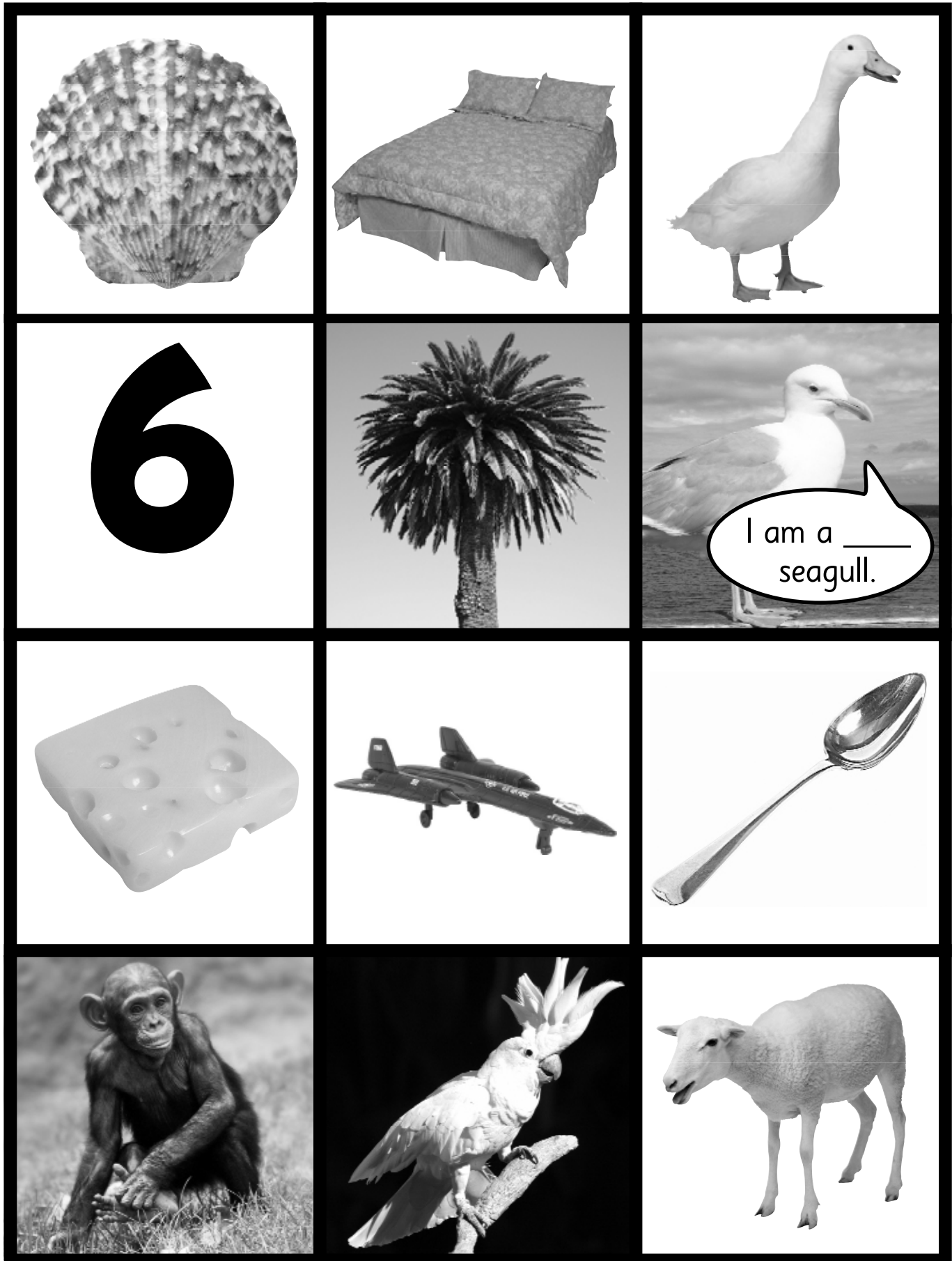


10





# Game boards – Short Vowels and Common Sounds



# Game boards – Short Vowels and Common Sounds



# Game boards – Short Vowels and Common Sounds



# Game Pieces – Short Vowels and Common Sounds

sh

ch

oo

ee

\_y

sh

ch

oo

ee

\_y

\_a\_

\_e\_

# Game Pieces – Short Vowels and Common Sounds

**i**

**o**

**u**

**a**

**e**

**i**

**o**

**u**

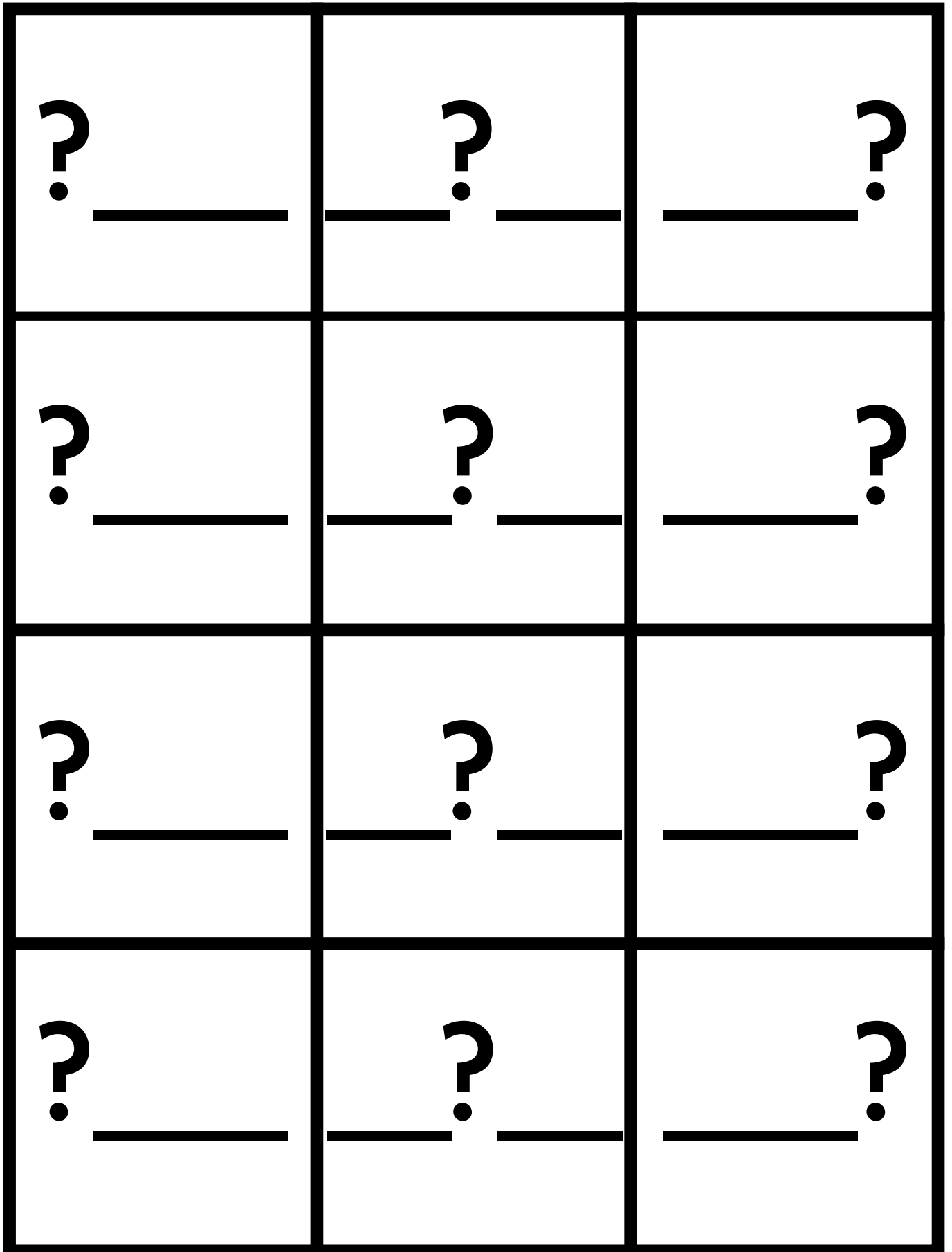
**sh**

**ch**

**ee**

**oo**

# Extra Game Pieces



## Can Cat Bat? • Sam the Ant

### Things to collect and words to display

ant an can fan man ran tan van

bad dad had mad sad glad

am ham Sam

at bat cat fat hat mat rat sat

map tap cap nap lap rap

sight words: a an and has in is no the

### Rhymes and jingles, songs and books

Pamela Allen, *Fancy That!*, Nelson, 1998, Australia

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

Dr Seuss, *The Cat in the Hat*, Random House, 1985, New York

*The Ants Go Marching One by One*

### Can a Cat Bat?

#### Reading the big book

##### *Begin with a brainstorm*

With students, make a list of words with short a. Begin by writing the ones in the big book. *We have the words cat and bat, can you think of some more words that sound the same at the end?* Encourage students to add to the various word families. Display the list in the classroom.

#### Chop and change

*I am going to choose a word from the text. You want them to chop off the first sound and change it to a new sound. Use the following as examples. Change the c in cat to b; the f in fat to h; the s in sat to fl; the c in can to b; the c in can to p.*

#### Letting them loose with the little books

##### *Time for a rhyme*

*Rhyming words sound the same at the end.*

Show students **Work sheet 1**. *You need to use each of the letters around the cat to make a word that rhymes with cat and fat. Write your words inside the picture of the cat.* Challenge more capable students to add blends to make words such as flat and splat.

##### *Break it up*

Demonstrate how words can be broken into sounds. Say, 'I can say rat slowly, r...a...t.' Ask students to identify the first, middle and final sound they hear. Show students **Work sheet 2**. Explain that they need to fill in the missing letters. *Look at the picture and say the name of the picture slowly to break up the sounds. Then work out which letter is missing.*

### Sam the Ant

#### Reading the big book

##### *Looks like*

Have students point to all the lower case 'a' in the text. With a marker, show students how to write the letter. Make sure they know the correct starting point. Have students point to the curved part of the letter and the straight part. Write the letters a, d and g on chart paper. Help students to notice that when they write a, they are writing the beginning of the letters d and g.

##### *Blending*

*I can add m to ap to make the word map. What happens if I add c to ap? What word do I make?* Show them **Work sheet 1**. Explain that there are lots of places on the ant's map. Students need to find the places that end in ap and put a circle around them. Later, have students say each of the places aloud.

#### Letting them loose with the little books

##### *Wonderful words*

Show students **Work sheet 2** and ask them to look at the example. Help students to see that the last letter of each word is also the first letter of a new word. Students arrange the given words in the crossword grid. Remind them that there are different ways of arranging the words and that there is no one correct answer.

##### *Making noise*

Take students outside for a modified game of cricket. Prior to each student batting, they shout 'I'm going to bat with my b, b, bat.' The remaining team members chant, 'She/He's going to bat with the b, b, bat.'



# Work sheet 1 Can a Cat Bat?

Name

Make words that rhyme with cat.  
Write them in the fat cat.

  at



# Work sheet 2 Can a Cat Bat?

Name \_\_\_\_\_

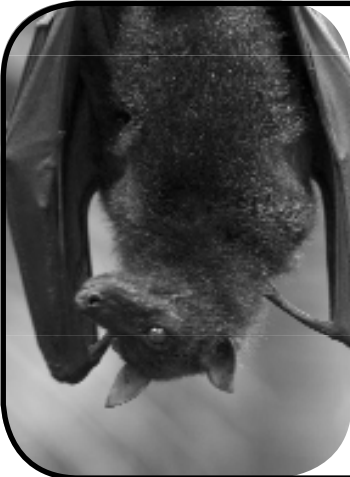
Fill in the missing letters.



c \_ t



\_ at



ba \_



m \_ t



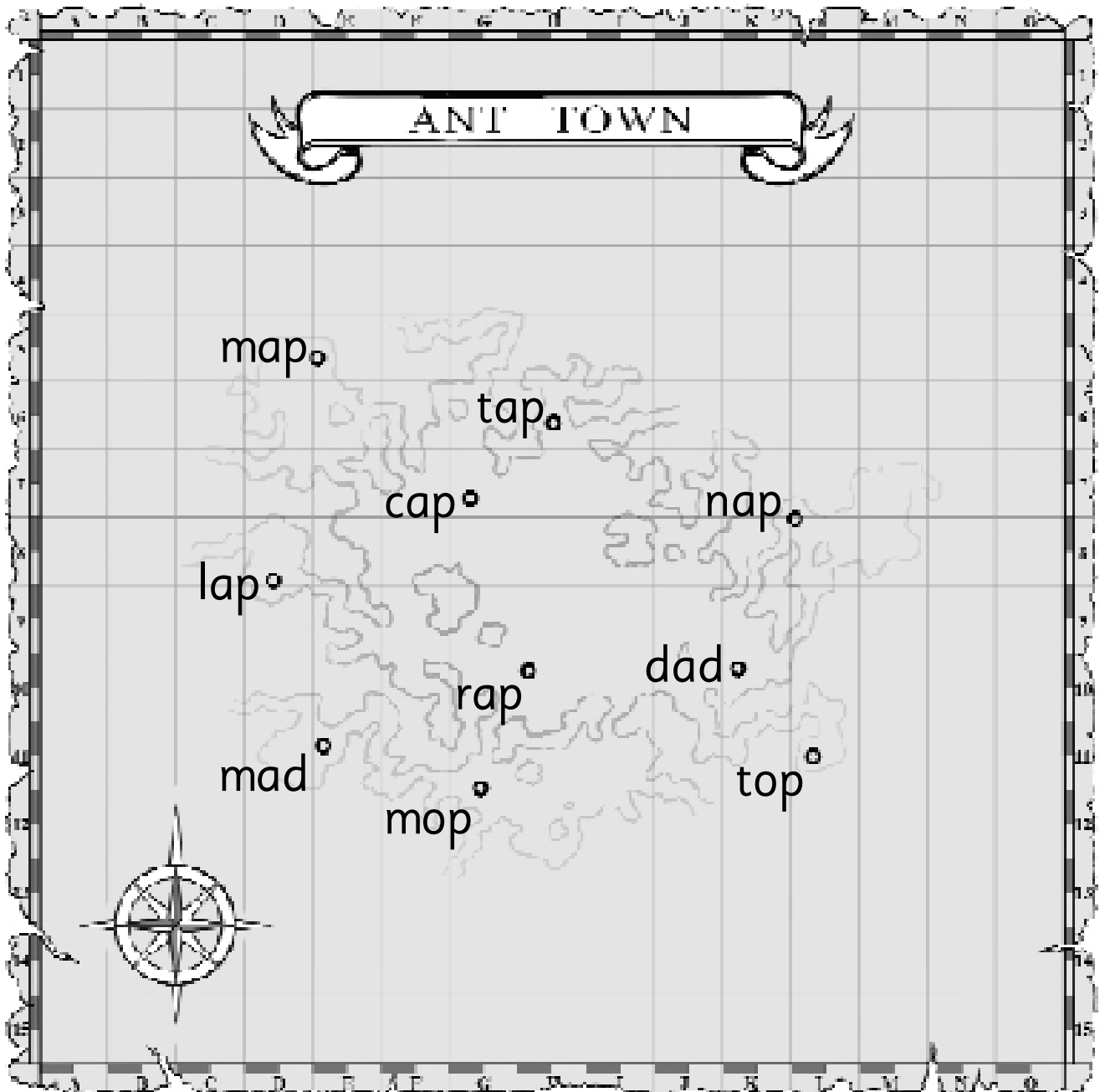
ra \_

The \_ at cat  
\_ \_ \_ on the  
hat.

# Work sheet 1 Sam the Ant

Name \_\_\_\_\_

Find the **\_ap** words on the map.  
Put a circle around them.



# Work sheet 2 Sam the Ant

Name \_\_\_\_\_

Use the words to fill in the crosswords.

example

Sam tap sat map

S	a	m
a		a
t	a	p

has dad sad had


nap ran tap rat


nap ban tap bat


Make up one of your own.


# Tom the Dog • A Fox in Socks

## Things to collect and words to display

dog log bog fog hog jog long song  
gong dong got pot cot dot rot lot hot  
not pop cop top hop nod cod rod  
fox box **sight words:** a go in into is no  
not of onto the

## Rhymes and jingles, songs and books

Eric Hill, *Where's Spot?*, Puffin Books, 2003  
Dr Seuss, *Fox in Socks*, Random House Books, 1965, USA  
Janet Stevens (adapted by), *Tops and Bottoms*, Koala Books, 1998, Australia  
Margaret Wild, *The Pocket Dogs*, Scholastic, 2000, Australia  
*Hot Cross Buns*

## Tom the Dog

### Reading the big book

#### *Odd one out*

Choose three words from the text. Two of the words should have a short o sound as the middle sound. Ask students to listen as you say the three words. They choose the word with the different middle sound. Show students

**Work sheet 1.** They say the word dog and listen for the middle sound. Then they say a word to match each of the pictures. If the middle sound is short o, they circle the picture.

#### *Making noises*

Enlist the help of some parents and pop popcorn with groups of students. Each time students hear a pop they can echo 'pop'. Take photos of the activity. Display these in the classroom with lots of labels that read 'POP'.

#### *Craft*

Make sock puppets. Let students be creative by gluing scraps of material onto the sock.

## Letting them loose with the little books

### *Syllable clap*

Help students to hear the syllables in words. Read a line and then ask students to clap it back to you. They should clap once for each syllable. Explain that each clap represents a syllable. Model this with some multi-syllable words such as popcorn, writing, funny, imagine, battery

and hippopotamus. When students understand this, show them **Work sheet 2.** Explain that you are going to read the lines again. This time they need to colour one piece of popcorn for each syllable.

### *Handle with care*

Students sit in a circle. Give one student a pot. Tell them to pretend that the handle is cool but that the pot is hot. Ask students to pass the pot around the circle taking care as they pass it from one person to the next. Remind them that they should take care when they are passing books from one person to another too. Have students pass a book around the circle in an appropriate way.

## A Fox in Socks

### Reading the big book

#### *Begin with a brainstorm*

With students, make a list of words with short o. Begin by using those in the big book. Then support students to build word families for the endings ...ot and ...op. Encourage students to make other word families. Display the list in the classroom.

#### *Time for a rhyme*

Show students **Work sheet 1.** Explain that they should say each of the words in the left-hand column aloud. Then they should say the words in the right-hand column aloud and find the one that sounds the same at the end. Students draw a line between the rhyming words. Next, have them write more words that rhyme with got. Challenge more capable students to write rhyming words that have more than three letters.

## Letting them loose with the little books

### *Wonderful words*

After students have read the little book, show them **Work sheet 2.** Explain that they need to read each caption and draw a picture to match. Remind them that all the words are words they have read in *A Fox in Socks*.

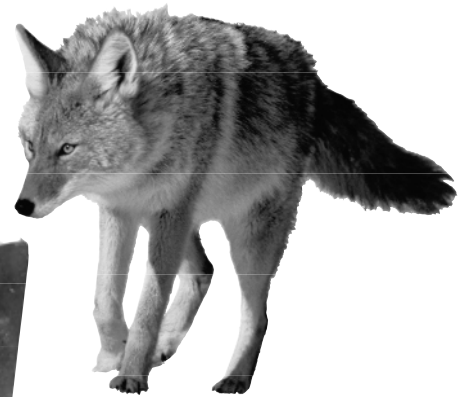
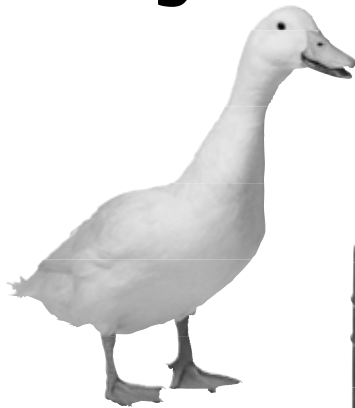
### *Looks like*

Have students locate the lower case o in the text. Ask them to describe the shape and to talk about objects in their environment that are the same shape, such as ovals and eggs. Remind students of the correct starting point when writing the letter o. Have students practise writing the letter with their finger on the floor in front of them. Then let them use orange paint to paint capital and lower case o on paper many times.

# Work sheet 1 Tom the Dog

Name

Listen for the middle sound. If it is the same as the middle sound in **dog**, circle it.



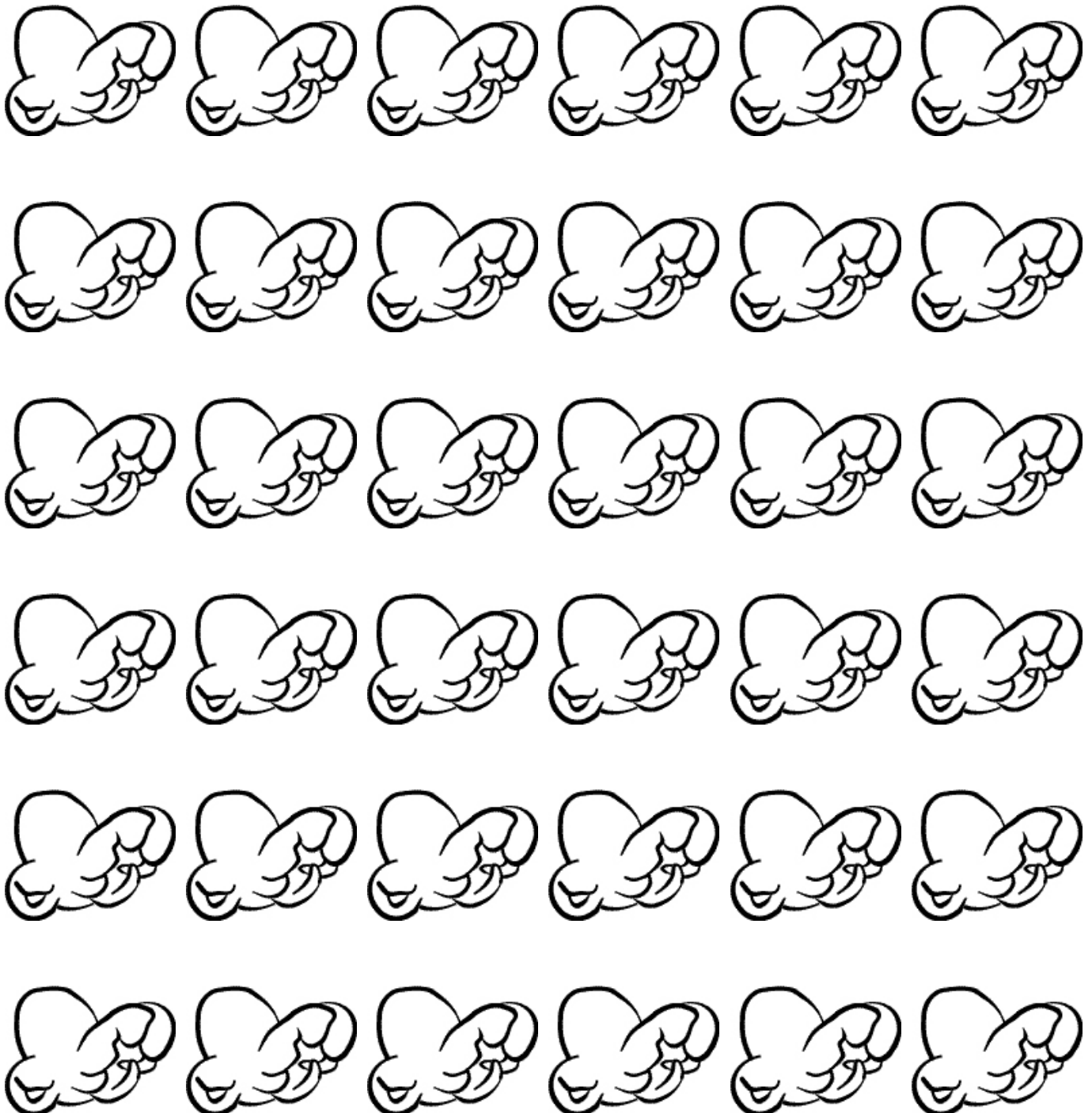
**POP**



# Work sheet 2 Tom the Dog

Name \_\_\_\_\_

Count the syllables. Colour one piece of popcorn for each syllable.





# Work sheet 1 A Fox in Socks

Name

Draw a line to match the rhyming words.

**fox**

**lot**

**got**

**socks**

**boxes**

**box**

**rocks**

**foxes**

Write 4 more words that rhyme with **got**. Use these letters. **c h n p**

# Work sheet 2 A Fox in Socks

Name

Draw these funny pictures.

a fox on a box

socks on a fox

a top on a box

socks and rocks  
on a box

## Ten Pens for Meg • Eggs on Legs

### Things to collect and words to display

ten pen hen men den Ben Meg leg egg  
beg Ted bed led fed red Ned pet set  
met let vet set bet net get wet jet  
peck deck neck wreck **sight words:** a  
an for has is in on said the to yes

### Rhymes and jingles, songs and books

Sheena Knowles, *Edward the Emu*, Harper Collins Publishers, 2002, Australia  
Ana Zamorana, *Let's Eat*, Omnibus Books, 1996  
*Ten Green Bottles*  
*The Little Red Hen*

### Ten Pens for Meg

#### Reading the big book

##### *Begin with a brainstorm*

Have students brainstorm a list of words with short e. They might like to do this as a small group. Have them record their words on **Work sheet 1**. Reread some of the text from the big book. Have students locate the words with short e and make sure they have been included in the brainstorm list. Help students to build word families for endings such as ...eg and ...en.

##### *Syllable clap*

Give each group of students a handful of pencils. Read aloud a section from the pages of the big book. Ask students to count the number of syllables and place a pencil in front of them for each syllable they hear. Some students might benefit from clapping the syllables prior to placing the pencils.

#### Letting them loose with the little books

##### *Wonderful words*

Students turn to page 6. Ask them to find the apostrophe on the page. Tell them why this apostrophe is present. Give other examples such as 'Meg's leg' and 'Ted's hen'. Ask students to find another apostrophe in the book. Explain to them that the apostrophe on page 16 is there for a different reason. Talk about contractions and give examples of others such as 'I'm' and 'isn't'.

##### *Chop and change*

Tell students that they can chop sounds off words and replace them with other sounds to make new words. *If we say hen without the h we say 'en'. We can put a p at the start and make the new word pen.* Let students experiment with chopping and changing. Then show them **Work sheet 2**. Explain the example to students and let them complete the table independently.

### Eggs on Legs

#### Reading the big book

##### *Odd one out*

Show students **Work sheet 1**. Choose a word and break it into sounds. *We can say leg like this l-e-g, leg.* The middle sound is /e/. Read each line of words to students. Explain that they need to listen for the middle sound in each word. *Draw a circle around the odd one out, or the 'odd egg out'.* Colour the remaining eggs.

##### *Handle with care*

Teach students the importance of treating books with care and respect. Have them sit in a circle. Show them an egg and ask them how they should pass it around the circle. Ask what will happen if they drop the egg or hold it too tightly. Next, have students pass the egg around the circle. You might like to hard boil the egg just in case it gets dropped! Tell students that books need to be treated with care as well and that when they are passed around, they should be passed with care.

#### Letting them loose with the little books

##### *Looks like*

Have students trace over the 'e's on the cover of the book. Remind students of the starting position of the lower case e and the capital E. Have them discuss the similarities and the differences between capital and lower case 'e's. Make sure students know that when they are writing lower case e their pencil should not leave the paper. When they write capital E, they make four individual straight lines.

##### *Wonderful words*

Tell students the sounds of the five vowels. Remind them that if a word starts with a vowel then they say 'an' before it rather than 'a'. Give them some examples like 'an egg' and 'an elephant'. Show students **Work sheet 2**. Explain that they need to look at the picture. They need to work out whether the word starts with a vowel or not. Then they write 'a' or 'an' before the object. Remind them to write all the sounds that they can hear.

# Work sheet 1 Ten Pens for Meg

Name

How many words can you think of that have **e** like in Meg?

Write them here.

e

# Work sheet 2 Ten Pens for Meg

Name \_\_\_\_\_

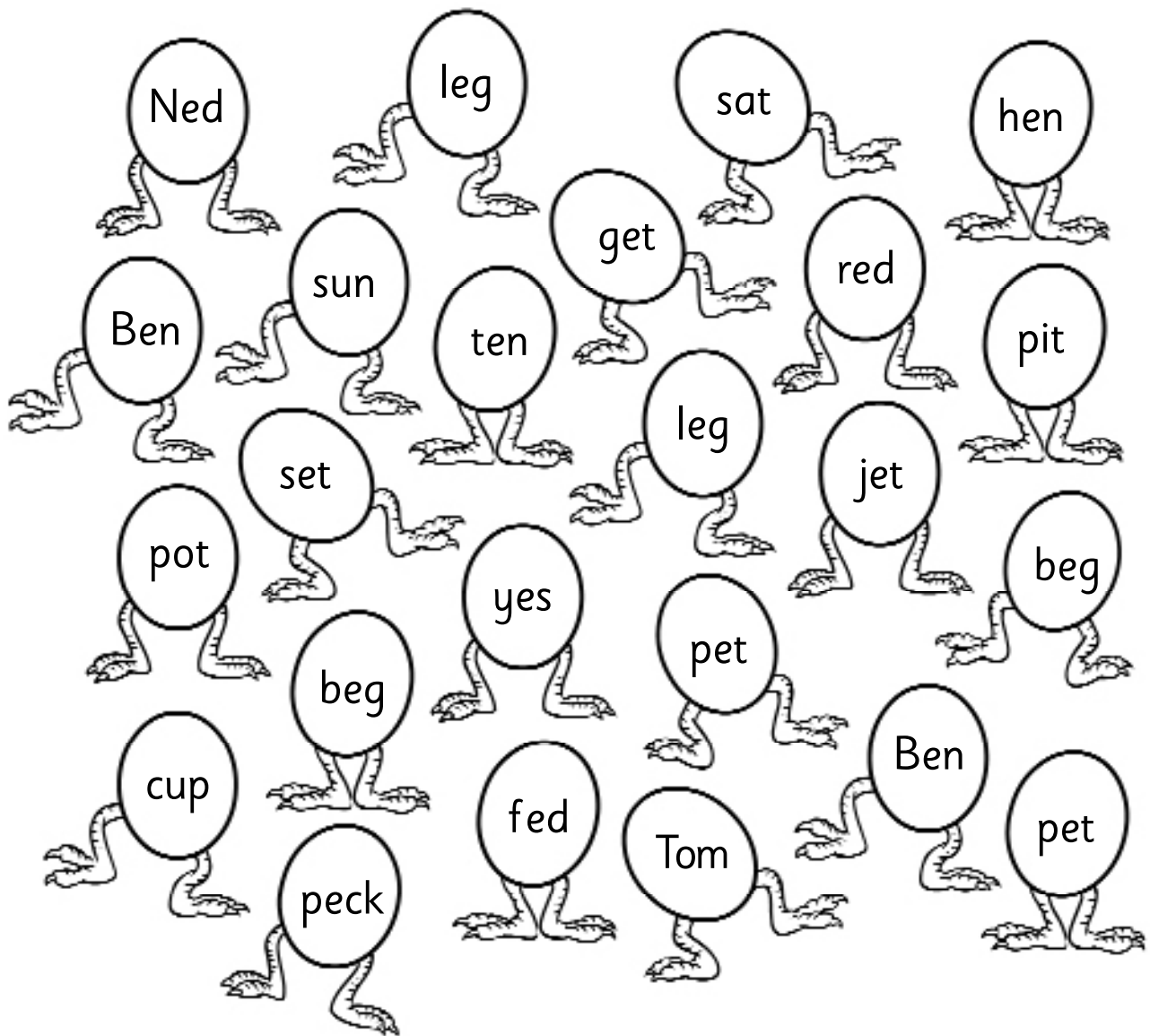
Make some new words.

start with	cross off p	add	new word
example: pet	<del>pet</del>	s	set
pet		b	
pet		g	
pet		j	
pet		l	
pet		m	
pet		n	
pet		v	
pet		w	

# Work sheet 1 Eggs on Legs

Name \_\_\_\_\_

Read the words. Listen to the middle sound. Which egg is the odd egg? Put a circle around each odd egg. Colour the rest of the eggs.



# Work sheet 2 Eggs on Legs

Name \_\_\_\_\_

**a** or **an**?

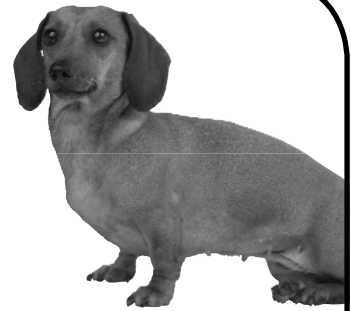
example:



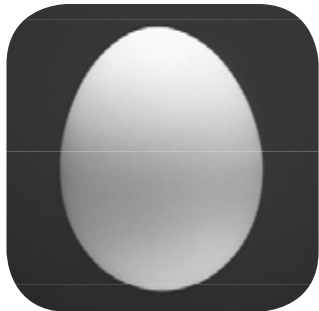
a bed



\_\_\_ elephant



\_\_\_ dog



\_\_\_ egg



\_\_\_ book



\_\_\_ elbow



\_\_\_ hand



\_\_\_ exit



\_\_\_ computer



## Jim's Bin • Mix It In

### Things to collect and words to display

it bit hit sit pit fit lit in bin pin tin  
win thin mix fix six tip sip hip lip nip  
dip rip whip fig wig big jig dig pig  
did hid lid bid kid hill sill mill pill fill  
bill will lick sick pick tick  
**sight words:** and are by can go his  
into is no of the this yes

### Rhymes and jingles, songs and books

Anthony Browne, *Willy the Wimp*, Candlewick Press, 2002  
Pat Hutchins, *Titch*, Aladdin Paperbacks, 1993, New York  
Grace Maccarone, *Itchy, Itchy Chicken Pox*, Scholastic, 1992, Australia  
*Incy Wincy Spider*  
*Jack and Jill went up the Hill*  
*One Little, Two Little, Three Little Indians*  
*Twinkle, Twinkle Little Star*

### Jim's Bin

#### Reading the big book

##### *Begin with a brainstorm*

With students, make a list of words with short *i*. Write these on chart paper. Have students refer to the pages of the big book to make sure they have included all the words from the text. Help students to make word families based on the words.

##### *Break it up*

Reread the text from selected pages. *I'm going to say a word like this: p-i-g and I want you to tell me what the word is.* Choose words from the page and break them into sounds. It might help for students to 'chop the air' with their hand as they say the parts and then clap their hands together as they say the complete word. Ask students to make up their own questions for their peers.

#### Letting them loose with the little books

##### *Syllable clap*

Remind students how to count the syllables in words. Practise clapping the syllables in their names. Then show them **Work sheet 1**. Students need to listen as you read one sentence from Jim's Bin. *Count the syllables and then*

*colour in the same number of bins along the top row. As they listen to each sentence they colour the number of syllables.*

##### *Looks like*

Remind students how to form the lower case *i*. Make sure they remember the starting point and to include a dot at the top. Show students **Work sheet 2**. Explain that they need to write a lower case *i* in each bin. The lines on the bin will help them to follow the correct slope of the letter.

### Mix It In

#### Reading the big book

##### *Blending*

*I'm going to say a word slowly like this: p---i----g. What word am I saying? That's right, I'm saying pig.* Show students **Work sheet 1**. Direct their attention to the top row of words. Choose one of these words and say it slowly. Draw a circle around the word I said. For each of the remaining rows of words, choose one word, say it slowly and then ask students to circle the word they have heard.

##### *Making noise*

Play a game of 'Hide the Pig'. Use a small plastic pig if you have one or draw a picture and laminate it. One student leaves the room while another hides the pig somewhere in the classroom. The student returns to the classroom and has to find the pig. The remaining students say '/i/ /i/ /i/ ' in a quiet voice when the student is far from the pig. As the student gets closer to the pig the '/i/ /i/ /i/ ' gets louder and louder.

#### Letting them loose with the little books

##### *Wonderful words*

Show students **Work sheet 2**. *The letters of a word have been mixed up in each cake mixture. You need to rearrange the letters to make a word.* Tell them that each of the words comes from the text of *Mix It In*.

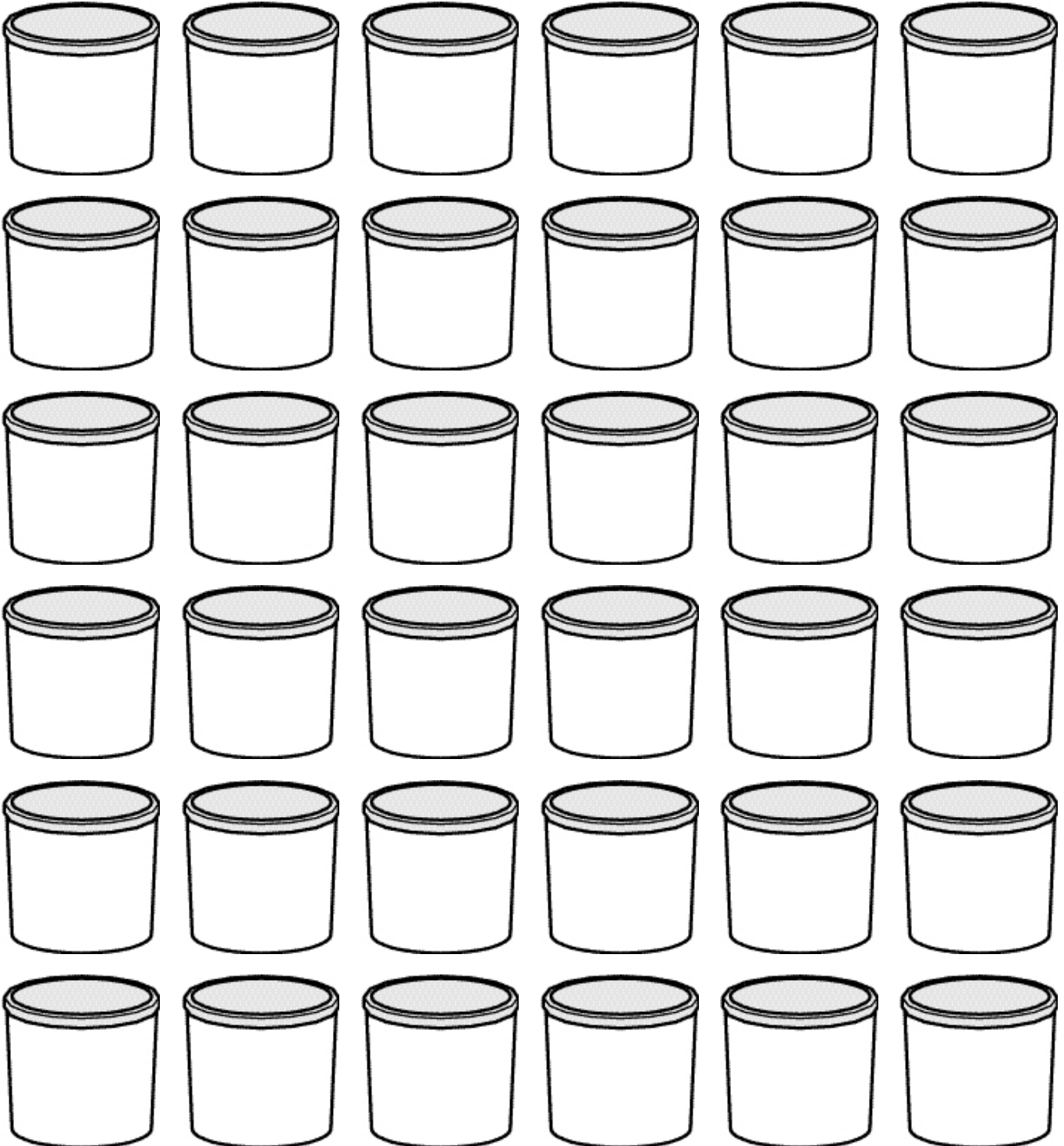
##### *Odd one out*

Have students choose three words from the text. Two of these should have a short *i* sound. Each student takes it in turns to say the three words. The remaining students work out the odd word, or the word without the short *i* sound.

# Work sheet 1 Jim's Bin

Name \_\_\_\_\_

Colour the bins to show how many syllables.



# Work sheet 2 Jim's Bin

Name \_\_\_\_\_

Practise your handwriting.  
Put the **i** in the bin.



# Work sheet 1 Mix It In

Name \_\_\_\_\_

Listen to the sounds. Circle the word that matches the sounds.

big	pig	Jim
-----	-----	-----

Kim	big	kid
-----	-----	-----

hid	bin	sit
-----	-----	-----

six	hid	big
-----	-----	-----

hit	sit	mit
-----	-----	-----

this	tip	him
------	-----	-----

Jim	in	bin
-----	----	-----

win	sit	Kim
-----	-----	-----

# Work sheet 2 Mix It In

Name \_\_\_\_\_

Mix up the letters and make a word.

i x m

\_\_\_\_\_

i t h s

\_\_\_\_\_

n i w

\_\_\_\_\_

p t i

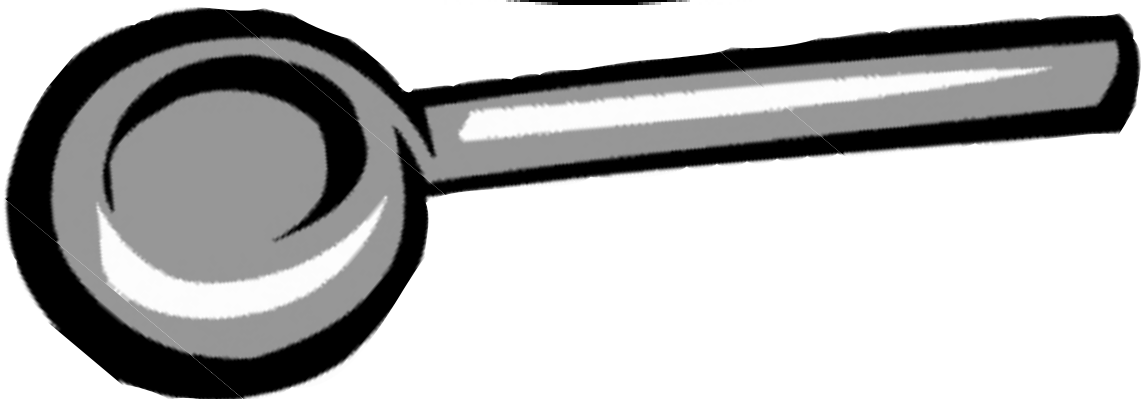
\_\_\_\_\_

d p i

\_\_\_\_\_

b t i

\_\_\_\_\_



## Gus and the Pup • A Bug and a Nut

### Things to collect and words to display

bug dug hug jug mug rug tug bun run

fun sun tum yum gum hum but cut

nut cub rub tub grub bus Gus

up cup pup duck luck muck suck tuck

yuck bud mud thud

**sight words:** a and got has in is it's

met no of on sees sit that the this

### Rhymes and jingles, songs and books

Bob Graham, *Buffy: An Adventure Story*, Walker, 1996, London

Bob Graham, *Let's Get a Pup!*, Walker, 2001, London

Morag Loh, *Tucking Mummy In*, Ashton Scholastic, 1987

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

Tim Winton, *The Bugalugs Bum Thief: Aussie Bites*, Penguin, 2003

*Humpty Dumpty Sat on a Wall*

### Gus and the Pup

#### Reading the big book

##### *Begin with a brainstorm*

Students listen to the text in the big book. They discuss the words that have short *u* in them. Then they sit facing a partner and take turns to say a word with a short *u*. They continue until they cannot think of any more. Prompt students to make word families.

#### Chop and change

Practise chopping and changing the sounds in students' names. Ask them to chop off the first sound in their name and change it to *h* or *p*. For example Sam would become Ham and then Pam. Have fun making up some silly sentences using the first sentence from the big book text. Change the *b* in bug and the *n* in nut to a given sound, say *s*. Students say the new sentence: A sug met a sut.

#### Letting them loose with the little books

##### *Break it up*

Ask students to listen to the last sound they hear in words. Use examples such as fun, mud, pup and duck. Make sure students are saying the final sound rather than the letter name. Then demonstrate how to say a word by separating the beginning of the word from the final sound. For example mu...d, du...ck. Show students **Work sheet 1**. Have them cut out each of the boxes. They take turns to pick up the two parts of a word. They say the parts of the word as

they hold the pieces in front of them. Then they move the pieces together as they say the word as a whole.

##### *Time for a rhyme*

Ask students to turn to pages 2 and 3. Remind them that rhyming words sound the same at the end. Say '*Find me a word that rhymes with fuss.*' Students put their finger on the word that rhymes. Choose a different student to ask a rhyming question for each double page spread of the book. On **Work sheet 2** students read the words, look at the pictures and they draw a line to join the ones that rhyme.

### A Bug and a Nut

#### Reading the big book

##### *Looks like*

Students look at the shape of the lower case *u*. They locate the curved edges and the straight edges. They make a letter *u* from play dough or plasticine. Discuss the similarities and differences between the shape of *u* and other letters. Students make the following letters out of play dough: *a, g, d, q, y*. They locate *u* within each of these letters. Help students to understand that the same shape forms the basis of many letters.

##### *Chop and change*

Show students **Work sheet 1**. Explain that they have some puzzles to solve. They need to turn one word into another word by changing one letter at a time. Show the example. Look at the first word. You need to change one letter to make a new word. In the example they changed *g* to *t* to make *but*. You then change one letter in *but* to make the final word. In the example they change *b* to *n* to make *nut*. Complete more examples with students and then let them complete the work sheet.

#### Letting them loose with the little books

##### *Wonderful words*

Have students turn to page 2. *I'm going to read a sentence but I'm going to miss out a word. See if you can work out the missing word. A bug and a nut sit on a \_\_\_\_\_. What word is missing? That's right, it's rug.* Show students **Work sheet 2**. *There are words missing from the sentences. You need to read the sentence, look at the picture and work out the missing word.*

##### *Blending*

Play a game of *Is it under?* Write each of the words from the text that has short *u* on a small piece of card. Place these face up in the middle of a group of students. One student leaves the room while a small picture of a bug is placed underneath one of the cards. When they return they ask, for example, 'Is it under r...u...g, rug?' For each guess they say the word by breaking it into its sounds.

# Work sheet 1 Gus and the Pup

Name

pu

p

du

g

su

n

mu

d

du

ck

# Work sheet 2 Gus and the Pup

Name

Draw a line to show the rhyming words.

up



fun



pup

fuss

luck

dug

thud

mud





# Work sheet 1 A Bug and a Nut

Name \_\_\_\_\_

Change bug into nut.  
Change one letter at a time.

Example:

bug

**but**

nut

Try these:

rug

\_\_\_\_\_

bun

nut

\_\_\_\_\_

bus

jug

\_\_\_\_\_

but

hug

\_\_\_\_\_

run

Turn over and try to make  
one of your own.

# Work sheet 2 A Bug and a Nut

Name \_\_\_\_\_

Complete the sentences.

Use these words:

bug rubs mug tum Yum cuts nut

A bug met a \_\_\_\_\_.



A bun! A bun! \_\_\_\_\_!

The \_\_\_\_\_ got a jug.



The nut got a \_\_\_\_\_.

The nut \_\_\_\_\_ the bun.



The bug \_\_\_\_\_ his \_\_\_\_\_.

# A Shark in a Shirt

## Things to collect and words to display

shark sharp shape

shed sheep shell

shirt ship

shoes shop short

fish dish wish

lash mash rash crash splash

**sight words:** a and in on

## Rhymes and jingles, songs and books

Anna and Barbara Fienberg, *Tashi*, Allen and Unwin, 1995, Australia

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

Joy Cowley, *Mrs Wishy Washy Makes a Splash!*, Philomel, 2003

*There Was an Old Woman Who Lived in a Shoe*

## Reading the big book

### **Begin with a brainstorm**

Provide students with clipboards and paper and ask them to walk around the room looking for words that have *sh* in them. They record each word. When students come together as a class again, have them read some of their words. Help them to realise that when *s* and *h* are written next to each other, they often make a *sh* sound. Read the text of the big book and ask students to add words onto their list.

### **Break it up**

Point to the picture of the shell. *I'm going to say the first part of this word and I want you to say the last part: sh- ?*

Students reply by saying *ell*. Help students to break up more words from the text: *sh-op*, *sh-eep*, *sh-ed*, *sh-ark*, *sh-irt*, *sh-oes*. Show students **Work sheet 1**. Explain that the first part of each word has been written. Students need to choose the second part of the word from the options written in the shirt. Encourage students to use a process of elimination for more difficult letter combinations. They can refer to the text in the big book if necessary.

### **Craft**

Tell students to pretend there is a brand of clothes called SH. Ask students to design shirts, shorts and shoes for this brand name. They must make sure that all the designs have some connection to the sound *sh*. They could create a

shell design or have a collage of pictures that start with *sh*.

### **Making noise**

Have a day when students listen for you to say '*sh sh sh*' whenever silence is required. Students can then echo '*sh sh sh*'.

## Letting them loose with the little books

### **Wonderful words**

Show students **Work sheet 2**. Explain that they will play the game in groups of two to four. They need one die, a sheet of paper and a pen, and a counter per person. Students will take turns to throw the die. They move forward the given number. If they land on a box marked '*sh*' they have to say a word containing '*sh*' before they can land. Each '*sh*' word should be recorded on the paper. Each student needs to say a word that has not previously been used. Play continues around and around the t-shirt shape until students can no longer think of any '*sh*' words.

### **Time for a rhyme**

After students have read the text through once, they reread each page. They choose a word that starts with *sh* and they say a word that rhymes with it. For example on page 2, students read 'A shell.' Then they think of a word such as *smell*, *fell* or *tell*. *When we think of rhyming words we make sure the end of the words sound the same.*

### **Blending**

Draw a small picture of a shark. Students choose a *sh* word from the text. They start saying the *sh* part of this word as you hold the picture and move it from their left to right. When the picture of the shark suddenly drops down, they say the end of the word. The word *shell* would be: '*shhhhhhhhhhhell*.' Repeat this for different words in the text.

### **Looks like**

Students discuss the correct way to form the letters *s* and *h* when they are writing. They look at the starting positions and they discuss the directions their pencils should travel. Students locate the straight, curved and diagonal parts of the letters. If possible they use a selection of small shells to make the shapes.



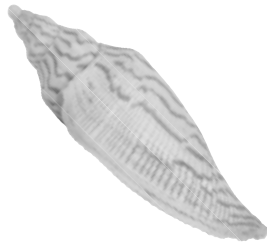
# Work sheet 1 A Shark in a Shirt

Name \_\_\_\_\_

Fill in the missing letters. Use the letters on the shirt.



sh \_\_\_\_\_



sh \_\_\_\_\_



sh \_\_\_\_\_



sh \_\_\_\_\_



sh \_\_\_\_\_



sh \_\_\_\_\_




sh \_\_\_\_\_



# Work sheet 2 A Shark in a Shirt

Name \_\_\_\_\_

		sh				sh
						
sh						
sh				sh		

# A Bee, a Deer and a Sheep

## Things to collect and words to display

bee see tree three agree

queen seen keen green

deer queer

sheep sleep keep asleep

meet street sweet

need feed

week leek

## Rhymes and jingles, songs and books

Janet and Allan Ahlberg, *Peepo!*, Penguin Books, 1986

Pamela Allen, *Mr Mc Gee*, Puffin, 1987, Australia

Eric Carle, *The Tiny Seed*, Hodder and Stoughton Children's Books, 1987

Mem Fox, *Where Is the Green Sheep?*, Penguin Books, 2005, Australia

Narelle Oliver, *Baby Bilby, Where Do You Sleep?*, Thomas C. Lothian Pty Ltd, 2001

*Ten Green Bottles*

## Reading the big book

### Begin with a brainstorm

Read the text with students. Then ask them what they notice about the sound of e in the words on the page. Help students to understand that when two es are written side by side they usually make a long e sound. Remind students that when a word has two of the same letter written side by side, the word is said to have a double letter. With students, make a list of the words with double e on chart paper.

### The syllable clap

After students listen to the text from the big book, they practise clapping the syllables in each sentence. Then, choose a student to secretly select a sentence. They clap the syllables making sure that the beat matches the intonation when the sentence is read aloud. The remaining students guess which sentence has been clapped.

### Wonderful words

Help students to locate the speech marks in the text and discuss why these are used. Then ask for students to act out the text in the big book. Choose a narrator, a deer, a bee and a sheep. The narrator reads all of the text except for the parts in speech marks which are read by the appropriate

character. Add costumes and props if time allows.

### Making noise

Choose a word with double e. Tell students to say the word but to 'get stuck' on the ee sound. So queen would become 'queeeeeeeeeeeeeen'. Ring a bell to give students the signal to say the final sound of the word.

## Letting them loose with the little books

### Looks like

Remind students of the starting position for lower case es and of the direction their pencil should travel. Then they write two large lower case es on paper using a thick black pen. Next, ask students to add details using coloured markers or pencils to make their ee into a bee, a queen, a deer or a sheep.

### Odd one out

Show students **Work sheet 1**. They listen as the words are read aloud. They think of each word in terms of its initial, middle and final sound. Then they work out which one has a different middle sound. They put a circle around this word.

### Blending

Remind students of the sound that double e makes. Explain that when they are sounding out words, students need to blend the two es together rather than saying /e/ /e/. Have students practise breaking up sounds and then blending them together. For example say, 'Let's think about sheep. Look at the word. We can say sh...ee...p, sheep.' Students use other words from the text. Then they look at **Work sheet 2**. They read the words. Then they write each word next to its picture.

### Craft

Make an ee tree. Use a dead branch or cut a tree shape from card board. Have students draw and cut out small pictures of words with ee in them. Make sure all the pictures are labelled. Hang these on the tree so that it looks a bit like a decorated Christmas tree.



# Work sheet 1 A Bee, a Deer and a Sheep

Name

Circle the one with the different middle sound.

bee

sheep

get

bell

week

meet

tree

mess

sweet

need

sleep

pen

them

queen

three

feed

fed

agree

green

bee

set

met

meet

feet

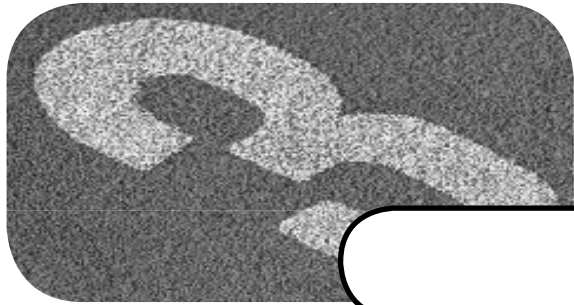


# Work sheet 1 A Bee, a Deer and a Sheep

Name \_\_\_\_\_

Label the pictures.  
Use these words.

bee deer sheep  
queen bee tree  
three feet





# Sally is Sorry

## Things to collect and words to display

bossy chatty ducky fussy happy icky  
jolly lucky mucky muddy puppy silly  
sorry very **sight words:** a all and are  
he is she so they

## Rhymes and jingles, songs and books

Lynley Dodd, *Hairy Maclary from Donaldson's Dairy*, Penguin Books Ltd, 1987,  
Margaret Wild, *Miss Lily's Fabulous Pink Feather Boa*, Penguin Books, 1996, Australia,  
Margaret Wild, *Our Granny*, Ashton Scholastic, 1993, Australia  
Gene Zion, *Harry the Dirty Dog*, Harper Collins Publishers, 1984, USA  
*This Little Piggy Went to Market*

## Reading the big book

### **Begin with a brainstorm**

Students listen to the text being read aloud. Then they listen as the first section is read again. Emphasise the end of each of the words that end in y. Say, 'What sound can you hear at the end of these words: Barry, bossy, very? Which letter makes this sound? What sound does y make in other words such as you, your, young?' With students, make a list of all the words in the text that end in y. Then say, 'There is one word where the y makes a different sound. Which word is this?' Students recognise that the y in 'they' makes a different sound to the remaining words. Cross off this word and ask students to brainstorm more words for the list.

### **Wonderful words**

Remind students that adjectives describe nouns. Reread parts of the text from the big book and have students identify the adjectives. If students are ready, tell them that the word 'very' is called an adverb. Focus on the adjectives and ask students to switch some of the adjectives from one sentence to another. For example: Harry is a very jolly / icky / sorry bear. Students can write their new sentence on paper and draw a picture to match.

### **Chop and change**

Help students to notice that for each character on pages 26 and 27 of the big book, the initial sound of the name is the same as the initial sound of the adjective. Ask students to choose one of the characters and another

sound. They substitute this sound into the sentence to make a new silly sentence. For example: Merry is molly. He is a very molly muggler. See how quickly students can say their new tongue-twister sentences.

### **Looks like**

Let students get mucky while they practise forming y correctly. First, remind them of the starting point of the letter y and of its correct shape. Discuss the similarities and the differences between capital and lower case y. Students use finger paints to write numerous ys. Keep reminding students that sometimes y says /y/ but at other times it makes a long e sound.

## Letting them loose with the little books

### **Wonderful words**

Show students **Work sheet 1**. Explain that some of the words have been left out. Students read each sentence and fill in the missing words. They refer to the text if necessary. Then students draw a picture to match each sentence.

### **Odd one out**

Show students **Work sheet 2** and explain that to play the game they will need a partner, a 1-3 die and two counters. To make a 1-3 die, cover the 4, 5 and 6 of an existing die and replace with the numbers 1, 2 and 3. Students take turns to throw the die and move their counter. If they land on a word they say the word aloud. If the y in the word says /y/ like in yellow they move back three spaces. Play continues until one player crosses the finish line.

### **Making noise**

Write the name of each of the characters from the little book on a piece of paper. Put the names in a hat. Students work in small groups. Each student draws one name. They act out the character and the remaining students guess who it is. Guesses must take the form of 'Are you Jerry, the very jolly juggler?' Students refer to their books if necessary.

### **Handle with care**

Ask students to turn to page 16 of the little book. Tell them that Effy is very fussy about lots of things especially the way that books are handled. She gets very cross with some of the other characters because they don't look after books properly. Izzy makes the books icky, Matty makes them mucky, Molly makes them muddy and as for Sally, well she makes a mess of them too.

# Work sheet 1 Sally is Sorry

Name \_\_\_\_\_

Fill in the missing words. Draw two pictures.

icky happy lucky  
very muddy sorry  
jolly bossy

Barry is a \_\_\_\_\_ bear.

Lizzy is a \_\_\_\_\_ ducky.

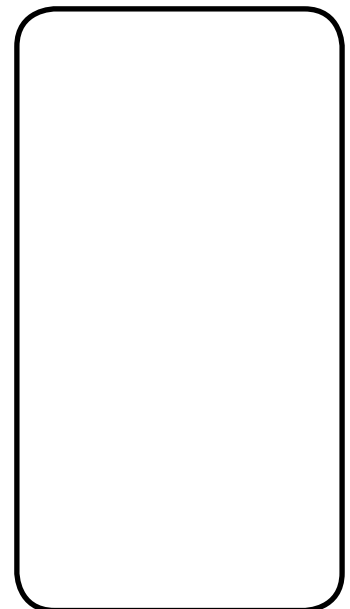
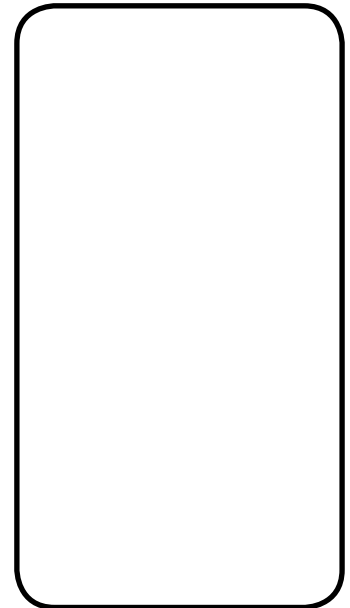
Harry is a \_\_\_\_\_ horse.

Molly is a \_\_\_\_\_ puppy.

Jerry is a \_\_\_\_\_ juggler.

Sally is a \_\_\_\_\_ seagull.

Izzy is a \_\_\_\_\_ insect.



# Work sheet 2 Sally is Sorry

Name \_\_\_\_\_

**Start**

bossy

yak

chatty

yellow

Throw the 1-3 die and move your counter.

ducky

your

icky

happy

you

fussy

jolly

If you land on a word where the **y** says /y/, go back 3 spaces.

lucky

yes

mucky

muddy

puppy

Keep playing until someone crosses the finish line.

silly

**Finish**



they

very

sorry

# Cheeky Chimp

## Things to collect and words to display

chat cheep cheek cheeky cheese chest  
chick chimp chimpanzee chin chips choc  
chocolate chomp church

**sight words:** a big can come has  
have here I is lots of say see some  
the this

## Rhymes and jingles, songs and books

*Chicken Little Essential Guide*, Dorling Kindersley, 2005  
Roald Dahl, *Charlie and the Chocolate Factory*, (first published 1964), Penguin Young Readers Group, 2002  
Bob Graham, *Greetings from Sandy Beach*, Lothian Books, 1992  
Pat Hutchins, *Titch*, Aladdin Paperbacks, 1993, New York

## Reading the big book

### Begin with a brainstorm

After reading pages 28 and 29 of the big book, ask students to identify the two letters that make a *ch* sound when written together. Then show students **Work sheet 1**. Explain that they need to write as many *ch* words as possible onto the cheeky chimp's tummy. Then they cut out the chimp. Students use long strips of coloured paper and they concertina fold them to make arms and legs for the chimp. They attach these with glue.

### Break it up

Say to students 'I'm going to say a word by breaking it into its sounds. I want you to work out the word I'm saying- ch...i...n. That's right its chin. There are three sounds. What about this one- ch...ee...k? This word has three sounds too, it's cheek.' Remind students that they are not counting letters or syllables, but sounds.' Show them **Work sheet 2**. Explain that they need to say the word and listen for the sounds. Then they cut out the boxes at the bottom of the page and paste one choc chip for each sound. Challenge more capable students to write the separate sounds next to the word like this:

ch/ee/p  
ch/a/t  
ch/ee/se  
ch/o/c  
ch/i/m/p

### Time for a rhyme

Say to students, 'Lets' look at the word chick. If we change the first sound but keep the end sound the same, we can make words that rhyme. What words do we make when we change the *ch* to *k, l, m, p, s, t, w, qu*?' Students choose another word from the text. They experiment with changing the first sound to make rhyming words.

### Wonderful words

Make chocolate cakes and decorate them with choc chips. Then have a party and remember to include loads of cheering. Students can chomp into chips and Cheezels, chocolate cake and cheese sticks.

## Letting them loose with the little books

### Chop and change

Choose words from the text. Instruct students to chop off the initial sound and replace it with another. For example: replace the *ch* in cheese with *pl*, replace the *ch* in cheeky with *sn*, replace the *ch* in chick with *fl*.

### Wonderful words

Focus students' attention on the speech marks. Explain that what is written inside the speech marks is what the chicks are actually saying. Ask students to choose one page that contains speech marks. They draw their own picture and they include a speech bubble. In the speech bubble they write the words that the chick is saying.

### Making noise

Use a stuffed toy for a cheeky chimp. One student leaves the room while the chimp is hidden. When the student returns they look for the hidden chimp. As they move closer to it, the remaining students chant 'ch ch ch'. The louder the 'ch', the closer the student is to finding the chimp.

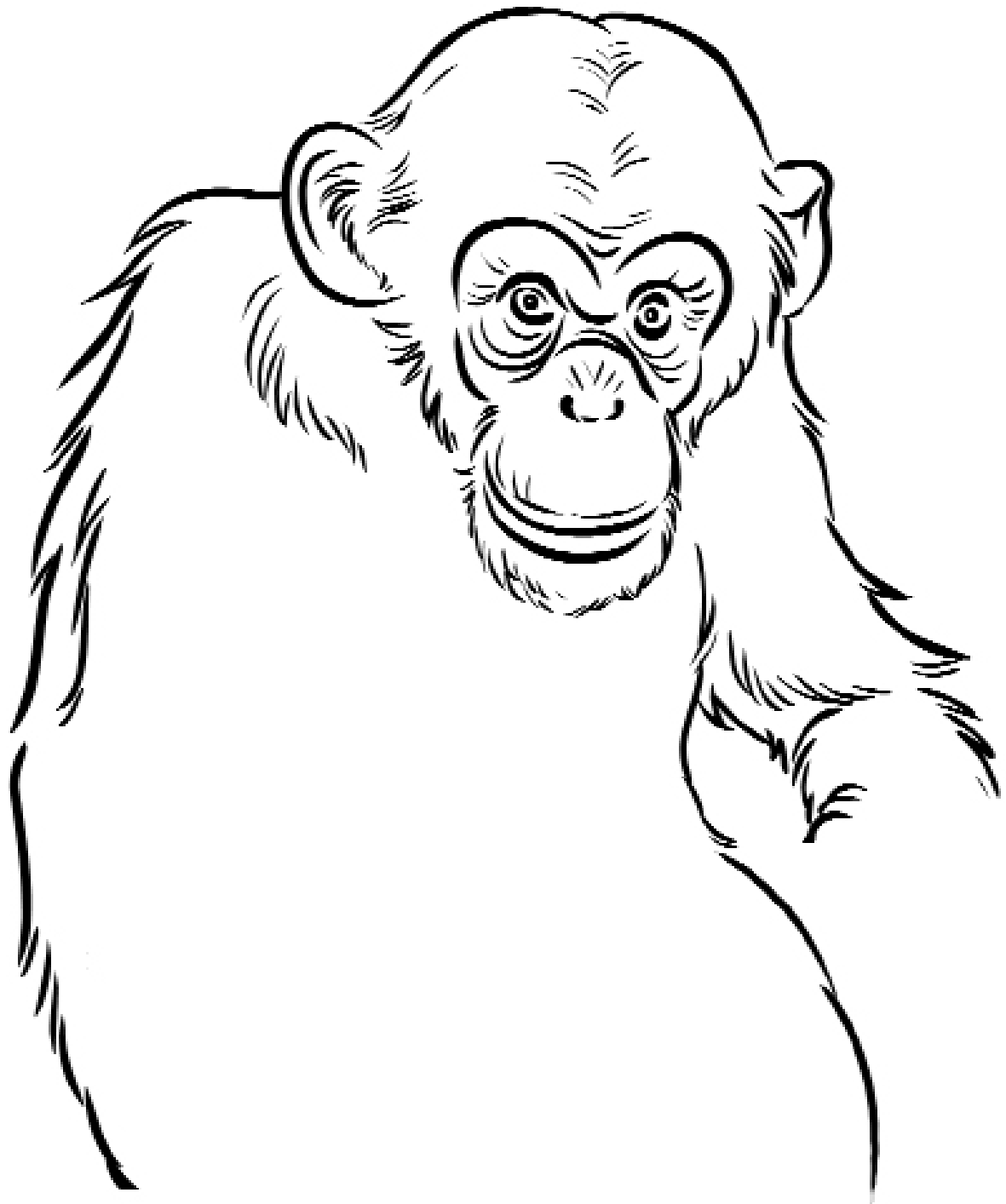
### Craft

Make chicks from cotton wool balls. Dye the balls yellow prior to the lesson. Add details using small pieces of paper.

# Work sheet 1 Cheeky Chimp

Name

Write **ch** words on the cheeky chimp's tummy. Cut him out.



# Work sheet 2 Cheeky Chimp

Name \_\_\_\_\_

Say the word.  
Count the sounds.  
Paste one choc chip for  
each sound you hear.

Example:

**chick**

ch / i / ck



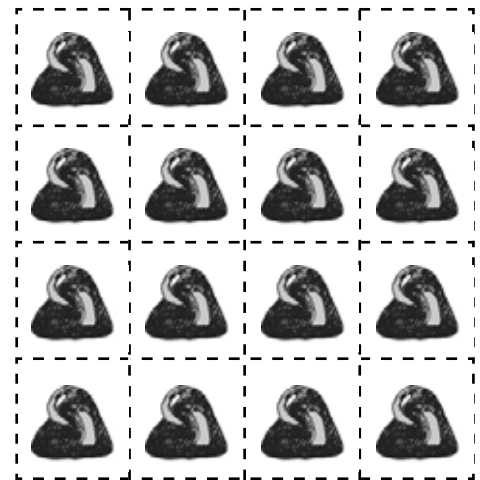
cheep

chat

cheese

choc

chimp

Choose four more words. Draw your own  
choc chips to show the sounds.

## Teaching notes

# A Cook at the Zoo

### Things to collect and words to display

boo book cockatoo cook cool fool goo

good kangaroo look noon raccoon

scoops soon spoon took tools troop

zoo zooms

**sight words:** a all am are at be can  
gets have her here I is it me no of  
onto said she so some the this to too  
we who will with you

### Rhymes and jingles, songs and books

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

Saxton Freymann, and Joost Elffers, *How are you Feeling? Foods with Moods*, Arthur A. Levine, 1999

Rod Trinka, *One Woolly Wombat*, Scholastic, 1991, Australia

*Toocool series*, Scholastic, Australia

*Here We Go Looby Loo*

*There Was a Crooked Man*

### Reading the big book

#### **Begin with a brainstorm**

After reading the big book, ask students to recall the words with double o. Next, find a wooden spoon. Ask students to find a place in the classroom where they are not touching anyone or anything. They throw the spoon from one student to the next. If a student drops the spoon they are out. If they catch the spoon they need to say a word that has oo in it. They can double up on words as long as there have been at least four different words in between. The winner is the last student standing. To make the game harder and faster, tell students they have three seconds to think of a word and throw the spoon to the next person.

#### **Blending**

On chart paper, write the headings, 'oo as in book' and 'oo as in goo'. Under each heading students record words that fit.

#### **Chop and change**

Remind students of the vowel sounds. Write the vowels on chart paper. Then choose a word from the text that has double o, such as book. Ask students to chop out the

oo and replace it with long a, e, i, o, u. Some of the words will be made up words. See how fast students can go through the five substitutions. For example: bake, beke, bike, boke, buke.

#### **Looks like**

Have students write oo in large letters in the middle of a page. They use markers to turn the oo into a picture such as a cockatoo, a raccoon, a kangaroo or another of the oo words.

### Letting them loose with the little books

#### **Odd one out**

Show students **Work sheet 1**. Read each row of words aloud. Students listen for the sound the oo makes in each word. They circle the odd one out.

#### **Wonderful words**

Show students **Work sheet 2**. They use the pictures to work out the crossword clues. They use the text from the little book to help them with the correct spelling.

Solution:



#### **Making noise**

On paper bags, students write a tongue twister containing as many words with oo as possible. Then they blow up the bags and pop them, shouting 'Boo!' at the same time.

#### **Craft**

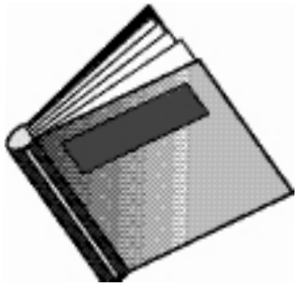
Make goo. Use finger paint and let students make a gooey picture.

# Work sheet 1 A Cook at the Zoo

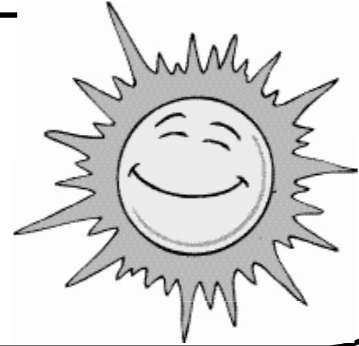
Name \_\_\_\_\_

Listen to the sound the **oo** makes.  
Circle the odd one out.

boo  
book  
troop



noon  
took  
too



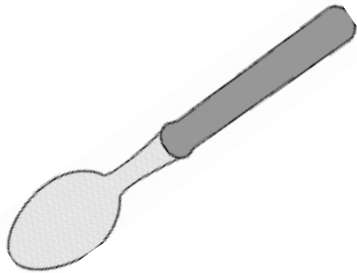
kangaroo  
good  
cook



cool  
tool  
scoop



goo  
spoon  
took



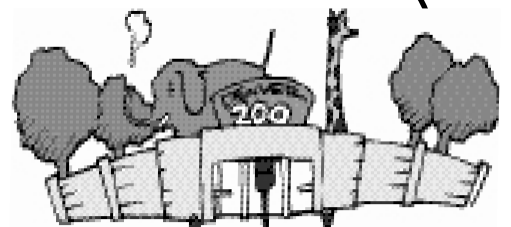
raccoon  
cook  
zooms



cockatoo  
look  
zoom



zoo  
soon  
good



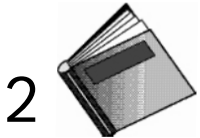


# Work sheet 2 A Cook at the Zoo

Name \_\_\_\_\_

## Complete the crossword.

### Across



### Down



		1							
2									
4									3
7									
8									
		6							
1	7								
			8						

## A Bat, a Cat and a Dog in a Hat

### Things to collect and words to display

bag bat cap cat Dad fan fat hat

bed hen jet legs men met pen red

Ted ten web wet

big pig six tin wig

dog fox pot top

bug cup fun mug rub-a-dub sun tub yum

**sight words:** a an and in of old on with

### Letting them loose with the flip books

#### *Making noise*

Remind students of the five short vowel sounds. Ask them to say the sounds while holding their hands close to their lips. They should be able to feel how their lips change for each sound. Then provide students with small mirrors and have them look at the shape of their mouths as they say the short vowel sounds. If mirrors aren't available, encourage students to look at the shape of a friend's mouth. Students discuss where the lips are and what happens to their cheeks, their tongues and their teeth as they say each sound.

#### *Looks like*

Students compare and contrast the shape of the vowels. On chart paper, have students write each of the vowels. Make sure they know where to start the letter and which way their pencil should travel. Then ask them, 'Which letters have curved sides/ straight sides/ diagonal sides?', 'Which letters start at the top/ bottom/ middle of the line?', 'Which letters require you to take your pencil off the paper?' Show students **Work sheet 1**. Help them complete each section.

#### *Begin with a brainstorm*

Divide students into five groups. Give each group chart paper and markers. Instruct one group to write 'a' on their page. Each of the remaining groups writes either 'e', 'i', 'o' or 'u'. Ask students to brainstorm words that contain the short vowel sound written on their page. They take it in turns to write these words on the chart paper. After a few minutes, groups rotate and spend time adding to the brainstormed list in front of them. Keep rotating the groups until each group has spent time at each short vowel sound.

#### *Chop and change*

Students find their favourite combination of pages in the flip book. They read this aloud to their peers.

#### *Blending*

Show students **Work sheet 2**. Explain that they need to experiment with the short vowel sounds to see if they can make new words. In the space between the two consonants, students place each of the vowel sounds in turn. When they make a real word, they write it in the space provided.

#### *Break it up*

Show students **Work sheet 3**. Explain to them that they need to finish the sentences. Encourage students to use the flip book to check the spelling of each of the words. Have students complete the pictures to match the sentences.

#### *Time for a rhyme*

Students select a favourite page. Then they say, 'I'm thinking of a word on this page that rhymes with \_\_\_\_.' The other students find the word.

#### *Blending*

Say a short vowel sound and ask students to think of a three letter word with this sound in the middle. For example if you say /a/, students could say cap, bat, man. When students have had some practice, show them **Work sheet 4**. Explain that they will play this game with a partner. They take turns to throw a die and they move ahead that many spaces. Whatever letter they land on they say a CVC word with that sound in the middle. If they can not think of a word they move backwards two spaces. Introduce a time limit if students need challenging. The winner is the first student to get to the Winner box.



# Work sheet 1 A Bat, a Cat and a Dog in a Hat

Name \_\_\_\_\_

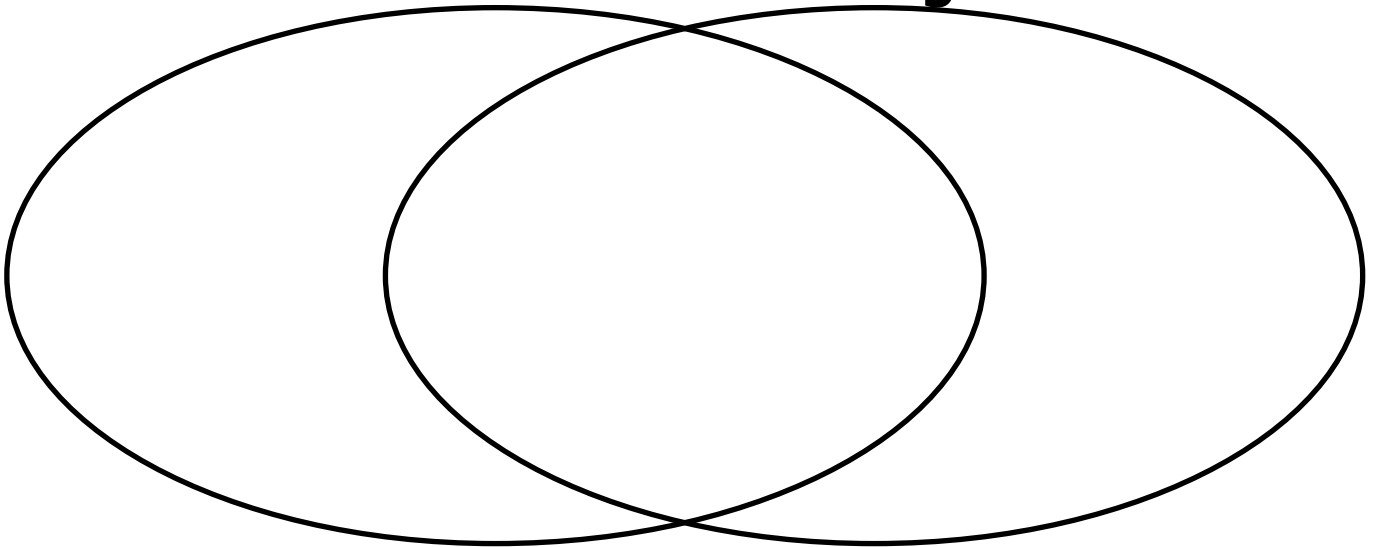
Write the five vowels here.

\_\_\_\_\_

Put a spot to show where you started writing each letter. Write the letters in the correct section below.

**curves**

**straight lines**



**curves  
and straight lines**

Write each letter six times. Put a circle around the best one in each row.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Work sheet 2 A Bat, a Cat and a Dog in a Hat

Name \_\_\_\_\_

## Which vowels make a word?

Example: b\_\_\_t    **bat**    **bet**    **bit**    **but**

c\_\_\_p    \_\_\_\_\_

d\_\_\_g    \_\_\_\_\_

s\_\_\_t    \_\_\_\_\_

p\_\_\_n    \_\_\_\_\_

r\_\_\_d    \_\_\_\_\_

b\_\_\_g    \_\_\_\_\_

b\_\_\_d    \_\_\_\_\_

f\_\_\_n    \_\_\_\_\_

# Work sheet 3 A Bat, a Cat and a Dog in a Hat

Name \_\_\_\_\_

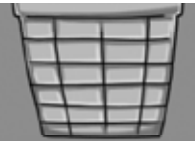
Fill in the gaps.

Finish the pictures so they match.

A c\_p with a  
fan in b\_d.



S\_x l\_gs  
in a f\_n  
cup.



B\_g T\_d on  
t\_p of D\_d.



A bat in a  
w\_g on t\_p  
of a d\_g.



3 m\_n in an  
old m\_g.



A r\_d h\_n  
on a p\_g.



# Work sheet 4 A Bat, a Cat and a Dog in a Hat

Name \_\_\_\_\_

<b>Start</b>	<b>a</b>	<b>i</b>	<b>u</b>	<b>e</b>
--------------	----------	----------	----------	----------

Find a partner.

Throw a die.

<b>u</b>	<b>i</b>	<b>a</b>	<b>e</b>	<b>o</b>
----------	----------	----------	----------	----------

<b>u</b>	Take turns to say a word that contains the sound.			
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<b>o</b>	<b>i</b>	<b>i</b>	<b>a</b>	<b>a</b>
----------	----------	----------	----------	----------

Go back 2 places if you can't think of a word.

<b>Winner</b>	<b>u</b>	<b>i</b>	<b>o</b>	<b>e</b>
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# Assessment Record Sheet

Class

Date

Name

Skill	repeats sounds	breaks words into sounds	blends sounds together to make words	uses correct letter formation
<b>Instruction</b>	'Say this sound after me, ___'	'I'm going to say a word. I want you to tell me the sounds you can hear.'	'I'm going to say a word slowly; I want you to tell me the word I'm saying.'	'Write the letters that make these sounds.'
	/a/	bat	c..a..p	/a/
	/e/	jet	l..e..g	/e/
	/i/	mix	f..i..t	/i/
	/o/	pot	T..o..m	/o/
	/u/	Gus	c..u..p	/u/
	sh	ship	sh..ar..k	sh
	ee	bee	w..ee..k	ee
	__y	silly	h..a..pp..y	__y
	ch	chip	ch.i.m.p	ch
	oo	zoo	g..oo..d	oo

# GREAT WORK!

\_\_\_\_\_

can hear these sounds:

**a**

**e**

**i**

**o**

**u**

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

# CONGRATULATIONS!

\_\_\_\_\_

has tried hard to listen for these sounds:

**ch**

**oo**

**\_y**

**ee**

**sh**

.....

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_