

## WEEK 4 & 5 LEARNING ACTIVITIES (Mrs Waggie)

### TERM 3 Stage 2

#### Week 4 :

**Students :** Ali , Chase, Deejay, Mashari (List 1-3 )

Henry ( List 4 & 5)

Lists of sight words are at the end of activities.

**Monday 2<sup>nd</sup> Aug – Thursday 5<sup>th</sup> Aug**

## **1.Sight Words**

**Learning Intention:** We are learning to read sight words

### **WHAT YOU'LL NEED**

- Sight words list (see below)
- Playdough
- Toothpicks
- Paper/post it notes

- Fly Swatter/Ruler

### Fly Swat or point with a ruler Sight words

Spread out a set of sight word cards face-up on the floor. Give your child a fly swatter or ruler.. On your signal, they swat or point with a ruler to the sight word that you call out.



### Playdough Sight words

Place some post it notes of some sightwords. Roll out different colours of playdough for 4 words. Place a post it note with the word next to a playdough colour. Your child is to use the toothpick to write the word by poing litte dots into the play dough (see picture below)



## 2.Sight Words

**Learning Intention:** We are learning to read sight words

### Roll a Word

Make a chart like the one shown below (with the dice). Instead of the dice that are shown, simply write 1 -6. Write a sight word in each box. Roll the die. Read the words under the number that you landed on. There is template underneath and a sight word list 1-5 we use at DPS. There are more sight words to this list. Please focus on a few at a time.







Some examples below

Name: \_\_\_\_\_

### K Fast 2 & 3 Letter Words

## Roll, Read, and Trace

Directions: Roll a die, read the word at the bottom of the column and trace the word. Continue playing until one column reaches the top. This can be played with partners, taking turns and using different colored writing utensils.







|   |   |   |   |   |   |
|---|---|---|---|---|---|
| all   | but   | you   | the   | one   | and   |
| had   | big   | for   | him   | can   | she   |
| so  | he  | if  | a   | I   | not   |
| be  | it  | at  | in  | or  | is  |
| by  | on  | to  | up  | we  | my  |
|  |  |  |  |  |  |

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Name: \_\_\_\_\_



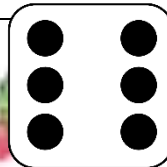
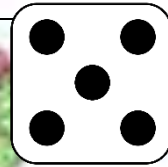
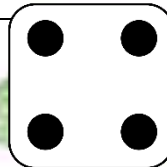
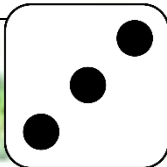
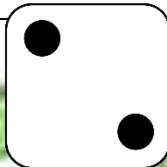
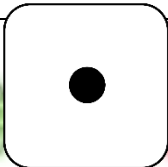
## Roll - Read - Trace

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| the   | to  | at  | and   | it  | you   |
| the   | to  | at  | and   | it  | you   |
| the   | to  | at  | and   | it  | you   |
| the   | to  | at  | and   | it  | you   |
| the   | to  | at  | and   | it  | you   |
| the   | to  | at  | and   | it  | you   |
| the   | to  | at  | and   | it  | you   |
|  |  |  |  |  |  |

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# Roll and Read

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |



## Sight Word List - Dalmeny PS

| LIST 1 | LIST 2 | LIST 3 | LIST 4 | LIST 5 |
|--------|--------|--------|--------|--------|
| I      | a      | went   | said   | with   |
| am     | see    | and    | like   | his    |
| in     | my     | up     | I'm    | dad    |
| is     | me     | are    | her    | this   |
| the    | she    | some   | all    | your   |
| at     | go     | look   | down   | for    |
| on     | to     | here   | you    | mum    |
| can    | we     | was    | him    | then   |
|        | he     | come   | no     | little |
|        | be     |        |        |        |

## WEEK 4 & 5 LEARNING ACTIVITIES (Mrs Waggie)

### TERM 3 Stage 2

Week 5 : 7<sup>th</sup> Aug – 11<sup>th</sup> Aug

## 3.How Many Sounds?

Learning Intention: Segment words into phonemes.

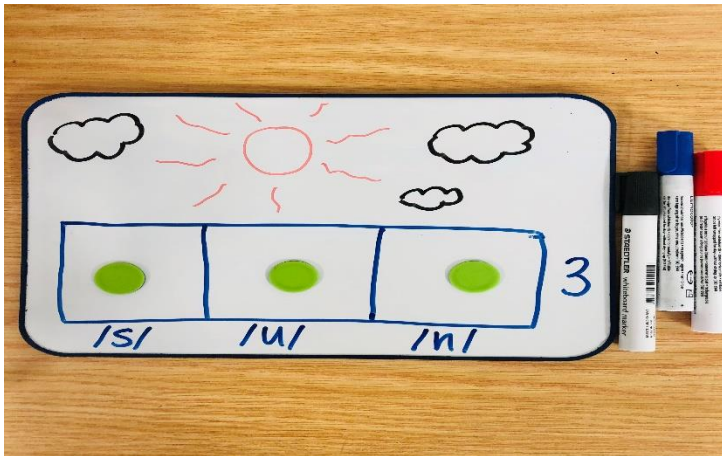
### WHAT YOU'LL NEED

- Any text with a variety of CVC words is suitable or cvc words eg cat, big ,bed etc

[https://www.k12reader.com/phonics-worksheet-pdfs/cvc\\_word\\_lists.pdf](https://www.k12reader.com/phonics-worksheet-pdfs/cvc_word_lists.pdf) (Press & hold ctrl then click on the link)

- Elkonin boxes you can draw these
- Counters
- Picture cards





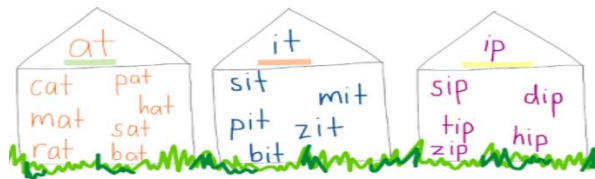
Tell your child that they will be working with you to segment different words and count the amount of sounds.

Display a variety of picture cards on the board with a range of sounds (2-4 phonemes). These pictures could also be drawn on the board see above picture eg.sun, dog, mat, sit, mit, rat, pond, slug.

Explain that you will take turns to choose a picture card to segment. Use the Elkonin boxes and counters as you showed them previously. Ask: How many sounds does that word have? Use the CVC word lists in the link or scan the QR code.

## 4. Rime Houses

**Learning Intention:** Learning to recognise onset and rime in words.



**WHAT YOU'LL NEED**

- Whiteboards & markers
- Picture cards
- Square paper
- Rectangle paper

Draw a house on your whiteboard. In the roof write a common rime.

Eg: ot, in, it, at, og, ip

Allow your child to think What onset can you add to this rime to make a word?

Eg: n + ot = not

Tell your child that they need to think of real words in this activity, not nonsense words.

Choose students to share their ideas. Write these words in the house under the focus rime.

Repeat this process for another rime. Create 2-3 rime houses as a class.

## 5. Identifying and generating rhyming words, body parts

**Learning Intention:** Learning to recognise and say rhyming words

### WHAT YOU'LL NEED

- Words that rhyme with *head*: (1-syllable) bed, bread, dead, fed, fred, red, said, shed, sled, spread, ted, thread, tread, (2-syllable) ahead, instead
- Words that rhyme with *toe*: (1-syllable) blow, bow, crow, dough, glow, go, grow, hoe, joe, know, low, no, oh, row, slow, snow, so, though, throw, tow, whoa, (2-syllable) ago, below, hello, outgrow

Instructions for parents

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1. **Would you like to play the Body Rhyme Game? Here's how we play. I'll pick a part of my body...let's see...maybe *head*.** Point to your head. **Now I'm going to say some words, and you have to tell me if the word I say rhymes with *head*. A rhyme is a word that sounds like another word. So if I said *red*, does that rhyme with *head*?** Student: yes! **Right!**
2. **Okay, does *bed* rhyme with *head*?** Student: yes. **Good. Does *cat* rhyme with *head*?** Student: no. **Correct. Said...Ted...Door...** Continue with a random selection of rhymes and non-rhymes. Note that you should stop repeating the target word (*head* in this case) after a few examples so that students have to test the rhyme silently for themselves. Proceed from 1-syllable words to 2-syllable words. See the list above for words that rhyme with *head*.
3. **Great! Now I'm going to pick a different part of my body...my *toe*.** Point to your toe. **Let's see...does *snow* rhyme with *toe*?** Student:yes. **Does *desk* rhyme with *toe*?** Student: no. **Correct. Go...blow...shirt?**
4. **Good. Now let's try...eye. Hey, I have a good idea: maybe you can think of a word that rhymes with eye.** If students run out of ideas, think of a rhyme and give them a clue--e.g., **When I go outside and look up, I see the...** Then change the body part; *feet*, *knee*, and *hand* each have several rhyming words.
5. If a student comes up with a non-word that rhymes, such as *nie*, say: **Good. *Nie* rhymes with eye. But is *nie* a real word? I think it's a made up word. Can you think of a real word that rhymes with eye?**
6. Continue until student is confidently able to produce a rhyming word.