

## Mrs Vojvodic Week 3 Learning Activities 1-5

### 1. Sound Boxes (Mrs Vojvodic)

**Learning Intention:** Segment and blend sounds in spoken words and record them using the matching grapheme.

#### WHAT YOU'LL NEED

- Whiteboard
- Whiteboard markers
- Counters



Show your child the front cover of a new book. Provide a brief orientation to the text including an outline of the plot and the main characters. So talk about what will happen in the story.

Explain to your child that the selected book has some new vocabulary that we are going to practice and read.

Before reading the text, select 3 or 4 words you predict will be unknown. Introduce the chosen word and for each word you have chosen, tell your

the child the sounds and then as a group practice blending the sounds to work out the word.

On a piece of paper or whiteboard draw a sound box (specify how many squares are required) and place a counter underneath each box or a small object (see above picture)

Ask your child to repeat the new word from the text slowly, this time pushing a counter up into the sound box for each new sound they hear. Repeat this a few times, and make sure students are timing the pushing of the counter to match the change in sound.

Prompt your child to identify the sounds, asking questions and providing support based on their level of need. Some prompts you could use include 'What can you hear? What can you hear at the beginning? What can you hear at the end? What else can you hear? What sound do you make when you touch this counter?'

## 2. Rhyme Tag (Mrs Vojvodic)

**Learning Intention:** Ability to recognise rhyming words.

### WHAT YOU'LL NEED

- CVC Word list can be used for this activity
- A text that rhymes

[https://www.k12reader.com/phonics-worksheet-pdfs/cvc\\_word\\_lists.pdf](https://www.k12reader.com/phonics-worksheet-pdfs/cvc_word_lists.pdf)



Scan QR Code for word lists

Introduce the lesson by discussing the concept of rhyme. Tell students that rhyme is when words have the same sounds at the end. Remind your child that rhyming words have the same sound, but not necessarily the same spelling/letters.

Before reading the selected text or word list, tell your child to listen for rhyming words.

Use think aloud strategies to identify rhyme.

Eg. Sheep and jeep both have the 'eep' parts at the end. This means they are rhyming words.

Cat and hat also rhyme. I can hear that they both share 'at'.

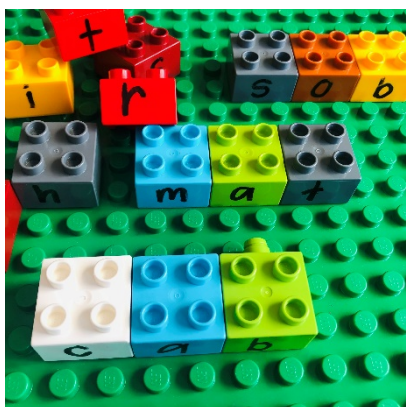
Circle the sounds that the rhyming words share.

### 3.CVC Blocks (Mrs Vojvodic)

Learning Intention: Composing CVC words.

#### WHAT YOU'LL NEED

- Individual whiteboards/paper
- Blocks (eg. Duplo or Megablocks) with individual letters written on them. Put some sticky tape on the side before you write the letters on or attach the blocks with stickers.
- You might decide to colour code the blocks, using one colour for the vowels and another for consonants.
- 'The Cat in the Hat' text or online copy



Read 'The Cat in the Hat', identifying CVC words (consonant-vowel-consonants) as you read.

Write these words on the board/ paper (e.g. cat, hat etc.).

Model reading the words, identifying each of the individual sounds and saying them aloud (e.g. c-a-t). Next, model blending the sounds, stretching each individual phoneme together to form a word (eg. ccaatt).

## 4.Using Books To Teach Rhyme (Mrs Vojvodic)

**Learning Intention:** Recognise rhyming words in texts.

### WHAT YOU'LL NEED

A picture book that uses rhyming words

You can find some rhyming texts online or use what you have at home

Choose particular pages of the text to re-read to the students.

Ask your child to respond with an action when they hear a pair of rhyming words.

You may ask your child to clap, touch their shoulders or show a thumbs up.

Mark the rhyming words with a highlighter or counter for students to see.

Think, pair, and share: What rhyming words did you hear in the story?

Some online resources:

<https://www.storyberries.com/category/5-min-stories-free-bedtime-stories-poems-fairy-tales/short-rhyming-stories/>

<https://www.nursery-rhymes-fun.com/rhymingstories.html>

## 5.Sight Words (Mrs Vojvodic)

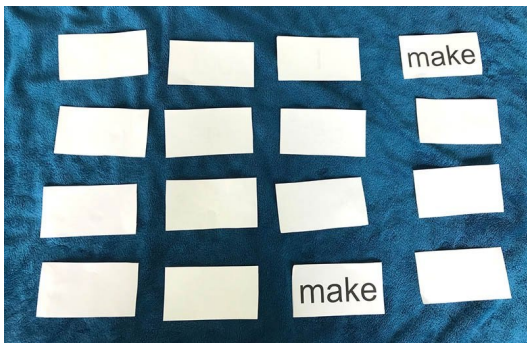
**Learning Intention:** We are learning to read sight words

### WHAT YOU'LL NEED

- Sight words list (see below)
- Some texts you have at home
- Paper/post it notes

### Memory Match

Place two of each sight word face down in a grid. Each player takes turns to turn over two of the sight words. If they get a matching pair, they get to keep them. If not, they are turned back over and the next player has their go. The winner is the playing with the most matching pairs.



### Match Up letters

Build up words with magnetic letters or pegs (see examples below).





**Copy and write**

- Physically writing down a sight word forces your child to focus and remember how the word is put together. It will also help with spelling later on. Use a white board and marker, write in sand or form letters from play dough.



**Sight Word List - Dalmeny PS**

LIST 1	READ	WRITE
I		
am		
in		
is		
the		
at		
on		
can		

<b>LIST 2</b>	<b>READ</b>	<b>WRITE</b>
a		
see		
my		
me		
she		
go		
to		
we		
he		

<b>LIST 3</b>	<b>READ</b>	<b>WRITE</b>
went		
and		
up		
are		
some		
look		
here		
was		
come		