

ENGLISH

Lesson notes and Home tutor guide for this set can be viewed electronically.

On the beach



Set 4 Lesson notes

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Overview

Year 1 Set 4: On the beach

Western Australian Curriculum

Early Childhood English

Content strands	
Language	
Literature	
Literacy	

Content Descriptions	
Language	
Language variation and change	
Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)	
Language for interaction	
Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)	
Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)	
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)	
Text structure and organisation	
Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)	
Understand patterns of repetition and contrast in simple texts (ACELA1448)	
Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)	



Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)	
Expressing and developing ideas	
Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)	
Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)	
Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)	
Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)	
Phonics and word knowledge	
Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (ACELA1457)	
Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words	
Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (ACELA1459)	
Understand how to spell one and two syllable words with common letter patterns (ACELA1778)	
Recognise and know how to use simple grammatical morphemes to create word families (ACELA1455)	
Use visual memory to read and write high-frequency words (ACELA1821)	
Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words (ACELA1822)	



Literature	
Literature and content	
Discuss how authors create characters using language and images (ACELT1581)	
Responding to literature	
Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)	
Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)	
Examining literature	
Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)	
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)	
Creating literature	
Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)	
Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELT1832)	
Literacy	
Texts in context	
Respond to texts drawn from a range of cultures and experiences (ACELY1655)	
Interacting with others	
Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)	
Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)	
Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)	
Interpreting, analysing, evaluating	
Describe some differences between imaginative informative and persuasive texts (ACELY1658)	



Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading (ACELY1659)	
Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)	
Creating texts	
Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)	
Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)	
Write using unjoined lower case and upper case letters (ACELY1663)	
Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)	



Early Childhood Science

Content strands	
Science Understanding	
Science Inquiry Skills	
Science as a Human Endeavour	

Content Descriptions	
Science Understanding	
Biological Sciences	
Living things have a variety of external features (ACSSU017)	
Living things live in different places where their needs are met (ACSSU211)	
Chemical Sciences	
Everyday materials can be physically changed in a variety of ways (ACSSU018)	
Earth and Space Sciences	
Observable changes occur in the sky and landscape (ACSSU019)	
Physical Sciences	
Light and sound are produced by a range of sources and can be sensed (ACSSU020)	
Science as a Human Endeavour	
Nature and development of science	
Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE021)	
Use and influence of science	
People use science in their daily lives, including when caring for their environment and living things (ACSHE022)	



Science Inquiry Skills	
Questioning and Predicting	
Pose and respond to questions, and make predictions about familiar objects and events (AC SIS024)	
Planning and Conducting	
Participate in guided investigations to explore and answer questions (AC SIS025)	
Use informal measurements to collect and record observations, using digital technologies as appropriate (AC SIS026)	
Processing and Analysing Data and Information	
Use a range of methods to sort information, including drawings and provided tables through discussion, compare observations with predictions (AC SIS027)	
Communicating	
Represent and communicate observations and ideas in a variety of ways (AC SIS029)	
Evaluating	
Compare observations with those of others (AC SIS213)	



Early Childhood: Humanities and Social Sciences

Content strands	
Knowledge and Understanding	
Humanities and Social Sciences skills	

Content Descriptions	
Knowledge and Understanding – Geography	
Places have distinctive features	
The location of the equator and the northern and southern hemispheres, including the poles (ACHGK009)	
The natural, managed and constructed features of places, their location on a pictorial map, how they may change over time (e.g. erosion, revegetated areas, planted crops, new buildings) and how they can be cared for (ACHGK005)	
How weather (e.g. rainfall, temperature, sunshine, wind) and seasons vary between places, and the terms used to describe them (ACHGK006)	
The activities (e.g. retailing, recreational, farming, manufacturing, medical, policing, educational, religious) that take place in the local community which create its distinctive features (ACHGK007)	
Knowledge and Understanding – History	
Present and past family life	
Differences in family sizes, structures and roles today (e.g. work outside the home, domestic chores, child care), and how these have changed or remained the same over time (ACHHK028)	
How the present, past and future are signified by terms indicating time (e.g. 'a long time ago'; 'then and now'; 'now and then'; 'old and new'; 'tomorrow') as well as by dates and changes that may have personal significance (e.g. birthdays, holidays, celebrations, seasons) (ACHHK029)	
The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (e.g. family traditions, leisure time, communications) and how daily lives have changed (ACHHK030)	



Humanities and Social Sciences skills	
Questioning and researching	
Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)	
Pose questions about the familiar and unfamiliar	
Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)	
Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)	
Analysing	
Identify relevant information	
Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)	
Explore points of view (e.g. understand that stories can be told from different perspectives)	
Represent collected information and/or data in to different formats (e.g. tables, maps, plans)	
Evaluating	
Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)	
Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)	
Communicating and Reflecting	
Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)	
Develop texts, including narratives, that describes an event or place	
Reflect on learning and respond to findings (e.g. discussing what they have learned)	



Early Childhood: Design and Technologies

Content strands	
Knowledge and Understanding	
Processes and production skills	

Content Descriptions	
Knowledge and Understanding	
Technologies and Society	
People produce familiar products and services to meet personal and community needs (ACTDEK001)	
Technologies Contexts	
Engineering principles and systems	
Ways products can be moved using technology (ACTDEK002)	
Food and fibre production	
Plants and animals used for production have basic needs, such as food/nutrients, water, space, protection (ACTDEK003)	
Materials and technologies specialisations	
Characteristics and behaviours of individual materials used in products (ACTDEK004)	
Processes and production skills	
Creating Solutions by:	
Investigating and Defining	
Explore opportunities for design	
Designing	
Develop and communicate design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps	
Producing and implementing	
Use given components and equipment to safely make simple solutions	



Evaluating	
Use personal preferences to evaluate the success of design processes	
Collaborating and managing	
Works with others, or independently, to safely create and share a sequence of steps for making a solution	



General Capabilities and Cross Curriculum Priorities

General capabilities	
Literacy	
Numeracy	
Information and communication technology (ICT) capability	
Critical and creative thinking	
Personal and social capability	
Ethical understanding	
Intercultural understanding	

Cross-curriculum priorities	
Sustainability	
Aboriginal and Torres Strait Islander histories and cultures	
Asia and Australia's engagement with Asia	

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Day	Activity	Content focus
1	Who am I?	Revise letters of the alphabet and the order.
	Blending words	Recognise sounds and blend sounds to make words.
	Splendid splash	Recognise and use the /spl/ blend to read and write, add suffixes.
	Theme words	Explore theme related words, identify digraphs and blends.
	On the beach	Discuss being sun smart, make connections to student's own experiences.
	Sun smart hat	Follow a pictorial procedure to make a sun hat.
	Dress me	Discuss and demonstrate being sun smart, label a diagram
	Sun smart	Write a recount, make connections to student's own experiences.
	Read and share	Discuss and predict storyline based on pictures, read and compare ideas.
2	Splish! Splosh! Splash!	Listen to and recite a poem, explore rhythm, count syllables, insert words.
	Exploring /er/	Identify and explore the digraphs that say /er/
	Spelling time	Practise printing and making theme words.
	The rock pool	Identify blends and digraph sounds in words and text, finish a simple story.
	Shells	Read a text with known reading strategies, oral comprehension, sequencing
	Making bubble paper	Follow oral instructions to make bubble paper.
	Bubble paper	Use own experience to list materials and write a simple procedure.



3	Limericks	Recite poems with fluency and expression. Explore limerick poems, identify rhyming words, complete a limerick.
	Joining sentences	Recognise and use simple conjunctions to join two sentences.
	/er/ fern	Explore and make a word family.
	Make a word	Use spelling strategies to learn theme words.
	Salt dough recipe	Read and follow a procedure to make salt dough.
	Rock pool creatures	Use pictures from a book and salt dough to make rock pool animals
	In the rock pool	Follow oral instructions to prepare a diorama.
	Reading Eggs	Practise reading and comprehension strategies in an online format.
4	Creature talk	Use a news framework and dough models to write and tell personal news.
	/squ/ in squid	Recognise and use the /squ/ blend to read and write.
	Know my words	Use spelling strategies to learn theme words, alphabetical order
	Colourful creatures	Use a book as a reference to complete an art based task.
	Beachcombing	Collect and use natural items to plan and make a rock pool diorama
	A creature crept over the rocks	Write an imaginative story.
	Read and share	Discuss pictures and diagrams, read and share facts.



5	Listen to me	Read familiar texts with developing fluency and expression.
	/spl/ and /squ/	Read and write using /spl/ and /squ/
	Spelling whizz	Spell theme words independently to test knowledge.
	A splendid ocean	Use blends and digraphs to read a short text, use comprehension strategies to answer questions.
	Sea star report	Use a computer to research sea stars, use the information to write a report.
	A bird's eye view	Explore the idea of a bird's eye view, draw a diagram.
6	Weekend news	Use a news plan to represent and retell an experience or event.
	Check the meaning	Explore homophones
	Spelling words	Use spelling strategies to practise theme word spelling.
	Soft /le/	Identify and use the /le/ digraph, explore soft and stressed syllables.
	A bird's eye view diagram	Label parts of a diagram.
	Chat with a crab	Discuss a conversation and complete speech bubbles.
	Save our oceans	Plan and create a poster.



7	Limerick nonsense	Explore limerick poems, count syllables, identify rhyming words.
	/ar/ in sea star	Explore and revise the digraph /ar/ in star.
	Card fun	Play games to practise spelling theme words.
	Little /le/	Identify and use the soft /le/ digraph.
	Fish tails	Read a book using developing reading skills, match information using prior knowledge and information from a book.
	A fishy diagram	Label a diagram of a fish.
	The letter	Use appropriate writing skills to write a letter to a newspaper.
8	Limericks on line	Make a short presentation, read fluently and with expression.
	Alphabetical /ar/	Alphabetical order or 'ar' words.
	/ck/ in rock	Revise the /ck/ digraph and print a list of /ck/ words.
	Spin and spell	Spelling practice using a game.
	Shared reading	Read a predictable and familiar text.
	Cuttlefish research	Use technology to source information, record some detail in a diagram.
	Cuttlefish	Record information about a given topic.



9	Diving on a reef	Create actions to demonstrate an oral story line.
	Short vowel spelling	Revise and apply short vowel spelling rules.
	Make a puzzle	Practise spelling theme words to create a puzzle
	Let's play!	Read an unseen text using developing reading strategies, identify digraphs and blends in the text.
	Under the waves	Critical thinking, follow instructions, represent observations in a diagram, label a diagram, explore and explain the effect of waves on a rock pool.
	A mermaid's tale	Write a short narrative using known writing skills.
10	Charades	Follow rules, guess answers from mimed actions, make mimed actions.
	A mermaid's tail or tale?	Explore and identify homophones.
	Read and draw	Identify blends and digraphs, use them to correctly spell words.
	Spelling words	Read and correctly spell high frequency words.
	Fishy biscuits	Follow instructions to make biscuits.
	Fishy biscuits taste test	Make prediction about changes to biscuits with cooking, use adjectives.
	Reading Eggs	Practise reading and comprehension strategies in an online format.



Day 1

Collect and prepare the items listed on the *Materials checklist*.

If the student has charts and cards from previous sets, these can be reused.

Reading texts (at the student's reading level) for this set can be downloaded with the set materials or sourced from the following places:

- your SIDE teacher
- SIDE Resource Centre
- your local library
- your personal library
- online book stores
- local book stores.

Materials checklist

Activity sheets (please print)	Check
• Who am I?	
• Splendid splash	
• Letter cards (cut out)	
• Theme words	
• On the beach	
• Sun smart hat	
• Dress me	
Resources	
• Lesson notes – Day 1	
• dotted thirds lined paper	
Reading books	
• story book about or set at the beach	
Home resources	
• large square sheet of paper eg, newspaper trimmed to a square	
• felt tip pens	



• scissors	
• glue or stapler	
• stapler	
• mirror	
• camera	

Storage folders

A display book, sheet protector or envelope is required to store completed activity sheets for return to the teacher upon the completion of the set.

Alternatively, create a folder on the computer to digitally store the student’s completed and scanned activity sheets.

A display book, envelope or box is required to store charts, games and other materials that will be used by the student across all sets.

Background information

As the student’s ability to read and print will vary depending on the activity, assist by reading to, or with, the student and printing responses.

The student can refer to any of the charts when completing activities.

The tutor uses the *Lesson notes* to guide the paper based and manipulative activities during the lesson.

When requested, help the student make sound or video clips, take photographs and save activity sheets for return to the teacher.

In short

Who am I?

Materials:

- activity sheets – *Who am I?*

Say

What do you enjoy about the beach? **Answers will vary.**

What have you seen at the beach? **Answers will vary, eg swimmers, dolphins, sand, towels, shells.**

What have you collected on the beach? **Answers will vary, eg shells, seaweed, coral, cuttlefish.**



**Say**

What can you tell me about rock pools? **Answers will vary, eg they are water on rocks, little fish live in them, they are at the beach.**

Have you ever looked into a rock pool? **Answers will vary.**

What did you see? **Answers will vary.**

Tell me what you know about the alphabet. **Answers will vary, eg It is all the letters in order, there are five vowels, the other letters are called consonants.**

Ask the student to say the alphabet.

Place the activity sheet on the table.

Say

What can you see in each space on the activity sheet? **the alphabet letters**

What is the first letter of the alphabet? **/a/**

Find it on the sheet.

In the first box in the table at the bottom of the shape picture, print the letter a.

What letter comes after /a/? **/b/**

Print the letter /b/ in the box next to /a/ in the table.

What is the third letter in the alphabet, /a/ /b/ ..? **/c/**

Can you find a letter /c/? **There's lots of letter /c/;s.**

Print the letter /c/ in the box next to /b/ in the table.

The student works independently to find the remaining letters of the alphabet and print them, in order into the table.

Ask the student to point to each letter as she/he says the alphabet.

Say

Something is hidden in the shapes picture. Use a coloured pencil to colour all the shapes with the letter /c/.

What is the picture? **a crab**

Where do crabs live? **in rock pools or on the beach**

Our new set is all about rock pools and the beach.



Store or display the activity sheet.

Exploring words

Blending words

Materials:

- nil required.



Say the sounds clearly leaving a brief pause between each one. Repeat in needed.

I'm going to say sounds of words. Listen carefully, put the sounds together and say the word.

h..a..t **hat**

r..o..ck **rock**

s..u..n **sun**

s..a..nn.d **sand**

sh..e..ll **shell**

f..i..sh **fish**

The next group of words have blends or digraphs.

Say

cr..a..b **crab**

cl..or..s **claws**

b..ea..ch **beach**

o..sh..n **ocean**

p..oo.l **pool**

spl..a..sh **splash**

w..a..ves **waves**

w..or..ta **water**

s..ee..g..ull **seagull**

What did you notice about all the words? **They all have something to do with the beach.**

Splendid splash

Materials:

- activity sheets – *Splendid splash*
- activity sheet – *Letter cards* (cut out).

Put the letter cards on the table.

Say

When we spell and read we use blends to help us. What is a blend? **two or three letters that work together to make a sound**

Tell me some blends you know. **Answers will vary, eg st, br, cl.**

Make the blend 'sp' using the letters.

How many letters? **2**

Let's take turns to say some words that use the /sp/ blend.



Say

There are three letters in this blend. What are the three letters? **/s/, /p/, /l/**

Say the blend. **spl**

Can you think of any words beginning with the /spl/ blend? **Answers will vary, eg splash, split, splinter, splatter.**

There are not many words which begin with /spl/.

Continue saying /sp/ words until 10 have been said, eg spin, spot, spaniel, wasp, lisp, sparrow, spill, sport, sparkle, whisper.

Say

Find the letter 'l' and place it next to the /sp/ blend.

How many letters now? **3**

You have changed a two letter blend into a three letter blend. What does it say? **spl**

What are the three letters? **/s/, /p/, /l/**

Let's think of two words each that begin with the /spl/ blend. **Answers will vary, eg splash, split, splinter, splatter, splashing.**

There are not many words which begin with /spl/.

Place the activity sheet on the table.

Say

Read the title of the activity. **Splendid splash**

Do you know what 'splendid' means? **Answers will vary.**

'Splendid' means amazing or magnificent. A peacock's tail is splendid. Tell me something that is splendid. **Answers will vary.**

Another /spl/ word that means 'splendid' is 'splendiferous'. Say that. **splendiferous**

Tell me something that is splendiferous. **Answers will vary.**

These are both fabulous adjectives to use in your writing.

Look in the top row on the activity sheet. Read what it says. **sp add l equals/makes spl**

Trace the letters using your coloured pencils.

Read the words in the first column. (Help if required.) **splash, splosh, splish, splatter, splutter**

Trace the /spl/ blend using your coloured pencils.

What do splash, splosh and splish make you think of? **Answers will vary, eg water, the beach.**

Read the words in the second column. **splash, splosh, splish, splatter, splutter**

Read the words in the third column. **splash, splosh, splish, splatter, splutter**



What can you tell me about the words? **They are the same in the three columns.**

What could we do to change them? **Answers will vary.**

You can add some endings or suffixes to make new words. What are other words that begin with 'splash'? **Answers will vary, eg splashed, splashing, splashy, splashes.**

What ending could you add to 'splash' to make a new word? **Answers will vary, eg 'ed', 'ing', 'y', 'es'.**

Choose an ending and print it onto splash in the second column.

Choose another ending and print it onto 'splash' in the third column.

Say Trace the /spl/ blend in your new words.

Read the three words in the row.

What are other words that begin with 'splosh'? **Answers will vary, eg splashed, splashing, sploshy, splashes.**

What ending could you add to 'splosh' to make a new word? **Answers will vary, eg 'ed', 'ing', 'y', 'es'.**

Choose an ending and print it onto splosh in the second column.

Choose another ending and print it onto 'splosh' in the third column.

Trace the /spl/ blend in your new words.

Read the three words in the row.

Support the student in the same way as he/she makes new words using the three remaining /spl/ words. Explain the meaning of any unknown words. **Answers will vary, eg splattering, splatters, splattered, splutters, spluttered, spluttering.**

Ask the student to read the instruction below the table.

Ask the student to read the words in the box.

Ask the student to trace the blend.

Say Read the story in the box. Clap when you come to a missing word.
Read the story again and say the word that you think fits into each space.
Print the words where you think they fit. Tick each word after you have used it.

I surfed on a **splendid/splendiferous** wave. I fell off my board and **split** my bathers. I **spluttered** as I spat sea water out of my mouth. I shook my hair and water **splattered** everywhere. It was **splendid/splendiferous**!



Mark then store or scan and save the activity sheet.

Store the letter cards.



Theme words

Materials:

- activity sheet – *Theme words*.

Say

To help us when we write, we learn words that cannot be sounded or they fit our theme. This week we will learn some theme words.

How can we remember to spell words correctly? **Answers will vary, eg find the blends or digraphs, remember the tricky parts, remember how the word looks.**

Place the activity sheet on the table.

Make sure the student is sitting correctly and has the correct pencil grip.

Say

Try to sound and say the first word. **sh e ll shell**

Where would you find a shell? **on the beach**

What is the digraph, the two letters that make one sound? **sh**

Trace over the digraph /sh/ using a colour pencil.

What do you need to remember at the end of the word? **two/double 'l'**

Trace over the double 'l' using a colour pencil.

Trace the /e/ using your printing pencil.

Try to sound and say the first word. **s ea sea**

There are two 'sees'. One is when you see with your eyes. What is the other on? **the ocean, salt water**

Which 'sea' is this? **the ocean**

What is the digraph, the two letters that make one sound? **ea**

Trace over the digraph /ea/ using a colour pencil.

Trace the /s/ using your printing pencil.

What is the three letter blend in the next word? **/spl/**

Use a colour pencil and trace the blend /spl/.

What is the digraph, two letters – one sound in the word? **/sh/**

Use a different colour and trace over the digraph /sh/.

Use your printing pencil to trace the letter /a/.

This is one of our theme words. Using the blend and the digraph, sound the word. **spl..a..sh, splash**

We've already met the next adjective today. What is the word? **splendid**

Ask the student to identify then trace blends and digraphs in the next four words using colour pencils.



Ask the student to trace any remaining letters using a printing pencil.

splendid beach rock pool

Say

Look at the last word. This is a very tricky word. What letter does the word begin with? **/o/**

The letter /o/ is pronounced like its name, /oh/.

Trace the /o/ using a coloured pencil.

The other letters work together to say 'shun'. Oh shun

What is the word? **ocean**

Trace the other letters using a coloured pencil.

The word is 'ocean'. You cannot sound this word. You must remember what it looks like.

Ask the student to read all the words in the column.



Store the activity sheet for Day 2.

Fun with print

On the beach

Materials:

- activity sheet – *On the beach*.

Say

When you go down to the beach, what do you take? **Answers will vary, eg bathers, towel, hat, bucket, spade, rashie (t-shirt).**

Place the activity sheet on the table.

Say

Describe the picture to me. **Answers will vary, eg boy sitting under an umbrella on a sunny day.**

This boy is sitting on the sand on the beach. What can you add to the picture to show that? **draw some sand around him**

Draw the sand.

What else does the picture need to show he is on the beach? **water**

Draw the water.

What is the boy wearing? **bathers and a tee shirt/rashie**

Print the words near him and draw a line to join them to his clothes.

What could you draw on him to protect his head from the sun? **a hat**



Say

Draw the hat and label it.

Draw something on his feet to protect them from the hot sand. Label what you have drawn.

What is he sheltering under? **umbrella**

Sound and print the word on the umbrella. I'll help with the spelling.

What other things do we take to the beach to keep us safe? **Answers will vary, eg sunscreen, insect repellent, floaties, towel.**

Around the picture, on the sand and in the water, print the names or draw pictures of these things. I'll help you sound difficult words.

What do we take to the beach to play with? **Answers will vary, eg ball, bucket, spade, trucks.**

Print the names or draw pictures of these things. I'll help you sound difficult words.

What else might we take? **Answers will vary, eg fishing rod, food, esky, picnic rug, drinks.**

Print the names or draw pictures of these things. I'll help you sound difficult words.

What do you think is the most important thing to take to the beach? **Answers will vary.**

Water, sunscreen, a hat and a rashie or t-shirt are things we must take when we go to the beach. Why do you think these things are so important? **Answers will vary.**

It is very important that we protect ourselves from the hot sun. If we don't, what might happen? **Answers will vary.**

We could get very sunburnt. Being burnt by the sun is very painful.

We could become dehydrated. That means our bodies don't have enough water. Without water, we can become dizzy and sick.

Your picture shows all the things that keep us safe and happy on the beach.



Store the *On the beach* activity sheet for later use.



Sun smart hat

Materials:

- activity sheet – *Sun smart hat*
- large sheet of paper, eg newspaper, trimmed to a square
- felt tip pens
- scissors
- glue or stapler
- mirror
- camera.

Place the activity sheet on the table.

Say Why do we wear a hat? **to keep the hot sun off our heads and faces, stop us from getting sunburnt**

What sort of hat will keep the sun off our head, face and ears? **Answers will vary, eg has a brim all the way around, has a peak at the front and a long flap that covers the ears and neck.**

Read the title on the activity sheet. **Sun smart hat**

What type of text do you think this is? **instructions, a procedure**

You're going to follow the instructions to make a sun smart hat.

Place the other materials on the table.

Ask the student to read and follow the instructions. Give help when required.



Please take a photograph of the student making the hat

Fit the hat to the student's head, then staple or glue the sides together, making a flat cone that will stay on the student's head.

Ask the student to look at him/herself in the mirror while wearing the hat.

Say Is this a good sun hat style? **Answers will vary.**

Why? **Answers will vary, eg it has a brim all the way around.**

Let's take it outside and test it.

Ask the student to stand in the sun while wearing the hat.

Say Can you feel the sun on your head, face or ears? **Answers will vary.**

Look at the hat in the mirror. Does it shade your face or is the sun on it? **Answers will vary.**

**Say**

Does it shade your ears or are the sun on them? **Answers will vary.**

Would this be a good hat to wear when you are playing outside? **Answers will vary.**

Why? **Answers will vary, eg yes because it shades my face and ears, no because it might blow off/fall off.**



Please take a photograph of the student wearing the hat in the sun.



Store the photos into the Set folder. Store or discard the instructions.

Dress me

Materials:

- activity sheet – *Dress me*
- activity sheet – *On the beach* (from earlier activity).

Place the activity sheets on the table.

Say

Earlier in the lesson, you wrote down or drew things you would take to the beach. Read or tell me all the things you would take.

Look at the *Dress me* activity sheet. What do you see? **a person**

This person is you. Draw you face and hair.

You are about to get dressed to go to the beach. What will you wear?

Answers will vary, eg bathers, shorts, tee shirt, rashie, hat, sandals.

Draw you beach clothes on your body.

What else do you think you could take? **Answers will vary.**

Draw these things. You could be holding them or they could be on the floor next to you.

What will you do to stop his/her skin from burning? **put on sunscreen**

How can you show you are wearing sunscreen? **Answers will vary, eg colour my face, arms and legs white/yellow, draw an arrow to my skin and print a label 'sunscreen'.**

Do something to show you are wearing sunscreen.

Print labels for the other items you drew.

You have made a poster to show what you need to go to the beach to play safely and have fun.

These activity sheets will be used in the next activity.



Sun smart

Materials:

- activity sheet – *Dress me* (from previous activity)
- activity sheet – *On the beach* (from earlier activity)
- dotted thirds lined paper.

Place the materials on the table.

Help the student rule a ruler-width margin down the left side of the lined paper, using a coloured pencil.

Help the student locate the date and print it on the top line of the margin, eg 24/2/2017

Ask the student to print his/her name at the top of the page, in the large section.

Print the title 'Set 4 Day 1 'Sun smart' below his/her name.

You are going to the beach. You have all the sun safe items and some other things. What will you do at the beach? **Answers will vary, eg go for a swim, build a sand castle, look for shells.**

Think about one day that you went to the beach. Tell me what happened. **Answers will vary.**

You can write a recount about your day at the beach so others know about it. You can use the activity sheets to remind you what you wore and took, and what you did.

How will you begin your story? **Answers will vary, eg Last Sunday Mum said we were going to the beach.**

Print your first sentence on the lined paper. Remember to begin with a capital.

What was the weather like? **hot, sunny, fine**

Print a sentence that tells us what the weather was like.

What did you do to get ready to go? **Answers will vary, eg put on my bathers and rashie.**

Print a sentence that tells us that information.

What did you do next? **Answers will vary, eg found my hat and thongs and put them on.**

Print a sentence that tells us that information.

What happened next? **Answers will vary, eg Mum helped me put on sunscreen, I found my towel.**

Remember to begin with a capital and print the sentence.

Continue to question the student to help him/her write the recount.

Include questions about what he/she did at the beach, packed up and came home.



Say

Read the recount. As you read check your sentences begin with a capital letter and end with a full stop.

Is there anything you would like to add or change? **Answers will vary.**

Below the recount, draw a picture to show a sun smart you at the beach.



Store or scan and save the student recount 'Sun smart'.

Display or store the two activity sheets.

Read and share

Materials:

- story book about or set at the beach.

Sit with the student and the book in a comfortable book.

Ask the student to read the book title, author and illustrator.

Ask the student to look at the pictures in the book and tell you the story.

Read the story with the student.

Compare the student's version (told from the pictures) to the actual story.



Store the book.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 1 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 2

Collect and prepare the items listed on the *Materials checklist*.

If the student has charts and cards from previous sets, these can be reused.

Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none">Splish! Splosh! Splash!	
<ul style="list-style-type: none">Exploring /er/	
<ul style="list-style-type: none">The rock pool	
<ul style="list-style-type: none">Shells 1	
<ul style="list-style-type: none">Shells 2	
Resources	
<ul style="list-style-type: none">Lesson notes – Day 1	
<ul style="list-style-type: none">Letter cards (from Day 1)	
<ul style="list-style-type: none">Theme words (from Day 1)	
<ul style="list-style-type: none">dotted thirds lined paper	
Reading books	
<ul style="list-style-type: none">Shells	
Home resources	
<ul style="list-style-type: none">scissors	
<ul style="list-style-type: none">glue	
<ul style="list-style-type: none">stapler	
<ul style="list-style-type: none">slice tray, large baking dish or similar	
<ul style="list-style-type: none">sheet of blank paper (larger than the tray)	
<ul style="list-style-type: none">jug of water	



• detergent	
• blue food colouring	
• a straw	

In short

Splish! Splosh! Splash!

Materials:

- activity sheet – *Splish! Splosh! Splash!*

Say

Have you ever found anything really interesting on the beach? **Answers will answer.**

The ocean can wash up very interesting corals, sponges, shells and other things.

Place the poem on the table.

Say

What do you notice about the title? **Answers will vary, eg all the words begin with /spl/, there is a mark after each word.**

(Point to an exclamation mark.) This is a special punctuation mark. Can you tell me its name? **exclamation mark**

When do we use an exclamation mark? **When we want to show surprise, feelings, when it is not a sentence.**

We use an exclamation mark because they are single words, not sentences and they sound like a water noise.

Point to the words and read with me.

Read the poem together, clapping when you come to a missing word.

Say

Which words rhyme in each verse? **splash, dash; see, me**

To create a rhythm in the poem, the poet used rhyme and the same number of syllables in each line. Let's read the first verse again and count the syllable in each line.

Splish, splosh, splash! **3 syllables**

Into the rock pool I dash **7 syllables**

Hat on my head **4 syllables**

Bucket and spade in my hand. **7 syllables**



Now you need to print the missing words to finish each verse. The poem needs seven syllables in the last line. Count the syllables in the last line of the second verse. **5**

How many syllables need to go into the space? **2**

What is looking at you in the second verse? **a crab**

How many syllables in 'crab'? **1**

You need another one syllable word to describe the crab. What word can you use? **Answers will vary, eg red, big, small, ugly, cute.**

Sound out and print the words X and crab on the line.

Say

What is looking at you in the next verse? **a fish**

How many syllables in 'fish'? **1**

You need another one syllable word to describe the fish. What will you say? **Answers will vary, eg fast, small, tiny, shy.**

Sound out and print the words X and fish on the line.

What is looking at you in the last verse? **a sea stars/sea star**

How many syllables in 'sea stars (sea star)'? **2**

Do you need a describing word this time? **no**

Sound out and print the word sea stars (sea star) on the line.

Read the completed poem together.



Store the activity sheet for use on Day 3.

Exploring words

Exploring /er/

Materials:

- Letter cards (from Day 1)
- activity sheet – *Exploring /er/*.

Place the letter cards on the table.

Say

When we spell and read we use blends and digraphs to help us. What is a blend? **two or three letters that work together, each sound is heard**

What is a digraph? **two letters/vowels working together to make one sound**

What is a trigraph? **three letters/vowels working together to make one sound**

**Say**

Listen to these words, heard, church, bird, fern, worm. What sound do you hear in the middle of each word? **/er/**

There are many ways to spell the /er/ sound. Let's explore them. Three /er/ digraphs have two letters. Use the letter cards to show me how you think the three /er/ digraphs are spelled. **Answers will vary.**

One /er/ digraph is 'e' and 'r'. Did you have that one? **Answers will vary.**

Another /er/ digraph is 'i' and 'r'. Did you have that one? **Answers will vary.**

The third /er/ digraph is 'u' and 'r'. Did you have that one? **Answers will vary.**

The fourth /er/ digraph is 'o' and 'r'. Did you have that one? **Answers will vary.**

The fifth /er/ sound has three letters. What do you think they are? Make it using your letter cards. **Answers will vary.**

This /er/ sound is spelled 'e', 'a', 'r'

If the student does not have the four sounds, ask him/her to make them.

Say

The key word for /er/ with 'e' and 'r' is 'fern'. Add letters to your /er/ digraph to make 'fern'.

F /er/ n. Are you correct? **Answers will vary.**

A fern is a leafy plant. The key word for /er/ with 'i' and 'r' is 'bird'. Add letters to your /ir/ digraph to make 'bird'.

b /ir/ d. Are you correct? **Answers will vary.**

The key word for /er/ with 'u' and 'r' is 'church'. Ch /ur/ ch. Add letters to your /ur/ digraph to make 'church'.

Ch /ur/ ch. Are you correct? **Answers will vary.**

The key word for /er/ with 'o' and 'r' is 'worm'. w /or/ m. Add letters to your /or/ digraph to make 'worm'.

w /or/ m. Are you correct? **Answers will vary.**

The key word for the final /er/ sound is 'pearl'. p /ear/ l. Add letters to your /ear/ sound to make 'pearl'.

p /ear/ l. Are you correct? **Answers will vary.**

Help the student change any key words that were not spelled correctly.

Say

Point to each digraph and say it and then say its key word. **/er/ fern, /ir/ bird, /ur/ church, /or/ worm, /ear/ pearl**

It's difficult to know which /er/ sound to use when we spell a word. Let's play a guessing game. I'm thinking of the word 'perch'. A bird sits on a perch. Which /er/ is in 'perch'? **Answers will vary.**

It's /er/ fern. Use the letters to make 'perch', p er ch.

I'm thinking of the word 'girl'. Which /er/ is in 'girl'? **Answers will vary.**

**Say**

Its /ir/ bird. Use the letters to make 'girl', g ir l.

I'm thinking of the word 'curl'. Which /er/ is in 'curl'? **Answers will vary.**

Its /ur/ church. Use the letters to make 'curl', c ur l.

I'm thinking of the word 'word'. Which /er/ is in 'word'? **Answers will vary.**

Its /or/ worm. Use the letters to make 'word', w or d.

I'm thinking of the word 'heard'. Which /er/ is in 'heard'? **Answers will vary.**

Its /ear/ pearl. Use the letters to make 'heard', h ear d.

Continue the game, using the words: learn, fur, kerb, world, dirt.

Place the activity sheet on the table.

Read the instructions with the student.

Encourage the student to read the story independently. Help when required.

Ask the student to reread the story and circle the /er/ words, using coloured pencils.



Mark the activity. Ask the student to use a printing pencil to circle any words he/she missed.

Early on Thursday morning Herman went out to search for worms in the damp earth. He was going fishing at the beach and needed them for bait. As he dug in the dirt he heard a sound.

"Is that a bird?" he murmured.

His cat Pearl started to stir beside him so he patted her fur until he heard her begin to purr.

"You must learn to be quiet," Herman said firmly. "Curl up here and we won't go any further until we know more about that sound." Herman and Pearl heard the sound again, more loudly than the first time.

"It's worth keeping quiet because if it's a bird, he'll be frightened and may fly away and never return."

The third noise was the loudest of all. Herman whirled around to look at the fern behind him. He felt nervous and cuddled Pearl to his shirt as they waited. Herman didn't say a word. They watched and listened for thirty minutes and now they were feeling thirsty.

"Let's go Pearl," whispered Herman. Just as he spoke a sound burst from the branch of a tree. Herman looked up and saw a baby bird perched on the branch. He was learning to fly.



Store or scan and save the activity sheet.

Store the letter cards.



Spelling time

Materials:

- activity sheet – *Theme words* (from Day 1)
- *Letter cards* (from Day 1).

Place the spelling words on the table.

Ask the student to read the words going down the column.

Say

In the blank space next each word, print the word again.

As you print the words, think about the letters and what the word looks like.

The student prints the words independently.

Say

Turn the activity sheet face down.

I'll say a spelling word and you make the word with the letter cards. When you've finished making the word, we'll turn the list up and check the spelling is correct.

The first word to make is 'shell'.

Say all the words for the student to make.

Ask the student to turn over the list and check each word. If words are incorrect, ask the student to remake them correctly.



Store the activity sheet and the letter cards.

The rock pool

Materials:

- activity sheet – *The rock pool*.

Say

We have learned many digraphs and blends.

I'll say some digraphs and you give me some words using the sound.

Ow **cow, how, town, mouse, found**

sh **ship, shop, shut, wish**

ch **chicken, chops, church, chase**

ee **see, tree, beach, feet, leaf**

ck **duck, peck, knock, tick**

er **fern, third, world, turn.**

**Say**

I'll say a word and you tell me the blend in the word.

tr..ick **tr**

cr..ack **cr**

fr..iend **fr**

dr..ink **dr**

cr..ab **cr**

st..ar **st**

Place the activity sheet on the table.

Ask the student to read the story. Help with unknown words.

Discuss the meaning of any unknown words.

Say

Read the story again. Circle all the words with digraphs using a colour pencil.

What words with digraphs did you circle? **Answers will vary, eg Kirby, down, beach, found, rock, pool, hermit, yellow, sea stars, brown, sea, snail, green, seaweed, voice, mermaid**

Read the story and use a different coloured pencil to circle all the blends.

What words with blends did you circle? **crab, star, snail, brown, green**

Do you think Kirby would have been surprised to meet a mermaid? **Answers will vary.**

Would you like to meet a mermaid? **Answers will vary.**

What do you think you would say to her? **Answers will vary.**

How do you think the story might end? **Answers will vary.**

On the lines, print some sentences to finish the story. Remember to begin sentences with a capital letter and end them with a full stop.

The student prints the sentences independently. Help with spelling words if needed.

Ask the student to read the whole story to you.



Store or scan and save the activity sheet.



Fun with print

Shells

Materials:

- reading book – *Shells*
- activity sheet – *Shells 1*
- activity sheet – *Shells 2*
- scissors
- glue
- stapler.

Say

Have you ever been down to a beach and collected shells? **Answers will vary.**

What do you know about shells? **Answers will vary.**

We're reading a book about shells. What is it called? **Shells**

This is a book about the different shells you might find on a beach. Point to the words as we read.

Encourage the student to read independently. Give help when required.

Say

Look through the book and tell me the types of animals live in shells. **snails, oysters, clams, squid.**

What are some of the different shapes of shells? **spiral and fan**

Waves break the shells down. What do the broken shells form? **sand**

Place the activity sheet *Shells 1* on the table.

Say

Describe the first picture. **Answers will vary.**

You often see shells like these on beaches. Have you ever found a shell like one of these shells? **Answers will vary.**

Scallops have this type of shell. Describe the picture beside that one. **Answers will vary.**

Clams, oyster, mussels and pipis all have bivalve shells, or two shells joined together with a hinge. Some giant clams can live for forty years.

Describe the third picture. **Answers will vary.**

What does the hermit crab do when he gets too big for his shell? **He finds a larger shell to live in.**



Say

Describe the shells in the last picture. **Answers will vary.**

Carefully cut out the four pictures and place the pictures in a row across the top of the table.

Ask the student to cut out the two blank rectangles and place them to one side.

Place the activity sheet *Shells 2* on the table.

Say

Read the sentence in each box.

Choose a picture that will match each sentence and place it next to the matching sentence.

Read the first sentence.

How do you know your picture matches? **Answers will vary, eg the shells are shaped like a fan.**

Glue the picture into the box.

Read the second sentence.

How do you know your picture matches? **Answers will vary, eg the shells are curly/go round and round in a spiral.**

Glue the picture in the box.

Read the third sentence.

How do you know your picture matches? **Answers will vary, eg the shells have two parts.**

Glue the picture in the box.

Read the fourth sentence.

How do you know your picture matches? **Answers will vary, eg there is a crab inside the shell.**

Glue the picture in the box.

Ask the student to cut out the four strips and place them to one side to dry.

Place the large blank rectangle (with the lines in it) in front of the student.

Say

In the space in the bottom of the rectangle, draw a shell you have found or seen.

Describe the shell to me. **Answers will vary.**

Print a sentence on the lines to describe the shell.

Place the other large blank rectangle in front of the student.

Say

This is the cover for the shell strip book you have made. Print a title and your name on the cover. Draw a picture too.

Ask the student to stack the strips and cover together.

Staple the strips together to make a book.



Ask the student to read the book.



Store the book for Day 6.

Ask the student to read to other family members or friends.

Making bubble paper

Materials:

- slice tray, large baking dish or similar
- sheet of blank paper (larger than the tray)
- jug of water
- detergent
- blue food colouring
- straw.

Place the materials on the table.

Say

Do you know what a diorama is? **Answers will vary.**

A diorama is a model of something. We are going to make a rock pool diorama. Today you'll make the background using bubbles and water.

Pour the water into the tray. (until the water is about 3 cm deep)

Put three squirts of detergent into the water.

Drip in some blue food colouring to make the water turn blue.

You'll take the straw and blow into the water. What do you think will happen?

Answers will vary.

Take the straw, put it in the water and blow until something happens. Listen as well as watch.

Allow the student to blow into the water until large bubbles form.

Say

Tell me what you heard and saw. **Answers will vary, eg big bubbles came up and popped, the water gurgled when I blew.**

You're going to make big bubbles again. When you stop, we're going to put the paper over the bubbles and let them pop onto the paper.

Blow some big bubbles so they cover the top of the water.

Quickly place the paper over the top of the water but NOT in the water. The paper should touch the bubbles and they will burst against it.

Remove the paper from the tray.

Most of the paper should be covered with blue print.

**Say**

That's an easy way to make a background.

Tell me how we made bubble paper. **Answers will vary.**



Place the paper in a flat place to dry.

Ask the student to help tidy away the materials.

Bubble paper

Materials:

- dotted thirds lined paper.

Place the lined paper on the table.

Help the student rule a ruler-width margin down the left side of the lined paper, using a coloured pencil.

Help the student locate the date and print it on the top line of the margin, eg 24/2/2017

Ask the student to print his/her name at the top of the page, in the large section.

Print the title 'Set 4 Day 2 Bubble paper' below his/her name.

Say

You might have a friend who wants to make bubble paper. You can write a procedure so he/she can follow the instructions to make it. What does your friend need to know first? **what to use, materials**

Miss a line below your title. In the top left corner, print the word 'Materials' on the line. Begin with a capital /M/ and I'll help you sound the word.

Print the list of the materials below, going down the page. **bowl of water, detergent, food colouring, straw, paper**

Now we need to tell your friend how to make the bubble paper. This is called the method. Miss a line and on the next line, print the word 'Method'. Begin with a capital letter.

What did we do first? **poured the water into the tray**

Because it is a procedure, you don't need to use full sentences. Print the first action on the line under the word 'Method'.

What did you do next? **put three squirts of detergent into the water**

Print that on the next line.

What did you do next? **added food colour**

Print that on the next line.



Say

What's next? **blow into the water with the straw.**

Then what did we do? **put the paper over the bubbles**

Print that instruction on the next line.

Draw a picture to show the finished bubble paper.



Store or scan and save the student written procedure.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 2 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 3

Collect and prepare the items listed on the *Materials checklist*.

Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none">Limericks	
<ul style="list-style-type: none">Joining sentences	
<ul style="list-style-type: none">/er/ fern	
<ul style="list-style-type: none">Salt dough recipe	
Resources	
<ul style="list-style-type: none">Lesson notes – Day 3	
<ul style="list-style-type: none">Spish! Splosh! Splash! (from Day 2)	
<ul style="list-style-type: none">My phonics book (prepared as described in the Tutor's guide)	
<ul style="list-style-type: none">Letter cards (from Day 1)	
<ul style="list-style-type: none">dotted thirds lined paper	
<ul style="list-style-type: none">bubble paper (from Day 2)	
Reading books	
<ul style="list-style-type: none">non-fiction book about rock pools and animals	
Home resources	
<ul style="list-style-type: none">highlighter pens	
<ul style="list-style-type: none">scissors	
<ul style="list-style-type: none">glue	
<ul style="list-style-type: none">salt	
<ul style="list-style-type: none">water	
<ul style="list-style-type: none">plain flour	



• measuring cups	
• bowl	
• wooden spoon	
• camera	
• plastic placemat or board	
• microwave safe plate or an oven tray (depending on cooking method)	
• microwave or oven	
• an empty cereal or pizza box	
• strong tape	
• blue paint	
• paint brush.	
• computer with internet access	

In short

Limericks

Materials:

- activity sheet – *Splish! Splosh! Splash!* (from Day 2)
- activity sheet – *Limericks*
- highlighter pen.

Place the *Splish! Splosh! Splash!* poem on the table.

Say

When we read this poem today, we're going to read with expression and fluency, smoothly.

Listen as I read the poem.

You have a go.

Encourage the student to read fluently and with expression.

Place the *Limericks* sheet on the table.



These poems are limericks. A limerick is a nonsense or funny poem. Count the lines in each limerick. **5**

Read the first limerick with me.

What are the rhyming words? **Flutter, stutter, splutter; loud, crowd**

Say Which lines have the rhyming? **first two lines and the last line rhyme, the second and third lines rhyme**

Highlight the rhyming words.

Let's read the second limerick. What's the title? **The crab**

Point to the words and read with me.

Read the limerick with the student.

There's something not right about that limerick. What is it? **the fourth line is missing**

Use a highlighter and highlight the rhyming words in lines 1, 2 and 5.

What words did you highlight? **Deedee, bee, sea**

What is the last word in the third line? **hand**

Say We need to print a line that ends in a word that rhymes with 'hand'. Tell me some words that rhyme with 'hand'. **Answers will vary, eg band, sand, land.**

Which one of those things would you find on the beach? **sand**

Count the syllables in line 3. **5**

What sentence could we make that has five syllables and ends with the word 'sand'? **Answers will vary, eg they played in the sand.**

Encourage the student to use his/her own experiences of being at the beach to create the sentence, eg hot sand.

Help the student count the syllables in his/her suggested line to make sure there are five.

Print the sentence on the line.

Use a different colour to highlight the rhyming words in lines 3 and 4.

What words did you highlight? **hand, sand**

Read the whole poem.

Say Do you think a crab would make friends with a very small bee? **Answers will vary.**

Do you think a bee and a crab would build a sandcastle? **Answers will vary.**

Do you think a bee would go for a swim? **Answers will vary.**

Limericks are nonsense poems and often quite funny.



Store the poem and limericks for later use.



Exploring words

Joining sentences

Materials:

- activity sheet – *Joining sentences*
- highlighter pen.

Say

In the last limerick, a crab played on the beach. Who else played on the beach? **a bee**

A crab played on the beach. A bee played on the beach. That's two sentences telling us who played on the beach. Instead of using two sentences, join them together and make one. **A crab and a bee played on the beach.**

You used the word 'and' to join the sentences about the crab and the bee. When we use a word to join two sentences the joining word is called a 'conjunction'. Use 'and' and join these two sentences: The bee went for a swim. The crab went for a swim. **The bee and the crab went for a swim.**

Join these two sentences using 'and': The crab played in the sand. The crab made a sandcastle. **The crab played in the sand and made a sandcastle.**

'So' is another conjunction. Use the conjunction 'so' to join these two sentences: It was hot. I went for a swim. **It was hot so I went for a swim.**

Use the conjunction 'so' to join these two sentences: I missed the bus. I was late for school. **I missed the bus so I was late for school.**

When we join two sentences using a conjunction, the two sentences must be about the same topic, the same thing.

Place the activity sheet on the table.

Say

Some of your spelling words are in these sentences. We're going to use conjunctions to join the sentences.

Read the conjunctions in the boxes at the top of the page. **and, so, then**

Use a highlighter to highlight the spelling words as you read the first sentences.

What words did you highlight? **splendid and beach**

Why did Nat go to the beach? **Because it was a splendid day.**

Let's try the conjunctions to see which one will best fit the meaning of the sentences.

Ask the student to read the sentences and join them using each conjunction.

It was a splendid day **and** Nat went to the beach.

It was a splendid day **so** Nat went to the beach.

It was a splendid day **then** Nat went to the beach.



Which conjunction tells us that Nat went to the beach because it was a splendid day? **so**

Print the conjunction into the space.

Read the sentence. **It was a splendid day so Nat went to the beach.**

Does the new sentence have more or less words than the two sentences? **more**

Read the next two sentences and highlight any spelling words. **shell, rock, pool**

What did you find in the rock pool? **a shell and a crab**

What will the conjunction be? **and**

Print the conjunction into the space.

Read the sentence. **I found a shell and a little crab in a rock pool.**

Does the new sentence have more or less words than the two sentences? **less**

Read the next two sentences and highlight the spelling words. **sea**

Say Who swam in the sea? **sea star and seahorse**

What will the joining word be? **and**

Tell me the sentence. **A sea star and a seahorse swam in the sea.**

Print the sentence on the lines.

Does the new sentence have more or less words than the two sentences? **less**

Read the next two sentences. **Tim was very hot. Time had a splash in the ocean.**

Highlight the spelling words. **splash, ocean**

Test the conjunctions to see which one will best fit the meaning of the sentences.

Which is the best fit? **so**

Read the sentences and put in the conjunction. **Tim was hot so he had a splash in the ocean.**

Print the sentence on the lines.

Does the new sentence have more or less words than the two sentences? **less**

Ask the student to read the new sentences again and circle the conjunctions with a colour pencil.



Display the activity sheet.



/er/ in fern

Materials:

- Letter cards (from Day 1)
- activity sheet – /er/ in fern
- My Phonics book
- scissors
- glue.

Say

I'll say some words and you tell me the digraph in the word.

sh..ip **sh**

luck **ck**

ch.icken **ch/ck**

three **th**

house **ou**

cow **ow**

leaf **ea**

tree **ee**

Listen to these words, herd, perch, serve, herb, fern. What sound do you hear in the middle of each word? **/er/**

The key word for this /er/ sound is 'fern. Do you remember the letters that spell the digraph? **e r**

Place the activity sheet on the table.

Ensure the student is sitting correctly and has the correct pencil grip.

Ask the student to point to and read each word.

Ask the student to tell you what each word means. (Help if required.)

Say

What sound does the digraph in the words make? **/er/**

Choose a colour and trace the /er/ digraph in each word in the top table.

Use your printing pencil to trace the other letters in the words.

Now we need to think of some more /er/ fern words to fill the boxes at the bottom of the table. Can you think of any? **Answers will vary.**

Take turns to suggest words. If the words do not have the /er/ fern digraph, tell the student to digraph they use, eg worm is spelled o r. **Answers will vary, eg verse, servant, nerve, swerve, her, jersey, every, battery, germ, energy, stern, service, term, merman.**

Ask the student to sound and print /er/ fern words into the boxes.



Ask the student to draw pictures for the words in the table. (where possible)

Place the Phonics book on the table.

Ask the student to open to the next blank page.

Ask the student to cut along the dashed lines and cut out the /er/ fern table.

Ask the student to glue it onto the blank page.



Store the phonics book.

Make a word

Materials:

- Letter cards (from Day 1)
- dotted thirds lined paper.

Place the letter cards on the table with the lined paper.

Ask the student to put his/her name and the date at the top of the page.

Let's do some activities to help you learn your theme words. Use the letter cards to make 'sea'.

Print the word on the first line of your paper.

Use a colour pencil to trace around the shape of the word.

Tell me the shape of the word. **small, small, small**

Make the word 'shell'.

Say

Print the word on the next line then use a colour pencil to trace the shape of the word.

What is the shape of the word? **small, tall, small, tall, tall**

Make the word 'splash'.

Print the word 'splash' on the next line then use a colour pencil and trace the shape of the word.

What is the shape of the word? **small, small, tall, small, tall, tall**

Ask the student to make and print the words then trace the shape of each word for the spelling words: beach, ocean, rock, pool and splendid.

Keep the letters out that make 'splendid'.

Say

Look at the letters in the word 'splendid'. How many are there? **8**

Turn over your sheet of paper and print the word 'splendid' on the top line.

**Say**

Use two letters in the word 'splendid' to make a small word. **Answers will vary, eg in, is.**

Underneath the word 'splendid', print the small word you made.

Use some of the letters from 'splendid' to make another word. **Answers will vary, eg did, end, den.**

The student moves the letter cards around to make a word. Help the student make the first two or three words to ensure understanding of the task.

Ask the student to work independently to make and print ten small words. **Answers will vary, eg in, is, den/s, pen/s, end/s, lid/s, pin/s, nip/s, sip/s, dip/s, send/s, lend/s, pile/s, dine/s, pine/s, line/s, slip, slid, slide, spend.**



Store or scan and save both sides of the *Make a word* student work.

Fun with print

Salt dough recipe

Materials:

- activity sheet – *Salt dough recipe*
- salt
- water
- plain flour
- measuring cups
- bowl
- wooden spoon
- camera.

Place the materials on the table.

Say

We're going to make some salt dough so we can make some models for our rock pool diorama.

(Point to the recipe.) What type of text is this? **a recipe, instructions**

Help me read the first word. **ingredients**

Let's read the ingredients and utensils together and check we have everything.

Do we have everything? **yes**

Let's read the method together. What does the word 'method' mean? **how we do it**



Read the Method steps together.

Ask the student to read and follow the Method. Help when required.



Take two photographs to show the student making the dough and the finished dough ball.



Save the photographs into the Set folder.

Keep the dough and recipe for the next activity.

Rock pool creatures

Materials:

- salt dough (from previous activity)
- *Salt dough recipe* (from previous activity)
- plastic placemat or board
- microwave safe plate or an oven tray (depending on cooking method)
- book with pictures of rock pool animals
- microwave or oven.

Ask the student to look through the book and tell you some of the creatures that live in a rock pool. **Answers will vary, eg crab, shell, coral, sea snail, star fish.**

Say

What creatures will you make for your rock pool? **Answers will vary, eg crab, shell, coral, sea snail, star fish.**

Break the dough ball into six pieces.

Let's begin by making a star fish or sea star. Find one in your book so you can make it look the same.

Make the sea star using one piece of the dough.

Place the completed sea star on the plate/tray.

You can look at the pictures and make five more creatures for your rock pool.

Ask the student to place the completed models on a microwave safe plate or an oven tray.

Bake in the microwave or oven according to the recipe instructions.



Put the models for use on Day 4.

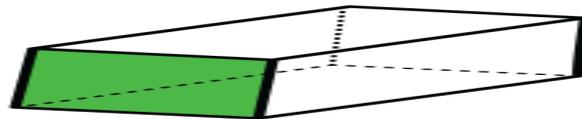


In the rock pool

Materials:

- bubble paper (from Day 2)
- an empty cereal or pizza box
- scissors
- glue
- strong tape
- blue paint
- paint brush.

Place the box on the table as shown.



Cut off the top side (or lid of pizza box).

Tape all edges to make sure they do not open.

Say

We are going to cut the bubble paper to fit into the bottom of the box. How do you think we can do this? **Answers will vary.**

Lay the paper flat on the table. Put the box on top so it matches one corner and two edges of the paper.

Carefully draw around the sides of the box.

Cut the paper along the lines you drew.

Glue the cut paper onto the bottom of the box.

Paint the inside sides of the box using the blue paint.

Now when you look into the box, it looks like you are looking into blue water.

Place the box somewhere safe to dry.



Store the box with the dough models for Day 4.

Reading Eggs

Materials:

- computer with internet access.

Ask the student to turn on the computer and log in to the Reading Eggs website. (Help if required.)

Use the login details supplied by the student's teacher to access spelling and reading activities tailored to the student's reading level.

The student should complete ten to fifteen minutes of reading related activities.



Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 3 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 4

Collect and prepare the items listed on the *Materials checklist*.

Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none">• Creature talk	
<ul style="list-style-type: none">• /squ/ in squid	
<ul style="list-style-type: none">• A creature crept over the rocks	
Resources	
<ul style="list-style-type: none">• Lesson notes – Day 1	
<ul style="list-style-type: none">• salt dough models (from Day 3)	
<ul style="list-style-type: none">• Letter cards (from Day 1)	
<ul style="list-style-type: none">• My phonics book	
<ul style="list-style-type: none">• Theme words (from Day 1)	
<ul style="list-style-type: none">• My dictionary	
<ul style="list-style-type: none">• diorama box (from Day 3)	
Reading books	
<ul style="list-style-type: none">• book with pictures of rock pool animals (from Day 3).	
Home resources	
<ul style="list-style-type: none">• glue	
<ul style="list-style-type: none">• scissors	
<ul style="list-style-type: none">• paints	
<ul style="list-style-type: none">• brushes	
<ul style="list-style-type: none">• jar of water (if required)	
<ul style="list-style-type: none">• newspaper	



• paint shirt or similar to protect clothes	
• a beach or other area where shells, clean sand and pebbles might be found	
• plastic container	
• blue and green cellophane or tissue paper	
• strong glue and brush	
• camera	

In short

Creature talk

Materials:

- salt dough models (from Day 3)
- activity sheet – *Creature talk*.

Place the salt dough animals on the table with the activity sheet.

Say

Yesterday you made these sea animals for your rock pool diorama.

You can talk about what and how you made them for news. Look at the activity sheet.

Point to each heading and read it with the student.

Say

What do you notice about the headings? **Answers will vary, eg begin with 'w', most begin with /wh/ sound, one begins with 'h' sound, all have a question mark.**

(Point to a question mark.) This is a special punctuation mark. Can you tell me its name? **question mark**

When do we use a question mark? **When we ask a question.**

Each of these headings is a question. Let's think about your news. Who is your news about? **me**

Where will you draw a picture of yourself? **next to the word 'who?'**

Draw yourself.

When did the news happen? **Answers will vary, eg yesterday, on Wednesday**

Where will you print the day name? **next to the word 'when?'**



Say

Print the day name. It is the name of a day in the week so begin with a capital letter.

Where did your news happen? **Answers will vary, eg at home**

Where will you draw a picture to show the place? **next to the word 'where?'**

Draw your picture.

What happened in your news? **Answers will vary, eg I made some salt dough, then used the dough to make rock pool animals.**

Where will you draw a picture to show this? **next to the word 'what?'**

Draw your picture.

Why did you make the creatures? **Answers will vary, eg to put in the rock pool diorama.**

Draw a picture to show this in the 'Why?' box.

Use the pictures to tell your news.

Now print some sentences that tell the main facts of your news.

The student independently prints some sentences.

Ask the student to read the sentences.



Store or scan and save the activity sheet.

Store the models.

Exploring words

/squ/ in squid

Materials:

- activity sheet – */squ/ in squid*
- Letter cards (from Day 1)
- scissors
- glue
- My phonics book.

Say

What do you know about blends? **A blend is two or three letters that work together. Each letter in a blend is heard.**

Tell me four blends. **Answers will vary.**



I'll say some words that have a blend at the beginning. Tell me the blend you hear.

groom **gr**

print **pr**

crab **cr**

drag **dr**

block **bl**

please **pl**

Splash and splendid are two of your theme words. They begin with the same blend. What is it? **spl**

How many letters in /spl/? **3**

Say What are they? **s p l**

Let's explore another three letter blend. This is a special blend because one of the letters is silent. Find 's' and 'q' in the letter cards and place them next to each other.

What sound do you get when you say these letters together? **sq**

The sound is right but a letter is missing. Do you know what it is? **Answers will vary.**

'q' needs a helper. Which letter is always seen with 'q'? **u**

Place the letter 'u' next to the 'q'.

Now we have our special blend. 'u' is the silent helper in 'squ'. I know the name of an animal that lives in a rock pool and begins with /squ/. Can you tell me what it is? **squid**

What do you know about squids? **Answers will vary.**

Place the activity sheet on the table.

Ask the student to look at the squid pictures and describe the squid. **Answers will vary.**

Ask the student to use a coloured pencil to trace the /squ/ blend and the /squ/ in 'squid', saying the letters as he/she traces them.

Ask the student to trace the remaining letters in 'squid' using a printing pencil.

Say We have a squid report to read. Let's see if some of the facts you told me are in the report.

Encourage the student to read independently. Give help when required.

Say Tell me any new facts you learnt. **Answers will vary.**

**Say**

Tell me two things that you know about squids that were not in the report.
Answers will vary, eg squids live in sea water.

Trace all the /squ/ blends in the report.

In the last sentence there are six /squ/ words. Copy them onto the empty lines below the report.

Now you need to think of four more /squ/ words to add to the blends that are printed in the last space. What can you think of? **Answers will vary, eg square, squirrel, squiggle, squeak, squawk, squeal, squaw, squabble, squad, squadron, squeeze, squat, squall, squashed.**

Give the student clues if he/she cannot think of four words.

Ask the student to trace the blend and then sound the rest of the word as he/she prints it. Give help with spelling if required.

Ask the student to cut out the table on the dashed lines and glue it onto an empty page in the phonics book.



Store the phonics book and letter cards.

Know my words

Materials:

- activity sheet – *Theme words* (from Day 1)
- scissors
- glue
- My dictionary.

Ask the student to cut out the word cards and place them face down on the table.

Take turns to turn over two cards and spell both words.

If the words match, keep the cards. If not, turn them back over.

Continue until all the cards have been spelled and paired.

Ask the student to take one of each theme word and place them in a row. Place the other cards to one side.

Say

You will glue these words into your dictionary. Before you do that, you need to put them in alphabetical order for me. Say the alphabet. **a b c d e x y z**

Those letters were in alphabetical order. What was the first letter? **a**

Do any of your theme words begin with 'a'? **no**

What is the next letter? **b**

Do any of your theme words begin with 'b'? **yes**



Say

Place that word card at the beginning of the row.

What is the word? **beach**

What is the next letter? **c**

Do any of your theme words begin with 'c'? **no**

Continue in the same way until 'ocean', 'pool' and 'rock' have been placed in order next to 'beach'.

Say

There are four words left. What letter do they all begin with? **s**

That makes it tricky. Let's look at the second letter in each word. Tell me the second letters. **shell – h, sea – e, splendid – p, splash – p**

'p' comes in the second half of the alphabet so just look at 'sea' and 'shell'. Which letter comes first in the alphabet, 'e' or 'h'. **e** (The student says the alphabet if necessary.)

Which word comes next in the row? **sea**

Which word comes after 'sea'?

Place those two words in the row.

Now it's time to sort 'splash' and 'splendid' into alphabetical order. Both words begin with the /spl/ blend so we need to look at the two letters that come after the 'l'. What are they? **a and e**

Which letter comes first in the alphabet? **a**

Which word will come next in the row? **splash**

Add 'splash' and 'splendid' to the row.

Now you can glue the word cards into the correct letter pages in your dictionary. Open to the 'b' page and glue in 'beach'.

Encourage the student to find the appropriate pages and glue in the words independently.



Store the remaining word cards in an envelope or similar.

Store the My dictionary.



Fun with print

Colourful creatures

Materials:

- salt dough models (from Day 3)
- paints
- brushes
- jar of water (if required)
- newspaper
- paint shirt or similar to protect clothes
- book with pictures of rock pool animals (used on Day 3).

Ask the student to look through the book and find pages with coloured pictures of the 'model' animals. Discuss the colours and special features, eg eyes, shell.

Say

Your models look quite plain compared to those in the book. You can paint them so they look like the real animals.

Ask the student to help you set up a painting area.

Place the book in a 'paint free' place so the student can refer to it but will not get paint on it.

Ask the student to use bright colours like the creatures in the ocean.

Leave the models in a safe place to dry.

Ask the student to tidy the painting area and wash his/her hands.



Store the models for Day 5. The book will be used in another activity.

Beachcombing

Materials:

- a beach or other area where shells, clean sand and pebbles might be found
- plastic container
- diorama box (from Day 3)
- blue and green cellophane or tissue paper
- scissors
- strong glue and brush
- camera.



Say We need to collect some objects to make the rock pool in our diorama.

Take the plastic container and walk along a beach or other outside area collecting shells, driftwood, small stones or pebbles and some sand.

Set up a work area to make the diorama.

Place the collected items and other materials on the table.

Ask the student to:

- spread a thin layer of glue over the bubble paper in the bottom of the box
- sprinkle a thin layer of sand onto the glue to represent the beach
- take the box outside and turn it upside down, gently shake out the excess sand.

Say Think about the creatures you have made for your diorama. Which creatures will be in the rock pool water? Will any be on the rocks? **Answers will vary.**
Use the rocks to form the edge of the rock pool. Think about the size and shape as you place one layer of rocks on the base of the diorama. It needs to be large enough for your models to fit inside.

Help the student glue the layer of rocks on the base of the diorama, using the strong glue.

Help the student to glue more rocks to make the pool edge higher and/or wider. The student may wish to overlap rocks to create a sheltering ledge or similar.

Ask the student to cut or tear the cellophane into pieces about 20 cm square.

Ask the student to crumple the blue cellophane to represent the water outside the rock pool.

Ask the student to glue the cellophane around the outside of the rock pool. Some may be glued to the rocks to show the water coming up over the edge.

Ask the student to glue any shells, driftwood etc into place.

Ask the student to use green cellophane to make plants to add to the rock pool.



Take a photograph of the completed diorama.



Save the photograph into the Set folder.

The diorama will be used in the next activity.

A creature crept over the rocks

Materials:

- activity sheet – *A creature crept over the rocks*
- diorama (from previous activity).



Place the materials on the table.

Say

You were asked to make a diorama of a rock pool. Have you done this? **yes**
Tell me what you like about your diorama. **Answers will vary.**
Tell me why you placed the rocks like that. **Answers will vary.**
Tell me why you placed the animal models like that. **Answers will vary.**
If you made the diorama again, what would you do differently? **Answers will vary.**

Ask the student to crouch down so he/she is at eye level with the edge of the box, looking at the rock pool.

Say

If you were a sea creature that was looking for a rock pool to live in, what creature would you be? **Answers will vary.**
You are a (student choice) and you crept over the rocks and saw this rock pool. What do you think? **Answers will vary, eg there is food to eat, the water is clear, there is shelter, I want to live here.**
You can write a short story about the (student choice) finding the rock pool. Let's read the beginning of the story on the activity sheet.

Read the story beginning with the student. Clap when you come to a missing word.

Say

Let's fill in the missing words. Print your animal name into the first space. **Answers will vary, eg seahorse, sea star, sea urchin, sea snail.**
Read the sentence. **Answers will vary, eg A limpet was looking for a new home.**
Is your animal a male or female? **Answers will vary.**
Print 'he' or 'she' into the beginning of the sentence. Remember the capital letter.

Ask the student to read the sentence.

Ask the student to print 'he' or 'she' into the beginning of the next sentence.

Say

He/she saw. What did your animal see? **Answers will vary.**
Print an ending for the sentence on the lines.
What happened next? **Answers will vary.**
Print some sentences to say what happened and how the story ends.

The student works independently to print some sentences. He/she may describe what happened (eg The crab crawled into the pool and sat on a rock. He ate some...) or make up a story about the animal in the rock pool.

Ask the student to read the story to you.



Store or scan and save the activity sheet. Store the diorama for Day 5.



Read and share

Materials:

- reading book – book about rock pools (from previous activity)

Sit in a comfortable place with the student and the book.

Read the book together. Encourage the student to read independently.

Explore any diagrams, asking the student to read labels; and pictures.

Share the facts you find most interesting.



Store the book.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 4 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 5

Collect and prepare the items listed on the *Materials checklist*.

Materials checklist

Activity sheets (please print)	Check
• /spl/ and /squ/	
• Spelling whizz	
• A splendid ocean 1 and 2	
• Sea star report	
Resources	
• Lesson notes – Day 5	
• Splish! Splosh! Splash! (from Day 2)	
• Limericks (from Day 3)	
• diorama (from Day 3)	
Home resources	
• video camera	
• computer with internet access	
• sheet of blank A4 paper	
• felt tip pens	

In short

Listen to me

Materials:

- activity sheet – *Splish! Splosh! Splash!* (from Day 2)
- activity sheet – *Limericks* (from Day 3)
- video camera.

Place the poems on the table.



Say

Why do you think people write poems? **Answers will vary, eg to give a message, for fun, to entertain.**

Today we'll make a recording of you reciting these three poems. How will you introduce yourself and say what you're going to do? **Answers will vary, eg Hi, this is X. Today I'm going to read three poems.**

Practise your introduction.

This time as you introduce yourself I'll record you.



Record the student as he/she introduces him/herself and the activity.

Say

What does 'read fluently' mean? **to read smoothly**

What does 'read with expression' mean? **to make my voice sound interesting**

Point to the words and read *Splish! Splosh! Splash!* fluently and with expression.

Can you hear and feel the rhythm of the words? **Answers will vary.**

Read it again and look at the camera when you can.

I really liked the way (your choice).

Read the poem again as I record you.



Record the student as he/she recites the poem.

Say

Now it is time to read the two limericks.

Remember to say the title of each limerick before you read it.

Practise reading them fluently and with expression.

I really liked the way (your choice).

Read both poems, remembering to say the title of each poem. I'll record you as you read.



Record the student as he/she recites the two poems.

Play the recording back to the student.

Say

Do you think your reading had lots of expression? **Answers will vary.**

Are you happy with the recordings? **Answers will vary.**

Which was your favourite poem? **Answers will vary.**

Why was that your favourite? **Answers will vary.**

Which poem do you think you read best? **Answers will vary.**



Store the recordings to the Set folder. Store the activity sheets.

Exploring words

/Spl/ and /squ/

Materials:

- activity sheet – /Spl/ and /squ/.

Say

What do you know about blends in words? **A blend is two or three letters that work together, every sound is heard.**

I'll say some words that have a blend at the beginning. Tell me the blend you hear.

groom **gr**

print **pr**

crab **cr**

drag **dr**

block **bl**

please **pl**

Think of as many words as you can using the /spl/ blend. **Answers will vary, eg splendid, splash, splatter, splinter, split.**

Think of as many words as you can using the /squ/ blend. **Answers will vary, eg squash, squid, squint, squeeze, squirt, squeak.**

Place the activity sheet on the table.

Say

Read the instructions on the activity sheet.

Read the first sentence.

One word is missing a blend. Test /spl/ and /squ/ to find out which blend makes the word make sense.

The student says the sentence using both blends.

Say

Which blend fits? **spl**

What will the word say after you have printed the blend? **splash**

Print the blend.

Read the second sentence.

Test /spl/ and /squ/ to find out which blend makes the word make sense.



The student says the sentence using both blends.

Say

Which blend fits? **squ**

What will the word say after you have printed the blend? **squirrel**

Print the blend.

The student completes the activity independently. Give help with reading unknown words if required.

Ask the student to read the sentences.

I **splash** at the beach.

A **squirrel** eats nuts.

I heard a mouse **squeak**.

I ate a banana **split**.

I can draw a **square**.

The rain went **splosh**.

Squids **squirt** black ink.

Splat! I dropped an egg.

I don't **squash** snails.



Mark then store or scan and save the activity sheet.

Spelling whizz

Materials:

- activity sheet – *Spelling whizz*.

Place the activity sheet on the table.

Say

You have been using and learning your theme words all week. Let's see if you can spell them without seeing them. Look at the sentences on the sheet. You can see that some words are missing. You will print your theme words on the lines. Listen as I read the first sentence. I saw a splendid spiral shell on the beach.



Say Now you can print the words as I say the sentence again. I saw a splendid. Print 'splendid' on the line.

I saw a splendid spiral shell. Print 'shell' on the line.

I saw a splendid spiral shell on the beach. Print 'beach' on the line.

Read the sentence to me.

Listen as I read the second sentence. Splash went the ocean waves as they hit the huge rock.

Now you can print the words as I say the sentence again. Splash. Print 'Splash' on the line.

Say Splash went the ocean. Print 'ocean' on the line.

Splash went the ocean waves as they hit the huge rock. Print 'rock' on the line.

Read the sentence to me.

Listen as I read the third sentence. I like to swim in the pool and the sea.

Now you can print the words as I say the sentence again. I like to swim in the pool. Print 'pool' on the line.

I like to swim in the pool and in the sea. Print 'sea' on the line.

Read the sentence to me.

In the space below each sentence, draw a picture to match it.



Mark then store or scan and save the activity sheet.

Fun with print

A splendid ocean

Materials:

- activity sheets – *A splendid ocean 1* and *2*

Place the activity sheet *A splendid ocean 1* on the table.

Say The /squ/ and /spl/ blends and the /er/ digraph have all been used in this short story.

Point to the words as we read the story.

Encourage the student to read independently. Give help where required.

Say What does squinted mean? **Answers will vary.**



Say

Squint means to look with your eyes partly closed. Show me how you squint.

What is a squall? **Answers will vary.**

A squall is a strong wind that quickly disappears.

Take a coloured pencil and circle the /spl/ words.

Take a different coloured pencil and circle the /squ/ words.

Use a different colour and circle the /er/ words.

Place the *A splendid ocean 2* on the table.

Say

What is at the end of all the sentences? **a question mark**

When do we use question marks? **when we ask a question**

You will use the story to answer the questions. Read the first question.

Who were the characters? **Mary mermaid, Sammy squid and Squeaky crab**

Use the spelling from the story. Print the three character names on the lines.

Remember, a person's name begins with a capital letter.

Read the second question.

Why did the friends dive to the bottom? **Answers will vary, eg the sky grew dark, wind split the waves, a squall blew across the water.**

Print a sentence to answer the question.

Read the next question and find the answer in the story.

Print the answer on the line.

The student can work independently to finish the remaining questions. Help with reading if required.

Ask the student to read each question and answer.

Who are the main characters in the story? **Mary mermaid, Sammy squid and Squeaky crab.**

Why did the friends dive to the bottom of the ocean? **Answers will vary, eg the sky grew dark, wind split the waves, a squall blew across the water.**

Where did the friends play hide and seek? **In the coral at the bottom of the ocean.**

Why did Mary mermaid go home? **Answers will vary, eg The boys were naughty, Sammy squitted her with ink and Squeaky squeezed her tail.**

Where did Mary mermaid live? **In the sea ferns**



Mark then store or scan and save the activity sheets.



Sea star report

Materials:

- computer with internet access
- activity sheet – *Sea star report*.

Place the activity sheet on the table.

Say

Do you know another name for a sea star? **Answers will vary.**

Sea stars were called sea stars. What shape are sea stars? **star shaped**

Scientists want us to call star fish sea stars because they aren't fish. That's one fact we know about them. What do you know about sea stars? **Answers will vary.**

We're going to use the computer to research sea stars, to find out interesting information about them.

Later you will write a report on sea stars. What is a report? **true facts about something**

Look at the activity sheet to see what information we need.

Read through all the headings together.

Move to a computer.

Help the student turn on the computer and open a search engine.

Ask the student to type in 'sea stars'.

Help the student select a student or children's site.

Discuss pictures and information as you read and view it together.

Say

What is a sea star? **a sea urchin**

Carefully print 'a sea urchin' on the report sheet.

Read the next heading. **What does a sea star look like?**

What do most sea stars look like? **Answers will vary, eg they are star shaped with 5 arms, colourful, covered in tiny spikes.**

Print a description of a sea star on the lines.

Read the next heading. **What does a sea star eat?**

Let's find out. **clams, shells and mussels**

Print the sea stars' diet on the lines.

Where does a sea star live? Let's read and find out. **in oceans all over the world**

Ocean is a spelling word. Print your answer on the lines.

I'm going to read you some interesting facts about sea stars. Listen carefully and choose some information for your report.



Read information such as:

- a sea stars is not a fish
- some sea stars can have up to 40 arms
- if the sea stars loses a limb, it can regrow it
- sea stars don't have a brain or blood
- can live for up to 35 years.

Say

What information do you think is interesting? **Answers will vary.**

Print two or three interesting facts about sea stars.

Return to the computer and look at pictures of the many colourful sea stars.

Say

Many sea stars have bright colours. The bright colours scare enemies away. The sea star uses the colours as camouflage to hide from its enemies.

Draw a colourful sea star in the box at the top of the report..



Store or scan and save the activity sheet.

A bird's eye view

Materials:

- sheet of blank A4 paper
- felt tip pens
- diorama (from Day 3).

Place the blank paper and pens on the table with the diorama.

Ask the student to stand tall and look down on the rock pool.

Say

What do you see? **Answers will vary.**

When we look down at something from above, we say it's a bird's eye view. If you were flying high like a bird, this is how you would see the rock pool. You can draw the diorama to show this view. It's like drawing a plan.

Use the diorama as a guide and draw a bird's eye view of your rock pool. Make sure you stand from time to time and look at the diorama to make sure you are drawing the bird's eye view.

Use the pens to outline and colour the animals in your pool.



Store the bird's eye view drawing for Day 6.

Ask the student to show the diorama to a family member and explain it.



Tutor

Reflection

Please complete the *Day Reflection*. Print your observations and comments about how capably the student worked on the Days 1 – 5 activities.

Detailed information will provide the teacher with an insight into any strengths or weaknesses you have noticed as the student completed the activities each day.



Store the Reflection for return with the set.

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 5 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 6

Collect and prepare the items listed on the *Materials checklist*.

Reading texts (at the student's reading level) for this set can be downloaded with the set materials or sourced from the following places:

- your SIDE teacher
- SIDE Resource Centre
- your local library
- your personal library
- online book stores
- local book stores.

Materials checklist

Activity sheets (please print)	Check
• Weekend news	
• Spelling words	
• Soft /le/	
• Chat with a crab	
Resources	
• Lesson notes – Day 6	
• Letter cards (from Day 1)	
• My phonics book	
• A bird's eye view picture (from Day 5)	
• dotted thirds lined paper	
• shell book – (student made from Day 2)	
Reading books	
• Shells	
Home resources	
• glue	



• scissors	
• a shell or small container to represent a shell	
• A4 sheet of paper	
• blank paper (A3 or larger)	
• craft materials, eg felt tip pens, glitter, feathers, sand.	

In short

Weekend news

Materials:

- activity sheet – *Weekend news*.

Say

On the weekend I (own experience, eg took the dog for a walk). What did you do? **Answers will vary.**

Let's make a record of what we did. Look at the activity sheet.

Point to each heading and read it with the student.

Say

Each of these headings is a question. Let's think about my news. Who was my news about? **you**

In this box below the 'Who?' heading, I'll draw myself.

When did my news happen? **Answers will vary, eg yesterday, on Sunday**

In this box below the 'When?' heading, I'll print the day name.

Where did my news happen? **Answers will vary, eg at the beach**

In this box below the 'Where?' heading, I'll draw the beach.

What happened in my news? **Answers will vary, eg you saw a whale.**

In this box below the 'What?' heading, I'll draw the starfish.

Why was I at the beach? **Answers will vary, eg you went for a picnic.**

In this box below the 'Why?' heading, I'll draw the picnic food.

Point to my pictures and words and tell my news. **Answers will vary.**

Tell me your weekend news. **Answers will vary.**

It's your turn to record your news.

Who was your news about? **me**

The student records his/her news independently, using pictures and words.



Say I'll use your pictures to tell your news.

Point to each picture (not necessarily in order) and tell the student's news story.



Store or scan and save the activity sheet.

Exploring words

Check the meaning

Materials:

- nil required.

Say

We have many words that sound the same but have different meanings and spelling. Think about no and know. Which 'no' do I mean when I say 'no' and 'know' to you? **I don't know.**

Usually you do know. How do you work out what I mean when I use 'no' and 'know'. **Answers will vary, eg you use it in a sentence, the sound of your voice, the event that is happening.**

We work out the meaning of words by listening to or reading the other words around them. The tone of voice or event also helps us. If we were about to cross the road and I said 'no', what would I mean? **not to cross/do something.**

Put the other 'know' in a sentence for me. **Answers will vary, eg I know my alphabet.**

Let's explore more of these 'same sound different meaning and spelling' words. They are called homophones. 'Homo' means 'same' and 'phone' means 'sound'. They are 'same sound' words. Homophones have different spelling.

Think about knight and night. A knight is a soldier who rides a horse. Use the other night in a sentence. **Answers will vary.**

Do you know any words with the same sound but different meanings? **Answers will vary, eg read and red, blue and blew, ate, eight.**

Say a sentence using one of your homophones. **Answers will vary.**

Now I'll say a sentence using the other one. **Answers will vary.**

Take turns to list homophone pairs and say one sentence for each word.

Continue for two homophone pairs each.



Spelling words

Materials:

- activity sheet – *Spelling words*
- *Letter cards* (from Day 1).

To help us when we write, we learn to spell words that cannot be sounded. How can we remember to spell words correctly? **Answers will vary, eg find the blends or digraphs, remember the tricky parts, remember how the word looks.**

You may be able to spell some of these words already. Let's see how you go. Use the letters to make 'was'. The sea star was blue. 'was'.

Say

Below 'was', make 'were'. The fish were swimming. 'were'.

Below 'were', make 'often'. You often finish your work early. 'often'

You are making a list of words. Keep adding the new words to the list. The next word is 'always'. Hermit crabs always live in a shell. 'always'

The next word is 'friend'. I'd like to have a mermaid for a friend. 'friend'.

The last word is 'little'. Little crabs live in rock pools. 'little'.

Place the activity sheet on the table.

Ask the student to check his/her words and tick (on the activity sheet) those that are correct. The student does NOT make any changes to his/her letters.

Which words are not quite correct? **Answers will vary.**

Look at the correct word on the activity sheet and look at your word.

Which letters are wrong? **Answers will vary, eg I put an 'o' in the middle of 'was' instead of an 'a'.**

Say

Choose a colour pencil.

On the activity sheet word, trace the letter/s you missed using the coloured pencil. **Answers will vary, eg wa**s****

Trace the other letters in the word using your printing pencil.

Change the letters in your word so they are correct.

Glue the letters into the blank space next to the matching word.

Repeat these steps for each incorrect word, so the student can identify and trace his/her difficult parts.

Ask the student to glue the letters for these words into the spaces next to the matching words.

Ask the student to identify then trace blends and digraphs in the correct words using colour pencils, eg **always**, **often**, **friend**.



Ask the student to trace any remaining letters using a printing pencil.

Ask the student to read all the words in the column.



Store the activity sheet and letter cards for Day 7.

Soft /le/

Materials:

- activity sheet – *Soft /le/*
- My phonics book
- glue
- scissors.

When we spell, we use syllables to help us. What can you tell me about syllables? **Answers will vary, eg small parts of a word, each syllable has a vowel.**

Let's say your name and count the number of syllables. **Answers will vary, eg Chlo/e 2, Jon/ath/on 3, Ru/by-Mae 3.**

I'll say some two syllable words. You put the syllables together and say the word.

ap...ple **apple**

lit...tle **little**

fid...dle **fiddle**

rid...dle **riddle**

mid...dle **middle**

pur...ple **purple**

can...dle **candle**

bun...dle **bundle**

Listen to the end sound of the words as I say them again, apple, little, fiddle, bundle, candle, purple.

What sound did you hear at the end of each word? **/le/**

Listen and tell me the strong syllable, the stressed part of the word. apple.

Which syllable did you hear louder, stronger? **the first syllable, 'ap'**

The /ple/ sound is very soft, not stressed. Say the words after me. apple **apple**

Say



purple **purple**

riddle **riddle**

little **little**

candle **candle**

Say

Did you hear yourself say the first syllable more strongly than the second syllable? **Answers will vary.**

Did you hear yourself say the second syllable more softly than the first syllable? **Answers will vary.**

Think about the second soft syllable. Apple, purple, cuddle, little. Which letters do you think work together to make this sound? **Answers will vary.**

Let's look at the activity sheet to see if you are correct.

Place the activity sheet on the table.

Read all the words in the first column. Listen for the strong and the soft syllables.

Which two letters work together to make the soft syllable at the end? **Le**

Use a coloured pencil to trace the soft /le/ sound.

Say

One of the letters in the sound is silent. Which one? **e**

The heading for the second column is *syllables*. We know that every syllable has a vowel. What is a vowel? **Answers will vary, eg letters in the alphabet, a vowel is in every word, a, e, i, o, u and sometimes y.**

Say the short vowels with me. **ahh (hat), ehh (pet), i (sit), ohh (pot), uhh (up)**

Read each word in the first column and tell me if it has a short vowel sound.

Short vowel sound: **little, apple, giggle, cuddle, bubble, candle, twinkle.**

Let's explore how we divide words into syllables. When we have a word with double letters in the middle, the syllables split the double letters.

Read the word in the first row. **little**

'little' is one of your spelling words. Clap and say the syllables with me. **lit tle 2**

Say

'little' has two syllables. Look at the word 'little' in the second column. It has been separated into the two syllables. What are they? **lit tle**

Trace the word and draw a forward slash between the two letter /t's/. **lit/tle**

What is the vowel in the first syllable? **/i/ (sit)**

What is the vowel in the second or soft syllable? **/e/**

The silent /e/ is the vowel in the second soft syllable.

What is the title of the third column? **picture**

**Say**

Draw a picture of something little.

Read the word in the second row. **apple**

Where will you draw the forward slash to show the two syllables? **between the two letter /p's/**

Draw the slash. **ap/ple**

What is the vowel in the first syllable? **/a/ (hat)**

What is the vowel in the second or soft syllable? **silent /e/**

Trace the word the syllables.

The picture has been drawn for you.

Read and complete the third row on your own.

Where did you draw the forward slash? **between the /g's/**

Complete the next two rows on your own. **cud/dle, bub/ble**

What do you notice about the next two words? **They do not have double letters.**

Where will you break the syllables in 'candle'? **can/dle**

Where will you break the syllables in 'twinkle'? **twin/kle**

Finish those rows.

Read the last three words. **eagle, purple, circle**

These words all have digraphs to make the first vowel sound. What are they? **ea leaf, ur church, ir bird**

Look at the second column. Where has 'eagle' been broken to make two syllables? **after the ea/digraph**

Finish the row.

Where has 'purple' been broken to make two syllables? **after the ur/digraph**

Finish the row.

Where will you break 'circle' to make two syllables? **after the ir/digraph**

Finish the row.

Ask the student to open to a new page in the phonics book and print the title 'Soft le' on the top line.

Ask the student to cut out the table along the dashed lines.

Ask the student to glue the table into the phonics book.



Store the phonics book.



Fun with print

A bird's eye view diagram

Materials:

- *A bird's eye view* (student drawing from Day 5)
- dotted thirds lined paper
- scissors
- glue.

Place the materials on the table.

You drew this special picture of your rock pool. What is the name for this view?

A bird's eye view

Today you'll label your picture. Do you know what a picture with words or labels on it is called? **a diagram**

A diagram is an easy way to give information quickly. You don't have to read the sentences. Point to something in your rock pool. What is it? **Answers will vary.**

Say

Print the word onto the lined paper. (Help with spelling if required.)

Carefully cut around the word.

Place the word onto your diagram, near the object. Be careful not to cover part of your diagram.

Glue the label onto the diagram.

Draw an arrow from the word to the object.

Show me something else in the pool. **Answers will vary.**

Guide the student to print and label the important parts of the rock pool, eg the animals, plants, rocks, shells, sand and water.

Ask the student to point to and read each label.



Store or scan and save the labelled diagram.

Chat with a crab

Materials:

- reading book – *Shells*
- shell book – (student made from Day 2)
- a shell (or small container to represent a shell)
- activity sheet – *Chat with a crab.*



Place the book *Shells* on the table.

Say

Point to the title and read it. **Shells**

Read the book to me. (Help when required.)

Tell me some animals that live in a shell. **sea snail, oysters, clam, squid and hermit crab**

Place the student made book on the table.

Say

This is a book you made on Day 2. Point to the words and read it to me.

The books are both about shells. Which book did you like better? **Answers will vary.**

Why? **Answers will vary.**

Take the student and the shell outside. Place the shell on the ground, about 3 metres away from the student.

Say

Close your eyes and imagine you are standing on a beach. Describe what you see. Tell me as much as you can so I can 'see' your beach too. **Answers will vary.**

Open your eyes and begin walking along the edge of the water. How does the water feel? **Answers will vary, eg wet, cold, foamy.**

(Direct the student towards the shell.) You see a shell. What do you think? **Answers will vary.**

Describe the shell. **Answers will vary.**

You pick up the shell and see that there is a hermit crab inside. Tell me about the hermit crab. **Answers will vary.**

You are just about to put the hermit crab back on the sand when he speaks to you. What does he say? **Answers will vary.**

How do you feel? **Answers will vary.**

You are so surprised you almost drop the shell, but you manage not to.

The hermit crab has a problem and he wants your help. Let's go inside to look at the activity sheet to find out more about it.

Place the activity sheet on the table.

Say

This is a conversation between you and the hermit crab. The words you and the hermit crab say are printed in the speech bubbles. You have a blank face that you can fill in later. What does the hermit crab say first?

Ask the student to read the hermit crab's speech bubble. Help if required.



Say

What would you ask the hermit crab? **Answers will vary, eg what has he seen.**

Print your question into your speech bubble.

Ask the student to read the next speech bubble.

Ask the student what he/she would say and to print it into his/her speech bubble.

Ask the student to read the next speech bubble.

Ask the student what he/she would say and to print it into his/her speech bubble.

Ask the student to read the next speech bubble.

Say

Could you make a poster? **Answers will vary.**

I'm sure you could. We could display it to remind everyone to put litter in bins or take it home. We don't want them leaving it on the beach.

Could you write a letter? **Answers will vary.**

I'm sure you could. We could send it to our local paper and everyone could read your thoughts.

What will you say to the hermit crab in reply to his requests? **Answers will vary.**

Print your reply into your speech bubble.

Now you can draw your face and hair onto your pictures.



Store the books. The activity sheet will be used in the next activity.

Save our oceans

Materials:

- activity sheet – *Chat with a crab*.
- A4 sheet of paper
- blank paper (A3 or larger)
- craft materials, eg felt tip pens, glitter, feathers, sand.

Place the activity sheet and A4 page on the table.

Say

Let's reread the speech bubbles where the hermit crab explained his problem.

The student finds the two speech bubbles and reads them.

Say

The hermit crab told us about pollution or litter in our oceans. What other pollution might he have seen as he floated around? **Answers will vary.**

**Say**

Pollution of the oceans is a huge problem because litter blows into the water from the beach and it comes into the oceans from rivers and boats. You will be helping all sea creatures when you make and display your poster.

Tomorrow we will write the letter for the hermit crab.

A poster is a quick way you can get an important message to people. You can use words and pictures to show your message. You can make a poster plan on the small piece of paper and then make your larger poster.

What is the message you want to give people? **Answers will vary, eg keep our oceans safe/clean, Save our oceans/sea creatures.**

The title needs to be large and in a place where everyone will see it.

Print the title on the poster page wherever you think it will be easily read. (Help with spelling if required.)

What could you draw on the poster plan? **Answers will vary, turtle caught in plastic bag, broken glass, fish eating a plant, bin full of litter, clean beach.**

What other words could you add to the poster plan? **Answers will vary, eg no littering, put it in the bin, animals don't eat litter.**

Draw quick pictures and print some words to show your message.

When the student is happy with his/her plan, ask him to draw it on the large poster sheet.

Ask the student to use colour and craft materials to make the poster colourful and eye catching.



Store or scan and save *Chat with a crab* activity sheet.

Store the poster for Day 7.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 6 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 7

Collect and prepare the items listed on the *Materials checklist*.

Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none">Limerick nonsense	
<ul style="list-style-type: none">/ar/ in sea star	
<ul style="list-style-type: none">Little /le/	
<ul style="list-style-type: none">Fish tails	
<ul style="list-style-type: none">A fishy diagram	
Resources	
<ul style="list-style-type: none">Lesson notes – Day 7	
<ul style="list-style-type: none">Limericks (from Day 3)	
<ul style="list-style-type: none">Spelling words (from Day 1)	
<ul style="list-style-type: none">dotted thirds lined paper	
<ul style="list-style-type: none">Save our oceans (poster from Day 6)	
Reading books	
<ul style="list-style-type: none">Fish	
Home resources	
<ul style="list-style-type: none">highlighter pens x two colours	
<ul style="list-style-type: none">scissors	
<ul style="list-style-type: none">string or wool	
<ul style="list-style-type: none">adhesive tape	
<ul style="list-style-type: none">camera	
<ul style="list-style-type: none">blank sheet of A4 paper	
<ul style="list-style-type: none">glue	



In short

Limerick nonsense

Materials:

- activity sheet – *Limericks* (from Day 3)
- activity sheet – *Limerick nonsense*
- highlighter pens.

Say

Can you remember what a limerick is? **a funny poem**

Limericks follow a pattern, both the number of syllables in lines and rhyming.

Place the *Limericks* activity sheet on the table.

Say

You have highlighted the rhyming words in these poems.

Count the syllables in each line. Put the number of syllables at the end of each line. How many syllables in the first line? **8**

Count the syllables in the second line. **8**

Count the syllables in the next two lines. How many in each line? **5**

How many syllables in the last line? **8**

The rhythm of the poem is 8, 8, 5, 5, and 8 syllables.

Let's read the two poems.

Place the *Limerick nonsense* activity sheet on the table.

Say

Read the title. **Limerick nonsense**

What does nonsense mean? **Answers will vary.**

Nonsense means something silly, it makes no sense. Read the words in the first box. **shark, drain, rain**

These words have been left out of the limerick. Read it and see if you can work out which word fits on each line. Remember to keep to the limerick rhyme pattern. (Help with reading if required.)

The student works independently to choose the words and print them on the lines.

Ask the student to read the completed limerick.

Say

Take one of the highlighters and colour the rhyming words in lines 1, 2 and 5.

What words did you highlight? **Spain, rain, drain**

Why has 'Spain' got a capital letter? **It is the name of a country, place.**

**Say**

Take the other highlighter and colour the rhyming words in lines 3 and 4.

What words did you highlight? **park and shark**

Read the words that are missing from the second limerick. **swam, sea, the, me, her**

Let's read the limerick together. Think about what word might fit on the line as you read.

Have you ever been snorkelling? **Answers will vary.**

It's a great way to watch fish and other sea creatures in the sea.

The person in this limerick is snorkelling. Point to the word in the first line which says 'snorkelling'.

Read the limerick again and print the missing words onto the lines.

Take a highlighter and colour the rhyming words in lines 1, 2 and 5.

What words did you highlight? **sea, me, flee**

Take the other highlighter and colour the words in the third and fourth lines. The words are...? **hair, dare**

What do you think the dare might have been? **Answers will vary, eg to see who could swim faster, to follow the mermaid, to visit her home.**

Which limerick did you like better? **Answers will vary.**

Why? **Answers will vary.**

Draw a picture in the space to match one of the limericks.



Store the limericks for use on Day 8.

Exploring words

/ar/ in sea star

Materials:

- activity sheet – */ar/ in sea star*
- scissors
- string or wool
- adhesive tape
- camera.

Say

What sea animals have five arms? **sea stars/starfish**

Some people are scared of a large fish. Do you know which one? **shark**



Say

Do you know the name of a sea animal with a very sharp shell? It grows on the bottom of boats and in rock pools. **barnacle**

Sea star, starfish, shark, barnacle. What sounds the same? **they all have an /ar/ sound**

Do you know the letters that make the /ar/ sound? **Answers will vary.**

Let's look at the activity sheet to see if you are right.

Place the activity sheet on the table.

Ask the student to read the title. **/ar/ in sea star**

Say

What are the letters in the /ar/ digraph? **a and r**

Were you right? **Answers will vary.**

Count the sea stars on the page. **8**

Choose different coloured pencils and print the /ar/ digraph on the line in each word inside the sea stars.

Sound and say each word.

Give me a clue for each word and I'll see if I can guess it.

Continue until the student has provided a clue for each word.

Ask the student to use pencils or felt tip pens to colour the sea stars without covering the words.

Ask the student to cut out the sea stars.

Ask the student to make a row of sea stars across the table.

Ask the student to turn each sea star face down.

Ask the student lay a piece of string across the row of sea stars.

Help the student tape each sea star to the string.



Ask the student to hold each end of the string of sea stars while you take a photograph.



Display the string of sea stars.

Card fun

Materials:

- activity sheet – *Spelling words*.

Ask the student to cut along the dashed lines of the activity sheet, to make word cards.

Ask the student to spread the word cards face down on the table.



Each player chooses three cards.

Players hold the three cards in their hands.

If players have two matching cards, they make a pair.

Players take turns to spell the words in their pairs and then put the pairs to one side.

Players take turns to spell one of their remaining cards.

The other player gives the matching card to the 'speller' if he/she has it. If not, the 'speller' takes a card from those spread in the centre of the table.

If a player is left without any cards, he/she chooses two more from those in the centre.

Continue until all the cards have been paired.

Play again.



Store the word cards.

Little /le/

Materials:

- activity sheet – *Little /le/*.

Say

Listen to these words and tell me the common sound and where it is. Little, bottle, waddle, muddle. **/lll/ at the end**

How is it spelled? **le**

Tell me what you know about this sound. **Answers will vary, eg when it's at the end of a word the /e/ is silent, it is a soft syllable**

Tell me some words that have /le/ on the end. **Answers will vary, eg table, paddle, bubble.**

Place the activity sheet on the table.

Ask the student to read the words and trace the letters that make the /le/ sound.

Say

These words will fill the gaps in the sentences below. Read the sentences and clap when you come to a missing word.

The pictures will help you choose the correct word to fill each space. After you have printed the word on the line, tick it in the table.

The student completes the task independently.

Ask the student to read the completed sentences.



Stars **sparkle/twinkle** and **sparkle/twinkle**.

The **bottle** was very **little**.

Do not **scribble** on the **table**.

The **marbles** rolled in a **circle**.

A **barnacle** does not have **tentacles**.

I like to **paddle** in a **puddle**.



Mark then store or scan and save the activity sheet.

Fun with print

Fish tails

Materials:

- book – *Fish*
- activity sheet – *Fish tails*
- blank sheet of A4 paper
- scissors
- glue.

Say

Have you ever been fishing? **Answers will vary.**

Do you like to eat fish? **Answers will vary.**

When people go fishing, the caught fish have to be a certain size. If the fish is too small, the fisherman must put it back in the water.

People are not allowed to catch too many fish. Why do you think fish need to be big and that there is a limit to how many fish a person can catch? **Answers will vary.**

What do you think would happen if everybody went fishing and took lots and lots of big and small fish? **Answers will vary.**

If that happened, there would be no fish left. There would be no baby fish to grow into big fish. What would our oceans be like without fish? **Answers will vary.**

The Government puts a limit on the number and size of the fish you can catch. Rangers make sure the little fish are put back to grow into big fish and have babies.



Place the book on the table.

Say

What is the title of the book? **Fish**
Point to the words as we read page 1.

Encourage the student to read independently.

Say

Do you know the name of a fish that lives in salt water? **Answers will vary, eg shark, catfish.**
Do you know the name of a fish that lives in fresh water? **Answers will vary, eg goldfish, trout.**

Ask the student to read pages 3 and 4 and point to the tail and scales.

Ask the student to read page 5.

Say

(Point to the lines behind the side fin and under the mouth.) The fish has gills to help it breathe. Gills are like our lungs. The gills take oxygen from the water into their body. The gills look like slits or small cuts on the fish.

Ask the student to read up to page 9.

Say

What do fish have so we know they are fish? **scales, gills, tails, eyes, fins**
Fish also have backbones. Look at the pictures on page 10. Are these animals all fish? **Answers will vary.**
Some of them are not fish. Do you know which? **Answers will vary.**
Does a sea star have scales, gills, a tail and fins? **no**
We know that sea stars are not fish, even though some people call them starfish. The sea star is an echinoderm. It is related to the sea urchin.
Does a squid have a backbone, scales, gills, a tail and fins? **Answers will vary.**
Squids are not fish, although they do have gills. They are cephalopods. They are related to octopus and cuttlefish.
Is a seahorse a fish? **Answers will vary.**
A seahorse is a fish. It has gills for breathing and a tail. They are special fish because they do not have a backbone or scales. Instead they have an exoskeleton like an insect.
Read the last page and tell me your answer. **Answers will vary.**

Place the activity sheet on the table.

Say

These fish contain some fish facts. Some of the facts came from the book and others from the things we have discussed. Read the fish facts in each fish.

Encourage the student to read independently. Help if required.



Say

What can you tell me about the fish facts? **They do not make sense.**
You need to cut them out and match them so they do make sense.

The student completes the matching task independently. He/she can use the *Fish* book to check facts if required.

Ask the student to read the completed facts.

Ask the student to arrange and glue the paired fish facts on to the blank sheet of paper.

Answers as follows:

Fish have scales to protect them.

Fish have tails to help them swim.

Fish have gills to help them breathe.

Fish eat plants and small animals.

When fishing there's a bag limit.



Store or scan and save the sheet.

A fishy diagram

Materials:

- activity sheet – *A fishy diagram*
- scissors
- glue.

Place the activity sheet on the table.

Say

What do we call a picture that has labels? **a diagram**

You will label this fish diagram. Read the labels in the boxes. **tail, mouth, gills, eye, fins, scales, teeth**

Cut out the labels and spread them on the table.

Look at the fish and place each label near the matching part. You will be drawing a line to match the label with the part so think carefully about where you place each label. The 'fins' label will be joined to several parts of the fish.

The student organises the labels independently.

Ask the student to glue the labels to the page.

Ask the student to use different coloured pencils to join the labels to the matching body parts.



Store or scan and save the activity sheet.



The letter

Materials:

- poster – *Save our oceans* (from Day 6)
- dotted thirds lined paper.

Place the poster on the table.

Say

You made this poster to send a message to people asking them not to pollute our oceans. Read the title. **Answers will vary.**

How does litter on the beach get to all parts of our oceans? **Answers will vary, eg the wind, tides, currents and waves carry the litter.**

How are the sea animals hurt by this pollution? **Answers will vary, eg get caught in fishing lines and old nets, eat the rubbish.**

Look at your poster again. Do you think people will get the message about ocean pollution from the poster? **Answers will vary.**

Use the poster to remind you of your different ideas about saving our oceans.

The hermit crab asked you to write to the local paper. He wants you to tell people why it is important to put beach litter in bins or take it home.

What is the important message in your letter? **Answers will vary, eg take your litter home, put litter in bins, don't leave your rubbish on the beach, save our oceans.**

Place the lined paper on the table.

Help the student to print his/her address in the top right hand corner.

Say

Letters to the paper are addressed to the editor. Miss a line below your address and print 'Dear Editor' on the line. (Help with spelling and capitals.)

You want people to read your letter so you need to begin with your message. How could you begin? **Answers will vary, eg Please put your beach rubbish in the bin, please save our oceans/sea animals.**

Print the sentence on the first line.

Now you need to print some sentences to say why people shouldn't pollute our oceans. Tell me what happens to the litter in the sea. **Answers will vary, eg Sea animals eat the rubbish and get sick, Some animals get tangled up in old nets and fishing line, the water becomes dirty.**

Begin with a capital letter and print a sentence that gives that information.

Now print another sentence that tells about something else that happens when litter is in the sea. **Answers will vary.**

What else can you say? **Answers will vary, eg if we put litter in the ocean the animals will die/become extinct; we won't be able to go swimming.**

Print a sentence(s) to explain this.



Say

To end the letter, you need to say once more, why people should put their beach litter in bins or take it home. How can you say this in a different way?

Answers will vary, eg if everyone put their litter in the bin the sea animals will be safe.

Print your sentences.

Read the letter.

Is there anything you would like to add or change? **Answers will vary.**

Have you remembered to use capital letters and full stops? **Answers will vary.**

Do you think the hermit crab will be happy with the letter? **Answers will vary.**

Ask the student to sign the letter 'from' and his/her name.



Photograph or scan and save a copy of the letter.

Help the student address an envelope and send the original letter to the local paper.

Help the student attach a stamp and post the letter.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 7 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 8

Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none">Alphabetical /ar/	
<ul style="list-style-type: none">Cuttlefish research	
Resources	
<ul style="list-style-type: none">Lesson notes – Day 8	
<ul style="list-style-type: none">Limerick nonsense (from Day 7)	
<ul style="list-style-type: none">Phonics Book	
<ul style="list-style-type: none">Spelling words – word cards (one of each from Day 6)	
<ul style="list-style-type: none">dotted thirds lined paper	
<ul style="list-style-type: none">sheet of blank paper	
Reading books	
<ul style="list-style-type: none">Fish	
<ul style="list-style-type: none">non-fiction book with information about cuttlefish	
Home resources	
<ul style="list-style-type: none">video recorder	
<ul style="list-style-type: none">computer with internet access	
<ul style="list-style-type: none">paper plate	
<ul style="list-style-type: none">large paper clip	
<ul style="list-style-type: none">poster putty	



In short

Limericks on line

Materials:

- activity sheet – *Limerick nonsense* (from Day7)
- activity sheet – *Limericks* (from Day 3)
- video recorder.

Place the activity sheet on the table.

Say

Limericks are easy to read and remember because they are short and rhyme. Let's practise these limericks and then you can make a video recording of them.

Let's read them together first. We'll emphasise the rhyming words and the rhythm.

Read the limericks with the student, emphasising the rhyme and rhythm.

Read them again, taking turns to read one line each. Model fluent and expressive reading.

Try reciting them together, without looking at the words.

Ask the student to try to recite the limericks independently.

Ask the student to choose two limericks to record.

Say

It's time to make our recording. How will you introduce yourself? **Answers will vary, eg Hi this is X. I'm going to recite two limericks.**

Introduce yourself again as I record you.



Please make a recording of the student's introduction.

Say

Now you can try to recite the limericks while I record you. Hold the page so if you need to read the words, you can. Remember to look at the camera and smile.



Please record the student as he/she recites the limericks.



Store the recordings in the Set folder. Store or display the activity sheets.



Exploring words

Alphabetical /ar/

Materials:

- activity sheet – *Alphabetical /ar/*.

Say

What is a digraph? **two letters that work together to make one sound**

Can you think of some words with the /ar/ digraph? **Answers will vary, eg far, tar, card, hard, mark, sea star.**

Place the activity sheet on the table.

Say

Look at the table at the top of the page. Read the letters. **a, b, d, g, l, j, n, p, r, u, v**

What is this table about? **the letters of the alphabet**

What is the alphabet? **all the letters in order**

Say the alphabet, printing in the missing letters as you go.

Say the alphabet again now all the letters are in place.

Read the instructions under the alphabet. **Join the dots. Start at 'a' and go to 'z'.**

Find the letter 'a' on the picture. Place a coloured pencil on the dot next to the 'a'. What letter comes next in the alphabet? **b**

Draw a line from the 'a' dot to the 'b' dot.

What letter comes next in the alphabet? **c**

Draw a line from the 'b' dot to the 'c' dot.

Continue joining the dots beside each letter until you get to the 'z'. If you forget the next letter, look at alphabet table.

The student works independently to complete the task.

Say

What did the letters help you draw? **a dolphin**

Is a dolphin a fish? **Answers will vary.**

Does a dolphin have scales? **Answers will vary.**

A dolphin does not have scales and it breathes using lungs not gills. A dolphin is a mammal, just like us.

Print the word 'dolphin' in the space near the drawing.

Read the next instruction. **Print the /ar/ digraph.**

Use coloured pencils to print the missing digraphs.

The student completes the task independently.



Ask the student to read each word.

Ask the student to read the next instruction. **Number the words to show their alphabetical order.**

Say

Let's find the first word in the alphabetical list. What letter might it begin with? **/a/**

Do any of the words begin with /a/? **art**

Print a one in the box next to the word 'art'.

What is the next letter in the alphabet? **/b/**

Do any words begin with letter /b/? **bark**

Print a 2 in the box next to the word 'bark'.

What is the next letter in the alphabet? **/c/**

Are there any words that begin with /c/? **card**

Yes, put a number 3 in the box next to the word 'card'.

What is the next letter in the alphabet? **/d/**

Are there any /d/ words? **dark**

Print 4 in the box next to 'dark'.

Keep working through the alphabet and numbering the words.

Encourage the student to use the alphabet table if needed.

The student works independently to complete the task.

sea star	11	yard	12	dark	4
card	3	bark	2	mark	9
farm	5	large	8	art	1
party	10	hard	6	jar	7



Mark then store or scan and save the activity sheet.

/ck/ in rock

Materials:

- My phonics book.

Place the book on the table.

**Say**

Let's play a game of 'I'm going to the beach and I'm taking something with the /ck/ digraph in its name. Which two letters make the /ck/ digraph? **c and k**

What could you take to the beach that has the /ck/ digraph in its name?

Answers will vary, eg rock.

So you say 'I'm taking a rock to the beach'. (The student repeats the sentence.)

Now it's my turn. I'm taking a ticket to the beach.

Now it's your turn. **Answers will vary.**

Now my turn. I'm taking a cricket bat to the beach.

Continue the game until the student has said six /ck/ words.

Ask the student to open to a blank page in the phonics book and print 'ck/ duck' at the top of the page.

Ask the student to print ten 'ck' words in a list. These can be from the game or other words.

Ask the student to trace the /ck/ digraph using a coloured pencil.



Store the Phonics book.

Spin and spell

Materials:

- *Spelling words* – word cards (one of each from Day 6)
- paper plate
- large paper clip
- pencil
- poster putty
- dotted third lined paper.

Place the materials on the table.

Ask the student to print his/her name and the date on the top line of the lined paper.

Ask the student to print 'Spin and spell' on the next line.

Say

Today we will make a play a game called spin and spell. We need to make the spinner.

Help the student divide the paper plate into six equal sections using a ruler and pencil.



Ask the student to place a different spelling word card into each section and attach it with poster putty.



Say I'll show you how the spinner works.

Place the paper clip over the centre of the plate, where the sections meet.

Place a pencil point through the paper clip and onto the centre dot.

Use a finger to flick the paper clip so it spins around the pencil tip.



Read the word the paper clip landed on. **Answers will vary.**

I can put that word into a sentence. **Answers will vary, eg I always brush my teeth at night.**

Now you put the word into a sentence. **Answers will vary.**

Print one of the sentences on the lined paper. (Do not help with spelling.)

Say Use a coloured pencil to underline the spelling word.

Now you spin the clip and read the word. **Answers will vary.**

Tell me a sentence using the word. **Answers will vary.**

My sentence is ...

Print one of the sentences on the lined paper. (Do not help with spelling.)

Use a coloured pencil to underline the spelling word.

Take turns to spin the paperclip and follow the previous steps.

If the paper clip lands a word that has already been used, say different sentences but the student does not print another sentence.

Continue until the student has printed one sentence for each word.



Store or scan and save the student sentences.

Store the spinner. The student can use it to practise other spelling words, eg spin a word, cover it and spell it aloud.

Fun with print

Shared reading

Materials:

- book – *Fish*
- a book with information about cuttlefish.

Place the *Fish* book on the table.

Encourage the student to read the book independently. Help with sounding if needed.

Place the cuttlefish book on the table.

**Say**

Read the title with me. **Answers will vary.**

We are looking for information about cuttlefish. Have you ever found a piece of cuttlefish on the beach? **Answers will vary.**

What did it look like? **Answers will vary.**

What did it feel like? **Answers will vary.**

What do you think the cuttlefish is? **Answers will vary.**

Let's read the book together and find out a bit about cuttlefish.

The student looks through the book, reading information and looking at pictures and diagrams about cuttlefish. Help with reading. Discuss any questions the student may have.

Say

The cuttlefish you found or saw was not the animal. Do you know what it was? **Answers will vary.**

It was a special cuttlefish bone. The cuttlefish has a shell but the shell is inside it. The shell is called a cuttlebone. The cuttlebone is what you find on the beach.



Store the books.

Cuttlefish research

Materials:

- computer with internet access
- activity sheet – *Cuttlefish research*
- dotted thirds lined paper.

Ask the student to turn on the computer.

Help the student open a search engine.

Help the student type 'cuttlefish information' into the search bar.

Ask the student to press the enter key.

Help the student choose a website that he/she will be able to understand and possibly read, eg *a-z animals.com*.

Read the information and look at the images.

Discuss with the student:

- Is the cuttlefish a fish? **no**
- How do you know? **Answers will vary, eg it does not have scales.**
- How many tentacles does a cuttlefish have? **2**
- How many arms does a cuttlefish have? **8**



- What do they eat? **shrimp, crabs and fish**
- Why do they have suckers on their arms? **to catch prey/food**
- How many hearts do they have? **3**
- What colour is their blood? **green-blue**
- What is special about the cuttlefish's colour? **it can change colour**
- Why do cuttlefish have a cuttlebone? **to help them float**

Help the student list the main body parts of the cuttlefish on the lined paper.

Help the student find a video of cuttlefish to watch.

Place the activity sheet on the table.

Say

Look at the picture of the cuttlefish and tell me some information you learned about it. **Answers will vary.**

What parts of the cuttlefish can you label? **Answers will vary, eg arms, suckers, tentacles, body, eyes, head, beak, mantle.**

Use your body parts list to help you label the cuttlefish diagram. Join the labels to the body parts using a line.

Encourage the student to work independently to label the cuttlefish.

Ask the student to tell you about the diagram.



Keep the diagram for the next part of the activity. Discard the list of body parts.

Cuttlefish

Materials:

- activity sheet – *Cuttlefish research* (from previous activity)
- dotted thirds lined paper.

Put the materials on the table.

Ask the student to print his/her name and the date at the top of the paper.

Help the student draw a margin down the left side of the paper.

Help the student print the word 'Cuttlefish' as the title at the top of the page.

Say

On the paper you're going to print some sentences about cuttlefish. Use the diagram to help.

What could you say about cuttlefish? **Answers will vary.**

Print a sentence to show that information.

Ask the student to print four or five sentences about cuttlefish.

Help with spelling and prompt with questions if needed.



Store or scan and save the activity sheet and student writing.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 8 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 9

Collect and prepare the items listed on the *Materials checklist*.

Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none">Short vowel spelling	
<ul style="list-style-type: none">Make a puzzle	
<ul style="list-style-type: none">Let's play!	
<ul style="list-style-type: none">Under the waves	
Resources	
<ul style="list-style-type: none">Lesson notes – Day 9	
<ul style="list-style-type: none">Letter cards (from Day 1)	
<ul style="list-style-type: none">My phonics book	
<ul style="list-style-type: none">dotted thirds lined paper	
Home resources	
<ul style="list-style-type: none">scissors	
<ul style="list-style-type: none">glue	
<ul style="list-style-type: none">video camera	
<ul style="list-style-type: none">plastic or glass container (eg takeaway food) with a tight fitting lid	
<ul style="list-style-type: none">water	
<ul style="list-style-type: none">blue or green food colouring	
<ul style="list-style-type: none">several small rocks or pebbles	
<ul style="list-style-type: none">small plastic toys, plants or blocks to represent rock pool plants and creatures	
<ul style="list-style-type: none">clean sand x 2 (enough to cover the base of the container to about 1 cm depth)	



• poster putty or plasticine	
• waterproof glue (optional).	

In short

Diving on a reef

Materials:

- nil required.

Say

When a ship sinks, coral and sea plants grow over the wreck. It becomes an artificial reef. 'Artificial' means it is not natural, it is man-made. People dive or snorkel around wrecks because there is so much sea life. Let's imagine that's what you are doing.

Do you know what clothes and equipment you need to wear? **Answers will vary, eg snorkel, goggles/mask, bathers, wetsuit, flippers, air tank.**

You will be diving on a shallow wreck. Show me how you put on your bathers and a tee shirt to protect you from the sun.

Walk down to the water's edge.

Put on your snorkel and goggles.

Put on your flippers.

Glide into the ocean and swim towards the shipwreck.

Swim around the shipwreck and tell me what you can see. **Answers will vary, eg sea stars, coral, seaweed, a shark.**

Swim back to the shore and take off your snorkel.

Now you will explore a deep shipwreck. Put on your air tank.

Swim out into the ocean and down deep under the waves.

What does the shipwreck look like? **Answers will vary.**

Swim along one side. What sort of a ship is it? **Answers will vary.**

Can you see portholes? **Answers will vary.**

Swim through a porthole and into the ship. What room are you in? **Answers will vary.**

Describe the room as you swim around in it. **Answers will vary.**

What animals and plants have taken over this room? **Answers will vary.**

Swim through a door and into another room.

What can you see in this room? **Answers will vary.**

**Say**

What animals and plants have taken over this room? **Answers will vary.**

Swim around some more. You are looking for lost treasure. Can you find any?

Answers will vary.

You see some treasure and choose some to take the beach. What will you carry? **Answers will vary.**

Swim with your treasure to the beach.

Place the treasure on your towel.

Take off your mask, tank and flippers.

Sit next to your treasure. What have you found? **Answers will vary.**

Lay on the sand for a rest.

Exploring words

Short vowel spelling

Materials:

- letter cards (from Day 1)
- My phonics book
- scissors
- glue.

Say

Name the vowels in the alphabet. **/a/, /e/, /i/, /o/, /u/ and sometimes /y/**

Why are vowels important? **There must be at least one vowel in every word.**

Give me an example of a word with a short vowel. **Answers will vary, eg cat, dog, pin, cup, pet.**

There are rules to help us when we want to spell or sound a word with a short vowel. Make these words using the letter cards; cat, dog, pin. Make a list down the page.

How many letters in each word? **3**

How many syllables in each word? **1**

Is the vowel sound short or long? **short**

Now I'll say some other words and I want you to make a second list using them. Make these words; bell, fizz.

Make these words: mess, puff.

These words all have four letters. Do you have four letters in each? **Answers will vary.**



Say One letter in each word is doubled. Which one is it? **the last letter, one/consonant after the vowel**

Make sure you have doubled the consonant that comes after the vowel.

How many letters in each word? **4**

How many syllables in each word? **1**

Is the vowel sound short or long? **short**

Why do these words (point to first list) have one consonant after the short vowel and (point to the second list) these have two consonants after the short vowel? **Answers will vary.**

These lists show our spelling rule. If a word has a short vowel and ends in /l/, /z/, /s/ or /f/, you double the consonant.

Place the activity sheet on the table.

Say Let's finish the rule on the activity sheet.

Read the rule at the top of the page Clap when you come to a missing word.

Read the rule again and tell me the missing words as you print them.

When a word has a **short** vowel and ends in **z, l, f or s, double** the last **consonant**.

Say The next instruction says 'Use the rule'. Follow the instruction.

Read the text explaining the exceptions and the examples together.

Say Every rule has exceptions. If we know about them this also helps us when we spell. Read the next short vowel rule, clapping when you come to a missing word.

Look at all the words in the table below. What can you tell me about them?
They all have double consonants.

Read the rule again and tell me the missing words as you print them.

When words have a **double** consonant, the single vowel sound is **short**.

Say Read each word and trace the double consonants in blue.

Read the next short vowel rule, clapping when you come to a missing word.

Look at all the words in the table below. What can you tell me about them?
They all have soft /le/.

Read the rule again and tell me the missing words as you print them.

When words end in **soft /le/**, the single vowel sound is **short**.



Ask the student to trace the /le/ using a green pencil.

Ask the student to draw a picture for each word in the last two rules.

Ask the student to cut out the table along the dashed lines, to make three sections.

Ask the student to cut out the page title ‘Short vowel sounds’.

Ask the student to open to a page in the phonics book and glue the page title to the top of the page.

Ask the student to glue the three rule sections below the title.



Store the phonics book and letter cards.

Make a puzzle

Materials:

- activity sheet – *Make a puzzle*.

Place the activity sheet on the table.

Ask the student to read and trace the spelling words.

Say

You will use your spelling words and the grid to make a puzzle for someone else to solve. Let’s read the instructions.

Read the instructions together.

Ask the student to print the word ‘was’ into the top row of the grid, starting in the first column.

Say

Do any of the other spelling words begin with the letters in ‘was’? **were and always**

Choose one of those words and join it to ‘was’ using the beginning letter.

eg

w	a	s
e		
r		
e		

w	a	s
	l	
	w	
	a	
	y	
	s	

Ask the student to work independently to fit the words into the grid.



The student can erase words to move them, if required.

Ask the student to read and follow the instruction to fill the empty squares.

Ask the student to read and follow the last instruction.



Store or scan and save the solved puzzle.

Let's play!

Materials:

- activity sheet – *Let's play!*
- video camera.

Place the activity sheet on the table.

Say

You haven't read this story before. I'm going to video you as you read it. This will show how good you are at reading.

What will you do if you come to a word you don't know? **Answers will vary, eg look at the beginning sound, sound it out, read on and try to guess what it could be, use the pictures to help**

Read the title. **Let's play!**

What do you think the story will be about? **Answers will vary.**

Point to the words and read the story as I video you.



Please record the student as he/she independently reads the story.



Please record the next discussion.

Say

What happened in the story? **Answers will vary.**

Who were the main characters in the story? **Marlie mermaid, Bertie sea star,**

How do you think Bertie was feeling as he watched the children play?

Answers will vary.

Why couldn't Bertie play with the children? **Answers will vary, eg he is a sea star, he will die if he gets out of the water.**

What did Marlie do? **Answers will vary, eg helped Bertie, suggested Bertie find a friend, played with Bertie, made Bertie feel better.**

Why do you think Marlie and Bertie swam into the deep sea to play? **Answers will vary.**

Put the video recorder aside.

**Say**

Read the story again. Use a colour pencil and circle all the blends you can find in the story.

Use a different colour and circle all the digraphs you can find in the story.

Answers will vary, eg

Marlie mermaid saw little Bertie the sea star sitting in a rock pool.

“What are you doing?” she asked.

“Watching the children play,” he said. “I want to play with them.”

“You can’t get out of your rock pool to play on the beach,” said Marlie. “You must play with a friend who lives in the sea.”

“Will you play with me?” asked Bertie. “Yes!” said Marlie with a grin. Marlie and Bertie swam far away into the deep ocean. They played hide and seek all day under the the water. When it was dark they floated on the waves looking at the stars sparkling in the sky.



Store the recordings into the Set folder.

Store or scan and save the activity sheet.

Fun with print

Under the waves

Materials:

- activity sheet – *Under the waves*
- plastic or glass container (eg takeaway food) with a tight fitting lid
- water
- blue or green food colouring
- several rocks
- small plastic toys, plants or blocks etc to represent rock pool plants and creatures
- clean sand x 2 (enough to cover the base of the container to about 1 cm depth)
- poster putty or plasticine
- waterproof glue (optional)

Place the materials on the table.



Ask the student to spread the sand across the base of the container.

Ask the student to place the small toys and rocks into the container to make a rock pool.

Help the student slowly pour water into the container until it is about 2/3 full.

Ask the student to add two or three drops of food colouring to the water.

Place the lid on the container and place it at the top of the table.

Say

Do you know what a wave is? **Answers will vary.**

Have you ever been dumped by a wave? **Answers will vary.**

With your hands show me a really big wave.

Now show me a little wave.

Do you know what causes waves? **Answers will vary.**

Waves are made by currents or movement in the water. What do you think might happen to the creatures in a rock pool when the waves get big and rough? **Answers will vary.**

Ask the student to pick up the container and gently roll it from end to end to make gentle waves.

Ask the student to describe the wave shapes.

Ask the student to describe what is happening inside the rock pool.

Ask the student to gently roll the container from side to side to make gentle waves.

Ask the student to describe the wave shapes.

Ask the student to describe what is happening inside the rock pool.

Say

The gentle waves are like those that come in and out of the rock pool when the waves roll in on the beach. You saw what happened to the rock pool plants and animals.

Now a storm is making the water very rough. The waves are large and wild.

Ask the student to pick up the container and roll it from end to end to make stormy waves.

Ask the student to describe the wave shapes.

Ask the student to describe what is happening inside the rock pool.

Ask the student to roll the container from side to side to make stormy waves.

Ask the student to describe the wave shapes.

Ask the student to describe what is happening inside the rock pool.

Say

The gentle and rough waves make the plants and animals move about in the rock pool. How can they stay safe when the waves roll in and out? **Answers will vary, eg hold tight, crawl between the rocks.**

You can make some changes to your model to make it a safer rock pool.



Ask the student to take the objects out of the container and dry them and the container.

Ask the student to spread the second lot of dry sand on the base of the rock pool.

Ask the student to use the glue, poster putty and plasticine to attach the rocks, plants and toys to the rock pool base and walls.

Help the student slowly pour water into the container until it is about 2/3 full.

Ask the student to add two or three drops of food colouring to the water.

Place the lid on the container and place it at the top of the table.

Say

When the tide comes in and waves crash into the rock pool, it is good for the pool. It brings foods and oxygen into the water. The sea animals, like people need oxygen to breathe.

The waves take away all the dirt and keep the rock pool clean.

Place the activity sheet on the table.

Ask the student to read the description 'Everything is loose in the rock pool'.

Say

When you made the rock pool first, everything was loose. Read the sentence beginning below the description. **When I made gentle waves**

Finish the sentence to explain some of the things that happened.

Read the next sentence beginning. **When I made stormy waves**

Finish the sentence to explain some of the things that happened.

Ask the student to pick up the container and gently roll it from end to end to make gentle waves.

Ask the student to describe the wave shapes.

Ask the student to describe what is happening inside the rock pool.

Ask the student to gently roll the container from side to side to make gentle waves.

Ask the student to describe the wave shapes.

Ask the student to describe what is happening inside the rock pool.

Say

The gentle waves are like those that come in and out of the rock pool when the waves roll in on the beach. You saw what happened to the plants and animals now they are anchored in the pool.

Now a storm is making the water very rough. The waves are large and wild.

Ask the student to pick up the container and roll it from end to end to make stormy waves.

Ask the student to describe the wave shapes.

Ask the student to describe what is happening inside the rock pool.

Ask the student to roll the container from side to side to make stormy waves.

Ask the student to describe the wave shapes.



Ask the student to describe what is happening inside the rock pool.

Ask the student to read the description on the activity sheet 'Everything is attached in the rock pool'.

Say

Read the sentence beginning below the description. **When I made gentle waves**

Finish the sentence to explain some of the things that happened when you made the gentle waves this time.

Read the next sentence beginning. **When I made stormy waves**

Finish the sentence to explain some of the things that happened when you made the stormy waves this time.

Draw a side view picture of the rock pool with everything attached, inside the box at the top of the page. The edges of the box are the edges of your container. You might like to crouch down and look at the rock pool from the side before you begin.

You can draw the pool when the water is still, or with gentle waves or stormy waves.



Store or scan and save the activity sheet.

Keep the rock pool for the next activity.

A mermaid's tale

Materials:

- rock pool (from previous activity)
- dotted thirds lined paper.

Help the student rule a margin down the side of the page and print the date on the top line.

Ask the student to print his/her name on the top line.

Ask the student to print 'Day 9 A mermaid's tale' below his/her name.

Say

Earlier today you read a story or tale about Marlie the mermaid and Bertie the sea star. Marlie was a good friend to Bertie. She made him forget that he wanted to play with the children by playing with him herself. What other good things could Marlie do to help other sea creatures? **Answers will vary.**

Marlie came swimming by your rock pool one day and she saw a creature she could help. You can write a short story that tells me about Marlie's good deed. I'm not going to ask you about it as I want the story to be a surprise when you read it to me.

The setting is the rock pool. Think about who Marlie will help.



Say

Think about how Marlie helps the character.

Print your story. Remember to use capital letters and full stops.

The student writes independently, sounding unknown words. The story should be 8 to ten sentences long.

Ask the student to read the completed story to you.



Store or scan and save the story.

Display or dismantle to rock pool.

Tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 9 stored or saved.



Store the checklist and complete it at the end of each lesson.



Day 10

Collect and prepare the items listed on the *Materials checklist*.

Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none">A mermaid's tail or tale?	
<ul style="list-style-type: none">Read and draw	
<ul style="list-style-type: none">Fishy biscuits 1, 2 and 3	
Resources	
<ul style="list-style-type: none">Lesson notes – Day 1	
<ul style="list-style-type: none">Reflection sheet Days 6 – 10	
<ul style="list-style-type: none">dotted thirds lined paper	
Home resources	
<ul style="list-style-type: none">100 g butter	
<ul style="list-style-type: none">1 egg	
<ul style="list-style-type: none">100 g castor sugar	
<ul style="list-style-type: none">200 g plain flour	
<ul style="list-style-type: none">currants, sultanas, nuts, cherries (to decorate)	
<ul style="list-style-type: none">¼ teaspoon cocoa	
<ul style="list-style-type: none">bowl	
<ul style="list-style-type: none">wooden spoon	
<ul style="list-style-type: none">sifter	
<ul style="list-style-type: none">teaspoon	
<ul style="list-style-type: none">kitchen scales	
<ul style="list-style-type: none">baking paper	



• baking tray	
• cake rack	
• plate	
• oven	
• computer with internet access	

In short

Charades

Materials:

- nil required.

Say

What type of creatures live in rock pools? **Answers will vary, eg hermit crabs, anemones, little fish, squid, other crabs, starfish, sea snails.**

I'm going to do the actions of an animal that lives in a rock pool. Guess what I am.

Stand or lay on the ground with arms and legs out to represent a sea star. Makes arms and legs ripple.

If the student cannot guess the answer, offer clues such as 'My name begins with 's'.

Say

What am I? **sea star**

Yes, I am a sea star. Now it's your turn to pretend to be an animal in a rock pool and I'll guess what you are.

Play the game so that each player has three turns.

Exploring words

A mermaid's tail or tale?

Materials:

- activity sheet – *A mermaid's tail or tale?*



You wrote a story or tale about Marlie the mermaid. The story was called 'A mermaid's tale'. Look at the activity sheet where that title is printed.

What does the title mean? **a story about a mermaid**

Read the title beside it. **A mermaid's tail**

What does that mean? **Answers will vary, eg the mermaid's tail that she has instead of feet/like a fish tail**

Say

The words 'tale' and 'tail' sound the same but are spelled differently. One has /ai/ train and the other has /a-e/ cake. They have different meanings too. Do you remember what words that sound the same but have different spelling and meaning are called? **homophones**

Trace the homophones in the two titles.

Let's read the sentence and clap when we come to a missing word.

Let's read again and you can print the missing words.

Words that **sound** the same but have **different** spelling and meaning are called homophones.

Use coloured pencils to trace the letters in the word 'homophones'.

Now you can read some pairs of sentences and circle the homophones. Read the first two sentences.

Which words are the homophones? **hair and hare**

Use a coloured pencil to circle them.

Read the next two sentences.

Which words are the homophones? **sea and see**

Use a different coloured pencil to circle them.

You can read the sentences and find the homophones yourself in the other sentences. (Help with reading if required.)

shore and sure

sun and son

flower and flour

stare and stair



Mark then store or scan and save the activity sheet.

Read and draw

Materials:

- activity sheet – *Read and draw*.



When we spell and read we use digraphs and blends to help us. What is a digraph? **two letters that work together to make one sound**

Tell me some digraphs you know. **Answers will vary, sh, ch, ow, ee.**

I'll say some words. Tell me the digraph sound you hear.

feet.. **ee**

leaf.. **ea**

chicken **ch** or **ck**

duck **ck**

Say fork **or**

teeth **ee** or **th**

rain **ay**

cow **ow**

sheep **sh** or **ee**

house **ow**

please **ea**

they **th**

Place the activity sheet on the table.

Read the digraphs across the top of the table. **/ar/, /er/, /ck/**

When I say a word, point to and say the digraph you hear. For example I say lucky, you would point to the /ck/ digraph and say /ck/.

cart **ar**

farm **ar**

verb **er**

Say sack **ck**

pick **ck**

shower **er**

herb **er**

park **ar**

Each word in the lists has the digraph missing. Print the digraph and then read the word and draw a picture to match.

The student completes the activity independently.

Ask the student to read each column of words.



Mark then store or scan and save the activity sheet.



Spelling words

Materials:

- dotted thirds lined paper.

Place the lined paper on the table.

Help the student rule a margin down the left hand side and print the date into the margin.

Ask the student to print his/her name in the top line on the right side of the page.

Ask the student to print 'Day 10 'Spelling words' below his/her name.

Say

Each set we explore a group of words and do different activities to learn how to spell them. It's time to see how well you have learned your spelling words.

I'll say each word and put it in a sentence. You print the word. Picture the word in your head before you print it.

Do not help the student as he/she prints the words.

Say

The first word is 'was'. The sea horse was swimming in the rock pool, 'was'.

Think about the word and print it on the first line.

The second word is 'little'. The little crab ran across the sand, 'little'.

Think about the word and print it on the second line to make a list.

The next word is 'were'. We were going to the beach, 'were'.

Think about the word and print it on the third line to make a list.

Continue, using the same presentation method for the words below:

'always', Rock pools are always interesting, 'always'.

'friend', I'd like to have a mermaid for a friend, 'friend'.

'often', I often go to the beach, 'often'.

Say

Let's mark each word. If a letter is correct and in the correct place, it gets a tick. If all the letters are correct, the word gets a star drawn at the end.

Mark the student work.

✓ ✓ ✓ ✓
w e r e ★
✓ ✓ ✓ ✓

l i t t l e

Ask the student to print any incorrect words correctly, beside the error.



Store or scan and save the spelling test.



Fun with print

Fishy biscuits

Materials:

- activity sheets – *Fishy biscuits 1, 2 and 3*
- 100 g butter
- 1 egg
- 100 g castor sugar
- 200 g plain flour
- currants, sultanas, nuts, cherries (to decorate)
- ¼ teaspoon cocoa
- bowl
- baking tray
- wooden spoon
- scales
- baking paper
- sifter
- oven.

Place the activity sheets on the table.

Say

Let's do some fishy cooking. Look at *Making fishy biscuits 1* and you can help me collect the ingredients and utensils.

Take turns to read and find the ingredients and utensils and place them on the work space.

Say

Look at *Making fishy biscuits 2*. What does this page tell us? **Answers will vary, eg how to make the biscuits, the instructions, method.**

Look at the pictures and tell me what we need to do.

Now let's read the instructions to see if you were right.

Were you right? **I was right about some things.**

In a recipe, the pictures and instructions work together to tell us what to do.

Help the student follow the instructions to make the biscuits.

Encourage the student to visualize the fish body as he/she decorates the biscuits, eg sultanas for eyes, flaked almonds for scales, stripes made of currants.

Before the biscuits are placed in the oven, ask the student to draw one in the *Uncooked biscuit* space on the *Fishy biscuits 3* activity sheet.



Ask the student to read the question and predict how the biscuits might change during cooking.

Ask the student to print his/ideas onto the lines after the question.

Help the student clean the cooking area while the biscuits cook.



Store the sheets *Fishy biscuits 1 and 2* after all the steps have been completed.

Fishy biscuits 3 will be used in the next activity.

Fishy biscuits taste test

Materials:

- activity sheet – *Fishy biscuits 3*
- plate of biscuits.

Place the activity sheet and plate of biscuits on the table.

Ask the student to draw a picture of one cooked biscuit in the *Cooked biscuit* space on the activity sheet.

Say

Which biscuit do you like the best? **Answers will vary.**

What did you like about it? **Answers will vary, eg the shape, the scales.**

Read the second question. **How have the biscuits changed?**

How have the biscuits changed with cooking? **Answers will vary.**

Print your answer on the lines.

Ask the student to test taste a biscuit by taking one bite and slowly eating it while thinking about the flavour.

Say

Tell me how the biscuit tastes. **Answers will vary, eg sweet, buttery, chocolatey.**

Print three words to describe the taste on the lines on the left side of the head shape.

Take another bite from the biscuit and think about the texture or how the biscuit feels.

Tell me about the texture. **Answers will vary, eg crisp, soft, dry, flaky.**

Print three words to describe the taste on the lines on the right side of the head shape.

Draw your face inside the head shape to show how you feel about the taste and texture of the biscuit.

The student can add hair to the face if he/she wishes.



Store or scan and save the activity sheet *Fishy biscuits 3*.

Share the biscuits with others.

Reading Eggs

Materials:

- computer with internet access.

Ask the student to turn on the computer and log in to the Reading Eggs website. (Help if required.)

Use the login details supplied by the student's teacher to access spelling and reading activities tailored to the student's reading level.

The student should complete ten to fifteen minutes of reading related activities.

Tutor

Reflection

Please complete the *Day Reflection*. Print your observations and comments about how capably the student worked on the Days 6 – 10 activities.

Detailed information will provide the teacher with an insight into any strengths or weaknesses you have noticed as the student completed the activities each day.



Store the Reflection for return with the set.

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 10 stored or saved.



Store the checklist and complete it at the end of each lesson.