

Materials

Teacher: SPELD SA Phonic Books Set 4 Guidelines, phonic book

Student: worksheet, pencil and rubber, laminated sheet / mini whiteboard and dry wipe pen with eraser, word book

What did Tig get from Santa?

Teacher reads the instructions aloud.

1. Read the book to the teacher. Use blending 'right through the word' strategy for unknown regular words.
2. Tell the teacher what the book was about.
3. Discuss comprehension questions (from p 3) and work on new vocabulary with the teacher.
4. Tell the teacher 3 things about the book. Teacher scribes.

5. Letter formation. The teacher demonstrates how to form the letters one at a time, in the air and on the board, saying the letter-sounds at the same time. Students should form the letters in the air and then write them on the board, saying the letter-sounds.

Trace the letters and say the sounds below.

j J ai oa ie ee or

Copy the letters twice. Say the letter-sounds as you write.

6. Choose 3 new words from the story. Read them, tell the teacher what they mean. Write them.

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7. Fill the gap with the missing letter/s. You can use the book to help. Read the completed sentence to the teacher.

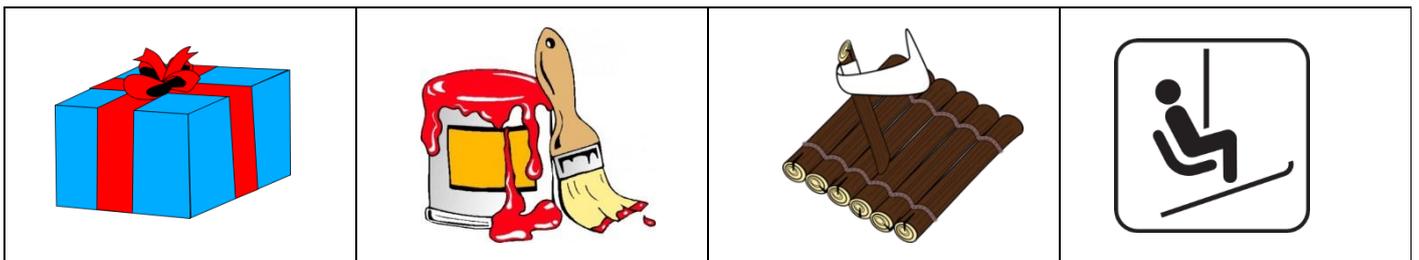
Tig a__acks the presents.

She sni__s the biggest gift.

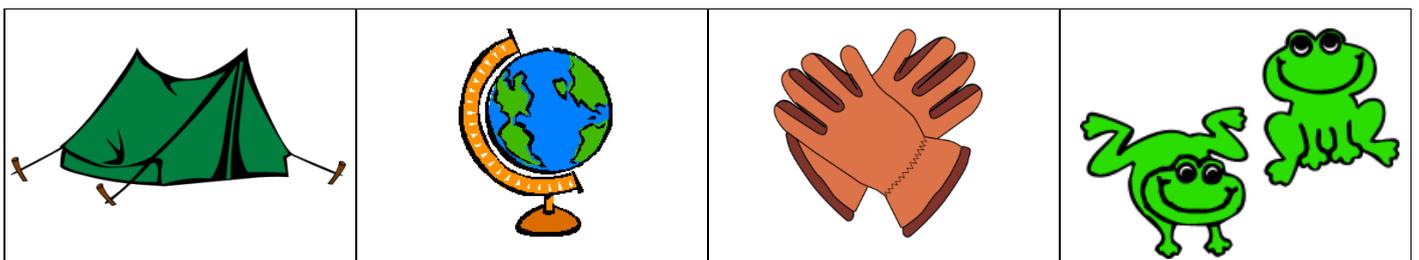
Tig l__s on the rug and l__cks the big bone.

She k__ps the bone still.

8. Name the pictures. Circle the pictures with the "ft" blend at the end.



Name the pictures. Circle the pictures with the "gl" blend at the beginning.



9. Choose 2 sentences from the book and read them to the teacher. Copy the sentences. Check your sentences for correct spelling by ticking each correct letter and changing incorrect letters.

10. Read the words. Circle the correct word in the brackets. Read the correct sentence.

What did Tig (got, get, jet) from Santa?

It is a (rid, bed, red) rug.

Tig (lies, flies, sits) on the rug.

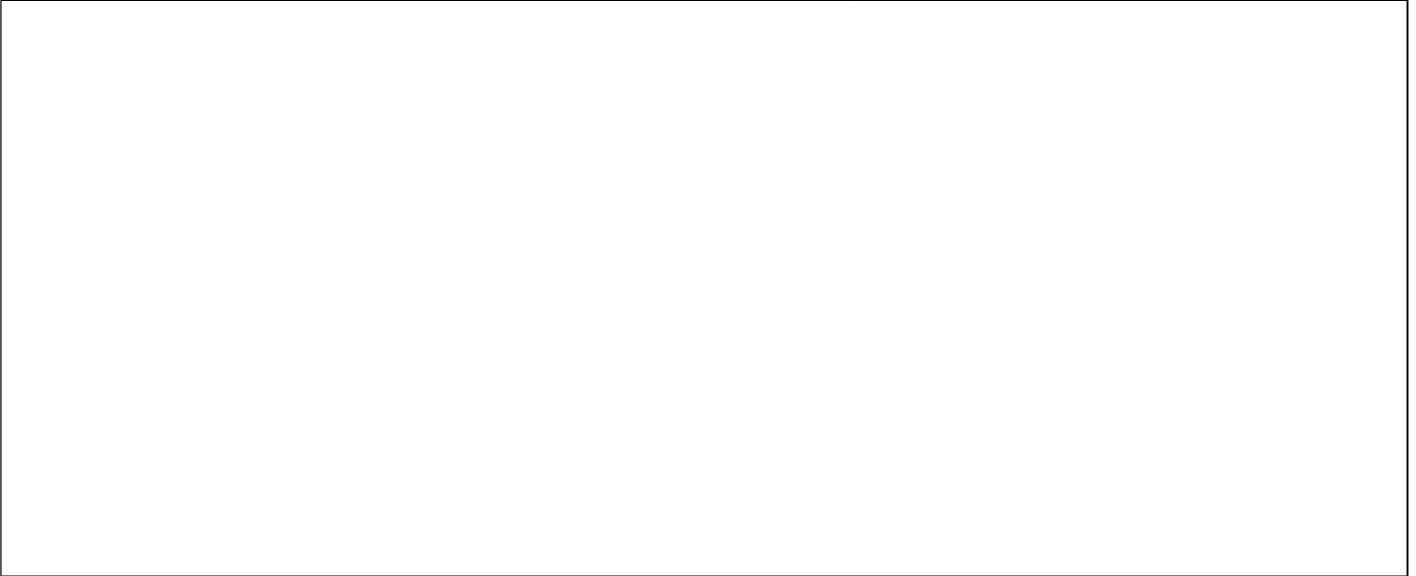
11. Insert the sound to make a word. Blend the word. Put it in a sentence for the teacher to scribe.

Sound	Blend Word	Sentence
ie	tr__d	
ai	p__nt	
ee	sp__d	
or	b__n	
oa	r__d	

12. Dictation. Read the sentence with the teacher. Discuss difficult spellings with the teacher. Repeat the sentence from memory. Write the sentence on a laminated sheet or board. Tick correct letters and make corrections. Check for capital letters and punctuation.

She sniffs the biggest gift.

13. Draw Tig on her red rug with her new presents : dog bun, jacket, bandana. Label your pictures.



14. Practise rhyming words with the teacher. Read the 3 words in each row; circle the words that rhyme.

get	gift	lift
pick	lick	big
lies	cries	creep
hill	help	still

15. Tell the teacher a word that rhymes with each word. Next to the word write your rhyming word. Teacher explains any words that rhyme but do not have the same spelling.

If a word does not come to mind:

1. Identify the 'rhyme'
2. Go through the alphabet sounds and add them to the 'rhyme' until you get to a real word.

bell	
Tig	
packet	

16. Find 3 words in the text with the given sound. Read each word, write the word and identify the position of the sound in the word. Add the new words to your word book.

s	l	f

17. Reading Fluency (words/minute). Read the words on the Fluency Word Chart as fast as you can. Read across the rows as the teacher points to each word. The teacher will time you and say 'Stop' after one minute. If you get to the end of the list, start at the beginning again.

I read _____ words in one minute.

Date : / / _____ wpm

18. Make a picture story board about unwrapping 3 presents. Which is the favourite?

Beginning Set scene: Who/What? Where? When?	Middle What happened - 1 event	End

19. Tell the teacher your story.