SPELD SA Phonic Books Set 8   Date _____

<u>Materials</u>
Teacher: SPELD SA Phonic Books Set 8 Guidelines, phonic book
Student: worksheet, pencil and rubber, laminated sheet / mini whiteboard and dry wipe
         pen with eraser, word book

Dogs Are Better Than Cats

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, whether you liked it or not, and why.
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 (if needed).

_____

_____

_____

5. Hearing syllables. The teacher reads the following words for the student. The student uses a syllable identifying strategy like chin drops to identify how many syllables are in the word. Write the number of syllables next to the word.

faithful ( ) key ( ) protect ( ) house ( ) champion ( )

6. Identifying syllable types : Type 1 Syllable – open
   - If a syllable has a vowel at the <u>end</u>, it is <u>open</u> – there is no consonant sound after the vowel, closing it in.
   - The vowel often says its name, which is the long sound, and is written using a single letter.

1 syllable	2 syllables	3 syllables
he	ro/bot	Oc/to/ber
go	si/lent	

Your turn!   Say the word. Split the word into syllables using chin drops. Identify and highlight the open syllable. Sort the words into the table above.

coconut   pastry nosy   be   we razor

Things to know about syllables

Every syllable has a vowel sound

When you say a word, every time you drop your chin you are saying a syllable

Syllables are in types that follow rules

Syllables help you spell and read long words

7. Identifying syllable types : Type 2 Syllable – closed
   - If the syllable has one or more consonants after the vowel, it is a closed syllable.
   - The vowel will be short.

1 syllable words		2 syllable words
bl**o**ck		c**o**ll**e**ct (coll/ect)

Your turn!   Say the word. Split the word into syllables using chin drops. Identify and highlight the closed syllable. Sort the words into the table above.

help   thinking   dog   muffin   much   is   that

8. Identifying syllable types : Type 3 Syllable – vce*
   *This syllable is often called magic ' e' or bossy ' e', where the <e> letter on the end of a word unlocks/opens the vowel, or sends magic to the vowel so it **says its name**, the long vowel sound.

   Look at the examples below and follow the -vce (magic ' e') pattern. Say the closed syllable word (nonsense word or real). Add an <e> letter to write the new word. Say the new word using the long vowel sound. Highlight the vowel sound. Draw a line to the correct picture for the new word.

Word	+ ' e '	New word		Match the picture
spin	➡	sp**ine**		
rid	➡			
pop	➡			
not	➡			

Challenge! The word below has the 2 syllable types practiced above. Can you identify them?

rodent

_____ / _____

9. Open Syllable: ‹y› says /ee/. The /ee/ sound at the end of a word with 2 or more syllables is often written with the letter ‹y›.

   Read the words below. Count the syllables using a strategy like chin drops. Write the number of syllables next to the word and highlight the ‹y› says /ee/ sound.

   army ( )   hungry ( )   family ( )   candy ( )

10. Teach how to detect the rhyming words in the top row and circle the words that rhyme. The student reads the 3 words in the following rows and circles the words that rhyme.

code	loaf	load
tame	time	name
lied	ride	rid
brainy	rainy	rain

11. Read the words. Tell the teacher a word that rhymes with each word. Write the word. The teacher explains any words that rhyme but do not have the same spelling.

roam		
happy		
feel		

12. With the teacher, find words in the text with a given sound. Read each word, write the word and identify the position of the sound in the word.

   Is the sound at the beginning, the end or in the middle of the word?

long 'o' sound	‹y› says /ee/	ng
oa		
o-e		
o		

13. Choose 1 sentence from the book and read it to the teacher. Copy the sentence. Check your sentences for correct spelling by ticking each correct letter-sound and correcting incorrect letter-sounds.

_____

_____

14. Comprehension. Dogs or cats? Which animal is the sentence talking about? Circle the animal that fits the sentence.

You can have fun in the house, the backyard or in the park.	🐱	🐶
They kill small animals and bring them into the house.	🐱	🐶
They wag their tails when they see you.	🐱	🐶
They will be your faithful friend	🐱	🐶
They roam the streets	🐱	🐶

15. Dictation.
   a. Sound and word revision sets 1-7: *The teacher says each sound for the student to write on a laminated sheet or whiteboard ("Write the sound /ou/"). The teacher then says each word for the student to write ("Write the word 'shout' "). The student repeats the word, segments the word into sounds using fingers (sh-ou-t) then writes the word.*
      Sounds: /ou/, /er/, /ue/, /ai/   Words: shout, brisk, her, start

   b. Sentence. Read the sentence with the teacher. Discuss difficult or new spellings and sight words. For multisyllabic words, split the words into syllables. 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.

   ## You must agree that dogs make better pets than cats.

16. Reading Fluency (words/minute). Read the words on the Fluency Word Chart as fast as you can <u>across the rows</u>. 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		

17. Encoding Sounds - spelling practice
    Choose 5 words from the Fluency Word Chart.

    For each word: 1) Say the word aloud. 2) Count the sounds, pinching your fingers as you say each sound in the word. 3) Cover the word and write it on your whiteboard, making sure you write the correct number of sounds. 4) Uncover the word and tick each correct letter. Make corrections.

18. Special words
    Read the words. Fill in the blanks for the words below.

want	one	love	they
_ a _ t	_ n e	l _ v _	t h _ y
w _ _ t	_ _ e	_ o _ e	t _ e _
_ _ n _	o n _	l _ _ _	_ _ _ y

19. Insert a special word in the gap to complete the sentence. Remember to use a capital letter for the first letter in a sentence or question.

    Special words: want, one, love, they

        1) The dogs are running. _____ are having fun.

        2) I _____ 2 donuts!

        3) I _____ my dog and brush her every day.

        4) _____ lonely dog sat at the gate.

20. Sentences make sense
    Rearrange the words to make a sentence
    • *Look for the word with an upper case letter. It is likely to be the first word in a sentence.*
    • *Look for the word that is followed by a full stop, question mark or exclamation mark. It is likely to be the last word in a sentence.*
    • *Move the remaining words around until the sentence makes sense.*
    Suggestion – write the words on sticky notes so the student can move the words easily.

    1. Cats not much fun at all. are

    _____

2.their tails when they   you.   Dogs wag   see

_____

_____

3. have fun   You can   in the house. with a dog

_____

_____

21. Proofreading sentences
     Find the errors and write the correct sentence.

1. dogs lok after your hom

　　　　　　　　　　(4 errors: 2 punctuation, 2 spelling)

_____

_____

2. dogs r happee to see you

　　　　　　　　　　(4 errors: 2 punctuation, 2 spelling)

_____

_____

3. cats bwing rats and thickens into the howse

　　　　　　　　(5 errors: 2 punctuation, 3 spelling)

_____

_____

4. dogs stop you feelin loanly and prutect your howse

　　　　　　　　　　(5 errors: 2 punctuation; 4 spelling)

_____

_____

22. Plan an exposition

Dogs Are Better Than Cats by Angela Weeks is an exposition or argument. In this text the writer expresses a <u>point of view</u> on the subject of dogs and cats and argues why they think dogs are better than cats as pets. The writer gives many reasons to support the argument by writing about the good things that dogs do and bad things that cats do and comparing them. Find some reasons the writer gives in the text and list them below.

4 good things about dogs	4 bad things about cats
•	•
•	•
•	•
•	•

Strong, emotive language is also used in an exposition text to persuade the reader of the writer's point of view. Find these words and phrases in the text and highlight them. Discuss these words with the teacher.

<u>Words</u>
strongly, always, happy, friendly, good, like, reliable, important, best, loyal, love, must, danger, killers, mangled, never, horrible

<u>Phrases</u>
I strongly believe
The fact
The best thing
You must agree

The opposite point of view can also be taken. Can you think of some good things about cats and some bad things about dogs? (or choose two other pets) Your ideas can form a new argument.

4 good things about cats	4 bad things about dogs
 • • • • 	 • • • •

23. Use your ideas to write an exposition text.

- Choose a title: for example *Cats are better than dogs*.

- Introduction: Write 1 or 2 sentences about the title and state your position.

   I strongly believe that…

- Argument: Write 2-3 sentences for each reason comparing cats and dogs and explain why one is better than the other. Start each reason in a new paragraph. Below are some sentence starters for exposition texts to help you really convince the reader that your point of view is right and important.

The fact is ….   Most people would agree that…
The best thing is…   Everybody knows that…
You must agree that…   Everyone should…
I am absolutely certain that…   Firstly… Secondly… Thirdly…
The real truth is that…   Finally…

- Conclusion: Finish your argument by restating your point of view using the reasons mentioned before, for example,

   I am absolutely certain that cats are better than dogs because (reason 1), (reason 2) and (reason 3).