

Materials

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

Fire and the Caveman

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.

collected () belong () read () curly () sky ()

6. Identifying syllable types : Type 1 Syllable - open
 - If a syllable has a vowel at the end, it is open - 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.

super so being robotic no music

Things to know about syllables

Every syllable has 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
block		collect (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.

kept rubbing chip helping struck hot in

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
cub		cube
pin		
ston		
flam		

Match the picture	
	
	
	
	

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

ignite

_____ / _____



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.

handy () dusty () oily () grouchy ()

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.

cave	save	flame
life	fine	line
luck	choke	smoke
rusty	dusty	risky

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.

needy		
cave		
stick		

12. With the teacher, find 2 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?

<u>o</u> _e	<u>i</u> _e	<u>a</u> _e



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

True or false. Tick a box to show if the sentence is true or false.

	True	False
The caveman used fire to keep his cave safe from animals		
The caveman lit a fire by rubbing bones together.		
Stones around a fire helped to stop wind.		
It was important that the wood did not smoke too much.		
Fire was used by the caveman to cook pizza.		

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 /er/"). The teacher then says each word for the student to write ("Write the word 'perch' "). The student repeats the word, segments the word into sounds using fingers (p-er-ch) then writes the word.

Sounds: /b/, /p/, /er/, /oi/ Words: boil, perch, crust, stop

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.

Is fire safety important at home?

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

have	would	also	you
_ a _ e	_ oul _	als_	y o _
h _ _ e	_ ou _ d	_ l _ o	y _ u
h _ v _	w _ _ _ d	a _ s _	_ o _

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: would, you, also, have

- 1) _____ you seen a fire being lit?
- 2) Can Jan _____ visit the zoo with us?
- 3) _____ Sandy's mum like a present?
- 4) _____ are my best pal.

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. rubbing the sticks. The caveman then kept on



2. safety Fire important. is

3. It was important for the smoke to find wood that didn't to much. caveman

21. Proofreading sentences

Find the errors and write the correct sentence.

1. the caveman mad use of fire to kep the entree of his cave saf form wild animals.

(6 errors: 1 punctuation, 5 spelling)

2. the cafeman dug a hol for the fire

(4 errors: 2 punctuation, 2 spelling)

3. a torsh lit wiv fire could help a caveman

(4 errors: 2 punctuation, 2 spelling)

4. stons are uset too stop the wind

(5 errors: 2 punctuation; 3 spelling)

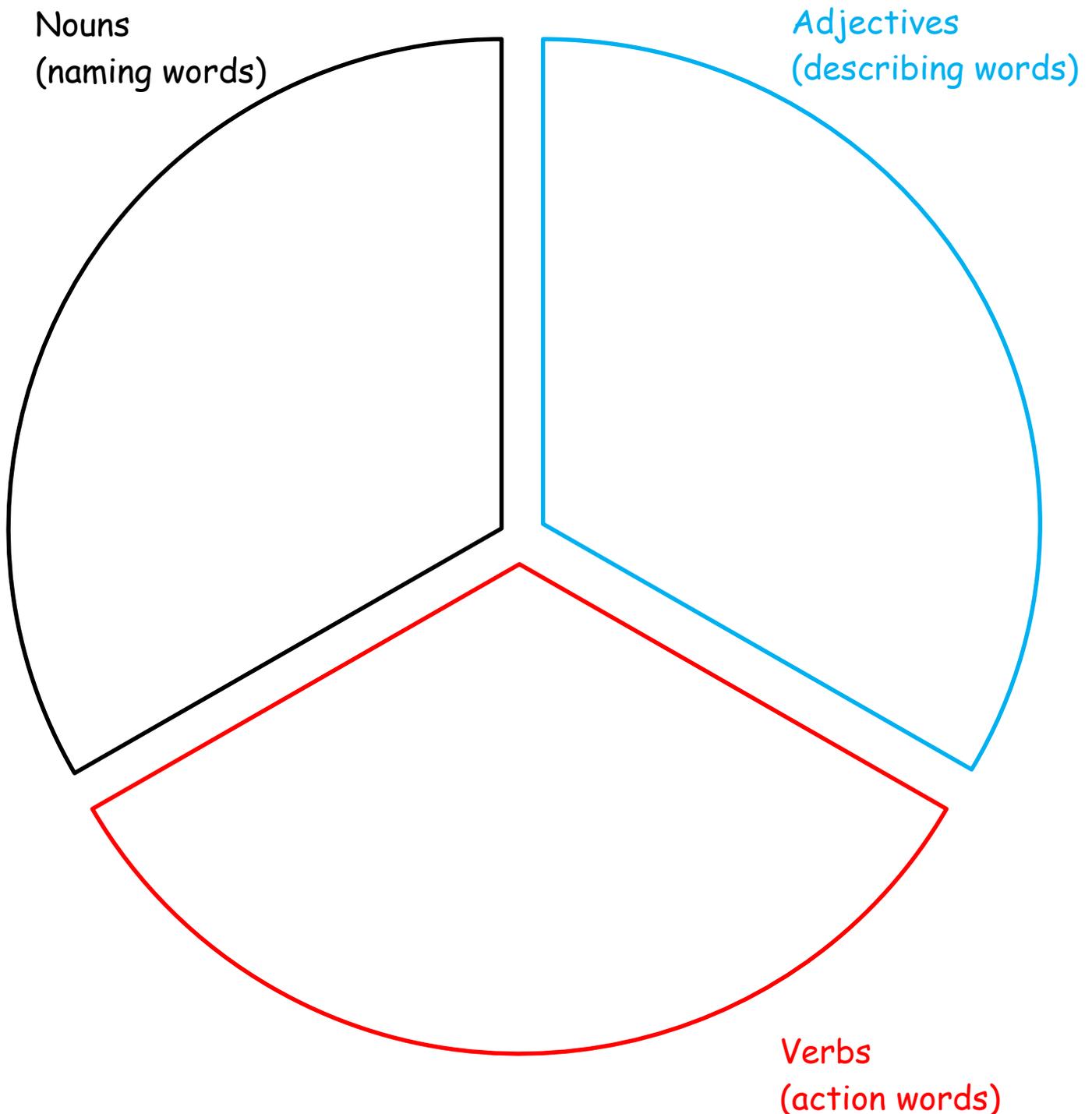


22. Mind map to plan a poem

Use the mind map below to brainstorm and find words from the text that are about fire or the way the caveman used fire. Then use your words to write a poem on the next page. To write your poem you will need nouns, adjectives and verbs.

Look for and think of these types of words:

- Nouns: naming words of things or people, for example - fire, enemy, wood, sticks, spark
- Adjectives: describing words, for example - hot, red, strong
- Verbs: action or doing words, for example - help, use, stop, burn



23. Write a Cinquain Poem.

Choose a title (Fire or Caveman or make your own). Use the outline and explanation below to make your own Cinquain poem.

A Cinquain poem follows a pattern and does not have to rhyme.

Line #1 has 1 noun (this is the title)

Line #2 has 2 adjectives

Line #3 has 3 participle verbs (action words that end in 'ing')

Line #4 has a 4 word phrase about the first noun

Line #5 has 1 synonym* of the noun or a word that connects to the title.

*Synonyms are words with the same or similar meaning (eg kid/child, kind/ friendly, small/tiny, fire/blaze)

Some Cinquain poem examples

Dragon Strong, scaly Flying, walking, eating A dragon is fierce Creature
--

Basketball Fun, exciting Running, bouncing, scoring Playing basketball is awesome! Sport
--

Monkey Brown, small, Climbing, swinging, eating Hanging from a tree Animal
--

