

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

Jake and his Bee Hives

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.

colony () state () honey () Queensland () bee ()

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	o/val	Oc/to/ber
by	va/cant	

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.

try pretending defend opening go baby

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
them		dentist (den/tist)

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.

best children next bottom egg wax it

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. 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
mat		mate
Tim		
tap		
rob		

Match the picture





Challenge! The word below has 3 syllable types practiced above. Can you identify them?

regulate

_____ / _____ / _____



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.

ugly () brainy () twenty () bumpy ()

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.

Jake	make	like
drone	float	stone
use	mute	cute
sleepy	sporty	creepy

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.

lumpy		
make		
keep		

12. With the teacher, find 3 words in the text with the given sound and spelling pattern. 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 'e' sound	long 'i' sound	long 'a' sound
ee	ie	ai
y	i_e	a_e
e	i_e	a



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
Nectar is made into honey to use as pollen.		
Drones are bigger than workers, but smaller than queen bees.		
The children come close when Jake is in his bee keeping outfit.		
Jake strives to produce the best garden in Queensland.		
Jake only keeps native bees in his bee hives.		

15. Dictation.

1. 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 /or/"). The teacher then says each word for the student to write ("Write the word 'sport'"). The student repeats the word, segments the word into sounds using fingers (s-p-or-t) then writes the word.*

Sounds: /oo/, /or/, /v/, /f/ Words: sport, food, finish, blink, cook.

2. 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.

The queen bee and the drones live in the hive.

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. Draw a line to join the words that match.

live

who

who

ask

ask

how

how

live

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: live, who, ask, how

1) The children _____ Jake to see the bees.

2) _____ also keeps bees aside from Jake?

3) _____ do the bees make honey?

4) The bees _____ in the hive.

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. about bees. Jake explains



2. has a job Every bee to do.

3. The bees at the Jake's bottom of garden. live in hives

21. Proofreading sentences

Find the errors and write the correct sentence.

1. jake eplains about the colonee ov bees

(5 errors: 2 punctuation, 3 spelling)

2. jake tells the shildren that he keeps nativ bees

(4 errors: 2 punctuation, 2 spelling)

3. jorji hav bese too.

(4 errors: 1 punctuation, 3 spelling)

4. bees buzz and lok for necter

(4 errors: 2 punctuation; 2 spelling)

5. jake strivs to mak the beest honey

(5 errors: 2 punctuation; 3 spelling)



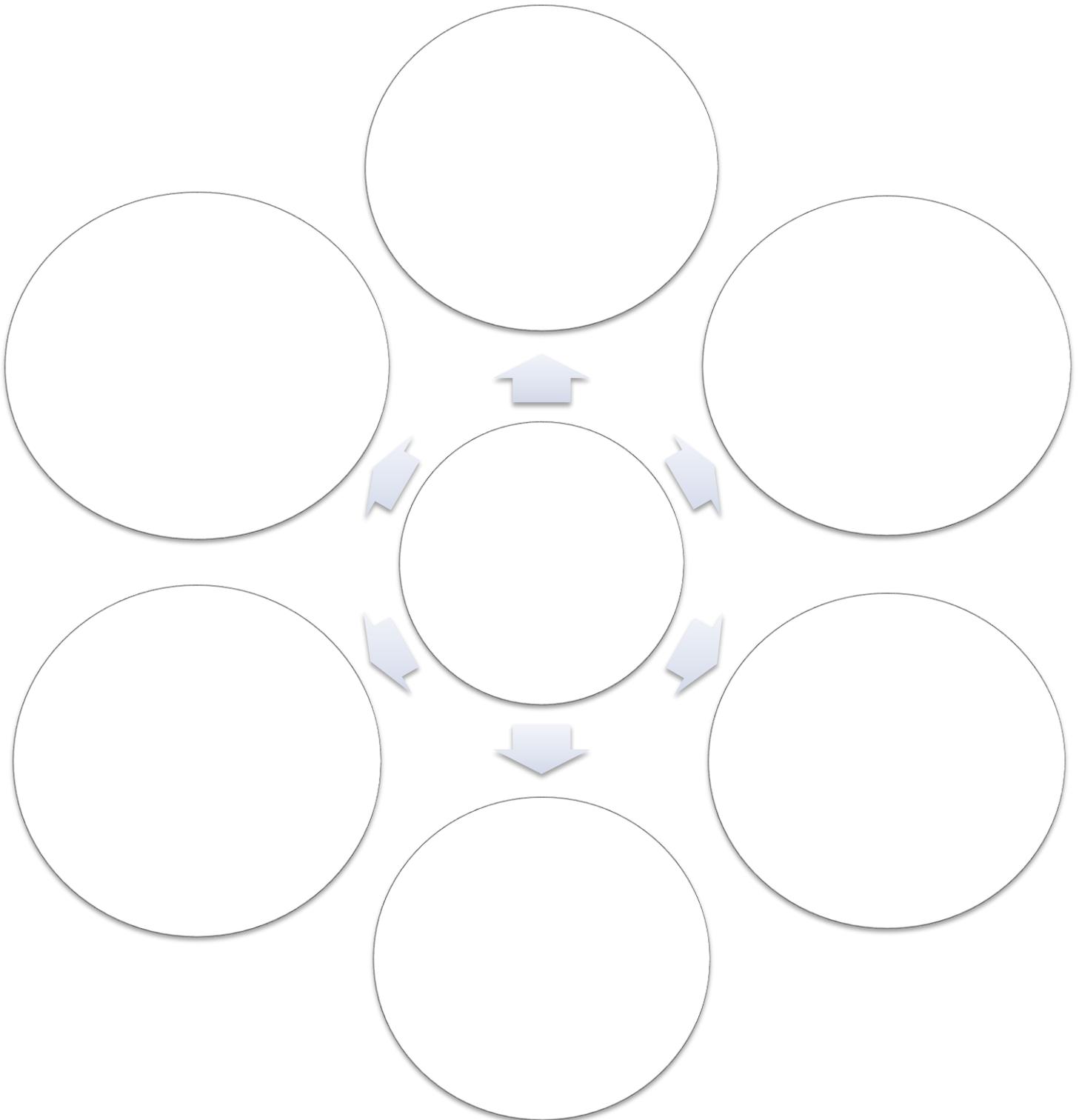
Picture mind map to plan a report on a worker bee

22. Make a picture mind map about the jobs of a worker bee. Draw a picture of a worker bee in the middle circle and use the questions under 'Description' and the text to describe it.

Title: _____

Classification: Flying insect

Description: What does it look like? Where can it be found? What does it do? Other interesting facts.



OR

Plan a report on a worker bee.

23. A report presents factual information about something so that the reader learns about it. Use the information you have read in the text to plan a report about worker bees.

Title: Worker bees

Classification: What is it? What type of thing/animal is it?

Description

What does a worker bee look like?

Where do you find it?

What does it eat?

What does it do?

Some interesting facts

- 1.
- 2.
- 3.
- 4.

Conclusion What do you think about it and what it does?

Use your plan to write a report.

