

# Writing the Alphabet

A a B b C c D d

E e F f G g H h

I i J j K k L l

M m N n O o P p

Q q R r S s T t

U u V v W w X x

Y y Z z

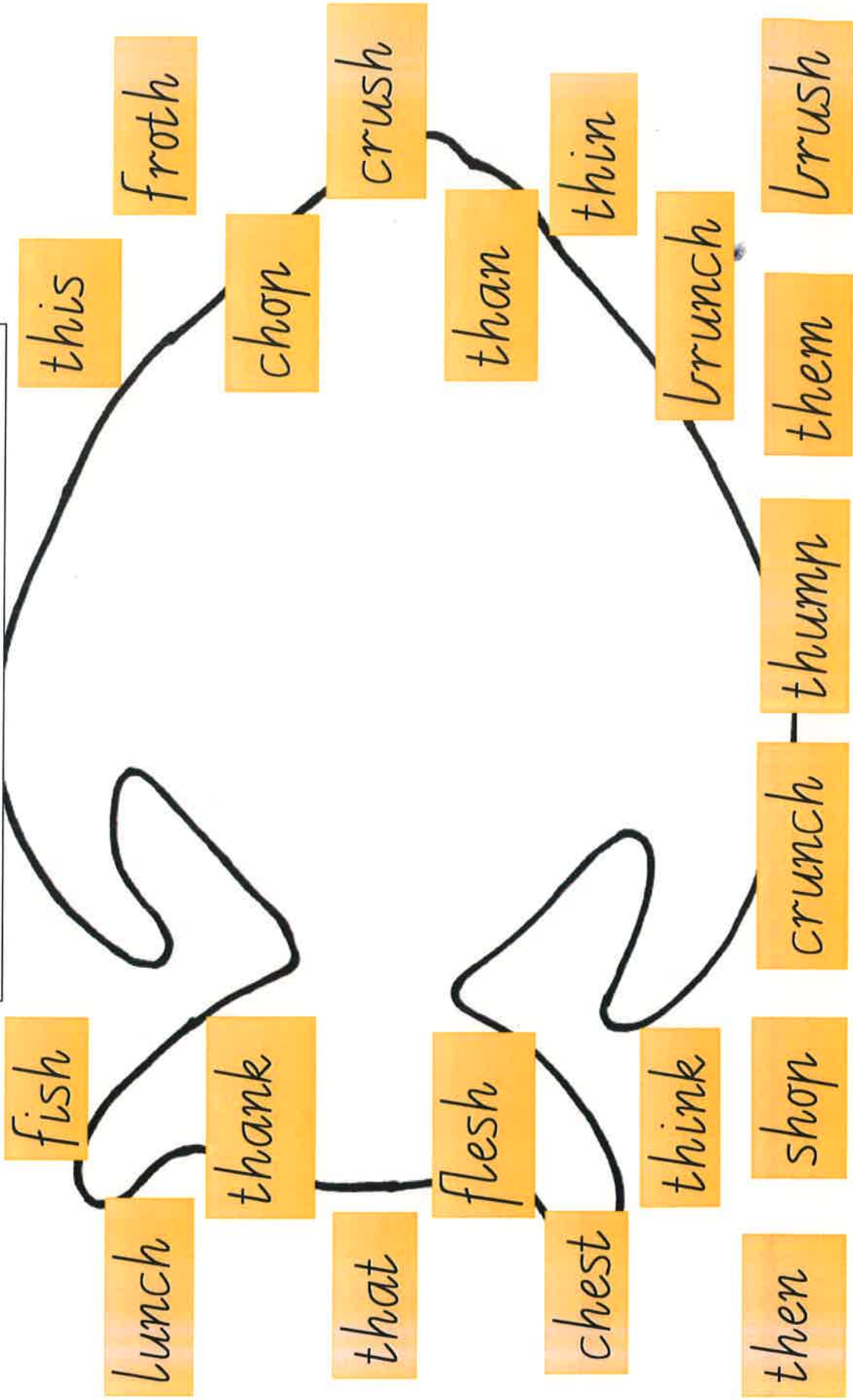
# Writing Grid



What is the difference between city life and country life?	"Land Ahoy!" yelled the bearded pirate as the...	What is your favourite sport to watch? Write about that sport and its athletes.	If you had to show a new student at your school around, where would you take them and why?
I was on safari and a giant tiger...	You are going to create your own 'hide out / cubbyhouse' inside. Draw a picture and describe what you have used.	Invent a monster and describe it. Describe its features and habitat.	Do you think it is important to have outside time? Why/why not?
What is your favourite time of the day? Why?	What is your favourite activity to do outside?	What do you want to be when you grow up?	Who is your hero? Why?
What do you think makes a good friend?	Do you like going to the beach? Why/why not?	It is cruel to keep animals locked in enclosures at zoos. Do you agree or disagree? Why?	Suddenly in a puff of smoke a dragon appeared...
If toys could talk what would they say?	A special birthday for me is...	Why do you think it is important to have a team captain in a sports team?	The perfect place in the whole world is...

Name:

Can you read 10 words correctly in 30 seconds?



## Independent Sounds-Write Activities /ee/ Week 7



### Activities using the 'speed read' sheet

#### 1. Reading (5 – 10 minutes)

- a. **Individual activity** - Using the Sounds-Write 'speed read' sheet children read the 20 words by '**saying the sounds**' and then '**reading the word**' (even if they 'know' the word without sounding they must sound). Ensure that the children do not over sound eg: saying 'wuh' instead of 'woo', 'yuh' instead of 'yee'.
- b. **Partner activity** - Children read the words on the 'speed read' sheet while the partner looks on and listens to check that they are reading the words correctly.

#### 2. Writing (5 – 10 minutes)

- a. **Spelling** - The children work with first six words on the sheet. (The following day they select the next 6 words and so on). For each of these words, the children work independently to '**say the sounds and read the word**', looking closely at how the word is spelt. Children then cover the word and "**say the sounds and write the word**" in their work book. The child then checks to see if they were right. If not, they should write the word again using the same 'look, say, cover, write, check' process. Children should continue with this task until the selected words are all written correctly.
- b. **Grouping words**: The children select words with the same spelling of the target sound. The words are written under the relevant heading eg: ee. The next day the child may choose to do this activity again and select a different spelling of the target sound.

ea	ee	y
creak	fleet	dolly
please	please	messy
stream	stream	tummy
wheat	wheat	happy
clean	clean	chilly
dream	dream	fluffy
speak	speak	

#### 3. Extension (optional)

- a. After a few days of working with the list of words your child may like the extra challenge of seeing if they can read all of the words on the list correctly in under one minute.
- b. Can the children correctly say the sounds and write the word when given several of the words selected randomly from the list?

happy

creak

dobby

fleet

freeze

please

stream

messy

three

Sound: /ee/

Can you read 10 words correctly in 30 seconds?

**Say the  
sounds  
and read  
the words.**

fluffy

sneak

squeeze

tummy

queen

dream

chilly

clean

street

wheat

three

sheen

## Sounds-Write Activities – Week 8 (Extended Code) (/ee/)

be	bee
bleed	creak
dolly	eat
feet	freeze
funny	he

**Activities using the word cards** *Cut out the word cards neatly and when not in use, store them in snap lock bag.*

### 1. Reading (5 – 10 minutes)

- a. Put the cards face down on the table. Turn over each card one at a time. Practice 'saying the sounds' and 'reading the word' (even if the word is known). Ensure that the children do not over sound eg: saying 'wuh' instead of 'woo', 'yuh' instead of 'yee'.
- b. Repeat the task above. This time sort the word cards into columns of words that share the same way of spelling /ee/ as shown below:

e	ea	ee	y
be	creak	bee	dolly
he	eat	bleed	funny
she	Jean	feet	messy
	meal	freeze	tummy
	please	keep	
	read	meet	
	stream	need	
	wheat	squeeze	
	seat	three	
		tree	

### 2. Writing (5 – 10 minutes)

- a. **Spelling** – Select 6 words to work with. Firstly, 'say the sounds and read the word', looking closely at how the word is spelt. Then turn the word over and "say the sounds and write the word". Turn the card over again and check the word. Tick if correct. If not, write the word again using the same 'look, say, cover, write, check' process. Children should continue with this task until the selected words are written correctly.
- b. This activity follows on from Reading task b (above). After sorting the words into columns of same spelling of /ee/ write the words into the work book making sure to put a 'heading' at the top of each column. For example:. (See example above under 1b).

### 3. Other Activities:

- a. Play 'memory' with a partner. Put all of the cards face down on the table. Take turns to turn over two cards. If the cards both have the same spelling of /ee/ keep the cards. Keep playing until all possible matches are made. There may be cards leftover. The child with the most matching pairs 'wins'.
- b. Challenge: Can you read all the word cards correctly in one minute?
- c. Silly sentences - randomly select four cards. Can you put all 4 words into a sentence? The sentence can be spoken or written.

be

bee

bleed

creak

dolly

eat

feet

freeze

funny

he

jean

keep

meal

meet

messy

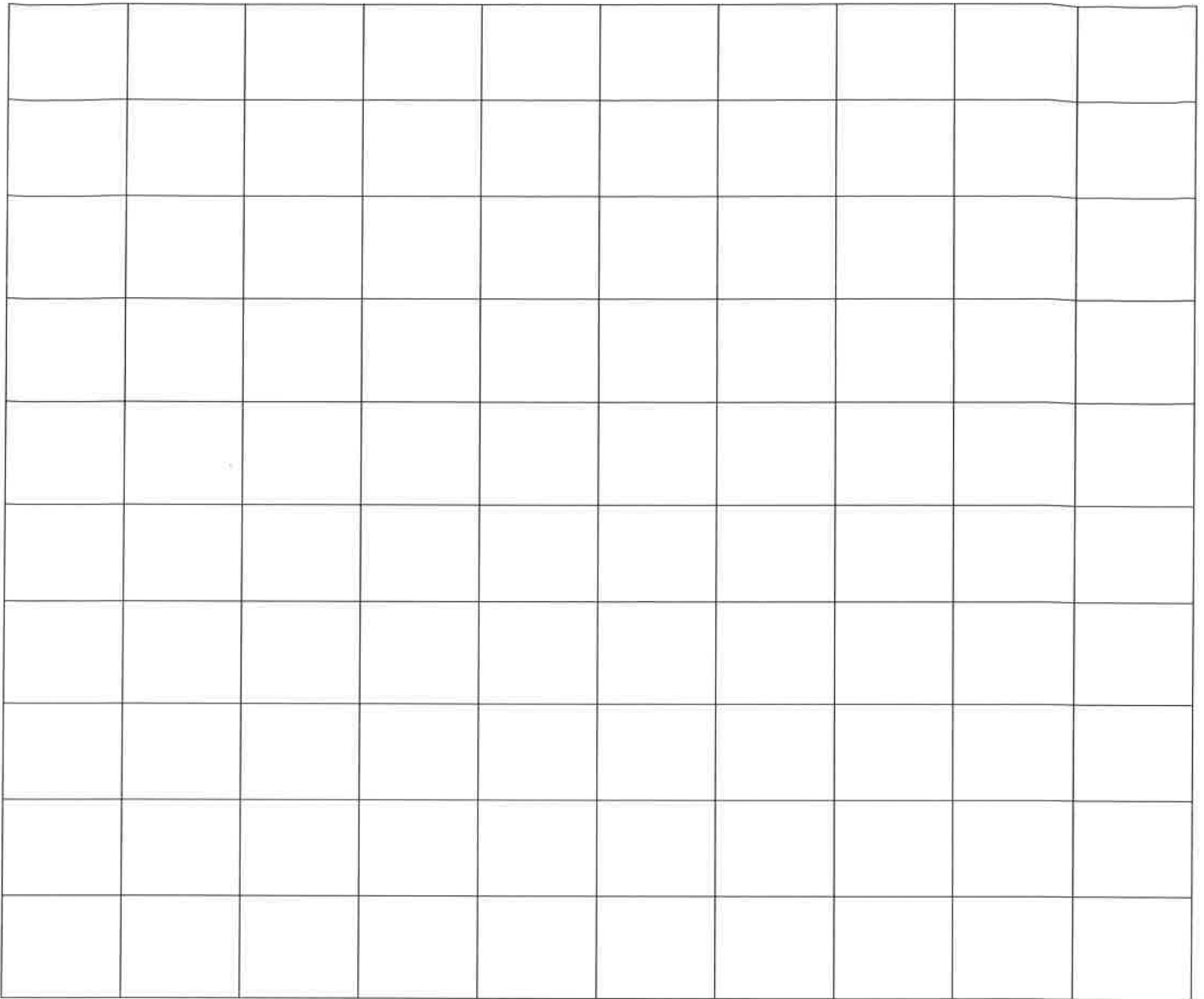
need

please

read

she	squeeze
stream	three
tree	tummy
wheat	seat





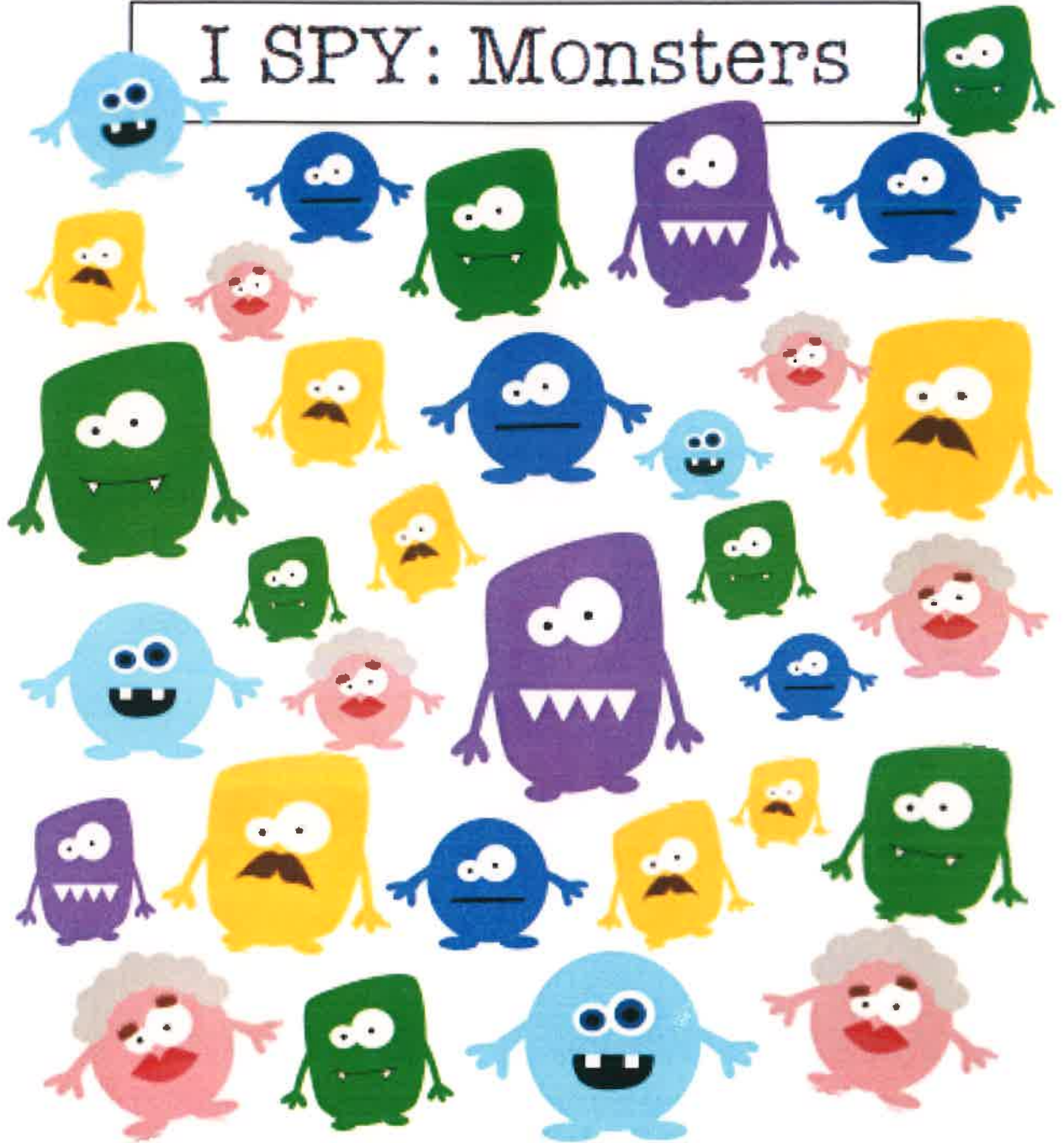
**Challenge**

Write the sum for one of your 'arrays':







\_\_\_\_\_ rows of \_\_\_\_\_ makes \_\_\_\_\_

\_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_

# I SPY: Monsters



Use the tally below to tally the monsters in the I SPY: Monsters picture

Monster Tally		
		Total
		
		
		
		
 Criminal Time		



2	rows of	2	=	
4	rows of	2	=	
3	rows of	2	=	
5	rows of	2	=	
6	rows of	2	=	
8	rows of	2	=	
10	rows of	2	=	
9	rows of	2	=	
7	rows of	2	=	

3

rows of

2

=

5

rows of

2

=

8

rows of

2

=

4

rows of

2

=

2

rows of

2

=

7

rows of

2

=

3	rows of	2	=	
4	rows of	2	=	
2	rows of	2	=	
6	rows of	2	=	
8	rows of	2	=	
5	rows of	2	=	
7	rows of	2	=	
9	rows of	2	=	
10	rows of	2	=	













Name \_\_\_\_\_

# Find, Tally & Graph

Each time you see an image, make a tally mark. Then use your tally marks to make a graph



Tally Chart		7				
		6				
		5				
		4				
		3				
		2				
		1				
						

# All about my Dad!



My Dad is \_\_\_\_\_ years old.

He likes to \_\_\_\_\_

His favourite food is \_\_\_\_\_

We like to \_\_\_\_\_ together.

My Dad likes to wear \_\_\_\_\_

He is really good at \_\_\_\_\_

My Dad is special because \_\_\_\_\_

# HAPPY FATHER'S DAY

# Happy Fathers Day



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FOLD

### Father's Day Greeting Card

1. Fold the paper in half.
2. Cut along the dotted line.
3. Decorate and color your card!

