

Student name:



Pets workbook

XR102W 2014/1



Acknowledgements

Photos @ iStockphoto.com

Cover: group of pets, 11190367

Pig, 3311351

Rabbit, 10305345

Jellybeans, 5127055

Goldfish, 3998300

Turtle, 1691227

Chicken, 2194565

Cat, 5340509

Venus Fly trap plant, 7122250

Dalmation, 13836603

Yellow and green budgie, 2667245

I am learning to hear big and small words.

Supervisor

Read one word at a time. Ask your student to say if the word is big or small.

caterpillar

cat

dog

pig

elephant

goldfish

hen

tarantula

butterfly

crab

rabbit



I am learning to hear sounds in a word.

Supervisor

Say the word slowly. Ask your student to hold up a finger for each sound they hear.

he (2)

we (2)

am (2)

cat (3)

dog (3)

fish (3)

hen (3)

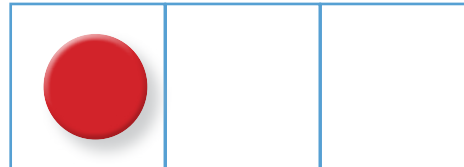
turtle (4)

rabbit (5)



Continue the learning ...

Draw up grids for two, three and four sound words. Ask your student to move a counter into a box as they hear each sound.



I am learning to hear the beginning sound in a word.

The focus letters in this booklet are:

j w p

Add them to your alphabet book.

1. Supervisor:

Read out the phrase below, then both you and your student act out the phrase.

jiggly jellyfish j j j

prancing pony p p p

wobbling walrus w w w

waving windmill w w w

jumping jellybeans j j j

popping popcorn p p p

Make up some of your own.



2. Supervisor:

Make up some large cardboard letter tiles or write **j w p** on ice cream container lids.

Say a word. For example, jelly.

Student then steps onto the letter tile or holds up the card with the letter on.

j

Suggested word list:

jam	water
paper	windmill
pen	watch
jellybeans	window
pumpkin	juice
jellyfish	pony

Continue the learning ...

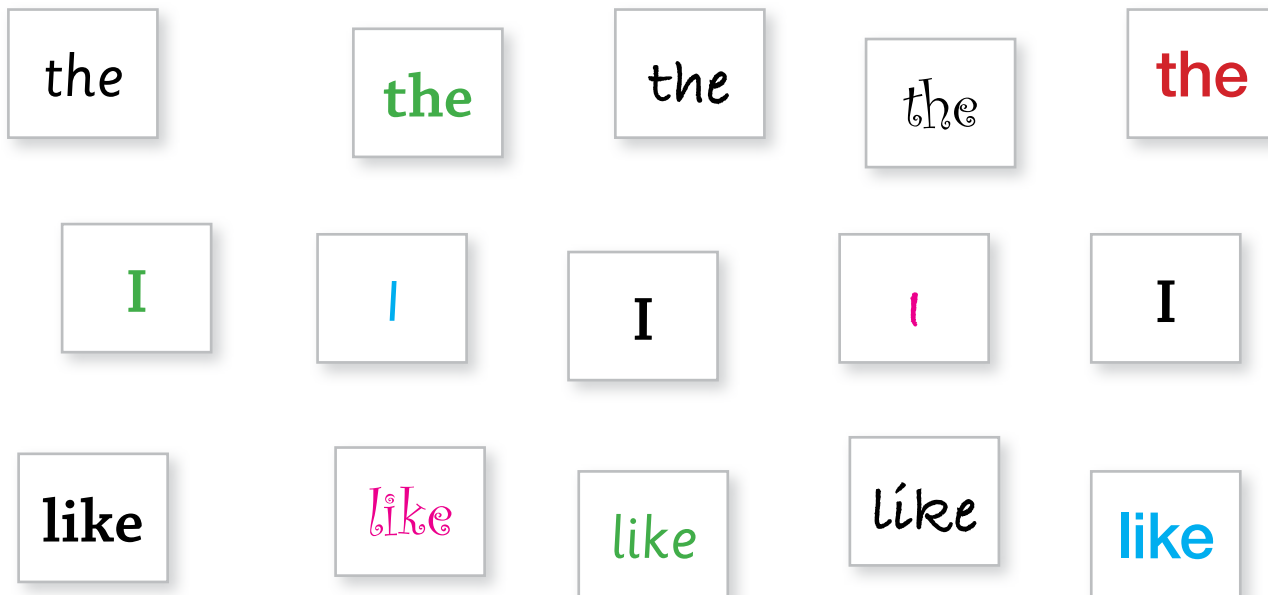
Find or draw pictures of things that start with these letters.

I am learning to read words.

I like the

The focus words in this booklet are:

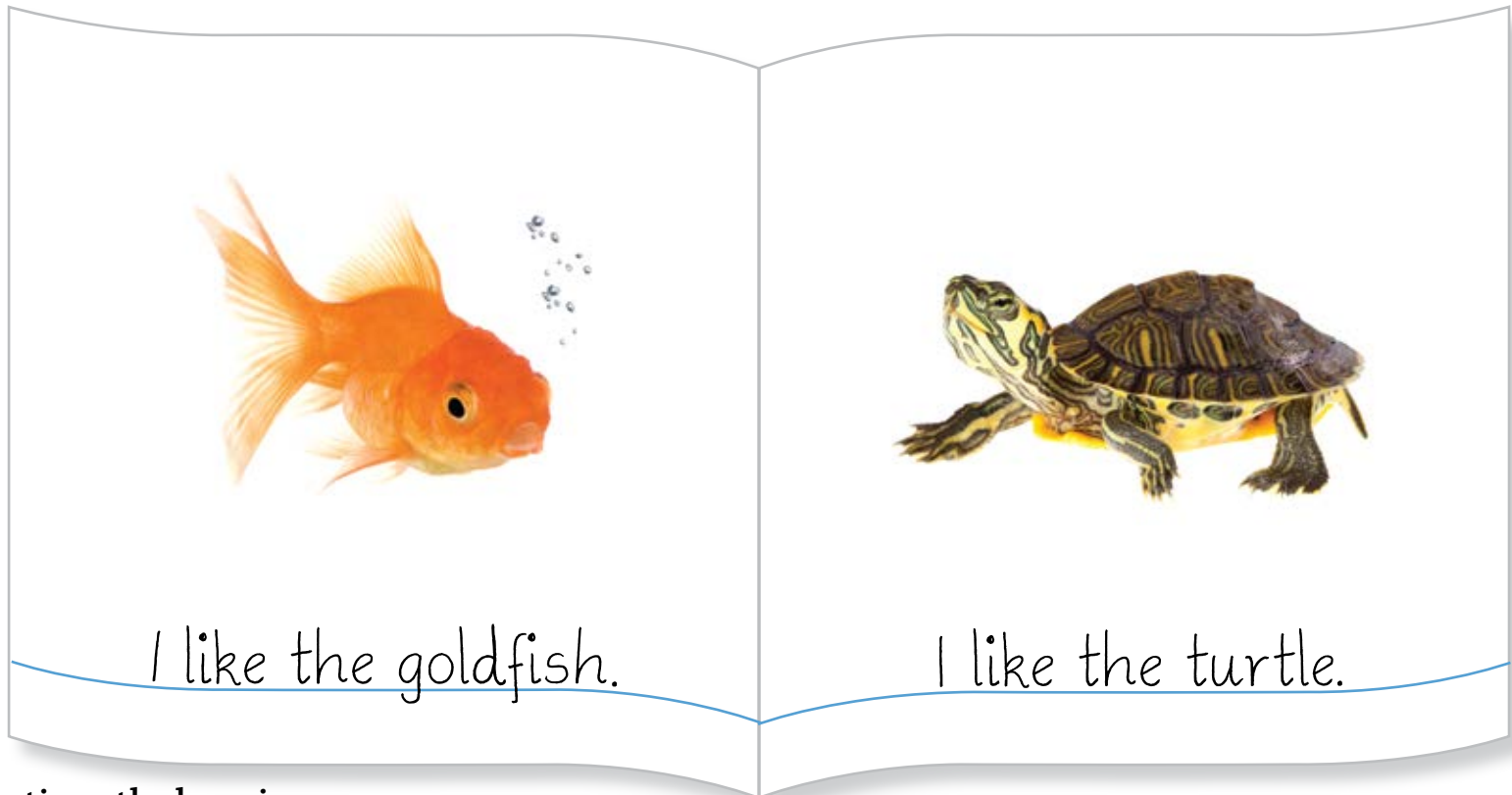
1. Write each word in the box onto cards at least five times.
Place the cards around the room or house and ask your student to go and find all the cards with **like ...**
Then repeat with the other words. This game can be made easier if you give your student a copy of the word to match.
2. Repeat the activity using different fonts or colours. You can type the words on the computer and change the font and colour many times. Print these off.
Or you could cut out the words from magazines or newspapers or simply write them with different colour felt pens.



Make your own books and readers.

I like the

Using the words from the box, make up new books with your student using photos or pictures of interest to your student. The books can then be re-read over and over. Other books could include; **I like the ...** musical instrument, vehicles, etc.



Continue the learning ...

Play a matching game. Make cards with pictures of interest to your student.

On a separate card write the matching **I like** sentence. Can your student match the sentence to the picture?

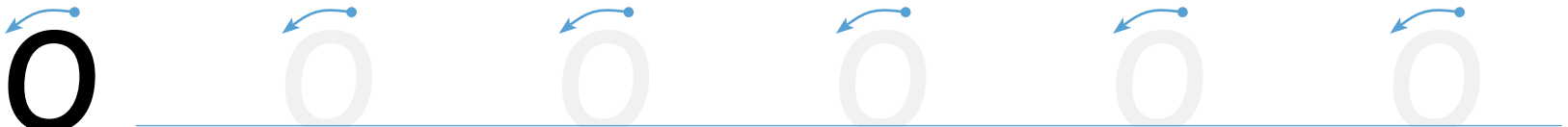
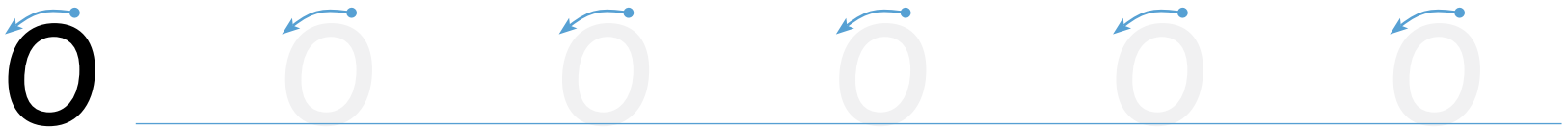
Extend the game by cutting the sentence into individual words. Your student reads the words to make the sentence and finds the matching picture.

I am learning to write the letters c and o correctly.

Practise writing the letters c and o with your finger on the table.

Put talcum powder or finger paint on the table for added interest. Try writing the letters in a sand tray.

After you have practised lots of times, copy the letters c and o below. Remember to start at the arrow for each letter.



Continue the learning ...

By writing these letters in the air every day. Make sure the student starts in the correct place.

Support your student by talking about how the letter is made, 'circle around and sit on the line'.

I am learning to write a sentence.

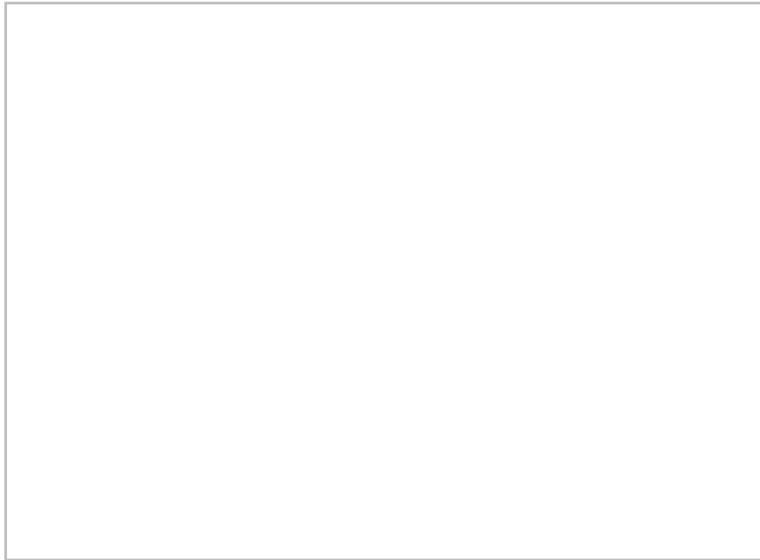
Supervisor

Talk again with your student about the things they like. It might be animals, games, TV programmes or movies.

Ask your student to draw a picture in the box.

Now encourage your student to write their own story using the words ... **I like the**





Supervisor

Positive comments about your student's writing.

Language experience activities

1. **Talk about the groups that the animals belong to.**

What is the same or different? For example, they all have four legs, they all have fur, they can all swim.

2. **Share some books together about pets.**

The Hairy McClary series by Linley Dodd

My cat likes to hide in boxes by Eve Sutton

Ask your librarian for other picture books about pets.



XR102W Assessment page

Supervisor

Please provide detailed feedback so that your Te Kura teacher knows what your student can do.

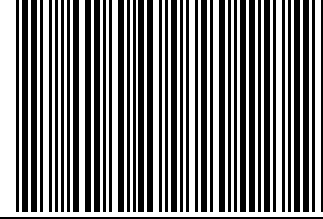
Learning goal My student can	Yes	No	Sometimes	Comments
Hear the difference between big and small words.				
Hear all the sounds in a word.				
Name something that starts with the letters j , w and p .				
Read the words I , like and the .				
Form the letters c , and o correctly.				
Write the words I , like , the				

Keep the learning going ...

Re-read the booklet again, practice forming the letters **c** and **o**. Write another story using the words **I like the**.

Read some more books about pets. Go for a walk and talk about the animals you can see.

Visit a pet shop. Visit someone who has a pet.



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COVER SHEET

STUDENTS – PLACE STUDENT ADDRESS LABEL BELOW OR WRITE IN YOUR DETAILS.

Full Name _____

ID No. _____

Address _____
(If changed)

Authentication statement

I certify that the assessment work is the original work of the student named above.

Signed _____
(Student)

Signed _____
(Supervisor)

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Assessment