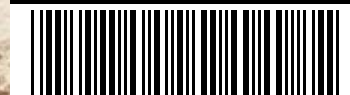


Student name:



# Things we like to do workbook

XR206W 2014/1



# Acknowledgements

## Photos – iStockphoto.com

Cover: Teenagers playing volleyball, 19173217

Wooden toy train, 19007193

Family, 9910842

Ladybird, 7747761

Mother and girl making puzzle, 16133429

Tennis, 5781469

Playing guitars, 13836256

Climbing rock wall, 695878

Homemade drum, 14915396

Girl plays cardboard guitar, 41049236

All other photographs and illustrations © Te Aho o Te Kura Pounamu.

## I am learning to hear the middle sound.

### Supervisor

Say each word slowly and ask your student to tell you the middle sound in the word.

Supervisor	Student
can	a
bike	i
fun	u
like	i
help	l
play	l (ay is last sound)
kick	i
get	e
ask	s
hop	o

### Continue the learning ...

Try finding the middle sound in other words.

Try listening for the difference between long and short vowels e.g. not, note, net, neat, mitt, might, hat, hate, lick, like, hug, huge.

## I am learning to hear the sh sound.

### Supervisor

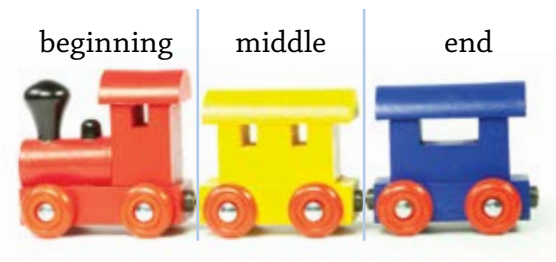
Say each word slowly.

Ask your student to say where the **sh** sound is (beginning, middle or end).

cash	end
ship	beginning
shoes	beginning
trash	end
mash	end
stashing	middle
shout	beginning
sheet	beginning
cashew	middle

Another way to do this activity is to cut a picture into three parts and label each piece beginning, middle and end.

As the supervisor says the word the student identifies the correct picture piece.



I am learning to hear short and long vowel sounds.

The focus sounds in this booklet are:

**Short u as in up**  
**Long u as in unicorn**

Add them to your alphabet book.

1. Make a book with **short u** words,  
e.g.  
cut, hut, gun, sun,  
bug, mug, bun, run,  
rug, hug.



2. Make a book with **long u** words. Do not expect your student to read these words by themselves.  
  
cube, tube, menu,  
clue, blue, fuel,  
cute, glue, mule.

**Continue the learning ...**

Look at the other vowels in your alphabet book. Talk about words with the long and short sounds for other vowels.

## I am learning to make and break words.

Rhyming words often have the same cluster of letters that make the rhyme. By changing the first letter(s), new words are made.

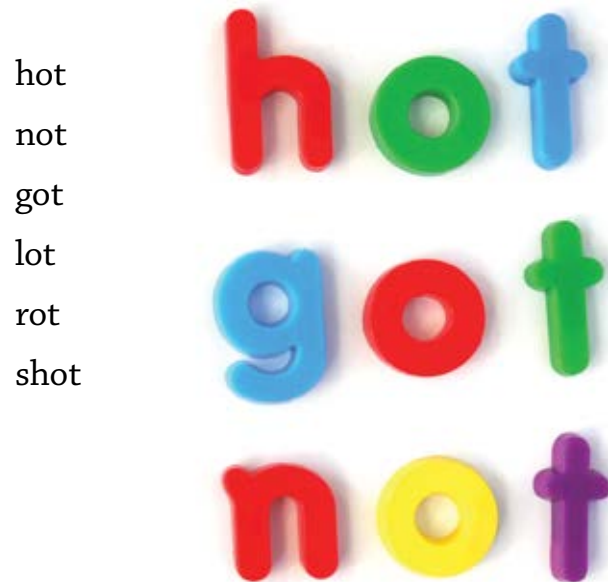
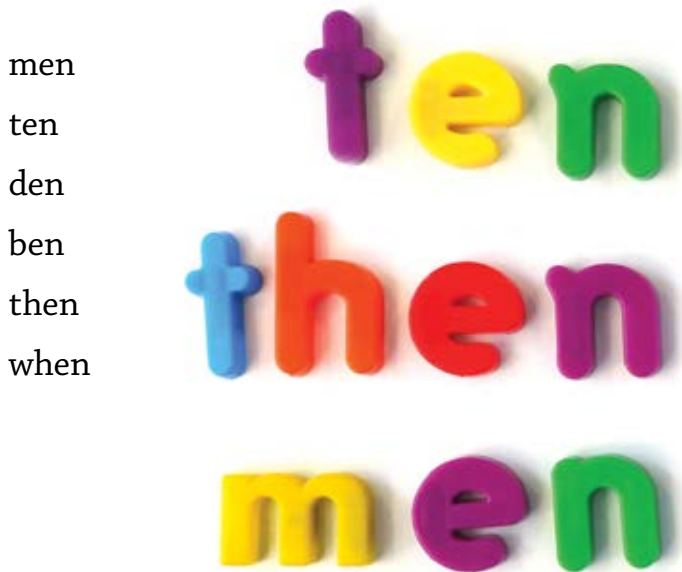
### Supervisor

Use 10 or 12 magnetic letters and make the first word in the list. Read the word with your student.

Make a rhyming word underneath and read both words with your student. Run your finger under the letters, matching the sounds with the letters. Leave them as a model for your student to look at.

Suggest another rhyming word. Ask them to make it. Check by re-reading all the words and looking at the pattern.

Repeat with other words from the list.



### Continue the learning ...

Write each list of words you made. Practise many times in different ways, such as on large paper with crayons, on a whiteboard or blackboard or on the concrete with chalk.

The focus words in this booklet are:

**we like to play can**

**1. Supervisor**

Write the words out on small cards. Create a word mountain or word staircase and place the cards on the mountain.

Use other words from the XR114 or XR211 Word Bingo games. Practise reading these words every day.

How high up the mountain can your student get? Add in new words as they become more confident.

**2. Supervisor**

Write the phrase onto a strip of card. Collect photos of things your student likes to do.

Make sentences to match the pictures. Re-read the sentences over several days.

**We** **like** **to** **play** **with**



**puzzles**

**Continue the learning ...**

Play XR114 and XR211 Word Bingo.

**Make your own books and readers.**

## We like to play can

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 be re-read over and over. Other books could include: at the park, my family likes to play, on a wet day, at the beach.



We like to play the guitar.

We like to sing too.



My Mum likes to play tennis.

She likes to hit the ball.

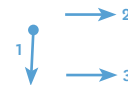
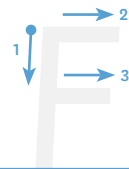
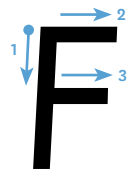
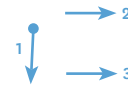
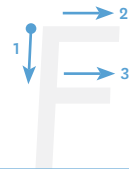
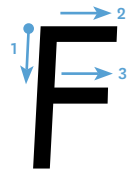
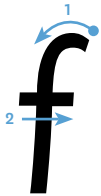
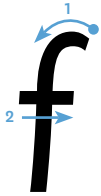
**Continue the learning ...**

By adding describing words or family names.

## I am learning to write the letters F and f correctly.

Practise writing the letters **F** and **f** in the air. Model and support your student by saying ‘over and down, make the line across’ for the lower case. ‘Line down, pen off, back to the top, out and out’, for upper case.

Practise with coloured crayons and felts to add interest. Try writing on the wall outside with a paintbrush dipped in water. After you have practised lots of times, copy the **F** and the **f** below. Remember to start at the arrow for each letter.



### Continue the learning ...

Write some words that have an **f** in them such as for, of, off. Write some names with a capital **F**, e.g. Fay, Fran, Frank. Play the XR113 upper/lower case matching game.



I am learning to write a sentence using the words we like to play can.

**Supervisor**

Talk with your student about things they like to do. What do they like doing with friends?

Ask your student to draw a picture and write a story.



---

---

---

---

---

---

---

---

## Language experience activities

1. Take photos of your student doing different things. Try using an app to create readers on a tablet. You can record your student reading the story.
2. Try something new, ten pin bowling, table tennis, card games, badminton, beach volleyball.
3. Make your own musical instrument. What about a box guitar, a shaker, a bottle xylophone?
4. Make up a dance with your student and perform for friends or family.

Look at some YouTube videos of fun songs and dance. Search using the words 'simple children's dances' or look for YMCA, Hokey Pokey.



# XR206W Assessment page

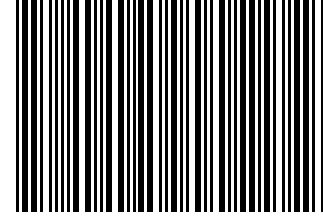
## Supervisor

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 middle sound in words.				
Hear the <b>sh</b> sound in words.				
Hear the difference between a short and long <b>u</b> sound.				
Use magnetic letters to make words that have a rhyming pattern.				
Read the words <b>we, like, to, play, can.</b>				
Form the letters <b>F</b> and <b>f</b> correctly.				
Write the words <b>we, like, to, play, can.</b>				

## Keep the learning going ...

Re-read the booklet again. Practise forming the letters **F** and **f**. Write a story every day. Play a game listening to sounds in words. Take a word you almost know and practise writing it so you can do it quickly and easily. Make rhyming words with magnetic letters.



XR206W 2014/1

# 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)

**FOR SCHOOL USE ONLY**

**Assessment**