

Student name:

# The giant pumpkin workbook

XR502W 2015/1



It is recommended that you spend time each day on each of the activities in the workbook.

There are other suggestions in the Supervisor guide.

Ask your Te Kura teacher to send you the Supervisor guide XR500SG.

## **Acknowledgements**

Photos – iStockphoto.com

Cover image: Pumpkin, 4117140

Young man brushing teeth, 11252230

Pumpkin, 73321203

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

## I am learning to hear sounds in words.

### Supervisor

Say the words slowly one at a time. Ask your student to say the word and name the middle sound e.g. ripe has **i**, tape has **a**.

make	a
live	i
mug	u
top	o
reed	e
sit	i
bat	a
den	e
soap	o
huge	u

### Continue the learning ...

Repeat both activities with other words. Repeat the activities using magnetic letters so your student can see which sound is changing.

Try all the vowels between the same consonants to make new words e.g. big, bag, bug, beg, bog. It is ok if some words are not real words e.g.: lip, lup, lop, lap, lep.

## I am learning to change the sounds in words.

### Supervisor

Read each pair of words slowly. Ask your student to identify the sound that has changed.

like	lake	pin	pan	rim	ram
full	fall	hit	hot	sick	sock
wet	wit	pet	put	now	new
have	hive	chop	chap	ship	shop

### Supervisor

Ask your student to change the middle sound in the original word.

Original word	Change middle sound to	New word
big	a	bag
rat	o	
fin	e	
lad	i	
pot	e	
rum	a	
bed	u	
ring	a	
sang	o	
back	u	

## I am learning to recognise prefixes a and mis.

A prefix goes at the beginning of a word and may change its meaning. It may be a single letter or a cluster of letters.

**a-** has more than one meaning – towards, process of, in a state of, on, in      **mis-** means wrong

### Supervisor

Help your student to make new words by adding **a** to these words. Read the words together.

live

wake

round

side

part

### Supervisor

Help your student to make new words by adding **mis** to these words. Read the words together.

place

behave

take

count

understand

trust

Talk about the meaning of these words with your student. Write four sentences using some of these words.

---

---

---

---

### Continue the learning ...

Make a list of other words with prefixes, such as **pro** in promote, project, profile. And **dis** as in disagree, dislike, distaste.

I am learning to make and read words that start with the same blend.

### Supervisor

Use magnetic letters and make the first word on the list. Read the word with your student. Can your student think of other words that start with the same two letters?

Use magnetic letters to make these words. Then make the other words from the list. Help your student to read these words by running their finger under the letters. Write the new words on the lines below.



bread

\_\_\_\_\_ ave

\_\_\_\_\_ ow

\_\_\_\_\_ and

\_\_\_\_\_ eak

\_\_\_\_\_ ing



dry

\_\_\_\_\_ ape

\_\_\_\_\_ ink

\_\_\_\_\_ ive

\_\_\_\_\_ ake

\_\_\_\_\_ ain



cramp

\_\_\_\_\_ y

\_\_\_\_\_ eep

\_\_\_\_\_ eek

\_\_\_\_\_ ow

\_\_\_\_\_ ack

### Continue the learning ...

Practise writing words in lists. Prompt your student by saying, if you can write dry you can write cry and fry.

Make words that start with other blends like **fr**, **pr**, **gr**, **tr**, **str**, **wr**.

## I am learning to read and understand the meaning of tricky words by and buy.

Homophones are words that sound the same but have different meanings and they can be spelt differently.

**by** is all about position

**buy** is to purchase something

### Supervisor

Help your student to read these words. **by buy**

Ask your student to complete the sentences with the correct word.

I want to \_\_\_\_\_ a dress.

We sat \_\_\_\_\_ the river.

The boy wanted to \_\_\_\_\_ a new ball.

Some people like to \_\_\_\_\_ things.

The garage is \_\_\_\_\_ the house.

The lady went to the shop \_\_\_\_\_ the bank to \_\_\_\_\_ the plants.

Make a book about  
homophones ...

tail tale

pale pail

blue blew

hair hare

there their they're

to two too

sale sail

wear ware where

fair fare

### Continue the learning ...

Write some more sentences for your student to complete with the correct homophone. Add more words to your homophones book. Draw pictures and write the words to illustrate the difference. Remember homophones are tricky, do not expect your student to know the difference after only one activity.

## I am learning about **antonyms.**

Antonyms are words that have the opposite meaning e.g. big and small.

How many antonyms can you find in the grid below? Colour the pairs in the same colour.

hot	behind	low	hard	like	after	up	go
on	dislike	down	big	soft	infront	dark	small
before	cold	forwards	backwards	light	high	off	stop

### Continue the learning ...

Write some antonyms onto cards. Play a matching game with them.



## I am learning to rephrase sentences.

Sometimes you can improve your writing by adding describing words or changing the order of the words.

### Supervisor

Talk with your student about how each sentence could be changed. Provide one example yourself and then ask your student to try. After trying several ideas, write the best sentence underneath the original sentence from the book.

e.g. It was a sunny spring day could become It was a warm, sunny spring day in September.

It sprouted and the vine grew bigger and bigger.

---

---

Each day I gave my seed a little water.

---

---

I carried my pot home carefully.

---

---

“It will be lovely in the hangi”, said Mum.

---

---



## I am learning to write instructions.

Here is a model for writing some simple instructions. Help your student to read the instructions and talk about the way each sentence begins with an action word (verb).

- 1 Get your tooth brush.
- 2 Put a tiny bit of toothpaste on your brush.
- 3 Put the brush in your mouth and move it around and around on your teeth.
- 4 Wash your mouth out with clean water.
- 5 Wipe your mouth and put your brush away.



### Supervisor

Read the book together again. Talk about the main steps involved in growing a pumpkin. Draw 4–6 pictures of growing a pumpkin to show each step. Ask your student to write instructions beside each picture. Remember to use capital letters and full stops. Send your instructions to your Te Kura teacher.

### Continue the learning ...

Write instructions on how to do something else. It could be ... How to tidy your bedroom. How to wash the car. How to make your bed. How to build a rocket with blocks.

## Language experience activities

1. Pumpkin is a versatile food which can be made into both savoury and sweet dishes. Have a go at cooking something with pumpkin such as soup, pumpkin pie, or fritters.
2. Find out about other giant vegetables using the internet. Have a look at *The Guinness Book of Records* and present your findings about the biggest, longest, heaviest vegetable in a poster or power-point presentation.
3. Save some seeds from vegetables or fruit and dry them out in a dish in the sun. Compare and talk about different seeds. Plant some of them to see which ones grow. Keep a diary of what happens to the seeds. Write your observations and draw a picture
4. Make a picture with pumpkin seeds or decorate a pumpkin.

5. Write an acrostic poem about a vegetable or fruit.

Pumpkins growing  
Under the leaves  
Many sizes  
Pumpkin pile  
Keen to spread along the earth  
Inside lots of seeds  
Nice to eat



### Keep the learning going ...

Do some reading every day. Get some books from the Te Kura library to share. Find books about things to make. Make an opposites (antonyms) poster. Do some writing every day. Write instructions for a family member to follow. Make your own word game and write out the rules of how to play your game. Write an acrostic poem. Make lists of rhyming words with magnetic letters. Practise writing lists of words quickly. Practise your spelling words. Play some listening games with words, syllables and sounds in words.

# XR502W Assessment page

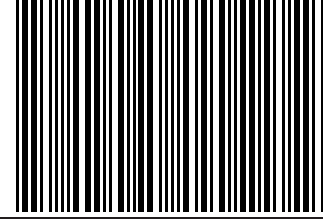
## Supervisor

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

Learning goal My student can:	Not yet	With lots of help	Sometimes	Usually	Consistently	Comments
Change the sounds in words.						
Add a prefix to make a new word.						
Make new words with the blends <b>br, cr, dr, fr, gr, str, wr.</b>						
Match antonyms and know about opposites.						
Write some instructions.						

## Reading behaviours

Check their reading to ensure it looks right, sounds right and makes sense.						
Notice mistakes and re-read or read on to self-correct.						
Take notice of the punctuation and read fluently, with expression.						



XR502W 2015/1

# 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**