

Student name:



Kites workbook

XR605W 2016/1



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 XR600SG.

Acknowledgements

Photos – iStockphoto.com

Cover: Flying kites, 24276389

Kitchen knife, 39747586

Rope knot, 17336021

Comb, 40113028

Slice of bread, 15574348

Putting bread in toaster, 12947085

Toaster ejecting toast, 17398987

Jam and toast, 11804752

Girl eating toast, 12433841

Popcorn in bowl, 18208203

Watercolour illustration of kite, 95463233

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Supervisor

Discuss these questions with your student after they have read the book about kites. Encourage your student to give reasons for their answers and ask them to give more information when appropriate.

1. Have you ever flown a kite yourself or seen someone fly one? What happened?

2. What could happen if you flew a kite near tall trees, buildings or power lines?

3. The reader has a contents page. Do you know what this page is for?

4. Which pages would you go to if you want to find out about:

The oldest kites? _____

Kites from New Zealand? _____

Staying safe with kites? _____

Your Te Kura teacher wants to know your answers to these questions. Either type and email or handwrite and scan or post your answers to your teacher.

Some words contain letters that you don't hear when you say the words.

Supervisor

Help your student to say the words below and underline or highlight the letters that are silent.

knee	sign	wrong
light	hour	lamb
fright	wrist	write
echo	climb	knock
scent	thumb	gnome

Write the words that have a silent letter for these pictures:



Continue the learning ...

Write some sentences using the words. Are you able to put two or more of these words in the same sentence?

I am learning to identify the long and short i vowel sounds.

When a vowel sounds like its name, this is called a **long** sound. A vowel letter can also have a **short** sound. The sound of the vowel depends on its position in a word and the letters around it.

Supervisor

Help your student to read the words below. Listen for the long and short i vowel sounds. Write the words in the box with the others that contain the same sound.

fine fin spine spin line link shine shin tide grit nibble
ride like lick nice nick kite kit smile stick pipe into

short i sound

long i sound

Supervisor

Discuss the spelling patterns that you may see in these words. The **long i** sound is often heard in words that end in **e**.

Listen to the long and short vowel sounds on the *Fast Phonics* website: www.abcfastphonics.com/long-short-vowels.html

Continue the learning ...

Look in your reading books to see if you can find other words with a **long i** sound. Make a list and see if you can find some more spelling patterns.

I am learning to add a blend and a word ending to make new words.

Supervisor

Help your student to say the blends and then read through the list of word endings.

Make word cards using these blends and word endings or make them with magnetic letters. Show your student how to put them together and sound them out to see if they make a word they know.

How many new words can they make? Write them on the lines. One has been done for you.

Starting blend	Word ending	New words		
cr	ack	st + and = stand	_____	_____
sh	ing	_____	_____	_____
st	est	_____	_____	_____
bl	ink	_____	_____	_____
fl	ush	_____	_____	_____
br	and	_____	_____	_____
th	eep	_____	_____	_____

Continue the learning ...

Use these words in a sentence or make up a story using as many of these words as you can.

I am learning to identify and use adverbs.

Adverbs are words that describe actions, e.g. quickly, quietly, happily. They often end in **ly** or **ily**.

Supervisor

Read these sentences with your student and underline or highlight the adverbs.

The boy jumped bravely into the cold water.

My brother selfishly ate all the cake.

Dad's car was badly dented in the accident.

We shared the apples evenly between us.

I politely asked if I could have another biscuit.

The fish swam lazily around the pond.

The kite floated gently over the rooftops and landed softly in a big field.

The racing cars came noisily round the corner and sped off quickly to the finish line.

Continue the learning ...

Make up your own sentences that include these adverbs. Can you use more than one in the same sentence?

kindly **rudely** **perfectly** **safely** **angrily** **finally** **heavily** **slowly** **lightly** **firmly**

I am learning to hear sounds in words.

Supervisor

Help your student to read the words in the grid. Ask them to match the two words that rhyme.

Colour the boxes when you find the match (the first ones have been done for you).

shape	down	dry	get	fell
cry	met	spot	mine	hut
fall	show	bit	mat	drip
dot	spell	blue	go	fit
shut	shine	tall	town	star
slip	hat	car	grape	shoe

Continue the learning ...

Can you think of other words that rhyme with the ones above? Read through some of your reading books. How many pairs of rhyming words can you find? Practice writing lists of rhyming words.

I am learning to read words with blends.

Supervisor

Use magnetic letters or make word cards with the initial blends. Can your student think of any words that start with this blend?

Add the blend to the word endings. Ask your student to say each word. Write the words out on a separate piece of paper.

what wrap know

wh at

wr ap

kn ow

ere

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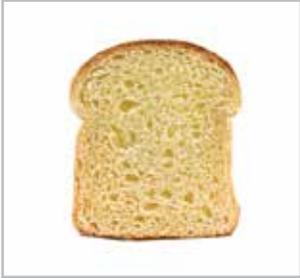
Continue the learning ...

Put these words into their own sentences. Can you put more than one of these words into a sentence?

I am learning to sequence events.

Supervisor

Look at the five pictures and help your student to number the sentences in the correct order.



Put the bread in the toaster.

Eat the toast.

Choose a piece of bread.

Spread the butter and jam on it.

Wait for the toast to pop up.

Discuss the action words (verbs) at the beginning of these sentences and how they help the reader to understand what to do. Use these words to create your own sequencing story. Use photos from a magazine or comic strip, or take your own photos.

Continue the learning ...

Try the interactive sequencing activities on this website: www.turtlediary.com/game/picture-sequencing-first-grade.html

I am learning to write a procedure.

A procedure tells someone how to do or make something. A procedure is a set of instructions that can easily and successfully be followed.

Supervisor

Help your student read through the example.

Discuss the verbs (action words) at the beginning of each step. Note how each one is different. Encourage your student to think of some different words to use when they write their own procedure.

www.youtube.com/watch?v=wr19EXKW2XI

www.youtube.com/watch?v=xvGeBcfysDo



Continue the learning ...

Talk about something that your student knows how to make or do. It could be a recipe, a game or something simple that you do every day, like making a sandwich or brushing your teeth. Help your student to write their own procedure and give it to someone to follow. Try a different activity every day.

How to Make Popcorn

← Title

What You Need

- Bag of microwave popcorn
- A microwave
- A big bowl
- Butter

← List of things you need

What You Do

1. Place the bag of popcorn in the microwave.
2. Set the microwave on high for 2 minutes.
3. Open the bag of popcorn carefully.
4. Tip the popcorn into a big bowl.
5. Add extra butter if you want.
6. Eat the popcorn.

← Steps in order

Language experience activities

1. Make your own kite.

Discuss the things that you would need to make a kite. What shape would it be? How would you fix all the things together? If you get stuck for ideas, find a book in the library about kites or search online. Use the search criteria **Make a kite**.

2. Some of the oldest kites came from China. Look on a globe or map of the world to find where China is located. How far from New Zealand is it? Discuss some other countries that you know about and see if you can find them on the globe or map.

3. Some kites are bright and colourful so they can be seen easily when they are high in the sky. Draw or paint a picture of different kites flying on a blue sky background. Which colours and patterns stand out the best?

4. Kites need wind to fly. Some days the wind is strong and some days it isn't. Discuss whether the wind blows from the same direction? How do you know? Make a wind sock to hang outside so you can see how strong the wind is and which direction it is blowing. Talk about the changes that you can see throughout the day.

Look on the internet at:

www.wikihow.com/Make-a-Windsock-for-Children



Keep the learning going ...

Do some reading and writing every day. Practice writing the words you use frequently until you can write them correctly every time. Look at the pattern of the letters, say the letter names, form the letters correctly. Play some games with rhyming words, how many rhyming words can you say? How many can you write? Do they all have the same cluster of letters?

Get some books from your local library or the Te Kura library. Share reading books together every day. Read fiction, non fiction and picture books together. Choose a topic of interest and do some research. Present your findings with illustrations, pictures, drawings or diagrams in a poster or a powerpoint.

XR605W Assessment page

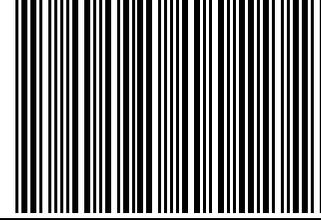
Supervisor

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
Read words with a silent letter.						
Hear the long and short i vowel sound in words.						
Add a blend to a word ending.						
Identify and use adverbs to describe actions.						
Make new words with the initial blends wh , wr , kn .						
Sequence events in correct order.						
Write a procedure.						

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.						



XR605W 2016/1

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