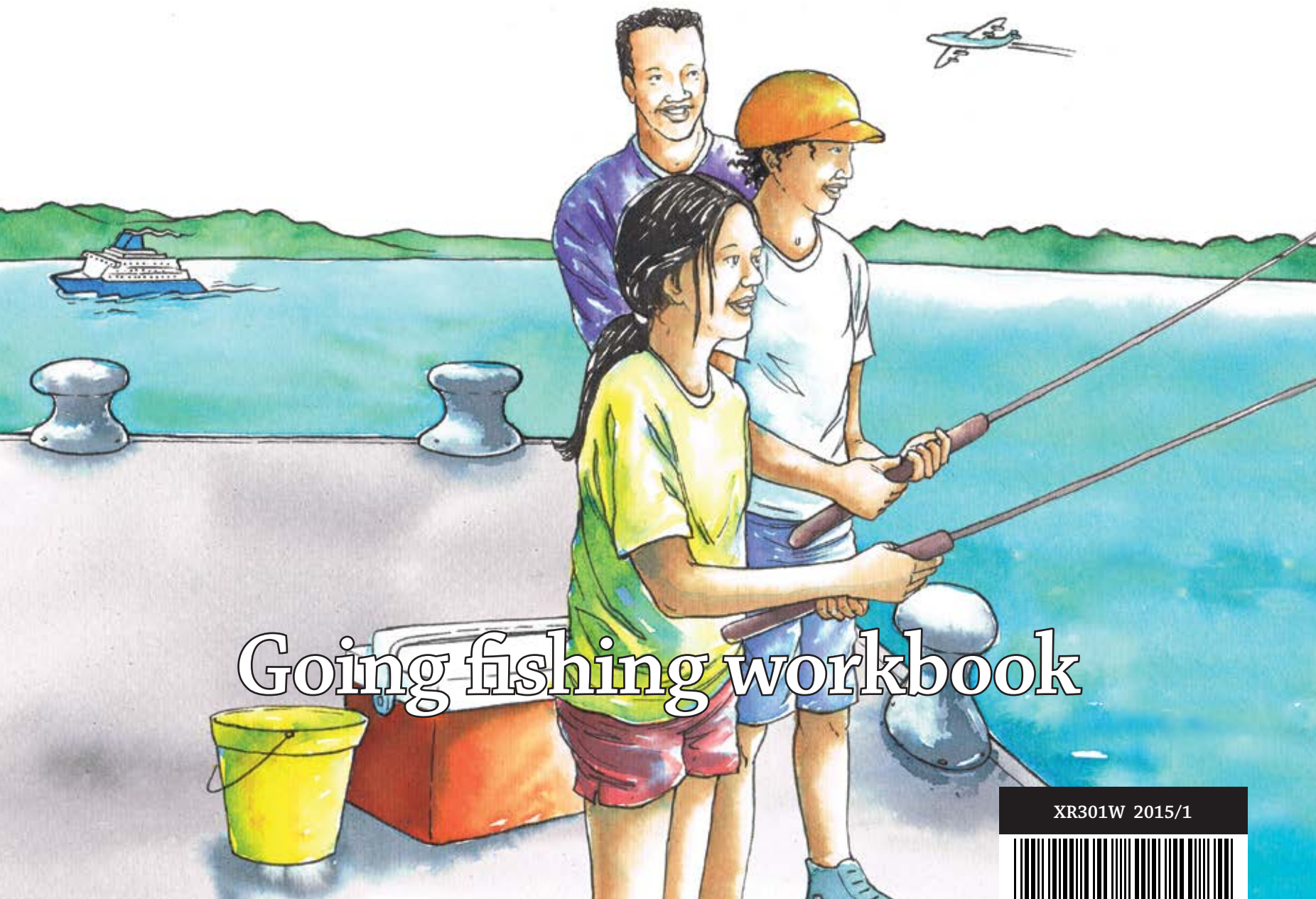


Student name:



Going fishing workbook

XR301W 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 XR300SG.

Acknowledgements

Cover and page 5 illustrations: Nikki Slade Robinson.

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Photos – iStockphoto.com

Mushroom, 15145899

Apple, 5631178

Fish in ice, 4663476

Washing hands, 14370058

Container ship, 13173651

Cup of tea, 15455047

Sheep, 11597671

Soccer ball, 11418423

Money, 17053327

Rash on arm, 50401436

Rubbish bag, 9737407

Crashed cars, 29544202

Surf casting, 20170854

Fishing tackle, 46167506

Fish market stall, 6201286

Fish mobile, 6498537

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I am learning to take away a sound.

Supervisor

Say each word slowly and ask your student to say the word without the beginning sound.

Supervisor says **place**.

Student says **lace**.

Supervisor	Student
cup	up
mice	ice
train	rain
hill	ill
flame	lame
play	lay
drink	rink
snap	nap
block	lock
beat	eat

Continue the learning ...

Take turns saying a word and the other person repeats the word without the first sound.

Then try removing the final sound e.g. **train** becomes **tray** or **beat** becomes **bee**.

I am learning to hear the difference.

Supervisor

Say each pair of words slowly, ask your student to tell you what is different.

Repeat the words if necessary. Is the different sound at the beginning, middle or end?

Supervisor	Student
get/wet	g/w beginning
pot/pop	t/p end
bug/bus	g/s end
fat/mat	f/m beginning
dog/dig	o/i middle
jet/jot	e/o middle
make/lake	m/l beginning
ran/rat	n/t end
tip/top	i/o middle

Continue the learning ...

Make up three cards.

Each card has three sound boxes.

X		
	X	
		X

On one card, put an X in the first box.

On the next card, put an X in the middle box.

On the last card, put an X in the last box.

Ask your student to pick the right card to show where the different sound is in the pair of words.

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

The focus letters in this booklet are:

sh

Add them to your blends book.

1. Make a little book of **sh** words. Draw or find pictures for your book. Some ideas are ship, washing, cash.
2. Circle the pictures that have a 'sh' sound in them.



Continue the learning ...

Find pictures and words that have **sh** in them. Put them in your blends book.

Play the blends and digraphs matching game XR312.

I am learning to make and read words that rhyme.

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

Supervisor

- 1 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.

cash lash crash dash splash flash rash brash

- 2 Draw a line from the picture to the correct word. Read each word again.

rash crash cash trash



Continue the learning ...

Using light card, make two sets of word cards with the 'ash' pattern.

Play snap or memory with the cards. Players must be able to read the words to claim the matching pairs.

Practise writing rhyming lists of words. Support your student by saying, 'If you know 'ash' you can write cash'.

I am learning to read high frequency words.

said shouted shout

1. Re-read the book *Going fishing*.
Look for the words 'said', 'shout' and 'shouted'.
What is the same about them? What is different about them? Make the words with magnetic letters.
2. Read the words in the grid.
Colour the word 'said' in blue and the word 'shouted' in red.

look	this	shout	play	shout	they	going	little
shouted	like	said	my	said	today	shouted	down

3. Read the sentences. Fill in the missing letters. Read the sentences again.

"I am going fishing," s _ _ _ Dad.

"Go home!" sh _ _ _ _ Mum.

"What a big fish!" sh _ _ _ _ Ra.

"I like fishing," s _ _ _ Kiri.

Continue the learning ...

Play word bingo XR311.

I am learning to recognise speech marks.

When we write about what is being said, we need to use speech marks.

“I like fishing”, said Kiri.

1. Re-read *Going fishing* finding the parts where speech marks are used. Who is talking in each part?
2. Read these sentences together. Put a circle around the speech marks in these sentences:

“I like playing with the ball,” said Ra.

“The wharf is a good fishing spot,” said Dad.

“Can I come too?” said Kiri.

“I like going fishing,” said Ra.

Mum said “I like fish for tea.”



Continue the learning ...

By looking in other books for people speaking. Find the speech marks. Write your own story and include what people are saying to each other. Send this to your Te Kura teacher.

I am learning to write my name.

Your name always begins with a capital letter. Make sure you make a capital letter at the start of your name. Practise writing the other letters of your name.

Write your name as neatly as you can several times. Use a different colour each time.

Put a circle around the best writing you did.

Continue the learning ...

As soon as your student can write their first name, begin to work with them on reading and writing their family name. Support your student to form the letters correctly. Talk about how the letters are made e.g. 'a goes around up and down.'

Learn how to write the names of some other people in your family.

I am learning to write a story using a full stop and a capital letter.

Supervisor

Before beginning, talk with your student about their ideas. Always be encouraging and remind them of the words that they already know how to write.

Model stretching out the sounds in words so that they can write down the sounds that they can hear. Sound boxes can help with this task.

Some writing ideas:

Talk about the fishing story or other outdoor activities your student enjoys.

Use a planning picture. Support your student in writing about what happened in the picture.

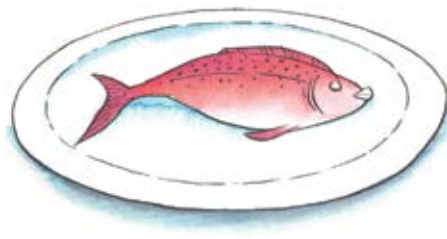


Make a day of the week fishing booklet.

On Monday I went fishing and I got a cod.

On Tuesday I went fishing and I got some herring.

What did you catch on each day of the week?



Find or draw pictures of some fishing gear.

Glue and label each item to make a poster.

Write a list of what you need to take when you go out fishing for the day.



Continue the learning ...

Do some writing every day. Send some of your student's writing to your Te Kura teacher.

Language experience activities

1. Catching and eating kaimoana (seafood) is very popular in New Zealand.

Visit a fish market or shop and look at the different kinds of fish. Some are in a shell, some have their skins on, some have eyes and heads.

Take some photos and make your own book about what you have seen.

2. Go to a local fishing spot and watch people fishing. Talk about their equipment and what they are doing but don't make too much noise!
3. Have a go at fishing or collecting your own kaimoana.
4. Make a fish mobile or mosaic picture. Use an old shoe box, some cellophane paper and make an under the sea fish model.
5. Read some books about fish and fishing.

Read the Māori legend *The fish of Māui*.



XR301W Assessment page

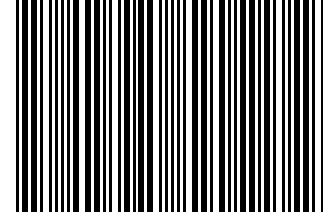
Supervisor

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
Take away a sound from a word.				
Hear the difference between pairs of words.				
Hear and identify the sh sound in words.				
Make and read words that rhyme.				
Write their own name.				
Read the words said, shouted, shout.				
Notice speech marks in text.				
Write a story with at least two ideas.				

Keep the learning going ...

Read the book again. Read the other books you have in your reading box. Write a story every day. Practise writing your name every day. Listen for the sounds in words. Look for speech marks. Make rhyming words with magnetic letters. Write lists of rhyming words. Play the high frequency bingo game XR311.



XR301W 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