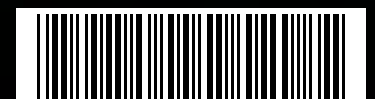


Student name:



# Stars workbook

XR404W 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 XR400SG.

## Acknowledgements

### Photos – iStockphoto.com

Starfish, 1512612

Red Traffic Light, 12258006

Ghost, 36336098

Posting letter, 4079174

Mask, 2889751

Stamp, 16089388

Stapler, 2163881

Statue, 19847067

Toast, 17398987

Balanced stones, 13581119

Ball, 12624653

Falling man, 38868670

Cat, 12555458

Short girl and tall boy, 6179339

Car, 9986654

Can, 12641090

Glass jar, 15929391

Moon at night, 18650063

Traffic light, 11100349

Frightened girl, 6318990

Bicycle, 17027423

Telescope in Wellington observatory, 204421

Cover: Milky Way above the mountains. Getty images 510272219

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## I am learning to hear sounds in words.

### Supervisor

Show your student how to count the sounds in the word **comet** by slowly saying the word and raising a finger with each new sound. Practise this together with your student.

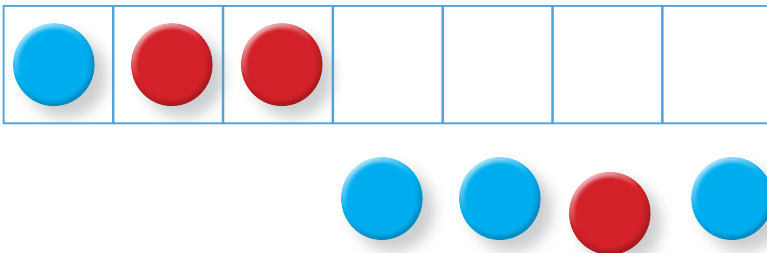
Say the words in the list slowly and ask your student to identify each sound in the word.

Remember this is a listening activity not a reading activity. Some words have fewer sounds than letters e.g. **bright** has only four sounds.

sky	night	giant
star	sun	big
bright	red	little
cross	called	yellow
blue	dwarf	pattern

### Continue the learning ...

Draw up a grid of sound boxes. Ask your student to push a counter into each box as they say each sound. Take turns in saying a word and showing the sounds in the word.



## I am learning to hear sounds in syllables.

### Supervisor

Say the word **meteor**. Ask your student to clap as they stretch out the syllables **me te or**. What sounds can they hear in the first syllable? **m e**. What sounds can they hear in the last syllable? **o r**. What sounds can they hear in the middle syllable? **t e**

Ask your student to clap and say the syllables in these words. Then ask them for the sounds in the first, last or middle syllable.

many	biggest	planet
little	brightest	southern
giant	pattern	sometimes
medium	matariki	away
yellow	beautiful	venus

### Continue the learning ...

Play sound hop. Place coloured circles on the floor or draw chalk circles outside. The student hops on a circle as they say each syllable in a word.

Play 'I spy' by sounding out the name of the object you are looking at. Students have to blend the sounds together to determine the object. 'I spy something that is bright. I spy a s t ar'. Student blends the sounds together to guess star.

## I am learning to hear and see the digraph th at the beginning, middle or end of a word.

### Supervisor

Read the words together. Ask your student to circle the words that have **th** at the beginning of the word:

path feather they moth that

Read the words together. Ask your student to circle the words that have th in the middle of the word:

this tooth mother bath feather

Read the words together. Ask your student to circle the words that have **th** at the end of the word:

brother them teeth gather cloth

Read the sentences with your student and ask them to find the correct word from the list.

there brother bath teeth

Put the soap in the \_\_\_\_\_ .

I clean my \_\_\_\_\_ before I go to bed.

Mum put my baby \_\_\_\_\_ in his car seat.

Look at the big dog over \_\_\_\_\_ .

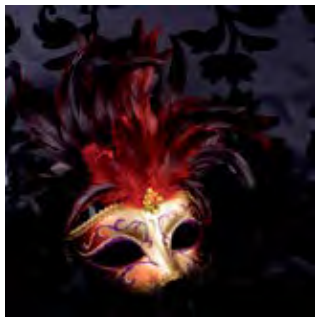
### Continue the learning ...

Make a **th** blend book. How many words can you think of to go in the book? Find pictures and words of things that have **th** at the beginning, middle or end. Use magnetic letters to make and read words that start with **th**. Go on a **th** word hunt, look for words in books and on signs that have the **th** blend.

I am learning to hear and read the **st** blend in words.

## Supervisor

Talk about the pictures and ask your student to circle those that have **st** at the beginning.















## Continue the learning ...

Find pictures and words of things starting with **st** and add them to your blends book. Make an individual **st** blend book. Make a large poster with a star shape and write words that start with **st** in the shape.

# I am learning to read and write words that rhyme.

## Supervisor

Look at the pictures with your student and ask them to circle the two pictures in each row that rhyme with the word in the first box. Write the rhyming words underneath the pictures.

 <p>ball</p>			
 <p>car</p>			
 <p>night</p>			

## Continue the learning ...

Write lists of words that rhyme e.g. Prompt your student by saying, "If you can write big you can write wig, pig, dig ..."  
 Use magnetic letters to make lists of rhyming words. Change the initial letter(s) to grow the list. Write the words for extra practice. Play 'Thumbs up' rhyming. Say two words to your student; if the words rhyme your student puts their thumbs up. Thumbs down if the words don't rhyme.

## I am learning to read and write word endings er and est.

Base word	er	est
soft		
old		
small		
light		
high		
bright		
fast		
long		

### Supervisor

Read the sentences with your student and ask them to circle the correct word to complete the sentence. Read the sentences again to check.

That is the longer/longest worm I have ever seen.

Ann's story is shorter/shortest than my story.

The red car is slower/slowest than the green car.

Today is the colder/coldest day of the year.

The Blue Giant is the brighter/brightest star in the sky.

### Continue the learning ...

Look for words in print that have **er** and **est** endings. Write a list of them and practise reading them. Write your own sentences with words ending in **er** or **est**. Find words that double the middle consonant when you add **er** e.g. bigger

### Rhyming Poem

In some poems, the word at the end of the line rhymes with the next line. Ask your student to give you words they might use if they were describing stars. Make a word list then look for rhyming words for each e.g. twinkle and sprinkle, star and far.

Here is an example:

*Star, you are so far away  
Here by night but not by day  
When I see you in the sky  
I wish I could be up so high.*

### Supervisor

Help your student to write a rhyming poem about a star. You can write it into the shape of a star when you publish it.

### Continue the learning ...

Write some more rhyming or acrostic poems about other topics of interest. Make a book of poems to share with friends or family. Find another type of poem format and try to write one of your own.

### Acrostic Poem

Acrostic poems use the letters of the title of the poem to create the poem. Write the word **star** down the page and create a poem as the student gives you ideas.

Here is an example:

*Hail  
Hard like pebbles  
Artic white  
Icy cold  
Lying on the ground*

### Supervisor

Help your student to write an acrostic poem about stars and the night sky. Send your poems to your Te Kura teacher.



## I am learning to read and write a recount.

Plan to go outside and look at the stars on a clear cloudless night.

Talk to your student about what they saw and did. What did they notice about the patterns of the stars in the sky? Could they see the moon? What words can they use to describe the moon, its shape, colour and the surface.

Make lists of some words they can use to describe what they saw. Use these ideas in the recount writing.

These questions will also help you to plan a recount of the trip. Write the words for your plan here.

Who?

When?

Where?

What?

Why?

Finally

### Continue the learning ...

Write every day in a variety of different ways. Plan other experiences and trips for your student and get them to write about what happened. Talk about how writing is interesting when it includes how people felt about what they have been doing. Can your student include some speech in their writing? Show them how to use speech marks.

## Language experience activities

1. Make a galaxy of stars. Using a white crayon or chalk draw a spiral pattern on black paper. Put glue along the lines of the spiral. Sprinkle glitter on the glue and shake off the excess. You now have a galaxy of stars! Publish one of your poems about stars and attach it to your picture.
2. Make star biscuits.

Cream 150 g butter, 75 g sugar and 1 tsp vanilla. Add 1 egg and 300 g flour until a soft dough is formed. Wrap in plastic wrap and chill for 30 mins. Roll out the dough to 5 mm thickness and cut out 40 stars. Bake for 15 mins at 180 C. Decorate.
3. Make foaming stars.
  - Mix 1/4 cup of baking soda with 1 tsp of water and a few drops of food colouring or liquid paint.
  - Pour into a star-shaped mold and smooth the top.
  - Freeze overnight.
  - Fill the bottom of a shallow tray with a few inches of vinegar and add a few squirts of dishwashing liquid. Gently mix.
  - Take the stars out of the freezer, pop them out of their molds and add them to the vinegar.

For the best foaming reaction be sure that the vinegar level is lower than the top of your stars. If you notice that the stars are shooting less coloured foam, or if they stop foaming altogether, gently add some more vinegar to your container.
4. Read some legends about the moon and the stars. Ask your librarian for some suggestions.
5. Make a mobile with high frequency words written on star shaped cardboard hung from a stick or coathanger.
6. Find out some more about Matariki. Plan some Matariki celebrations.
7. Visit a planetarium or an observatory.



# XR404W Assessment page

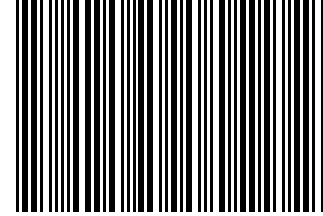
## Supervisor

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
Hear the sounds in words.						
Hear and see <b>th</b> at the beginning, middle or end of a word.						
Hear and read the blend <b>st</b> at the beginning of a word.						
Make and read words that rhyme.						
Write a rhyming poem.						
Check their reading to ensure it looks right, sounds right and makes sense.						
Re-read the sentence to help solve a problem.						
Notice mistakes and self-correct.						

## Keep the learning going ...

Read other poems or rhyming stories. Do some writing every day. Complete some activities and games with sounds in words. Check that your student knows all the high frequency words in the game XR311. Make lists of rhyming words with magnetic letters. Add pictures and words to your blends and digraphs book. Play the blends and digraphs game XR312.



XR404W 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**