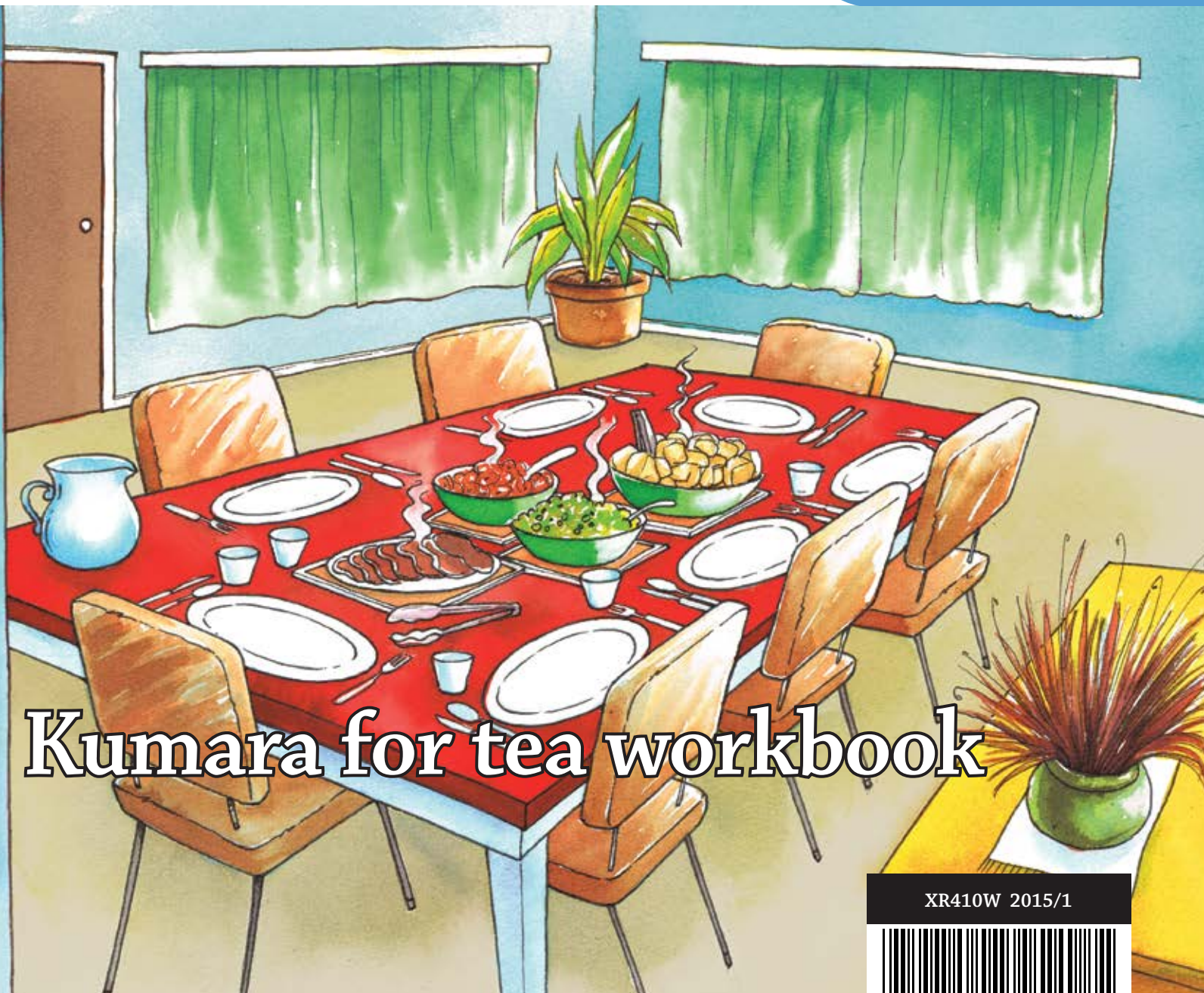


Student name:



# Kumara for tea workbook

XR410W 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

Cover and page 6 illustrations: Nikki Slade Robinson.

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### Photos – iStockphoto.com

Irish wolfhound, 20914501

Wooden chair, 3975201

Car wheel, 14449379

Kumara, 8734104

Roast kumara, 18573228

Photo: Kumara growing, © Claire Neiman

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

### Supervisor

Say each word slowly. Ask your student to say the word without the beginning sound. Then ask them to add a **r** sound at the start of each word.

	Remove first sound	Add <b>r</b>
peel	eel	reel
tap	ap	rap
can	an	ran
sat	at	rat
dig	ig	rig
cake	ake	rake

Replace the beginning sound in these words with an **s** sound to make new words.

round    land  
went    mit  
dump    peel  
meat    tea  
gong    day

### Continue the learning ...

Take turns to think of a word and a sound, add the sound to the beginning or end of words.

### Supervisor

Say each word slowly. Ask your student to say the word without the final sound. Then ask them to add a **d** sound at the end of each word.

	Remove final sound	Add <b>d</b>
want	wan	wand
dig	di	did
sat	sa	sad
help	hel	held
cart	car	card
reap	rea	read

Replace the final sound in these words with a **p** sound to make new words.

moss    lit  
can    stem  
cake    sleet  
shot    him  
wise    home

## I am learning to hear and see the digraph ph in words.

### Supervisor

Read these words together with your student and ask them to circle the letters that make the **f** sound in the word.

phone      photo      Phil

photocopier      Phoebe      elephant

Help your student to write these words with the **ph** sound in the word.

tele\_\_\_\_\_one

\_\_\_\_\_oto

ele\_\_\_\_\_ant

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

elephant      alphabet      phone      photo      Phoebe

I called my uncle on the \_\_\_\_\_

I know all the letters of the \_\_\_\_\_

The zoo keeper was feeding the \_\_\_\_\_  
at the zoo.

I took a \_\_\_\_\_ of my birthday cake.

I went with my friend \_\_\_\_\_ to the park.

### Continue the learning ...

Make a chart of words you can find in books, magazines or newspapers with the **ph** digraph. Cut and paste or draw pictures to match your words.

Make an illustrated book with words that have the **ph** digraph.

Write words with the digraph **ph** on light cardboard, include other high frequency words. Have at least four matching cards for each word. Then play 'snap' with your student by finding matching pairs.

## I am learning to hear and read sp blends in words.

### Supervisor

Ask your student to find and circle the **sp** words in the word search below.

space speed spike sport spot special  
spoke spade

s	p	e	c	i	a	l	g	t	r	s
n	p	i	e	s	p	o	k	e	i	t
k	a	e	s	p	o	t	i	w	m	u
p	s	p	a	c	e	s	u	e	w	k
i	e	l	i	c	p	a	d	e	p	e
s	p	i	k	e	r	e	l	o	h	i
r	z	s	n	o	p	t	l	b	w	y
e	s	e	a	y	s	p	o	r	t	h
s	p	a	d	e	p	l	a	n	e	t
o	p	c	x	n	m	s	p	e	e	d

### Continue the learning ...

Find pictures and words of things starting with **sp** and add them to your blends book. Make a **sp** book. Look for the **sp** blend in books, on signs, and in newsprint.

Draw a large spade shape on a poster and write **sp** words inside this shape.

### Supervisor

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

sport spare spark spilt spear speed

“We will need the \_\_\_\_\_ key to open the door because I have lost mine” said Dad.

The \_\_\_\_\_ boat splashed the water over the wharf.

The tablecloth got wet when the water in the jug \_\_\_\_\_ onto the table.

The diver carried his \_\_\_\_\_ gun to catch fish underwater.

The \_\_\_\_\_ from the fire landed on the carpet.

The family were watching \_\_\_\_\_ at the park.

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

Write the rhyming words below.

round

meat

peel

s

h

r

f

s

f

gr

tr

kn

h

b

wh



### Continue the learning ...

Play a rhyming word snap game using these spelling patterns. Write lists of words that rhyme, e.g. if you can write **meat** you can write **heat**, **seat**, etc.

Play 'I Spy a Rhyme' – "I'm thinking of a word in this room that rhymes with 'meat'. What word am I thinking of?"



## I am learning to use speech marks in my writing.



Speech marks tell you what someone is saying.  
Speech marks go around the words that the person says.



### Supervisor

Read this sentence together and talk about the words that Kiri said. Look at where the speech marks are.

“Kia ora Nanny. Kia ora Papa,” said Kiri.

Read the sentences and add speech marks to show what someone said.

Let’s go and help Nanny and Papa cook tea, said Kiri.

Can we help you with the tea? said Ra.

Yes, thank you, said Nanny. Come and help us dig some kumara.

Ra, you can peel the kumara, said Papa.

You can chop up the kumara, said Papa.

I can smell the meat cooking, said Kiri.

What’s cooking? Do you need help? said Mum.

### Continue the learning ...

Look at other books and find the sentences with speech marks. Draw pictures of people in the story. Write what they are saying in speech bubbles.

Write several sentences of your own about your family. Use some speech marks to show what they are saying.

## I am learning to write a recount.

Number these sentences from the story in the correct order from 1–5:

Baby likes everything.

Ra peeled the kumara.

It is the school holidays.

Papa blessed the kai.

Nanny and Papa were in the garden.



Write a recount about a meal or another activity you have enjoyed with your whānau.

Send your story to your Te Kura teacher. Remember to give your recount a beginning, middle and end. Use sentences with speech marks in your story.

Use these questions to plan your recount. Write the words for your plan here.

Who?

Where?

When?

What?

Why?

Finally

### Continue the learning ...

Ask your student to retell the story in the reader in their own words. Write sentences from your student's retold story on pieces of light card. Cut these up. Jumble them and get them to put the sentences in order.

Write a comic book version of your recount using speech bubbles.



## I am learning to record information on a chart.

A chart can tell us information using pictures and words.

Work with your student to make a daily chart about a plant that you are growing outside in the garden or inside the house. Record what you see and do each day for several weeks as your plant changes and grows. Draw pictures or use your own photos. Remember a plant needs water and sunlight to help it grow. Send your 'Growing Chart' to your Te Kura teacher.

Day	What I did	What I saw	How big is it?
Tuesday	I put some bean sprouts in the jar. I put some water in the jar. I tipped out all the extra water.		The bean sprouts are really little.
Wednesday	I put some water in the jar. I tipped out all the extra water.	The outside of the seed has a split.	
Thursday	I washed the sprouts again.	Little white bits are growing out of the seed.	

Some good plants to grow outside in pots or in a garden are beans, broccoli, peas and spinach. Root vegetables will grow in a jar. Try growing kumara in a jar of water. Fill the jar with water and sit the vegetable upright in the jar opening.

Growing from leftovers is also possible. Use about 2.5 cm from the top of carrots, parsnips or pineapples. Put them in a little water in a shallow container. They will soon sprout.

Growing beans in a jar shows the early stages of growth but may not be suitable if you want mature plants. Line a glass jar with blotting paper. Put cotton wool or soil in the centre. Put three or four beans between the blotting paper and the glass. Pour in some water. Keep the cotton wool damp and watch the beans grow.

### Continue the learning ...

Make some other charts with pictures and words, e.g. a daily weather chart.

## Language experience activities

1. Get a book from the library or look on the internet and find out more about kumara and how to grow kumara.

Read some books about growing things.

*Get Growing* by Helen Cook

*Young Gardener* by Janice Marriott

2. Share fiction stories about kumara, gardens or growing. Look for stories in your library. Retell the stories in your own words, draw pictures about the stories.

*The Very Hungry Caterpillar* by Eric Carle

*Kimi and the Watermelon* by Miriam Smith

*The Pūriri Tree* by Merito Tawhara and Nikki Slade Robinson

3. Try different ways of cooking kumara and other vegetables.
4. Make a kumara man by using toothpicks and other materials.
5. Find out about the tools you need when growing plants in the garden. Make a poster, drawing and labelling the garden tools and saying what they are used for.
6. Make a menu of your favourite family meal. Use pictures and words.
7. Write a powerpoint story about growing plants or put your story and photos on Storypark.



# XR410W Assessment page

## Supervisor

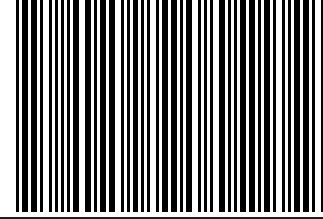
Please provide detailed feedback so that your Te Kura teacher knows what your student can do.

Learning goal My student can:	Not yet	With lots of help	Sometimes	Usually	Consistently	Comments
Hear and replace sounds in words.						
Hear and see the digraph <b>ph</b> .						
Hear and read the blend <b>sp</b> at the beginning of a word.						
Read and write rhyming words.						
Write a recount.						
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 ...

Make a collage of a garden using different sorts of textured materials. Do some reading and writing every day.

Complete some activities and games with the sounds in words. Check that your student knows all the high frequency words in the game XR311. Add pictures and words to your blends and digraphs book. Play the blends and digraphs game XR312.



XR410W 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**