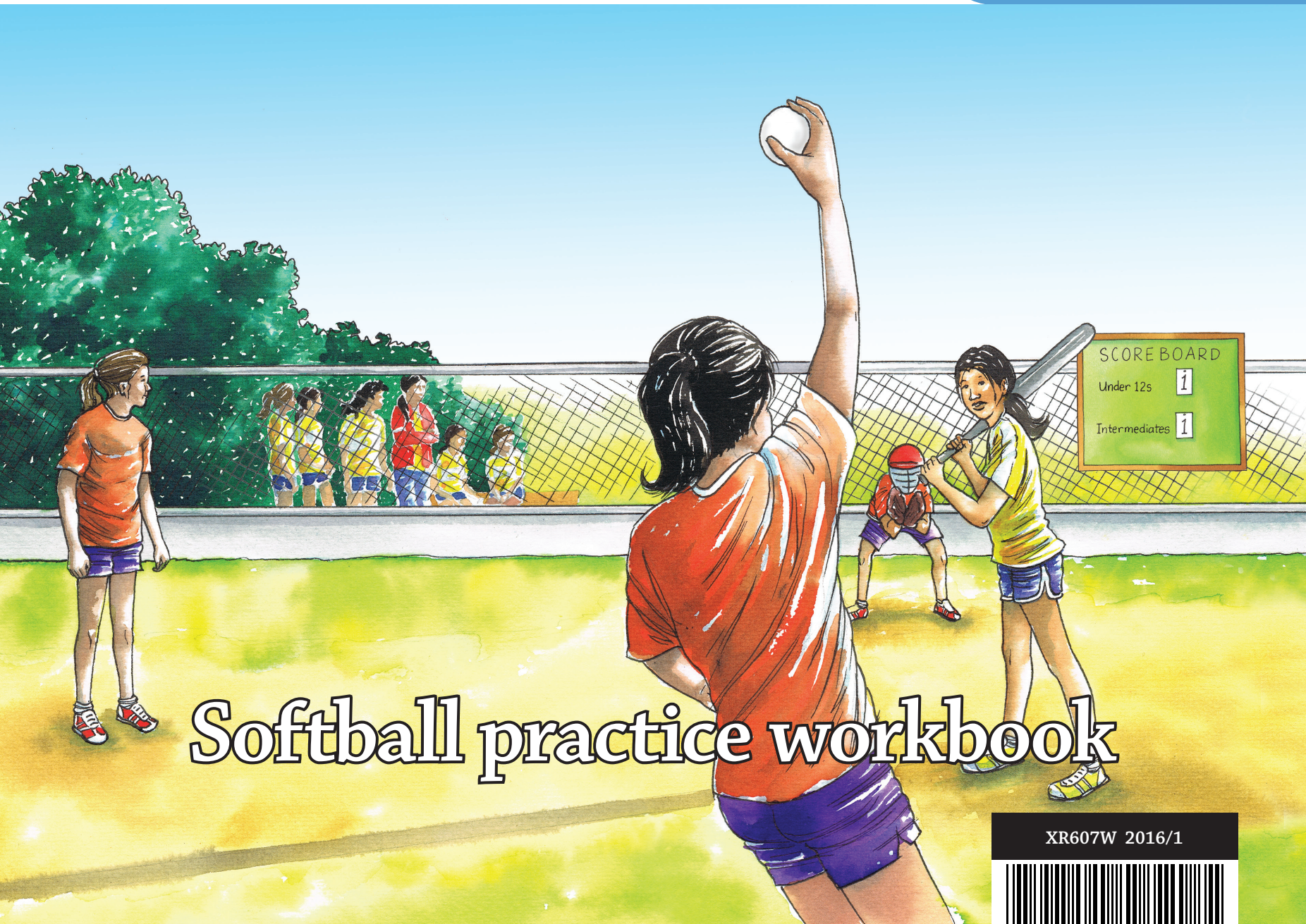


Student name:



SCORE BOARD	
Under 12s	1
Intermediates	1

Softball practice workbook

XR607W 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

Cover and page 8 illustrations by Nikki Slade Robinson.

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Supervisor

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

1. When and where have you seen people playing softball?

2. What jobs do a coach and an umpire do in a game of softball?

3. How do you think Kiri's team felt when they had to play the older, faster team? Why do you think that?

4. How did Kiri improve her batting skills?

5. How do you think the team will perform at the Saturday game? Why do you think that?

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.

Supervisor

Say the words slowly one at a time. Ask your student to clap each syllable they hear as they repeat the word out loud.

Show how your student broke the word into syllables by drawing a line between the syllables, e.g. Wed/nes/day

softball Saturday umpire boundary

competition pitcher practising scoreboard

fielder batter uniforms improvement

celebrating diamond applause congratulate

Continue the learning ...

Find out how many syllables are in each word on a page of a book. Make a tally or bar graph about this information. Choose a very long word of your own and count the syllables. Identify all the sounds in a syllable and the letters that make those sounds.

I am learning to read words with augh.

The **au**gh in these words can sound different. **au**gh in laugh sounds like **arf**, **au**gh in caught sounds like **or**.

Supervisor

Read the following words and sentences with your student. Ask your student to complete the sentences with the correct **au**gh word.

naughty caught taught daughter laughing laugh

Kiri quickly reached up high and _____ the ball.

The coach _____ the team how to pitch the ball.

The girls began to _____ when someone told a joke.

Kiri was the _____ of the softball team's coach.

Kiri's little sister was _____ when she ran away with the team's softball glove.

Continue the learning ...

Make a list of other words with the **au**gh pattern and talk about their meanings. Group the words by the sound the **au**gh is making.

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

Homophones are words that sound the same, but have different meanings. They can be spelt the same or differently.

Supervisor

Help your student read the words and the sentences. Then ask them to write the correct homophone into the sentence.

diamond caught court bat pitcher picture wear where

I had to _____ my softball uniform for the game.

I wanted to know _____ my softball glove was before the game started.

Kiri _____ the ball with one hand.

The girls shot goals on the netball _____ .

The players went onto the _____ for the start of the softball game.

The _____ necklace was displayed in the jeweller's window.

The _____ flew into the cave at night.

The softball _____ hit the ball out of the park.

He hung the _____ on the wall.

The _____ threw the ball as hard as he could.

Continue the learning ...

Write some more sentences using homophones. Make a homophone book. Draw pictures and write the words to illustrate the word meanings.

I am learning to write verbs in different tenses.

Verbs (doing words) have different forms depending on whether we are talking about what we did in the past, or in the present.

Supervisor

Talk to your student about the different forms of the verb. Ask your student to fill in the chart with the missing words.

pitched	pitch	pitching
caught		catching
	blow	
slid		
	fly	
stopped		stopping
	help	
		talking

Write three sentences using some of these doing words. Put a circle around the doing word.

1. _____
2. _____
3. _____

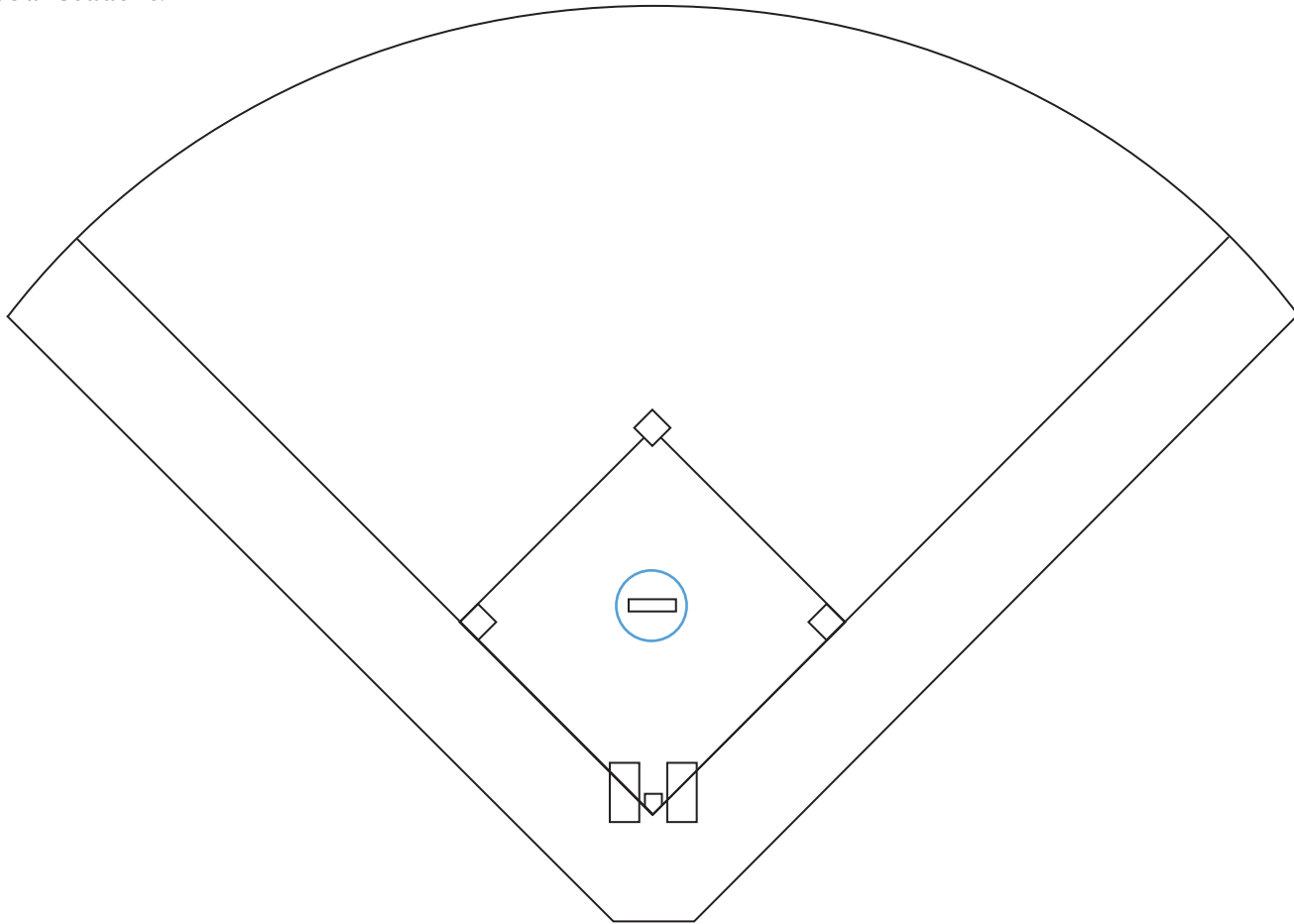
Continue the learning ...

Find other doing words in your readers and talk about how they change to show the past or future tense. Take a page in a book and change it from a story in the present to the past or from the past to the present or future.

I am learning to label a diagram.

Supervisor

Visit a softball diamond with your student or find information about one on the internet. Use the search terms 'softball pitch layout'. Help your student to draw and label the different softball positions on the diamond and talk about what they mean with your student.



Continue the learning ...

Find and draw diagrams showing other sports teams.

Use labels to show what the different positions are and where they are placed on their field of play.

I am learning to write a report.

A report gives information about a topic by stating facts. Reports can give factual and descriptive information. Before your student writes their report they can draw a picture about their ideas and talk about this. Make a list of key words and help them find the technical words for their report.

Write a report about softball or another topic you are interested in. You can use pictures and diagrams in your report. Remember to use lots of action verbs and adjectives (describing words) in your report.

You can publish your report on paper or on the computer or iPad and send this to your Te Kura teacher.

Features:

- title
- general statement (introduction) at the beginning
- present tense
- technical terms and descriptive language are often used
- action verbs and adjectives
- can include visual information (e.g. diagrams, pictures, maps).

Look at this example of a report below.

Harakeke

Harakeke is a New Zealand native plant. It is New Zealand flax.

People use harakeke to weave sturdy kete (basket) and beautiful korowai (cloak).

They scrape the thick leaves with mussel shells and use the inside of the leaf.

The korowai will keep the rain off and keep people warm.



I am learning to use an exclamation mark and speech marks.

An **exclamation mark** is used to show strong feelings or shouting. This is the symbol for an exclamation mark. **!**

Speech marks are used to show what people are saying. These are the symbols for speech marks that are used before and after the words people are saying. **“ _____ ”**

For example: “Stop!” yelled the man as the dog ran off with his shoe.

Supervisor

Help your student to read the sentences and ask them to add exclamation marks and speech marks where they are needed.

We can get a home run yelled Kiri to her team.

Do you know the score? asked Aroha.

Watch out shouted Ra as the ball nearly hit his friend.

Let’s go to softball practice said Kiri.

Go Kiri cheered the team as Kiri ran to home base.

Continue the learning ...

Find other sentences in the book that have speech marks and exclamation marks. Write your own sentences with speech marks and exclamation marks.

Language experience activities

1. Draw a picture of Kiri's softball sports bag. Help your student to write a list of what they might find in her bag when she goes to softball practice and say why these items are needed. Remember to use commas when writing the list.
2. Practise throwing and catching a softball or another type of ball with a friend. You could also use a beanbag. See how far your student can throw and catch it. Make a simple bar graph to show the distance your student can throw and how they are getting better at throwing and catching over time.
3. Practise hitting a ball with a softball bat or another type of bat. You can use rolled up newspaper and a balloon if you are inside. Ask your student to hit the balloon into a cardboard box. If you are outside, you can hit the ball into a rubbish bin or box.
4. Go and watch a softball game or another sports game and encourage your student to take part themselves. Find out about the sport activities that are offered locally through community groups or Special Olympics.
5. Draw and label what special equipment is used in a softball game and say why it is used. Find other special equipment used in sport and say why it is used.
5. Draw a picture or take a photo to show how your student practises skills in other activities they are learning to do.



Keep the learning going ...

Do some exercise every day to keep fit. Share some books from the library about softball and other ball sports. Find some information on the internet about soft ball and other ball sports. Make a list of the other ball sports you can find out about.

Do some writing every day. Write in different ways e.g. a list, a diary, a recount, an explanation, some instructions. Do some reading every day. Read fiction and non-fiction books. Listen for the sounds in words and play some listening games. Practise writing lists of words that start with the same letter patterns. Learn a new spelling word every week.

XR607W Assessment page

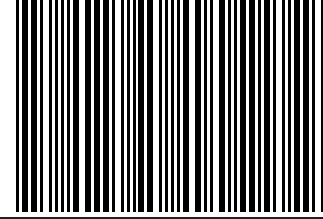
Supervisor

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 sounds in words.						
Read words with the ough pattern of letters.						
Read and understand the meaning of tricky words.						
Use different tenses for verbs.						
Label a diagram.						
Write a report.						
Use exclamation marks and speech marks.						

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.						



XR607W 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