

Materials:

Teacher: SPELD SA Phonic Books Set 7 Guidelines, phonic book

Student: worksheet, pencil and rubber, laminated sheet / mini whiteboard and dry wipe pen with eraser, word book

Ned and the Bandits 6 - Ned and the Train Theft

Teacher reads the instructions aloud.

1. Read the book to the teacher. Use blending 'right through the word' strategy for unknown regular words.
2. Tell the teacher what the book was about.
3. Discuss comprehension questions (from p 3) and work on new vocabulary with the teacher.
4. Tell the teacher 3 things about the book. Teacher scribes.

5. Letter formation. The teacher demonstrates how to form the letters one at a time, in the air and on the board, saying the letter-sounds at the same time. Students should form the letters in the air and then write them on the board, saying the letter-sounds.

Trace the letters and say the sounds below.

qu Qu ou oi ue er ar

Copy the letters twice. Say the letter-sounds as you write.

5. Fill the gap with the missing letter/s. You can use the book to help. Read the completed sentence to the teacher.

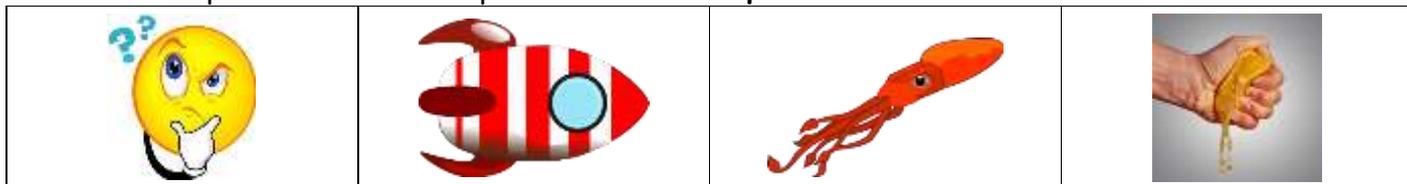
It was dus_ and the e_press train was sp__ding across the plains...

They had to be __ick.

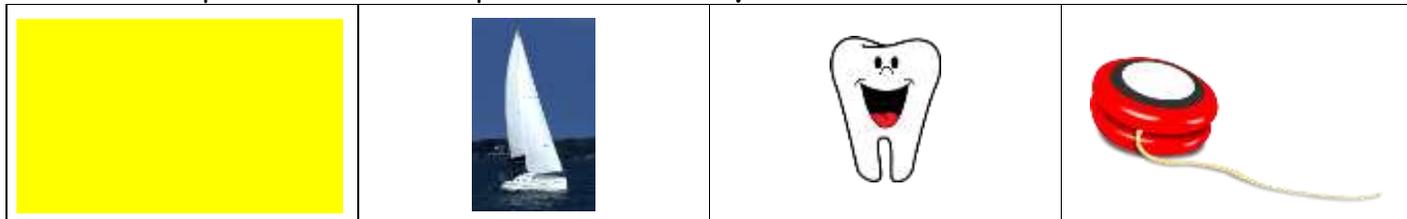
The train was d__ in Bond at ten o'clock.

At Bond he r__nded up a bun__ of local men to help him track the robb__s.

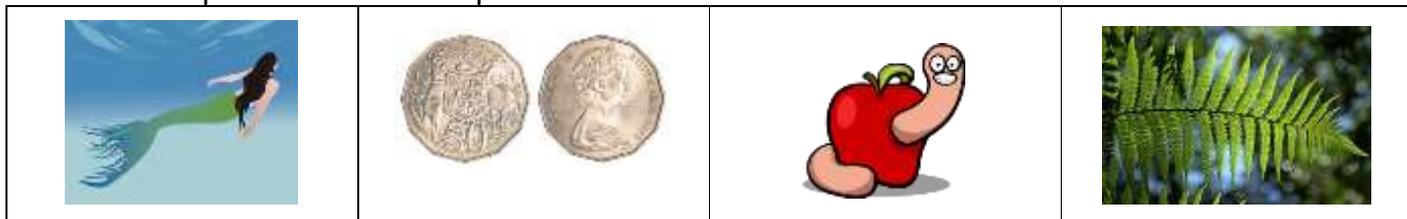
6. Name the pictures. Circle the pictures with the "qu" sound.



Name the pictures. Circle the pictures with the "y" sound.



Name the pictures. Circle the pictures with the "er" sound.



7. Choose 1 sentence from the book and read it to the teacher. Copy the sentence. Check your sentence for correct spelling by ticking each correct letter and correcting incorrect letters. Check for correct punctuation.

8. Answer the questions from the words in the story.

Why did the train driver slow down?

What sound did the train make as it came to a stop?

What would Ned have seen if he had waited?

9. Word sort. This word sort focuses on the sounds /er/ and /or/.

Read the words with your teacher. Match each word with a picture. Write the word in the box above the picture. Underline the /er/ and /or/ sound.

robber referee tweezers dinner

fork popcorn corridor storm

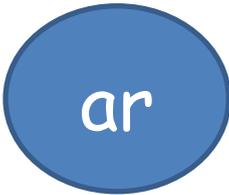
10. Dictation. Read the sentence with the teacher. Discuss difficult spellings with the teacher. Repeat the sentence from memory. Write the sentence on a laminated sheet or board. Tick correct letters and make corrections. Check for capital letters and punctuation.

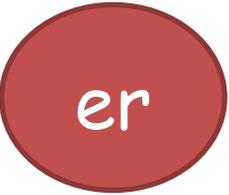
Ned and his gang got coal not gold.

11. Fill in the missing word to complete the sentence. Draw a picture of the missing word.

Ned and his gang found _____ in the sacks.	
The driver spotted a _____ on the track.	
The _____ put handcuffs on Ned and led him back to jail.	

12. How many words can you make with the /ar/ and the /er/ sound using these letters? You can use the letters more than once.

f	
c	
t	
m	
s	

d		b			
l		v			
t		r			
h		i			
s		f	e	n	o

13. Teach how to detect the rhyming words in the top row. Student reads the 3 words in the following rows and circles the words that rhyme.

just	moss	must
lock	black	block
lark	cart	dart
out	part	pout

14. Tell the teacher a word that rhymes with each word. Write the words.

If a word does not come to mind:

1. Identify the 'rhyme'
2. Go through the alphabet sounds and add them to the 'rhyme' until you get to a real word.
3. Write the word. Teacher explains any words that rhyme but do not have the same spelling.

start	
damp	
matter	

15. Find 3 words in the text with a given sound, with the teacher. Read each word, write the word and identify the position of the sound in the word. Is the sound at the beginning, the end or in the middle of the word? Add the new words to your word book.

ee	sh	ou

16. Reading Fluency (words/minute). Read the words on the Fluency Word Chart as fast as you can across the rows. The teacher will time you and say 'Stop' after one minute. If you get to the end of the list, start at the beginning again.

I read _____ words in one minute.

Date :	/ /
_____	wpm

17. Make a picture story board on about playing a trick on someone.

Beginning Set scene Who? Where? When?

Middle What happened? - 1 event

End

18. Tell the teacher your story.