

**Materials**

**Teacher:** SPELD SA Phonic Books Set 8 Guidelines, phonic book

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

# When Stan Fell into the Toilet

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, whether you liked it or not, and why.
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 (if needed).

---



---



---

5. Hearing syllables. The teacher reads the following words for the student. The student uses a syllable identifying strategy like chin drops to identify how many syllables are in the word. Write the number of syllables next to the word.

sprinklers( ) lunch ( ) everywhere ( ) getting ( ) stop ( )

6. Identifying syllable types : Type 1 Syllable - open
  - If a syllable has a vowel at the end, it is open - there is no consonant sound after the vowel, closing it in.
  - The vowel often says its name, which is the long sound, and is written using a single letter.

1 syllable	2 syllables	3 syllables
be	o/val	Oc/to/ber
by	va/cant	

Your turn! Say the word. Split the word into syllables using chin drops. Identify and highlight the open syllable. Sort the words into the table above.

he numeral super finally shy pony

**Things to know about syllables**

Every syllable has vowel sound

When you say a word, every time you drop your chin you are saying a syllable

Syllables are in types that follow rules

Syllables help you spell and read long words



7. Identifying syllable types : Type 2 Syllable - closed

- If the syllable has one or more consonants after the vowel, it is a closed syllable.
- The vowel will be short.

1 syllable words		2 syllable words
think		dentist (den/tist)

Your turn! Say the word. Split the word into syllables using chin drops. Identify and highlight the closed syllable. Sort the words into the table above.

wet pumpkin drink subject went fell it

8. Identifying syllable types : Type 3 Syllable - vce\*

\*This syllable is often called magic 'e' or bossy 'e', where the <e> letter on the end of a word unlocks/opens the vowel, or sends magic to the vowel so it **says its name**, the long vowel sound.

Look at the examples below and follow the -vce (magic 'e') pattern. Say the closed syllable word. Add an <e> letter to write the new word. Say the new word using the long vowel sound. Highlight the vowel sound. Draw a line to the correct picture for the new word.

Word	+ ' e '	New word
bit		bite
glob		
plan		
con		

**Match the picture**






Challenge! The word below has 2 syllable types practiced above. Can you identify them?

sunshine

\_\_\_\_\_ / \_\_\_\_\_

9. Open Syllable: <y> says /ee/. The /ee/ sound at the end of a word with 2 or more syllables is often written with the letter <y>.

Read the words below. Count the syllables using a strategy like chin drops. Write the number of syllables next to the word and highlight the <y> says /ee/ sound.

tidy ( )      puppy ( )      bossy ( )      empty ( )

10. Teach how to detect the rhyming words in the top row and circle the words that rhyme. The student reads the 3 words in the following rows and circles the words that rhyme.

hate	late	hat
like	lick	bike
line	tune	June
home	note	vote

11. Read the words. Tell the teacher a word that rhymes with each word. Write the word. The teacher explains any words that rhyme but do not have the same spelling.

bunny		
like		
stink		

12. With the teacher, find 2 words in the text with a given sound. 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?

th	long 'a' sound	er



13. Choose 1 sentence from the book and read it to the teacher. Copy the sentence. Check your sentences for correct spelling by ticking each correct letter-sound and correcting incorrect letter-sounds.

---

---

14. Comprehension

Using the text to help, tick the best picture and write the missing word.

a. Lots of cats hate the rain and \_\_\_\_\_.



b. Stan fell in the \_\_\_\_\_.



15. Dictation.

1. Sound and word revision sets 1-7: The teacher says each sound for the student to write on a laminated sheet or whiteboard ("Write the sound /ar/"). The teacher then says each word for the student to write ("Write the word 'farm'"). The student repeats the word, segments the word into sounds using fingers (f-ar-m) then writes the word.

Sounds: /ee/, /ie/, /ng/, /th/

Words: pie, moth, strong, stand, sleep.

2. Sentence. Read the sentence with the teacher. Discuss difficult or new spellings and sight words. For multisyllabic words, split the words into syllables. 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.

**Stan is different. He likes to get wet and soggy.**

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. Encoding Sounds - spelling practice

Choose 5 words from the Fluency Word Chart.

For each word: 1) Say the word aloud. 2) Count the sounds, pinching your fingers as you say each sound in the word. 3) Cover the word and write it on your whiteboard, making sure you write the correct number of sounds. 4) Uncover the word and tick each correct letter. Make corrections.

18. Special words

Read the words. Draw a line to join the words that match.

of	they
was	when
when	of
they	was

19. Insert a special word in the gap to complete the sentence. The first one has been done for you. Remember to use a capital letter for the first letter in a sentence.

Special words: was, of, when, they

- 1) Dad was sick \_\_\_\_\_ waiting.
- 2) Stan was wet \_\_\_\_\_ Jill got home.
- 3) \_\_\_\_\_ are very silly today.
- 4) Jan \_\_\_\_\_ cooking a pie.

20. Sentences make sense

Rearrange the words to make a sentence

- Look for the word with an upper case letter. It is likely to be the first word in a sentence.
- Look for the word that is followed by a full stop, question mark or exclamation mark. It is likely to be the last word in a sentence.
- Move the remaining words around until the sentence makes sense.

*\*Suggestion - write the words on sticky notes so the student can move the words easily.*

1. hate getting wet. A lot of cats

---

---



2. and drink water. likes to get wet He

---

---

3. What do you when Jill was out? think happened

---

---

21. Proofreading sentences

Find the errors and write the correct sentence.

1. jill finks Stan tried to dring the water

(4 errors: 2 punctuation, 2 spelling)

---

---

2. But Stam is different Stan loves water

(3 errors: 2 punctuation, 1 spelling)

---

---

3. he liks too get weet.

(4 errors: 1 punctuation, 3 spelling)

---

---

4. they hat sprinkers

(4 errors: 2 punctuation; 2 spelling)

---

---

5. they hat rane

(4 errors: 2 punctuation; 2 spelling)

---

---



**Picture story board to plan a narrative**

22. Make a picture story board about a water-loving cat. Complete the title below or make your own.

When Stan fell into the .....

**Set scene:** Who? Where? When?

**Problem** What happened? - 1 problem that needs to be solved

**Solution** How is the problem solved?

Tell the teacher your story.



OR

**Plan a narrative**

23. A narrative or story has connected events in a sequence. It can be imaginary or real. In a story there is usually a character that has a problem to be solved.

Plan a narrative about a water-loving cat. Choose one of the following titles or make your own.

- a. When Stan fell into the .....
- b. Stan gets wet again!

**Set the scene** Who are the characters in this story? When and where does the story take place? Why are the characters going on an adventure?

**Problem** State the problem. What happens next? How is the problem solved?

First, ...

Then, ...

**Ending** What happened at the end? How did the character feel? Has the character learned anything from their experience?

Use the plan to write a narrative.

