



Tier 2 Intervention Program

Teacher Manual

Lessons 42 - 83

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Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: Suffix -ed, Verb

“Today we are revising verbs.” (show card). “A verb is a doing, being or having word.” Students repeat chorally. “Examples of verbs are run, jump or skip.”

“We are also revising suffix -ed.” Show students the morphology card and read with actions. “Suffix -ed makes verbs past tense.” Students repeat. “If we add suffix -ed to the verb jump, we’ve built the word jumped. Today, I can jump, but yesterday, I jumped.” “Suffix ed- can spell 3 sounds. It can spell (ěd) at the end of planted, (t) at the end of kissed and (d) at the end of yelled”. “Suffix -ed spells (ěd) (t) and (d).” Students repeat chorally.



<p>Reading Card Drill</p>	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck, ng, nk, qu, wh, -ed</p> <hr/> <p>Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun, Verb</p> <p>Morphology: Suffix -s, Suffix -ed</p>										
<p>Spelling Review</p>	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(d)dog (r) (f) (ü) (ě) (ř) (s)sun (t)tiger (n) (l)bell (ö) (k)duck (l) lion (w)whale (ch) (p) (ěd)twisted (t)jumped (d)yelled</p>										
<p>Words to Read</p>	<p>when, which, whip, whisk, when, rented, dented, dusted, twisted, printed, rocked, picked, licked, flicked, crossed, yelled, filled, chilled, rolled, buzzed</p>										
<p>Words to Spell</p>	<p>Use phoneme fingers.</p> <table border="0"> <tr> <td><input type="checkbox"/> dusted (d) (ü) (s) / (t) (ě) (d)</td> <td><input type="checkbox"/> rocked (r) (ö) (k) (t)</td> </tr> <tr> <td><input type="checkbox"/> rented (r) (ě) (n) / (t) (ě) (d)</td> <td><input type="checkbox"/> licked (l) (ř) (k) (t)</td> </tr> <tr> <td><input type="checkbox"/> filled (f) (ř) (l) (d)</td> <td><input type="checkbox"/> when (w) (ě) (n)</td> </tr> <tr> <td><input type="checkbox"/> rolled (r) (ö) (l) (d)</td> <td><input type="checkbox"/> which (w) (ř) (ch)</td> </tr> <tr> <td></td> <td><input type="checkbox"/> whip (w) (ř) (p)</td> </tr> </table>	<input type="checkbox"/> dusted (d) (ü) (s) / (t) (ě) (d)	<input type="checkbox"/> rocked (r) (ö) (k) (t)	<input type="checkbox"/> rented (r) (ě) (n) / (t) (ě) (d)	<input type="checkbox"/> licked (l) (ř) (k) (t)	<input type="checkbox"/> filled (f) (ř) (l) (d)	<input type="checkbox"/> when (w) (ě) (n)	<input type="checkbox"/> rolled (r) (ö) (l) (d)	<input type="checkbox"/> which (w) (ř) (ch)		<input type="checkbox"/> whip (w) (ř) (p)
<input type="checkbox"/> dusted (d) (ü) (s) / (t) (ě) (d)	<input type="checkbox"/> rocked (r) (ö) (k) (t)										
<input type="checkbox"/> rented (r) (ě) (n) / (t) (ě) (d)	<input type="checkbox"/> licked (l) (ř) (k) (t)										
<input type="checkbox"/> filled (f) (ř) (l) (d)	<input type="checkbox"/> when (w) (ě) (n)										
<input type="checkbox"/> rolled (r) (ö) (l) (d)	<input type="checkbox"/> which (w) (ř) (ch)										
	<input type="checkbox"/> whip (w) (ř) (p)										
<p>Heart Words</p>	<p>Read, tap with letter names, write. <input type="checkbox"/> where, there</p> <p>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</p>										
<p>Connected Text</p>	<p>I read, we read, you read. What is She?</p> <p>There is where she rested. She rested on the bed. She tested where the soft bits were and sat down. She jumped up on top and landed on the quilt. She sat and rested and licked her legs. She had hunted for some rats to snack on, but in the end she had a rest on the bed. Can you tell what she was?</p>										
<p>Game</p>	<p>Read & Grab 42</p>										

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: Suffix -ed, Verb

Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck, ng, nk, qu, wh, -ed</p> <hr/> <p>Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun, Verb</p> <p>Morphology: Suffix -s, Suffix -ed</p>	
Spelling Review	<p>Say Phoneme (s) – students say (s) is s and write the letter s.</p> <p>(t)tiger (r) (s) (ě) (ů) (p) (l)bell (ř) (ö) (k)kid (k)duck (k)cat (ă) (sh) (w)whale (ěd)twisted (t)jumped (d)yelled</p>	
Words to Read	<p>when, which, whip, whisk, when, rusted, printed, sprinted, twisted, dented, docked, ducked, kicked, clicked, tossed, spelled, filled, chilled, lulled, buzzed</p>	
Words to Spell	<p>Use phoneme fingers.</p> <p><input type="checkbox"/> tested (t) (ě) (s) / (t) (ě) (d)</p> <p><input type="checkbox"/> rusted (r) (ů) (s) / (t) (ě) (d)</p> <p><input type="checkbox"/> spilled (s) (p) (ř) (l) (d)</p> <p><input type="checkbox"/> rolled (r) (ö) (l) (d)</p>	<p><input type="checkbox"/> kicked (k) (ř) (k) (t)</p> <p><input type="checkbox"/> crashed (k) (r) (ă) (sh) (t)</p> <p><input type="checkbox"/> when (w) (ě) (n)</p> <p><input type="checkbox"/> whisk (w) (ř) (s) (k)</p> <p><input type="checkbox"/> whip (w) (ř) (p)</p>
Heart Words	<p>Read, tap with letter names, write. <input type="checkbox"/> where, there</p> <p>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</p>	
Dictation	<p>Read, repeat, cover, write. She jumped up there and landed on the quilt.</p>	
Game	<p>Read & Grab 42</p>	



Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: ai

“Today we are focusing on the vowel team ai. A vowel team is two vowels that go together to spell one vowel sound.” (show reading card - ai).

“The letters ai spell the long vowel sound (ā). Let’s say that together...” “The letters ai spell the sound (ā).” Hold the reading card up and ask students to say the phoneme as a group - (ā).

“We use ai to spell (ā) at the beginning, and in the middle of words.”



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck, ng, nk, qu, wh, -ed, ai

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun, Verb

Morphology: Suffix -s, Suffix -ed

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(r) (n) (p) (t) tiger (s) (l) lion (h) (d) dog (ŭ) (k) duck (f) fish (l) bell (ěd) twisted (t) jumped (d) yelled (ā) train

Words to Read

printed, sprinted, dusted, tested, picked, licked, kissed, filled, rolled, buzzed, rain, main, pain, rail, nail, snail, trail, aim, sailed, trained

Words to Spell

Use phoneme fingers.

rain (r) (ā) (n)

pain (p) (ā) (n)

train (t) (r) (ā) (n)

stain (s) (t) (ā) (n)

sailed (s) (ā) (l) (d)

hailed (h) (ā) (l) (d)

dusted (d) (ŭ) (s) / (t) (ě) (d)

licked (l) (i) (k) (t)

filled (f) (i) (l) (d)

Heart Words

Read, tap with letter names, write. your, goes, where, there

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Rain, Rain, Rain

The rain fell on the shed and then sailed down the drain.

It sailed down the drain and trailed along the mains.

The hail hit the shed and the little bits melted into rain.

It too sailed down the drain and trailed along the mains.

Where did the rain that goes down the drain end up?

Game

Read & Grab 43

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: ai

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck, ng, nk, qu, wh, -ed, ai

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun, Verb

Morphology: Suffix -s, Suffix -ed

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ā)train (r) (d)dog (m) (n) (l)lion (s)sun (ö) (l)bell (k)kid (k)duck (k)cat (sh) (ä) (i) (ëd)twisted (t)jumped (d)yelled

Words to Read

rested, tested, rusted, trusted, picked, pricked, tricked, filled, spilled, milled, aid, maid, raid, paint, faint, nail, snail, trail, rained, hailed

Words to Spell

Use phoneme fingers.

aid (ā) (d)

raid (r) (ā) (d)

maid (m) (ā) (d)

nail (n) (ā) (l)

sail (s) (ā) (l)

snail (s) (n) (ā) (l)

rolled (r) (ö) (l) (d)

kicked (k) (i) (k) (t)

crashed (k) (r) (ä) (sh) (t)

Heart Words

Read, tap with letter names, write. your, goes, where, there

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. The rain sailed down the drain.

Game

Read & Grab 43

Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: ay

“Today we are focusing on the letters ay.”
(show reading card - ay).

“The letters ay spell the long vowel sound (ā) at the ends of words. “Let’s say that together... The letters ay spell the sound (ā) at the ends of words.” Hold the reading card up and ask students to say the phoneme as a group - (ā).



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun, Verb

Morphology: Suffix -s, Suffix -ed

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(d)dog (s)sun (r) (t)tiger (p) (n) (l)lion (d)yelled (ā)train (ā)play

Words to Read

tested, picked, licked, kissed, rolled, rain, train, rail, snail, sailed, day, hay, jay, lay, may, pay, play, tray, stray, spray

Words to Spell

Use phoneme fingers.

day (d) (ā)

say (s) (ā)

ray (r) (ā)

play (p) (l) (ā)

pray (p) (r) (ā)

spray (s) (p) (r)(ā)

rain (r) (ā) (n)

sailed (s) (ā) (l) (d)

train (t) (r) (ā) (n)

Heart Words

Read, tap with letter names, write. one, won, your, goes, where, there
(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

One Day!

One day I will get a dog! I will train it to sit, stay, roll, jump and beg. I will play with it, brush it, and it will wag its tail when I say, "Come". It will go where I go. I cannot wait 'til this day!

Game

Read & Grab 44

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: ay

Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay</p> <p>Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun, Verb</p> <p>Morphology: Suffix -s, Suffix -ed</p>	
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s. (ā)train (d)dog (p) (l)lion (s)sun (t)tiger (r) (n) (d)yelled (ā)play</p>	
Words to Read	<p>rusted, trusted, picked, filled, spelled, aim, rail, nail, rained, nailed, day, say, way, ray, stay, play, spray, played, stayed, sprayed</p>	
Words to Spell	<p>Use phoneme fingers.</p> <p><input type="checkbox"/> day (d) (ā)</p> <p><input type="checkbox"/> play (p) (l) (ā)</p> <p><input type="checkbox"/> stay (s) (t) (ā)</p> <p><input type="checkbox"/> pray (p) (r)(ā)</p>	<p><input type="checkbox"/> played (p) (l) (ā) (d)</p> <p><input type="checkbox"/> stayed (s) (t) (ā) (d)</p> <p><input type="checkbox"/> nail (n) (ā) (l)</p> <p><input type="checkbox"/> sailed (s) (ā) (l) (d)</p> <p><input type="checkbox"/> snail (s) (n) (ā) (l)</p>
Heart Words	<p>Read, tap with letter names, write. <input type="checkbox"/> one, won, your, goes, where, there (Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</p>	
Dictation	<p>Read, repeat, cover, write. Ray won one snail to play with.</p>	
Game	<p>Read & Grab 44</p>	



Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: ee

“Today we are focusing on the letters ee.”
(show reading card - ee).

“The letters ee spell the long vowel sound (ē). Let’s say that together... The letters ee spell the sound (ē).”
Hold the reading card up and ask students to say the phoneme as a group - (ē).

“We use ee to spell (ē) in the middle and at the end of words.”



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun, Verb

Morphology: Suffix -s, Suffix -ed

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(b) (n) (s) sun (d)dog (g) (r) (m) (t)tiger (p) (l)lion (d)yelled (z)toes
(ā)play (ē)spee

Words to Read

rains, rained, nails, sails, sailed, day, days, play, plays, played, meet, feet, need, seed, green, bee, see, fee, free, tree

Words to Spell

Use phoneme fingers.

been (b) (ē) (n)

seed (s) (ē) (d)

green (g) (r) (ē) (n)

meet (m) (ē) (t)

bee (b) (ē)

tree (t) (r) (ē)

plays (p) (l) (ā) (z)

prayed (p) (r) (ā) (d)

sprays (s) (p) (r) (ā) (z)

Heart Words

Read, tap with letter names, write.

four, eight, one, won, your, goes, where, there

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

I can see eight green sheep when Mum tucks me into bed. We see one green sheep who is on its feet and one green sheep asleep next to a tree. We see one green sheep not on its feet and one green sheep on the street. We see one green sheep who is meek and one green sheep who is Greek! We see one green sheep who is lost and one green sheep who won. Did we see eight green sheep?

Game

Read & Grab 45

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: ee

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun, Verb

Morphology: Suffix -s, Suffix -ed

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(f)fish (r) (t) (m) (g) (ě)twisted (b) (z)toes (p) (l)lion (d)yelled
(ā)play (ē)speed

Words to Read

aim, aimed, rail, trail, sails, play, plays, played, stayed, sprayed, bee, tree, free, seen, been, green, meet, greet, greeted, meets

Words to Spell

Use phoneme fingers.

free (f) (r) (ē)

tree (t) (r) (ē)

meet (m) (ē) (t)

greet (g) (r) (ē) (t)

greeted (g) (r) (ē) (t)/(ě) (d)

bees (b) (ē) (z)

play (p) (r)(ā)

plays (p) (l) (ā) (z)

played (p) (l) (ā) (d)

Heart Words

Read, tap with letter names, write.

four, eight, one, won, your, goes, where, there

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. We greeted four green sheep on the street.

Game

Read & Grab 45

Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: oa

“Today we are focusing on the letters oa.”
(show reading card - oa).

“The letters oa spell the long vowel sound (ō). Let’s say that together... The letters oa spell the sound (ō).” Hold the reading card up and ask students to say the phoneme as a group - (ō).

“We use oa to spell (ō) in the middle of words and at the beginning of short words.”



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun, Verb

Morphology: Suffix -s, Suffix -ed

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(t)tiger (b) (l)lion (f)fish (r) (d)dog (g) (s)sun (ā)train (ěd)twisted
(t)jumped (d)yelled (ā)play (ē)speed (ō)boat

Words to Read

spray, clay, sprayed, stays, stayed, see, tree, green, greeted, meets, oat, goat, boat, oak, soak, float, bloat, road, toad, stoat

Words to Spell

Use phoneme fingers.

oat (o) (t)

boat (b) (o) (t)

bloat (b) (l) (o) (t)

float (f) (l) (o) (t)

road (r) (o) (d)

toad (t) (o) (d)

greet (g) (r) (e) (t)

greets (g) (r) (e) (t) (s)

greeted (g) (r) (e) (t) (ěd)

Heart Words

Read, tap with letter names, write.

want, blue, four, eight, one, won, your, goes, where, there

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Bob The Goat

Bob the goat was on a blue boat to Spain. Bob did not see why he had to go on a boat to Spain. Bob did not think he would float very well. The boat Bob was on had four big sails and eight little sails. It was a big boat that floated very well.

When Bob was on the boat, he drank lots of stuff and he felt bloated and sick. Bob felt so sick, he was green. Bob wanted to get off the boat, but he had a cob loaf to snack on and he felt not so sick. Will Bob get to Spain?

Game

Read & Grab 46

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: oa

Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s (z), ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa</p> <p>Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun, Verb</p> <p>Morphology: Suffix -s, Suffix -ed</p>	
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(k)kid (s)sun (g) (ěd)twisted (r) (b) (d)yelled (l)lion (t)tiger (t)jumped (p) (d)dog (ā)play (ā)train (z)toes (ē)speed (ō)boat</p>	
Words to Read	<p>tray, trays, May, rays, prayed, tree, feed, teen, green, street, road, toad, boat, boats, bloat, bloated, float, floated, soak, stoat</p>	
Words to Spell	<p>Use phoneme fingers.</p> <p><input type="checkbox"/> oak (ō) (k)</p> <p><input type="checkbox"/> soak (s) (ō) (k)</p> <p><input type="checkbox"/> goat (g) (ō) (t)</p> <p><input type="checkbox"/> road (r) (ō) (d)</p>	<p><input type="checkbox"/> bloat (b) (l) (ō) (t)</p> <p><input type="checkbox"/> bloated (b) (l) (ō) (t)/(ě) (d)</p> <p><input type="checkbox"/> trees (t) (r) (ē) (z)</p> <p><input type="checkbox"/> speeds (s) (p) (ē) (d) (z)</p> <p><input type="checkbox"/> greets (g) (r) (ē) (t) (s)</p>
Heart Words	<p>Read, tap with letter names, write.</p> <p><input type="checkbox"/> want, blue, four, eight, one, won, your, goes, where, there</p> <p>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</p>	
Dictation	<p>Read, repeat, cover, write. He wanted a blue boat to float in the bay.</p>	
Game	<p>Read & Grab 46</p>	



Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: er

“Today, we are focusing on the letters er making the sound (er).” Show reading card - er. “(er) is an R-controlled vowel. The letter r controls the sound the vowel makes. We use it in the middle, and at the end of words.”

“The letters er spell the sound (er). Let’s say that together... The letters er spell the sound (er).” Hold the reading card up and ask students to say the phoneme as a group - (er).



Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er</p> <hr/> <p>Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun, Verb</p> <p>Morphology: Suffix -s, Suffix -ed</p>										
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(f) fish (h) (ā)train (b) (n) (ěd)twisted (v) (s)sun (w)web (t)jumped (d)yelled (ā)play (ē)speed (ō)boat (er) (d)dog (l)lion</p>										
Words to Read	<p>bee, free, greet, sheet, sheep, gloat, stoat, moat, road, toad, fern, Bert, herd, herded, term, stern, berth, her, nerve, swerve.</p>										
Words to Spell	<p>Use phoneme fingers.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><input type="checkbox"/> fern (f) (er) (n)</td> <td style="width: 50%;"><input type="checkbox"/> nerve (n) (er) (v)</td> </tr> <tr> <td><input type="checkbox"/> herb (h) (er) (b)</td> <td><input type="checkbox"/> swerve (s) (w) (er) (v)</td> </tr> <tr> <td><input type="checkbox"/> herd (h) (er) (d)</td> <td><input type="checkbox"/> float (f) (l) (ō) (t)</td> </tr> <tr> <td><input type="checkbox"/> her (h) (er)</td> <td><input type="checkbox"/> floats (f) (l) (ō) (t) (s)</td> </tr> <tr> <td></td> <td><input type="checkbox"/> floated (f) (l) (ō) (t) / (ě) (d)</td> </tr> </table>	<input type="checkbox"/> fern (f) (er) (n)	<input type="checkbox"/> nerve (n) (er) (v)	<input type="checkbox"/> herb (h) (er) (b)	<input type="checkbox"/> swerve (s) (w) (er) (v)	<input type="checkbox"/> herd (h) (er) (d)	<input type="checkbox"/> float (f) (l) (ō) (t)	<input type="checkbox"/> her (h) (er)	<input type="checkbox"/> floats (f) (l) (ō) (t) (s)		<input type="checkbox"/> floated (f) (l) (ō) (t) / (ě) (d)
<input type="checkbox"/> fern (f) (er) (n)	<input type="checkbox"/> nerve (n) (er) (v)										
<input type="checkbox"/> herb (h) (er) (b)	<input type="checkbox"/> swerve (s) (w) (er) (v)										
<input type="checkbox"/> herd (h) (er) (d)	<input type="checkbox"/> float (f) (l) (ō) (t)										
<input type="checkbox"/> her (h) (er)	<input type="checkbox"/> floats (f) (l) (ō) (t) (s)										
	<input type="checkbox"/> floated (f) (l) (ō) (t) / (ě) (d)										
Heart Words	<p>Read, tap with letter names, write.</p> <p><input type="checkbox"/> once, only, want, blue, four, eight, one, won, your, goes, where, there</p> <p><small>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</small></p>										
Connected Text	<p>I read, we read, you read.</p> <p>Vern Wants Blue Herbs</p> <p>“I want a blue herb!” said Vern. “You want a blue herb?” said Mum. “You cannot have a blue herb,” said Mum. “If I cannot have a blue herb, can I have a blue fern?” said Vern. “No!” said Mum. “You can have some green herbs, and you can have a green fern but not blue.” “I will have green herbs,” said Vern. “Can I have them on blue toast?”</p>										
Game	<p>Read & Grab 47</p>										

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: er

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun, Verb

Morphology: Suffix -s, Suffix -ed

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(er) (h) (b) (ěd)twisted (f) fish (n) (d)yelled (d)dog (s)sun (t)jumped (t)tiger (v) (ā)play (r) (ā)train (l) lion (ē)speed (ō)boat

Words to Read

tree, feed, tween, green, streets, road, toad, bloated, floated, gloated, fern, Bert, herd, herded, term, stern, berth, her, nerve, swerve

Words to Spell

Use phoneme fingers.

herb (h) (er) (b)

fern (f) (er) (n)

her (h) (er)

herd (h) (er)(d)

stern (s) (t) (er) (n)

nerve (n) (er) (v)

road (r) (ō) (d)

bloat (b) (l) (ō) (t)

bloated (b) (l) (ō) (t)/(ě) (d)

Heart Words

Read, tap with letter names, write.

once, only, want, blue, four, eight, one, won, your, goes, where, there

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. We only had herbs once a term.

Game

Read & Grab 4/7

Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: ea

“Today, we are focusing on the letters ea.”
(show reading card - ea).

The letters ea spell the long vowel sound (ē). Let’s say that together... “The letters ea spell the sound (ē).” Hold the reading card up and ask students to say the phoneme as a group - (ē).

“We use ea in the middle and at the ends of words. It is the second choice for spelling (ē).”



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun, Verb

Morphology: Suffix -s, Suffix -ed

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(f)fish (h) (ā)train (b) (n) (ē)twisted (v) (s)sun (w)web (t)jumped (d)yelled (ā)play (ē)speed (ō)boat (er) (d)dog (l)lion

Words to Read

gloat, stoat, moat, road, toad, fern, Bert, herd, herded, her, sea, pea, flea, meat, eat, team, steam, dream, beach, peach

Words to Spell

Use phoneme fingers.

pea (p) (ē)

sea (s) (ē)

eat (ē) (t)

meat (m) (ē) (t)

team (t) (ē) (m)

beach (b) (ē) (ch)

her (h) (er)

nerves (n) (er) (v) (s)

swerve (s) (w) (er) (v)

Heart Words

Read, tap with letter names, write.

pull, full, once, only want, blue, four, eight, one, won, your, goes

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

The Beach

Once I went to the sea and sat on the beach. The sand was soft and clean. I could see the blue sea and the boats that sailed along. I sat on the beach to read in the sun. I only wanted to read a bit and then I wanted to swim in the blue sea. The sea was a blue beast that went to the beat of a drum. I waited for the beast to stop a bit and then I jumped in. It was so much fun!

Game

Read & Grab 4-8

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: ea

Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea</p> <p>Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule I, Floss Rule (-ff, -ll, -ss, -zz), Suffix, Plural, Noun, Verb</p> <p>Morphology: Suffix -s, Suffix -ed</p>	
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(ē)eat (p) (ō)boat (s)sun (er) (f)fish (ěd)twisted (l)lion (d)yelled (ch) (t)jumped (b) (t)tiger (h) (ā)play (d)dog (ā)train (n) (ē)speed (v)</p>	
Words to Read	<p>road, toad, bloated, floated, gloated, fern, swerve, herb, herded, term, pea, sea, flea, weak, cream, steam, stream, each, peach, beach</p>	
Words to Spell	<p>Use phoneme fingers.</p> <p><input type="checkbox"/> pea (p) (ē)</p> <p><input type="checkbox"/> sea (s) (ē)</p> <p><input type="checkbox"/> flea (f) (l) (ē)</p> <p><input type="checkbox"/> each (ē) (ch)</p>	<p><input type="checkbox"/> beach (b) (ē) (ch)</p> <p><input type="checkbox"/> peach (p) (ē) (ch)</p> <p><input type="checkbox"/> herd (h) (er)(d)</p> <p><input type="checkbox"/> stern (s) (t) (er) (n)</p> <p><input type="checkbox"/> nerve (n) (er) (v)</p>
Heart Words	<p>Read, tap with letter names, write.</p> <p><input type="checkbox"/> pull, full, once, only want, blue, four, eight, one, won, your, goes</p> <p>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</p>	
Dictation	<p>Read, repeat, cover, write. The flea went in the blue sea at the beach.</p>	
Game	<p>Read & Grab 48</p>	



Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: Homophones

“Today, we are revising homophones. A homophone is a word pronounced the same as another word but has a different meaning and sometimes a different spelling, like meet and meat.” Show words on the whiteboard. “We are looking at homophones with the long (ē) sound, spelled with ee or ea.”

“If you don’t know which spelling to use, ee is our first choice.”



Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea</p> <hr/> <p>Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb</p> <p>Morphology: Suffix -s, Suffix -ed</p>										
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(s) sun (ā)train (f)fish (ěd)twisted (l)lion (t)jumped (w) (k)kid (d)yelled (ā)play (ē)speed (ē)eat (m) (ō)boat (er) (t)tiger</p>										
Words to Read	<p>meat, meet, week, weak, see, sea, creek, creak, flee, flea, steel, steal, peek, peak</p>										
Words to Spell	<p>Use phoneme fingers.</p> <table border="0"> <tr> <td><input type="checkbox"/> see- with your eyes (s) (ē)</td> <td><input type="checkbox"/> weak- not strong (w) (ē) (k)</td> </tr> <tr> <td><input type="checkbox"/> sea- the ocean (s) (ē)</td> <td><input type="checkbox"/> meet- to meet someone (m) (ē) (t)</td> </tr> <tr> <td><input type="checkbox"/> flee- to run away (f) (l) (ē)</td> <td><input type="checkbox"/> meat- meat we eat (m) (ē) (t)</td> </tr> <tr> <td><input type="checkbox"/> flea- a bug (f) (l) (ē)</td> <td><input type="checkbox"/> steel- metal (s) (t) (ē) (l)</td> </tr> <tr> <td><input type="checkbox"/> week- 7 days (w) (ē) (k)</td> <td><input type="checkbox"/> steal- to take (s) (t) (ē) (l)</td> </tr> </table>	<input type="checkbox"/> see- with your eyes (s) (ē)	<input type="checkbox"/> weak- not strong (w) (ē) (k)	<input type="checkbox"/> sea- the ocean (s) (ē)	<input type="checkbox"/> meet- to meet someone (m) (ē) (t)	<input type="checkbox"/> flee- to run away (f) (l) (ē)	<input type="checkbox"/> meat- meat we eat (m) (ē) (t)	<input type="checkbox"/> flea- a bug (f) (l) (ē)	<input type="checkbox"/> steel- metal (s) (t) (ē) (l)	<input type="checkbox"/> week- 7 days (w) (ē) (k)	<input type="checkbox"/> steal- to take (s) (t) (ē) (l)
<input type="checkbox"/> see- with your eyes (s) (ē)	<input type="checkbox"/> weak- not strong (w) (ē) (k)										
<input type="checkbox"/> sea- the ocean (s) (ē)	<input type="checkbox"/> meet- to meet someone (m) (ē) (t)										
<input type="checkbox"/> flee- to run away (f) (l) (ē)	<input type="checkbox"/> meat- meat we eat (m) (ē) (t)										
<input type="checkbox"/> flea- a bug (f) (l) (ē)	<input type="checkbox"/> steel- metal (s) (t) (ē) (l)										
<input type="checkbox"/> week- 7 days (w) (ē) (k)	<input type="checkbox"/> steal- to take (s) (t) (ē) (l)										
Heart Words	<p>Read, tap with letter names, write.</p> <p><input type="checkbox"/> all, put, pull, full, once, only, want, blue, four, eight, one, won, your, goes</p> <p>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</p>										
Connected Text	<p>I read, we read, you read.</p> <p>The Flea and the Bee</p> <p>The flea had to flee from a bee. The bee went away, and the flea went to the top of the peak to eat some meat and drink some tea. The tea made the flea weak, and it took a week for the flea to heal. The bee buzzed with glee!</p>										
Game	<p>Memory Game 49</p>										

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: Homophones

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb

Morphology: Suffix -s, Suffix -ed

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(s) sun (ā) train (f) fish (ē) twisted (l) lion (t) jumped (w) (k) kid (d) yelled (ā) play (ē) speed (ē) eat (m) (ō) boat (er) (t) tiger

Words to Read

meat, meet, week, weak, see, sea, creek, creak, flee, flea, steel, steal, peek, peak

Words to Spell

Use phoneme fingers.

- | | |
|--|--|
| <input type="checkbox"/> see- with your eyes (s) (ē) | <input type="checkbox"/> weak- not strong (w) (ē) (k) |
| <input type="checkbox"/> sea- the ocean (s) (ē) | <input type="checkbox"/> meet- to meet someone (m) (ē) (t) |
| <input type="checkbox"/> flee- to run away (f) (l) (ē) | <input type="checkbox"/> meat- meat we eat (m) (ē) (t) |
| <input type="checkbox"/> flea- a bug (f) (l) (ē) | <input type="checkbox"/> steel- metal (s) (t) (ē) (l) |
| <input type="checkbox"/> week- 7 days (w) (ē) (k) | <input type="checkbox"/> steal- to take (s) (t) (ē) (l) |

Heart Words

Read, tap with letter names, write.

- all, put, pull, full, once, only, want, blue, four, eight, one, won

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. The flea spent the week feeling weak.

Game

Memory Game 49

Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: ow (crow)

“Today we are focusing on the letters ow, making the sound (ō).” Show reading card - ow. “The letters ow spell the sound (ō). Let’s say that together... The letters ow spell the sound (ō).” Hold the reading card up and ask students to say the phoneme as a group - (ō).

“We use ow at the ends of words to spell the sound (ō).”



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb

Morphology: Suffix -s, Suffix -ed

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ō)crow (ō)boat (er) (r) (ā)train (g) (ěd)twisted (s) (t)jumped (n) (d)yelled (sh) (ā)play (ch) (ē)speed (b) (ē)eat (p)

Words to Read

fern, swerve, herb, herded, term, pea, sea, flea, weak, steam, row, crow, bow, blow, flow, show, grow, low, snow, showed

Words to Spell

Use phoneme fingers.

- | | |
|---|---|
| <input type="checkbox"/> row (r) (ō) | <input type="checkbox"/> showed (sh) (ō) (d) |
| <input type="checkbox"/> grow (g) (r) (ō) | <input type="checkbox"/> snowed (s) (n) (ō) (d) |
| <input type="checkbox"/> snow (s) (n) (ō) | <input type="checkbox"/> each (ē) (ch) |
| <input type="checkbox"/> show (sh) (ō) | <input type="checkbox"/> beach (b) (ē) (ch) |

Heart Words

Read, tap with letter names, write.

- shoe, saw, all, put, pull, full, once, only want, blue, four, eight, one, won

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

In the Snow

I can play in the snow when it is cold. Mum and I put on coats to play in the snow. The wind will blow the snow off of my snow man. We make lots of snow men all in a row. We put seeds in so they can see, and a stick so the snow man can smell. The snow glows in the sun. Then Mum throws snow at me and I throw it back. It is so much fun to play in the snow.

Game

Read & Grab 50

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: ow (crow)

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb

Morphology: Suffix -s, Suffix -ed

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ō)crow (s)sun (ā)train (n) (ěd)twisted (g) (t)jumped (l)lion (d)yelled (sh) (ā)play (r) (ē)speed (th) (ē)eat (m) (ō)boat (er) (t)tiger (d)dog (k)cat

Words to Read

fern, nerve, herd, herded, term, sea, eat, meat, cream, dream, row, crow, bow, blow, low, show, grow, throw, snow, showed

Words to Spell

Use phoneme fingers.

snow (s) (n) (ō)

glow (g) (l) (ō)

flow (f) (l) (ō)

showed (sh) (ō) (d)

grow (g) (r) (ō)

throw (th) (r) (ō)

steam (s) (t) (ē) (m)

dream (d) (r) (ē) (m)

cream (k) (r) (ē) (m)

Heart Words

Read, tap with letter names, write.

shoe, saw, all, put, pull, full, once, only want, blue, four, eight, one, won

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. The row of shoes glowed in the snow.

Game

Read & Grab 50

Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: ow (ow)

“We know the letters ow can make the long vowel sound (ō) like in crow.” (show reading card ow.) “Today we are focusing on the letters ow, making a different sound - (ow) like in cow.”

“The letters ow spell the sound (ow). Let’s say that together... The letters ow spell the sound (ow).”

Hold the reading card up and ask students to say both phonemes (ō) and (ow).



Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow</p> <hr/> <p>Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb</p> <p>Morphology: Suffix -s, Suffix -ed</p>										
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(ow)cow (ō)crow (ō)boat (h) (er) (ā)train (n) (ěd)twisted (k)cat (t)jumped (f)fish (d)yelled (ā)play (d)dog (ē)speed (b) (ē)eat (r) (sh) (g) (th)</p>										
Words to Read	<p>pea, sea, creak, dream, stream, crow, blow, show, grow, slow, cow, how, now, wow, fowl, howl, town, down, brown, gown</p>										
Words to Spell	<p>Use phoneme fingers.</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> how (h) (ow)</td> <td><input type="checkbox"/> down (d) (ow) (n)</td> </tr> <tr> <td><input type="checkbox"/> now (n) (ow)</td> <td><input type="checkbox"/> brown (b) (r) (ow) (n)</td> </tr> <tr> <td><input type="checkbox"/> cow (k) (ow)</td> <td><input type="checkbox"/> showed (sh) (ō) (d)</td> </tr> <tr> <td><input type="checkbox"/> fowl (f) (ow) (l)</td> <td><input type="checkbox"/> grow (g) (r) (ō)</td> </tr> <tr> <td></td> <td><input type="checkbox"/> throw (th) (r) (ō)</td> </tr> </table>	<input type="checkbox"/> how (h) (ow)	<input type="checkbox"/> down (d) (ow) (n)	<input type="checkbox"/> now (n) (ow)	<input type="checkbox"/> brown (b) (r) (ow) (n)	<input type="checkbox"/> cow (k) (ow)	<input type="checkbox"/> showed (sh) (ō) (d)	<input type="checkbox"/> fowl (f) (ow) (l)	<input type="checkbox"/> grow (g) (r) (ō)		<input type="checkbox"/> throw (th) (r) (ō)
<input type="checkbox"/> how (h) (ow)	<input type="checkbox"/> down (d) (ow) (n)										
<input type="checkbox"/> now (n) (ow)	<input type="checkbox"/> brown (b) (r) (ow) (n)										
<input type="checkbox"/> cow (k) (ow)	<input type="checkbox"/> showed (sh) (ō) (d)										
<input type="checkbox"/> fowl (f) (ow) (l)	<input type="checkbox"/> grow (g) (r) (ō)										
	<input type="checkbox"/> throw (th) (r) (ō)										
Heart Words	<p>Read, tap with letter names, write.</p> <p><input type="checkbox"/> any, many, shoe, saw, all, put, pull, full, once, only want, blue, four, eight</p>										
Connected Text	<p>I read, we read, you read.</p> <p>How Now Brown Cow!</p> <p>I saw a brown cow in blue shoes going into town. It had on a gown and a crown as it went into town. I had not seen a brown cow in blue shoes in town. I had not seen a brown cow in a gown and a crown going into town. How did it get there? I can't see how it did! The crowd saw the cow go into town in its gown and crown. Many in the crowd clapped and the cow bowed. What a row!</p>										
Game	<p>Read & Grab 51</p>										



Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: ow (cow)

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb

Morphology: Suffix -s, Suffix -ed

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ow) cow (ō)crow (s)sun (ā)train (n) (ēd)twisted (g) (t)jumped (l)lion
(d)yelled (sh) (ā)play (r) (ē)speed (th) (ē)eat (m) (ō)boat (er) (t)tiger (d)dog
(k)cat

Words to Read

sea, eat, meat, team, speak, grow, crow, blow, throw, snow, how, now, cow, crown, town, crowd, clown, brown, gown, growl

Words to Spell

Use phoneme fingers.

- town (t) (ow) (n)
- clown (k) (l) (ow) (n)
- crown (k) (r) (ow) (n)
- growl (g) (r) (ow) (l)

- growled (g) (r) (ow) (l) (d)
- crowd (k) (r) (ow) (d)
- showed (sh) (ō) (d)
- grow (g) (r) (ō)
- throw (th) (r) (ō)

Heart Words

Read, tap with letter names, write.

- any, many, shoe, saw, all, put, pull, full, once, only want, blue, four, eight

Dictation

Read, repeat, cover, write. Many brown cows now have crowns.

Game

Read & Grab 51

Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: Suffix -ing, Adjectives

“Today we are revising adjectives.” (show card). “Adjectives describe nouns. Adjectives tell us what kind: a long dress, adjectives tell us what colour: a red dress, and adjectives tell us how many: the tenth bike.”

“Adjectives describe nouns.” Students repeat, chorally.

“We are also revising suffix -ing.” Show students the morphology card and read with actions. “Suffix -ing makes verbs present tense and changes a verb into an adjective.” Students repeat with actions.





Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow

Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ɪ) (ng) (ow)cow (ō)crow (ō)boat (ă) (er) (k)cat (ā)train (t)tiger (ěd)twisted (r) (b) (t)jumped (ě) (d)yelled (s)sun (ā)play (l)lion (n) (ē)speed (ē)eat (g) (sh) (f)fish (d)dog

Words to Read

crow, blow, show, grow, slow, how, now, town, down, brown, acting, resting, sleeping, training, speeding, eating, howling, growling, growing, showing

Words to Spell

Use phoneme fingers.

- acting (ă) (k) (t) / (ɪ) (ng)
- resting (r) (ě) (s) (t) / (ɪ) (ng)
- sleeping (s) (l) (ē) (p) / (ɪ) (ng)
- eating (ē) (t) / (ɪ) (ng)

- growling (g) (r) (ow) (l) / (ɪ) (ng)
- showing (sh) (ō) / (ɪ) (ng)
- fowl (f) (ow) (l)
- down (d) (ow) (n)
- brown (b) (r) (ow) (n)

Heart Words

Read, tap with letter names, write.

- any, many, shoe, saw, all, put, pull, full, once, only want, blue, four, eight

Connected Text

I read, we read, you read.

Snow

Mum and I are going to see the snow. It is going to be a day filled with fun. I am bringing my big coat and snow-shoes. We will be running in the snow, jumping in the snow and having lots of fun. Are you planning a trip to the snow too?

Game

Read & Grab 52

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: Suffix -ing, Adjectives

Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow</p> <p>Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives</p> <p>Morphology: Suffix -s, Suffix -ed, Suffix -ing</p>	
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(ow) cow (ō)crow (s)sun (ā)train (n) (ě)twisted (g) (t)jumped (l)lion (d) yelled (sh) (ā)play (r) (ē)speed (th) (ē)eat (m) (ō)boat (er) (t)tiger (d)dog (k)cat (p) (k)kid (l)lion (ř) (ng) (kw) (w)web (g)</p>	
Words to Read	<p>grow, crow, blow, throw, snow, crowd, clown, brown, gown, growl, speaking, playing, throwing, sprinting, flowing, painting, twisting, quacking, camping, crowding</p>	
Words to Spell	<p>Use phoneme fingers.</p> <p><input type="checkbox"/> speaking (s) (p) (ē) (k) / (ř) (ng)</p> <p><input type="checkbox"/> playing (p) (l) (ā) / (ř) (ng)</p> <p><input type="checkbox"/> painting (p) (ā) (n) (t) / (ř) (ng)</p> <p><input type="checkbox"/> twisting (t) (w) (ř) (s) (t) / (ř) (ng)</p>	<p><input type="checkbox"/> quacking (kw) (ă) (k) / (ř) (ng)</p> <p><input type="checkbox"/> camping (k) (ă) (m) (p) / (ř) (ng)</p> <p><input type="checkbox"/> growl (g) (r) (ow) (l)</p> <p><input type="checkbox"/> growled (g) (r) (ow) (l) (d)</p> <p><input type="checkbox"/> crowd (k) (r) (ow) (d)</p>
Heart Words	<p>Read, tap with letter names, write.</p> <p><input type="checkbox"/> any, many, shoe, saw, all, put, pull, full, once, only want, blue, four, eight</p>	
Dictation	<p>Read, repeat, cover, write. Many kids are painting growling dogs.</p>	
Game	<p>Read & Grab 52</p>	



Spelling Test Instructions

Setup

Students need the correct student sheet for the test being administered, and two sharp pencils. Students should be seated in a position where copying from others is not possible.

Administration

Say the number, then say the word clearly. Read the sentence, then repeat the word.

I ... **bag**, Bill has a bag ... write **bag**.

Ask students to watch your mouth as you clearly articulate each word. Instruct students to use 'phoneme fingers' before spelling each word. Do not sound out the word for them.

Marking Guidelines

Each grapheme is represented at least twice in the test. Students must get every grapheme correct at least once to "pass" that lesson.

Do not mark reversals as incorrect. Make a note of them and prompt in future lessons.

Do not mark capital letters as incorrect.

Heart words - the whole word needs to be spelt correctly to be marked as correct.

Following the test.

Make a list of the graphemes not 'passed' or 'mastered', along with the Lesson number.

Go back and teach the corresponding Review Lesson(s) for each student in the group.

Once all graphemes requiring revision have been reviewed, retest those words. If students are still inaccurate, note the grapheme and choose/add spelling words in subsequent lessons.

Heart Words that were not spelled correctly in the test should be added to subsequent lessons and retested at the end of the next test period.

**DO NOT USE DISCONTINUATION RULE FOR END OF TERM TESTS
- STUDENTS MUST COMPLETE THE ENTIRE TEST**

Tier 2 - Assessment 5

1.	jumped	Yesterday we jumped over hurdles.	jumped
2.	rained	Yesterday it rained heavily.	rained
3.	pain	I felt some pain in my foot.	pain
4.	rail	We had to hold onto the rail .	rail
5.	stay	I wanted to stay in bed.	stay
6.	pay	Mum had to pay for dinner.	pay
7.	keep	I wanted to keep the lost puppy.	keep
8.	queen	We visited the queen in England.	queen
9.	boat	He sailed his boat in the river.	boat
10.	goat	A baby goat is called a kid.	goat
11.	fern	We had to water the fern .	fern
12.	herb	Basil is a tasty herb .	herb
13.	eat	We had to eat lunch early.	eat
14.	leaf	The plant had a yellow leaf .	leaf
15.	grow	Herbs grow well in pots.	grow
16.	slow	Snails are very slow .	slow
17.	now	Mum said I had to come now .	now
18.	growl	The dog began to growl .	growl
19.	jumping	We were jumping on the trampoline.	jumping
20.	raining	It is raining heavily.	raining

Tier 2 - Assessment 5

21.	there	Your book is over there .	there
22.	where	Where is my book?	where
23.	your	Can you say your name?	your
24.	goes	Mum goes swimming every morning.	goes
25.	one	Dad said I could have one biscuit.	one
26.	won	My brother won the race.	won
27.	four	The cat had four kittens.	four
28.	eight	Four plus four is eight .	eight
29.	want	I want ice-cream for dinner.	want
30.	blue	The sky is blue .	blue
31.	once	I once had pancakes for breakfast.	once
32.	pull	I had to pull the sled.	pull
33.	full	The cup was full of milk.	full
34.	all	All the babies were crying.	all
35.	put	Put your book on the table.	put
36.	only	I only wanted to read my book.	only
37.	shoe	My shoe was broken.	shoe
38.	saw	I saw my Dad waiting for me.	saw
39.	any	Are there any cakes left?	any
40.	many	Many people like to dance.	many

Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: a - e

“Today we are focusing on the letters a-e (a consonant e) making the long vowel sound (ā).” Show reading card a-e. “Remember, the silent e makes the vowel say its name.”

“The letters a-e (a consonant e) spell the sound (ā). Let’s say that together... The letters a-e spell the sound (ā).” Hold the reading card up and ask students to say the phoneme as a group - (ā).



Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e</p> <hr/> <p>Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives</p> <p>Morphology: Suffix -s, Suffix -ed, Suffix -ing</p>										
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(ā)gate (k)kid (k)cat (sh) (d)dog (t)tiger (g) (r) (ch) (s)sun (ē)eat (ĭ) (ng) (ow)cow (l)lion (ō)crow</p>										
Words to Read	<p>gown, now, town, drown, brown, bloating, floating, sleeping, training, speeding, cake, take, shake, date, hate, gate, made, wade, trade, chase</p>										
Words to Spell	<p>Use phoneme fingers.</p> <table border="0"> <tr> <td><input type="checkbox"/> cake (k) (ā) (k)</td> <td><input type="checkbox"/> trade (t) (r) (ā) (d)</td> </tr> <tr> <td><input type="checkbox"/> shake (sh) (ā) (k)</td> <td><input type="checkbox"/> chase (ch) (ā) (s)</td> </tr> <tr> <td><input type="checkbox"/> date (d) (ā) (t)</td> <td><input type="checkbox"/> eating (ē) (t) / (ĭ) (ng)</td> </tr> <tr> <td><input type="checkbox"/> gate (g) (ā) (t)</td> <td><input type="checkbox"/> growling (g) (r) (ow) (l) / (ĭ) (ng)</td> </tr> <tr> <td></td> <td><input type="checkbox"/> showing (sh) (ō) / (ĭ) (ng)</td> </tr> </table>	<input type="checkbox"/> cake (k) (ā) (k)	<input type="checkbox"/> trade (t) (r) (ā) (d)	<input type="checkbox"/> shake (sh) (ā) (k)	<input type="checkbox"/> chase (ch) (ā) (s)	<input type="checkbox"/> date (d) (ā) (t)	<input type="checkbox"/> eating (ē) (t) / (ĭ) (ng)	<input type="checkbox"/> gate (g) (ā) (t)	<input type="checkbox"/> growling (g) (r) (ow) (l) / (ĭ) (ng)		<input type="checkbox"/> showing (sh) (ō) / (ĭ) (ng)
<input type="checkbox"/> cake (k) (ā) (k)	<input type="checkbox"/> trade (t) (r) (ā) (d)										
<input type="checkbox"/> shake (sh) (ā) (k)	<input type="checkbox"/> chase (ch) (ā) (s)										
<input type="checkbox"/> date (d) (ā) (t)	<input type="checkbox"/> eating (ē) (t) / (ĭ) (ng)										
<input type="checkbox"/> gate (g) (ā) (t)	<input type="checkbox"/> growling (g) (r) (ow) (l) / (ĭ) (ng)										
	<input type="checkbox"/> showing (sh) (ō) / (ĭ) (ng)										
Heart Words	<p>Read, tap with letter names, write.</p> <p><input type="checkbox"/> could, would, should</p> <p>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</p>										
Connected Text	<p>I read, we read, you read.</p> <p>Kade's Lake</p> <p>Kade made a pail and spade to take to the beach. He wanted to make a big man-made lake to play in. He dug, and he dug - he dug all day. Kade made a big dip in the sand and then filled it pail by pail from the sea. At the end of the day, he had made a lake! Kade grabbed his ring and set it on top. He lay back and floated the rest of the day away.</p>										
Game	<p>Read & Grab 53</p>										

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: a-e

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e

Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ā)gate (k)cat (t)tiger (m) (p) (i) (sh) (ng) (l)lion (w)web (kw) (k)duck

Words to Read

crowd, crown, brown, prow, growl, speaking, playing, throwing, sprinting, flowing, cape, tape, shape, came, tame, shame, cane, Dane, lane, plane

Words to Spell

Use phoneme fingers.

tape (t) (ā) (p)

shape (sh) (ā) (p)

came (k) (ā) (m)

shame (sh) (ā) (m)

lane (l) (ā) (n)

plane (p) (l) (ā) (n)

twisting (t) (w) (i) (s) (t) / (i) (ng)

quacking (kw) (ă) (k) / (i) (ng)

camping (k) (ă) (m) (p) / (i) (ng)

Heart Words

Read, tap with letter names, write.

could, would, should

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. Should Kate bake a cake for Blake?

Game

Read & Grab 53

Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: e - e

“Today we are focusing on the letters e-e (e consonant e) making the long vowel sound (ē).” Show reading card e-e. “Remember, the silent e makes the vowel say its name.”

“The letters e-e (e consonant e) spell the sound (ē). Let’s say that together... The letters e-e spell the sound (ē).” Hold the reading card up and ask students to say the phoneme as a group - (ē).



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e

Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ē)eve (ā)gate (s)sun (t)tiger (v) (b) (r) (p) (th) (sh) (k)kid (d) t(tiger) (ch)

Words to Read

bloating, floating, sleeping, training, speeding, cake, shake, date, gate, made, chase, eve, Steve, breve, Pete, theme, chase, eve, Steve, breve, Pete, theme

Words to Spell

Use phoneme fingers.

eve (ē) (v)

Steve (s) (t) (ē) (v)

Eve (ē) (v)

breve (b) (r) (ē) (v)

Pete (p) (ē) (t)

theme (th) (ē) (m)

shake (sh) (ā) (k)

date (d) (ā) (t)

chase (ch) (ā) (s)

Heart Words

Read, tap with letter names, write.

could, would, should

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

The Cake Show

On the eve of the grand cake show, Steve and Pete could not wait. The theme was pink and blue cupcakes. Steve and Pete's boss came up with the theme, but Steve and Pete had to bake the cakes. The cake shop they ran was Breve Cakes. Pete could bake sweet treats to eat, but he could not bake pink and blue cupcakes. Steve could bake sweet treats to eat, but he could not bake pink and blue cupcakes. Was it too late to fix the theme?

Game

Read & Grab 54

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: e - e

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e

Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ē)eve (ā)gate (s)sun (k)cat (t)tiger (b) (m) (p) (ř) (v) (sh) (l)lion (w)web
(kw) (k)duck (r) (th)

Words to Read

speaking, playing, throwing, sprinting, flowing, cape, tape, shape, came, plane, Eve, Steve, breve, Pete, theme, chase, Eve, Steve, breve, Pete, theme,

Words to Spell

Use phoneme fingers.

- eve (ē) (v)
- Steve (s) (t) (ē) (v)
- Eve (ē) (v)
- breve (b) (r) (ē) (v)

- Pete (p) (ē) (t)
- theme (th) (ē) (m)
- shame (sh) (ā) (m)
- lane (l) (ā) (n)
- plane (p) (l) (ā) (n)

Heart Words

Read, tap with letter names, write.

- could, would, should

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. Could Pete and Steve bake blue and pink cakes?

Game

Read & Grab 54



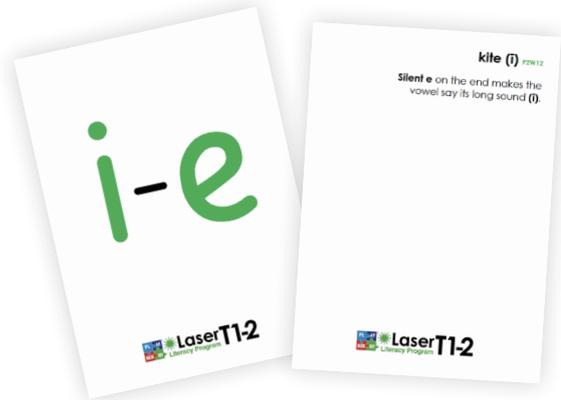
Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: i - e

“Today we are focusing on the letters i-e (i consonant e) making the long vowel sound (ī).” Show reading card i-e. “Remember, the silent e makes the vowel say its name.”

“The letters i-e (i consonant e) spell the sound (ī). Let’s say that together... The letters i-e spell the sound (ī).” Hold the reading card up and ask students to say the phoneme as a group - (ī).



Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e</p> <hr/> <p>Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives</p> <p>Morphology: Suffix -s, Suffix -ed, Suffix -ing</p>										
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(ī)kite (ē)eve (ā)gate (b) (k)kid (r) (d)dog (w)web (t)tiger (m) (s)sun (l)lion (b) (v) (p) (th)</p>										
Words to Read	<p>cake, shake, date, gate, made, eve, Steve, breve, Pete, theme, bike, hike, Mike, ride, wide, hide, bite, kite, time, slime</p>										
Words to Spell	<p>Use phoneme fingers.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><input type="checkbox"/> bike (b) (ī) (k)</td> <td style="width: 50%;"><input type="checkbox"/> time (t) (ī) (m)</td> </tr> <tr> <td><input type="checkbox"/> ride (r) (ī) (d)</td> <td><input type="checkbox"/> slime (s) (l) (ī) (m)</td> </tr> <tr> <td><input type="checkbox"/> wide (w) (ī) (d)</td> <td><input type="checkbox"/> breve (b) (r) (ē) (v)</td> </tr> <tr> <td><input type="checkbox"/> kite (k) (ī) (t)</td> <td><input type="checkbox"/> Pete (p) (ē) (t)</td> </tr> <tr> <td></td> <td><input type="checkbox"/> theme (th) (ē) (m)</td> </tr> </table>	<input type="checkbox"/> bike (b) (ī) (k)	<input type="checkbox"/> time (t) (ī) (m)	<input type="checkbox"/> ride (r) (ī) (d)	<input type="checkbox"/> slime (s) (l) (ī) (m)	<input type="checkbox"/> wide (w) (ī) (d)	<input type="checkbox"/> breve (b) (r) (ē) (v)	<input type="checkbox"/> kite (k) (ī) (t)	<input type="checkbox"/> Pete (p) (ē) (t)		<input type="checkbox"/> theme (th) (ē) (m)
<input type="checkbox"/> bike (b) (ī) (k)	<input type="checkbox"/> time (t) (ī) (m)										
<input type="checkbox"/> ride (r) (ī) (d)	<input type="checkbox"/> slime (s) (l) (ī) (m)										
<input type="checkbox"/> wide (w) (ī) (d)	<input type="checkbox"/> breve (b) (r) (ē) (v)										
<input type="checkbox"/> kite (k) (ī) (t)	<input type="checkbox"/> Pete (p) (ē) (t)										
	<input type="checkbox"/> theme (th) (ē) (m)										
Heart Words	<p>Read, tap with letter names, write.</p> <p><input type="checkbox"/> could, would, should</p> <p><small>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</small></p>										
Connected Text	<p>I read, we read, you read.</p> <p>Jake and Mike go for a Bike Ride</p> <p>Jake and Mike ride bikes in the day time. Jake and Mike ride big bikes and little bikes. Jake takes his bike to the beach to ride. Mike takes his bike to Nan's home. Jake's bike is black with white stripes. Mike's bike is white with black stripes. Jake and Mike love to ride bikes. Do you?</p>										
Game	<p>Read & Grab 55</p>										

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: i- e

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e

Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ī)kite (ē)eve (ā)gate (w)whale (l)lion (s)sun (m) (sh) (n) (r) (p) (t)tiger
(b) (v) (th)

Words to Read

cape, tape, shape, came, plane, Eve, Steve, breve, Pete, theme, shine, wine, twine, while, mile, smile, tribe, bribe, white, stripe

Words to Spell

Use phoneme fingers.

while (w) (ī) (l)

smile (s) (m) (ī) (l)

shine (sh) (ī) (n)

ripe (r) (ī) (p)

stripe (s) (t) (r) (ī) (p)

white (w) (ī) (t)

breve (b) (r) (ē) (v)

theme (th) (ē) (m)

plane (p) (l) (ā) (n)

Heart Words

Read, tap with letter names, write.

could, would, should

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. Should Mike paint white stripes on his bike?

Game

Read & Grab 55

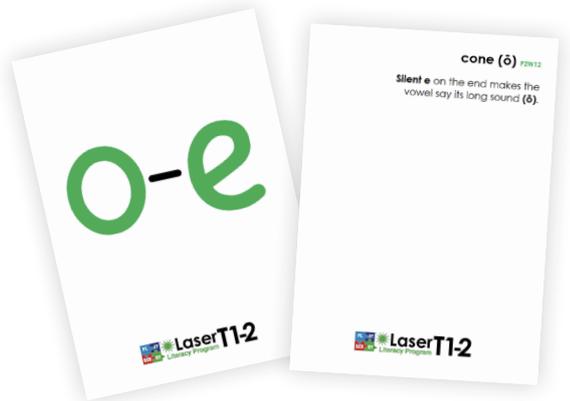
Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: o-e

“Today we are focusing on the letters o-e (o consonant e) making the long vowel sound (ō).” Show reading card o-e. “Remember, the silent e makes the vowel say its name.”

“The letters o-e (o consonant e) spell the sound (ō). Let’s say that together... The letters o-e spell the sound (ō).” Hold the reading card up and ask students to say the phoneme as a group - (ō).



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e

Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ō)cone (ī)kite (ē)eve (ā)gate (r) (p) (b) (n) (z)zip (h) (k)cat (l)lion (z)toes (k)kid (t)tiger (m) (s)sun

Words to Read

cake, shake, date, eve, theme, hide, bite, kite, time, slime, rope, hope, bone, cone, zone, home, dome, rode, robe, close

Words to Spell

Use phoneme fingers.

rope (r) (ō) (p)

bone (b) (ō) (n)

zone (z) (ō) (n)

home (h) (ō) (m)

robe (r) (ō) (b)

close (k) (l) (ō) (z)

kite (k) (ī) (t)

time (t) (ī) (m)

slime (s) (l) (ī) (m)

Heart Words

Read, tap with letter names, write.

could, would, should

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Which Home?

I hope to buy a home when I grow up. Which sort of home would you like to live in? Would your home be made of stone? Would it be in the shape of a globe? Will it have a heater that blows real smoke? You may hope that you are not too broke to live in the home of your dreams. All you need to do is scope out the job you like, to save up for a home.

Game

Read & Grab 56

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: o - e

Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e</p> <hr/> <p>Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives</p> <p>Morphology: Suffix -s, Suffix -ed, Suffix -ing</p>	
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(ō)cone (ī)kite (ē)eve (ā)gate (k)kid (n) (th) (r) (s)sun (m) (p) (l)lion (z)toes (t)tiger (w)whale</p>	
Words to Read	<p>shape, came, plane, Eve, Steve, shine, wine, while, white, stripe, cone, bone, throne, joke, poke, smoke, role, pole, rose, nose</p>	
Words to Spell	<p>Use phoneme fingers.</p> <p><input type="checkbox"/> cone (k) (ō) (n)</p> <p><input type="checkbox"/> throne (th) (r) (ō) (n)</p> <p><input type="checkbox"/> smoke (s) (m) (ō) (k)</p> <p><input type="checkbox"/> pole (p) (ō) (l)</p>	<p><input type="checkbox"/> rose (r) (ō) (z)</p> <p><input type="checkbox"/> nose (n) (ō) (z)</p> <p><input type="checkbox"/> ripe (r) (ī) (p)</p> <p><input type="checkbox"/> stripe (s) (t) (r) (ī) (p)</p> <p><input type="checkbox"/> white (w) (ī) (t)</p>
Heart Words	<p>Read, tap with letter names, write.</p> <p><input type="checkbox"/> could, would, should</p> <p>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</p>	
Dictation	<p>Read, repeat, cover, write. Would you like a home in the shape of a dome?</p>	
Game	<p>Read & Grab 56</p>	



Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: u-e (ute) (rude)

“Today we are focusing on the letters u-e (say u consonant e), making 2 sounds, (ū) and (ōō).” Show reading card u-e. “Remember, the silent e makes the vowel say its name.”

“The letters u-e spell the sounds (ū) and (ōō). Let’s say that together... The letters u-e spell the sounds (ū) and (ōō).” Hold the reading card up and ask students to say the phonemes as a group - (ū) and (ōō).



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e

Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ū)ute (ōō)rude (ō)cone (ī)kite (ē)eve (ā)gate (k)cat (t)tiger (b) (r) (d)dog, (p) (n) (f)fish (l)lion (k)kid (h) (m) (z)toes

Words to Read

shake, eve, theme, hide, bite, rope, hope, bone, robe, close, ute, cute, mute, cube, tube, Duke, rude, prune, Luke, fluke

Words to Spell

Use phoneme fingers.

ute (ū) (t)

cute (k) (ū) (t)

tube (t) (ū) (b)

rude (r) (ōō) (d)

prune (p) (r) (ōō) (n)

fluke (f) (l) (ōō) (k)

home (h) (ō) (m)

robe (r) (ō) (b)

close (k) (l) (ō) (z)

Heart Words

Read, tap with letter names, write.

could, would, should

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Luke the Duke

Luke the Duke had a cute pet. The cute pet rode on the back of Luke's ute. It had a cute nose and little legs. It came with Luke in the ute, when Luke had to prune the roses. It would sit and be mute when Luke said to. It would roll and be cute when Luke said to. Luke, the Duke had a white robe, but his cute pet had no clothes. Luke's pet was not rude. What do you think Luke's pet was?

Game

Read & Grab 57

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: u-e (ute) (rude)

Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e</p> <hr/> <p>Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives</p> <p>Morphology: Suffix -s, Suffix -ed, Suffix -ing</p>										
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(ū)ute (ōō)rude (ō)cone (ī)kite (ē)eve (ā)gate (k)cat (t)tiger (m) (b) (f)fish (l)lion (k)kid (p) (r) (z)toes (n)</p>										
Words to Read	<p>plane, Eve, Steve, shine, stripe, pole, nose, rose, joke, smoke, ute, cute, mute, cube, tube, flute, luke, fluke, rude, prune</p>										
Words to Spell	<p>Use phoneme fingers.</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> cute (k) (ū) (t)</td> <td><input type="checkbox"/> luke (l) (ōō) (k)</td> </tr> <tr> <td><input type="checkbox"/> mute (m) (ū) (t)</td> <td><input type="checkbox"/> fluke (f) (l) (ōō) (k)</td> </tr> <tr> <td><input type="checkbox"/> cube (k) (ū) (b)</td> <td><input type="checkbox"/> pole (p) (ō) (l)</td> </tr> <tr> <td><input type="checkbox"/> flute (f) (l) (ōō) (t)</td> <td><input type="checkbox"/> rose (r) (ō) (z)</td> </tr> <tr> <td></td> <td><input type="checkbox"/> nose (n) (ō) (z)</td> </tr> </table>	<input type="checkbox"/> cute (k) (ū) (t)	<input type="checkbox"/> luke (l) (ōō) (k)	<input type="checkbox"/> mute (m) (ū) (t)	<input type="checkbox"/> fluke (f) (l) (ōō) (k)	<input type="checkbox"/> cube (k) (ū) (b)	<input type="checkbox"/> pole (p) (ō) (l)	<input type="checkbox"/> flute (f) (l) (ōō) (t)	<input type="checkbox"/> rose (r) (ō) (z)		<input type="checkbox"/> nose (n) (ō) (z)
<input type="checkbox"/> cute (k) (ū) (t)	<input type="checkbox"/> luke (l) (ōō) (k)										
<input type="checkbox"/> mute (m) (ū) (t)	<input type="checkbox"/> fluke (f) (l) (ōō) (k)										
<input type="checkbox"/> cube (k) (ū) (b)	<input type="checkbox"/> pole (p) (ō) (l)										
<input type="checkbox"/> flute (f) (l) (ōō) (t)	<input type="checkbox"/> rose (r) (ō) (z)										
	<input type="checkbox"/> nose (n) (ō) (z)										
Heart Words	<p>Read, tap with letter names, write.</p> <p><input type="checkbox"/> could, would, should</p> <p><small>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</small></p>										
Dictation	<p>Read, repeat, cover, write. Luke the Duke had a cute pet.</p>										
Game	<p>Read & Grab 57</p>										

Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: vce Homophones

Write the words sail and sale on a whiteboard.

“Today we are revising homophones. A homophone is a word that is pronounced the same as another word but has a different meaning and sometimes a different spelling like sail and sale.” Show words on whiteboard. “We are looking at homophones with long vowel sound, spelled with vowel consonant e.”

“There are no rules to tell you which spelling to use. You must remember which spelling goes with each spelling choice”.



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e

Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ū)ute (ōō)rude (ā)train (ō)cone (s)un (ī)kite (l)lion (ē)eve (m) (ā)gate
(d)dog (t)tiger (p)

Words to Read

sail, sale, maid, made, tail, tale, mail, male, plain, plane, hole, whole, waist, waste

Words to Spell

Use phoneme fingers.

- | | |
|---|--|
| <input type="checkbox"/> sail - on a boat (s) (ā) (l) | <input type="checkbox"/> tale - a story (t) (ā) (l) |
| <input type="checkbox"/> sale - to sell (s) (ā) (l) | <input type="checkbox"/> mail - to post a letter (m) (ā) (l) |
| <input type="checkbox"/> maid - a cleaner (m) (ā) (d) | <input type="checkbox"/> male - a boy or man (m) (ā) (l) |
| <input type="checkbox"/> made - to make (m) (ā) (d) | <input type="checkbox"/> plain - ordinary (p) (l) (ā) (n) |
| <input type="checkbox"/> tail - on a cat (t) (ā) (l) | <input type="checkbox"/> plane - aeroplane (p) (l) (ā) (n) |

Heart Words

Read, tap with letter names, write.

could, would, should

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Best Pet Sale

One hot day, a boat set sail on the lake while a big pet sale was on at the shops. The maid, who made yum cakes, told us to grab a dog that had a little tail. The maid had seen a letter in the mail that said this would be the best pet sale. She told us to get the little male dog if we could. The little male dog had a plain coat with brown stripes. She gave us some cash to take to the sale but told us not to waste it if we could not see the pet we wanted. When we got to the sale a plane went over with a flag that said, "Best Pet Sale Ever!"

Game

Memory Game 58

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: vce Homophones

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e

Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ū)ute (ōō)rude (ā)train (ō)cone (s)un (ī)kite (l)lion (ē)eve (m) (ā)gate
(d)dog (t)tiger (p)

Words to Read

sail, sale, maid, made, tail, tale, mail, male, plain, plane, hole, whole, waist, waste

Words to Spell

Use phoneme fingers.

sail - on a boat (s) (ā) (l)

sale - to sell (s) (ā) (l)

maid - a cleaner (m) (ā) (d)

made - to make (m) (ā) (d)

tail - on a cat (t) (ā) (l)

tale - a story (t) (ā) (l)

mail - to post a letter (m) (ā) (l)

male - a boy or man (m) (ā) (l)

plain - ordinary (p) (l) (ā) (n)

plane - aeroplane (p) (l) (ā) (n)

Heart Words

Read, tap with letter names, write.

could, would, should

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. The got the male cat in the pet shop sale.

Game

Memory Game 58



Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: -ire

“Today we are focusing on the letters ire, making the sounds (īer)” (show reading card -ire). “Remember, the silent e makes the vowel say its name and the r also controls the vowel.”

“The letters ire spell the sounds (īer). Let’s say that together... The letters ire spell the sounds (īer).” Hold the reading card up and ask students to say the phonemes as a group - (īer).



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(īer) (f)fish (ū)ute (t)tiger (ōō)rude (w)web (ā)train (h) (ō)cone (sh) (s)sun
(ī)kite (p) (ē)eve (ā)gate (k)kid (b) (r) (d)dog

Words to Read

shake, theme, hide, bite, rope, close, ute, cute, Luke, fluke, ire, fire, dire, hire, wire, tire, sire, shire, spire, ire

Words to Spell

Use phoneme fingers.

fire (f) (īer)

tire (t) (īer)

wire (w) (īer)

hire (h) (īer)

shire (sh) (īer)

spire (s)(p) (īer)

cute (k) (ū) (t)

tube (t) (ū) (b)

rude (r) (ō)ō (d)

Heart Words

Read, tap with letter names, write.

gone, none, could, would, should

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

By the Campfire

Pete sat next to the fire with his dad. They had made the fire next to the tent, so they felt the hot flames. They had to hire the tent from a camping shop. The shop let them hire the tent for a week. Pete felt himself tire while he sat by the fire, so he went into the tent and went to sleep.

Game

Read & Grab 59

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: -ire

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(īer) (f)fish (ū)ute (t)tiger (ōō)rude (w)web (ā)train (h) (ō)cone (sh) (s)sun (ī)kite (p) (ē)eve (ā)gate (k)kid (b) (r) (d)dog

Words to Read

flake, meme, bride, spite, rope, close, ute, mute, Luke, fluke, ire, fire, dire, hire, wire, tire, sire, shire, spire, ire

Words to Spell

Use phoneme fingers.

- | | |
|---|---|
| <input type="checkbox"/> fire (f) (īer) | <input type="checkbox"/> shire (sh) (īer) |
| <input type="checkbox"/> tire (t) (īer) | <input type="checkbox"/> spire (s)(p) (īer) |
| <input type="checkbox"/> wire (w) (īer) | <input type="checkbox"/> cute (k) (ū) (t) |
| <input type="checkbox"/> hire (h) (īer) | <input type="checkbox"/> cube (k) (ū) (b) |
| | <input type="checkbox"/> prune (p) (r) (ōō) (n) |

Heart Words

Read, tap with letter names, write.

- gone, none, could, would, should

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. The fireman has gone to save the spire that was on fire.

Game

Read & Grab 59

Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: -y (cry)

“Today we are focusing on the letter y spelling the long vowel sound (ī) at the end of short words.” Show the green reading card for vowel y. “The letter y spells the sound (ī) at the end of short words.” Students to repeat chorally.



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ī)cry (ī)kite (ē)eve (b) (ā)gate (m) (īer) (w)whale (ū)ute (sh) (ōō)rude (s)sun (ā)train (l)lion (ō)cone (t)tiger (r) (f)fish (w)web

Words to Read

blame, Steve, spike, smoke, use, ire, fire, hire, wire, tire, by, my, why, spy, sly, fly, dry, try, fry, cry

Words to Spell

Use phoneme fingers.

by (b) (ī)

my (m) (ī)

why (w) (ī)

shy (sh) (ī)

sly (s) (l) (ī)

try (t) (r) (ī)

fire (f) (īer)

tire (t) (īer)

wire (w) (īer)

Heart Words

Read, tap with letter names, write.

sew, egg, gone, none, could, would, should

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

A Fly on Her Bone

A shy dog started to cry. She saw a fly on her bone. "My oh my!" said the shy pup.

"My dry bone has a fly on it. Why?". The fly was buzzing by. He had to try to make the pup see that he did not mean to make her cry. The pup looked up and saw the fly had gone. Would he come back? No, the fly had gone to spy on the sly cat with a fresh fish!

Game

Read & Grab 60

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: -y (cry)

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ī)cry (ī)kite (ē)eve (b) (ā)gate (m) (īer) (w)whale (ū)ute (sh) (ōō)rude (s)sun (ā)train (l)lion (ō)cone (t)tiger (r) (f)fish (w)web (p)

Words to Read

blade, Pete, line, drone, fuse, ire, fire, shire, spire, tire, by, my, why, spy, sly, fly, dry, try, fry, cry

Words to Spell

Use phoneme fingers.

- | | |
|--|--|
| <input type="checkbox"/> by (b) (ī) | <input type="checkbox"/> fly (f) (l) (ī) |
| <input type="checkbox"/> my (m) (ī) | <input type="checkbox"/> try (t) (r) (ī) |
| <input type="checkbox"/> why (w) (ī) | <input type="checkbox"/> fire (f) (īer) |
| <input type="checkbox"/> spy (s) (p) (ī) | <input type="checkbox"/> spire (s) (p) (īer) |
| | <input type="checkbox"/> shire (sh) (īer) |

Heart Words

Read, tap with letter names, write.

- sew, egg, gone, none, could, would, should

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. Why did the spy try to save the flying egg?

Game

Read & Grab 60



Spelling Test Instructions

Setup

Students need the correct student sheet for the test being administered, and two sharp pencils. Students should be seated in a position where copying from others is not possible.

Administration

Say the number, then say the word clearly. Read the sentence, then repeat the word.

I ... **bag**, Bill has a bag ... write **bag**.

Ask students to watch your mouth as you clearly articulate each word. Instruct students to use 'phoneme fingers' before spelling each word. Do not sound out the word for them.

Marking Guidelines

Each grapheme is represented at least twice in the test. Students must get every grapheme correct at least once to "pass" that lesson.

Do not mark reversals as incorrect. Make a note of them and prompt in future lessons.

Do not mark capital letters as incorrect.

Heart words - the whole word needs to be spelt correctly to be marked as correct.

Following the test.

Make a list of the graphemes not 'passed' or 'mastered', along with the Lesson number.

Go back and teach the corresponding Review Lesson(s) for each student in the group.

Once all graphemes requiring revision have been reviewed, retest those words. If students are still inaccurate, note the grapheme and choose/add spelling words in subsequent lessons.

Heart Words that were not spelled correctly in the test should be added to subsequent lessons and retested at the end of the next test period.

**DO NOT USE DISCONTINUATION RULE FOR END OF TERM TESTS
- STUDENTS MUST COMPLETE THE ENTIRE TEST**

Tier 2 - Assessment 6

1.	gate	The gate was open.	gate
2.	cape	Superman wore a red cape .	cape
3.	eve	It was finally Christmas Eve .	eve
4.	theme	The theme was superheroes.	theme
5.	kite	I wanted to fly my kite .	kite
6.	dine	We wanted to dine in the city.	dine
7.	rope	We tied a rope to the boat.	rope
8.	stone	I threw a stone in the lake.	stone
9.	tune	We sang a lovely tune .	tune
10.	rude	We should not be rude .	rude
11.	fire	We started a fire with sticks.	fire
12.	wire	The wire was loose.	wire
13.	shy	My little brother is shy .	shy
14.	cry	The baby began to cry .	cry
15.	gone	The clouds have all gone away.	gone
16.	none	None of the cookies were left.	none
17.	could	Could I please have some fruit.	could
18.	would	He would not like to dance.	would
19.	should	We should all wear a coat.	should
20.	sew	Mum can sew the buttons on.	sew
21.	egg	I like to eat a soft boiled egg .	egg

Alphabet Activity: Write lower case alphabet a-z

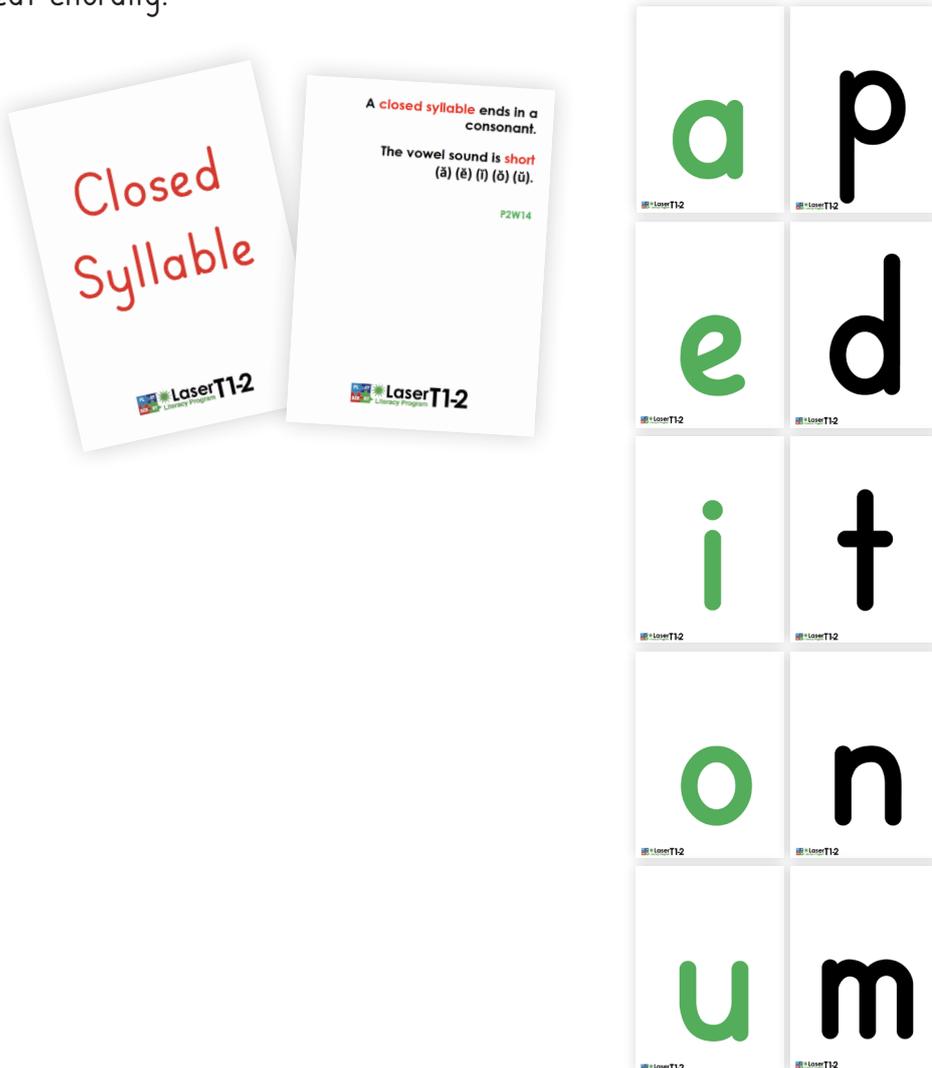
PA Activity (if required)

Lesson Focus: Closed Syllables

“Today we are revising closed syllables. A closed syllable ends in a consonant, the vowel sound is short; ä, ë, ï, ö, ü. The breve is the symbol to show short vowel sounds.” (show on educator whiteboard). Lay out the vowel cards (a, e, i, o, u) from the alphabet deck underneath each other. Give students the following consonant letters: p, t, m, d, n. Ask students to place the consonants on the right side of each vowel to make closed syllables. Read each syllable chorally.

“A closed syllable ends with a consonant, the vowel sound is short; ä, ë, ï, ö, ü.”

Students repeat chorally.



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y,

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ă) (ī)cry (ě) (ī)kite (ī) (ē)eve (ö) (ā)gate (ű) (ī)er (k)cat (ū)ute (l)lion (ōō)rude (p) (ā)train (m) (ō)cone (b) (s)sun (t)tiger (sh) (r)

Words to Read

ire, fire, hire, wire, tire, why, spy, sly, fly, dry, clap, clamp, bet, best, it, split, top, stop, jump, stump

Words to Spell

Use phoneme fingers.

clap (k) (l) (ă) (p)

clamp (k) (l) (ă) (m) (p)

best (b) (ě) (s) (t)

split (s) (p) (l) (ī) (t)

stop (s) (t) (ö) (p)

stump (s) (t) (ű) (m) (p)

shy (sh) (ī)

sly (s) (l) (ī)

try (t)(r) (ī)

Heart Words

Read, tap with letter names, write.

eye, pour

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Meg's Cat

Meg had a black cat and her name was Mog. Mog had one green eye and one blue eye. Mog was a bit much for Meg. She was fun but would run, jump, and chomp on Meg's stuff. One day, Mog ran away and hid in the sand pit. Meg was sad. Mog soon came back and had a big nap. Meg had a nap too, a long nap!

Game

Read & Grab 61

Alphabet Activity: Write Lower Case alphabet a-z

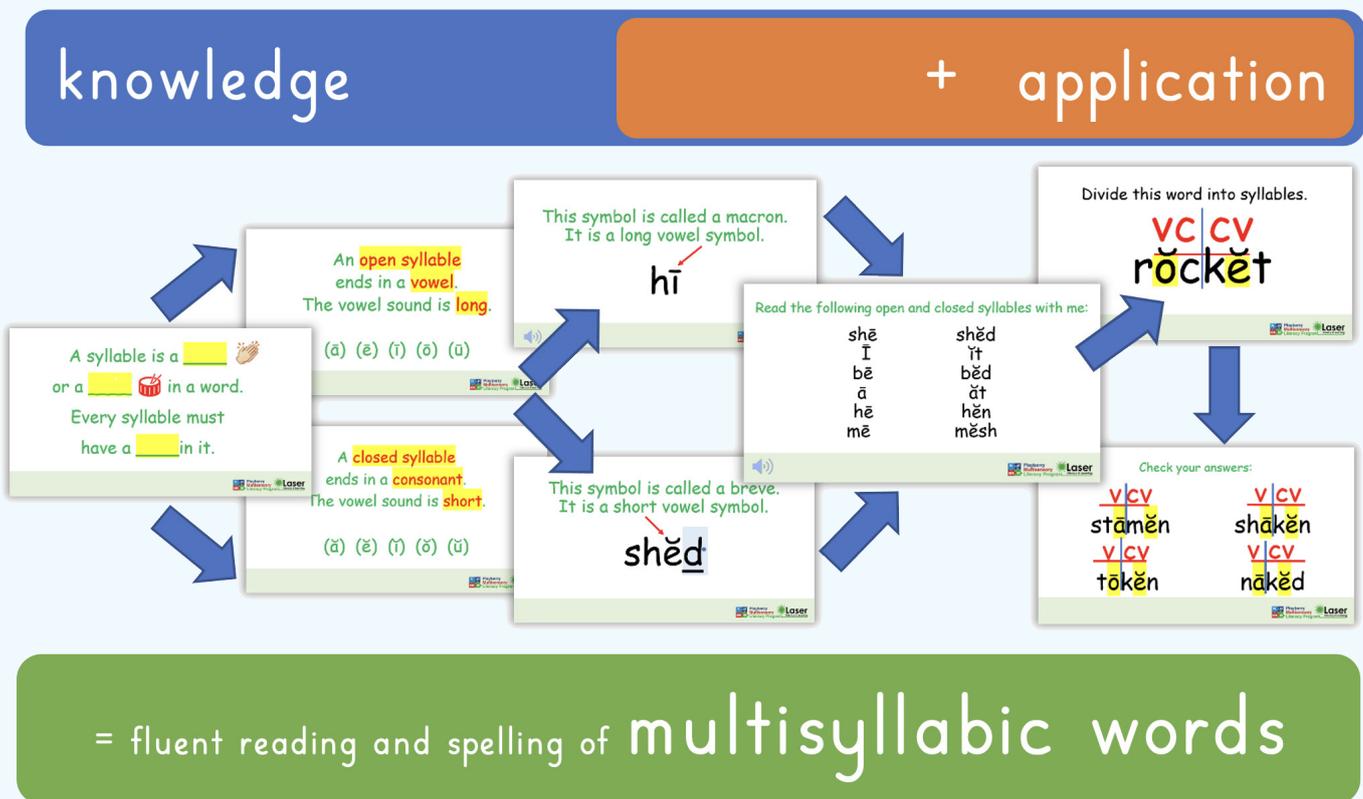
PA Activity (if required)

Lesson Focus: Closed Syllables

Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y</p> <p>Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable</p> <p>Morphology: Suffix -s, Suffix -ed, Suffix -ing</p>	
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(ǔ) (k)cat (ö) (ī)cry (ī) (l)lion (ě) (ī)kite (ǎ) (m) (ē)eve (r) (ā)gate (p) (ī)er (s)sun (ū)ute (n) (ōō)rude (ch) (ā)train (f)fish (ō)cone</p>	
Words to Read	<p>ire, fire, shire, spire, tire, fly, dry, try, fry, cry, clam, cramp, dent, spent, print, sprint, chop, chomp, stump, slump</p>	
Words to Spell	<p>Use phoneme fingers.</p> <p><input type="checkbox"/> clam (k) (l) (ǎ) (m)</p> <p><input type="checkbox"/> cramp (k) (r) (ǎ) (m) (p)</p> <p><input type="checkbox"/> spent (s) (p) (ě) (n) (t)</p> <p><input type="checkbox"/> print (p) (r) (ī) (n) (t)</p>	<p><input type="checkbox"/> chomp (ch) (ö) (m) (p)</p> <p><input type="checkbox"/> slump (s) (l)(ǔ) (m) (p)</p> <p><input type="checkbox"/> spy (s) (p) (ī)</p> <p><input type="checkbox"/> fly (f) (l) (ī)</p> <p><input type="checkbox"/> try (t)(r) (ī)</p>
Heart Words	<p>Read, tap with letter names, write.</p> <p><input type="checkbox"/> eye, pour</p> <p>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</p>	
Dictation	<p>Read, repeat, cover, write. Pour the milk into the cup on the bench.</p>	
Game	<p>Read & Grab 61</p>	

Word Patterning Worksheets Explained

Word Patterning (patterning, dividing, and coding), is a scaffold taught within Playberry-Laser lessons to help students read and spell two-syllable words faster and more accurately. Word patterning brings together what students have learned about short and long vowel sounds, and open and closed syllables. Word patterning also teaches students how to read multi-syllable words, so vowels can be correctly pronounced.



Word patterning is taught in Playberry-Laser Tier 1 lessons. Typically developing students don't normally need any additional practice beyond tier 1 lessons. Typically developing readers quickly begin to identify syllable boundaries, which leads to being able to easily chunk words into syllables and correctly pronounce vowels.

Additional practice is required for struggling students in intervention lessons. at tier 2 or tier 3. Students with reading difficulties (like dyslexia), have difficulty locating syllable boundaries in words, and need additional practice to make syllabification more automatic. For these students, word patterning activities bridges the gap between one-syllable and two-syllable words.



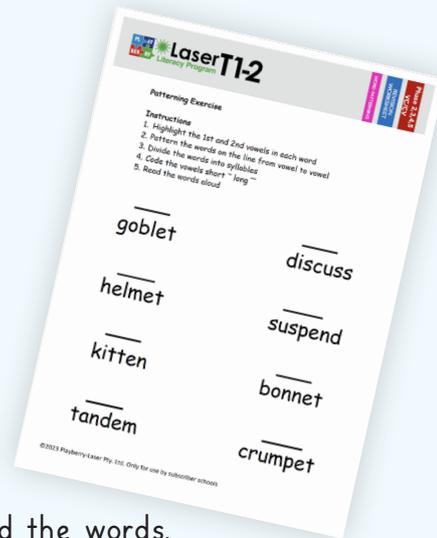
Using Word Patterning Worksheets at Tier 2

To use the word patterning worksheets, students must have first been explicitly taught patterning, dividing and coding. This process is taught in Playberry Laser lessons. However, this does not guarantee that students will remember the routine. Students using these worksheets must have their work checked, and step 5 will need to be read aloud to an adult.

Patterning Exercise

Instructions

1. Highlight the 1st and 2nd vowels in each word.
2. Pattern the words on the line from vowel to vowel.
3. Divide the words into syllables.
4. Code the vowels short ~ or long ¯.
5. Read the words aloud **(to an adult.)**



Usual errors to look out for:

1. The student does not follow the steps and begins dividing words into syllables before they have patterned the words.
2. Students do not code the vowels correctly because they have not recognised open and closed syllables.
3. Students mispronounce the vowels because they haven't paid attention to the coding of the vowels.

Two-syllable word routine is brought in for spelling in Lesson 62a.

Two Syllable Words:

- teacher reads word (blanket) using spelling voice
- students say the word (blanket)
- teacher asks 'first syllable?'
- students say (blan) and finger spell (b) (l) (ă) (n)
- students write the first syllable as they repeat the phonemes (b) (l) (ă) (n)
- The teacher asks, 'Second syllable?'
- students say (ket) and finger spell (k) (ě) (t)
- students write the second syllable as they repeat the phonemes (k) (ě) (t)
- students read the word (blanket).

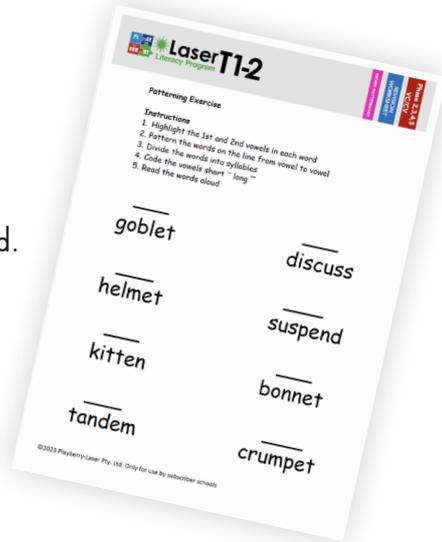
Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: VC/CV Syllable Division

Lesson Preparation: Print VC/CV syllable division sheet 1 from Playberry Laser platform.

“Today we are revising the syllable division rules for splitting words that have closed syllables. This helps us to read and spell 2 syllable words.” Educator to demonstrate syllable division on whiteboard. (Work through VC/CV syllable division sheet from Playberry Laser platform instead of reading Connected Text.



1. Highlight the 1st and 2nd vowels in each word
2. Draw a line from vowel to vowel.
Pattern the word from vowel to vowel.
3. Divide the words into syllables
4. Code the vowels short ~ long -
5. Read the 1st syllable. Read the 2nd syllable.
Read the whole word.



VC | CV
năp | kĭn

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y,

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ă) (ī)cry (ě) (ī)kite (ŷ) (ē)eve (ö) (ā)gate (ÿ) (ī)er (k)cat (ū)ute (l)lion (ō) (ō)rude (p) (ā)train (m) (ō)cone (b) (s)sun (t)tiger (sh) (r)

Words to Read

why, spy, sly, fly, dry, clamp, best, split, stop, stump, tennis, bandit, dusted, printed, tandem, kidnap, napkin, blanket, trinket, nutmeg

Words to Spell

Use phoneme fingers- with two-syllable word routine.

- | | |
|--|---|
| <input type="checkbox"/> tennis (t) (ě) (n) / (n) (ī) (s) | <input type="checkbox"/> nutmeg (n) (ÿ) (t) / (m) (ě) (g) |
| <input type="checkbox"/> tandem (t) (ă) (n) / (d) (ě) (m) | <input type="checkbox"/> split (s) (p) (l) (ī) (t) |
| <input type="checkbox"/> bandit (b) (ă) (n) / (d) (ŷ) (t) | <input type="checkbox"/> stop (s) (t) (ö) (p) |
| <input type="checkbox"/> blanket (b) (l) (ă) (n) / (k) (ě) (t) | <input type="checkbox"/> stump (s) (t)(ÿ) (m) (p) |
| <input type="checkbox"/> trinket (t) (r) (ŷ) (n) / (k) (ě) (t) | |

Heart Words

Read, tap with letter names, write.

eye, pour

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

VC/CV Patterning Sheet I

Game

Read & Grab 62



Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: VC/CV Syllable Division

Lesson Preparation: Print VC/CV syllable division sheet 2 from Playberry Laser platform.

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y,

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ü) (k)cat (ö) (ī)cry (ÿ) (l)lion (ě) (ī)kite (ǎ) (m) (ē)eve (r) (ā)gate (p) (īer) (s)sun (ū)ute (n) (ōō)rude (ch) (ā)train (f)fish (ō)cone (v) (b)

Words to Read

fly, dry, try, fry, cry, cramp, spent, sprint, chomp, slump, muffin, velvet, public, plastic, possum, goblin, tonsil, cactus, tablet, submit

Words to Spell

Use phoneme fingers- with two-syllable word routine.

- | | |
|--|---|
| <input type="checkbox"/> muffin (m) (ü) (f) / (f) (ÿ) (n) | <input type="checkbox"/> tonsil (t) (ö) (n) / (s) (ÿ) (l) |
| <input type="checkbox"/> velvet (v) ()ě (l) / (v) (ě) (t) | <input type="checkbox"/> print (p) (r) (ī) (n) (t) |
| <input type="checkbox"/> possum (p) (ö) (s) / (s) (ü) (m) | <input type="checkbox"/> chomp (ch) (ö) (m) (p) |
| <input type="checkbox"/> cactus (k) (ǎ) (k) / (t) (ü) (s) | <input type="checkbox"/> slump (s) (l)(ü) (m) (p) |
| <input type="checkbox"/> tablet (t) (ǎ) (b) / (l) (ě) (t) | |

Heart Words

Read, tap with letter names, write.

- eye, pour

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

VC/CV Patterning Sheet 2

* Patterning Lessons can be repeated using the Playberry Laser VC/CV Patterning Sheets 3-6 if more practice is required.

Game

Read & Grab 62

Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: Open Syllables

Today we are revising open syllables. An open syllable ends in a vowel, the vowel sound is long; ā, ē, ī, ō, ū. The macron is the symbol to show long vowel sounds.” (show on educator whiteboard).

Lay out the vowel cards (a, e, i, o, u) from the alphabet deck underneath each other. Give students the following consonant letters: p, t, m, d, n. Ask students to place the consonants on the right side of each vowel to make closed syllables. Read each syllable chorally. Ask students to change the syllables into open syllables by moving the consonant to the other side. Read each syllable chorally making sure they use long vowel sounds.

“An open syllable ends in a vowel, the vowel sound is long; ā ē ī ō ū.” Students repeat chorally.

Open Syllable

An open syllable ends in a vowel. The vowel sound is long - ā ē ī ō ū.

a	p	p	a
e	d	d	e
i	t	t	i
o	n	n	o
u	m	m	u

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ā)alien (ē)emu (ī)ipad (ō)oval (ū)unicorn (ǎ) (ī)cry (ě) (ī) (ö) (ü) (īer) (k)cat (l)lion (p) (ā)train (m) (ō)cone (b) (s)sun (t)tiger (sh) (r)

Words to Read

clamp, best, split, stop, stump, bandit, printed, tandem, napkin, nutmeg, bro-ken, to-ken, ta-ken, sha-ken, tri-pod, pi-lot, he-ro, ba-con, si-lent, u-nit

Words to Spell

Use phoneme fingers.

shaken (sh) (ā) / (k) (ě) (n)

broken (b) (r) (ō) / (k) (ě) (n)

silent (s) (ī) / (l) (ě) (n) (t)

pilot (p) (ī) / (l) (ö) (t)

bacon (b) (ā) / (k) (ö) (n)

unit (ū) / (n) (ī) (t)

blanket (b) (l) (ǎ) (n) / (k) (ě) (t)

trinket (t) (r) (ī) (n) / (k) (ě) (t)

nutmeg (n) (ü) (t) / (m) (ě) (g)

Heart Words

Read, tap with letter names, write.

door, floor, poor, eye, pour

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Read the following syllables:

pa-tent ba-sin be-gan

sta-men ra-ven bro-ken

sha-ken pre-tend tu-lip

Game

Read & Grab 63

Alphabet Activity: Write Lower Case alphabet a-z

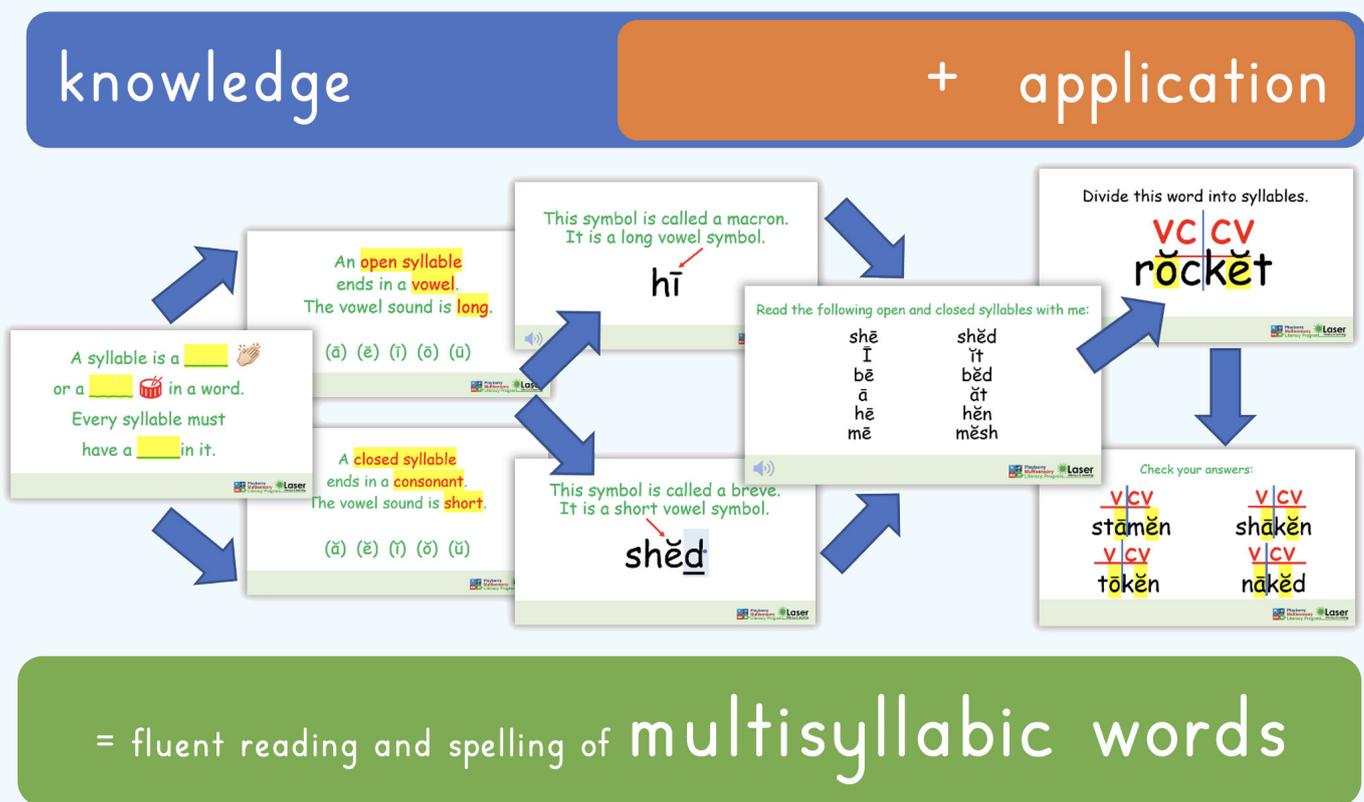
PA Activity (if required)

Lesson Focus: Open Syllables

Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y</p> <p>Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable</p> <p>Morphology: Suffix -s, Suffix -ed, Suffix -ing</p>	
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(ā)alien (ē)emu (ī)ipad (ō)oval (ū)unicorn (ǔ) (k)cat (ö) (ī)cry (ī) (l)lion (ě) (ǎ) (m) (r) (p) (īer) (s)sun (n) (ch) (ā)train (f)fish (h) (d)dog (v) (k)cat (b)</p>	
Words to Read	<p>cramp, spent, sprint, chomp, slump, muffin, velvet, public, plastic, possum, music, student, stamen, human, event, even, open, rodent, humid, moment</p>	
Words to Spell	<p>Use phoneme fingers.</p> <p><input type="checkbox"/> open (ō) / (p) (ě) (n)</p> <p><input type="checkbox"/> stamen (s) (t) (ā) / (m) (ě) (n)</p> <p><input type="checkbox"/> humid (h) (ū) / (m) (ī) (d)</p> <p><input type="checkbox"/> rodent (r) (ō) / (d) (ě) (n) (t)</p>	<p><input type="checkbox"/> event (ē) / (v) (ě) (n) (t)</p> <p><input type="checkbox"/> moment (m) (ō) / (m) (ě) (n) (t)</p> <p><input type="checkbox"/> cactus (k) (ǎ) (k) / (t) (ǔ) (s)</p> <p><input type="checkbox"/> tablet (t) (ǎ) (b) / (l) (ě) (t)</p> <p><input type="checkbox"/> tonsil (t) (ö) (n) / (s) (ī) (l)</p>
Heart Words	<p>Read, tap with letter names, write.</p> <p><input type="checkbox"/> door, floor, poor, eye, pour</p> <p>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</p>	
Dictation	<p>Read, repeat, cover, write. The poor rodent got stuck in the open door.</p>	
Game	<p>Read & Grab 63</p>	

Word Patterning Worksheets Explained

Word Patterning (patterning, dividing, and coding), is a scaffold taught within Playberry-Laser lessons to help students read and spell two-syllable words faster and more accurately. Word patterning brings together what students have learned about short and long vowel sounds, and open and closed syllables. Word patterning also teaches students how to read multi-syllable words, so vowels can be correctly pronounced.



Word patterning is taught in Playberry-Laser Tier 1 lessons. Typically developing students don't normally need any additional practice beyond tier 1 lessons. Typically developing readers quickly begin to identify syllable boundaries, which leads to being able to easily chunk words into syllables and correctly pronounce vowels.

Additional practice is required for struggling students in intervention lessons. at tier 2 or tier 3. Students with reading difficulties (like dyslexia), have difficulty locating syllable boundaries in words, and need additional practice to make syllabification more automatic. For these students, word patterning activities bridges the gap between one-syllable and two-syllable words.

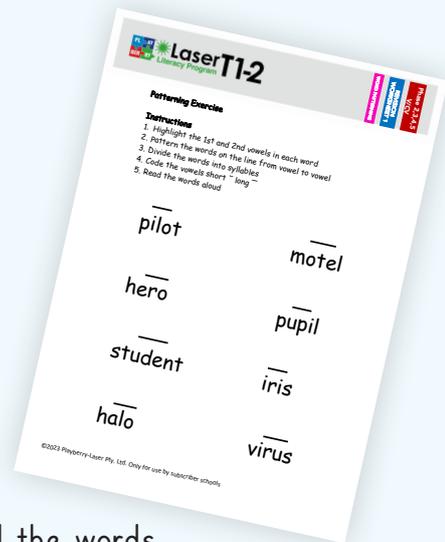
Using Word Patterning Worksheets at Tier 2

To use the word patterning worksheets, students must have first been explicitly taught patterning, dividing and coding. This process is taught in Playberry Laser lessons. However, this does not guarantee that students will remember the routine. Students using these worksheets must have their work checked, and step 5 will need to be read aloud to an adult.

Patterning Exercise

Instructions

1. Highlight the 1st and 2nd vowels in each word.
2. Pattern the words on the line from vowel to vowel.
3. Divide the words into syllables.
4. Code the vowels short \sim or long $\bar{}$.
5. Read the words aloud (to an adult).



Usual errors to look out for:

1. The student does not follow the steps and begins dividing words into syllables before they have patterned the words.
2. Students do not code the vowels correctly because they have not recognised open and closed syllables.
3. Students mispronounce the vowels because they haven't paid attention to the coding of the vowels.

Two-syllable word routine is brought in for spelling in Lesson 62a.

Two Syllable Words:

- teacher reads word (blanket) using spelling voice
- students say the word (blanket)
- teacher asks 'first syllable?'
- students say (blan) and finger spell (b) (l) (ă) (n)
- students write the first syllable as they repeat the phonemes (b) (l) (ă) (n)
- The teacher asks, 'Second syllable?'
- students say (ket) and finger spell (k) (ě) (t)
- students write the second syllable as they repeat the phonemes (k) (ě) (t)
- students read the word (blanket).

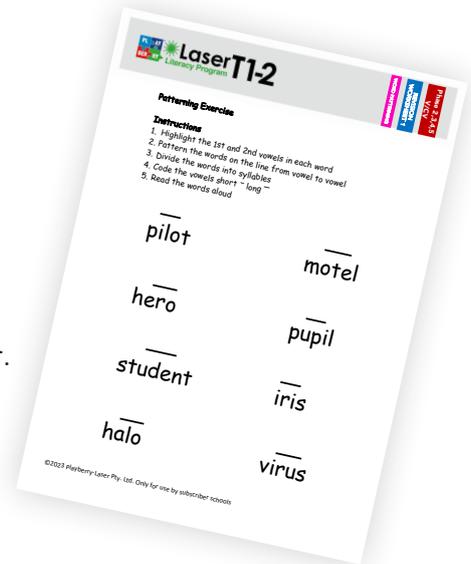
Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

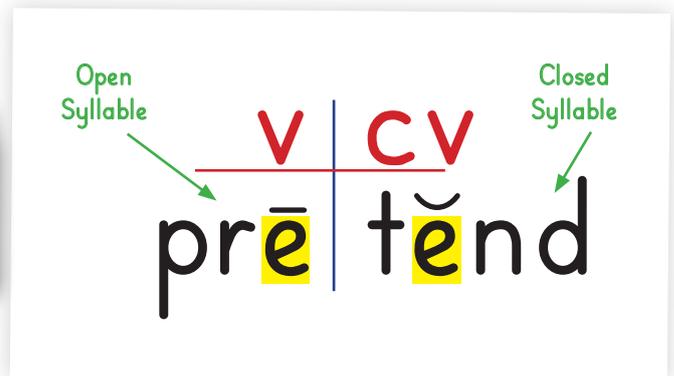
Lesson Focus: V/CV Syllable Division

Lesson Preparation: Print V/CV syllable division sheet 1 from Playberry Laser platform.

“Today, we are revising the syllable division rules for splitting words with open syllables. This helps us to read and spell two-syllable words.” The educator will demonstrate syllable division on the whiteboard. (Work through the V/CV syllable division sheet from the Playberry Laser platform instead of reading Connected Text.



1. Highlight the 1st and 2nd vowels in each word
2. Draw a line from vowel to vowel.
Pattern the word from vowel to vowel.
3. Divide the words into syllables
4. Code the vowels short ~ long -
5. Read the 1st syllable. Read the 2nd syllable.
Read the whole word.



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable
Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(ă) (ī)cry (ě) (ī)kite (ĭ) (ē)eve (ö) (ā)gate (ÿ) (ī)er (k)cat (ū)ute (l)lion
(ō) rude (p) (ā)train (m) (ō)cone (b) (s)un (t)tiger (sh) (r) (ā)alien (ē)emu
(ī)ipad (ō)oval (ū)unicorn

Words to Read

clamp, best, split, stop, stump, bandit, printed, tandem, napkin, nutmeg, broken, token, taken, shaken, tripod, pilot, hero, bacon, silent, unit

Words to Spell

Use phoneme fingers- with two-syllable word routine.

- | | |
|---|--|
| <input type="checkbox"/> shaken (sh) (ā) / (k) (ě) (n) | <input type="checkbox"/> unit (ū) / (n) (ĭ) (t) |
| <input type="checkbox"/> token (t) (ō) / (k) (ě) (n) | <input type="checkbox"/> blanket (b) (l) (ă) (n) / (k) (ě) (t) |
| <input type="checkbox"/> silent (s) (ī) / (l) (ě) (n) (t) | <input type="checkbox"/> trinket (t) (r) (ĭ) (n) / (k) (ě) (t) |
| <input type="checkbox"/> tripod (t) (r) (ī) / (p) (ö) (d) | <input type="checkbox"/> nutmeg (n) (ÿ) (t) / (m) (ě) (g) |
| <input type="checkbox"/> bacon (b) (ā) / (k) (ö) (n) | |

Heart Words

Read, tap with letter names, write.

- both, pretty, door, poor, floor, eye, pour

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

V/CV Patterning Sheet I

Game

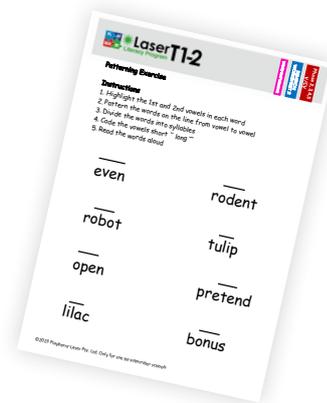
Read & Grab 64

Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: V/CV Syllable Division

Lesson Preparation: Print V/CV syllable division sheet 2 from Playberry Laser platform.



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.
(ā)alien (ē)emu (ī)ipad (ō)oval (ū)unicorn (ü) (k)cat (ö) (ī)cry (ÿ) (l)lion (ě) (ä) (m) (r) (p) (ī)er (s)sun (n) (ch) (ā)train (f)fish (h) (d)dog (v) (k)cat (b)

Words to Read

cramp, spent, sprint, chomp, slump, muffin, velvet, public, plastic, possum, music, student, stamen, human, event, even, open, rodent, humid, moment

Words to Spell

Use phoneme fingers- with two-syllable word routine.

<input type="checkbox"/> open (ō) / (p) (ě) (n)	<input type="checkbox"/> moment (m) (ō) / (m) (ě) (n) (t)
<input type="checkbox"/> stamen (s) (t) (ā) / (m) (ě) (n)	<input type="checkbox"/> cactus (k) (ă) (k) / (t) (ü) (s)
<input type="checkbox"/> human (h) (ū) / (m) (ă) (n)	<input type="checkbox"/> tablet (t) (ă) (b) / (l) (ě) (t)
<input type="checkbox"/> student (s) (t) (ū) / (d) (ě) (n) (t)	<input type="checkbox"/> tonsil (t) (ö) (n) / (s) (ÿ) (l)
<input type="checkbox"/> even (ē) / (v) (ě) (n)	

Heart Words

Read, tap with letter names, write.
 both, pretty, door, poor, floor, eye, pour
(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

V/CV Patterning Sheet 2

* Patterning Lessons can be repeated using the Playberry Laser V/CV Patterning Sheets 3-6 if more practice is required.

Game

Read & Grab 64

Alphabet Activity: Write lower case alphabet a-z
PA Activity (if required)
Lesson Focus: -y (cry)

“Today we are revising the letter representing a vowel. The letter y can spell the sound (ī) at the end of short words like cry. Today we are focusing on the letter y spelling the long vowel sound (ē) at the end of longer words like happy.” Show the reading card for vowel y. Student say phonemes (ī and ē).



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ē)happy (ă) (ī)cry (ě) (ī)kite (ī) (ē)eve (ö) (ā)gate (ű) (ī)er (k)cat (ū)ute
(l)lion (ōō)rude (p) (ā)train (m) (ō)cone (b) (s)sun (t)tiger (sh) (r) (ā)alien (ē) emu (ī)ipad (ō)oval (ū)unicorn (f) (z)toes (k)cat

Words to Read

blanket, bandit, printed, tandem, napkin, pilot, hero, bacon, silent, unit, bunny, funny, flimsy, handy, windy, lady, baby, tiny, pony, nosy

Words to Spell

Use phoneme fingers.

bunny (b) (ű) (n) / (n) (ē)

flimsy (f) (l) (ī) (m) / (s) (ē)

windy (w) (ī) (n) / (d) (ē)

baby (b) (ā) / (b) (ē)

tiny (t) (ī) / (n) (ē)

pony (p) (ō) / (n) (ē)

shaken (sh) (ā) / (k) (ě) (n)

token (t) (ō) / (k) (ě) (n)

silent (s) (ī) / (l) (ě) (n) (t)

Heart Words

Read, tap with letter names, write.

build, built, both, pretty, door, poor, floor, eye, pour

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

A Lady Named Amy

One windy day, a lady named Amy and her tiny baby, Ivy smiled, as a fluffy bunny hopped by the shed. A little pony grazed quietly and lifted its nose to smell the fresh wind. Amy smiled, thinking how she and her husband had built this cozy haven together, brick by brick, to build a life filled with happy dreams.

Game

Read & Grab 65

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: -y (happy)

Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y</p> <p>Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable</p> <p>Morphology: Suffix -s, Suffix -ed, Suffix -ing</p>	
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(ē)happy (ā)alien (ē)emu (ī)ipad (ō)oval (ū)unicorn (ü) (k)cat (ö) (ī)cry (ÿ) (l)lion (ě) (ǎ) (m) (r) (f)cliff (īer) (k)duck (s)sun (n) (ch) (ā)train (f)fish (h) (d)dog (v) (k)cat (b) (sh)</p>	
Words to Read	<p>muffin, velvet, public, plastic, possum, music, student, stamen, human, moment, sunny, fluffy, tricky, picky, sandy, tidy, bony, shady, lady, ruby</p>	
Words to Spell	<p>Use phoneme fingers.</p> <p><input type="checkbox"/> fluffy (f) (l) (ü) (f) / (f) (ē)</p> <p><input type="checkbox"/> tricky (t) (r) (ÿ) (k) / (k) (ē)</p> <p><input type="checkbox"/> sandy (s) (ǎ) (n) / (d) (ē)</p> <p><input type="checkbox"/> bony (b) (ō) / (n) (ē)</p>	<p><input type="checkbox"/> tidy (t) (ī) / (d) (ē)</p> <p><input type="checkbox"/> shady (sh) (ā) / (d) (ē)</p> <p><input type="checkbox"/> student (s) (t) (ū) / (d) (ě) (n) (t)</p> <p><input type="checkbox"/> even (ē) / (v) (ě) (n)</p> <p><input type="checkbox"/> moment (m) (ō) / (m) (ě) (n) (t)</p>
Heart Words	<p>Read, tap with letter names, write.</p> <p><input type="checkbox"/> build, built, both, pretty, door, poor, floor, eye, pour</p> <p>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</p>	
Dictation	<p>Read, repeat, cover, write. The lady built a hut under a shady tree.</p>	
Game	<p>Read & Grab 65</p>	

Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: Consonant le

“Today we are revising consonant -le syllables. These syllable types have a consonant letter followed by the letters -le. They are regular final syllables and are found in lots of words.”

Show each of the following cards: -ble, -cle, -dle, -fle, -gle, -kle, -ple, -sle, tle, -zle

I do, We do “(-bəl) is ble.” Repeat with each consonant -le syllable.



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(bəl), (kə), (dəl), (fəl), (gəl), (pəl), (səl), (təl), (zəl), (ē)happy (ī)cry (ō)cone (ā)alien (ē)emu (ī)ipad (ō)oval (ū)unicorn (b) (t)tiger (h) (ă) (ŭ) (ö) (f)fish (m) (n) (p)

Words to Read

pilot, hero, bacon, silent, unit, bunny, funny, flimsy, lady, baby, bubble, handle, bottle, twinkle, puzzle, trifle, bugle, table, maple, title

Words to Spell

Use phoneme fingers.

- bubble (b) (ŭ) (b) / (bəl)
- bottle (b) (ö) (t) / (təl)
- handle (h) (ă) (n) / (dəl)
- bugle (b) (ū) / (gəl)

- trifle (t) (r) (ī) / (fəl)
- maple (m) (ā) / (pəl)
- bunny (b) (ŭ) (n) / (n) (ē)
- tiny (t) (ī) / (n) (ē)
- pony (p) (ō) / (n) (ē)

Heart Words

Read, tap with letter names, write.

- animal, colour, build, built, both, pretty, door, poor, floor, eye, pour

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Nutmeg the Pony

Nutmeg is a pony who lives at the stables. She likes to be tickled and handled by the stable-hand. The door to her stable is sometimes left open, and Nutmeg runs to the track. She canters along and pretends that she is in a race. The men mumble that the silly pony escaped again! They run to grab her, and some stumble and tumble to the floor. Nutmeg giggles to herself as she crosses the finish line!

Game

Read & Grab 66

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: Consonant le

Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle</p> <p>Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable</p> <p>Morphology: Suffix -s, Suffix -ed, Suffix -ing</p>	
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(bəl), (kə), (dəl), (fəl), (gəl), (pəl), (səl), (təl), (zəl), (ē)happy (ā)alien (ē)emu (ī)ipad (ō)oval (ū)unicorn (ǔ) (k)cat (ö) (ī)cry (ÿ) (l)lion (ě) (ǎ) (m) (r) (f)cliff (īer) (k)duck (s)sun (n) (ch) (ā)train (f)fish (h) (d)dog (v) (k)cat (b) (sh)</p>	
Words to Read	<p>music, student, stamen, human, moment, sunny, fluffy, tricky, lady, ruby, jungle, tangle, brittle, little, bramble, bible, stable, cradle, needle, title</p>	
Words to Spell	<p>Use phoneme fingers.</p> <p><input type="checkbox"/> bramble (b) (r) (ǎ) (m) / (bəl)</p> <p><input type="checkbox"/> brittle (b) (r) (ÿ) (t) / (təl)</p> <p><input type="checkbox"/> jungle (j) (ǔ) (n) / (gəl)</p> <p><input type="checkbox"/> bible (b) (ī) / (bəl)</p>	<p><input type="checkbox"/> title (t) (ī) / (təl)</p> <p><input type="checkbox"/> cradle (k) (r) (ā) / (dəl)</p> <p><input type="checkbox"/> bony (b) (ō) / (n) (ē)</p> <p><input type="checkbox"/> tidy (t) (ī) / (d) (ē)</p> <p><input type="checkbox"/> shady (sh) (ā) / (d) (ē)</p>
Heart Words	<p>Read, tap with letter names, write.</p> <p><input type="checkbox"/> animal, colour, build, built, both, pretty, door, poor, floor, eye, pour</p> <p>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</p>	
Dictation	<p>Read, repeat, cover, write. The little jungle animal was stuck in a tangle of brambles.</p>	
Game	<p>Read & Grab 66</p>	



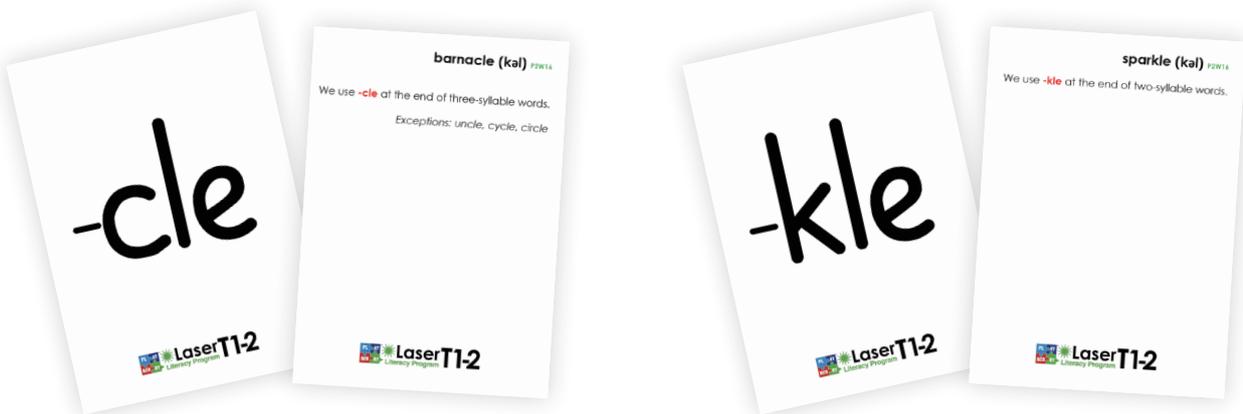
Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: Cle or Kle Spelling Rule

“When we spell consonant -le words ending in the sounds (-kəl), we need to know when to use -kle or -cle. We use -kle on the end of 2 syllable words like *twinkle*. We use -cle at the end of 3 or more syllable words like *article*. The exceptions are *circle*, *cycle*, *uncle*.”

“We use -kle on the end of 2 syllable words. We use -cle at the end of 3 or more syllable words. Except *circle*, *cycle*, *uncle*.” Students repeat chorally.



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Cle or Kle Spelling Rule

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(bəl), (kə), (dəl), (fəl), (gəl), (pəl), (səl), (təl), (zəl), (ē)happy (ī)cry (ō)cone (ā)alien (ē)emu (ī)ipad (ō)oval (ū)unicorn (b) (t)tiger (h) (ă) (ü) (ö) (f)fish (m) (n) (p) (b) (v) (w)web

Words to Read

bunny, funny, flimsy, lady, baby, bubble, handle, bottle, maple, title, twinkle, sprinkle, buckle, tickle, pickle, obstacle, vehicle, miracle, tentacle, spectacle

Words to Spell

Use phoneme fingers.

- | | |
|--|---|
| <input type="checkbox"/> obstacle (ö) (b)/(s) (t) (ä)/(kəl) | <input type="checkbox"/> pickle (p) (ī) (k) / (kəl) |
| <input type="checkbox"/> spectacle (s) (p) (ě) (k)/(t) (ă)/(kəl) | <input type="checkbox"/> buckle (b) (ü) (k) / (kəl) |
| <input type="checkbox"/> vehicle (v) (ē)/(h)(ī)/(kəl) | <input type="checkbox"/> bugle (b) (ū) / (gəl) |
| <input type="checkbox"/> twinkle (t) (w) (ī) (n) / (kəl) | <input type="checkbox"/> trifle (t) (r) (ī) / (fəl) |
| | <input type="checkbox"/> bottle (b) (ö) (t) / (təl) |

Heart Words

Read, tap with letter names, write.

- animal, colour, build, built, both, pretty, door, poor, floor, eye, pour
(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

The Jungle Trip

One day, a pretty beetle and a barnacle went to the jungle. They went on a plane and a train. There were lots of obstacles on the way. The beetle twisted his ankle, the barnacle tumbled over, and they both got the giggles on the plane. The beetle and the barnacle had fun and arrived with a twinkle in their eyes.

Game

Spelling Game 67

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: Consonant le

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(bəl), (kə), (dəl), (fəl), (gəl), (pəl), (səl), (təl), (zəl), (ē)happy (ā)alien (ē)emu (ī)ipad (ō)oval (ū)unicorn (ü) (k)cat (ö) (ī)cry (ī) (l)lion (ě) (ă) (m) (r) (f)cliff (īer) (k)duck (s)sun (n) (ch) (ā)train (f)fish (h) (d)dog (v) (k)cat (b) (sh)

Words to Read

sunny, fluffy, tricky, lady, ruby, jungle, tangle, little, cradle, needle, twinkle, sprinkle, buckle, ankle, chuckle, obstacle, vehicle, miracle, tentacle, spectacle

Words to Spell

Use phoneme fingers.

- | | |
|--|---|
| <input type="checkbox"/> obstacle (ö) (b)/(s) (t) (ă)/(kəl) | <input type="checkbox"/> tickle (t) (ī) (k) / (kəl) |
| <input type="checkbox"/> spectacle (s) (p) (ě) (k)/(t) (ă)/(kəl) | <input type="checkbox"/> chuckle (ch) (ü) (k) / (kəl) |
| <input type="checkbox"/> miracle (m) (ī)(r) / (ă)/(kəl) | <input type="checkbox"/> jungle (j) (ü) (n) / (gəl) |
| <input type="checkbox"/> ankle (ă) (n) / (kəl) | <input type="checkbox"/> title (t) (ī) / (təl) |
| | <input type="checkbox"/> cradle (k) (r) (ā) / (dəl) |

Heart Words

Read, tap with letter names, write.

- animal, colour, build, built, both, pretty, door, poor, floor, eye, pour

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. I need my spectacles to see the colour of the buckle on my shoe.

Game

Spelling Game 67

Spelling Test Instructions

Setup

Students need the correct student sheet for the test being administered, and two sharp pencils. Students should be seated in a position where copying from others is not possible.

Administration

Say the number, then say the word clearly. Read the sentence, then repeat the word.

I ... **bag**, Bill has a bag ... write **bag**.

Ask students to watch your mouth as you clearly articulate each word. Instruct students to use 'phoneme fingers' before spelling each word. Do not sound out the word for them.

Marking Guidelines

Each grapheme is represented at least twice in the test. Students must get every grapheme correct at least once to "pass" that lesson.

Do not mark reversals as incorrect. Make a note of them and prompt in future lessons.

Do not mark capital letters as incorrect.

Heart words - the whole word needs to be spelt correctly to be marked as correct.

Following the test.

Make a list of the graphemes not 'passed' or 'mastered', along with the Lesson number.

Go back and teach the corresponding Review Lesson(s) for each student in the group.

Once all graphemes requiring revision have been reviewed, retest those words. If students are still inaccurate, note the grapheme and choose/add spelling words in subsequent lessons.

Heart Words that were not spelled correctly in the test should be added to subsequent lessons and retested at the end of the next test period.

**DO NOT USE DISCONTINUATION RULE FOR END OF TERM TESTS
- STUDENTS MUST COMPLETE THE ENTIRE TEST**



Tier 2 - Assessment 7

1.	stand	Stand by the gate.	stand
2.	plump	The worm was plump and juicy.	plump
3.	hi	Mum said, "Hi" to my friend.	hi
4.	the	The theme was superheroes.	the
5.	napkin	I needed a napkin to wipe my mouth.	napkin
6.	tablet	The doctor gave me a tablet .	tablet
7.	motel	We stayed at a fancy motel .	motel
8.	taken	The dog was taken away.	taken
9.	sandy	We sat on the sandy beach.	sandy
10.	baby	The baby was in the pram.	baby
11.	jungle	The lion was the king of the jungle .	jungle
12.	table	I put my book on the table .	table
13.	twinkle	The stars began to twinkle .	twinkle
14.	ankle	I twisted my ankle .	ankle
15.	spectacle	The match was a great spectacle .	spectacle
16.	tentacle	The octopus lost one tentacle .	tentacle

Tier 2 - Assessment 7

17.	eye	Please close one eye .	eye
18.	pour	Can you pour the milk?	pour
19.	door	We shut the door quietly.	door
20.	floor	We sat on the floor and listened.	floor
21.	poor	The poor man had no money.	poor
22.	both	We both had to see the teacher.	both
23.	pretty	My dog had a pretty bow.	pretty
24.	build	We had to build a fort.	build
25.	built	We built sandcastles at the beach.	built
26.	animal	The animal was in the zoo.	animal
27.	colour	My favourite colour is pink.	colour



Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: ir

“Today we are revising the letters ir spelling the sound (er).” Show reading card - ir. “(er) is an R-controlled vowel. The letter r controls the sound the vowel makes. We use it in the middle and at the end of some words.”

“The letters ir spell the sound (er). Let’s say that together... The letters ir spell the sound (er).” Hold the reading card up and ask students to say the phoneme as a group - (er).



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Cle or Kle Spelling Rule

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(er)bird (bəl), (er)herb (kəl) sparkle, (kəl)barnacle (s)sun (dəl), (t)tiger (fəl), (d)dog (gəl), (pəl), (k)kid (səl), (b) (təl), (zəl), (th) (ē)happy (ī)cry (f)fish (ō)cone (ā)alien (n) (ē)emu (ă) (ī)ipad (ī) (ō)oval (p) (ū)unicorn (ě)

Words to Read

bubble, handle, bottle, maple, title, ankle, tinkle, obstacle, tentacle, spectacle, sir, bird, stir, dirt, mirth, birth, skirt, thirty, first, thirteen

Words to Spell

Use phoneme fingers.

- | | |
|---|--|
| <input type="checkbox"/> sir (s) (er) | <input type="checkbox"/> birth (b) (er) (th) |
| <input type="checkbox"/> stir (s) (t) (er) | <input type="checkbox"/> first (f) (er) (s) (t) |
| <input type="checkbox"/> dirt (d) (er) (t) | <input type="checkbox"/> ankle (ă) (n) / (kəl) |
| <input type="checkbox"/> skirt (s) (k) (er) (t) | <input type="checkbox"/> tinkle (t) (ī) (n) / (kəl) |
| | <input type="checkbox"/> spectacle (s) (p) (ě) (k) / (t) (ă) / (kəl) |

Heart Words

Read, tap with letter names, write.

- add, odd

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Shirl's Birthday

Shirl had a birthday. She did not want a skirt or a shirt for her birthday. She wanted her first pet; she wanted a pet bird, and she did not care what colour. Shirl's Dad said she could not get a bird for her birthday, but just then, 'Chirp, chirp!' It had been a trick!

Shirl had a bluebird just for her; she was so happy she did a twirl.

Game

Read & Grab 68

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: ir

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(bəl), (kəl)sparkle, (kəl) barnacle (dəl), (fəl), (gəl), (pəl), (səl), (təl), (zəl)
(ē)happy (ā)alien (ē)emu (ī)ipad (ō)oval (ū)unicorn (ü) (k)cat (ö) (ī)cry (īer)
(ā)train (sh) (er)bird (er)herb (th) (ā)play (d)dog (kw) (t)tiger

Words to Read

jungle, tangle, little, cradle, needle, twinkle, sprinkle, miracle, tentacle, spectacle, sir, thirsty, shirt, squirt, skirt, dirt, third, first, thirty, birthday

Words to Spell

Use phoneme fingers.

- | | |
|---|--|
| <input type="checkbox"/> shirt (sh) (er) (t) | <input type="checkbox"/> birthday (b) (er) (th) / (d) (ā) |
| <input type="checkbox"/> squirt (s) (kw) (er) (t) | <input type="checkbox"/> thirsty (th) (er) / (s) (t) (ē) |
| <input type="checkbox"/> third (th) (er) (d) | <input type="checkbox"/> chuckle (ch) (ŭ) (k) / (kəl) |
| <input type="checkbox"/> thirty (th) (er) / (t) (ē) | <input type="checkbox"/> obstacle (ö) (b)/(s) (t) (ä)/(kəl) |
| | <input type="checkbox"/> spectacle (s) (p) (ě) (k)/(t) (ä)/(kəl) |

Heart Words

Read, tap with letter names, write.

- add, odd

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. ShirI got a shirt and a skirt for her third birthday.

Game

Read & Grab 68



Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: ur

“Today we are revising the letters ur spelling the sound (er).” Show reading card - ur. “(er) is an R-controlled vowel. The letter r controls the sound the vowel makes. We use it in the middle and at the end of some words.”

“The letters ur spell the sound (er). Let’s say that together... The letters ur spell the sound (er).” Hold the reading card up and ask students to say the phoneme as a group - (er).



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Cle or Kle Spelling Rule

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(er)bird (er)herb (er) turn (kəl) sparkle, (bəl), (kəl)barnacle (s)sun (dəl), (t)tiger (fəl), (d)dog (gəl), (f)fish (pəl), (k)kid (səl), (b) (təl), (zəl), (th) (ē)happy (ī)cry (f)fish (ō)cone (ā)alien (n) (ē)emu (ǎ) (h) (ī)ipad (ī) (ō)oval (p) (ū)unicorn (ě) (n)

Words to Read

ankle, tinkle, obstacle, tentacle, spectacle, bird, stir, dirt, birth, skirt, fur, hurt, burn, turn, purple, burst, nurse, purse, blurt, surf

Words to Spell

Use phoneme fingers.

- | | |
|--|---|
| <input type="checkbox"/> fur (f) (er) | <input type="checkbox"/> surf (s) (er) (f) |
| <input type="checkbox"/> hurt (h) (er) (t) | <input type="checkbox"/> nurse (n) (er) (s) |
| <input type="checkbox"/> burn (b) (er) (n) | <input type="checkbox"/> skirt (s) (k) (er) (t) |
| <input type="checkbox"/> purple (p) (er) / (pəl) | <input type="checkbox"/> birth (b) (er) (th) |
| | <input type="checkbox"/> first (f) (er) (s) (t) |

Heart Words

Read, tap with letter names, write.

- steak, break, great, add, odd

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Burt's Burn

On Thursday, Burt got a bad burn. He had spent too much time in the hot sun. It hurt so bad that he felt he could hurl! He went to see the nurse and the nurse helped Burt fix his hurt. She gave him a turtle from her purse. The turtle had fluffy fur to take away the hurty burns. Burt was happy with his turtle and felt better.

Game

Read & Grab 69

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: ur

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(bəl), (kəl)sparkle, (kəl) barnacle (dəl), (fəl), (gəl), (pəl), (səl), (təl), (zəl)
(ē)happy (ā)alien (ē)emu (ī)ipad (ō)oval (ū)unicorn (ü) (k)cat (ö) (ī)cry (īer)
(ā)train (sh) (er)bird (er)herb (th) (ā)play (d)dog (kw) (t)tiger (z)toes

Words to Read

twinkle, sprinkle, miracle, tentacle, spectacle, sir, thirsty, shirt, squirt, skirt, hurt, Thursday, turn, Burt, purple, nurse, purse, burn, fur, blur

Words to Spell

Use phoneme fingers.

- turn (t) (er) (n)
- burn (b) (er) (n)
- hurt (h) (er) (t)
- purse (p) (er) (s)

- Thursday (th) (er) (z) / (d) (ā)
- blur (b) (l) (er)
- thirty (th) (er) / (t) (ē)
- birthday (b) (er) (th) / (d) (ā)
- thirsty (th) (er) / (s) (t) (ē)

Heart Words

Read, tap with letter names, write.

- Steak, break, great, add, odd

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. On Thursday, Burt burnt his hand on the hot steak. His hand hurt!

Game

Spelling Game 69



Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: ea (bread)

“Today we are revising the letters ea spelling the sound (ē).” Show reading card - ea. “ea spells the long sound ē in eat but it also spells the short sound (ĕ) in bread.”

“The letters ea spell the sound (ē) and (ĕ). Let’s say that together... The letters ea spell the sound (ē) and (ĕ).” Hold the reading card up and ask students to say the phonemes as a group - (ē) and (ĕ).



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Cle or Kle Spelling Rule

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ē)eat (ě)bread (er)bird (er)herb (er) turn (kəl) sparkle, (bəl), (kəl)barnacle (s)sun (dəl), (t)tiger (fəl), (d)dog (gəl), (f)fish (pəl), (k)kid (səl), (b) (təl), (zəl), (th) (ē)happy (ī)cry (f)fish (ō)cone (ā)alien (n) (ē)emu (ă) (h) (ī)ipad (ī) (ō)oval (p) (ū)unicorn (ě)egg (n)

Words to Read

bird, stir, dirt, birth, skirt, Thursday, Saturday, purple, burst, turnip, bread, lead, breast, head, dread, spread, sweat, meant, threat, dead

Words to Spell

Use phoneme fingers.

head (h) (ě) (d)

bread (b) (r) (ě) (d)

spread (s) (p) (r) (ě) (d)

sweat (s) (w) (ě) (t)

meant (m) (ě) (n) (t)

threat (th) (r) (ě) (t)

purple (p) (er) / (pəl)

Saturday (s)(ă)(t) / (er) / (d)(ā)

nurse (n) (er) (s)

Heart Words

Read, tap with letter names, write.

answer, buy, steak, break, great, add, odd

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Steak with Bread

I went for a run one sunny day when, suddenly I felt the need to eat steak. It just popped into my head! I wanted steak and bread, and I wanted it badly. I was out of breath from my run and had drips of sweat running down my neck, but I kept going until I got home. It was like being on a treadmill! Luckily, I had healthy milk to keep me going.

When I arrived home, I spread some bread with butter and added my steak. Yum!

Game

Read & Grab 70

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: ea (bread)

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(bəl), (kəl)sparkle, (kəl) barnacle (dəl), (fəl), (gəl), (pəl), (səl), (təl), (zəl)
(ē)happy (ā)alien (ē)emu (ī)ipad (ō)oval (ū)unicorn (ū) (k)cat (ō) (ī)cry (īer)
(ā)train (sh) (er)bird (er)herb (th) (ā)play (d)dog (kw) (t)tiger (z)toes

Words to Read

sir, thirsty, shirt, squirt, skirt, hurt, Thursday, turn, Saturday, purple, healthy, wealthy, head, tread, treadmill, bread, lead, read, breath, wealth

Words to Spell

Use phoneme fingers.

bread (b) (r) (ē) (d)

health (h) (ē) (l) (th)

wealth (w) (ē) (l) (th)

tread (t) (r) (ē) (d)

breath (b) (r) (ē) (d)

healthy (h) (ē) (l) / (th) (ē)

purse (p) (er) (s)

Thursday (th) (er) (z) / (d) (ā)

blur (b) (l) (er)

Heart Words

Read, tap with letter names, write.

Answer, buy, steak, break, great, add, odd

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. Dad made us healthy steak and bread to eat for breakfast.

Game

Read & Grab 70

Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: ou

“Today we are revising the letters ou spelling the sound (ow).” Show reading card - ou. “ou spells the sound ow in cloud.”

“The letters ou spell the sound (ow). Let’s say that together... The letters ou spell the sound (ow).” Hold the reading card up and ask students to say the phonemes as a group - (ow).



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Cle or Kle Spelling Rule

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ow)cloud (ē) eat (ě)bread (er)bird (s)sun (er)herb (r) (er) turn (kəl) sparkle, (s)sun (t)tiger (k)cat (d)dog (f)fish (pəl), (k)kid (səl), (b) (təl), (zəl), (th) (ē)happy (ī)cry (f)fish (ō)cone (ā)alien (n) (ē)emu (ǎ) (h) (ī)ipad (ī) (ō)oval (p) (ū)unicorn (ě)egg (n) (ī)kite

Words to Read

Thursday, Saturday, purple, burst, turnip, bread, lead, breast, head, dread, loud, cloud, out, mouse, trout, south, mouth, sound, round, outside

Words to Spell

Use phoneme fingers.

loud (l) (ow) (d)

cloud (k) (l) (ow) (d)

trout (t) (r) (ow) (t)

sound (s) (ow) (n) (d)

round (r) (ow) (n) (d)

outside (ow) (t) / (s) (ī) (d)

sweat (s) (w) (ě) (t)

meant (m) (ě) (n) (t)

threat (th) (r) (ě) (t)

Heart Words

Read, tap with letter names, write.

busy, beauty, answer, buy, steak, break, great, add, odd

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Grouch the Mouse

Look out! Here comes a great big mouse! The mouse was so big that it just about reached the clouds. The mouse's name was Grouch, but he was not a grouch at all. Grouch didn't shout or pout. He liked to go out and was proud of his size. It did make it tricky to play with his pals, who were just regular-sized, but Grouch saw his size as a great thing.

It's a good reminder that we are all different and should be proud of who we are.

Game

Read & Grab 71

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: ou (cloud)

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable

Morphology: Suffix -s, Suffix -ed, Suffix -ing

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ow)cloud (ě)bread (ē)eat (bəl), (kəl)sparkle, (kəl) barnacle (dəl), (fəl), (gəl), (pəl), (səl), (təl), (zəl) (ē)happy (ch) (ā)alien (ē)emu (ī)ipad (ō)oval (ū)unicorn (ǔ) (k)cat (ö) (ī)cry (īer) (ā)train (sh) (h)(er)bird (er)herb (w)web (er)turn (th) (ā)play (d)dog (kw) (t)tiger (z)toes

Words to Read

hurt, Thursday, turn, Saturday, purple, healthy, wealthy, head, tread, treadmill, house, mouse, ouch, grouch, couch, sound, round, south, mouth, bounty

Words to Spell

Use phoneme fingers.

mouse (m) (ow) (s)

ouch (ow) (ch)

couch (k) (ow) (ch)

round (r) (ow) (n) (d)

sound (s) (ow) (n) (d)

mouth (m) (ow) (th)

tread (t) (r) (ě) (d)

breath (b) (r) (ě) (d)

healthy (h) (ě) (l) / (th) (ē)

Heart Words

Read, tap with letter names, write.

busy, beauty, answer, buy, steak, break, great, add, odd

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. The busy mouse made a loud sound under the house.

Game

Read & Grab 71

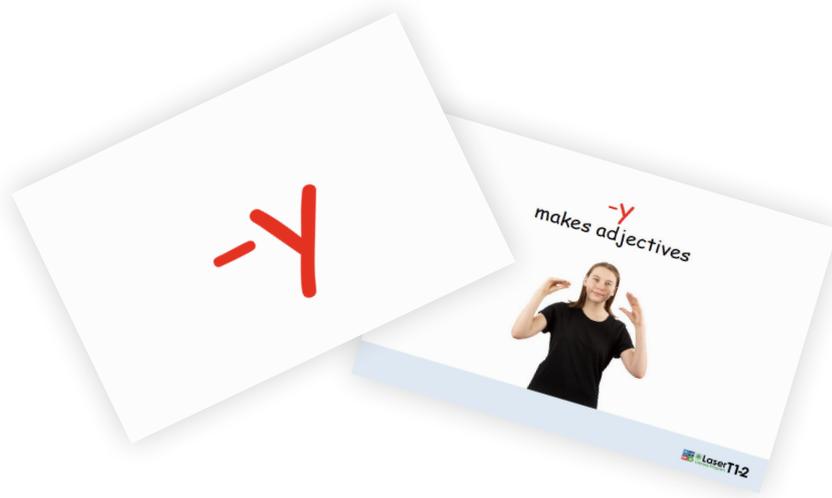


Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: Suffix -y

“Today we are revising suffix -y. Show students the morphology card and read with actions.
“Suffix -y makes adjectives. Adjectives describe nouns.” Students repeat chorally.



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Cle or Kle Spelling Rule

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ow)cloud (ē) eat (ě)bread (er)bird (s)sun (er)herb (r) (er) turn (kəl) sparkle, (s)sun (t)tiger (k)cat (d)dog (f)fish (pəl), (k)kid (səl), (b) (təl), (zəl), (th) (ē)happy (ī)cry (f)fish (ō)cone (ā)alien (n) (ē)emu (ă) (h) (ī)ipad (ī) (ō)oval (p) (ū)unicorn (ě)egg (n) (ī)kite

Words to Read

bread, lead, breast, head, dread, loud, cloud, house, mouth, outside, handy, tricky, sandy, funny, cloudy, every, dirty, rusty, dusty, misty

Words to Spell

Use phoneme fingers.

dirty (d) (er) / (t) (ē)

tricky (t) (r) (ī) (k) / (ē)

sandy (s) (ă) (n) / (d) (ē)

cloudy (k) (l) (ow) (d) / (ē)

every (e) (v) / (er) / (ē)

misty (m) (ī) (s) / (t) (ē)

sound (s) (ow) (n) (d)

round (r) (ow) (n) (d)

outside (ow) (t) / (s) (ī) (d)

Heart Words

Read, tap with letter names, write.

busy, beauty, answer, buy, steak, break, great, add, odd

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Sentences

1. The bossy baby was fussy.
2. The cheeky lad left a sticky mess on the mat.
3. The beach was windy and sandy.
4. On a sunny day, it still can be windy.

Game

Read & Grab 72

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: Suffix -y

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ow)cloud (ě)bread (ē)eat (ē)green (kəl)sparkle, (pəl), (səl), (təl), (zəl)
(ē)happy (ch) (ā)alien (ē)emu (ī)ipad (ō)oval (ū)unicorn (ŭ) (k)cat (ö) (ī)cry
(īer) (ā)train (sh) (h)(er)bird (er)herb (w)web (er)turn (th) (ā)play (s)cross
(l)bell (t)tiger (z)buzz

Words to Read

healthy, wealthy, head, tread, treadmill, house, mouse, ouch, grouch, count, cheeky, bossy, frizzy, messy, frilly, picky, risky, handy, trendy, sunny

Words to Spell

Use phoneme fingers.

- healthy (h) (ě) (l) (th) / (ē)
- wealthy (w) (ě) (l) (th) / (ē)
- cheeky (ch) (ē) (k) / (ē)
- frizzy (f) (r) (ī) (z) / (z) (ē)

- bossy (b) (ö) (s) / (s) (ē)
- frilly (f) (r) (ī) (l) / (ē)
- round (r) (ow) (n) (d)
- sound (s) (ow) (n) (d)
- mouth (m) (ow) (th)

Heart Words

Read, tap with letter names, write.

- busy, beauty, answer, buy, steak, break, great, add, odd

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. The cheeky baby is healthy. He keeps his mum very busy.

Game

Read & Grab 72

Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: ew (few/chew)

“Today we are revising the letters ew spelling the sounds (ū) and (ōō).” Show reading card - ew. “ew spells the sounds (ū) and (ōō).”

“The letters ew spell the sounds (ū) and (ōō). Let’s say that together... The letters ew spell the sounds (ū) and (ōō).” Hold the reading card up and ask students to say the phonemes as a group (ū) and (ōō).



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew

Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Cle or Kle Spelling Rule

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ū)few (ōō)chew (ow)cloud (ē) eat (ě)bread (er)bird (s)sun (er)herb (r) (er)turn (kəl) sparkle, (s)sun (t)tiger (k)cat (d)dog (f)fish (pəl), (k)kid (səl), (b)(təl), (zəl), (th) (ē)happy (ī)cry (f)fish (n) (ă) (ī)ipad (ī) (p) (n) (ch)

Words to Read

loud, count, house, mouth, outside, handy, tricky, cloudy, every, dirty, few, new, pew, renew, skewer, chew, stew, threw, screw, chew

Words to Spell

Use phoneme fingers.

few (f) (ū)

new (n) (ū)

stew (s) (t) (ū)

crew (k) (r) (ōō)

threw (th) (r) (ōō)

chew (ch) (ōō)

count (k) (ow) (n) (t)

every (e) (v) / (er) / (ē)

misty (m) (ī) (s) / (t) (ē)

Heart Words

Read, tap with letter names, write.

busy, beauty, answer, buy, steak, break, great, add, odd

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Sentences

Dad said when we eat stew, we should not chew with our mouths open. We should not answer him with stew still in our mouths. He said it is better to chew first, then answer, then take a new bite. Dad said it is great to add a few bits of steak to the stew. Dad said steak made the new stew extra tasty.

Game

Read & Grab 73

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: ew (few/chew)

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ow)cloud (ĕ)bread (ē)eat (ē)green (kəl)sparkle, (pəl), (səl), (təl), (zəl)
(ē)happy (ch) (ā)alien (ē)emu (ī)ipad (ō)oval (ū)unicorn (ŭ) (k)cat (ö) (ī)cry
(īer) (ā)train (sh) (h)(er)bird (er)herb (w)web (er)turn (th) (ā)play (s)cross
(l)bell (t)tiger (z)buzz (ū)few (ōō)chew

Words to Read

house, mouse, ouch, grouch, bounty, cheeky, bossy, frizzy, messy, frilly, few, new, crew, renew, skewer, chew, stew, threw, screw, chew

Words to Spell

Use phoneme fingers.

few (f) (ū)

new (n) (ū)

renew (r) (ē) / (n) (ū)

crew (k) (r) (ōō)

threw (th) (r) (ōō)

chew (ch) (ōō)

frizzy (f) (r) (ī) (z) / (z) (ē)

bossy (b) (ö) (s) / (s) (ē)

frilly (f) (r) (ī) (l) / (ē)

Heart Words

Read, tap with letter names, write.

busy, beauty, answer, buy, steak, break, great, add, odd

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write.

We threw the new stew out, as we could not chew it!

Game

Spelling Game 73



Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: igh

“Today we are revising the letters igh spells the long sound (ī)” Show reading card - igh. “igh spells the sound (ī).”

“The letters igh spells the sound (ī). Let’s say that together... The letters igh spells the sound (ī).”

Hold the reading card up and ask students to say the phonemes as a group (ī).



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh

Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Cle or Kle Spelling Rule

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ī)light (ū)few (ōō)chew (ow)cloud (ē) eat (ě)bread (er)bird (s)sun (er)herb (r) (er) turn (kəl) sparkle, (s)sun (t)tiger (k)cat (d)dog (f)fish (pəl), (k)kid (səl), (b) (təl), (zəl), (th) (ē)happy (ī)cry (f)fish (n) (ă) (ī)ipad (ī) (p) (n) (ch)

Words to Read

handy, tricky, cloudy, every, dirty, crew, stew, threw, screw, chew, light, night, fight, fright, might, flight, sigh, sight, high, tight

Words to Spell

Use phoneme fingers.

light (l) (ī) (t)

night (n) (ī) (t)

tight (t) (ī) (t)

fight (f) (ī) (t)

flight (f) (l) (ī) (t)

slight (s) (l) (ī) (t)

crew (k) (r) (ōō)

threw (th) (r) (ōō)

chew (ch) (ōō)

Heart Words

Read, tap with letter names, write.

busy, beauty, answer, buy, steak, break, great, add, odd

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

The Beauty of the Moonlight

The light of the moon is bright tonight. I could turn off the light, and it would still be bright.

“The moon sure is a beauty tonight,” my Pa said with delight.

I have a night light in my room, but no need for that tonight. I should open my blinds and read by the moonlight. I hugged my Pa tight and said, “Good night.”

I hopped into bed and read by the moon’s bright light.

I do love these nights!

Game

Read & Grab 74

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: igh

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ī)light (ow)cloud (ě)bread (ē)eat (ē)green (kəl)sparkle, (pəl), (səl), (təl), (zəl)
(ē)happy (ch) (ā)alien (ē)emu (ū)few (ōō)chew (ī)ipad (ō)oval (ū)unicorn (ǔ)
(k)cat (ǒ) (ī)cry (īer) (ā)train (sh) (h)(er)bird (er)herb (w)web (er)turn (th)
(ā)play (s)cross (l)bell (t)tiger (z)buzz

Words to Read

cheeky, bossy, frizzy, messy, frilly, few, new, crew, renew, skewer, light, night, fight, fright, might, bright, sigh, sight, high, tight

Words to Spell

Use phoneme fingers.

- light (l) (ī) (t)
- night (n) (ī) (t)
- high (h) (ī)
- fight (f) (ī) (t)

- bright (b) (r) (ī) (t)
- sight (s) (ī) (t)
- crew (k) (r) (ōō)
- threw (th) (r) (ōō)
- chew (ch) (ōō)

Heart Words

Read, tap with letter names, write.

- busy, beauty, answer, buy, steak, break, great, add, odd

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. We threw the night light out, as it was not very bright.

Game

Spelling Game 74

Spelling Test Instructions

Setup

Students need the correct student sheet for the test being administered, and two sharp pencils. Students should be seated in a position where copying from others is not possible.

Administration

Say the number, then say the word clearly. Read the sentence, then repeat the word.

I ... **bag**, Bill has a bag ... write **bag**.

Ask students to watch your mouth as you clearly articulate each word. Instruct students to use 'phoneme fingers' before spelling each word. Do not sound out the word for them.

Marking Guidelines

Each grapheme is represented at least twice in the test. Students must get every grapheme correct at least once to "pass" that lesson.

Do not mark reversals as incorrect. Make a note of them and prompt in future lessons.

Do not mark capital letters as incorrect.

Heart words - the whole word needs to be spelt correctly to be marked as correct.

Following the test.

Make a list of the graphemes not 'passed' or 'mastered', along with the Lesson number.

Go back and teach the corresponding Review Lesson(s) for each student in the group.

Once all graphemes requiring revision have been reviewed, retest those words. If students are still inaccurate, note the grapheme and choose/add spelling words in subsequent lessons.

Heart Words that were not spelled correctly in the test should be added to subsequent lessons and retested at the end of the next test period.

**DO NOT USE DISCONTINUATION RULE FOR END OF TERM TESTS
- STUDENTS MUST COMPLETE THE ENTIRE TEST**

Tier 2 - Assessment 8

1.	bird	A magpie is a bird .	bird
2.	girl	The girl played soccer.	girl
3.	burn	Hot water can burn your skin.	burn
4.	turn	Turn the water off.	turn
5.	bread	I had bread and jam.	bread
6.	feather	I found a bird's feather .	feather
7.	count	I can count to one hundred.	count
8.	sound	I did not hear a sound .	sound
9.	handy	The maintenance man was handy .	handy
10.	sticky	The jam jar was sticky .	sticky
11.	few	I only had a few lollies left.	few
12.	new	I needed new shoes.	new
13.	chew	The gum was hard to chew .	chew
14.	crew	The ship's crew worked hard.	crew
15.	light	We left the light on.	light
16.	night	We went to bed at night time.	night



Tier 2 - Assessment 8

17.	add	Please add milk to the list.	add
18.	odd	Five is an odd number.	odd
19.	steak	We ate steak for dinner.	steak
20.	break	We had to break the glass.	break
21.	great	We had a great time at the beach.	great
22.	answer	Please answer the question.	answer
23.	buy	Mum had to buy new shoes.	buy
24.	busy	Dad was very busy at work.	busy
25.	beauty	The horse was called Black Beauty .	beauty



Alphabet Activity: Write lower case alphabet a-z

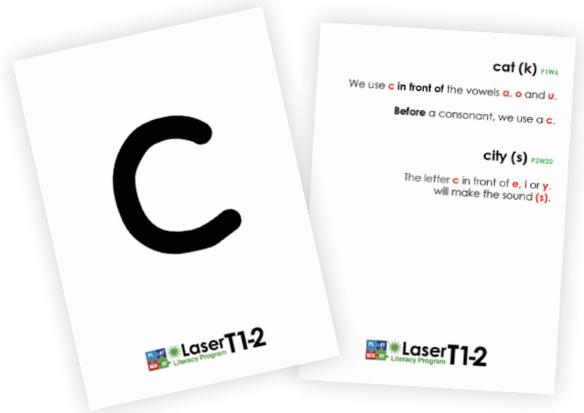
PA Activity (if required)

Lesson Focus: Soft C

“Today we are revising the letter c spelling the sound (s).”
Show reading card - c. “c spells the sound (k) when it is before the letters a, o, u. The letter c makes the sound (s) when it is before e, i, y.”

“The letter c in front of e, i, y will make the sound (s).
Let’s say that together... “The letter c in front of e, i, y will make the sound (s) .”

Hold the reading card up and ask students to say the phonemes as a group - (k) and (s).



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh

Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Cle or Kle Spelling Rule, Soft C

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(s)city (ī)light (ū)few (ě) (ōō)chew (ow)cloud (ē) eat (l)bell (ě)bread
(er)bird (s)sun (er)herb (r) (ē)emu (er) turn (kəl) sparkle, (s)sun (t)tiger
(k)cat (d)dog (f)fish (pəl), (ks), (səl), (b) (təl), (zəl), (th) (ē)happy (ī)cry
(f)fish (n) (ǎ) (ī)ipad (ī) (p) (n) (ch)

Words to Read

crew, stew, threw, screw, chew, light, night, fight, fright, might, cent, city, Cell, Cindy, recent, excel, except, decent, city, civil

Words to Spell

Use phoneme fingers.

cent (s) (ě) (n) (t)

cell (s) (ě) (l)

recent (r) (ē) / (s) (ě) (n) (t)

except (ě) (ks) / (s) (ě) (p) (t)

excel (ě) (ks) / (s) (ě) (l)

decent (d) (ē) / (s) (ě) (n) (t)

fight (f) (ī) (t)

flight (f) (l) (ī) (t)

slight (s) (l) (ī) (t)

Heart Words

Read, tap with letter names, write.

false, fourth

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Mice In Space

On the fourth trip to outer space, a tank broke and some baby mice flooded out. The mice ran into tiny spaces to hide. A clever lady got a dish with spicy rice in it. When the mice smelled the spicy rice, each one ran out and was placed into a new tank.

Game

Read & Grab 75

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: Soft C

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Soft C

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(s)city (ɪ)light (ow)cloud (ɛ)bread (ē)eat (ē)green (kəl)sparkle, (pəl), (səl), (təl), (zəl) (ē)happy (ch) (ā)alien (ē)emu (ū)few (ōō)chew (ɪ)ipad (k)cat (ɔ) (ɪ)cry (īer) (ā)train (ks) (h)(er)bird (er)herb (er)turn (ā)play (l)bell (t)tiger

Words to Read

few, new, crew, renew, skewer, bright, sigh, sight, high, tight, cent, city, Cell, Cindy, recent, excellent, except, intercept, city, civic

Words to Spell

Use phoneme fingers.

cent (s) (ɛ) (n) (t)

cell (s) (ɛ) (l)

recent (r) (ē) / (s) (ɛ) (n) (t)

except (ɛ) (ks) / (s) (ɛ) (p) (t)

excellent (ɛ)(ks)/(s)(ɛ)(l)/(l)(ɛ)(n)(t)

intercept (ɪ)(n) / (t)(er) / (s)(ɛ)(p)(t)

fight (f) (ɪ) (t)

bright (b) (r) (ɪ) (t)

sight (s) (ɪ) (t)

Heart Words

Read, tap with letter names, write.

false, fourth

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. It was the fourth intercept Cindy had made in the game. She was an excellent player.

Game

Read & Grab 75

Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

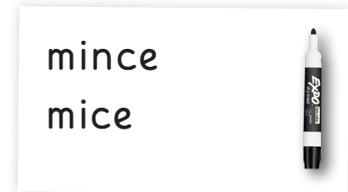
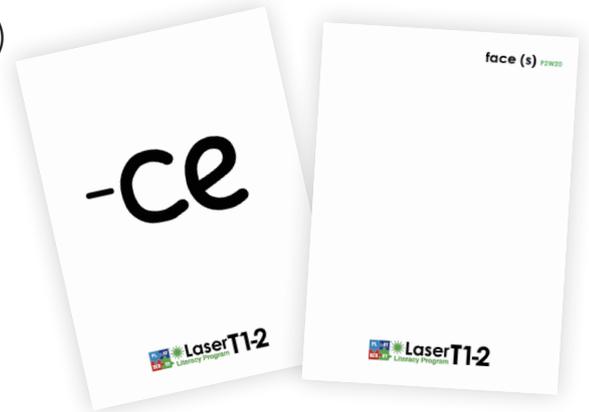
Lesson Focus: -ce

“Today we are revising the letters ce spelling the sound (s) on the end of words.”

Show reading card - ce. “c spells the sound (s) when it is before the letters e, i, y. The silent e is a signal for the c to say (s). Write the word ‘mince’ on a whiteboard as an example.

“When silent e is on the end of a vce word, it also signals that the vowel is long.” Write the word ‘mice’ on a whiteboard as an example.

“The letters ce make the sound (s) on the end of words. Let’s say that together... The letters ce make the sound (s) on the end of words.” Hold the reading card up and ask students to say the phoneme as a group - (s).





Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh, ce

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Cle or Kle Spelling Rule, Soft C

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(s) face (s)city (ī)light (ū)few (ě) (ōō)chew (ow)cloud (ē) eat (l)bell (ě)bread (er)bird (s)sun (er)herb (r) (ē)emu (er) turn (kəl) sparkle, (s)sun (t)tiger (k)cat (d)dog (f)fish (pəl), (ks), (səl), (b) (təl), (zəl), (th) (ē)happy (ī)cry (f)fish (n) (ă) (ī)ipad (ī) (p) (n) (ch)

Words to Read

light, night, fight, fright, might, cent, city, cell, excel, except, mice, rice, race, face, spice, mince, since, dance, prance, chance

Words to Spell

Use phoneme fingers.

mice (m) (ī) (s)

rice (r) (ī) (s)

spice (s) (p) (ī) (s)

dance (d) (ă) (n) (s)

chance (ch) (ă) (n) (s)

mince (m) (ī) (n) (s)

except (ě) (ks) / (s) (ě) (p) (t)

excel (ě) (ks) / (s) (ě) (l)

decent (d) (ē) / (s) (ě) (n) (t)

Heart Words

Read, tap with letter names, write.

flood, blood, false, fourth

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Grace, the Kitten

The little kitten had a soft, fluffy face. We found her after the floods. We gave her a nice home to live in, with lots of space to play. She liked to lick her fur until it felt nice and clean. Her name was Grace, and she liked to race around the house and hide in tiny spaces. She liked to play with my fancy pencils. She was busy all the time, except when she was sleeping. She was a real beauty!

Game

Read & Grab 76

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: -ce

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh, -ce

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Soft C

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(s)face (s)city (ī)light (ow)cloud (ě)bread (ē)eat (ē)green (kəl)sparkle, (pəl), (səl), (təl), (zəl) (ē)happy (ch) (ā)alien (ē)emu (ū)few (ōō)chew (ī)ipad (k)cat (ö) (ī)cry (īer) (ā)train (ks) (h) (er)bird (er)herb (er)turn (ā)play (l)bell (t)tiger (w)web

Words to Read

bright, sigh, sight, high, tight, excellent, except, intercept, city, civic, nice, twice, spice, trace, space, mince, prince, dance, prance, chance

Words to Spell

Use phoneme fingers.

- | | |
|--|---|
| <input type="checkbox"/> nice (n) (ī) (s) | <input type="checkbox"/> chance (ch) (ă) (n) (s) |
| <input type="checkbox"/> twice (t) (w) (ī) (s) | <input type="checkbox"/> prince (p) (r) (ī) (n) (s) |
| <input type="checkbox"/> spice (s) (p) (ī) (s) | <input type="checkbox"/> except (ě) (ks) / (s) (ě) (p) (t) |
| <input type="checkbox"/> dance (d) (ă) (n) (s) | <input type="checkbox"/> excellent (ě) (ks) / (s) (ě) (l) / (l) (ě) (n) (t) |
| | <input type="checkbox"/> intercept (ī) (n) / (t) (er) / (s) (ě) (p) (t) |

Heart Words

Read, tap with letter names, write.

- flood, blood, false, fourth

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. The mice have been to outer space twice. It was a great chance they could not give up.

Game

Read & Grab 76



Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: Suffix -er

"Today we are revising suffix -er. Show students the morphology card and read with actions.
"Suffix -er means a person who or something that." (action 1). Students repeat chorally.

"For example: A teacher is a person who teaches."

"Suffix -er also means greater than." (action 2). Students repeat chorally.

"For example: tall and taller."



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh, ce

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Cle or Kle Spelling Rule, Soft C

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y, Suffix -er

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(s) face (s)city (ī)light (ū)few (ě) (ōō)chew (ow)cloud (ē) eat (l)bell (ě)bread (er)bird (s)sun (er)herb (r) (ē)emu (er) turn (kəl) sparkle, (s)sun (t)tiger (k)cat (d)dog (f)fish (w)web (ē)happy (ī)cry (f)fish (ng) (ă) (ī)ipad (ī) (p) (n) (ch) (m) (k)duck

Words to Read

cent, city, cell, excel, except, mice, rice, race, dance, chance, teacher, twister, locker, dancer, keeper, longer, brighter, lighter, higher, tighter

Words to Spell

Use phoneme fingers.

teacher (t) (ē) (ch) / (er)

twister (t) (w) (ī) (s) / (t) (er)

locker (l) (ö) (k) / (er)

longer (l) (ö) (ng) / (er)

brighter (b) (r) (ī) / (t) (er)

lighter (l) (ī) / (t) (er)

dance (d) (ă) (n) (s)

chance (ch) (ă) (n) (s)

mince (m) (ī) (n) (s)

Heart Words

Read, tap with letter names, write.

because, triple, flood, blood, false, fourth

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Sentences

1. Tom's bed is soft, but Jim's bed is softer.
2. Jane's book is thick, but Joan's book is thicker.
3. The teacher gave Tim a sticker to stick on his sheet.
4. The keeper had a sweeper to clean out the pen.

Game

Read & Grab 77

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: -er

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh, -ce

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Soft C

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y, Suffix -er

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(s)face (s)city (ī)light (ow)cloud (ě)bread (ē)eat (ē)green (kəl)sparkle, (pəl), (səl), (təl), (zəl) (ē)happy (ch) (ā)alien (ē)emu (ū)few (ōō)chew (ī)ipad (k)cat (ö) (ī)cry (īer) (ā)train (ks) (h)(er)bird (er)herb (er)turn (ā)play (l)bell (t)tiger (w)web

Words to Read

excellent, except, intercept, city, civic, nice, twice, spice, trace, space, louder, softer, painter, reader, teacher, lesser, fainter, trainer, greater, tighter

Words to Spell

Use phoneme fingers.

reader (r) (ē) (d) / (er)

louder (l) (ow) (d) / (er)

painter (p) (ā) (n) (t) / (er)

longer (l) (ö) (ng) / (er)

brighter (b) (r) (ī) / (t) (er)

tighter (t) (ī) / (t) (er)

dance (d) (ă) (n) (s)

chance (ch) (ă) (n) (s)

prince (p) (r) (ī) (n) (s)

Heart Words

Read, tap with letter names, write.

because, triple, flood, blood, false, fourth

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. The teacher gave Tim a sticker to stick on his sheet.

Game

Read & Grab 77



Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: Soft G

“Today we are revising the letter g spelling the sound (j).”
Show reading card - g.

“The letter g makes the sound (g), like in ‘gorilla’. The letter g makes the sound (j) when it is before e, i, y usually.”

“The letter g in front of e, i or y will usually make the sound (j). Let’s say that together... The letter g in front of e, i or y will usually make the sound (j).” Hold the reading card up and ask students to say the phonemes as a group - (g) and (j).



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh, ce

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Cle or Kle Spelling Rule, Soft C, Soft G.

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y, Suffix -er

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(g) giraffe (s) face (s)city (ī)light (ū)few (ě) (ōō)chew (ow)cloud (ē) eat (l)bell (ě)bread (er)bird (s)sun (er)herb (r) (ē)emu (er) turn (təl) (s)sun (t) tiger (k)cat (d)dog (f)fish (w)web (ē)happy (ī)cry (f)fish (ng) (ă) (ī)ipad (ī) (p) (n) (ch) (m) (k)duck

Words to Read

mice, rice, race, dance, chance, teacher, twister, locker, dancer, keeper, gem, gent, gentle, gentleman, German, Germany, germ, gene, gender, giant

Words to Spell

Use phoneme fingers.

gent (j) (ě) (n) (t)

germ (j) (er) (m)

gene (j) (ē) (n)

gender (j) (ě) (n) / (d) (er)

German (j) (er) / (m) (ă) (n)

gentle (j) (ě) (n) / (təl)

longer (l) (ō) (ng) / (er)

brighter (b) (r) (ī) / (t) (er)

lighter (l) (ī) / (t) (er)

Heart Words

Read, tap with letter names, write.

laugh, cough, because, triple, flood, blood, false, fourth

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

The Gigantic Bash

There once was a Prince and Princess who loved to have fun. They lived in a huge palace and could invite many animals and friends to their bashes. Their next bash was going to be epic; it was a night to celebrate their birthdays. It would be a fancy dress circus party with dancing, face painting and games. They were inviting people of their own age, giraffes, giant pandas, ginger cats, and mice.

Everyone was excited about this gigantic, epic birthday bash because it was triple the size of any other in the land.

Game

Read & Grab 78

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: Soft G

Reading Card Drill	<p>s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh, -ce</p> <p>Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Soft C, Soft G</p> <p>Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y, Suffix -er</p>										
Spelling Review	<p>Say Phoneme (s) - students say (s) is s and write the letter s.</p> <p>(j)giraffe (s)face (s)city (ī)light (ow)cloud (ě)bread (ē)eat (ē)green (kəl)sparkle, (pəl), (səl), (təl), (zəl) (ē)happy (ch) (ā)alien (ē)emu (ū)few (ōō)chew (ī)ipad (k)cat (ö) (ī)cry (īer) (ā)train (ks) (h)(er)bird (er)herb (er)turn (ā)play (l)bell (t)tiger</p>										
Words to Read	<p>nice, twice, spice, trace, space, louder, softer, painter, reader, teacher, giant, gigantic, gem, gent, gentle, gentleman, German, Germany, germ, gene</p>										
Words to Spell	<p>Use phoneme fingers.</p> <table border="0"> <tr> <td><input type="checkbox"/> gent (j) (ě) (n) (t)</td> <td><input type="checkbox"/> German (j) (er) / (m) (ă) (n)</td> </tr> <tr> <td><input type="checkbox"/> germ (j) (er) (m)</td> <td><input type="checkbox"/> gentle (j) (ě) (n) / (təl)</td> </tr> <tr> <td><input type="checkbox"/> giant (j) (ī) / (ă) (n) (t)</td> <td><input type="checkbox"/> longer (l) (ö) (ng) / (er)</td> </tr> <tr> <td><input type="checkbox"/> gigantic (j)(ī) / (g)(ă)(n) / (t)(ī)(k)</td> <td><input type="checkbox"/> brighter (b) (r) (ī) / (t) (er)</td> </tr> <tr> <td></td> <td><input type="checkbox"/> tighter (t) (ī) / (t) (er)</td> </tr> </table>	<input type="checkbox"/> gent (j) (ě) (n) (t)	<input type="checkbox"/> German (j) (er) / (m) (ă) (n)	<input type="checkbox"/> germ (j) (er) (m)	<input type="checkbox"/> gentle (j) (ě) (n) / (təl)	<input type="checkbox"/> giant (j) (ī) / (ă) (n) (t)	<input type="checkbox"/> longer (l) (ö) (ng) / (er)	<input type="checkbox"/> gigantic (j)(ī) / (g)(ă)(n) / (t)(ī)(k)	<input type="checkbox"/> brighter (b) (r) (ī) / (t) (er)		<input type="checkbox"/> tighter (t) (ī) / (t) (er)
<input type="checkbox"/> gent (j) (ě) (n) (t)	<input type="checkbox"/> German (j) (er) / (m) (ă) (n)										
<input type="checkbox"/> germ (j) (er) (m)	<input type="checkbox"/> gentle (j) (ě) (n) / (təl)										
<input type="checkbox"/> giant (j) (ī) / (ă) (n) (t)	<input type="checkbox"/> longer (l) (ö) (ng) / (er)										
<input type="checkbox"/> gigantic (j)(ī) / (g)(ă)(n) / (t)(ī)(k)	<input type="checkbox"/> brighter (b) (r) (ī) / (t) (er)										
	<input type="checkbox"/> tighter (t) (ī) / (t) (er)										
Heart Words	<p>Read, tap with letter names, write.</p> <p><input type="checkbox"/> laugh, cough, because, triple, flood, blood, false, fourth</p> <p><small>(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)</small></p>										
Dictation	<p>Read, repeat, cover, write. The giant coughed up a gigantic germ.</p>										
Game	<p>Read & Grab 78</p>										

Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: oo (book/moon)

“Today we are revising the letters oo spelling the sounds (ōō) in book and (ōō) in moon.” Show reading card - oo.
“The letters oo spell the sounds (ōō) and (ōō).”

“Let’s say that together... The letters oo spell the sounds (ōō) and (ōō).” Hold the reading card up and ask students to say the phonemes as a group - (ōō) and (ōō).



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh, ce, oo

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Cle or Kle Spelling Rule, Soft C, Soft G

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y, Suffix -er

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ö)book (ō)moon (g) giraffe (s) face (s)city (ī)light (ū)few (ě) (ō)chew (ow)cloud (ē) eat (l)bell (ě)bread (er)bird (s)sun (er)herb (r) (ē)emu (er) turn (təl) (s)sun (t)tiger (k)cat (d)dog (f)fish (w)web (ē)happy (ī)cry (f)fish (ng) (ä) (ī)ipad (ī) (p) (n) (ch) (m) (k)duck

Words to Read

teacher, twister, locker, dancer, keeper, gem, gent, gentle, gentleman, German, book, cook, shook, chook, look, moon, spoon, monsoon, rooster, balloon

Words to Spell

Use phoneme fingers.

book (b) (ö) (k)

shook (sh) (ö) (k)

chook (ch) (ö) (k)

spoon (s) (p) (ō) (n)

rooster (r) (ō) / (s) (t) (er)

monsoon (m) (ö) (n) / (s) (ō) (n)

germ (j) (er) (m)

German (j) (er) / (m) (ä) (n)

gentle (j) (ě) (n) / (təl)

Heart Words

Read, tap with letter names, write.

minute, people, laugh, cough, because, triple, flood, blood, false, fourth

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

A Wooden Boat

Today, I went on foot to visit the brook with my son.

After school, I would hotfoot it to the brook to sit in the crook of a tree and read a good book, or I would go fishing in the water to hook a fish in the lagoon. Once, I kicked my footy into the stream and had to get it with a plank of wood. I made a little wooden boat as I waited for my footy to dry. I put it into the brook and stood to see it drift away. It was pretty good! I loved my childhood.

As I overlook the brook with my son, I pick up a bit of wood and ask, "Shall

Game

Read & Grab 79

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: oo (book/moon)

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh, -ce, oo

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Soft C, Soft G

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y, Suffix -er

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ö)book (ō)moon (j)giraffe (s)face (s)city (ī)light (ow)cloud (ě)bread (ē)eat (ē)green (kəl)sparkle, (pəl), (səl), (təl), (zəl) (ē)happy (ch) (ā)alien (ē)emu (ū)few (ō)chew (ī)ipad (k)cat (ö) (ī)cry (īer) (ā)train (ks) (h)(er)bird (er)herb (er)turn (ā)play (t)tiger (b) (l)lion

Words to Read

louder, softer, painter, reader, teacher, giant, gigantic, gem, gent, gentle, foot, stood, hood, brook, crook, sooner, loony, croon, loop, hoop

Words to Spell

Use phoneme fingers.

- brook (b) (r) (ö) (k)
- crook (k) (r) (ö) (k)
- stood (s) (t) (ö) (d)
- loop (l) (ō) (p)

- sooner (s) (ō) (n) / (er)
- loony (l) (ō) (n) / (ē)
- gigantic (j)(ī)/(g)(ä)(n)/(t)(ī)(k)
- German (j) (er) / (m) (ä) (n)
- gentle (j) (ě) (n) / (təl)

Heart Words

Read, tap with letter names, write.

- minute, people, laugh, cough, because, triple, flood, blood, false, fourth
- (Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. I stood by the brook in the moonlight.

Game

Read & Grab 79

Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: u (bush)

“Today we are revising the letter u spelling the sound (öö).” Show reading card - u. “The letter u spells the short sound (ü), the long sound (ū) and the sound (öö).”

“Let’s say that together... The letter u spells the sounds (ü), (ū) and (öö).” Hold the reading card up and ask students to say the phonemes as a group - (ü), (ū) and (öö).





Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh, ce, oo

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Cle or Kle Spelling Rule, Soft C, Soft G.

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y, Suffix -er

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ö) bush (ö) book (ō) moon (g) giraffe (s) face (s) city (ī) light (ū) few (ě) (ō) chew (ow) cloud (ē) eat (l) bell (ě) bread (er) bird (s) sun (er) herb (r) (ē) emu (er) turn (təl) (s) sun (t) tiger (ē) happy (ī) cry (p) (n) (m)

Words to Read

gem, gent, gentle, gentleman, German, book, cook, shook, rooster, balloon, bush, push, bull, pull, put, pudding, bullet, bulletin, bushy, pusher

Words to Spell

Use phoneme fingers.

bush (b) (ö) (sh)

push (p) (ö) (sh)

bull (b) (ö) (l)

pull (p) (ö) (l)

put (p) (ö) (t)

bullet (b) (ö) (l) / (l) (ě) (t)

spoon (s) (p) (ō) (n)

rooster (r) (ō) / (s) (t) (er)

monsoon (m) (ö) (n) / (s) (ō) (n)

Heart Words

Read, tap with letter names, write.

police, very, minute, people, laugh, cough, because, triple, flood, blood

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

A Stuck Bull

On a rainy day in May, some children saw a bull stuck in the mud. One kid pulled the bull, but it was very stuck! Another kid pulled the bull, but it was still stuck. The children started to get upset for the poor bull. They saw some wood, and one put his foot on it and pushed and pulled it. The bull finally became free!

The kid who pushed the wood was so tired that he fell into the bushes. The kids laughed, and the bull laughed too.

Game

Read & Grab 80

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: u (bush)

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh, -ce, oo

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Soft C, Soft G

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y, Suffix -er

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ö) bush (ö) book (ö) moon (j) giraffe (s) face (s) city (ī) light (ow) cloud
(ě) bread (ē) eat (ē) green (ē) happy (ch) (ā) alien (ē) emu (ū) few (ō) chew
(ī) ipad (k) cat (ö) (ī) cry (ī) er (ā) train (ks) (h) (er) bird (er) herb (er) turn (ā) play
(t) tiger (b) (l) lion (d) yelled

Words to Read

giant, gigantic, gem, gent, gentle, foot, stood, hood, brook, crook, bush, push, bull, pull, put, pudding, bullet, bulletin, bushy, pusher

Words to Spell

Use phoneme fingers.

bushy (b) (ö) (sh) / (ē)

pushy (p) (ö) (sh) / (ē)

bull (b) (ö) (l)

pulled (p) (ö) (l) (d)

put (p) (ö) (t)

bullet (b) (ö) (l) / (l) (ě) (t)

loop (l) (ō) (p)

sooner (s) (ō) (n) / (er)

loony (l) (ō) (n) / (ē)

Heart Words

Read, tap with letter names, write.

police, very, minute, people, laugh, cough, because, triple, flood, blood

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. We put the very pushy bull in the pen by the giant bush.

Game

Read & Grab 80



Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: Suffix -es

“Today we are revising suffix -es.” Show students the morphology card and read with actions.
“Suffix -es makes nouns plural.” (action 1) Students repeat chorally. “Suffix -es also helps verbs make sense.” (action 2) Students repeat chorally. “We use Suffix -es when the base word ends with ss, sh, zz, ch, and x.” Students repeat chorally.



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh, ce, oo

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Cle or Kle Spelling Rule, Soft C, Soft G.

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y, Suffix -er, Suffix -es

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ö) bush (ö) book (ō) moon (g) giraffe (s) face (s) city (ī) light (ū) few (ě)
(ō) chew (ow) cloud (ē) eat (l) bell (ě) bread (er) bird (s) sun (er) herb (r) (ē) emu
(er) turn (təl) (s) sun (t) tiger (ē) happy (ī) cry (p) (n) (ü) (b) (s) mess (z) buzz
(z) toes (ks) (ch)

Words to Read

book, cook, shook, rooster, balloon, bush, push, bull, pull, put, bushes, pushes, kisses, fusses, buzzes, waxes, fixes, mixes, bunches, pinches

Words to Spell

Use phoneme fingers.

bushes (b) (ö) (sh) / (ě) (z)

pushes (p) (ö) (sh) / (ě) (z)

kisses (k) (ī) (s) / (ě) (z)

buzzes (b) (ü) (z) / (ě) (z)

fixes (f) (ī) (ks) / (ě) (z)

bunches (b) (ü) (n) (ch) / / (ě) (z)

pull (p) (ö) (l)

put (p) (ö) (t)

bullet (b) (ö) (l) / (l) (ě) (t)

Heart Words

Read, tap with letter names, write.

police, very, minute, people, laugh, cough, because, triple, flood, blood

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Sentences

1. Jim wishes he had triple the number of sweets.
2. Tom pushes his sister on the swing.
3. Jill crashes into bushes when she shuts her eyes and spins.
4. The baby laughs when her mum kisses her feet.

Game

Read & Grab 81

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: Suffix -es

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh, -ce, oo

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Soft C, Soft G
Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y, Suffix -er, Suffix -es

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(ö) bush (ö) book (ō) moon (j) giraffe (s) face (s) city (ī) light (ow) cloud
(ě) bread (ē) eat (ē) green (ē) happy (ch) (ā) alien (ē) emu (ū) few (ō) chew
(ī) iPad (k) cat (ö) (ī) cry (ī) er (ā) train (ks) (h) (er) bird (er) herb (er) turn (ā) play
(t) tiger (b) (l) lion (d) yelled (ch) (sh) (ks) (z) buzz (z) toes (s) cross (ě)

Words to Read

foot, stood, hood, brook, crook, bush, push, bull, pull, put, bushes, pushes, messes, benches, finches, sixes, mixes, hisses, fizzes, dashes

Words to Spell

Use phoneme fingers.

- bushes (b) (ö) (sh) / (ě) (z)
- pushes (p) (ö) (sh) / (ě) (z)
- misses (m) (ī) (s) / (ě) (z)
- fizzes (f) (ī) (z) / (ě) (z)

- mixes (m) (ī) (ks) / (ě) (z)
- benches (b) (ě) (n) (ch) / / (ě) (z)
- pulled (p) (ö) (l) (d)
- put (p) (ö) (t)
- bullet (b) (ö) (l) / (l) (ě) (t)

Heart Words

Read, tap with letter names, write.

- police, very, minute, people, laugh, cough, because, triple, flood, blood
(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. Jill crashes into bushes when she shuts her eyes and spins.

Game

Read & Grab 81

Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: or / -ore

“Today we are revising the letters or and ore spelling the sound (or).” Show readings card - or and ore. “The letters or spell the sound (or) at the beginning and in the middle of words.” Students repeat chorally.

“The letters ore spell the sound (or) on the end of words.” Students repeat chorally.





Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh, ce, oo, or, ore

Rules: Vowels, Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Cle or Kle Spelling Rule, Soft C, Soft G, or/ore

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y, Suffix -er, Suffix -es

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(or)corn (or)snore (ö) bush (ö) book (ö) moon (g) giraffe (s) face (s) city (i) light (ü) few (ë) (ö) chew (ow) cloud (ē) eat (l) bell (ě) bread (er) bird (s) sun (er) herb (r) (ē) emu (er) turn (təl) (s) sun (t) tiger (ē) happy (i) cry (p) (n) (ü) (b) (s) mess (z) buzz (z) toes (ks) (ch)

Words to Read

bush, push, bull, pull, put, bushes, kisses, buzzes, waxes, bunches, corn, thorn, storm, export, report, store, more, wore, explore, snore

Words to Spell

Use phoneme fingers.

storm (s) (t) (or) (m)

thorn (th) (or) (n)

export (ě) (ks) / (p) (or) (t)

snore (s) (n) (or)

more (m) (or)

explore (ě) (ks) / (p) (l) (or)

buzzes (b) (ü) (z) / (ě) (z)

fixes (f) (i) (ks) / (ě) (z)

bunches (b) (ü) (n) (ch) / / (ě) (z)

Heart Words

Read, tap with letter names, write.

police, very, minute, people, laugh, cough, because, triple, flood, blood

(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

Dora's Chores

Dora was bored of doing the chores. She had done more than she had intended, and she was happy with that. If only her Mum had the same plan! Dora's Mum gave her 10 minutes to do as many chores as she could. If she did a record number of chores, her Mum would take her to the store, and she could buy herself a treat. Dora knew she could do more, so she put her mind to the job. In the end, Dora smashed the record and even had a minute left. She went to the store and got some popcorn and a new record player.

Game

Read & Grab 82

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: or/-ore

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh, -ce, oo, or, ore

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Soft C, Soft G, or/ore
Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y, Suffix -er, Suffix -es

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(or)corn (or)snore (ö) bush (ö) book (ö) moon (j)giraffe (s)face (s)city (i)light (ow)cloud (ë)bread (ē)eat (ē)green (ē)happy (ch) (ā)alien (ē)emu (ū)few (ō)chew (i)ipad (k)cat (ö) (i)cry (i)er (ā)train (ks) (h)(er)bird (er)herb (er)turn (ā)play (t)tiger (b) (l)lion (d)yelled (ch) (sh) (ks) (z)buzz (z)toes (s)cross (ë)

Words to Read

bush, push, bull, pull, put, bushes, pushes, messes, benches, finches, born, thorn, organ, import, report, store, more, core, explore, snore

Words to Spell

Use phoneme fingers.

storm (s) (t) (or) (m)

born (b) (or) (n)

organ (or) / (g) (ä) (n)

store (s) (t) (or)

core (k) (or)

explore (ë) (ks) / (p) (l) (or)

bushes (b) (ö) (sh) / (ë) (z)

pushes (p) (ö) (sh) / (ë) (z)

misses (m) (i) (s) / (ë) (z)

Heart Words

Read, tap with letter names, write.

police, very, minute, people, laugh, cough, because, triple, flood, blood
(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. Port Power stormed to the lead and recorded a great victory.

Game

Spelling Game 82



Alphabet Activity: Write lower case alphabet a-z

PA Activity (if required)

Lesson Focus: oi/oy

“Today we are revising the letters oi and oy spelling the sound (oy).” Show readings card – oi and oy. “The letters oi spell the sound (oy) at the beginning and in the middle of words.” Students repeat chorally.

“The letters oy spell the sound (oy) on the end of words.” Students repeat chorally.



Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, ch, sh, th, ck, ng, nk, qu, wh, -ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh, ce, oo, or, ore, oi, oy

Rules: Consonants, Short Vowels, Long Vowels, A Syllable, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, ck), Suffix, Plural, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Cle or Kle Spelling Rule, Soft C, Soft G, or/ore, oi/oy

Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y, Suffix -er, Suffix -es

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(oy)boil (oy)toy (or)corn (or)snore (ö) bush (ö)book (ö)moon (g) giraffe
(s) face (s)city (ī)light (ū)few (ě) (ö)chew (ow)cloud (ē) eat (l)bell (ě)bread
(er)bird (s)sun (er)herb (r) (ē)emu (er) turn (təl) (s)sun (t)tiger (ē)happy (ī)
cry (p) (n) (ü) (b) (s)mess (z)buzz (z)toes (ks) (ch)

Words to Read

bushes, kisses, buzzes, waxes, bunches, corn, report, store, more, explore, coin, boil, oil, foil, spoil, toy, boy, joy, enjoy, employ

Words to Spell

Use phoneme fingers.

- boil (b) (oy) (l)
- coin (k) (oy) (n)
- spoil (s) (p) (oy) (l)
- boy (b) (oy)

- enjoy (ě) (n) / (j) (oy)
- employ (ě) (m) / (p) (l) (oy)
- more (m) (or)
- explore (ě) (ks) / (p) (l) (or)
- export (ě) (ks) / (p) (or) (t)

Heart Words

Read, tap with letter names, write.

- police, very, minute, people, laugh, cough, because, triple, flood, blood
- (Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Connected Text

I read, we read, you read.

No Noise Picnic

Joy and Elroy packed snacks for an afternoon picnic in the backyard. They had planned for some time away from the noise inside. Elroy packed hard-boiled eggs. He also joined nuts with seeds to make a trail mix. Joy made bread rolls for them to enjoy. They wrapped the food in foil so it would not spoil and it would keep moist.

Joy and Elroy walked to a place in the yard where they would avoid the noise. Elroy laid the blanket on the soil and put the food onto plates. Just one minute passed until the five little children ran to Joy and Elroy with their toys! OH BOY! Now there was lots of noise!

Game

Read & Grab 83

Alphabet Activity: Write Lower Case alphabet a-z

PA Activity (if required)

Lesson Focus: oi/oy

Reading Card Drill

s, a, t, i, m, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u, j, w, z, x, y, ff, ll, ss, zz, s(z), ch, sh, th, ck, ng, nk, qu, wh, ed, ai, ay, ee, oa, er, ea, ow, a-e, e-e, i-e, o-e, u-e, ire, y, -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle, -sle, -zle, ir, ur, ou, ew, igh, -ce, oo, or, ore

Rules: The vowels, consonants, short and long vowels, -ve Spelling Rule, C or K Spelling Rule, Floss Rule (-ff, -ll, -ss, -zz, -ck), Plural, Suffix, Noun, Verb, Adjectives, Closed Syllable, Open Syllable, Soft C, Soft G, or/ore, oi/oy
Morphology: Suffix -s, Suffix -ed, Suffix -ing, Suffix -y, Suffix -er, Suffix -es

Spelling Review

Say Phoneme (s) - students say (s) is s and write the letter s.

(oy)boil (oy)toy (or)corn (or)snore (ö) bush (ö)book (ō)moon (j)giraffe
(s)face (s)city (ī)light (ow)cloud (ě)bread (ē)eat (ē)green (ē)happy (ch)
(ā)alien (ē)emu (ū)few (ō)chew (ī)ipad (k)cat (ö) (ī)cry (īer) (ā)train (ks) (h)
(er)bird (er)herb (er)turn (ā)play (t)tiger (b) (l)lion (d)yelled (ch) (sh) (ks)
(z)buzz (z)toes (s)cross (ě)

Words to Read

bushes, pushes, messes, benches, finches, thorn, organ, import, explore, snore, point, noise, poise, oink, ointment, destroy, enjoy, employ, deploy, decoy

Words to Spell

Use phoneme fingers.

noise (n) (oy) (z)

oink (oy) (nk)

spoil (s) (p) (oy) (l)

deploy (d) (ē) / (p) (l) (oy)

destroy (d) (ē) / (s) (t) (r) (oy)

decoy (d) (ē) / (k) (oy)

born (b) (or) (n)

organ (or) / (g) (ă) (n)

explore (ě) (ks) / (p) (l) (or)

Heart Words

Read, tap with letter names, write.

police, very, minute, people, laugh, cough, because, triple, flood, blood
(Add any Heart Words not mastered in previous assessment using Playberry Laser Heart Word Flashcards)

Dictation

Read, repeat, cover, write. Joy wrapped the food in foil so it would not spoil and it would keep

Game

Spelling Game 83

Spelling Test Instructions

Setup

Students need the correct student sheet for the test being administered, and two sharp pencils. Students should be seated in a position where copying from others is not possible.

Administration

Say the number, then say the word clearly. Read the sentence, then repeat the word.

I ... **bag**, Bill has a bag ... write **bag**.

Ask students to watch your mouth as you clearly articulate each word. Instruct students to use 'phoneme fingers' before spelling each word. Do not sound out the word for them.

Marking Guidelines

Each grapheme is represented at least twice in the test. Students must get every grapheme correct at least once to "pass" that lesson.

Do not mark reversals as incorrect. Make a note of them and prompt in future lessons.

Do not mark capital letters as incorrect.

Heart words - the whole word needs to be spelt correctly to be marked as correct.

Following the test.

Make a list of the graphemes not 'passed' or 'mastered', along with the Lesson number.

Go back and teach the corresponding Review Lesson(s) for each student in the group.

Once all graphemes requiring revision have been reviewed, retest those words. If students are still inaccurate, note the grapheme and choose/add spelling words in subsequent lessons.

Heart Words that were not spelled correctly in the test should be added to subsequent lessons and retested at the end of the next test period.

**DO NOT USE DISCONTINUATION RULE FOR END OF TERM TESTS
- STUDENTS MUST COMPLETE THE ENTIRE TEST**

Tier 2 - Assessment 9

1.	city	Adelaide is a capital city .	city
2.	cent	Mum gave me a fifty cent piece.	cent
3.	mice	The mice hid in the haystack.	mice
4.	race	I came first in the running race .	race
5.	teacher	My teacher is nice.	teacher
6.	longer	My hair is longer than my sister's.	longer
7.	germ	A germ can make you sick.	germ
8.	gentle	I gave the dog a gentle pat.	gentle
9.	spoon	We ate the cake with a spoon .	spoon
10.	bloom	The flowers will bloom in Spring.	bloom
11.	shook	I shook the tambourine.	shook
12.	took	I took the dog for a walk.	took
13.	bush	The cat hid in the bush .	bush
14.	put	Mum put her coat on.	put
15.	brushes	We bought two new brushes .	brushes
16.	misses	If Tim misses this goal, we will lose.	misses
17.	cord	Please plug in the tv cord .	cord
18.	fork	Mum told me to use a fork to eat with.	fork
19.	more	I would like more ice-cream.	more
20.	explore	I wanted to explore the beach.	explore

Tier 2 - Assessment 9

21.	boil	We left the soup to boil .	boil
22.	spoil	Rain will spoil our picnic.	spoil
23.	enjoy	Did you enjoy the party?	enjoy
24.	employ	Dad needed to employ someone new.	employ
25.	false	We had to answer true or false .	false
26.	fourth	It was my fourth trip to England.	fourth
27.	flood	A flood can be dangerous.	flood
28.	blood	We have blood cells in our body.	blood
29.	because	We left because we were tired.	because
30.	triple	Triple means three times.	triple
31.	laugh	The clown made us laugh .	laugh
32.	cough	Dad needed to cough .	cough
33.	minute	I had to read for one minute .	minute
34.	people	Some people like to ride bikes.	people
35.	police	The police helped direct the traffic.	police
36.	very	It was a very hot day.	very



Read & Grab

1. Only use the game listed in the Teacher Booklet, or one from a previous teaching point.
2. Shuffle the cards.
3. Place cards in the centre of the table face down. 
4. Each player takes turns to pick up a card from the top of the pile, turn it over, and read it.
5. On subsequent turns, cards with the same symbol are placed in a downward column, in front of each player, and are all read aloud.
6. When a player picks a card off the deck with a symbol that is on a set already held by another player, they "grab" that set from the other player, and read the whole set as they place them down in front of themselves.
7. The winner is the person with the most sets once the deck in the centre of the table is gone.
8. If a player makes an error, ask them to have another go. If students are guessing (and not decoding), introduce the rule that incorrectly read cards must be placed at the bottom of the centre pile.
9. When having your turn, use it as an opportunity to model how words should be read to match the group's development.



Spelling Game

- Place cards underneath each other in two groups
 - Pack 1 (yellow side up) and Pack 2 (yellow grapheme side up).



Pack 1

Pack 2

- Players pick up a card from Pack 1 first, turn it over and decide what the word should be and which spelling choice that would go on the blank line. They pick a card with that spelling choice from Pack 2, turn it over and see if it is a match. If it is a match they keep both cards. If it is not a match, the cards go back to their original places, face down.
- The winner is the player with the most pairs of cards at the end of the game.



