

Unit 15





ee e ea y ey

WEEKLY OVERVIEW

On the following pages you'll find all the activities, games and hints you need to customise a fun and engaging plan for this week. Select the activities that will suit the needs of your students to complete your Weekly Overview. It is not intended that you use all the activities on the following pages.

STEP 1

Explore the Sound

- Warm Up – Play **Silly Spelling**.
- Identify the Sound – Play **Missing Phoneme and Graphemes**.
- Brainstorm  words.
- Locate and discuss the  sound box on the **Sound Waves Teaching Charts** or **Student Chart**.
- Say the Chant & Action.

Explore the List Words

- Read through the List Words with the class.
- Play **Find a Word**.
- Set Home Study Tasks (see page 11).
- Complete Activities 1–3 on page 34 of the Student Book.
- Mark Activities 1–3 with students.

STEP 2

Working with Words

- Complete Activities 4–11 and the Challenge in the Student Book.
- Before Activity 7 – Teach **Singular and Plural**.
- Before Activity 9 – Revise **Analogies**.
- Before Challenge – Teach **Suffixes ary, ery, ory, ury**.
- Mark Activities 4–11 and the Challenge.
- Reinforce concepts and skills with Great Games (see page 76).

STEP 3

Mark and Discuss*

- Mark and discuss Activities 4–11 and the Challenge with students if you haven't already done so.
- Review the List Words and the brainstormed word lists displayed in the classroom.

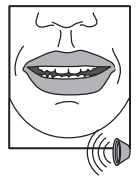
Chant & Action

See the bee – ee, ee, ee.
(pronounced as )

Hold arms up with hands under armpits. Move arms to be a buzzing bee.

Sound Production Key

Jaw is lowered only a little way. Lips are stretched out into a smile. The sides of the tongue press outwards onto the teeth, as the voice is turned on.



Tips for Kids:

- /ee/ is a long sound
- make a big smile
- this is a vowel sound, so nothing gets in the way of the air coming out.

NOTES:

* For assessment options, see page 10.

MONDAY

TUESDAY – THURSDAY

FRIDAY

Unit 15 Ideas Pages


STEP 1

Explore the Sound

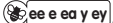
Warm Up Silly Spelling

Students revise graphemes by spelling one another's names with alternative graphemes. See game instructions on page 189.

Identify the Sound Missing Phoneme and Graphemes

Write the following sentence on the board: *The l___der stood by the str___m and gave a sp___ch to the m_d_a about factor___s rep___tedly rel___sing harmful gases from the chimn___s making it hard for p___ple to br___the.* Students identify the common missing phoneme  and allocate the correct grapheme for this sound in each word.

Brainstorming

Brainstorm words containing , starting with each letter of the alphabet – *achieve, approximately, breathe, believe, creative, cemetery, difficulty, detailed...* List the words on charts and display in the classroom. Encourage students to add words to the lists during the week.


Unit 15



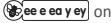
ee e ea y ey bee me seat baby money

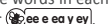
List Words

stream
leader
speech
breathe
release
recent
media
recipe
relieve
achieve
perceive
scenery
retreating
factories
enemies
difficulty
naughty
necessity
fatigued
cemetery
repeatedly
primarily
guarantee
secretarial
approximately

1 Colour the graphemes that represent  in the List Words.

2 Turn to page 81. Count the sounds and identify all the graphemes in each List Word.

3 Write any other letters that can represent  on the Grapheme Chart. Write one word example for each.

4 Circle the words in each column where you hear .

streaming speechless media relieve reign difficulty unkind
breath matinee equal achieve foreign naughty fatigued
breathing guaranteed listen friend receive syllable secretarial
fearing fiancée error magpie perceive lawyer scissors


Grapheme Chart

grapheme	word
i	media
ie	relieve
ei	perceive



5 Write graphemes to represent  to finish these List Words.

recip_e br_ea_the factor_ie_s rel_ea_se sc_e_ner_y
lea_der cemeter_y necessit_y enem_ie_s rep_ea_tedl_y
r_e_cent primari_y perc_ei_ve ach_ie_ve approximatel_y

6 Write ordinal numbers, for example 1st, 2nd and 3rd, to show where you hear  in the words.

achieve 3rd recipe 6th necessity 8th difficulty 9th perceive 4th
enemies 5th recent 2nd cemetery 8th retreating 5th factories 7th
fatigued 4th naughty 4th primarily 9th approximately 12th
guarantee 7th secretarial 9th media 2nd and 4th scenery 2nd and 6th





7 Rewrite these singular words in their plural forms. Use your dictionary.

★ Singular means one, for example *one enemy*. Plural means more than one, for example *some enemies*.


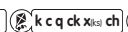
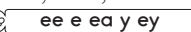

speech speeches necessity necessities difficulty difficulties
guarantee guarantees secretary secretaries
cemetery cemeteries medium media or mediums
axe axes axis axes fungus fungi or funguses

8 Fill the empty sound boxes to represent the sounds you hear in each bolded homograph. Turn to (25) page 87.

A professional wood chopper needs to take good care of his **axes**.

A square has four **axes** of symmetry.

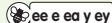


   



Explore the List Words

Play Find a Word

Students find a List Word that:

- has  as its 2nd–9th, 12th sound
- has 4 sounds and 7 letters
- has 6 sounds and 8 letters
- has **ee, e, ea, y, ie, ei, i** representing 
- has **the** for 
- starts with **re, diff, nec, app**
- can be a plural for *medium*
- is a singular/plural word
- has **s, es, ies** in its plural form
- can have an opposite or similar meaning to a word in Activity 11.

List Words Segmented

s t r ea m	5	a ch ie ve	4	n e c e ss i t y	8
ea d er	4	p e r c ei ve	5	f a t i gue d	6
s p ee ch	4	s c e n e r y	6	c e m e t e r y	7
b r ea the	4	r e t r ea t i ng	8	r e p ea t e d l y	9
r e ea se	5	f a c t o r ie s	8	p r i m a r i y	9
r e c e n t	6	e n e m i e s	6	g u a r a n t ee	7
m e d i a	5	d i ff i c u t y	9	s e c r e t a r i l	11
r e c i p e	6	n a ugh t y	4	a pp r o x i m a t e y	12
r e ie ve	5				

STEP 2

Unit 15 Focus

Graphemes

ee, e, ea, y, i, ie, ei

Concepts

Singular and Plural
Homographs
Analogies
Combining Syllables
Vocabulary
Suffixes

Working with Words

Activity 7 Singular and Plural

Turn to page 87 of the Student Book and read **Helpful Hint** (34) with the class. Also review **Helpful Hints** (5a), (5b) and (5c) on page 86. List the following words on the board: *speech, necessity, difficulty, guarantee, secretary, guarantee, cemetery, axe, axis, fungus, medium, basis, criterion, tempo, millennium, diagnosis*. Select students to write the plural form beside each one. Students will need to use their dictionaries for the last eight words.

Play Bingo

Students write plural words on their Bingo cards (**BLM T1**), which are then erased from the board. Students take turns to give the singular forms of the words. See game instructions on page 179.

Activity 9 Analogies

Revisit **Helpful Hint** (11) on page 87 of the Student Book with students.

Analogies Quiz

Use the analogy statements in set 2 on **BLM WL17** one by one. Students write a List Word from Units 2–5 to complete each analogy.

Challenge

Suffixes ary, ery, ory, ury

Play Whole Class Four in a Row

Divide the class into four teams and have them sit in groups on the floor. Display the game board (**BLM GM43**) where all students can see it. Place the word cards from **BLM GM44** in a stack face down in a central position. Play the game as per instructions with each team taking the place of an individual player. Encourage teams to discuss their game choices. See game instructions on page 184.

9 Write List Words to complete these analogies.

Turn to (11) page 87.

Water is to drink as air is to breathe. A branch is to a tree as a stream is to a river.

Eyes are to sight as a voice is to speech. Friends are to peace as enemies are to war.

Plans are to building a house as a recipe is to cooking a cake.

Farms are to growing as factories are to manufacturing.

A nursing occupation is to a hospital as a secretarial occupation is to an office.

10 Colour code one word part from each column to form List Words.

cem	di	pe	<u>cemetery</u>
me	e	tee	<u>media</u>
re	e	tery	<u>retreating</u>
scen	trea	ry	<u>scenery</u>
guar	ci	ting	<u>guarantee</u>
re	an	a	<u>recipe</u>

diff	ma	ri	ty	<u>difficulty</u>
ne	peat	cul	ly	<u>necessity</u>
re	cess	i	ly	<u>repeatedly</u>
pri	i	ed	ty	<u>primarily</u>

sec	pprox	i	ri	ly	<u>secretarial</u>
a	re	ta	mate	al	<u>approximately</u>



11 Write List Words with **opposite** meanings in the first box, and **similar** meanings in the second box.

follower leader hold release old recent well behaved naughty
friends enemies advancing retreating energised fatigued

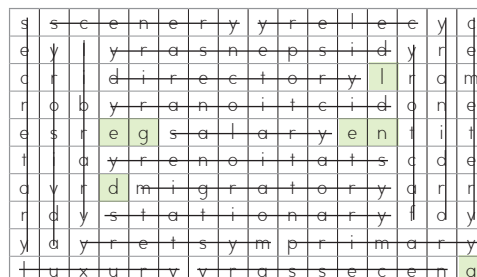
ease (pain) relieve accomplish achieve notice or recognise perceive
continually repeatedly need necessity promise guarantee
about or almost approximately firstly and most importantly primarily

Challenge

Colour words ending in **ary, ery, ory** and **ury** in the Word Search. Finish the words below to match. Find the Hidden Word.

★ Use a lead pencil until you are sure of your answers.

library migratory
scenery necessary
celery directory
primary ordinary
mystery advisory
factory dispensary
dictionary secretary
solary cemetery
stationary (still) luxury
stationery (writing materials)



Hidden Word legendary

► For the Extra Challenge turn to page 90.

Sound Waves 6 Student Book 35

STEP 3

Mark and Discuss

Review and discuss key concepts, including the brainstormed word lists. Revisit the checklist on the Weekly Overview page to see if you have missed anything.

For assessment ideas, see page 10.



GREAT GAMES

Games are powerful teaching tools that keep students interested in learning. Below, we've suggested some great game ideas that are perfect for consolidating the concepts in this unit. Kids love them!

Word Puzzle (List Words)

Using **BLM GM42**, students match List Word beginnings and endings to form connecting rows of hexagonal shapes. See game instructions on page 195.

Four in a Row (Missing Graphemes)

This board game is for 2–4 players and provides practice completing words ending with **ary**, **ery**, **ory** and **ury**. Use **BLMs GM43** and **GM44**. Instructions are included with the game but can also be found on page 184.

Word Values 2 (List or Extension Words)

Students play in pairs, giving one another numerical values as a code for List or Extension Words. See instructions on page 197.

FOR FAST FINISHERS

Students learn and work at different rates. The following activities have been designed to challenge fast finishers.

Extra Challenge

Using **BLM T2**, students make a singular and plural *Match Two* game with the following words: *bacterium*, *crisis*, *curriculum*, *vertebra*, *index*, *syllabus*, *analysis*, *appendix*, *mongoose*, *lava*, *tempo*, *stimulus*, *basis*, *formula*, *criterion*, *vortex*, *datum*, *mother-in-law*, *cupful*, *cactus*, *series*.

Platypus

Students create *Platypus* sentences using List Words or words from the Extension Word Lists and display them around the classroom for others to solve throughout the week.

For example:

- My sister works in a *platypus* position in an office in town.
- If your car has a 12-month *platypus*, any breakdowns within that time will be fixed free of charge.
- Some sheep are raised *platypus* for wool to be made into clothes.

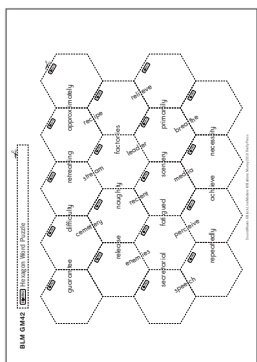
See game instructions on page 188.

Turn to page 175 for instructions to these and other Great Games

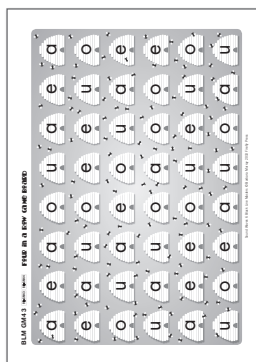
BLACK LINE MASTERS

Black Line Masters are available exclusively to classes that booklist *Sound Waves Student Books*. Download them from www.soundwaveteachers.com.au.

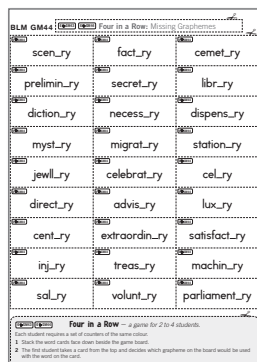
BLM GM42



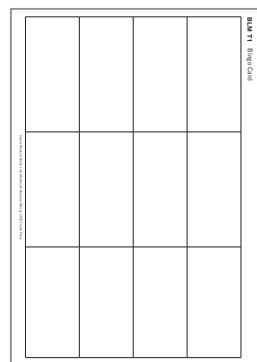
BLM GM43



BLM GM44



BLMs T1 & T2



BLM WL7

