- Warm Up Play Whose Name?
- Identify the Sound Play **Hangman**.
- Say the Chant & Action.
- Brainstorm ee e e y ey words.
- Locate and discuss the (See e ea yey) sound box on the Sound Waves Teaching Charts or Student Chart.

Explore the List Words

- Read, discuss, segment the List Words with the class.
- Play **Find a Word**.
- Set Home Study Tasks (see page 11).

STEP 2

TUESDAY - THURSDAY

Working with Words

- Complete Activities 1–10 in the Student Book.
- After Activity 1 Discuss **Graphemes**.
 - Before Activity 3 & 4 Teach **Graphemes ee, ea.**
- Before Activity 6 Revise **Grapheme** y.
- Before Activity 8 Revise **Adding s to words ending in y**.
- Before Activity 9 Teach **Homophones**.
 - Mark Activities 1–10 in the Student Book.
- Reinforce concepts and skills with Great Games and Art/Extension Activities (see page 76).

STEP 3

Mark and Discuss*

- Mark and discuss Activities 1–10 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 (See e ea y ey))

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

See page 12 for Chant and Action ideas.

Sound Box

Find the See eayey sound box on the Teaching Charts or Student Chart. Look at the bee icon and



pictures, noting the one-letter and two-letter graphemes and their position in each word.

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.

^{*} For assessment options, see page 10.

Unit 15 👺 Ideas Pages



Explore the Sound

Warm Up

Whose Name?

Give clues for a name and see who can guess the name first. Finish the game with 'Whose name has See e e a y ey]?' See game instructions on page 197.

Identify the Sound

Hangman

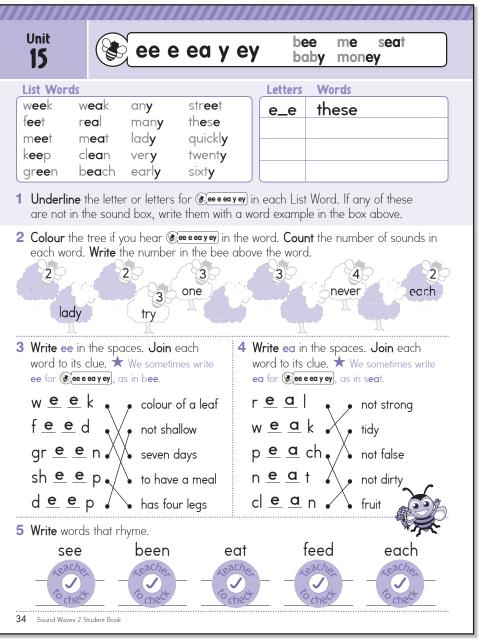
Play this game with the following animal names: *monkey, bee, eagle, sheep, emu.* Ask students to identify the common sound in the words –
Recease. Next, have them identify the grapheme for Recease in each word. See game instructions on page 182.

Brainstorming

Brainstorm words with (Seee eayey), including students' names, and write them on a chart or an enlarged bee art template **BLM A16**. Include words with an initial, medial and final sound. Highlight the graphemes for (Seee eayey) and write them at the top of the chart. Discuss how ee, e, ea, y and ey can all represent (Seee eayey) and how y and ey are usually only used on the end of words to represent (Seee eayey). Brainstorm lists of words with ee, e, ea and y.

Brainstorm a list of words with the following spelling pattern: **each**. Encourage students to add to the lists throughout the week.





Sound Waves 2 Student Book Page 34

Explore the List Words

Read, Discuss, Segment

Read through the List Words with students. Discuss the meanings of the words. Segment the words into individual sounds, holding up a finger for each sound. Use an enlarged **BLM WL14** or have students refer to their Student Books.

Play Find a Word

Students find a List Word that:

- is a number
- is a person
- is a colour
- is something you can do
- is the opposite of late, dirty
- has 4 letters and 3 sounds
- has 4 sounds
- ends with ee ee eay ey.

STEP 2

Unit 15 Focus

Graphemes

ee, e, ea, y, ey, e_e

Patterns

eed. eet. each

Concepts

Rhyming Onset/Rime

Adding es Homophones

6 Write y in the spaces. Circle the words with @GE GE GE Y EY.

7 Make real words with the letters in the bees.

feed

eed

many early quickly sixty

gr sp f

Write these words on the line. * We sometimes write y for * ee e ea y ey, as in baby.

an_y_man_y tr_y_your (earl_y) awa_y (quickl_y)(sixt_y)

street

Working with Words

Activity 1 Graphemes

Complete Activity 1 with students. Discuss how (See e ea y ey) on the end of a word can be e, ee or y. The letter y is usually only used at the end of a word to represent (ee e ea y ey). We can also use ey on the end of a word.

Activities 3 & 4

Graphemes ee and ea

Have students sound out the words in these activities, putting ee e ea y ey into

each.

reach

teach

the word, then saying the word, eg w-k, week.

Play Build a Word

Students start by writing ee or ea and build a word according to the instructions, eg 'Write ee. Now turn it into green.' See game instructions on page 178.

Activity 6 Grapheme y

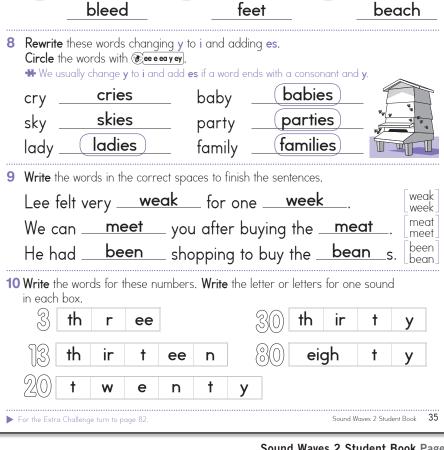
In this activity, students complete the words by adding the letter y. After the words have been completed have students say the word and listen for (See e ea y ey), putting thumbs up when they hear (See e ea y ey) and down when they don't.

Activity 8 Adding s to words ending in v

With students, read the purple text below the Activity 8 instructions and ask them to locate Helpful Hint 3a on page 78 of the Student Book for future reference. Brainstorm a list of words that end with a consonant and v. Circle the words that could have **s** added and demonstrate how we change **y** to **i** then add **es**.

Activity 9 Homophones

Homophones were introduced in Unit 13. Discuss the meanings of the words in the brackets and have students give sentences with these words.



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.

Unit 15 🐲

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!

Match Up (ee e ea y ey Words)

Students match the **words on **BLM GM45** to the clues found on **BLM GM46**. See game instructions on page 185.

Racing Track Board Game (Graphemes)

In this board game, students race around the track by completing words with @@ioy@eo and @@eee@yey graphemes.

BLM GM47 is the game board and BLM GM48 provides the cards. See game instructions on page 189.

Words in Words (List Words)

Students write the List Words and look for smaller words in each word, circling them as they go. For example in *meat*, circle *me*, *at* and *eat*. See game instructions on page 198.

Word Change

Students write the given word and change a grapheme to create a new word. Use the Word Strips on **BLM WOC** or **WSS** to play this game. Start with the words *meat*, *feet*, *mean*, *beach*. See game instructions on page 197.

For your
Super Spellers
try Challenge 15 from
Super Challenge Black
Line Masters

FOR FAST FINISHERS

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

Extra Challenge

Students write silly sentences that contain three or four of the List Words. For example: *We will meet the green lady at the beach*. Draw a picture for each sentence.

Art/Extension Idea

Students design a suit for a beekeeper. Have them draw and label it, telling what the suit is made from.

Turn to page 173 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.soundwavesteachers.com.au.

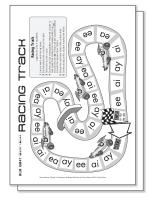
BLM GM45



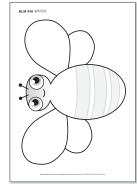
BLM GM46

opposite of <i>slowly</i>		a fruit	
seven days	opposite of late	two tens	
six tens	a colour	woman	
of	you eat this with vegetables	of	

BLMs GM47 & 48 BI



BLM A16



BLMs WOC & WSS

