

ee e ea y ey

## 73

# Unit 15 Ideas Pages



## STEP 1

### Explore the Sound

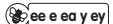


#### Warm Up Silly Spelling



Students revise graphemes by spelling names with alternative graphemes. See game instructions on page 190.

#### Identify the Sound

Ask three or four students with  in their names to stand up. Ask students to identify the common sound in the names. List the names and identify and discuss  graphemes in the names.

#### Brainstorming

Brainstorm and write on a chart  words, including classmates' names. Include words with  as their initial, medial and/or final sound. Highlight the graphemes for  in the words and list these graphemes at the top of the chart.

Discuss with students how **y** and **ey** are usually used at the end of words to represent , and how **eo**, **i** and **ie** represent  in *people*, *litre* and *babies*. Brainstorm lists of words with the following graphemes **ee**, **ea**, **e**, **y** and **ey**. Encourage students to add to the lists throughout the week.




## Unit 15




**ee e ea y ey** bee me seat baby money

### List Words

feet	3
feel	3
each	2
seat	3
easy	3
please	4
beach	3
green	4
sleep	4
street	5
pony	4
money	4
key	2
eighteen	4
eighty	3
nineteen	6
babies	5
people*	5
leave	3
Easter	4
litre	4
metre	4
weekend	6
season*	5
finally	6

1 Circle the letters that represent  in the List Words.

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

3 Write one stroke for every sound in each List Word.

4 Colour the letter **e** if it represents  in the word.

egg emu metre litre ever even video voice equal

5 Finish the words with **ee** or **ea**. Write the words you have made on the beehive.

My f**ee**t are too big for these shoes.

I was tired so I went to sl**ee**p.

May I pl**ea**se have some more?

My favourite colour is gr**ee**n.

E**a**ch of us has some money.


We drove down the str**ee**t.

Eight people sat on the s**ea**t.

I do not f**ee**l very well.

It is time for us to l**ea**ve.

On the w**ee**kend we went for a swim at the b**ea**ch.

6 Write **y** or **ey** to represent .

★ The words in Activities 7 and 8 will help you.

The funn**y** bunn**y** bought honey**ey** with his money**y**.

The craz**y** monkey**ey** finally**y** gave us the key**y**.

The sill**y** turkey**ey** told us a stor**y** about a pon**y**.

### Grapheme Chart

letters	words
ie	babies
eo	people
i	litre

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


\* Some students may only count four sounds in these words, as they may not hear the schwa.

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## Explore the List Words

### Play Find a Word

Students find a List Word that:

- is an animal
- is something you can do
- starts with 
- ends with 
- rhymes with *teach*, *deep*, *eat*
- contains the word *east*, *sea*, *end*
- is a compound word
- doesn't contain the letter **e**
- has **eo** for 
- has **i** for 
- has five letters and four sounds
- can have **ing** added.

# STEP 2

## Working with Words

### Unit 15 Focus Concepts

Students will encounter the following concepts in the Student Book activities for this unit:

#### New Concepts

- Activity 7** Adding s to words ending in a consonant and y  
**Activity 8** Adding s to words ending in a vowel and y

### Activities 7 & 8

#### Adding s to words ending in y

Activity 7 requires students to make plurals from words ending in a **consonant** and **y**, while Activity 8 requires students to make plurals from words ending in a **vowel** and **y**.

Have students read the **green text** below the instructions for these Activities and locate **Helpful Hints** (3a) and (4a) on page 78 of the Student Book for future reference.

With the students, brainstorm and list words that end in **y** that could have **s** added, for example *play, fly, monkey*.

Have students identify those which end with a **consonant** and **y**. Explain that these words need to have **y** changed to **i** before **es** is added. Demonstrate adding **s** to one of these words. Select students to add **s** to the other words that end with a **consonant** and **y**.

Repeat this, demonstrating how the **y** remains when **s** is added to words ending in a **vowel** and **y**, for example *boy – boys*.

### Activity 11 Graphemes

Read aloud the instructions for Activity 11. Explain to the class that the grapheme for each sound is to be written in a separate box. Next, draw four grids on the board to resemble those in Activity 11. Select students to write the words *please, easy, key* and *green* in the grids, writing the graphemes for each sound in a separate box. For example:

p	l	ea	se
---	---	----	----

Explain that the graphemes written in the shaded boxes in Activity 11 are to be transferred into the boxes with the matching numbers below the grids. See page 5 for information about using Word Strips.

# 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.

- 7** Rewrite these words adding s to each one.

✚ To add s to words ending in a consonant and y, we usually change the y to i and add es.

party parties baby babies lady ladies  
 family families story stories bunny bunnies

- 8** Rewrite these words adding s to each one.

✚ If a word ends with a vowel and y, we usually just add s.

key keys monkey monkeys  
 donkey donkeys turkey turkeys



- 9** Finish each sentence with either litres or metres.

I drank two litres of water. The people ran eighty metres.  
 This seat is two metres long. We needed eight litres of paint.

- 10** Finish each sentence with the correct word.

Eight and ten are eighteen. Nine and ten are nineteen.  
 Eight tens are eighty. Nine tens are ninety.

- 11** Count the sounds in these words. Write the letter or letters for each sound in a separate box. Solve the riddle by writing the letters from the shaded boxes in the boxes with matching numbers.

happy	<sup>7</sup> h	a	pp	y	Easter	Ea	<sup>2</sup> s	t	er		
leave	<sup>3</sup> l	ea	ve		street	s	t	r	<sup>4</sup> ee	t	
pony	<sup>5</sup> p	o	n	<sup>6</sup> y	babies	b	<sup>1</sup> a	b	ie	s	
money	m	<sup>8</sup> o	n	<sup>10</sup> ey	season	s	ea	s	o	<sup>9</sup> n	
beach	<sup>11</sup> b	ea	ch		weekend	w	<sup>12</sup> ee	k	e	n	d

Who is in the beehive?

<sup>1</sup>a <sup>2</sup>s <sup>3</sup>l <sup>4</sup>ee <sup>5</sup>p <sup>6</sup>y <sup>7</sup>h <sup>8</sup>o <sup>9</sup>n <sup>10</sup>ey <sup>11</sup>b <sup>12</sup>ee

### Challenge

Rearrange the letters in each word to make as many words as possible. Use all letters in each word.

seat	meal	mean	team	steal
<u>teas</u>	<u>male</u>	<u>name</u>	<u>mate</u>	<u>least</u>
<u>eats</u>	<u>lame</u>	<u>amen</u>	<u>tame</u>	<u>stale</u>
<u>east/sate</u>		<u>mane</u>	<u>meat</u>	<u>tales/slate</u>

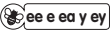
► For the Extra Challenge turn to page 82.

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## 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!

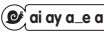
### Phoneme Hunt (Phonemes)

Support Activity 2 with this game. Ask students to look through books to find  words. They then sort and list the words according to their graphemes.

### Match Up (List Words)

Students use **BLM GM38** to match List Word beginnings and endings. See page 186 for game instructions.

### Four in a Row (Phonemes)

Students use **BLMs GM34** and **GM35** to match  words with their correct graphemes. See game instructions on page 182.

### Bananas (List Words)

This game is a quick, fun version of a spelling bee. Play Bananas with the List Words to reinforce the spelling of these words. See game instructions on page 176.

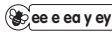

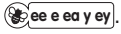
For your  
Super Spellers  
try Challenge 15  
from Spelling Super  
Challenge Black Line  
Masters

Turn to  
page 173  
for instructions to  
these and other  
Great Games

## FOR FAST FINISHERS

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

### Extra Challenge

The  Extra Challenge asks students to find as many words as they can that start with the sounds  . Students may use a dictionary.

### Extension Idea 1

Students decide which animal they would rather be: a bee, a pony or a monkey. Explain why.

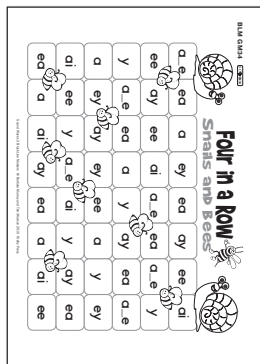
### Extension Idea 2

Students invent a new bee species that has been discovered in Australia. See **BLM EX17**.

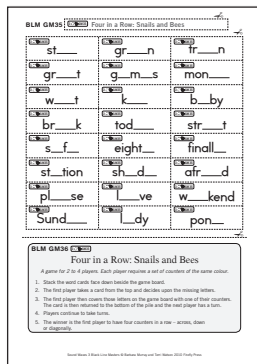
## BLACK LINE MASTERS

Black Line Masters are available exclusively to classes that booklist Sound Waves Student Book. Download them from [www.soundwaveteachers.com.au](http://www.soundwaveteachers.com.au).

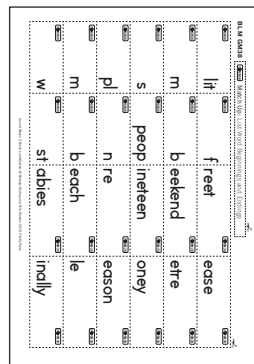
### BLM GM34



### BLM GM35



### BLM GM38



### BLM EX17

