

Unit 15 Ideas Pages

STEP 1


Explore the Sound

Warm Up Whose Name?

Ask students questions about the sounds in their names. See game instructions on page 196.


Identify the Sound

Select from:




Option 1: Bring in honey for students to taste and discuss where it comes from. Make a list of words related to honey and bees on a large beehive shape. Find all of the words that have .

Option 2: Play *Finish the Rhyme* with the following sentences. Stress the words in bold.

- I **see** a **bee** in the _____. (**tree**)
- The **meat** is on the s_____. (**seat**)
- The **peach** is on the b_____. (**beach**)
- Did you **read** about the s____? (**seed**)
- He has **been** very m_____. (**mean**)


List the rhyming pair for each sentence and have students identify the common sound in all of the words – . See game instructions on page 178.

Brainstorming




Brainstorm words with , including students' names, and write them on a chart or an enlarged bee art template **BLM A15**. Include words with an initial, medial and final sound. Highlight the graphemes for  and write them at the top of the chart. Discuss with students how **ee**, **e**, **ea** and **y** can all represent .

Brainstorm words with **ee**, **e** and **ea**. Brainstorm words with the following spelling patterns: **eed**, **eep**, **een**, **eat**, **eet**. Encourage students to add to the lists throughout the week.

Unit 15



ee e ea


 **bee**
 **me**
 **seat**



List Words


me	she	sea	three
be	see	eat	beach
we	been	each	any
he	tree	read	many


Letters **Words**


y	any


1 Underline the letter or letters for  in each List Word. If any of these are not in the sound box, write them with a word example in the box above.


2 Colour the picture if you hear  in the picture name. Colour one  for each sound you hear in the picture name.


bee




feet


cake


queen



leaf


3 Write **ee** to finish the words. Join the pictures to the correct words.

★ We sometimes write **ee** for , as in **bee** .

s_ee

b_ee



tr_ee


f_ee d

m_ee t



f_ee t

3


thr_ee


b_ee n


4 Write **ea** to finish the words. Join the pictures to the correct words.

★ We sometimes write **ea** for , as in **seat** .

t_ea


s_ea



_ea t


s_ea t

l_ea f

m_ea t


r_ea d


_ea ch

34 Sound Waves 1 Student Book

Sound Waves 1 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
- ends with 
- starts with 
- starts with 
- is something you can do
- has 4 letters and 2 sounds
- means *a lot*.

What Am I?

Students search the List Words for answers to the following clues:

- I have lots of water.
- I have lots of leaves.
- I am beside the ocean.

STEP 2

Working with Words

Unit 15 Focus



Graphemes

ee, e, ea


Patterns

eed, eep, een, eat

Activity 1 Graphemes


Complete Activity 1 with students. Discuss how  on the end of a word can be represented by **e**, **ee** or **y**. Usually, the letter **y** is only used at the end of a word to represent . Sometimes it can be represented by **ey**.

Activity 2 Phoneme

Have students say each picture name in Activity 2 and clap if they hear . Students also colour a bee for

each sound in the picture name. Encourage them to mark each bee with a dot as they segment the word, then colour the bees.

Activities 3 & 4 Graphemes ee, ea



Have students sound out the words in Activities 3 and 4, putting  into the blank space in the word, then saying the whole word, eg *s-ee*, *see*; *tr-ee*, *tree*.

Activity 5 Spelling Patterns


Play Real or Unreal

Have students sound out each word in Activity 5 and say the word if it is real or say nothing if it is not. See game instructions on page 188.

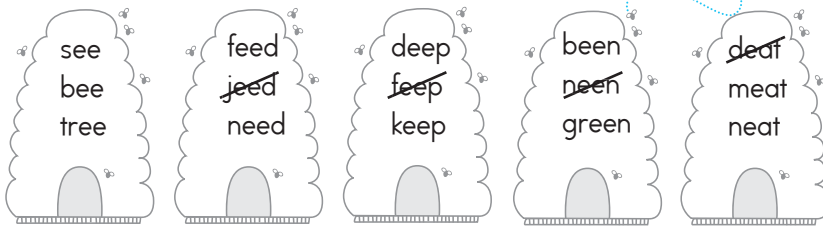
Activity 6 Graphemes


Before completing Activity 6, have students sound out the words that will be made by adding  in the spaces. Next, add the graphemes that represent . They can refer to the List Words if they are unsure.

Activity 7 Reading

Have students read each word in this activity aloud, putting thumbs up if the word contains  and thumbs down if it does not.

5 Read the words on the beehives. Cross out the ones that don't make sense.

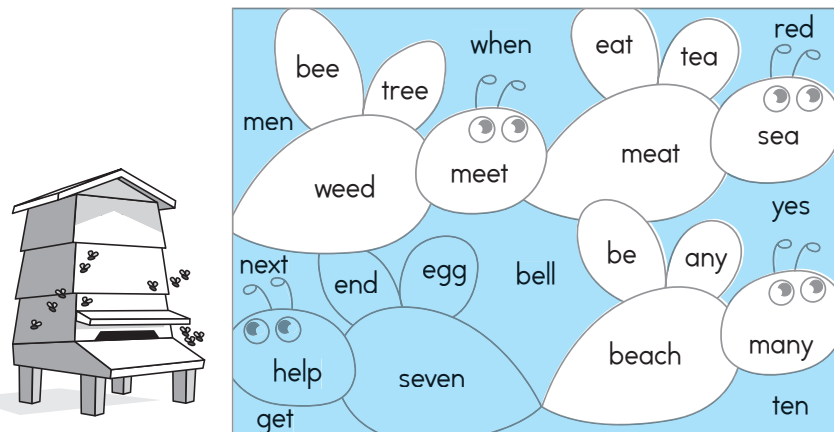


6 Write the letters for  to finish the words. Use **e**, **ee**, **ea** or **y**. Write one of the words for each picture.

m_e ea_t an_y thr_ee man_y
h_e sh_e tr_ee b_ea_ch ea_ch



7 Say the words. Colour yellow if you hear . Colour blue if you don't hear .



► For the Extra Challenge turn to page 82.

Sound Waves 1 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.

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 (Words to Pictures, Rhyming, Word Building)

Students use **BLMs GM47** and **GM48** to match  **ee e ea** pictures to words. They can use **BLMs GM48** and **GM49** to match rhyming words. With **BLM GM50** students create  **ee e ea** words by matching word beginnings and endings. See game instructions on page 183.

Rhyming Mime (Rhyming)

Students tell the class a rhyming word for a given word by miming it instead of saying it. Use the words *bee*, *eat*, *each* and *seed*. See game instructions on page 184.

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

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

ART ACTIVITIES

Choose one or both of the following activities to conduct in groups or as a whole class.

Art Activity 1

Students create a class display of rhyming beehives. Have them draw and decorate five large beehives. They then glue words from **BLMs GM48** and **GM49** onto the hives to make five rhyming hives. Have them add the pictures from **BLM GM47** to the appropriate hives.


Art Activity 2

Students colour and decorate bee template **BLM A15**. Have them glue pictures from **BLM GM47** onto the bee and write  **ee e ea** words around it.

FOR FAST FINISHERS

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

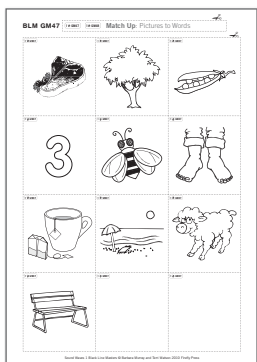
Extra Challenge

Students go on a sound or phoneme hunt in reading books. Have them find as many words as possible with  **ee e ea** in them.

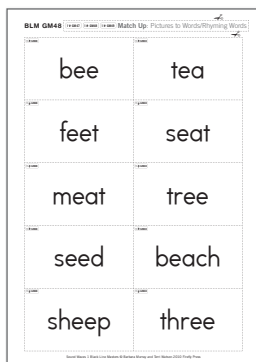
BLACK LINE MASTERS

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

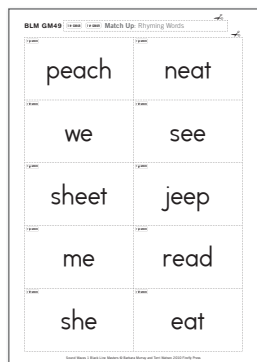
BLM GM47



BLM GM48



BLM GM49



BLM GM50



BLM A15

