

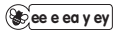


# Unit 15 Ideas Pages

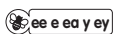
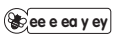
## STEP 1

### Explore the Sound

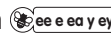
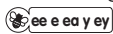

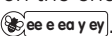
#### Warm Up Whose Name?

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

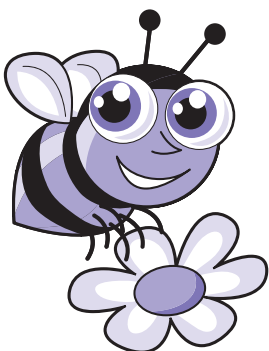
#### Identify the Sound Hangman

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


#### Brainstorming

Brainstorm words with , 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  and write them at the top of the chart. Discuss how **ee, e, ea, y** and **ey** can all represent  and how **y** and **ey** are usually only used on the end of words to represent . 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.



Unit 15


ee e ea y ey

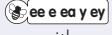
bee me seat  
 baby money


**List Words**


week	weak	any	street
feet	real	many	these
meet	meat	lady	quickly
keep	clean	very	twenty
green	beach	early	sixty


**Letters**   **Words**


e_e	these


**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 tree if you hear  in the word. Count the number of sounds in each word. Write the number in the bee above the word.

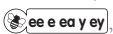
2  
  
lady

2  
  
try

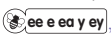
3  
  
one

3  
  
never

4  
  
each


**3** Write **ee** in the spaces. Join each word to its clue. ★ We sometimes write **ee** for , as in **bee**.


w e e k	colour of a leaf
f e e d	not shallow
gr e e n	seven days
sh e e p	to have a meal
d e e p	has four legs


**4** Write **ea** in the spaces. Join each word to its clue. ★ We sometimes write **ea** for , as in **seat**.


r e a l	not strong
w e a k	tidy
p e a ch	not false
n e a t	not dirty
cl e a n	fruit


**5** Write words that rhyme.

see  


been  


eat  


feed  


each  


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## 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 .

# STEP 2

## Working with Words

### Unit 15 Focus

#### Graphemes

ee, e, ea, y, ey, e\_e

#### Patterns

eet, eet, each

#### Concepts

Rhyming

Onset/Rime

Adding es

Homophones

### Activity 1 Graphemes

Complete Activity 1 with students.

Discuss how **ee** **ea** **y** 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** **ea** **y**. 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** **ea** **y** into

the word, then saying the word, eg **w-ee ea y ey-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 **ee** **ea** **y**, putting thumbs up when they hear **ee** **ea** **y** and down when they don't.

### Activity 8 Adding s to words ending in y

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 **y**. 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.


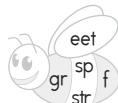

For assessment ideas, see page 10.

6 Write **y** in the spaces. Circle the words with **ee** **ea** **y**.

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

an\_y man\_y tr\_y y\_our earl\_y awa\_y quickl\_y sixt\_y  
any many early quickly sixty

7 Make real words with the letters in the bees.

	feed		greet		reach
f k bl	seed	gr sp f	street	r g b	teach
s	bleed	str	feet	t	beach

8 Rewrite these words changing **y** to **i** and adding **es**.

Circle the words with **ee** **ea** **y**.

✦ We usually change **y** to **i** and add **es** if a word ends with a consonant and **y**.

cry	cries	baby	babies
sky	skies	party	parties
lady	ladies	family	families



9 Write the words in the correct spaces to finish the sentences.

Lee felt very weak for one week.

We can meet you after buying the meat.

He had been shopping to buy the beans.

weak  
week  
meat  
meet  
been  
bean

10 Write the words for these numbers. Write the letter or letters for one sound in each box.

3	th	r	ee	30	th	ir	t	y	
13	th	ir	t	ee	n	80	eigh	t	y
20	t	w	e	n	t	y			

► 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!


### Match Up 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  and  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 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.soundwaveteachers.com.au](http://www.soundwaveteachers.com.au).

### BLM GM45

week	green
clean	twenty
quickly	sixty
early	beach
weak	meat
lady	peach

### BLM GM46

opposite of slowly	has lots of sand	a fruit
seven days	opposite of late	two tens
six tens	a colour	woman
opposite of dirty	you eat this with vegetables	opposite of strong

### BLMs GM47 & 48

### BLM A16

### BLMs WOC & WSS

Write On Card				